

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
OPEN PUBLIC MEETING

June 21, 2024

9:00 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-AND-

Via Zoom Webinar

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

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1 APPEARANCES

2 COMMISSIONERS:

3 PATRICIA GIPSON, Chair

4 STEVEN J. CARRILLO, Vice Chair

5 TIMOTHY E. BECK, Secretary

6 MELISSA ARMIJO, Member

7 ALAN BRAUER, Member

8 REBEKKA BURT, Member

9 SHARON CLAHCHISCHILLIAGE, Member

10 STEWART INGHAM, Member

11 K.T. MANIS, Member

12

13 STAFF:

14

15 BRIGETTE RUSSELL Deputy Director

16 Charter School/Options for

17 Parents and Families Division

18

19 LUCY VALENZUELA Authorizing Practices Administrator

20 and Training Specialist

21 Charter School/Options for Parents

22 and Families Division

23

24 MELISSA BROWN Technical Assistance and Support

25 (MISSY) and Training Administrator

Charter School/Options for

Parents and Families Division

COUNSEL TO THE PEC:

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4

1 INDEX TO PROCEEDINGS, Continued

2 PAGE

3 14 Discussion and Possible Action to 139

4 Approve School Contracts, Including the

5 Performance Frameworks

6 15 Discussion and Possible Action Under the 155

7 Intervention Ladder, Including Review

8 of the Corrective Action Plan for

9 Alma d'Arte High School

10

11 16 Review and Acceptance of Notification of 269

12 Governing Board Changes for Alma d'Arte

13 Charter High School

14

15 17 Discussion and Possible Action on 271

16 Changes to PEC-Approved Forms,

17 Effective July 1, 2024

18

19 18 Report from Charter Schools Division 273

20 and Discussion

21 19 Report from the Chair and Discussion 279

22 20 Discussion and Possible Action on 287

23 Legislative Initiatives

24

25 21 Discussion and Possible Action to 288

Provide Input to Chair or Liaisons

to Speak on Behalf of the PEC

22

23 22 PEC Comments - No Discussion or 288

24 Action Taken

25 23 Discussion of New Business Topics 289

for Next Agenda

24 Adjourn 289

REPORTER'S CERTIFICATE 290

ATTACHMENT:

1 List of Attendees

3

1 INDEX TO PROCEEDINGS

2 PAGE

3 1 Call to Order, Roll Call, 5

4 Pledge of Allegiance,

5 Salute to the New Mexico Flag,

6 PEC Vision, Mission, and Values

7

8 2 Approval of Agenda 7

9

10 3 Public Comment 8

11

12 4 School Highlights and Spotlight - 28

13 No Discussion or Action Taken

14 5 Consent Agenda 40

15 6 Discussion and Possible Action on Item(s) 40

16 Removed from the Consent Agenda - Moot

17

18 7 Discussion and Possible Action on 41

19 Albuquerque Collegiate Charter School

20 Location Change Amendment Request

21

22 8 Discussion and Possible Action on Estancia 56

23 Valley Classical Academy Additional Square

24 Footage Amendment Request

25

9 Discussion and Possible Action on THRIVE 62

Community School Educational Program

Amendment Request

10 Discussion and Possible Action on 68

Pecos Cyber Academy Enrollment Cap

Amendment

11 Discussion and Acceptance of 97

New Mexico School for the Arts

Annual Report

12 Presentation from Schools on Reporting 104

Conditions for Baseline information

and Possible PEC Action

13 Discussion and Possible Action to 138

Confirm Completion of Transition Year

Checklist

5

1 THE CHAIR: Good morning, everyone. Sorry

2 for the delay.

3 I'm going to call to order this meeting of

4 the Public Education Commission. It is Friday,

5 June 21st, 2024, and it is 9:09 a.m. And I'm going

6 to ask Commissioner Beck to do roll, please.

7 SECRETARY BECK: Commissioner Manis.

8 COMMISSIONER MANIS: I'm here, in body and

9 spirit.

10 SECRETARY BECK: Commissioner Armijo.

11 COMMISSIONER ARMIJO: Here.

12 SECRETARY BECK: Commissioner Taylor. Not

13 here.

14 Commissioner Burt.

15 COMMISSIONER BURT: Here.

16 SECRETARY BECK: Commissioner Ingham.

17 COMMISSIONER INGHAM: Here.

18 SECRETARY BECK: Commissioner

19 Clahchischilliage.

20 COMMISSIONER CLAHCHISCHILLIAGE:

21 (Off-mic.)

22 SECRETARY BECK: Commissioner Brauer.

23 COMMISSIONER BRAUER: Here.

24 SECRETARY BECK: Chair Gipson.

25 COMMISSIONER GIPSON: Here.

6

1 SECRETARY BECK: Vice Chair Carrillo.  
 2 VICE CHAIR CARRILLO: Here.  
 3 SECRETARY BECK: Secretary Beck, here.  
 4 There is a quorum of nine, and there are  
 5 nine Commissioners present.  
 6 THE CHAIR: And no one on Zoom.  
 7 SECRETARY BECK: And no one on Zoom.  
 8 THE CHAIR: So I'm going to ask people now  
 9 to stand for the Pledge and the New Mexico Salute.  
 10 (Pledge of Allegiance and Salute to the  
 11 New Mexico Flag conducted.)  
 12 THE CHAIR: And I do believe Commissioner  
 13 Brauer is going to read the PEC Mission and Vision  
 14 today.  
 15 COMMISSIONER BRAUER: Thank you,  
 16 Madam Chair, members of the Commission. The PEC's  
 17 vision is as follows:  
 18 All students and families residing in  
 19 New Mexico, regardless of background or  
 20 circumstance, will experience equitable access to a  
 21 diverse array of innovative, high-quality public  
 22 schools, where students will learn, thrive, and  
 23 realize their full potential.  
 24 The Mission: Authorize and support public  
 25 charter schools for innovative, equitable,

7

1 choice-driven education, where all New Mexico  
 2 students learn and thrive.  
 3 Our value statements: Our values set the  
 4 tone for how we operate and how we expect New Mexico  
 5 State-authorized charter schools to operate and  
 6 communicate with us and their communities.  
 7 And our values are as follows. And I'm  
 8 just going to read the -- each item of the values  
 9 and not the sentences beyond them.  
 10 Transparency, consistency, respect,  
 11 student-centered excellence, and equity and  
 12 inclusion.  
 13 THE CHAIR: Thank you. And before we  
 14 start the rest of the agenda, Commissioner Taylor is  
 15 not here today because his father unfortunately  
 16 passed away. So we want to express our condolences  
 17 to Commissioner Taylor.  
 18 It's also come to my attention that  
 19 Commissioner Ingham's father has fairly recently  
 20 passed away. Yeah. We were unaware of it. So we  
 21 want to express our condolences, and also to  
 22 Dr. Amador. His father recently passed away. So we  
 23 want to express our condolences from the PEC. So  
 24 thank you, all.  
 25 We are now on to Item No. 2, which is the

8

1 approval of the agenda.  
 2 VICE CHAIR CARRILLO: Move to approve.  
 3 SECRETARY BECK: Second.  
 4 THE CHAIR: There's a motion from  
 5 Commissioner Carrillo and a second by Commissioner  
 6 Beck. And because we have no one on Zoom, all in  
 7 favor?  
 8 (Commissioners so indicate.)  
 9 THE CHAIR: Opposed?  
 10 (No response.)  
 11 THE CHAIR: Hearing no opposition, the  
 12 motion passes.  
 13 We are now on to Item No. 3, which is  
 14 Public Comment. We have some folks on Zoom, and we  
 15 have folks here. So we're going to take the Zoom  
 16 people first, and then we'll take the live people  
 17 here.  
 18 We ask that you try to limit yourself to  
 19 two minutes. You will get a warning. And if you're  
 20 exceeding that two minutes, we will ask you to stop.  
 21 We're trying to give everyone the time that they  
 22 need, but we also want to be fair and not just let  
 23 people ramble on.  
 24 So thank you. So, Missy, first person?  
 25 MS. MELISSA BROWN: Thank you, Chair. Our

9

1 first person is Pete Schnettler. Please spell your  
 2 name for the court reporter. I will start the timer  
 3 after you have spelled your name.  
 4 FROM THE PUBLIC: P-e-t-e. Last name,  
 5 S-c-h-n-e-t-t-l-e-r.  
 6 I have done an analysis on Alma d'Arte  
 7 based on data available on the PED website using the  
 8 latest information that compares Alma to other high  
 9 schools in Las Cruces as well as other charter  
 10 schools in New Mexico that have provided scores  
 11 versus estimates.  
 12 What I found would indicate that the  
 13 school is doing about average compared to other  
 14 schools. In looking at the areas that would be  
 15 affected most, if there is a problem with student  
 16 morale, one would think that attendance and  
 17 graduation scores would reflect a problem. But in  
 18 looking at 2022 to 2023 attendance data, Alma came  
 19 in fourth out of six Las Cruces high schools. They  
 20 also tied the Tier 1 attendance for all New Mexico  
 21 high schools.  
 22 Another area of concern would have been  
 23 graduation rates. Again, Alma was within 2 points  
 24 of average graduation rates for all high schools  
 25 across New Mexico. Two charter schools in

<p style="text-align: right;">10</p> <p>1 Las Cruces did far worse than Alma when it came to 2 graduation.</p> <p>3 For English and Language Arts, proficiency 4 at Alma was third in Las Cruces, while matching the 5 ELA proficiency for all New Mexico high schools at 6 36 percent.</p> <p>7 Areas of concern were in math and science 8 proficiency. Both areas put Alma at the bottom for 9 high schools in Las Cruces, as well as charter 10 schools in New Mexico.</p> <p>11 I have asked a board member about this and 12 was told that they are aware of it, and they have a 13 plan in place to address it, which included 14 terminating the prior math and science teachers and 15 monitoring the performance.</p> <p>16 In looking at the PED data, I do not see a 17 reason for terminating Alma's charter or to replace 18 the board. The data speaks for itself. There 19 are -- yes, there are issues with math and science, 20 but they are being addressed. All the other 21 concerns would be subjective and would not take into 22 consideration the performance measured by the PED.</p> <p>23 I plan to post this analysis to social 24 media, including links to the source data so that 25 the PEC, public, and media can look for themselves</p>	<p style="text-align: right;">12</p> <p>1 scenes at Alma.</p> <p>2 I have come today to make this quite 3 personal. I've been keeping it back in the back for 4 a long time. But today I've come to say that it is 5 quite obvious that the council at Alma is very 6 lacking in character, ethics, and morals to have 7 hired the administrator that they did, knowing full 8 well that he had a history of bullying and 9 destroying artwork for an art school.</p> <p>10 The fact that he is -- they have continued 11 to support him when faced with all of the 12 disgruntled -- so-called disgruntled parents that 13 have actual, legitimate complaints, this school is 14 looking at lawsuits, not just complaints. We have a 15 suicide of a student that is directly related to 16 bullying at the school, not just by students that 17 was not addressed by an administrator, a man who 18 claims that he only thrusts his chest out at 19 students because he has arthritis in his back and 20 he's stretching his shoulders.</p> <p>21 I have arthritis in my back. I stretch my 22 shoulders, but I certainly don't do it at children 23 trying to intimidate them. That is assault.</p> <p>24 I am disgusted with the entire ordeal that 25 is going on with this whole thing as far as the</p>
<p style="text-align: right;">11</p> <p>1 at how well Alma is performing.</p> <p>2 Thank you.</p> <p>3 THE CHAIR: Thank you very much.</p> <p>4 MS. MELISSA BROWN: And our next speaker 5 is Cindy DeLanoy. Again, please spell your name for 6 the court reporter, and I will start the timer when 7 you are done spelling your name.</p> <p>8 FROM THE PUBLIC: Okay. Can you hear me? 9 Am I there?</p> <p>10 MS. MELISSA BROWN: Yes, you are. Please 11 remember to spell your name, Cindy.</p> <p>12 FROM THE PUBLIC: Okay. Cindy DeLanoy, 13 D-e-L-a-n-o-y. I am with the Save Alma group. I 14 have spoken before in the past.</p> <p>15 First, I would like to address the past 16 comment. He claims that Alma is doing great and so 17 much better. I would like to ask how many of those 18 schools this year have a student suicide? How many 19 of those schools this year have had so many 20 complaints against their council and their direct 21 administrators?</p> <p>22 I do not think I've heard any as many of 23 this, as our schools (verbatim); if there has been 24 any, certainly not as many. So that analysis really 25 has zero bearing on what's truly going on behind the</p>	<p style="text-align: right;">13</p> <p>1 people that are in charge of Alma and the people 2 that are in charge of the people in charge of Alma.</p> <p>3 It has gone entirely too far, and there 4 has been nothing done. It's disgusting and 5 revolting, and it shows a complete and utter lack of 6 morals, ethics, and character.</p> <p>7 Thank you very much for your time, and 8 thank you for listening.</p> <p>9 THE CHAIR: Thank you.</p> <p>10 MS. MELISSA BROWN: Next, in the room, we 11 have Kim Skaggs. I'm sorry. In person, we have Kim 12 Skaggs, please. Up there.</p> <p>13 THE CHAIR: Yeah. There's a green light 14 that will come on with that mic.</p> <p>15 FROM THE FLOOR: Got it. Good morning. 16 My name is Kimberly Skaggs. K-i-m-b-e-r-l-y 17 S-k-a-g-g-s, one K, two Gs.</p> <p>18 I have prepared a statement. I'm going to 19 go ahead and read it.</p> <p>20 I understand the role of a board member. 21 We must adhere to state and federal laws, assess 22 academic data, oversee the business operations, set 23 the budget, and, at the same time, consider concerns 24 and comments from stakeholders.</p> <p>25 It is imperative that we remain impartial.</p>

<p style="text-align: right;">14</p> <p>1 It has been said by a member of this 2 committee that the governing council should be 3 removed, spoken words, to parents and students. 4 Imagine the shape Alma would be in if the governing 5 council was non-existent. We would still have a 6 principal/CAO that promoted mismanagement, had no 7 concern for academic improvement, continuously lied 8 to and misled the GC, governing council, as well as 9 the State, and hindered all growth within the 10 school, while cleaning up years of mismanagement, 11 fraud, and general malfeasance, which included 12 payments to a contracted medical provider for 13 services that were not rendered, missing assets, and 14 misuse of school membership accounts. 15 The GC, business manager, and CAO have 16 cleaned up multiple issues. 17 The GC and our new principal/CAO have 18 managed to enforce existing policies, most 19 importantly the Attendance for Success policy. 20 Students who do not attend do not learn. This 21 policy has been proven to increase proficiency when 22 enforced. We are a fully functioning art charter 23 high school. 24 Over the last year, the GC has served 25 despite threats, property damage to our homes,</p>	<p style="text-align: right;">16</p> <p>1 career, he has made a significant and positive 2 impact on students and families toward achieving 3 their educational and professional goals. 4 This speaks to Dr. Amador's commitment, 5 dedication, and passion to student success, which 6 continues to guide him as a servant leader, 7 providing access and resources to students and the 8 community. 9 Dr. Amador joined Alma d'Arte Charter 10 School, bringing his authentic servant leadership to 11 advance student success. He uses an asset-based 12 approach that focuses on the belief that each 13 student can reach their full potential by creating a 14 supportive learning environment where students can 15 thrive. 16 With this said, I encourage you to provide 17 him the fair and ample time that is needed to 18 respond and implement the recommendations from the 19 Corrective Action Plan. I have actually witnessed 20 Dr. Amador's work throughout the many years. 21 Let's continue to honor the good work that 22 is being accomplished and represent the students and 23 families that have indicated a meaningful learning 24 experience, which I believe is being forgotten. 25 Those voices are being forgotten during this --</p>
<p style="text-align: right;">15</p> <p>1 little help from the State, and, to top it all off, 2 I was approached by a member of the media very 3 recently and advised to resign and told that I was 4 committing political suicide by remaining in my 5 position. 6 The most recent set of threats were Monday 7 night at our GC meeting. We were pointed at, 8 threatened professionally and personally. 9 I believe in our students. I believe in 10 this school, and I will not quit. 11 THE CHAIR: Thank you. 12 MS. MELISSA BROWN: Next to speak is 13 Dr. Jennifer Gomez Chavez. 14 FROM THE FLOOR: Do I have to spell my 15 last name? G-o-m-e-z C-h-a-v-e-z. 16 Buenos días, Commissioners. I'm honored 17 to be here today. I'm Jennifer Gomez Chavez, an 18 educator from the University of New Mexico and a 19 community leader advocating for educational issues 20 statewide and nationally. 21 I am here in support of Dr. Amador and 22 Alma d'Arte Charter School. 23 Dr. Amador has been a long standing 24 educator and community leader throughout the state 25 of New Mexico for the last 20 years. During his</p>	<p style="text-align: right;">17</p> <p>1 during this investigation. 2 Thank you so much. 3 THE CHAIR: Thank you very much. 4 MS. MELISSA BROWN: Next to speak is 5 Dr. Adam Amador. 6 DR. ADAM AMADOR: Dr. Adam Amador, 7 A-m-a-d-o-r. 8 Madam Chair, members of the Commission, 9 usually, we only hear bad news, but I want to share 10 a lot of good news in the last year that we've 11 accomplished at Alma. 12 We are starting the new hospitality tours 13 in the restaurant program there at Alma for our 14 students to have pathways. So we partner with 15 New Mexico State University and receive letters of 16 support. In addition to that, we partner with 17 Mesilla Valley Jazz and Blues, and we're starting a 18 jazz conservatory at the school to feed the thirst 19 for jazz. 20 Also, we got a mariachi grant. A mariachi 21 group will be starting there. 22 We've opened up a gallery for students 23 specifically to showcase our student work. 24 Our students won the Taste of Las Cruces 25 last night, our culinary students. So we're very</p>

<p style="text-align: right;">18</p> <p>1 proud of that.</p> <p>2 In addition, our dance team won first at</p> <p>3 the NMSU dance competition in February.</p> <p>4 We are partnered with Latinos in Action,</p> <p>5 and MESA is actually coming in so we can move into a</p> <p>6 STEAM program at Alma.</p> <p>7 Our students acquired over \$100,000 in</p> <p>8 scholarships to New Mexico State University. We</p> <p>9 graduated 35 enrolled seniors. We offered them a</p> <p>10 Senior Sunset and a robing ceremony, which had never</p> <p>11 been done at the school, and the graduation was</p> <p>12 standing room only, and I anticipated a couple of</p> <p>13 hundred people, but there was over 400 to celebrate</p> <p>14 our students and what we're accomplishing at Alma.</p> <p>15 So I wanted to thank you for this</p> <p>16 opportunity and know that the school is thriving and</p> <p>17 growing in spite of everything else going on. And</p> <p>18 as you'll see today, we were -- in spite of some of</p> <p>19 the things that happened in my personal life, we</p> <p>20 were able to meet most of the metrics that you guys</p> <p>21 asked for.</p> <p>22 So thank you for this opportunity to</p> <p>23 speak. I appreciate it.</p> <p>24 THE CHAIR: Thank you.</p> <p>25 MS. MELISSA BROWN: Next, we have Richelle</p>	<p style="text-align: right;">20</p> <p>1 lowrider bike design-and-build program that is</p> <p>2 really very cool.</p> <p>3 Kids are excited about what's going on at</p> <p>4 Alma. We are making the changes that we need to</p> <p>5 make this school better. We're on the right track.</p> <p>6 We're making a huge difference in the lives of the</p> <p>7 students in our community, and we want to continue</p> <p>8 on that path.</p> <p>9 Thank you.</p> <p>10 THE CHAIR: Thank you.</p> <p>11 MS. MELISSA BROWN: Next we have Michelle</p> <p>12 Trujillo.</p> <p>13 FROM THE FLOOR: Good morning. My name is</p> <p>14 Michelle Trujillo. T-r-u-j-i-l-l-o.</p> <p>15 I'm a parent from Alma d'Arte High Charter</p> <p>16 School. I'm actually one of the parents that was</p> <p>17 mentioned in the last PEC meeting. I'm the parent</p> <p>18 with the ombud (verbatim) that was out of town.</p> <p>19 What head administrator forgot to mention</p> <p>20 was that since winter of 2022, I've been trying to</p> <p>21 get my son's SpEd services. I understand he wasn't</p> <p>22 there at the time. But the dean of students was.</p> <p>23 It was her job to inform him of what was going on.</p> <p>24 My first initial meeting with him, he had</p> <p>25 no knowledge of my son's medical diagnosis -- three,</p>
<p style="text-align: right;">19</p> <p>1 Peugh-Swofford.</p> <p>2 FROM THE FLOOR: Good morning. My last</p> <p>3 name is P-e-u-g-h - S-w-a-f-f-o-r-d. I'm the</p> <p>4 governance council chairperson and want to thank you</p> <p>5 guys for having us here today. I want to share with</p> <p>6 you how amazing Alma d'Arte is. It's an amazing</p> <p>7 school, and it's filled with very talented students.</p> <p>8 Like Dr. Amador said, last night our</p> <p>9 students were voted Best Of in the Taste of</p> <p>10 Las Cruces, and they served cookies that they cooked</p> <p>11 themselves. And even though it's summer break, they</p> <p>12 came in and cooked the cookies on Wednesday and</p> <p>13 Thursday and then served them last night. It was</p> <p>14 really exciting for those kids to get to be part of</p> <p>15 that.</p> <p>16 Our new administration is making positive</p> <p>17 changes and challenges for our students, bringing</p> <p>18 them opportunities that they've never had before at</p> <p>19 Alma.</p> <p>20 We have a gallery. It's run -- it's for</p> <p>21 students, and students are working there, as well as</p> <p>22 to learn how a gallery works so that when they get</p> <p>23 out of high school or college, they know what it's</p> <p>24 like to work in a gallery.</p> <p>25 We have an award winning dance team and a</p>	<p style="text-align: right;">21</p> <p>1 actually. He admitted he hadn't even looked at the</p> <p>2 paperwork. Out of the e-mails, recorded</p> <p>3 conversations, a year and a half of me trying to</p> <p>4 work with the school, they failed my son, and they</p> <p>5 failed other students.</p> <p>6 They threatened parents, ran off amazing</p> <p>7 and caring teachers who love the school and love the</p> <p>8 students. They ran off students who need the small</p> <p>9 school setting to thrive in their education.</p> <p>10 I was actually that parent that pointed at</p> <p>11 them the night of the governing board meeting. But</p> <p>12 I apologized several times. I wanted them to feel</p> <p>13 how my son did when the head administrator was</p> <p>14 inches from his face, yelling at him because he</p> <p>15 wanted to know who the lady was that he was left</p> <p>16 alone in the room with, still no knowledge of who</p> <p>17 this lady was.</p> <p>18 Certain members of the governing board and</p> <p>19 the dean of students should be removed from their</p> <p>20 positions. The administrators should realize he's</p> <p>21 not the biggest rooster in the barrio. He needs to</p> <p>22 humble himself a lot, admit he was wrong in handling</p> <p>23 a lot of situations, and at least try to work with</p> <p>24 parents and students to bring Alma d'Arte back to</p> <p>25 where it once was or remove himself.</p>

22

1 It seems like an endless cycle. We  
 2 parents will not back down. The administrator will  
 3 not admit to their wrongdoings. We need to find a  
 4 common ground and do something before Alma Arte is  
 5 shut down.  
 6 If I could, just really quick -- not all  
 7 the negative. My daughter attended Explore Academy  
 8 this year, first year out of three years being  
 9 homeschooled. And it was a wonderful experience for  
 10 her. She got all A's all year. The principal --  
 11 the former and current -- has been amazing. If I  
 12 have an issue, they call back within that week.  
 13 So Las Cruces Academy Charter -- or the  
 14 elementary -- they've been amazing -- Explore.  
 15 Yeah. Explore Academy. They've been amazing. And  
 16 I really hope that the administrator here will take  
 17 that into consideration and work with parents and  
 18 students.  
 19 Thank you.  
 20 MS. MELISSA BROWN: Okay. Our next  
 21 speaker is Jana Holguin.  
 22 THE CHAIR: And if I could just ask you  
 23 before, could you shut that other mic off, because  
 24 we could end up with an echo. Thanks.  
 25 FROM THE FLOOR: Good morning. My name is

23

1 Jana Holguin. Last name, H-o-l-g-u-i-n.  
 2 Good morning, esteemed members of the  
 3 Public Education Commission. I am here to express  
 4 my profound disappointment and frustration with the  
 5 administration and governing board of Alma. Despite  
 6 numerous concerns presented by the community, Alma's  
 7 leadership has consistently failed to listen or take  
 8 appropriate action.  
 9 This disregard is evident in the refusal  
 10 to engage with the Save Alma group, despite strong  
 11 recommendations from the PEC Commissioners.  
 12 Requests for meetings with the governance council  
 13 have been denied, showcasing their blatant  
 14 unwillingness to hear the community's voice.  
 15 During recent public comment sections,  
 16 board members have displayed disgraceful and  
 17 unprofessional behavior. They failed to adhere to  
 18 the Alma governing council bylaws, specifically  
 19 Article II-F and Article V-E, which mandate that  
 20 members conduct themselves with courtesy and  
 21 respect. Instead, we were met with eye rolls and  
 22 dismissive attitudes.  
 23 This behavior is unacceptable and  
 24 demonstrates profound disrespect for the community  
 25 they are supposed to serve.

24

1 The board approved the OMA resolution for  
 2 next year and removed the posting of meeting notices  
 3 and agendas on social media, despite established  
 4 precedent. The OMA resolution redraft was not  
 5 completed by the May 30 deadline, per the AG OMA  
 6 non-compliance requirement, and was voted on  
 7 June 3rd and again June 17th.  
 8 This lack of adherence to deadlines and  
 9 transparency is troubling.  
 10 Alma remains out of compliance with  
 11 special education services, lacking a SpEd  
 12 coordinator or ancillary staff to provide required  
 13 IEP and 504 services.  
 14 As noted last month, and as of 6/20/24,  
 15 the financial reports from February, March, and  
 16 April are the exact same document highlighting a  
 17 severe lack of transparency and accountability.  
 18 The failures extend to administrative  
 19 duties as well. Despite claims on the school's  
 20 website that transcripts are processed every Friday,  
 21 my requests from June 2nd and June 13 for official  
 22 transcripts remain unfulfilled. That delay is  
 23 another example of the administration's  
 24 inefficiency.  
 25 Alma's governing council is legally

25

1 obligated to ensure the school operates within the  
 2 boundaries of all applicable laws and regulations.  
 3 However, the school has consistently failed to  
 4 provide necessary SpEd services, despite receiving  
 5 funding. They allowed Catholic Charities to provide  
 6 mental health services, violating separation between  
 7 church and state.  
 8 Numerous students were involuntarily  
 9 disenrolled without due process, as confirmed by a  
 10 resigned board member and e-mails to students who  
 11 are involuntarily disenrolled.  
 12 The council's dereliction of duty -- I  
 13 know, I'm just going to finish this. While the  
 14 principal aims to implement new programs, such as a  
 15 hospitality and tourism program, Alma is not even  
 16 adhering to the charter and remains non-compliant.  
 17 Despite Alma being in breach of contract  
 18 under his leadership, the board unanimously extended  
 19 the principal's contract through the 2024-2025  
 20 school year without any changes. This decision  
 21 underscores their negligence and lack of  
 22 accountability.  
 23 Thank you.  
 24 THE CHAIR: Thank you.  
 25 MS. MELISSA BROWN: Next we have Janet van

<p style="text-align: right;">26</p> <p>1 Coblijn.</p> <p>2 FROM THE FLOOR: Good morning, everyone.</p> <p>3 We meet again. Thank you for having all of us.</p> <p>4 Janet van Coblijn. J-a-n-e-t. Last name,</p> <p>5 two words, v-a-n, space, C-o-b-l-i-j-n.</p> <p>6 As you know, we've been working to save</p> <p>7 Alma, whether it's working with the administration</p> <p>8 and the governing council, or throughout the</p> <p>9 community. We're 300 members strong on Facebook.</p> <p>10 This is the first time I think you've</p> <p>11 heard from what apparently is the opposition, but</p> <p>12 you've been hearing from us all this year.</p> <p>13 And as I stated when I was here two months</p> <p>14 ago, this is just a microcosm of a bigger issue,</p> <p>15 whereby we have a volunteer organization that is</p> <p>16 overseeing repeated years of failure, financial,</p> <p>17 academic, administrative, legal failures that no one</p> <p>18 has the authority to disband, to abolish. They have</p> <p>19 supervision over public funds, State funds, public</p> <p>20 education, and yet they are answerable to no one.</p> <p>21 There's something wrong here.</p> <p>22 We've tried to -- we're so far beyond</p> <p>23 trying to engage with them. They are not</p> <p>24 interested. They're not interested in listening to</p> <p>25 their community. They're not interested in</p>	<p style="text-align: right;">28</p> <p>1 Dr. Hite-Pope does not wish to speak.</p> <p>2 What about Dr. Kelli Loudermilk?</p> <p>3 Okay. Then we are done with public</p> <p>4 comment.</p> <p>5 THE CHAIR: Thank you very much. And</p> <p>6 thank you.</p> <p>7 We are now on to Item No. 4, which is</p> <p>8 School Highlights and Spotlight. Do we have --</p> <p>9 Commissioner Beck. Sorry.</p> <p>10 SECRETARY BECK: Thank you. I just want</p> <p>11 to say on May 24, I attended the School of</p> <p>12 Excellence Edgar Allan Poe's Smash Poetry with</p> <p>13 Secretary Romero. It was phenomenal eighth-grade</p> <p>14 students. (Inaudible due to audio distortion)</p> <p>15 dramatically, (audio distortion) and how (audio</p> <p>16 distortion) eighth-grader -- Deputy Secretary</p> <p>17 DeBell.</p> <p>18 They did a (audio distortion) research</p> <p>19 debate, which was fantastic. So these kids are</p> <p>20 amazing kids, and it was a pleasure being there.</p> <p>21 Thanks.</p> <p>22 THE CHAIR: So -- oh, I'm sorry. No, you</p> <p>23 can go. I thought you were just fiddling.</p> <p>24 COMMISSIONER BRAUER: Thank you. I was</p> <p>25 giving snaps to Commissioner Beck. Just kidding.</p>
<p style="text-align: right;">27</p> <p>1 understanding that they're being lied to</p> <p>2 consistently by their one employee. They're -- the</p> <p>3 failure of the previous principal is squarely on</p> <p>4 their shoulders as well.</p> <p>5 This is a Corrective Action Plan for the</p> <p>6 previous year. It's not even addressing all the</p> <p>7 atrocities of this year. So we have engaged with</p> <p>8 the Attorney General. We have engaged with the</p> <p>9 ACLU. We have engaged with the NAACP. The media --</p> <p>10 not only have we engaged with them, they have sought</p> <p>11 us out, because, as I should have said the other</p> <p>12 night at the board meeting, it's undemocratic and</p> <p>13 un-American, and there's a reason why New Mexico is</p> <p>14 50th in education.</p> <p>15 And I'm not saying you all are</p> <p>16 responsible. This is beyond your purview.</p> <p>17 And I want to thank you, because though</p> <p>18 you are volunteers, and though I listen to what</p> <p>19 you -- some of what you discussed yesterday, I know</p> <p>20 you give your all and more to what you're doing.</p> <p>21 And I cannot say the same for what is going on at</p> <p>22 Alma d'Arte.</p> <p>23 Thank you.</p> <p>24 MS. MELISSA BROWN: Next we have Dr. Kim</p> <p>25 Hite-Pope.</p>	<p style="text-align: right;">29</p> <p>1 Thank you, Madam Chair.</p> <p>2 On May 29th, I had the privilege to join</p> <p>3 the Montessori Elementary and Middle School's</p> <p>4 eighth-grade graduation or promotion. And I was</p> <p>5 really lucky enough to be their keynote speaker.</p> <p>6 And it was my first keynote job I've ever had. And</p> <p>7 it was just wonderful to be there with several dozen</p> <p>8 eighth-graders who just came back from (audio</p> <p>9 distortion) and other Europe- -- like, Eastern Bloc</p> <p>10 countries in Europe.</p> <p>11 And just hearing the stories on the side</p> <p>12 when I was there and just the impact of -- of</p> <p>13 experiences like that, I know that we focus in on</p> <p>14 academics and culturally responsive pedagogy. And</p> <p>15 then just thinking about the great gifts that many</p> <p>16 of our charters have to provide other kind of life</p> <p>17 altering opportunities in this way.</p> <p>18 And so I'm really thankful for the work</p> <p>19 that Montessori School does. It was a privilege to</p> <p>20 join them for that special day. And I'm just really</p> <p>21 thankful for all of our charter schools and really</p> <p>22 stepping up and providing some really excellent</p> <p>23 opportunities for our children. Thank you.</p> <p>24 THE CHAIR: So there was an article in --</p> <p>25 I think it was the Albuquerque Journal. But it was</p>



<p style="text-align: right;">30</p> <p>1 about the top 25 elementary schools in the state.  2 So I just want to list off the charter schools that  3 fell into that category, because it's actually quite  4 a few.</p> <p>5 And I had to take snapshots; they wouldn't  6 let me -- Taos Integrated School for the Arts,  7 Cottonwood Classical Preparatory School, New Mexico  8 International School, Albuquerque School of  9 Excellence, the Montessori Elementary and Middle  10 School, Explore Academy-Albuquerque. That's it.</p> <p>11 So congratulations to all of them. It  12 is -- you know, it is what we're here to support.  13 So great job for everyone. And I'm going to be  14 attending, actually, New America's graduation on the  15 26th of this month. I'm sorry.</p> <p>16 COMMISSIONER BURT: I just wanted to send  17 a shout-out to RioGAFA. I was at their end-of-year  18 art performance. And I think -- (inaudible due to  19 off-mic speaking).</p> <p>20 The arts integration is apparent in that  21 school from the very beginning when you walked in  22 and they had lots and lots of artwork. Some were  23 more traditional artwork that you would expect, but  24 then also artwork about the human body and the  25 science of -- of -- that they learned and how their</p>	<p style="text-align: right;">32</p> <p>1 I mean, it was a packed house, I think. Every  2 family brought their entire family to see their  3 students just go through the school.</p> <p>4 And the level of excitement -- one of my  5 favorite parts was going upstairs in their campus,  6 and all the kids who were going from third to fourth  7 grade being, like, "This is where I'm going to be  8 next year. This is so cool. That's where the big  9 kids go." You know, in the elementary school?</p> <p>10 So just a reminder of the excitement that  11 students have. And they do have such a love of  12 learning naturally, so just being able to hone in on  13 that and -- I mean, they were so excited about being  14 able to learn upstairs the next year. How cool is  15 that, you know?</p> <p>16 So just a reminder of, like, our kids want  17 to learn. Our kids want to express themselves. And  18 I'm grateful for charters being able to give them  19 multiple ways to express themselves, academic --  20 like, having that academic focus, and in other ways  21 as well.</p> <p>22 So thank you for those schools for  23 inviting me and grateful I was able to go.</p> <p>24 THE CHAIR: They keep sending me the  25 invitations to RioGAFA, and it's, like -- I know.</p>
<p style="text-align: right;">31</p> <p>1 art was the -- they learned science through art. I  2 mean, you can just see the integration in there.</p> <p>3 And then going into the performances and  4 having little kindergarteners do a rain performance  5 because they learned about the rain cycle; right?</p> <p>6 I mean, it was -- it was beautiful. I  7 mean, it was hard for me to be, like, these aren't  8 my kids. Why am I so emotionally invested? I don't  9 know any of these children.</p> <p>10 But just to see all of their families just  11 so proud of what their students accomplished that  12 year.</p> <p>13 And I just want to also give a huge  14 shout-out to the next generations, because the level  15 of intimacy and exposure that they gave in giving  16 their art out to people. They did -- the  17 seventh-graders did poems about who they were. And  18 it was so deep and meaningful, I mean, not  19 surface-level at all, which I have could never have  20 imagined in my day, like, exposing ourselves in that  21 way to emotions and feelings. So really happy to  22 see the next generation coming up and what that  23 looks like for them.</p> <p>24 I also got to go to Altura Prep's  25 end-of-year celebration, which was so fascinating.</p>	<p style="text-align: right;">33</p> <p>1 But it's, like, "We're going to keep until you  2 come." (Verbatim.)</p> <p>3 Commissioner Carrillo.</p> <p>4 VICE CHAIR CARRILLO: It's that time of  5 year, graduations. And I had the pleasure --  6 because of the way things are scheduled, our  7 meetings, it's hard sometimes because people have  8 their graduations on the same day -- I was able to  9 attend two. First, I totally remember being a  10 sixth-grader and being the big man at the elementary  11 school -- right? -- and how cool that is. Then you  12 move on to seventh.</p> <p>13 I was in L.A. And it was -- 7, 8, and 9  14 was junior high school in California, and then, all  15 of a sudden, you're no longer the big person  16 anymore.</p> <p>17 But, anyway, so I was able to attend  18 Tierra Encantada for the first time. And I learned  19 so much about the school. Also, pretty much every  20 child at the school takes a minimum four years of  21 language, and they graduate with 30 credits. And  22 they've just done a complete turn-around at that  23 school, and their board and their head administrator  24 are just phenomenal.</p> <p>25 But the thing that really stood out -- and</p>

<p style="text-align: right;">34</p> <p>1 I'm going to shout out to her today. Her name is  2 Natalie. And I would imagine almost everyone in  3 this room at one point or another has heard Jimi  4 Hendrix do the Star Spangled Banner solo electric  5 guitar, or Carlos Santana. But not only was it so  6 brave to do that, being a senior in high school; she  7 just knocked it out of the park. I just loved that.  8 So kudos to Natalie at Tierra.  9 And then was able to attend Monte del Sol.  10 Theirs -- the kids basically design their  11 commencement. So it doesn't start with Pomp and  12 Circumstance, which we all -- I don't know about  13 you. I get tired of that.  14 So they had the Yo-Yo Ma cello solo. And  15 I can't remember the movement. It was moving,  16 actually. I don't find Pomp and Circumstance moving  17 whatsoever.  18 And then they had -- just a really  19 wonderful, from the pueblo, a Native American  20 blessing and dance. It was just very different the  21 way they did theirs. And students that want to  22 speak. Luckily, it wasn't all of them. It would  23 have lasted a little long. But it just -- a  24 wonderful, different way to do things and  25 acknowledging and respecting their kids.</p>	<p style="text-align: right;">36</p> <p>1 SECRETARY BECK: 42 percent of the  2 charters were Spotlight. 42 percent of the charters  3 were Spotlight.  4 THE CHAIR: All charters.  5 SECRETARY BECK: Of the State-chartered --  6 of ours.  7 DR. BRIGETTE RUSSELL: Meaning a  8 disproportion- -- my calculation was 36 percent.  9 But statewide, it's 25 percent of all schools are  10 Spotlight schools. If 36 percent of ours are  11 Spotlight schools, the State Charter School sector  12 is doing better.  13 VICE CHAIR CARRILLO: The State, which is  14 the -- AIMS in Albuquerque. So we have a lot to be  15 proud of in our State charters.  16 THE CHAIR: Okay. Thank you.  17 Commissioner Armijo.  18 COMMISSIONER ARMIJO: Thank you. One  19 more. I wasn't able to attend RioGAGA's art  20 performance. I was invited to that, and I couldn't  21 go. But I did go to their mural opening. And it  22 was beautiful.  23 They work with Working Classroom. And the  24 artist there was lovely. And it was -- you know,  25 that school is right, I mean, like three minutes</p>
<p style="text-align: right;">35</p> <p>1 So it's the time of year where we are able  2 to attend things, and it reminds us why we do the  3 work, you know? Because the kids -- for all we hear  4 about New Mexico, there are kids here that do  5 extremely well in all schools, and there's a lot to  6 be proud of in New Mexico.  7 Yeah. We have challenges. A lot to be  8 proud of. That's it.  9 THE CHAIR: I do want to say. I didn't  10 attend. But I did see pictures of the sunrise. And  11 they were just -- they were -- they really were.  12 That was lovely. I thought that was a really nice  13 touch.  14 And I talked to some Commissioners about  15 that, to be able to offer that to students.  16 So I just wanted to -- you kind of  17 reminded me of that. So thank you.  18 Commissioner Beck.  19 SECRETARY BECK: One last quick one. I  20 just -- the Vista reports finally came out. And the  21 State-chartered schools, 42 percent of them were  22 Spotlight. And Spotlight is the top 25 percent. So  23 kudos to all the work done in those State charters.  24 THE CHAIR: 42 percent of the Spotlights  25 were charters. Is that what you said?</p>	<p style="text-align: right;">37</p> <p>1 away from my house. So it's -- I love going down  2 there, and I love the administration there.  3 I also want to highlight the Mark Armijo  4 Academy. Four students were invited to attend the  5 Johns Hopkins Everyone Graduates Centers National  6 School Redesign Showcase, where they presented  7 various policy-makers.  8 They presented to various policy-makers on  9 student agency, which is really cool. And they  10 design their own programs and design their own --  11 you know, to make it theirs, so that policy change  12 can happen with what they feel would be best.  13 So just wanted to share that. Thank you.  14 COMMISSIONER CLAHCHISCHILLIAGE: Thank  15 you. Last week I left the conference -- our charter  16 school conference -- to attend graduation and  17 promotion of eighth-graders at DEAP in Navajo,  18 New Mexico. And oh, my gosh. I was just sitting  19 there, very emotional, the same way you were,  20 Rebekka, and mainly because the -- this little  21 eighth-grader recited the vision and the mission of  22 the school and did it with such feeling and  23 understanding.  24 I mean, it's -- I -- that's what's --  25 that's what really moved me is that he actually</p>

38

1 understood what he's reading about. And then  
 2 throughout the ceremony, he would constantly  
 3 encourage people to take care of themselves, look at  
 4 yourself, how -- I mean, you know, with  
 5 understanding, who you are, with your health.  
 6 And I thought, My gosh. Was I like that  
 7 in eighth grade? You know, I mean, he just seemed  
 8 so informed.  
 9 I was very impressed with the graduation  
 10 class. They had a graduation of six. And one of  
 11 the graduates explained how he really appreciated  
 12 the school, that, during COVID, he walked -- I don't  
 13 remember how many miles -- just to get to school.  
 14 He said he got up early and walked to school.  
 15 And, you know, that's a very rural area.  
 16 And he had to walk down the mountain. And, I mean,  
 17 we -- I looked at where he had to walk from. That  
 18 was quite a ways that he walked.  
 19 But he said he was very -- he didn't want  
 20 to miss school. And he said he would have never  
 21 done that for his other school and his teachers.  
 22 But he did it for this. And he was there every day.  
 23 So that was very encouraging to hear. And  
 24 I could -- it was just really nice to see our work  
 25 in action. That was what was very moving to me as

39

1 well.  
 2 So I really enjoyed that, and I can  
 3 understand what everybody else saw and appreciated  
 4 from their school, too.  
 5 Thank you.  
 6 THE CHAIR: Commissioner Manis.  
 7 COMMISSIONER MANIS: I wanted to give  
 8 three shout-outs, one to Charter School Division for  
 9 the awesome conference you guys put on and all the  
 10 work you put into that. So congrats.  
 11 I also wanted to give a shout-out to the  
 12 student performances that we saw at the conference.  
 13 Those were fantastic. It was very moving to be  
 14 sitting in the room and to have those performances  
 15 that we were able to witness.  
 16 So I don't have any charter schools in my  
 17 district. So that was an opportunity for me to see  
 18 some student performances.  
 19 And the last shout-out that I wanted to  
 20 give to our presenters at the charter school  
 21 conference, because the presenters, they put in a  
 22 lot of work. You could tell. The presentations  
 23 that I attended, they put in a lot of work, a lot of  
 24 thought into how -- how they could make a difference  
 25 and how governing board members, even authorizers,

40

1 teachers, can make a difference in their school.  
 2 So I really do appreciate all the work  
 3 that was put into it from the Charter School  
 4 Division to the presenters, to the student  
 5 performances, to Buster. It was a great conference.  
 6 Thank you.  
 7 THE CHAIR: Thank you very much.  
 8 We are on to Item No. 4, which is the  
 9 Consent Agenda. Does anyone -- oh, sorry -- item  
 10 No. 5.  
 11 Does anyone have anything to take off?  
 12 No?  
 13 VICE CHAIR CARRILLO: Move to approve.  
 14 COMMISSIONER BURT: Second.  
 15 THE CHAIR: There's a motion by  
 16 Commissioner Carrillo and a second by Commissioner  
 17 Burt.  
 18 All in favor?  
 19 (Commissioners so indicate.)  
 20 THE CHAIR: Opposed?  
 21 (No response.)  
 22 THE CHAIR: Hearing no opposition, the  
 23 motion passes.  
 24 We -- Item No. 6, Discussion and Possible  
 25 Action -- oh, no. We don't have a 6. We didn't

41

1 take anything off.  
 2 Item No. 7, Discussion and Possible Action  
 3 on Albuquerque Collegiate Charter School Location  
 4 Change Amendment Request.  
 5 So is there -- are you here for --  
 6 MS. MELISSA BROWN: Jade Rivera is online.  
 7 THE CHAIR: Okay.  
 8 MR. HILL: I'm here, and Jade should be  
 9 online.  
 10 MS. MELISSA BROWN: I'll promote her to  
 11 the panel.  
 12 DR. BRIGETTE RUSSELL: Chair Gipson, does  
 13 CSD present first? Or does --  
 14 THE CHAIR: Yes.  
 15 DR. BRIGETTE RUSSELL: Okay. I thought  
 16 so. Thank you.  
 17 Albuquerque Collegiate is requesting  
 18 approval to amend its contract by changing its  
 19 physical location. The justification is that this  
 20 current facility does not provide enough space for  
 21 the school's growth.  
 22 They're expanding to add grade 6. The new  
 23 facility previously housed a charter school, and had  
 24 a good NMCI score. The school surveyed families,  
 25 and all but two families plan to return. But

42

1 one-third of them indicated that they would be  
 2 interested in transportation, which the school does  
 3 not currently provide.  
 4 So Albuquerque Charter -- Albuquerque  
 5 Collegiate's application and their renewal last year  
 6 emphasized how the school was serving a very  
 7 underserved community in Albuquerque and that the  
 8 school's proficiency scores were well above those of  
 9 the APS learning zone in which it was located.  
 10 So the school would be moving outside of  
 11 this learning zone to a facility 3.6 miles away.  
 12 And we added a map in -- in our analysis to show the  
 13 original location and the new location to the north.  
 14 It is not -- it's 3.6 miles away. And the  
 15 school application indicates that it's a ten-minute  
 16 drive, which it is without traffic. During morning  
 17 drop-off, it could be up to 15 minutes, which may  
 18 not be a burden, a barrier for -- for some parents,  
 19 but which may be for others who do need  
 20 transportation.  
 21 But it's -- I thought that the map was  
 22 appropriate to show, because it's not as though  
 23 they're moving way across to the, you know, far  
 24 northeast of the city. They are still, you know, in  
 25 the -- the southwest sector of Albuquerque.

43

1 So CSD is not making a recommendation and  
 2 is leaving this up to the Public Education  
 3 Commission, as all decisions are up to the Public  
 4 Education Commission. CSD is concerned about this  
 5 area losing a high performing charter school that is  
 6 doing a great job serving students who are not as  
 7 well served by their local non-charter schools.  
 8 However, there is nothing in the school's  
 9 contract, and there is no condition of renewal that  
 10 stipulates that the school must stay in its current  
 11 location. Therefore, this is -- this is a decision  
 12 for the Commission.  
 13 THE CHAIR: Thank you. And good morning.  
 14 Good morning, Jade. Just to remind you, if you  
 15 could spell your last name for the record.  
 16 MS. JADE RIVERA: Yes. Good morning  
 17 Commissioners, Jade Rivera. J-a-d-e R-i-v-e-r-a.  
 18 So excited to be joining you all this  
 19 morning and appreciate your time. My apologies. I  
 20 would be in person, but I am traveling today for a  
 21 wedding for our next year's elementary school  
 22 principal. So I am in California today.  
 23 But thank you, all. I first want to  
 24 clarify -- and my apologies. I think we did not  
 25 make it as clear in the amendment request that we

44

1 will be providing transportation to our scholars  
 2 this school year.  
 3 We recognize that while that distance is a  
 4 very short distance, and, actually, more convenient  
 5 for many of our families, since we'll be now kind of  
 6 more easily accessible via the freeway versus our  
 7 Bridge location, I wanted to clarify that we will be  
 8 providing transportation for any of those families  
 9 who are interested in receiving that transportation.  
 10 And that's being done through a partnership with our  
 11 current after-school provider, West Side Community  
 12 Center, who we've established a long relationship  
 13 with and provide completely free after-school care  
 14 for all of our students.  
 15 In addition to that, wanting to make sure  
 16 that, as an elementary school and growing into  
 17 middle school, we have the option for before-school  
 18 care in a very safe environment. We know that, you  
 19 know, putting five-year-olds on a bus can be a  
 20 little bit nerve-racking. Putting 12-year-olds on a  
 21 bus can be nerve-racking.  
 22 So we are doing this in partnership with  
 23 our neighborhood community center to ensure that  
 24 safety and security for our students.  
 25 THE CHAIR: Thanks so much.

45

1 You folks want to say anything?  
 2 MR. DAN HILL: Dan Hill, attorney for the  
 3 school. D-a-n H-i-l-l.  
 4 Sometimes people have trouble with that  
 5 one.  
 6 But one thing Jade didn't mention is it's  
 7 also a temporary plan. So the school, unfortunately  
 8 or fortunately, outgrew its current space. And  
 9 there's a plan for a, we'll say, better space that's  
 10 more close to where they currently are.  
 11 But construction and building stuff takes  
 12 longer than you think. And so we got really lucky  
 13 that, in -- and I don't usually say kind things  
 14 about Jim Long. But he had a building available  
 15 that was a charter school that has worked for a  
 16 temporary two-year lease. And so we're going to be  
 17 there for two years, and then we'll move into a  
 18 really cool building that you guys can all come to a  
 19 ribbon cutting, and we can celebrate being back on  
 20 the southwest side.  
 21 So that's all I have to say.  
 22 THE CHAIR: Great. And that was actually  
 23 my only question, because I thought I remembered, at  
 24 renewal, the discussion about moving to -- you know,  
 25 another permanent facility. So, you know, it is

<p style="text-align: right;">46</p> <p>1     unfortunate -- it's great you're growing. We do --  2     we do celebrate that, and it's not usual that a  3     school find a good landing place for the -- for the  4     in-between.  5             So congratulations on that. And thanks  6     for -- because I also thought I remembered from  7     renewal the discussion about transportation.  8             So thanks for reminding us of that.  9             So, Commissioners, any -- Commissioner --  10    oh, I'm sorry.  11            DR. BRIGETTE RUSSELL: Chair Gipson, yes.  12    That -- both of those factors make a difference.  13    CSD was not aware that transportation would be  14    definite for next year or that this was a temporary  15    move and they were planning on moving back into the  16    community.  17            THE CHAIR: Thanks.  18            COMMISSIONER BRAUER: Thank you,  19    Madam Chair. Thank you, team.  20            It's good to see you all, including you,  21    Jade, it's nice to see you online.  22            So this school is, like, literally 300  23    feet from where I live in Albuquerque in Old Town.  24    So I just wanted to pay attention to, like, the -- I  25    know this is a little bit out of the current area.</p>	<p style="text-align: right;">48</p> <p>1     California. Where in California are you?  2             MS. JADE RIVERA: I am in Windsor, near  3     Santa Rosa.  4             VICE CHAIR CARRILLO: I absolutely support  5     something like this. I'm glad the school is doing  6     so well. I'm glad you needed more space, and I'm  7     glad you're going to be in a future space after  8     that.  9             It just speaks -- but as we -- I don't  10    know if you were able tune in when we were all just  11    heaping praise on our schools at graduation time and  12    everything else. This is another indicator of the  13    success of our State charters.  14            Thank you for everything you do. I'm glad  15    transportation is provided. And for those who may  16    be listening, that's something we're taking up in  17    the next legislature, because we think it's  18    absolutely abhorrent that there are some schools  19    that are just not just left out of, but very  20    intentionally left out of being able to get --  21    having district support transportation.  22            So thank you for everything you do.  23    Sounds very exciting. I know I've never been down  24    to your school, but maybe some time, I'll be able to  25    do so. Take care.</p>
<p style="text-align: right;">47</p> <p>1     But you have Reginald Chavez Elementary School,  2     which is the elementary school, if I had children,  3     would go. Washington Middle School is the middle  4     school. Tierra Adentro is right down the road and  5     was in this building.  6             Alice King was in there at some point,  7     too, when I was here.  8             ACE Leadership High School is right down  9     the road. NACA is a mile away. Duranes Elementary  10    is -- so there's opportunities that I think come  11    from this, and also, potentially, new families to  12    reach as well that could benefit greatly from a  13    school like this.  14            And so I have no -- I have no issue. It's  15    great to hear that you all have a -- a continued  16    long-term plan for where you're going to be and the  17    schools you're going to serve. But I think there's  18    also opportunities in the situation and making  19    lemonade out of lemons when you have to move like  20    this.  21            So thank you.  22            THE CHAIR: Commissioner Carrillo, and  23    then Commissioner Ingham.  24            VICE CHAIR CARRILLO: Thank you,  25    Ms. Rivera, for attending, because I know you're in</p>	<p style="text-align: right;">49</p> <p>1            THE CHAIR: I apologize. Commissioner  2    Armijo, and then Commissioner Ingham.  3            COMMISSIONER ARMIJO: Hello. Hi, Jade,  4    and everybody who is here.  5            So this -- the current school is actually  6    just a mile away from my house right now. So -- you  7    know, and she was -- they are serving a population  8    there that is a little underserved.  9            So I do like this location. I was looking  10   at the map. And, I mean, not only are you near -- a  11   jumping off point for such great other schools that  12   have happened, but also you're near to a lot of  13   museums and culture there as well. So I think  14   that's a great thing to add.  15            I just was curious, though. You said this  16   lease is for two years, and you do have a plan to  17   move back to the southwest area. Two years seems  18   like a long time, but sometimes it is a very short  19   time. I'm going on a three-year renovation of my  20   house, so I know how that goes.  21            So I was just wondering if you could share  22   the location where you might be moving back to.  23            MS. JADE RIVERA: Yes. And thank you for  24   that, Commissioner Armijo.  25            So sad to be leaving our location in Five</p>

50

1 Points in the South Valley, but really excited to be  
 2 able to get back to kind of the Southwest Mesa area.  
 3 We have purchased land at Central and 90th, so right  
 4 where Bridge and Central intersect. And that  
 5 location is about kind of ten minutes from the  
 6 current -- the current location. It's a bit further  
 7 west, and, again, more accessible to more of our  
 8 families.  
 9 And so the plan will be a phased-in  
 10 building approach. We're working with some really  
 11 great local partners, including the folks at  
 12 Homewise. And the plan will be to open our forever  
 13 home there in fall of 2026.  
 14 COMMISSIONER ARMIJO: Great. Thank you  
 15 for that. That is -- yeah, that's another area that  
 16 needs, you know, a school -- I mean, schools.  
 17 There's so many out there, but the need is great,  
 18 'cause we know how much -- how much more -- homes  
 19 and stuff are being built in that area, too. So I  
 20 appreciate that. Thank you so much.  
 21 THE CHAIR: Commissioner Ingham.  
 22 COMMISSIONER INGHAM: Thank you. And  
 23 congratulations, Jade. I really am thrilled, then.  
 24 Your school has been on my prayer list for a long  
 25 time. I feel like the location you're at now is

51

1 wonderful for the population. But, really, the  
 2 facility was not very accommodating for your school.  
 3 And I felt like, you know, the  
 4 accommodations you had to make for playground and  
 5 stuff like that was so stretched that I -- I am  
 6 really thrilled to hear that you are -- have a new  
 7 place to go for those two years, because I think  
 8 that will be nothing but positive.  
 9 I do want to say -- am I jumping the gun?  
 10 Are they also requesting a mid-school expansion?  
 11 THE CHAIR: No, they're not --  
 12 COMMISSIONER INGHAM: There's a document,  
 13 7.c., says, "Input for expansion request, middle  
 14 school."  
 15 THE CHAIR: That was -- that was prior.  
 16 That was already completed.  
 17 COMMISSIONER INGHAM: That's already  
 18 approved. Okay. Wonderful. Just wanted to check.  
 19 I didn't understand that. Thank you very much and  
 20 congratulations.  
 21 THE CHAIR: Commissioner Beck.  
 22 SECRETARY BECK: I concur with  
 23 Commissioner Ingham. My only request is could you  
 24 please name one of those rooms after Ohio State  
 25 (inaudible)?

52

1 MS. JADE RIVERA: Thank you, Commissioner  
 2 Beck. I think we did Ohio State maybe two years  
 3 ago. But I can push it out as a request. Go  
 4 Buckeyes.  
 5 SECRETARY BECK: Thank you.  
 6 THE CHAIR: Commissioner Burt?  
 7 COMMISSIONER BURT: Yeah. Just ditto what  
 8 everyone also has already said. And, actually, one  
 9 of the things, when I'm thinking about this school  
 10 growing and attracting -- keeping the students they  
 11 have, and adding, as a family, when you go to a  
 12 school, where it's at does make a difference.  
 13 Regardless of how incredible the -- the -- you know,  
 14 another family told you, it's amazing, it's  
 15 incredible.  
 16 But when you go to a shopping center  
 17 versus an area where it looks and feels like a  
 18 school, it does make a difference. And families  
 19 should not be deterred from going to this school  
 20 because of where it's at and because they have a  
 21 concrete playground; right?  
 22 So I think this is an incredible move for  
 23 the school. I hope it helps increase, you know,  
 24 families that maybe were, like, wavering. They've  
 25 heard good things about the school, but, "I don't

53

1 know if that's where I want, like, that location is  
 2 where I want."  
 3 I imagine many more families being open to  
 4 entering that lottery process at this -- like,  
 5 location does -- I mean, it really does. And having  
 6 an area that's meant for a school more is a  
 7 difficult thing for charters.  
 8 And so I'll always support a school, you  
 9 know, upgrading. And so I think it's a great  
 10 upgrade and grateful for the forward thinking that  
 11 this school consistently shows, all the time.  
 12 So thanks, Ms. Rivera.  
 13 THE CHAIR: Commissioner Ingham.  
 14 COMMISSIONER INGHAM: Yeah. I'm sorry.  
 15 Jade, you had a remarkable relationship  
 16 with a counseling organization there. And I'm  
 17 wondering is -- and that was particularly close  
 18 proximity to your school, if I'm not correct. And  
 19 are you going to be able to maintain that  
 20 relationship with that organization in your new  
 21 location?  
 22 MS. JADE RIVERA: Yes. Thank you,  
 23 Commissioner Ingham.  
 24 So with the new location, we have -- I  
 25 guess with the temporary location, we have more

54

1 physical space, which means that we will actually be  
 2 able to accommodate more physical space for Pacha  
 3 Counseling Services, because we have so many  
 4 students that are engaging in their services, and  
 5 they are providing ongoing training to our teachers.  
 6 We wanted to make sure that they had ample  
 7 space. We will now be able to offer them additional  
 8 space on top of what they had at our previous  
 9 location.  
 10 And the long-term plan for Albuquerque  
 11 Collegiate at the kind of forever campus on 90th and  
 12 Central is that we will have designated space for  
 13 numerous community partners, including Pacha  
 14 Counseling Services. But the plan will really be to  
 15 have space for those community partners to continue  
 16 to be able to provide not only mental health care  
 17 services for our students, families, and staff, but  
 18 also physical health care services, to provide adult  
 19 education opportunities, to provide, ideally -- and  
 20 this is our kind of loftier dream -- but have a day  
 21 care on site. All of these services, to really have  
 22 a kind of cradle-to-career community campus.  
 23 So that's part of the very long-term plans  
 24 for Albuquerque Collegiate, to ensure that we really  
 25 are providing this much-needed service.

55

1 And to Commissioner Armijo's point, we see  
 2 a lot of really rapid population growth on the  
 3 Southwest Mesa area. And, unfortunately, we have  
 4 also seen a lack of resources being available to  
 5 families in that area; right? From grocery stores  
 6 to doctors' offices.  
 7 So we want to make sure that we are  
 8 providing really wraparound support services for our  
 9 families and continuing to deliver on the promise of  
 10 academic excellence, because that is our first  
 11 job -- right? -- ensuring the -- the opportunity and  
 12 wealth of resources for our scholars and families.  
 13 THE CHAIR: Thank you very much.  
 14 Commissioners, any other questions? If  
 15 not --  
 16 COMMISSIONER BURT: I move that the PEC  
 17 accept the amendment request of Albuquerque  
 18 Collegiate Charter School, identified as Document 7  
 19 in the meeting materials, to change its location,  
 20 and that the amendment will become part of the  
 21 charter contract for the school.  
 22 COMMISSIONER ARMIJO: Second.  
 23 COMMISSIONER INGHAM: Second.  
 24 There's a motion by Commissioner Burt and  
 25 seconds by Commissioner Armijo and Ingham. If

56

1 there's no further discussion, I think we can do  
 2 this by voice.  
 3 Yeah.  
 4 All in favor?  
 5 (Commissioners so indicate.)  
 6 THE CHAIR: Opposed?  
 7 (No response.)  
 8 THE CHAIR: Hearing no opposition, the  
 9 motion passes.  
 10 MR. DAN HILL: Thank you.  
 11 THE CHAIR: So we're going to take a  
 12 ten-minute break now. Thank you very much.  
 13 VICE CHAIR CARRILLO: Thank you, Jade.  
 14 (Recess taken, 10:14 a.m. to 10:27 a.m.)  
 15 THE CHAIR: Okay. Thanks, everyone. We  
 16 are back, and we are on to Item No. 8, which is the  
 17 Discussion and Possible Action on Estancia Valley  
 18 Classical Academy, Additional Square Footage  
 19 Amendment Request.  
 20 DR. BRIGETTE RUSSELL: Chair Gipson and  
 21 Commissioners, this is an after-the-fact cleanup  
 22 amendment request.  
 23 Estancia Valley Classical Academy added  
 24 square footage in the '22-'23 school year. All the  
 25 I's were dotted and T's crossed in terms of permits,

57

1 lease purchase agreement, everything except  
 2 submitting an amendment notification to the PEC.  
 3 Normally, that would have affected  
 4 their -- their rating on the Performance Framework  
 5 Indicator 2.c. last year for '22-'23. But because  
 6 we didn't catch it until the site visit this year,  
 7 they'll have the '23-'24 rating affected. But CSD  
 8 recommends approval of the request.  
 9 THE CHAIR: And we've got folks from the  
 10 school on. So good morning and welcome. And just a  
 11 reminder to spell your last name for the record.  
 12 MS. JENNIFER RIVERA: Good morning. Thank  
 13 you for having me. Jennifer Rivera. Last name,  
 14 R-i-v-e-r-a.  
 15 THE CHAIR: So this is your time.  
 16 Anything you want to say about the expansion?  
 17 MS. JENNIFER RIVERA: Okay. No.  
 18 Absolutely. So the expansion was added not  
 19 necessarily for an increase in students, just an  
 20 increase in the services that we want to provide to  
 21 students.  
 22 The expansion includes a -- a large common  
 23 room that we're able to utilize for choir  
 24 performances and performing arts performances.  
 25 We also added a community living

<p style="text-align: right;">58</p> <p>1 classroom, which has a kitchen, washer and dryer, 2 and classroom space. And so we use that for our 3 community living class for our ability pathway 4 students. 5 We also added a new music room, three 6 classrooms, and two offices. So that is what the 7 expansion includes. 8 And I hope to also be able to answer any 9 questions that anybody might have about the -- the 10 delay or the expansion itself. 11 THE CHAIR: Thanks. And, I mean, I did 12 read it. And I -- I get it. You -- you didn't 13 think you needed to necessarily do this, because you 14 weren't, like, moving. So there was, I guess, just 15 this misunderstanding that the school is going to 16 grow even on its current campus. 17 We have to be -- we have to be notified of 18 that, just to make sure. And we appreciate the fact 19 that you did, in fact, take care of all the permits 20 and the occupancies. But that's something that also 21 has to be in our records that, you know, the school 22 is covered with the occupancy for all that square 23 footage. 24 MS. JENNIFER RIVERA: Yes. Thank you. 25 And I do actually want to point out that the</p>	<p style="text-align: right;">60</p> <p>1 MS. JENNIFER RIVERA: Thank you, 2 Commissioner Burt. 3 COMMISSIONER BURT: A belated 4 congratulations. It's a really -- the way that 5 campus has changed since I first visited it to when 6 I came -- you know, I can't remember a couple of 7 months ago -- has been, I mean, tremendous. And 8 what a great spot for families and the community to 9 have. It's just a good looking charter school out 10 in the -- in Edgewood. 11 So, yeah, just good to see you and always 12 appreciate your attitude and demeanor. And I know 13 they have a really great governing board. So 14 they're genuinely on top of things. 15 So I appreciate you, and happy to approve 16 this. 17 MS. JENNIFER RIVERA: Thank you. 18 THE CHAIR: If not -- 19 COMMISSIONER INGHAM: I can give the 20 motion. 21 THE CHAIR: Thank you. 22 COMMISSIONER INGHAM: I move that the PEC 23 accept the amendment request of the Estancia Valley 24 Classical Academy, identified as Document 8 of the 25 meeting materials, to add additional square footage,</p>
<p style="text-align: right;">59</p> <p>1 dropping of submitting the amendment request to the 2 PEC, in my opinion, was solely on me, because our 3 governing council president actually brought it to 4 my attention and asked me at the very beginning of 5 the '23-'24 school year if I had submitted it. And 6 so she actually brought it to my attention, and then 7 I dropped it until the site visit, and it was 8 brought to my attention that that needed to be done. 9 So it was solely on my shoulders that did 10 not get done in time. 11 THE CHAIR: Well -- and I appreciate that 12 as well. That ownership is important. 13 Commissioner Burt? 14 COMMISSIONER BURT: Hi, Ms. Rivera. It's 15 good to see you. So I think -- I did get to see 16 this expansion. It's really cool. And it is more 17 space for the kids. And the community room that she 18 was talking about is very -- very neat. 19 But, yeah, I -- I just always appreciate 20 talking with Ms. Rivera and the -- there's no lack 21 of self-ownership and self -- I mean, she expects 22 more of herself, probably, than any of us possibly 23 could. So always appreciate working with you and 24 talking with you, and congratulations on the 25 expansion.</p>	<p style="text-align: right;">61</p> <p>1 and that the amendment become part of the charter 2 contract for the school as long as E-Occupancy is 3 provided to support the change. And I think that 4 was. 5 THE CHAIR: Second. 6 There's a motion by Commissioner Ingham 7 and a second by Commissioner Gipson. 8 If there's no further -- oh. 9 VICE CHAIR CARRILLO: Ms. Rivera, 10 Commissioner Carrillo. Thank you very much for 11 attending. And -- 12 THE CHAIR: No, you can't talk. 13 VICE CHAIR CARRILLO: That's right. I 14 can't? Okay. That's -- (indicates). 15 However, I'm just pleased to see that we 16 have another one of our charters that's doing really 17 well, expanding, looking into the future, and that 18 we have a charter and a board with another charter 19 leader taking ownership of where there may have been 20 some challenges and moving forward. 21 THE CHAIR: All in favor? 22 (Commissioners so indicate.) 23 THE CHAIR: Opposed? 24 (No response.) 25 THE CHAIR: Hearing no opposition, the</p>



62

1 motion passes.  
 2 We are on to Item No. 9, which is the  
 3 Discussion and Possible Action on THRIVE Community  
 4 School Educational Program Amendment Request.  
 5 DR. BRIGETTE RUSSELL: Thank you, Chair  
 6 Gipson and Commissioners.  
 7 This is another easy one which CSD  
 8 recommends passing.  
 9 THRIVE would like to change the ending of  
 10 their school day, given the new PED 180-day rule,  
 11 which is reasonable. They would also like to add  
 12 language to name the evidence to be observed for  
 13 components of their ed program, which is also a  
 14 wonderful idea, and will make our monitoring work  
 15 easier. Thank you.  
 16 THE CHAIR: So is there anyone online for  
 17 THRIVE? Is he here?  
 18 UNIDENTIFIED SPEAKER: Yes.  
 19 THE CHAIR: No. He just came up here  
 20 because he wanted to be closer to you.  
 21 MR. DAN HILL: I think both of those  
 22 things can be true, Chair Gipson.  
 23 THE CHAIR: Honest to goodness.  
 24 Sorry. Okay. So good morning.  
 25 MR. SEAN DUNCAN: Good morning,

63

1 Commissioner Gipson.  
 2 THE CHAIR: If you could just please spell  
 3 your last name for the record.  
 4 MR. SEAN DUNCAN: Yes. Last name is  
 5 Duncan, D-u-n-c-a-n.  
 6 THE CHAIR: So thanks once again for being  
 7 here. Your ears must have been ringing from earlier  
 8 conversations this morning about the celebrations at  
 9 the school.  
 10 So anything that you want to add in terms  
 11 of the amendment request, we're here to listen.  
 12 MR. SEAN DUNCAN: Thank you. I will just  
 13 add and echo that I appreciate Deputy Director  
 14 Russell's introduction there. We are excited that  
 15 our families are very supportive of this change and  
 16 that it will allow us to continue to execute our  
 17 program in a way that I believe will be more  
 18 sustainable for our staff and for our families, on  
 19 the -- on the schedule change.  
 20 And then on the -- on the additional  
 21 language that we're looking to add, I'm just excited  
 22 about that, because I like clarity. I think most  
 23 people do. And I think it'll help us make sure  
 24 we're executing our program specifically as we've  
 25 communicated it.

64

1 THE CHAIR: So thank you. And we also  
 2 appreciate the request to -- to amend the ed  
 3 programming to cite that evidence, because that is  
 4 something that we have started to put back in.  
 5 There was a little bit of a lapse. So I know it  
 6 makes it much easier for CSD staff and the school in  
 7 preparation for the site visits.  
 8 So we really do appreciate that, and thank  
 9 you for that thoughtfulness. And, you know, what  
 10 a -- this is still really a brand new school, for  
 11 all intents and purposes. And the fact that you've  
 12 been able to -- you know, to grow and maintain  
 13 students, and also to grow, that's just really  
 14 exciting, because I think only the last two new  
 15 applicants really even came close, or might have  
 16 even exceeded their initial enrollment projections,  
 17 which is highly unusual.  
 18 So that's -- you know, congratulations to  
 19 you for serving your community and having that  
 20 community, because it's a little bit of a tough ask  
 21 for a parent in a brand new school to put their --  
 22 you know, put their child in that brand new school.  
 23 You know, a lot of parents sign up and say, "Oh, I'm  
 24 interested in that school." But then when it comes  
 25 to really signing on the dot, it's, like, "I'm going

65

1 to let it -- see if it gets going before I put my  
 2 kiddos in this school."  
 3 And you developed that trust and that  
 4 community from day one. And that's a testament to  
 5 the work that you're doing. So thank you for that.  
 6 Commissioner Carrillo?  
 7 VICE CHAIR CARRILLO: Good morning, Sean.  
 8 It's nice to see you.  
 9 MR. SEAN DUNCAN: Good to see you, too,  
 10 Commissioner Carrillo.  
 11 VICE CHAIR CARRILLO: You all just knocked  
 12 it out of the park from day one. As Commissioner  
 13 Gipson said, having an enrollment projection and  
 14 meeting it in your first year is great. And I know  
 15 that the number of families that I -- that I have  
 16 sent your way, all of whom are very happy with the  
 17 school and their kids are thriving; right? So --  
 18 and that's a point.  
 19 So I'm very happy to support the change,  
 20 and I just think you're doing what's best for  
 21 teachers and families. So thank you very much for  
 22 your work.  
 23 MR. SEAN DUNCAN: Thank you, Commissioner.  
 24 THE CHAIR: Commissioner Burt?  
 25 COMMISSIONER BURT: Yeah. I just have --

66

1 I just want to make a clarifying -- I think I  
 2 understand, but I think I was -- and this may be  
 3 something more for Dan, just to make sure I'm  
 4 thinking of it correctly.  
 5 So when I read the -- the actual amendment  
 6 request, it's just removing that extended day  
 7 portion. But in the CSD analysis, it says,  
 8 "Replacing it with a shorter day ending at 3:00?"  
 9 That's not anywhere in the contract; right? Like,  
 10 there's no contract language. Because that's --  
 11 because I do not want -- I don't want any, like,  
 12 times in the contract, because you should be able to  
 13 adjust your times without coming back to the PEC.  
 14 So I do want to make sure that's, like --  
 15 in the amendment, it feels clear, but in the CSD  
 16 analysis, it feels unclear. So I don't know -- I  
 17 want to make sure there's nothing in the contract  
 18 about times so that they can have the flexibility to  
 19 adjust times whenever they want.  
 20 Just want to make it, like, clear that  
 21 that's -- it's removing it. It's not replacing it.  
 22 MR. DAN HILL: My understanding is the  
 23 same as yours.  
 24 COMMISSIONER BURT: Okay. All right. So  
 25 I think the amendment, how it's laid out, feels

67

1 correct.  
 2 THE CHAIR: Right.  
 3 COMMISSIONER BURT: Okay. All right.  
 4 Okay. I just wanted to make sure we didn't add  
 5 something back in that later you have to come back  
 6 and say, "Now we want to do Wednesdays at 2:45. We  
 7 don't want that."  
 8 Okay. Great.  
 9 VICE CHAIR CARRILLO: If we're ready for a  
 10 motion, I move that the PEC accept the amendment  
 11 request of the THRIVE Community School, identified  
 12 as Document 9 of the meeting materials, to amend the  
 13 educational program and that the amendment will  
 14 become part of the charter school -- of a charter  
 15 school contract for the school.  
 16 COMMISSIONER INGHAM: Second.  
 17 THE CHAIR: There's a motion by  
 18 Commissioner Carrillo and a second by Commissioner  
 19 Ingham.  
 20 If there's no further discussion, all in  
 21 favor?  
 22 (Commissioners so indicate.)  
 23 THE CHAIR: Opposed?  
 24 (No response.)  
 25 THE CHAIR: Hearing no opposition, the

68

1 motion passes.  
 2 VICE CHAIR CARRILLO: Thank you, Sean.  
 3 MR. SEAN DUNCAN: Thank you. Take care.  
 4 THE CHAIR: We are now to Item No. 10,  
 5 which is the Discussion and Possible Action on Pecos  
 6 Cyber Academy Enrollment Cap Amendment Request.  
 7 DR. BRIGETTE RUSSELL: Chair Gipson and  
 8 Commissioners, this -- this request was a little  
 9 more challenging, because Pecos Cyber Academy is  
 10 requesting a 25 percent increase in their enrollment  
 11 cap. It's currently 2,000 students, and they're  
 12 requesting an increase to 2,500 students.  
 13 When we analyzed the school's data, in  
 14 terms of organizational and financial performance,  
 15 the school is meeting standard; we have no concerns  
 16 whatsoever.  
 17 In terms of academic data, the school is  
 18 right about at the State average. It's -- their  
 19 Vistas designation is traditional. Their Vistas  
 20 score is 52.9 percent, absolutely above the  
 21 50th percentile for all schools in the state. Their  
 22 '22-'23 proficiencies, the most recent ones that we  
 23 have, are slightly lower than the statewide average,  
 24 33 percent in reading compared to 38 percent for the  
 25 state, and 18 percent in math compared to 24 percent

69

1 for the state. Science proficiencies are on par  
 2 with the state at 34 percent.  
 3 The -- moreover, the school rated working  
 4 to meet standard on both of its mission specific  
 5 goals in '22-'23. We do not have the '23-'24  
 6 mission specific goals in our analysis, but I saw an  
 7 e-mail this morning. So I need to open that up and  
 8 see -- see what that is.  
 9 The school did provide interim assessment  
 10 data, however, for the current school year, '22-'23,  
 11 for their Star Math and Reading that showed that  
 12 overall proficiency on this assessment increased  
 13 from 32 percent in '22-'23 to 46 percent this year,  
 14 and from 19 percent last year to 35 percent this  
 15 year.  
 16 So it looks like numbers are trending up  
 17 slightly. But based on the last statewide ESSA data  
 18 we have, the school is not outperforming other  
 19 schools in the state.  
 20 Thank you.  
 21 So let me -- here. I'll share my screen.  
 22 So for the ESSA -- the statewide reading  
 23 score, that was 33 percent. That's the '22-'23  
 24 statewide reading proficiencies on the State  
 25 assessments. The interim assessment data that was

<p style="text-align: right;">70</p> <p>1 provided, reading increased from 32 percent last 2 year to 46 percent this year, and math from 3 19 percent last year to 35 percent this year. 4 THE CHAIR: Okay. Oh. I got you. Sorry. 5 That was me. I was looking at the wrong 6 (inaudible). Sorry. I apologize. 7 So good morning. 8 DR. KIM HITE-POPE: Good morning. 9 THE CHAIR: Welcome. Reminder to -- 10 DR. KIM HITE-POPE: Yes, ma'am. Dr. Kim 11 Hite-Pope. 12 K-i-m. Last name spelling, H-i-t-e hyphen 13 P-o-p-e. 14 May I approach the Chair's station? 15 Position? 16 THE CHAIR: Sure. 17 DR. KIM HITE-POPE: I'm sorry. I have the 18 current data from our interim assessment and the -- 19 I also printed out the preliminary review of CSD for 20 your review in my hand right here. 21 THE CHAIR: I'm sorry. 22 DR. KIM HITE-POPE: Preliminary data CSD 23 gave us back in February that shows that what they 24 re- -- saw on the rating scale that we have a red 25 area that I wanted to address that I'm sure that</p>	<p style="text-align: right;">72</p> <p>1 of Does Not Meet Standard as pre-clearing -- you 2 know, recommending approval. 3 The issue for us is is the school's 4 academic performance strong enough to warrant a 5 25 percent, 500-student enrollment cap increase. 6 The Commission may wish -- and -- to 7 consider a smaller increase to allow students 8 currently on the waiting list for the '24-'25 school 9 year to enter. But 500 students is a lot when this 10 is not a Spotlight school. 11 THE CHAIR: Right. Okay. Thank you. Do 12 we have -- are we getting -- 13 MS. MELISSA BROWN: CSD e-mail did not 14 receive an e-mail from Dr. Hite-Pope. 15 DR. KIM HITE-POPE: It was sent to 16 Ms. Davis, and Ms. Corina Chavez is copied on it and 17 also Dr. Russell. And it was sent on the 19th. 18 DR. BRIGETTE RUSSELL: On the 19th. Okay. 19 So I -- I get a lot of e-mails. And during PEC 20 week, I don't always keep up as well. 21 Hold on a second. No. 22 DR. KIM HITE-POPE: We're able to 23 project -- how do we hook up here? We have it on a 24 computer if you want to look at it that way. I'm 25 sorry to have to have IT --</p>
<p style="text-align: right;">71</p> <p>1 will be brought forward about our governance being 2 all transparent in what we're asking and why and how 3 we've improved it. 4 THE CHAIR: So just -- 5 DR. KIM HITE-POPE: I understand. I'll 6 let you review. 7 THE CHAIR: No. Because it's not just for 8 me to review. 9 DR. KIM HITE-POPE: I understand. 10 THE CHAIR: Do you have a digital copy of 11 it? 12 DR. KIM HITE-POPE: It is sent to CSD. 13 THE CHAIR: Could you get that to Missy so 14 we can get it up? 15 DR. BRIGETTE RUSSELL: Let me share my 16 screen again. 17 DR. KIM HITE-POPE: Also, if I may add, 18 the condition is also in that e-mail, too, 19 Dr. Russell, for this year. 20 DR. BRIGETTE RUSSELL: Sorry. Which -- 21 the -- CSD -- so this is in the -- the meeting 22 documents, the CSD analysis for the school's 23 organizational and financial performance. They meet 24 the standard. 25 The CSD is not -- does not see one rating</p>	<p style="text-align: right;">73</p> <p>1 DR. BRIGETTE RUSSELL: No. That's okay. 2 DR. KIM HITE-POPE: Okay. Do you know 3 what to do? You have to join Zoom. Sorry. 4 UNIDENTIFIED SPEAKER: Do you know the 5 Wi-Fi password? 6 COMMISSIONER BURT: While you're looking 7 up, can we just talk a little bit about what your 8 waiting list does look like? And why are you -- 9 what's the governing board talking about? Like, why 10 are you asking for this? 11 DR. KIM HITE-POPE: We're asking for it 12 because we're pushing up against our cap right now. 13 We have close to 300 new seated students already 14 coming in this year. Very low disenrollment. 15 We have -- currently, we have 16 1,000 students at our high school alone. We've 17 already hired 22 new staff, which brings us to 142 18 total throughout the school. And as we -- if we get 19 these seats, if this happens, we'll continue on 20 hiring as we find qualified candidates for us. 21 COMMISSIONER BURT: What does your teacher 22 retention look like? What does that kind of look 23 like? 24 DR. KIM HITE-POPE: As you know, virtual 25 is not for everyone. Overall, I would say it's</p>

<p style="text-align: right;">74</p> <p>1 90 percent. We have very few that depart.  2 COMMISSIONER BURT: That's a good number.  3 THE CHAIR: Yeah.  4 DR. KIM HITE-POPE: As far as our  5 retention for our students, we've always had --  6 we've been increasing. Last year, we were about  7 85 percent. This year, it's more than 90. That's a  8 conservative amount. I don't have that figure  9 exactly because, you know, S.T.A.R.S., Nova.  10 COMMISSIONER BURT: That's okay. And can  11 you talk a little bit -- do you know from your  12 waitlist, is it high-schoolers that are coming in?  13 Is it elementary? Do you know kind of the breakdown  14 of who these kids that might be -- most likely to be  15 joining if this were to be approved?  16 DR. KIM HITE-POPE: Currently, right now,  17 we appear it would be high school, because we offer  18 something no one else does. Because of online, they  19 can work, they can have a family, they can do this  20 and this. We do have quite a few of H-5s, H-6s  21 currently right now.  22 So, naturally, our graduation rate isn't  23 as high as it should be. But for us and the  24 governing board, we believe that our job is to help  25 support graduating students. And so sometimes we</p>	<p style="text-align: right;">76</p> <p>1 reading --  2 DR. KIM HITE-POPE: Yes.  3 COMMISSIONER BURT: What are you doing?  4 DR. KIM HITE-POPE: Targeted  5 interventions.  6 VICE CHAIR CARRILLO: Talk a little bit  7 more --  8 DR. KIM HITE-POPE: We have targeted  9 interventionists at elementary. We just hired two  10 more interventionists at that level; plus, we have  11 two at middle and two at high school. High school  12 is a little tricky. We have to sneak it in with  13 them, because they don't want to come, to be honest.  14 Also, in supporting our EL students, which  15 we have about 170 now that we've identified, and  16 we're working on identifying more that may have been  17 misidentified from other schools when they come to  18 us, we find that a lot. Across the board, we have  19 four EL teachers at the moment and looking for  20 more --  21 COMMISSIONER BURT: All right.  22 DR. KIM HITE-POPE: -- if we can find  23 them.  24 COMMISSIONER BURT: Thank you.  25 MS. MELISSA BROWN: Commissioners, I was</p>
<p style="text-align: right;">75</p> <p>1 don't care about the graduation rate. Sorry.  2 MR. DAN HILL: One thing I'll just add.  3 So this school does not use grade-level caps. So --  4 which I think is actually more in line with what the  5 law is. But -- so they have an enrollment cap of  6 2,000. You see they have about a thousand  7 high-schoolers.  8 They're seeing growth in the elementary.  9 So this is really looking proactively in the future  10 of, with their retention, eventually, you're going  11 to say no to a lot of people in high school or just  12 not have the space, or, you know, say, "Well, we've  13 got so many kids we're retaining, we're going to  14 have to really cut back on elementary."  15 So they want to have a little bit of room  16 within their cap, so that if they have that  17 continued trend of younger students coming and  18 staying, they don't get to a situation where they  19 have to make that decision of, like, do we  20 drastically cut back elementary now because we have  21 a glut of kids going out to high school?  22 COMMISSIONER BURT: And I have one more  23 question.  24 So your interim assessment data showing  25 double-digit growth -- right? -- in math and in</p>	<p style="text-align: right;">77</p> <p>1 able to upload the e-mail documents into your  2 folder. Let me know if you want me to share  3 anything on screen.  4 DR. BRIGETTE RUSSELL: And I have just  5 finished looking at them, and it looks like Mission  6 Goal 1 is Meets for the current year and Mission  7 Goal 2 is Exceeds for the current year.  8 DR. KIM HITE-POPE: We realize it's a big  9 number, but we don't want to come back. We  10 project -- you know what I'm saying. It could last  11 us a while, you know?  12 THE CHAIR: You don't want to come back?  13 You don't like being here?  14 DR. KIM HITE-POPE: We know your time is  15 precious, and you have many other pressing issues.  16 That's why we ask for such a large number to last  17 us, we hope, until the end of our current contract  18 with you.  19 THE CHAIR: Okay. So I'm looking at --  20 and it's probably not the most accurate for the  21 number of students you have in grades, because this  22 is from growth targets. So are you averaging, like,  23 in the 50s and 60s with your younger students for  24 grade -- in around there, and in the, like, 130s for  25 11-12? Is that --</p>

78	<p>1 DR. KIM HITE-POPE: I brought along our 2 data analyst, Ms. Kelli Loudermilk. She will spell 3 her name.</p> <p>4 MS. KELLI LOUDERMILK: Kelli Loudermilk, 5 L-o-u-d-e-r-m-i-l-k.</p> <p>6 So when you're asking -- are you asking 7 retention rates, or are you asking retention?</p> <p>8 THE CHAIR: Enrollment, the current 9 enrollment.</p> <p>10 MS. KELLI LOUDERMILK: Current enrollment, 11 elementary, is less than 100 per grade level. 12 Elementary school is right around 150. As we get 13 into 8, 9, and up, we're looking at pushing 200 with 14 8, 9, and 10 having roughly 250 students this year.</p> <p>15 THE CHAIR: Any other questions? 16 Deputy Director?</p> <p>17 DR. BRIGETTE RUSSELL: Thank you, Chair 18 Gipson. And Dr. Hite-Pope, looking at the mission 19 goal data, the number of eligible -- the denominator 20 for the eligible students in the reading and math 21 growth chart is significantly smaller than those 22 enrollment numbers.</p> <p>23 Is that because of students enrolling 24 after the 40-day? Or --</p> <p>25 MS. KELLI LOUDERMILK: So our data is</p>	80	<p>1 And so at beginning of year we had 1,209 students. 2 And at the end of the year, we had 1,187 students 3 still with us. That's a 93 percent retention rate.</p> <p>4 THE CHAIR: And based on information that 5 you just provided, I want to say thank you, because 6 Item No. 4.f. with, "Does the school have an 7 equitable and positive school climate that supports 8 students' social-emotional development," that was a 9 concern that had been identified at renewal.</p> <p>10 So I want to say thank you. I know the 11 school did a lot and is doing a lot to try to -- you 12 listened. And very appreciative of that. And 13 it's -- it's certainly showing. So I want to say 14 thank you for doing that. We do appreciate that.</p> <p>15 VICE CHAIR CARRILLO: Are we going to get 16 what you're looking at?</p> <p>17 THE CHAIR: It's in -- I didn't see it in 18 the folder. But I thought it was just me.</p> <p>19 VICE CHAIR CARRILLO: Because if that's 20 going to be used as a basis partially for our 21 decision, can we get it up on the screen?</p> <p>22 THE CHAIR: I refreshed, and I couldn't 23 find it.</p> <p>24 MS. MELISSA BROWN: (Inaudible due to 25 simultaneous speaking.) But which one do you want</p>
79	<p>1 based on full-academic-year students. So we begin 2 our interim assessment the first day of school. For 3 '23-'24, that was August 1st. The window closes 4 September 15th. We understand that is not 40-day. 5 And so our data we collect is for the beginning 6 interim assessment.</p> <p>7 That assessment provides us with a 8 beginning-of-year baseline score, as well as a 9 projected scale score for all of our students.</p> <p>10 So our Mission Specific Goal asks for 11 75 percent of our students to reach that goal. And 12 in math, our goal is 70 percent of our students to 13 reach their math goal.</p> <p>14 You'll look, and you'll see -- and I'm 15 sure some of you are going to have questions -- why 16 do kindergarteners not have a score, and it says 17 "not applicable."</p> <p>18 We use the Renaissance assessment. And it 19 is not recommended for students in kindergarten to 20 take this test. That doesn't mean that we're not 21 tracking and that we're not calculating what they're 22 doing. So we utilize Istation for our K-1-2.</p> <p>23 So the Renaissance is in addition to all 24 of the other formative assessments that we use to 25 make sure that we are helping all of our students.</p>	81	<p>1 me to share?</p> <p>2 MS. KELLI LOUDERMILK: Commissioner 3 Gipson, I can share that if you'd like.</p> <p>4 MS. MELISSA BROWN: I'll promote you to 5 the panel, Kelly.</p> <p>6 MS. KELLI LOUDERMILK: Thank you.</p> <p>7 THE CHAIR: She's going to share it. 8 Thank you.</p> <p>9 DR. BRIGETTE RUSSELL: I just started 10 sharing. This is the relevant metric. This is 11 the -- for Mission Goal 1, 78 percent of students 12 met their math growth target. And for Mission 13 Goal 2, 84 percent of students met their reading 14 growth target, which is very impressive. And -- 15 yeah.</p> <p>16 THE CHAIR: Commissioner Burt? 17 COMMISSIONER BURT: I mean, I think even 18 before I saw this additional data, I was already 19 moving towards that, just because of the interim 20 data you provided in the request. I'm -- I am going 21 to be in favor of this, because this is the kind of 22 virtual school I want our New Mexico students to go 23 to, one where it's New Mexico teachers, 24 individualized curriculum -- it's not canned 25 curriculum.</p>

<p style="text-align: right;">82</p> <p>1 The teachers are teaching. They're live 2 on camera. The kids are live on camera. It is a 3 really, really good opportunity for -- for students 4 who online-only is their best option, I'm glad that 5 this is an option for them. 6 So I'm going to support the increase, 7 especially to get to the next term, and we can talk 8 about it then what that might look like. But I 9 think with the -- the year-over-year increase that 10 you already had before, and including those mission 11 goals, that growth, those individual growth targets 12 being met is insane. Those are very, very high 13 numbers -- very high numbers for those students 14 reaching their individual goals. 15 And I know that's sometimes not reflected 16 when you look at proficiency increasing. Those 17 individual growth targets, those are actually 18 sometimes more meaningful; right? As a teacher, as 19 a parent, those are more meaningful numbers for me 20 to look at of my kid -- is my kid growing, you know? 21 And even if they're not quite reaching 22 proficiency yet, if you -- as long as you all can 23 maintain those numbers, I imagine more New Mexico 24 high-schoolers graduating proficient from this 25 school than not. And that's what we want to see.</p>	<p style="text-align: right;">84</p> <p>1 That's always the concern to me about 2 virtual schools. It's like, you know, you've got 3 kids home alone, especially when you're looking at 4 younger kids -- although I often say I'd rather 5 leave an eight-year-old alone than a 6 thirteen-year-old alone, you know? 7 So, you know, there's that -- there's that 8 balance there of -- yeah, you know. You know? 9 Because I channel my thirteen-year-old, and it's 10 like -- you know. 11 So I -- I absolutely appreciate 12 everything -- these are just really incredible 13 growth targets that you've met and exceeded. 14 So it's -- as I mentioned before with 15 the -- with the social-emotional as well, that 16 the -- that's also a testament to why you're keeping 17 kids. They're not going to stay in a school that's 18 not serving them completely. They're not. They can 19 move on to another virtual school, you know? They 20 can. 21 So that's just -- I just want to say, you 22 know, thank you. And you can still keep working on 23 me. 24 DR. KIM HITE-POPE: Okay. 25 THE CHAIR: Yeah. Yeah. Yeah. I'm not a</p>
<p style="text-align: right;">83</p> <p>1 So I think that is a unique model that 2 I -- that students who need this should have access 3 to it. And I don't want to see students on a 4 waitlist for a school like this, where physical -- 5 the physical borders isn't a hindrance. Like, let's 6 make it easy for them to get access and get quality 7 education when they need it. 8 THE CHAIR: And I'm going to echo a lot of 9 that. Dr. Hite-Pope and I have been to a lot of 10 Legislative Subcommittee meetings, especially around 11 virtual schooling, over the past years. And we've 12 been in alignment and not in alignment. And 13 that's -- you know, that's what gets people to 14 better places as well. 15 I'm never -- I'm not the hugest fan of 16 virtual schooling. 17 DR. KIM HITE-POPE: I know it. But I'm 18 working on changing you. 19 THE CHAIR: Well, no. And I own that. 20 But if I was -- if I needed to send a child of mine 21 to a school, this is exactly the school that I 22 would, simply because you've built in the supports. 23 This isn't just a, "Yeah, someone clicked on for me, 24 and I went in late at night, and I completed this, 25 and, no one's paying attention; no one's caring."</p>	<p style="text-align: right;">85</p> <p>1 "Hell, no." 2 Commissioners? Commissioner Brauer. 3 COMMISSIONER BRAUER: Thank you, 4 Madam Chair. Thank you very much to the team. 5 I'm also not a huge proponent of this type 6 of school. But I also am humbled with a lot of my 7 friends who have seen this as something that has 8 supported their students. So I'm going to be in 9 favor of this. 10 I do think that when we get to 11 1,893 students and one charter school that's larger 12 than most districts in the state of New Mexico, I 13 don't think that's farfetched -- that's one of the 14 larger districts. 2,500 is a huge comprehensive 15 school in the city of Albuquerque. 16 And so that this comes with a 17 responsibility. It comes with a responsibility to 18 keep on performing and supporting students. And so 19 I, too, will probably be a laggard when it comes to 20 virtual schools. But I appreciate all the work that 21 you all are doing, and that I think that -- I know 22 you'll be responsible for more students, and you're 23 going to continue to support them in reaching their 24 dreams. 25 So thank you.</p>

<p style="text-align: right;">86</p> <p>1 DR. KIM HITE-POPE: Thank you.  2 THE CHAIR: Commissioner Carrillo.  3 VICE CHAIR CARRILLO: I gave that back to  4 you. I'm -- so I'm troubled that this, we didn't  5 get. We tried to bring it up here and --  6 DR. KIM HITE-POPE: It's not in there.  7 It's not part of what we sent you.  8 VICE CHAIR CARRILLO: Getting it at the  9 last minute was hard for me.  10 Curiously, where do the bulk of your kids  11 come from?  12 DR. KIM HITE-POPE: All over. The most  13 numbers?  14 VICE CHAIR CARRILLO: Yeah.  15 DR. KIM HITE-POPE: Rio Rancho,  16 Albuquerque, Santa Fe, Las Cruces. Also --  17 VICE CHAIR CARRILLO: The bulk probably  18 from Rio Rancho and the Albuquerque metro area?  19 DR. KIM HITE-POPE: We're gaining more and  20 more from rural areas as well, rural areas that we  21 are able to uniquely meet their needs.  22 VICE CHAIR CARRILLO: Okay. It's no  23 secret. I'm not the biggest fan of virtual schools  24 because there's a social element that kids need as  25 well. I can set that aside sometimes when I'm</p>	<p style="text-align: right;">88</p> <p>1 causes me pause is on Vista, it says math and  2 reading are down. It says -- you know, I'm looking  3 at the current Vistas right here.  4 And it says math is down by 6 percent and  5 reading by 4 percent. And this is where -- and I'm  6 sure you've seen this -- where it says math at 18,  7 reading proficiency, 33. And I know the assessment  8 went way up and then (audio distortion) to 34.  9 So I guess what I'm really getting to is I  10 have the same concern that seemed to be presented by  11 CSD in such a huge number, a 25 percent increase,  12 when -- I mean, I think -- in looking at this, in a  13 lot of areas, the school is just doing okay. And  14 sometimes I think that when you compare things to  15 New Mexico State overall, and in some areas, you're  16 below, it's -- that's a very low bar.  17 And, oftentimes, we're comparing ourselves  18 to the state. So I'm reluctant to support that  19 amount of 25 percent growth of 500 kids at this  20 time.  21 MS. KELLI LOUDERMILK: If I can address  22 the Vistas data. So the Vistas data is actually  23 considering proficiency. And the data we're sharing  24 this morning is our interim assessment data. And  25 that's based on growth.</p>
<p style="text-align: right;">87</p> <p>1 looking at academics and things like that.  2 Are kids required to be on camera when  3 they're doing lessons?  4 DR. KIM HITE-POPE: Yes, we do have live  5 lessons.  6 VICE CHAIR CARRILLO: I know they are  7 working independently, like every child does.  8 DR. KIM HITE-POPE: Of course.  9 VICE CHAIR CARRILLO: But they do have to  10 be on camera.  11 DR. KIM HITE-POPE: They're on camera.  12 They have their cameras on.  13 VICE CHAIR CARRILLO: I'm looking at  14 Vistas. So I --  15 (Reporter cautions re speaking  16 simultaneously.)  17 COMMISSIONER CARRILLO: I understand the  18 growth on the interim assessments, and I applaud you  19 for that. I'm always reticent to go crazy over when  20 there are gaps -- when there's growth so much, when  21 percentages get to be at a certain point, and then  22 you don't have that follow-up, you know, later in  23 the year to say, "Hey, are we holding this? Is this  24 a fluke? Why did this happen?"  25 That always causes me pause. Here, what</p>	<p style="text-align: right;">89</p> <p>1 And so we do understand that we're right  2 about where the State is. If you -- if you take a  3 look at our graduation rate, which is also part of  4 Vistas data, we are exceeding the State's average,  5 with 80 percent of our students that are graduating.  6 And -- I was thinking of something else.  7 VICE CHAIR CARRILLO: No, I know what  8 you're saying on both of those, and the other one  9 when you want to make it, absolutely.  10 Graduation rate, to me, doesn't mean that  11 much because of what I've seen districts and schools  12 do to get kids over the finish line. You can  13 graduate -- with D's, you can get your diploma.  14 To me, it's all about proficiency. If it  15 were up to me, I'd eliminate D's. C and above in a  16 course, or you fail it. You don't let somebody by  17 by the skin of their teeth.  18 But the -- while growth is commendable, I  19 look at proficiency. And that's what I -- you know.  20 And I know that others on the panel here completely  21 disagree with me, and that's fine. We're ten people  22 with ten different viewpoints.  23 And -- you're being particularly obtuse  24 today. And I don't appreciate it. And I know you  25 don't care if I appreciate it or not, but I don't.</p>

<p style="text-align: right;">90</p> <p>1 So those are my thoughts right now. If you have 2 more to add --</p> <p>3 MS. KELLI LOUDERMILK: I do remember the 4 other thing. With that Vistas data, we do have a 5 designation of Traditional. So we are not in any 6 type of intervention for any of this. So we will be 7 in Traditional designation.</p> <p>8 MR. DAN HILL: I'll just add one other 9 piece on Vistas. And I'll try not to edify too 10 much.</p> <p>11 But the Vistas data is significantly older 12 than the interim data we're looking at. So it would 13 be great if we had real-time data for Vistas. We 14 don't. We're kind of stuck waiting for the State to 15 validate all that data. So that Vistas data is 16 really, like, looking a year or two in the past, 17 versus the interim data is what's happening right 18 now, or this past school year.</p> <p>19 VICE CHAIR CARRILLO: Mr. Hill, that's a 20 great point. It's always a challenge we have around 21 data. And, oftentimes, we have things that are 22 18 months old. And it's very difficult for us 23 there. And I appreciate your comments so very much.</p> <p>24 THE CHAIR: Oh. I'm sorry. Commissioner 25 Ingham.</p>	<p style="text-align: right;">92</p> <p>1 Renaissance in trying to have them create a report 2 for us.</p> <p>3 They can't produce that report for us. So 4 the data is manually entered.</p> <p>5 One of those pieces from '22-'23 is we 6 collected the beginning-of-year, middle-of-year, and 7 end-of-year scaled score for all of our students for 8 math and reading. And we collected the projected 9 scaled score from the beginning of the year and the 10 end of the year.</p> <p>11 What we didn't collect was the 12 middle-of-year projected scaled score. So what 13 Renaissance does is it takes into consideration -- 14 every time the student goes in and takes that test, 15 it will adjust the projected scaled score.</p> <p>16 And so this year, when we were looking at 17 that data, we made sure to collect that 18 middle-of-year projected scaled score. And so 19 between that, at middle of year, we were already 20 crunching numbers and calculating that data to 21 incorporate, and knew we were on track to meet our 22 goals.</p> <p>23 So we had 53 percent of our students at 24 middle of year meeting the math goal, and 64 percent 25 of our students meeting our ELA goal. So we already</p>
<p style="text-align: right;">91</p> <p>1 COMMISSIONER INGHAM: I just want to ask 2 one quick question.</p> <p>3 So the Vistas data, like I said, is quite 4 old. And the -- what you said you did to counteract 5 this was the targeted intervention, if I understood 6 correctly. And I guess the obvious question to that 7 is how come it took so long to get to that 8 understanding, if -- if that -- if your scores 9 were -- and especially your academic scores -- were 10 not where you wanted them to be.</p> <p>11 Then can you just tell me what -- what 12 drove that assessment and how you -- you -- the 13 timing of that intervention, so we can understand 14 that those were things that we needed -- that you 15 recognized you needed, and that it was happening at 16 the appropriate time, and that's why we are seeing 17 this large growth at this point rather than earlier.</p> <p>18 MS. KELLI LOUDERMILK: So let me explain a 19 little about our '22-'23 data.</p> <p>20 So when we came in, and we were a new 21 State charter school, we addressed the 22 mission-specific goals with a student-specified 23 individual goal. And so with that, I have used and 24 utilized Renaissance before. I knew there was a 25 projected scaled score. I've worked with</p>	<p style="text-align: right;">93</p> <p>1 had that.</p> <p>2 Now, that doesn't mean we're done working 3 with those kids. That projected scale score, again 4 when they take that test again, increases the 5 projected scale score one more time for those 6 kiddos. So they met their goal middle of year.</p> <p>7 Now they have a new projected goal moving 8 forward. So, again, that projected scale score -- 9 and, again, it depends on which grade level you're 10 looking at; early literacy or reading, math. And 11 are we looking at first graders? Or are we looking 12 at eleventh graders? That projected scale score can 13 be anywhere from 150 points for those little guys to 14 3 or 4 points for some of our gifted. So even our 15 gifted kiddos, we're looking at a projected scale 16 score.</p> <p>17 So why is our data different '22-'23 18 versus '23-'24? We incorporated, and we made sure 19 to include the MOY projected scale score that was in 20 there as well to make sure we had an accurate data 21 report for you guys and to make sure that we're on 22 track for meeting the mission-specific goals.</p> <p>23 THE CHAIR: So I just want to say the new 24 performance framework -- which you're not on -- but 25 the new performance framework that we developed is</p>



<p style="text-align: right;">94</p> <p>1 deeply rooted in growth. And that's what we're 2 trying to recognize, especially a school that, I'm 3 presuming, there's a large number of your 4 students -- as with any school in New Mexico that's 5 coming in that is seriously, you know, two, three, 6 four grade levels behind.</p> <p>7 So that this is -- you know, the idea that 8 you could get that kind of growth, it's that much 9 sooner that it is going to reach proficiency.</p> <p>10 If you were on our Option 2, you would be, 11 you know, more than meeting that goal. Absolutely. 12 Because I look at short-cycle assessments and 13 consider -- consider that information far greater 14 weight than a single test on a single day that the 15 State is going to do, especially since the State is 16 not able to, at this point in time, measure growth. 17 And they are just looking -- so if you're just 18 looking at proficiency, it's going to be nearly 19 impossible for schools to meet that at this point in 20 time, except for a small -- you know, there will be 21 a number of students that will be able to.</p> <p>22 But how are we doing to grow our students 23 so that they can become proficient? And that's 24 what's rooted in our performance framework. So I 25 want to, once again, say thank you for that.</p>	<p style="text-align: right;">96</p> <p>1 VICE CHAIR CARRILLO: Thank you very much. 2 MS. KELLI LOUDERMILK: Thank you. 3 COMMISSIONER BURT: All right. I move 4 that the PEC accept the amendment request of Pecos 5 Cyber Academy, identified as Document 10 in the 6 meeting materials, to amend the enrollment cap, and 7 that the amendment will become part of the charter 8 contract for the school. 9 COMMISSIONER MANIS: Second. 10 THE CHAIR: There's a motion by 11 Commissioner Burt and a second by Commissioner 12 Manis. 13 Any additional discussion? 14 (No response.) 15 THE CHAIR: If not -- we've been -- yeah. 16 We've been pretty consistent with doing -- 17 SECRETARY BECK: Chair Gipson. 18 THE CHAIR: Yes. 19 SECRETARY BECK: Vice Chair Carrillo. 20 VICE CHAIR CARRILLO: Yes. 21 SECRETARY BECK: Commissioner Ingham. 22 COMMISSIONER INGHAM: Yes. 23 SECRETARY BECK: Commissioner 24 Clahchischilliage. 25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>
<p style="text-align: right;">95</p> <p>1 Sure. 2 VICE CHAIR CARRILLO: A motion, and then I 3 have a question for them. And I know -- and I 4 appreciate, Mr. Hill, what you said about Vistas, 5 and I completely agree.</p> <p>6 In looking at Vistas, the ELLs, there was 7 a concern in relation to lack of progress for 8 English Language Learners. So I would just be 9 looking at, regardless of how I voted or anything on 10 this, addressing that specific group of students so 11 we can see the kind of growth that you want to see 12 in that particular subgroup, English Language 13 Learners.</p> <p>14 MS. KELLI LOUDERMILK: So I have that 15 data, if you would like to know what that is. 16 VICE CHAIR CARRILLO: I would love to know 17 what that is. Thank you for being so articulate 18 with the data.</p> <p>19 MS. KELLI LOUDERMILK: So for ELs, we had 20 84 students that started with us and remained with 21 us throughout '23-'24. For reading, we had 22 70 students -- which is 83 percent of the 23 population -- met their goal. And we had 24 52 students, which is 61.9 percent, that met their 25 math goal.</p>	<p style="text-align: right;">97</p> <p>1 SECRETARY BECK: Commissioner Armijo. 2 COMMISSIONER ARMIJO: Yes. 3 SECRETARY BECK: Commissioner Manis. 4 COMMISSIONER MANIS: Yes. 5 SECRETARY BECK: Commissioner Brauer. 6 COMMISSIONER BRAUER: Yes. 7 SECRETARY BECK: Commissioner Burt. 8 COMMISSIONER BURT: Yes. 9 SECRETARY BECK: Secretary Beck, yes. 10 There are nine votes for, zero votes 11 against. The motion passes. 12 THE CHAIR: Thank you very much. 13 VICE CHAIR CARRILLO: I want to comment. 14 Yeah. So thank you very much for coming 15 and presenting to us and everything. And for me, 16 personally, I'm just going to be looking at, you 17 know, the annual reports to see how things are going 18 over the next year, especially for the subgroups I 19 spoke of. 20 Thank you. 21 THE CHAIR: We are now on to Item No. 11, 22 which is Discussion and Acceptance of New Mexico 23 School for the Arts Annual Report. 24 So good morning. And just a reminder to 25 Commissioners, it is in statute that New Mexico</p>

98

1 School for the Arts has to come annually and give us  
 2 a report. So this is our end of the year for the  
 3 school year. And, welcome. And just a reminder to  
 4 spell your last name for the record, and the little  
 5 green light has to be on.  
 6 MS. LORI AYALA: Good morning  
 7 Commissioners my name is Lori Ayala, principal at  
 8 the New Mexico School for the Arts. My name is  
 9 spelled L-o-r-i, last name, A-y-a-l-a.  
 10 THE CHAIR: So do we have -- I don't know.  
 11 Do you have anything that you want to show? Or no?  
 12 MS. LORI AYALA: No.  
 13 THE CHAIR: Okay. Okay. Just  
 14 double-checking.  
 15 MS. LORI AYALA: I'll sing for you if you  
 16 want.  
 17 THE CHAIR: Whenever you're ready.  
 18 MS. LORI AYALA: Well, this is my first  
 19 time doing this.  
 20 So I just completed one year with the  
 21 New Mexico School for the Arts and just loved it,  
 22 love everything about it. The culture there is  
 23 great with the teachers. The kids, they're  
 24 wonderful. We've just had a lot of success, but not  
 25 without a lot of hard work. So I was able to

99

1 witness that this year.  
 2 ArtSpring was amazing, the way all the  
 3 arts collaborated and put together their show.  
 4 We were able to open that new dorm next  
 5 door to the school, which has the capacity to house  
 6 60 students. So that's going to, you know, make  
 7 enrollment possible for the kids that live the  
 8 furthest away.  
 9 And our SAT scores held steady this year.  
 10 We had a slight increase in math and a slight  
 11 decrease in reading, but, overall, doing great.  
 12 So that's all.  
 13 THE CHAIR: Thank you. Commissioners,  
 14 any -- Commissioner Carrillo?  
 15 VICE CHAIR CARRILLO: ArtSpring is over  
 16 the top. It was just -- performance at the Lensic.  
 17 If anybody ever has a chance, if you're in Northern  
 18 New Mexico at the time they do it, you don't -- you  
 19 have no idea watching high-schoolers, I mean, in  
 20 terms of their skills in dance and instruments and  
 21 everything. It's just always -- it's probably one  
 22 of the most inspiring events I attend every year is  
 23 your ArtSpring. And then the other stuff in  
 24 between, you know, the jazz ensemble performances  
 25 and things like that.

100

1 One of these, when I'm looking at the  
 2 documents here primarily where kids are coming from.  
 3 And I mentioned at an earlier meeting, if you have a  
 4 chance to see the dorms, it's just -- it's  
 5 remarkable. And now it allows the opportunity for  
 6 kids to come and not have to go back on weekends or  
 7 whatever. They can stay. And they're coming from  
 8 all over the state.  
 9 And I'm looking at, yeah, when we look at  
 10 this, only 128 of the kids are from Santa Fe, and  
 11 the rest are from everywhere else. That's  
 12 phenomenal, and I applaud that.  
 13 I mentioned this to Dr. Kaplan when I saw  
 14 him at the conference and when they were here, is  
 15 that -- and I always use this an example when I talk  
 16 to a lot of the schools. Where you saw  
 17 deficiencies, you owned it, and you did something  
 18 about it. I'm talking specifically about math and  
 19 specifically about using the Exeter program --  
 20 because your people presented to us at renewal  
 21 time -- how -- you know, teaching math to kids who  
 22 are afraid of math, which kids are these days,  
 23 unfortunately, and how to reach them and to embrace  
 24 math and understand math's relevancy.  
 25 But the main thing is you saw the

101

1 challenge, you owned it, and you did something about  
 2 it.  
 3 And same thing -- I always mention in the  
 4 same breath -- same thing with Middle College in  
 5 Gallup and just really applaud that when schools do  
 6 that.  
 7 And so just thank you very much for  
 8 everything you do, because you are offering -- even  
 9 though sometimes my colleagues that I used to be  
 10 with at the Santa Fe Public Schools when I was on  
 11 the board, they -- they used to love to disparage --  
 12 some of them still do -- NMSA. "You're taking our  
 13 kids."  
 14 It's like, "No, no, no. They're offering  
 15 kids what we can't offer. So let's -- you know,  
 16 it's okay that we can't offer it. But let's -- you  
 17 want to deny a child an opportunity just because of  
 18 your ego"; right?  
 19 So these kids are going off to Juilliard  
 20 and Berklee Schools of Music. The one vocalist that  
 21 went off to Spain last year. It's just phenomenal.  
 22 And the performances -- Commissioner Manis mentioned  
 23 this this morning -- where you have the young lady  
 24 that's going off to CalArts, which is one of the  
 25 best arts colleges in the country. And then the

102	<p>1 other performance -- well, there was -- I can't 2 remember the first one.</p> <p>3 K.T. -- what was the first one, 4 Commissioner Manis? That was the New Mexico School 5 for the Arts. Not the single vocalist. There was 6 another one in NMSA. You knocked it out of the park 7 also.</p> <p>8 I appreciate the school so much and what 9 you do, the opportunity that you provide for kids 10 that otherwise wouldn't have that opportunity.</p> <p>11 MS. LORI AYALA: Thank you.</p> <p>12 VICE CHAIR CARRILLO: No. One was NMSA, 13 that single vocalist with NMSA. And there was one 14 more that was NMSA. Different days.</p> <p>15 I said to Dr. Kaplan, it speaks volumes to 16 the board, why you guys knock it out of the park.</p> <p>17 MS. LORI AYALA: Our governance council is 18 amazing. They care so much, and they're always 19 around. Like I said, that's just part of the 20 culture there. When you have a caring and inclusive 21 culture, you can work with people and move forward.</p> <p>22 VICE CHAIR CARRILLO: Thank you.</p> <p>23 THE CHAIR: It's amazing also that someone 24 who was out of state moving to New Mexico applied, 25 so that the -- and I'm certainly looking forward to,</p>	104	<p>1 (No response.)</p> <p>2 THE CHAIR: Roll, please.</p> <p>3 Can we do voice?</p> <p>4 All in favor?</p> <p>5 (Commissioners so indicate.)</p> <p>6 THE CHAIR: Opposed?</p> <p>7 (No response.)</p> <p>8 THE CHAIR: Hearing no opposition, the 9 motion passes.</p> <p>10 Thank you so much for stepping in. I know 11 Eric's away; so -- and Dr. Kaplan apologized last 12 week when I saw him, and it's, like, don't worry 13 about it. So thank you for pinch-hitting.</p> <p>14 MS. LORI AYALA: Thank you.</p> <p>15 VICE CHAIR CARRILLO: Thank you, 16 Ms. Ayala. Take care.</p> <p>17 THE CHAIR: We are on to now Item No. 12, 18 which is the Presentation of the Schools on 19 Reporting Conditions for Baseline Information and 20 Possible PEC Action. And the first school up is 21 Cesar Chavez Community school. And I knew I 22 (off-mic).</p> <p>23 MS. MELISSA BROWN: Microphone, please.</p> <p>24 MS. TANI ARNESS: Hello, Commissioners. 25 There we go. Hello, Commissioners.</p>
103	<p>1 as the years go by, being able to -- because they're 2 still -- even from Doña Ana, we don't have anyone 3 yet. I know you have had. But that was at a time 4 when that was truly difficult, because you couldn't 5 stay in the -- what were the dorms then, you 6 couldn't stay over the weekend.</p> <p>7 So if you -- you had to be a very 8 committed student to be able to have family that 9 would either pick you up on Friday and bring you 10 back, or a good friend that would take you home for 11 the weekend every weekend.</p> <p>12 So that's -- that was a lot to ask for -- 13 for families. So that accessibility is -- and it's 14 just a great -- you know, watching that space grow 15 has really been exciting. So thank you, certainly.</p> <p>16 VICE CHAIR CARRILLO: No more discussion.</p> <p>17 So I move that the Annual Report presented 18 by the New Mexico School for the Arts be accepted 19 and shown as satisfying the statutory requirement 20 for the school to provide a report for this school 21 year.</p> <p>22 THE CHAIR: Second.</p> <p>23 There's a motion by Commissioner Carrillo 24 and a second by Commissioner Gipson. 25 Any further discussion?</p>	105	<p>1 THE CHAIR: My green light is not on and 2 I'm telling you to make sure.</p> <p>3 So just a reminder to spell your last name 4 for the record. I -- I'm not sure, so I'm going to 5 check if CSD wants to -- I don't think there's 6 anything -- okay.</p> <p>7 So thank you. Welcome. I know this 8 journey, this renewal cycle with the new performance 9 framework has been somewhat daunting for all of us. 10 So I appreciate all the time and effort that's gone 11 into it, because, hopefully, it'll be better for you 12 going forward. But it's also going to make the -- 13 it's hopefully going to make it better for all 14 schools that are looking for Option 3. So thank 15 you.</p> <p>16 MS. TANI ARNESS: Thank you. We really 17 appreciate the opportunity. We're excited about the 18 new performance framework Option 3.</p> <p>19 THE CHAIR: So the time is yours. 20 Commissioners, the information is there.</p> <p>21 MS. TANI ARNESS: So we are reporting out 22 on our condition. And so we were looking at growth 23 And this -- of course, is -- we started working on 24 this midyear after our -- after the condition came 25 into being. And we have been putting a lot of</p>

<p style="text-align: right;">106</p> <p>1 pieces in place to grow outcomes for students.  2 So we have focused a lot on our DASH plan  3 as well as our collaboration with the Priority  4 Schools Bureau.  5 We attended six full days of training on  6 transformative school practices. We have been  7 focusing on our professional development for our  8 math and ELA teachers. And we've been looking for  9 root cause analysis to really try to get to make  10 sure that we're addressing the most relevant  11 barriers as we move forward.  12 THE CHAIR: So -- and thank you for that.  13 Commissioners, any questions?  14 Oh, I'm sorry. Commissioner Burt.  15 COMMISSIONER BURT: I don't have  16 questions. I just want to say that those growth  17 percentages from this last year, once again, like, I  18 mean, that -- those are -- I hope you guys are  19 celebrating that. It's, like, every teacher is  20 having, like, little mini-celebrations.  21 That's the kind of growth -- if 70 percent  22 of my students or 89 percent of my students showed  23 growth, I would be just be, like, out of the world  24 thinking I did a phenomenal job. So it's a  25 phenomenal job.</p>	<p style="text-align: right;">108</p> <p>1 see a little bit more next year. Our focus is to  2 make sure that all students are getting their needs  3 met, regardless of how they're being served.  4 THE CHAIR: So I want to echo what  5 Commissioner Burt was talking about, because the  6 school is, once again, a reengagement school. So  7 the population that the school is serving is  8 profoundly challenging to start with.  9 And the fact that you've got a graduation  10 rate that's, you know, a testament to trying to --  11 it is that you're serving those students, you're  12 keeping them and going to make a tremendous impact  13 on their lives moving forward because of that high  14 school graduation.  15 So -- and the fact that you do have those  16 growth numbers is also a testament to -- and we've  17 had discussions about this -- keeping those kids  18 during -- engaged during the school year, so --  19 which is -- you know, it's a challenge for everyone.  20 But for the student population that you're  21 serving, it is so much more so. So I just want to  22 say thank you for the work that you've been doing.  23 MS. TANI ARNESS: Thank you.  24 THE CHAIR: If there are no other  25 questions, this is simply an acceptance. We're not</p>
<p style="text-align: right;">107</p> <p>1 And I appreciated seeing your graduation  2 recovery rate being at 100 percent, which, once  3 again, for that being the genuine mission of the  4 school to have 100 percent recovery graduation rate,  5 once again, just outstanding.  6 So would love to see these kind of numbers  7 just keep continuing. And I saw the amount of  8 professional development that you're doing and the  9 quality, too, like being able to look at, like, what  10 you all are attending and looking at and doing.  11 I mean, I'm just really impressed with the  12 work that you all have been doing; so...  13 MS. TANI ARNESS: Thank you so much.  14 THE CHAIR: Commissioner Beck.  15 SECRETARY BECK: Yeah. Ongoing  16 discussions. Have you started to see a little bit  17 more -- I know we talked about the 10 percent and  18 the changing culture and all that stuff.  19 Have you started to see a little bit more  20 of people coming into the actual facility for  21 schoolwork and for classwork? Have you started to  22 see a greater number of that? I'm just curious.  23 MS. TANI ARNESS: I think we saw a little  24 bit of an uptick this year from when we first  25 started last year. And we're anticipating we may</p>	<p style="text-align: right;">109</p> <p>1 taking any additional action. This is something  2 that we simply ask the school to provide for us so  3 that we have the baseline as we're moving forward  4 for next year and the work that's done. And,  5 hopefully, the supports will continue for those on  6 Option 3.  7 And I'm hoping that you'll also be  8 available for schools that are maybe looking at it,  9 because you're -- you know, you've hit the pitfalls,  10 and, hopefully, you can offer some guidance for  11 them.  12 MS. TANI ARNESS: Yeah. We would be happy  13 to be a resource. This is something I think many of  14 us have been working for for years. So we want to  15 make sure that it's a shining example of how to do  16 it well.  17 So we -- we are happy to be a part of that  18 focus and that effort.  19 THE CHAIR: Oh, okay. Have you done a --  20 by any chance, a trial run of the template?  21 MS. TANI ARNESS: So we were going to meet  22 with Jody yesterday, and we had to reschedule.  23 THE CHAIR: Okay.  24 MS. TANI ARNESS: We are working to meet  25 with them. The template -- or it's been a little</p>

110	<p>1 glitchy for us so far. It's a very fragile 2 template. So we're wanting to make sure that we get 3 it working correctly. 4 So I think at this point, we're scheduled 5 to reconvene with, I think, Dr. Faulkner and 6 Dr. Ernst in July and give it a test run at that 7 point and make sure that everything looks good. 8 THE CHAIR: Okay. Great. Thanks. 9 (Identifications of speakers requested.) 10 MS. TANI ARNESS: My name is Tani Arness, 11 last name spelled A-r-n-e-s-s. I'm the school 12 leader at Cesar Chavez Community School. 13 MR. NATHAN EVERETT: Hello. My name is 14 Nathan Everett. My last name is spelled 15 E-v-e-r-e-t-t. And I'm the dean of students at 16 Cesar Chavez Community School. 17 THE CHAIR: You're at the table. 18 MR. DAN HILL: Good afternoon. I'm Dan 19 Hill, H-i-l-l, the school's attorney. 20 THE CHAIR: So I move that the baseline 21 information for Cesar Chavez Community School be 22 accepted and be utilized as comparison for data 23 provided during the next charter term. 24 COMMISSIONER INGHAM: Second. 25 THE CHAIR: There's a motion by</p>	112	<p>1 the record. 2 MS. NADINE CHATTO: Nadine Chatto. Chatto 3 is spelled C-h-a-t-t-o. 4 Good morning, everyone. I'm Nadine Chatto 5 with Dream Diné Charter School, head administrator. 6 THE CHAIR: Good morning. And thank you, 7 once again, for appearing here, and thank you for 8 providing this information for us. 9 MS. NADINE CHATTO: I apologize for not 10 being there in person. I'm at a Native lit 11 symposium right now. So if you hear some background 12 noise, that's just people talking behind me. 13 Sorry about that. I'll mute my phone -- I 14 mean, I'll mute my -- my computer when I need to. 15 Thank you. 16 THE CHAIR: Thank you so much. I know. I 17 know. 18 I apologize. We're still just 19 re-reviewing once again. 20 MS. NADINE CHATTO: I could kind of guide 21 you what we did, if that's okay. 22 THE CHAIR: Yeah. That's fine. That 23 would be great. 24 MS. NADINE CHATTO: All right. Thank you. 25 The program that you had sent us, the</p>
111	<p>1 Commissioner Gipson and a second by Commissioner 2 Ingham. 3 All in favor? 4 (Commissioners so indicate.) 5 THE CHAIR: Opposed? 6 (No response.) 7 THE CHAIR: Hearing no opposition, the 8 motion passes. Thank you so much. Once again, have 9 a great rest of your summer. 10 MS. TANI ARNESS: Thank you. Thank you, 11 everybody. 12 THE CHAIR: We are now on to b., which is 13 Dream Diné Charter School. 14 Do we have anyone from Dream Diné on? 15 MS. MELISSA BROWN: I've promoted their 16 director. 17 THE CHAIR: Thank you. 18 MS. MELISSA BROWN: She is on, but she 19 doesn't have her camera on. 20 Is there anybody else I should promote, 21 Ms. Chatto? 22 MS. NADINE CHATTO: Yes. I'm here. Good 23 morning, everyone. 24 THE CHAIR: Good morning. And if you 25 could please, once again, spell your last name for</p>	113	<p>1 template, it was a little glitchy for us. And we 2 tried to fix -- tried to put as much information as 3 we could in there. So as an alternative, we just 4 went ahead and created our own. So that's the two 5 documents that are in there: from fall to winter, 6 and then from fall to spring. So those are the two 7 documents that we have added to the -- to the 8 baseline data folder. 9 THE CHAIR: I know. And, you know, I'm 10 going to say thank you so much for your patience and 11 perseverance with these templates, because I do know 12 it's -- and I'm not the mathematician, so I get -- I 13 struggle sometimes with, yeah, we had to make one 14 more little change. Yeah, we had to make one more 15 little change. 16 And it's, like, we need to get these done 17 and set. And then they change again. And I know 18 I'm frustrated when they change. I can't imagine 19 when they're changing for you as well. So, just, 20 you know, this is -- once again, the work with the 21 new performance framework and trying to get this 22 right and -- you know, I appreciate everyone 23 involved in their efforts to make these clearer and 24 cleaner. 25 But, you know, if I'm looking at this</p>

<p style="text-align: right;">114</p> <p>1 correctly, you had 23 more students make their 2 grade-level growth in the -- by the spring; correct? 3 MS. NADINE CHATTO: Sorry about that. 4 Yes. 5 THE CHAIR: Yeah. A total of 40 -- wait a 6 minute. (Off-mic.) 7 COMMISSIONER BURT: Okay. My question is, 8 you have about 45 kids, 46 kids in the school; is 9 that right? 10 MS. NADINE CHATTO: No. We -- no, we 11 actually have 25. We started out with 25. By the 12 time we got to the end of the school year, we ended 13 up with 24. But those are test scores for math and 14 reading, so that's probably why it looks double. 15 COMMISSIONER BURT: I thought you had 16 higher -- a little bit higher. So there's, like, 17 about 25. 18 So out of the -- so it's 23 kids were 19 assessed for both -- for each, ELA and math. 20 MS. NADINE CHATTO: Uh-huh. 21 COMMISSIONER BURT: And then based off of 22 the business rules, and if I look at the left side 23 of the screen, that's where you're adding up the 24 students who either met proficiency and/or met their 25 growth target.</p>	<p style="text-align: right;">116</p> <p>1 spring. Oh. Fall to -- yeah. 2 COMMISSIONER BURT: So the school showed 3 their beginning of year to middle of year in one 4 document. And then they showed their beginning of 5 year to end of year in the second document. 6 So you can kind of see -- like, if you 7 look at the fall to winter, 72 percent -- at that 8 time, 72 percent of their students met proficiency 9 or growth. And then by the time they tested in that 10 spring, it got up to 96 percent of them. 11 So by midyear, they already had 70- -- you 12 know, 72 percent of students meeting that target. 13 So that's what the two different documents are 14 showing. 15 MS. NADINE CHATTO: Yes. You are correct. 16 COMMISSIONER BURT: So on document -- from 17 the fall-to-spring document, if you look at Cell 18 20G -- or G-20, it says, "Current fall to winter." 19 It should say, "Current fall to spring." It just 20 didn't -- it looks like it just didn't get switched 21 over to spring in the new document. 22 THE CHAIR: Yeah. 23 MS. NADINE CHATTO: So can I ask a 24 question? 25 THE CHAIR: Certainly.</p>
<p style="text-align: right;">115</p> <p>1 MS. NADINE CHATTO: Correct. Correct. 2 COMMISSIONER BURT: All right. So -- 3 honestly, I didn't really dig too much into fall to 4 winter, because I felt like fall to spring is a 5 little bit more helpful. 6 So right now, 44 -- so the student -- so, 7 you know, there was 23 kids that are tested twice. 8 44 out of the 46 tests either met proficiency or 9 growth. 10 MS. NADINE CHATTO: Correct. 11 COMMISSIONER BURT: Okay. Got it. That's 12 what -- the only -- yeah. This one -- these made 13 sense, these two. The fall to winter -- or fall to 14 winter, fall to spring, those did make sense. But I 15 think the only thing that threw me off is I thought 16 your enrollment was higher. So that's the only 17 thing that I was -- I'm, like, where are all the 18 other kids on here then, you know? Okay. Then this 19 makes sense to me. 20 MS. NADINE CHATTO: Yeah. And this is the 21 NWA (verbatim) scores. I failed to mention that. 22 COMMISSIONER BURT: "Off-mic." 23 THE CHAIR: So, once again, 24 congratulations, you know. This is -- there's -- 25 yeah. There's fall to winter and then winter to</p>	<p style="text-align: right;">117</p> <p>1 MS. NADINE CHATTO: Are we going to be 2 using the same template? Are we going to -- or are 3 these two templates okay? Because we're probably 4 going to get started with these again at the 5 beginning of the school year. But I wanted to make 6 sure that the template that you guys had provided is 7 one that you wanted us to possibly use again. 8 THE CHAIR: So that's a great question. 9 So what I'm going to recommend, because I -- because 10 we are seeing that there's -- the challenges with 11 the templates as they were originally created. And 12 CSD has now on-boarded Dr. Faulkner. 13 So what we've done with one school already 14 and what I'm going to recommend to other schools 15 that are using probably all the other templates is 16 to have a conversation with Dr. Faulkner so that she 17 can also look at the information that you're 18 providing. And if she's okay with what you've 19 created, then we're good to go, and that's what 20 we'll -- that's what will be uploaded on the 21 website, and we can use it. 22 But, like I said, I'm not that data 23 person, so I don't want to commit to something that 24 may not be as appropriate. But Dr. Faulkner is. 25 So, you know, in the coming weeks, as we're getting</p>

118	<p>1 ready for the new school year, we want to make sure</p> <p>2 you've got -- you know what you're using, and it's</p> <p>3 appropriate. So I think we need to set up a meeting</p> <p>4 maybe with everyone that are using similar</p> <p>5 assessments and we get it clear as to what everyone</p> <p>6 is using and an agreement.</p> <p>7 MS. NADINE CHATTO: Okay. Thank you.</p> <p>8 THE CHAIR: Brigitte? We're okay with</p> <p>9 that?</p> <p>10 DR. BRIGETTE RUSSELL: Commissioner</p> <p>11 Gipson, yes.</p> <p>12 THE CHAIR: Okay. Thank you. But thanks</p> <p>13 for that question, because, you know, we know that</p> <p>14 there's been those challenges. And we thank you for</p> <p>15 hanging in there with us with those challenges.</p> <p>16 MS. NADINE CHATTO: (Indicates.)</p> <p>17 THE CHAIR: Have a great day.</p> <p>18 MS. NADINE CHATTO: Thank you,</p> <p>19 Commissioners.</p> <p>20 THE CHAIR: Thanks. We are now on to</p> <p>21 c. -- oh, I'm sorry. You are absolutely correct.</p> <p>22 VICE CHAIR CARRILLO: I move that the</p> <p>23 baseline information for Dream Diné Charter School</p> <p>24 be accepted and be utilized as a comparison for data</p> <p>25 provided during the next charter term.</p>	120	<p>1 to see you.</p> <p>2 This is one of the schools that I</p> <p>3 appreciate because we've read all the rules, and</p> <p>4 we've actually -- you know, we've found some</p> <p>5 stumbles of our own that we've been able to correct</p> <p>6 and to clarify. So we want to thank you for that,</p> <p>7 because it's -- you know, it's how we get better.</p> <p>8 MS. LISA MORA: It's a partnership.</p> <p>9 THE CHAIR: It is. It is. So thank you</p> <p>10 for that.</p> <p>11 Commissioner Beck.</p> <p>12 SECRETARY BECK: I just wanted to say I</p> <p>13 just hope you and your school have recovered from</p> <p>14 the tragedy that happened before. And we all feel</p> <p>15 for you, and we -- you've been in our prayers for</p> <p>16 sure for that situation.</p> <p>17 THE WITNESS: Thank you very much, sir.</p> <p>18 The outpouring of support that we had from you all</p> <p>19 and from the charter community was incredible. I</p> <p>20 had people offering every imaginable support. We</p> <p>21 had counselors on site to deal with our staff and</p> <p>22 provide support for our students. And we're focused</p> <p>23 on moving forward productively.</p> <p>24 THE CHAIR: Thank you. And I think at the</p> <p>25 last meeting, we did acknowledge and thank APS and</p>
119	<p>1 COMMISSIONER BRAUER: Second.</p> <p>2 THE CHAIR: There's a motion by</p> <p>3 Commissioner Carrillo and a second by Commissioner</p> <p>4 Manis (verbatim).</p> <p>5 All in favor?</p> <p>6 (Commissioners so indicate.)</p> <p>7 THE CHAIR: Opposed?</p> <p>8 (No response.)</p> <p>9 THE CHAIR: Hearing no opposition, the</p> <p>10 motion passes.</p> <p>11 Oh, I'm sorry. I just -- thank you. I'm</p> <p>12 not even going to go there.</p> <p>13 I'm going to go -- letter c., Northpoint</p> <p>14 Charter School, formerly known as Southwest</p> <p>15 Secondary Learning Center.</p> <p>16 You know, I -- I hate these "formerly</p> <p>17 knows," just like I hate "X, formerly known as</p> <p>18 Twitter." It's, like, do you always -- how long do</p> <p>19 we have to use the formerly known as?</p> <p>20 But I get it. Because I don't even know</p> <p>21 if it's on your tax forms yet.</p> <p>22 MS. LISA MORA: We're working on that.</p> <p>23 THE CHAIR: Good luck with that. Yeah.</p> <p>24 Okay. Thank you.</p> <p>25 And good morning, once again. It's good</p>	121	<p>1 the charter community for those of you that aren't</p> <p>2 aware they had an unfortunate shooting at their</p> <p>3 graduation ceremony. So that's -- you know,</p> <p>4 everyone who's involved in the school, it's</p> <p>5 everyone's worst nightmare. And, fortunately, as</p> <p>6 far as I know, the individual is recovering.</p> <p>7 THE WITNESS: She is recovering. It's</p> <p>8 going to be a long road, but she is recovering.</p> <p>9 And I would like to reiterate that it</p> <p>10 was -- while tragic and very unfortunate, this was</p> <p>11 domestic violence, and it was not targeted at the</p> <p>12 school, at our students, at our staff. And this</p> <p>13 individual just chose to act it out in our</p> <p>14 environment.</p> <p>15 THE CHAIR: Yes. Yeah. Yeah. So -- so</p> <p>16 thank you for -- thank everyone for their proactive</p> <p>17 work in taking care of the community. So -- and</p> <p>18 thank you, Commissioner Beck, for reminding us of</p> <p>19 that. So, once again --</p> <p>20 (Request for identification of school</p> <p>21 representative.)</p> <p>22 THE CHAIR: Oh, I'm sorry. If you could</p> <p>23 spell your last name for the record.</p> <p>24 MS. LISA MORA: I'm sorry. I am Lisa</p> <p>25 Mora, the executive director of Northpoint Charter</p>

122	<p>1 School. And that's M-o-r-a.</p> <p>2 I think -- I'm sorry. I was waiting,</p> <p>3 because I see Commissioner Beck raising his hand.</p> <p>4 THE CHAIR: Sorry. I was trying to open.</p> <p>5 SECRETARY BECK: Yeah. I'm looking at</p> <p>6 your summary report on the end of your (inaudible),</p> <p>7 and it looks excellent, looks really very strong,</p> <p>8 super -- that's -- you know, obviously, you put the</p> <p>9 work in and the effort in, and it's performing well.</p> <p>10 One quick question: Do we have to mask</p> <p>11 anything under 20 in that, or not? That's kind of</p> <p>12 a -- maybe a legal question or something.</p> <p>13 But there are subgroups that are well</p> <p>14 under 20 that are here. Do we need to mask that?</p> <p>15 MS. LISA MORA: It's not masked on the</p> <p>16 template. But those are not included in the overall</p> <p>17 rating on the performance framework. And you can</p> <p>18 see on the far right that those items are not</p> <p>19 included.</p> <p>20 SECRETARY BECK: The under 20?</p> <p>21 MS. LISA MORA: Yes. If there are less</p> <p>22 than 20 student enrollment count, then they're not</p> <p>23 included. And that includes four of our subgroups.</p> <p>24 SECRETARY BECK: Yeah. Yeah. Yeah. I'm</p> <p>25 on summary page of the NWEA for Northpoint. There's</p>	124	<p>1 COMMISSIONER BURT: Yeah. I think schools</p> <p>2 should report every kid to CSD, and that's when the</p> <p>3 business rules come in; right?</p> <p>4 SECRETARY BECK: Yeah. Exactly. That's</p> <p>5 when they get masked.</p> <p>6 You did great. No worries.</p> <p>7 THE CHAIR: It's -- it's us and the</p> <p>8 learning curve with -- with the new template. And</p> <p>9 thank you also for your work on getting this up and</p> <p>10 running.</p> <p>11 MS. LISA MORA: Yes, ma'am.</p> <p>12 THE CHAIR: So I'm just going to ask. Are</p> <p>13 you -- do you still have some concerns with the</p> <p>14 template as it is?</p> <p>15 MS. LISA MORA: No, ma'am. I was able to</p> <p>16 use it.</p> <p>17 It was cumbersome. But especially as we</p> <p>18 are able to start the year with it -- because I had</p> <p>19 to do the whole year's data for this -- as I'm able</p> <p>20 to start the year and add things as we go, I think</p> <p>21 it'll be much easier in the coming year. And,</p> <p>22 obviously, we're very pleased with the results. You</p> <p>23 can see we had almost 92 percent of our students</p> <p>24 either score proficient or meet their growth goal on</p> <p>25 that NWEA, with 99 percent participation rate.</p>
123	<p>1 the instructions and then the next -- at the bottom,</p> <p>2 where it says "Summary," yeah.</p> <p>3 THE CHAIR: Yeah. Yeah.</p> <p>4 MS. LISA MORA: Okay.</p> <p>5 SECRETARY BECK: Yeah. I know. It's a</p> <p>6 work in process.</p> <p>7 COMMISSIONER BURT: And especially because</p> <p>8 they do not go towards the accountability score,</p> <p>9 there's even more reason for us not to see them.</p> <p>10 Like, they're not a part of what our analysis should</p> <p>11 be anyway. So, yeah.</p> <p>12 MS. LISA MORA: May I ask?</p> <p>13 COMMISSIONER BURT: We live and learn as</p> <p>14 we're going.</p> <p>15 MS. LISA MORA: It might not be decided</p> <p>16 yet. Is that something I should have masked? Or it</p> <p>17 should be in the template to do it automatically?</p> <p>18 COMMISSIONER BURT: Maybe to CSD.</p> <p>19 THE CHAIR: It's important information for</p> <p>20 you to have. But when you're reporting it to us,</p> <p>21 because that's going to be published, so that's</p> <p>22 something that we're going to have to work on with</p> <p>23 the template and the reporting.</p> <p>24 MS. LISA MORA: Okay.</p> <p>25 THE CHAIR: Yeah.</p>	125	<p>1 And we had six of our subgroups that were</p> <p>2 eligible that also scored in Exceeds for that growth</p> <p>3 goal. So we were really pleased with the results.</p> <p>4 And the template is workable. But it -- it's</p> <p>5 workable.</p> <p>6 THE CHAIR: Is there a, like, a question</p> <p>7 mark at the end of that "workable"?</p> <p>8 MS. LISA MORA: I'll just restate again.</p> <p>9 I'm sure it will get easier the more that we use it.</p> <p>10 The first time was more time-consuming than maybe it</p> <p>11 should have been.</p> <p>12 THE CHAIR: Okay. All right. Fair</p> <p>13 enough.</p> <p>14 Commissioner Beck.</p> <p>15 SECRETARY BECK: Can I make a motion?</p> <p>16 Before the motion, I'd like to commend the</p> <p>17 performance framework subcommittee for all the work</p> <p>18 they did where it looks like it's starting to work</p> <p>19 really, really well in giving schools the option</p> <p>20 that they need to really show us what they're doing,</p> <p>21 just beyond proficiency.</p> <p>22 So I think it's wonderful. So</p> <p>23 congratulations to the performance framework</p> <p>24 subgroup.</p> <p>25 Okay. I move that the baseline</p>



<p style="text-align: right;">126</p> <p>1 information for Northpoint Charter School be 2 accepted and be utilized as a comparison for data 3 provided during the next charter term. 4 VICE CHAIR CARRILLO: I'll second. 5 THE CHAIR: There's a motion by 6 Commissioner Beck and a second by Commissioner. 7 All in favor? 8 (Commissioners so indicate.) 9 THE CHAIR: Opposed? 10 (No response.) 11 THE CHAIR: Hearing no opposition, the 12 motion passes. 13 Thank you once again. Safe rest of your 14 break, if you're going on break. 15 Schools are on every different schedule. 16 MS. LISA MORA: I'm still working. But 17 thank you. Thank you, Chair Gipson and 18 Commissioners, and I'll see you next year. 19 THE CHAIR: Thanks. 20 We are now on to letter d., which is 21 School of Dreams. 22 MS. MELISSA BROWN: Everybody introduce 23 yourselves and spell your last names. 24 Is there anybody from Zoom that I need to 25 add?</p>	<p style="text-align: right;">128</p> <p>1 I -- when I submitted the information, we 2 do have some baseline data in terms of our 3 proficiency rates. 4 This year, we've seen 86.4 percent growth 5 of our students showing growth in ELA, and 6 70.5 percent of our students showing growth in 7 mathematics, as of June. 8 We're encouraged by that, because, as you 9 know -- and we did have discussion during the 10 renewal -- we serve a population of students that 11 are -- we have 40 percent of our students have IEPs 12 and, you know, a high incidence of needs throughout 13 our -- our school. 14 And, you know, we are moving forward with 15 making sure that we meet the needs of our students 16 through our ILPs. 17 We recently accepted the designation of a 18 Community School through the SEG model, and we're 19 very happy to do that. We've been working on that 20 for a number of years now, and you're going to start 21 seeing some things with regard to how we interact 22 with the community and then support students at 23 various levels. 24 So I stand for any questions. 25 In the information I gave you, I know that</p>
<p style="text-align: right;">127</p> <p>1 Okay. Thank you. 2 MR. MICHAEL OGAS: Good afternoon, 3 Commissioners. 4 Michael Ogas, O-g-a-s. 5 MR. MIGUEL OTERO OGAS: Good afternoon. 6 Miguel Otero Ogas. O-t-e-r-o - O-g-a-s. 7 MR. KIM JOHNSON: Kim Johnson. K-i-m 8 J-o-h-n-s-o-n. 9 THE CHAIR: Thank you. And thank you for 10 being here, and, once again, working through the 11 templates. We do appreciate this. So I don't know 12 if there's anything you want to tell us. 13 MR. MICHAEL OGAS: Yes. Thank you, 14 Madam Chair. I just want to thank the entire 15 Commission for, you know, the opportunity to be 16 here. 17 As we stated in our -- in our renewal 18 process and then during the contract negotiations, 19 we were already working on -- on a unified plan to 20 raise our proficiency rates. And I think we're 21 going to start seeing some gains in that area as we 22 move forward. That is keenly on our radar, 23 especially this upcoming year and moving forward 24 with the performance framework and the contract 25 itself.</p>	<p style="text-align: right;">129</p> <p>1 we were renewed under conditions. And I did, you 2 know, address each and every one of those 3 conditions. I don't know if you want me to go 4 through all of them, or if we can just answer 5 questions as needed. But I think that I did address 6 just about everything that was in the -- in the 7 conditions. 8 THE CHAIR: Commissioner Burt. 9 COMMISSIONER BURT: The only question I 10 have -- once again, the growth, awesome. Those are 11 celebratory numbers for growth. 12 My only question is is it -- they're 13 individual growth targets, like, that they're 14 meeting those? Or just that they grew at all. 15 MR. KIM JOHNSON: Let me -- let me address 16 that. It's -- we used the template. And let me 17 preface this with, yes, there were bugs in it. 18 There's a lot of moderately complex logic in that. 19 When it gets uploaded to the Google Docs and then 20 gets downloaded, I have found in my experience that 21 sometimes you have problems. 22 And so I went back, and with Jody on it, I 23 fixed all the bugs that I found. And these numbers 24 come straight from that, which is a combination of 25 the individually projected goal, or meeting a</p>

<p style="text-align: right;">130</p> <p>1 certain level that is considered to be where the 2 student needs to be.</p> <p>3 COMMISSIONER BURT: Okay. So it's the 4 same. It's that they're either proficient or they 5 met their individual growth target.</p> <p>6 MR. KIM JOHNSON: Correct.</p> <p>7 COMMISSIONER BURT: Because that was the 8 only thing -- I don't see the template in here. So 9 I don't have those, like, end numbers. And the end 10 numbers make it seem like it may just be just any 11 growth. You know, if they grew just, like, a little 12 teeny tiny bit, it's included.</p> <p>13 So I appreciate the clarification on that. 14 It is very different. Growth is great no matter 15 what. But depending on where a student is at, some 16 need more growth to show that you're going to get 17 them towards proficiency by the time you're done 18 with them.</p> <p>19 MR. MICHAEL OGAS: Madam Chair -- correct. 20 You're absolutely correct, Commissioner Burt. We -- 21 I'm more of a realist. I like to see the 22 proficiency growth compare to the growth we see on 23 the interim assessments, and then the actual 24 proficiency rates that, to me, are more meaningful. 25 I love growth. And I believe, in our</p>	<p style="text-align: right;">132</p> <p>1 There's two of them. There's NWEA --</p> <p>2 THE CHAIR: Because you're using that for 3 next year in the comparison. So we need a copy of 4 that so that that can be completed.</p> <p>5 MR. KIM JOHNSON: Yeah. Our instructions 6 were just to present these numbers.</p> <p>7 THE CHAIR: Got you. Yeah.</p> <p>8 DR. BRIGETTE RUSSELL: And please send it 9 to Dr. Faulkner and me and cc Charter.Schools.</p> <p>10 MR. KIM JOHNSON: Dr. Faulkner, I don't 11 believe I have.</p> <p>12 DR. BRIGETTE RUSSELL: Okay. Then you can 13 send it to me, and I'll forward it to her.</p> <p>14 THE CHAIR: Okay, thanks. 15 Commissioner Beck.</p> <p>16 SECRETARY BECK: You took care of what I 17 was concerned about.</p> <p>18 THE CHAIR: Commissioners, any other -- 19 Commissioner Ingham?</p> <p>20 COMMISSIONER INGHAM: Yeah. I just want 21 to say thank you for the effort you obviously have 22 put in on this. And you have taken our concerns and 23 taken them seriously and really put a lot of effort 24 into working on this template. We thank all the 25 schools that have been involved with this so that --</p>
<p style="text-align: right;">131</p> <p>1 Individual Learning Plan model, growth is essential, 2 trying to get kids from where they are, moving them 3 forward. But I'm a realist as well. So, yeah.</p> <p>4 So, you know, our -- go ahead.</p> <p>5 MR. KIM JOHNSON: If I may, we have -- or 6 I have -- calculated the results, as far as we can 7 tell, of the NM-MSSA testing, the NM-MSSA test. And 8 using the data on the portal, PED portal, 9 PED/Cognia/SAT, whatever, portal.</p> <p>10 And in years past, these are fairly close 11 to what the State does. They get tweaked a little 12 bit, usually within a percent or so. So it looks 13 like we have a 7-point growth in language arts and a 14 6-point percentage point growth in math this year.</p> <p>15 Now, that's nowhere near where we need to 16 be. But that's quite a bit of growth in one year. 17 So I'm really pleased with that, and I think that's 18 really going in the right direction. I'll throw 19 that in here.</p> <p>20 THE CHAIR: Can I just ask you to upload 21 the template with the completed information to the 22 Charter School Division?</p> <p>23 MR. KIM JOHNSON: Certainly. Do you want 24 me to send it to Brigitte? Or it doesn't matter? 25 Just general -- I'll send it to you, Brigitte.</p>	<p style="text-align: right;">133</p> <p>1 you guys are the best cases, and we recognize the 2 extra effort, and we do appreciate that.</p> <p>3 MR. KIM JOHNSON: Thank you.</p> <p>4 THE CHAIR: I just want to say 5 congratulations on the community designation. And, 6 just, I know we talked about this yesterday, but I 7 don't remember. Is your school on the schools whose 8 designation changed out of the MRI Grad?</p> <p>9 MR. MICHAEL OGAS: Not yet.</p> <p>10 THE CHAIR: Not yet. Okay.</p> <p>11 MR. MICHAEL OGAS: Yeah. We got sucked 12 back into that. Sorry.</p> <p>13 THE CHAIR: Well -- and as was explained, 14 some of those designations, you just couldn't move 15 out because you had to be there for two or three 16 years.</p> <p>17 MR. MICHAEL OGAS: Four years.</p> <p>18 THE CHAIR: Or whatever it was. So it's 19 not that -- so you have to look at the data to check 20 to see what it really is as opposed to just purely a 21 designation.</p> <p>22 MR. MICHAEL OGAS: Correct. Yeah.</p> <p>23 THE CHAIR: Okay. Thank you.</p> <p>24 MR. MICHAEL OGAS: Thank you.</p> <p>25 THE CHAIR: So are we ready for a motion?</p>

<p style="text-align: right;">134</p> <p>1 COMMISSIONER INGHAM: And I move that the 2 baseline information for School of Dreams Academy be 3 accepted and be utilized as a comparison for data 4 provided during the next charter term. 5 THE CHAIR: Second. 6 There's a motion by Commissioner Ingham 7 and a second by Commissioner Gipson. 8 All in favor? 9 (Commissioners so indicate.) 10 THE CHAIR: Opposed? 11 (No response.) 12 THE CHAIR: Hearing no opposition, the 13 motion passes. 14 COMMISSIONER INGHAM: Well done. 15 VICE CHAIR CARRILLO: See you. Have a 16 nice afternoon. 17 SECRETARY BECK: Are you guys related? 18 THE CHAIR: I think I can tell from the 19 walk. 20 So our last school is San Diego Riverside 21 Charter School. 22 Missy, there's no one here, is there? 23 No. 24 So just to let Commissioners know, the 25 head administrator has had multiple family members</p>	<p style="text-align: right;">136</p> <p>1 nothing in that folder. 2 THE CHAIR: I hear your concern. But I 3 honestly -- I'm incapable of answering that 4 question, because I'm not at the -- I don't know. 5 I get it. I do. But I can't answer the 6 question. Missy reached out to Mr. Archuleta 7 yesterday, and it's -- yeah, it's -- I don't -- I 8 don't -- you know, I don't know the particulars of 9 what's been going on. So I really can't answer that 10 at this point in time. 11 So I think the best we can do is to move 12 what we can to July so that we can have discussion. 13 Honestly, there's no action we can take if they 14 don't -- so -- right. 15 But Item No. 14, we do have to -- we have 16 to approve their contract so their funding is -- 17 continues. 18 COMMISSIONER BURT: Yeah. I mean, I 19 don't -- we don't have any authority over them 20 today. We can't put them on the intervention 21 ladder. We can't -- there's nothing we can do 22 anyway. 23 So I feel super comfortable approving 24 their contract. They're going to be our school. 25 July, when they come, then we can actually start</p>
<p style="text-align: right;">135</p> <p>1 pass away. Yeah. So he -- and he is an interim. 2 But he indicated that it would be highly unlikely 3 that he would be able to -- to be here today. 4 So they're a school, once again, that is 5 not yet under the Commission's authorization or a 6 school that's transitioning over. 7 So I think in -- at this point in time, 8 e., 12.e., Item No. 13 and Item No. 14, we will 9 simply move to July. 10 Oh, I'm sorry. Oh, you're right. You're 11 right. Sorry. But that's -- 14. 12 VICE CHAIR CARRILLO: Is that why there's 13 nothing in their baseline folder? 14 THE CHAIR: Correct. There's been -- 15 yeah. So I take that back. It's 12.e. and Item 13. 16 Okay. All right. Okay. We're not going to do 17 12.e. Okay. 18 (Off-mic discussion.) 19 THE CHAIR: Okay. I need a second. Yeah, 20 okay. 21 VICE CHAIR CARRILLO: I do understand that 22 there's challenges on a personal family nature with 23 people at the school. However, is there only one 24 person in the entire school that could have uploaded 25 documents to the -- I'm concerned that there's</p>	<p style="text-align: right;">137</p> <p>1 doing stuff anyway. 2 So I don't know if we're actually missing 3 that much today. I think it actually -- it could be 4 frustrating to be in this situation and not be able 5 to take action today anyway. So it might actually 6 be for the better that they'll have a contract with 7 us next month, when they -- when we actually can go 8 through these things with them. 9 THE CHAIR: We're -- Julia has been trying 10 to think about this, so we're just kind of trying to 11 stall. 12 VICE CHAIR CARRILLO: It's impossible to 13 have everything on the record that we're trying to 14 do right now. I know that sometimes -- 15 MS. JULIA BARNES: I think we are. So 16 here's what I'm thinking is last month, we postponed 17 the transition year checklist, because there was one 18 item that was not uploaded. That was corrected 19 almost immediately. So we weren't able to approve 20 that transition year checklist, and that was 21 remedied right away. 22 And I feel like you had -- I guess I'm 23 more comfortable approving the transition year 24 checklist as complete. So I'm more comfortable 25 doing 13 and 14.</p>

138	<p>1 I don't have any problem with you all 2 discussing anything with the school next month when 3 they come in front of you. But I do feel like it 4 was -- it was close to a technicality, I feel like, 5 and they fixed it almost right away. 6 You can -- it doesn't -- the condition -- 7 I'm just pulling up the condition in the contract. 8 There are more things that they are going to do over 9 time. So if -- if a Commissioner felt that you 10 wanted to skip it, you probably can. Their contract 11 would still be valid. 12 But that's the thing I want to make sure 13 is that they have a valid contract. Those are just 14 my thoughts on it. I think they've completed the 15 transition year checklist, and they did that about 16 three weeks ago. 17 THE CHAIR: Okay. 18 MS. MELISSA BROWN: The school did indeed 19 complete the transition year checklist. 20 THE CHAIR: So it's only 12.e. Their 21 baseline data, we don't have. But we have 22 everything else. 23 SECRETARY BECK: Okay. I move the PEC 24 accept the Transition Year Checklist for San Diego 25 Riverside Charter School, and confirm that the</p>	140	<p>1 support the contract, because, as I didn't support 2 the school in December, I'm not going to support the 3 contract now. 4 And the reason is, just quite frankly -- 5 and this goes to all of our experiences in the last 6 six months. I simply do not have confidence in this 7 school, for the people that are involved in the 8 school to run the school. And I don't have 9 confidence that the kids are going to get the 10 learning that they deserve and that the taxpayers 11 deserve because they're paying for it. 12 And I know I'll be one of however many 13 here sitting at this counter -- the dais, rather. 14 But it's just -- the school continues to be 15 challenging to me on pretty much every level. 16 COMMISSIONER BURT: Julia, what would 17 happen if we don't approve this, ever, like, if we 18 vote to not -- 19 MS. JULIA BARNES: I'm sorry to interrupt 20 you. It goes to the Secretary. And the Secretary 21 would make a determination as to whether -- what the 22 terms are. 23 The only time that that's happened, 24 there's been a disputed term, and the Secretary made 25 a determination on that term.</p>
139	<p>1 condition is complete. The checklist is satisfied. 2 COMMISSIONER BRAUER: Second. 3 THE CHAIR: There's a motion by 4 Commissioner Beck and a second by Commissioner 5 Brauer. 6 All in favor? 7 (Commissioners so indicate.) 8 THE CHAIR: Opposed? 9 (No response.) 10 THE CHAIR: Hearing no opposition, the 11 motion passes. 12 We are now on to Item No. 14, which is the 13 approval of the contract and performance framework 14 for San Diego Riverside. 15 And there were a number of us that were 16 there at contract negotiations. 17 Commissioner Carrillo. 18 VICE CHAIR CARRILLO: So I was there at 19 contract negotiations. (Audio distortion.) And 20 some things are procedural, and I'm glad that we -- 21 I'm glad they fixed that one thing right away, you 22 know. 23 It is June 21st; right? This has been a 24 long six months with this school. Nothing has come 25 easily. And I just -- I'm not going to vote to</p>	141	<p>1 This would go -- the -- the charter law 2 doesn't contemplate this, really. So they 3 contemplate that there would be an impasse between 4 the parties. 5 My -- I guess my opinion is there isn't 6 a -- there was a meeting of the minds in terms of 7 the contract, and that you negotiated it, and they 8 negotiated it, and their board did it, and it's up 9 to you now. 10 And I think -- I think you have an 11 opportunity to not renew them. And I think you had 12 an opportunity to put them on the Intervention 13 Ladder. So I would think it would be very ambiguous 14 and difficult for the school and would very much 15 throw the school into chaos to not have a contract. 16 So that's kind of where I come out. I 17 know that might be frustrating to some of the people 18 here at the table. I just think that's -- that's 19 how I see it. 20 THE CHAIR: Commissioner Beck and then 21 Commissioner Brauer. 22 SECRETARY BECK: This is a three-year 23 contract; correct? Not a five-year? 24 All right. Okay. 25 COMMISSIONER BRAUER: And I don't see that</p>

<p style="text-align: right;">142</p> <p>1 as an option for us to, like, do anything else other 2 than put a motion forward to approve this contract. 3 It would put us in a bad situation to have bad faith 4 negotiations for months on -- around this school, 5 and then not take an action. 6 So I appreciate the question, because I 7 was wondering that same thing, Commissioner Burt. 8 But I do believe we need to move forward with a 9 motion. 10 MS. JULIA BARNES: The last thing I want 11 to add is as has already been mentioned by the 12 Chair, every other school that's been in front of 13 you is already one of your schools. So you have the 14 ability to take action under an existing contract. 15 You don't for this school. 16 So I think they could show up or not show 17 up or -- I don't know. That's why next month, 18 July 1, you have an ability to take action. You 19 have an ability to start to move in any direction. 20 And that's supportable. 21 THE CHAIR: And I believe -- I mean, we've 22 talked about this a lot. The moment in time was 23 back in December at renewal. But then that was a 24 promise that we made. And we engaged in contract 25 negotiations, hopefully, in full faith.</p>	<p style="text-align: right;">144</p> <p>1 this far. 2 I would like to ask what -- so next month 3 they have a contract. And we -- the suggestion, or 4 the option, was to immediately put them on the 5 ladder. Is it -- what are -- I guess I need you to 6 give me a little more understanding about what next 7 month looks like when we have, as you mentioned, 8 grave reservations, because I agree that there are 9 grave reservations that they have the capacity to 10 run the school. 11 THE CHAIR: I mean, number one, they have 12 to provide their baseline data. So we get that 13 information. We take a -- we're taking a look at, 14 you know, where were you all through this year? 15 What have you done? 16 I don't think -- I don't -- I'm going to 17 speak for Julia. I don't think her recommendation 18 was that we immediately put them on the Intervention 19 Ladder. But based on the conversation that we have 20 with the school and any additional concerns that we 21 might have in terms of growth, proficiency -- I 22 mean, there may be concerns that are organizational, 23 simply because they -- they had an interim head 24 administrator. That's who we negotiated with. 25 And he has -- unfortunately, had these</p>
<p style="text-align: right;">143</p> <p>1 And at this point in time, if we said no 2 to this, then that was bad faith negotiations, and 3 this school has engaged in budget discussions, and 4 families have left for, you know, summer break. 5 And, you know, to say, "Oh, now you don't 6 have a school," I just can't -- I just don't think 7 we can act in bad faith like that. It's -- you 8 know, that would not be -- that would absolutely not 9 align with our mission and vision in treating people 10 with respect. 11 Commissioner Armijo, did you have your 12 hand up? 13 Okay. You did. 14 Oh, sorry. Commissioner Ingham. 15 COMMISSIONER INGHAM: I certainly 16 understand Commissioner Carrillo's hesitation in 17 this. I am not familiar, so I was going to ask. 18 Can you clarify, when you said because the school 19 has -- has had such a struggle to get us all the 20 information that we needed and has -- and in some -- 21 I have to admit some, in my mind, the rigor that 22 they had to go through to get -- as one of our 23 schools compared to the rigor of a new school was 24 significantly different, I think. If they were a 25 new school, I think they would have never gotten</p>	<p style="text-align: right;">145</p> <p>1 personal -- but that wasn't stopping him. His 2 interim contract expires a week from today. And 3 he's made it fully clear the school needs to move on 4 and get a permanent head administrator. 5 I do know, because I -- at the conference, 6 I meet Theresa Archuleta and Dino. And my 7 understanding is last night, the board voted for a 8 contract for mentorship for the board and -- and I 9 think -- I'm not 100 percent sure -- helping to find 10 a new head administrator to guide the board through 11 that process. 12 I don't know what -- you know, they 13 understand the need to get someone as soon as 14 possible. So I hope someone will be somewhat on 15 board next month. 16 But, you know, I just -- I -- we won't 17 know until next month. So I think it's based on the 18 conversation that we have with the school to see 19 what the level of concerns are at that moment in 20 time to make a determination as to what path we want 21 to go down. 22 But to -- you know, to say, "Now we're 23 going to..." -- we can. But it's not a "We will." 24 I mean, it's an option. 25 Once they're -- once a school is under our</p>

<p style="text-align: right;">146</p> <p>1 authorization, we do have the ability to then place 2 it on the Intervention Ladder. 3 Commissioner Burt? 4 COMMISSIONER BURT: So I feel like there's 5 a valid drawn contract and exhibits for this item. 6 So, for me, I'm -- until there's data that shows 7 that there's something that actually -- like, I 8 mean, having difficulties with a school or a school 9 not having it together in the same way a different 10 school or what our expectation levels are, I don't 11 think that's relevant to what we're doing today at 12 all. 13 And I'm actually -- the more I think about 14 it and even, like, hearing us talk about it, I don't 15 necessarily like the idea of having a school come 16 next month with something in the back of their mind 17 of, "Oh, God, they're going to do this to us 18 already. Like, the first month we're on there, 19 they're already going to do this right away." 20 I hope that we can see schools with they 21 need support instead of they need a reprimand. They 22 can't do it. I don't believe in that -- you know, 23 like, I hope we can adjust the way we think a little 24 bit and rely on data and not feelings to go down 25 that path.</p>	<p style="text-align: right;">148</p> <p>1 are they doing right, and then if there's some 2 pieces that it's just not clicking together, let's 3 figure that out with them before laying into them. 4 So that's kind of where my mindset is at 5 right now. And I feel good about giving them their 6 contract, and let's go ahead and move forward. 7 COMMISSIONER INGHAM: Can I respond? I 8 agree with you. That's a poor way to start the 9 deal. I -- but I've got to reiterate. They've 10 started on a very poor foot themselves. And that 11 may or may not be their fault. But it is an 12 indicator of their capacity. 13 And, for me, that -- I just don't want to 14 get it very far down the road on a school that 15 doesn't have the capacity. 16 So I fully agree. I will vote for the 17 contract. But I also recognize the concern that we 18 have that they need to show, both with the board and 19 whoever they pick for head learner, that they have 20 the capacity to -- to bring this to fruition. And 21 to be brutally honest, that hasn't been displayed 22 very well. So I'll leave that at that. Okay. 23 THE CHAIR: Commissioner Carrillo. 24 VICE CHAIR CARRILLO: I was at the 25 negotiating table in Bernalillo, as you all know.</p>
<p style="text-align: right;">147</p> <p>1 This is a school we knew from renewal 2 would need support. So I hope that that's kind of 3 where we can -- their contract is -- like, we did 4 negotiate a good contract with them. We have a good 5 contract today. We did that. 6 So I don't -- I am -- I'm just nervous 7 with, like, creating a relationship, starting off a 8 relationship with that in the back of our minds 9 going into next month instead of leading with 10 support to start. 11 And then let's see where it goes. You 12 know, we already -- we have conditions. We have a 13 three-year -- I mean, we have levied an enormous 14 amount of things on this school. I feel like it's 15 important to give a little bit more time before we 16 start making judgments and have data present for us 17 to make those judgments with. 18 So for me, I feel confident in giving them 19 a contract. Let's not put them in a weird spot to 20 start. And let's, like, start thinking of, like, 21 the support path that needs to go down, which it 22 sounds like the school is already doing as well: 23 contracting mentors, getting people to help with 24 them. 25 I think if we can look at them from what</p>	<p style="text-align: right;">149</p> <p>1 And I know 100 percent that I negotiated in good 2 faith. 3 It's the things that have happened since 4 then, and up to then, but definitely things that 5 have happened since then. That was the end of 6 April, if I'm remembering right, when we went down 7 there. 8 Now we're nearly at the end of June. And 9 I -- and having negotiated union contracts for years 10 in my other life, I mean, I take the charge of -- of 11 negotiating in bad faith very, very seriously. Just 12 to be across the table from people and then you know 13 your membership is going to vote no, no, that's kind 14 of unconscionable. 15 A question for Missy. Is anyone from the 16 school online at all? 17 MS. MELISSA BROWN: Not that I know. 18 VICE CHAIR CARRILLO: Okay. To me, that 19 speaks volumes as well, that one board member, just 20 one, could have been on Zoom to say, "Hey, look. 21 This is what we're going through. Please just 22 understand that and have some empathy for the 23 challenges we're facing as we try to launch this." 24 Just one, or an administrator. That's not 25 asking too much. And that's why I feel -- no, I</p>

150	<p>1 don't not feel this way. That's what demonstrates</p> <p>2 to me that they don't have the capacity to have a</p> <p>3 school.</p> <p>4 And I would -- and, you know, I -- yeah,</p> <p>5 you want to start a relationship off on the right</p> <p>6 foot. The right foot, as this goes forward, is</p> <p>7 recognize that this is a school in distress, in all</p> <p>8 caps, and that we will do, then, what we can to</p> <p>9 offer them all the supports they need.</p> <p>10 And, you know, I hope I'm proven wrong. I</p> <p>11 hope that the first year, they come back to us with</p> <p>12 their accounting of how they've adjusted to their</p> <p>13 CAP, that it's kind of a whole new world, they've</p> <p>14 turned this corner. They've found the group that</p> <p>15 can actually lead.</p> <p>16 You know, you had a conversation with me</p> <p>17 that affected me greatly about revoking a school,</p> <p>18 what that means, when we went to Chicago.</p> <p>19 And, you know, we spar sometimes, but I</p> <p>20 learn from you, and I appreciate that very much.</p> <p>21 And then from the Indicators of Distress</p> <p>22 seminar that was given at the charter school</p> <p>23 conference.</p> <p>24 So I want to give schools every</p> <p>25 opportunity to be the best they can be. And the</p>	152	<p>1 SECRETARY BECK: Commissioner Brauer.</p> <p>2 COMMISSIONER BRAUER: Yes.</p> <p>3 SECRETARY BECK: Commissioner Manis.</p> <p>4 COMMISSIONER MANIS: Yes.</p> <p>5 SECRETARY BECK: Commissioner Burt.</p> <p>6 COMMISSIONER BURT: Yes.</p> <p>7 SECRETARY BECK: Commissioner</p> <p>8 Clahchischilliage.</p> <p>9 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>10 SECRETARY BECK: Commissioner Ingham.</p> <p>11 COMMISSIONER INGHAM: Yes.</p> <p>12 SECRETARY BECK: Vice Chair Carrillo.</p> <p>13 VICE CHAIR CARRILLO: No.</p> <p>14 SECRETARY BECK: Chair Gipson.</p> <p>15 THE CHAIR: Yes.</p> <p>16 SECRETARY BECK: Commissioner Beck, yes.</p> <p>17 There are eight votes for, one vote against. The</p> <p>18 motion passes.</p> <p>19 THE CHAIR: Thank you. And we're now</p> <p>20 ready for a lunch break.</p> <p>21 VICE CHAIR CARRILLO: I'm cognizant of a</p> <p>22 couple of things, that there are a number of people</p> <p>23 from Alma that have been here for hours. And I hope</p> <p>24 you've been entertained.</p> <p>25 And I know that sometimes on Fridays, you</p>
151	<p>1 very fact that nobody even had the, I think,</p> <p>2 professional respect to even just be on Zoom today</p> <p>3 indicates a lot to me.</p> <p>4 So no secret the way I'm going to vote on</p> <p>5 this. And that's that.</p> <p>6 THE CHAIR: Commissioner Brauer.</p> <p>7 COMMISSIONER BRAUER: Thank you, Chair. I</p> <p>8 move that the Public Education Commission approve</p> <p>9 the charter contract and exhibits, including the</p> <p>10 performance framework, for San Diego Riverside</p> <p>11 Charter School identified in Agenda Item 14 for the</p> <p>12 2024 to 2027 charter term.</p> <p>13 I further move that the charter contract</p> <p>14 with the referenced attachments be signed by the</p> <p>15 Chair and the completed documents be sent to the</p> <p>16 school's governing board president for signature and</p> <p>17 then posted on the PEC's website.</p> <p>18 COMMISSIONER BURT: Second.</p> <p>19 THE CHAIR: There's a motion by</p> <p>20 Commissioner Brauer and a second by Commissioner</p> <p>21 Burt.</p> <p>22 No further discussion, so we'll need a</p> <p>23 roll call.</p> <p>24 SECRETARY BECK: Commissioner Armijo.</p> <p>25 COMMISSIONER ARMIJO: Yes.</p>	153	<p>1 like to get out -- Fridays are Fridays. So if you</p> <p>2 didn't want to take the hour, you just wanted to do</p> <p>3 the 15 minutes and have it be more of a rest break</p> <p>4 than a lunch break -- you know, usually, meal time</p> <p>5 is very important to me. But I understand, and</p> <p>6 especially because you guys have been here so long.</p> <p>7 THE CHAIR: I would appreciate the lesser</p> <p>8 time than --</p> <p>9 COMMISSIONER BURT: We could do 30,</p> <p>10 though. I didn't bring food, so I'd like to go get</p> <p>11 something. Maybe not an hour, but --</p> <p>12 THE CHAIR: So at five after; okay? Thank</p> <p>13 you.</p> <p>14 (A recess was taken at 12:34 p.m., and</p> <p>15 reconvened at 1:13 p.m., as follows:)</p> <p>16 THE CHAIR: I want to let folks know,</p> <p>17 Commissioner Clahchischilliage had a meeting that</p> <p>18 she needed to go to. So she won't be here the rest</p> <p>19 of the day. And Commissioner Manis should be --</p> <p>20 he's -- he's in his car. But he is --</p> <p>21 COMMISSIONER MANIS: Yes.</p> <p>22 THE CHAIR: Thank you.</p> <p>23 Do you have anyone that's online that</p> <p>24 needs to be let in?</p> <p>25 MS. MELISSA BROWN: They have been let in.</p>

<p style="text-align: right;">154</p> <p>1 THE CHAIR: Okay. All right. Thank you.  2 I appreciate that.  3 I'm just going to ask at this moment in  4 time or remind people that our mission, vision  5 includes respect for people. And that is how we  6 expect people to behave while you're in the walls of  7 this room.  8 So please -- I'm not going to say do  9 everything you can. I'm going to say you absolutely  10 need to respect everyone that is here in the room  11 and act with decorum.  12 VICE CHAIR CARRILLO: And, really quickly,  13 thank you all for coming up. I know it's not around  14 the corner. So thank you all for coming up.  15 THE CHAIR: Seems like it's around the  16 corner sometimes.  17 VICE CHAIR CARRILLO: (Off-mic.)  18 THE CHAIR: I know. I know.  19 Okay. So thank you once again. I'll  20 ditto Commissioner Carrillo's. I do fully  21 understand the -- what it takes to come up here. So  22 we do appreciate it. And we do appreciate the  23 in-person. I appreciate Zoom and it being able to  24 have -- let us have half-hour, 40-minute meetings  25 without having to drive to Santa Fe to do that.</p>	<p style="text-align: right;">156</p> <p>1 So give me a second because I have to open  2 the CAP up.  3 MS. MELISSA BROWN: Let me know if you  4 want me to share any of the documents.  5 MS. LUCY VALENZUELA: Missy, I can do  6 that.  7 (A discussion was held off the record.)  8 THE CHAIR: So thanks once again. We are  9 back.  10 So if we just go with the introductions,  11 we'll be good.  12 DR. ADAM AMADOR: Dr. Adam Amador,  13 A-m-a-d-o-r.  14 MS. RICHELLE PEUGH-SWAFFORD: Richelle  15 Peugh-Swofford. P-e-u-g-h - S-w-a-f-f-o-r-d.  16 (Reporter dropped from Zoom meeting and  17 reconnected.)  18 THE CHAIR: And Dr. DeLeon is going to  19 have to introduce herself again.  20 DR. VANESSA DeLEON: Thank you.  21 Dr. Vanessa DeLeon.  22 THE CHAIR: We did engage with Dr. Jody  23 Ernst to come in and to help, because the school  24 does use Illuminate, which I'm sure you know,  25 presents some challenges with the data that -- as</p>
<p style="text-align: right;">155</p> <p>1 That's -- you know. And that's happened a lot.  2 But for meetings like this, I'm that  3 person that needs that human contact. And it really  4 does -- we act differently when we're in person.  5 Hopefully that's a better thing. But I have found  6 more often folks feel it's easier to misbehave  7 virtually, because it's harder to control it.  8 So others can have different opinions of  9 that. But I do thank you for this. So just to  10 remind Commissioners that we met in April and had a  11 very lengthy discussion with the school. And the  12 decision was made to place the school on the  13 Intervention Ladder, and the school appeared  14 virtually in May for the Corrective Action Plan.  15 Dr. Amador was virtual for the  16 May meeting. And we are here today to go over the  17 components of the Corrective Action Plan and see  18 where we are in terms of information we've received,  19 whether it's sufficient enough, and if there's still  20 information that's missing at this point in time, so  21 that we can continue with the path forward.  22 So what I'm going to ask to do is the same  23 thing that we did with the May meeting, that we're  24 going to take each CAP component and then move on to  25 the -- to the next.</p>	<p style="text-align: right;">157</p> <p>1 they present the data. So we were able to help  2 create the templates. So moving forward, that  3 should be helpful as well.  4 So that -- okay. So the -- so just a  5 reminder to Commissioners as well. The condition of  6 renewal was for the school to attain 5 percent  7 growth in both math and ELA. So that was what  8 Dr. Ernst was -- and I need to open up the other  9 one, because that has the -- so, Deputy Director, do  10 you want to speak to that, and then we'll let the  11 school speak to that, if you wish?  12 DR. BRIGETTE RUSSELL: Thank you, Chair  13 Gipson.  14 So there is a PDF in the -- in the Google  15 Drive that has been replaced a couple of times  16 because the school has been adding things to the  17 Google Drive. We've been updating the ratings as we  18 go. And finally, right before this conversation, I  19 added a document, a Google Doc version, that could  20 be updated real-time, so that at the end of the --  21 the PDF is still in there as 15.b. But this one,  22 15.b.4., we'll update real-time, and then the  23 Commission can approve that one.  24 So adequate academic proficiency and  25 growth.</p>



<p style="text-align: right;">158</p> <p>1 The school Does Not Meet on this. The --</p> <p>2 the standard was 95 percent would show 5 percent</p> <p>3 growth in both reading and math. And 72 percent</p> <p>4 showed 5 percent growth in reading and 51 percent</p> <p>5 showed 5 percent growth in math.</p> <p>6 The second part, Provide a plan for</p> <p>7 implementing, the PDF version says "Does Not Meet.</p> <p>8 No plan received."</p> <p>9 THE CHAIR: Correct.</p> <p>10 DR. BRIGETTE RUSSELL: I'm not going past</p> <p>11 No. 2. These two are linked. The No. 2 is to</p> <p>12 address No. 1.</p> <p>13 And -- so they have provided a plan. But</p> <p>14 I did not see it until five minutes ago. So CSD has</p> <p>15 not had a chance to review it yet.</p> <p>16 THE CHAIR: So -- okay. You have a</p> <p>17 question?</p> <p>18 VICE CHAIR CARRILLO: Yeah, the</p> <p>19 question -- because Item 1 says 95 percent</p> <p>20 participation level, but on the -- the furthest</p> <p>21 column to the right, what was the participation</p> <p>22 level?</p> <p>23 THE CHAIR: Yeah.</p> <p>24 VICE CHAIR CARRILLO: (Audio distortion)</p> <p>25 do four different things at one time. I'm just</p>	<p style="text-align: right;">160</p> <p>1 it wants to say before we start firing questions at</p> <p>2 them, because maybe they do answer it.</p> <p>3 So we'll take yet another reset. And as</p> <p>4 long -- you're finished; correct?</p> <p>5 So Dr. Amador.</p> <p>6 DR. ADAM AMADOR: When we look at the data</p> <p>7 for Alma -- oh. You guys took it down.</p> <p>8 THE CHAIR: What do you want up?</p> <p>9 DR. ADAM AMADOR: Just the -- I can kind</p> <p>10 of explain what you just had up, if that's okay.</p> <p>11 THE CHAIR: That one? Okay.</p> <p>12 DR. ADAM AMADOR: So one of the things</p> <p>13 that we discussed in the April meeting was the</p> <p>14 attendance at school. And so this is -- this is an</p> <p>15 area where they've been struggling. So while it</p> <p>16 looks low, it's, actually, for Alma, that's pretty</p> <p>17 good getting the students in there to test for math.</p> <p>18 Reading, a lot of our students -- we have</p> <p>19 probably about 20-some students in ELL. And some of</p> <p>20 the anxiety levels go up when they've got to read or</p> <p>21 they've got to perform like that. So that's</p> <p>22 something that we're knowing that we have to work</p> <p>23 on. And they have a tendency not to come to school.</p> <p>24 And it's -- if you look at the</p> <p>25 longitudinal data for the school, anytime there's</p>
<p style="text-align: right;">159</p> <p>1 curious. So what was it?</p> <p>2 THE CHAIR: Okay. I will -- so the</p> <p>3 participation rate in math was 87 percent.</p> <p>4 VICE CHAIR CARRILLO: Okay. 63. See it.</p> <p>5 Okay.</p> <p>6 THE CHAIR: And the participation in</p> <p>7 reading was 63 percent.</p> <p>8 VICE CHAIR CARRILLO: I want to make sure</p> <p>9 I cover this.</p> <p>10 THE CHAIR: So if you look at that chart,</p> <p>11 it answers that.</p> <p>12 SECRETARY BECK: I've got a question.</p> <p>13 THE CHAIR: Commissioner Beck.</p> <p>14 SECRETARY BECK: A few questions. What's</p> <p>15 F-A-Y?</p> <p>16 THE CHAIR: Full academic year.</p> <p>17 SECRETARY BECK: I love all these</p> <p>18 acronyms. They're great. Why were there so many</p> <p>19 less tested in reading than in math? I mean, that's</p> <p>20 a statistical -- I would understand 90 versus 85, or</p> <p>21 90 versus 83. But 90 versus 65, why was there such</p> <p>22 a variance in that?</p> <p>23 THE CHAIR: So can I just interrupt for a</p> <p>24 second. Because we've kind of gotten out of sync,</p> <p>25 because we should allow the school to say whatever</p>	<p style="text-align: right;">161</p> <p>1 testing, the attendance goes down.</p> <p>2 DR. VANESSA DeLEON: Dr. Amador, if you</p> <p>3 could please also add and explain, maybe, how a</p> <p>4 student who might be there four years is not</p> <p>5 required to test all four years?</p> <p>6 THE CHAIR: This is only one year's data</p> <p>7 that we're looking at.</p> <p>8 DR. ADAM AMADOR: Yeah. No, and that's</p> <p>9 true. This is only this year's data. And so --</p> <p>10 DR. VANESSA DeLEON: I guess let me</p> <p>11 rephrase that. Within those 104 students, were</p> <p>12 there students that weren't required to test in</p> <p>13 reading or math, because they had already met the</p> <p>14 requirement for graduation?</p> <p>15 DR. ADAM AMADOR: Yes. And that is not up</p> <p>16 there. They didn't request that data. So if the</p> <p>17 Commission would like, we can readjust that to</p> <p>18 reflect those -- those requirements.</p> <p>19 THE CHAIR: So I just -- so I think</p> <p>20 there's -- we need some clarification. Because my</p> <p>21 understanding is this is short-cycle assessment.</p> <p>22 It's not the State, because your high school</p> <p>23 students, only by State, are required to take the</p> <p>24 SATs. So that would be a whole different data set.</p> <p>25 This is short-cycle assessment. So all</p>

<p style="text-align: right;">162</p> <p>1 school -- all schools and the student --</p> <p>2 DR. ADAM AMADOR: All students. Yes,</p> <p>3 that's correct.</p> <p>4 THE CHAIR: All students in the school</p> <p>5 should be taking this. And it's not -- they don't</p> <p>6 need a benchmark as a freshman and then not have to,</p> <p>7 you know, take everything, because this is a -- this</p> <p>8 is a discussion we have a lot, you know. Student's</p> <p>9 proficient, they still should be able to grow.</p> <p>10 There shouldn't be any exempted out.</p> <p>11 DR. ADAM AMADOR: No, no, no. And I think</p> <p>12 it's a personal mental exemption. "I did good on</p> <p>13 the last one; I'm not going to take the test this</p> <p>14 time." And we have had students do that. That had</p> <p>15 been kind of a practice that had been going on.</p> <p>16 So we've done everything we could to get</p> <p>17 students in for testing. But, again, it goes back</p> <p>18 to the attendance issues that we experience at the</p> <p>19 school and whatnot.</p> <p>20 So we know we have to do a better job</p> <p>21 there.</p> <p>22 This is my first year here. So finally</p> <p>23 having some data and some statistical analysis is</p> <p>24 going to be very helpful moving forward.</p> <p>25 THE CHAIR: And you may not have this at</p>	<p style="text-align: right;">164</p> <p>1 grow 5 percent.</p> <p>2 So if anyone can help me with that? So</p> <p>3 the condition was just that they need to make</p> <p>4 evidence of growth in math and reading and science.</p> <p>5 When results are public, it was very generic. So</p> <p>6 where did it get specified that that's the target?</p> <p>7 Because, I'll just say, that seems unattainable.</p> <p>8 90 percent of students to make their growth is --</p> <p>9 that's like every -- I actually don't know how</p> <p>10 you -- I don't know how -- I've never seen a school</p> <p>11 do that, ever.</p> <p>12 THE CHAIR: So I guess I --</p> <p>13 COMMISSIONER BURT: And it's in here that</p> <p>14 that's something that is -- but I can't find</p> <p>15 where -- like, I mean, I've -- I've watched the</p> <p>16 entire April PEC meeting that I missed. I've read</p> <p>17 through every document. And the only place I can</p> <p>18 find it is in that -- that was shown that shows it's</p> <p>19 not.</p> <p>20 But I don't know where that to be. And I</p> <p>21 do agree with the participation rate. You guys need</p> <p>22 to get that up. But I am more concerned by -- that</p> <p>23 it feels like we're setting the school up for</p> <p>24 failure. They're never going to -- I don't know any</p> <p>25 school that has ever met that, ever, in the history</p>
<p style="text-align: right;">163</p> <p>1 your fingertips. Can you at least give me, like, a</p> <p>2 guesstimate of what the participation rate was last</p> <p>3 year?</p> <p>4 And if you're uncomfortable because you</p> <p>5 don't want to put a number out there and it's not</p> <p>6 right -- but just a -- you know, to get a general --</p> <p>7 I don't know if you can or not.</p> <p>8 DR. ADAM AMADOR: What -- and I -- just</p> <p>9 because I looked at it, what was reported was</p> <p>10 95 percent exactly.</p> <p>11 THE CHAIR: Last year?</p> <p>12 DR. ADAM AMADOR: Yes. And that's what we</p> <p>13 have documented at the school.</p> <p>14 THE CHAIR: From short cycle or SAT?</p> <p>15 DR. ADAM AMADOR: Short cycle.</p> <p>16 THE CHAIR: Okay. Okay. But I do believe</p> <p>17 the growth would be significantly different, and</p> <p>18 not -- and not in an upward trajectory. Okay.</p> <p>19 Just double-checking.</p> <p>20 Commissioner Burt.</p> <p>21 COMMISSIONER BURT: Yeah. I've reviewed</p> <p>22 the -- I've really reviewed, like, every document</p> <p>23 ever.</p> <p>24 And I can't find where and how it came to</p> <p>25 be agreed upon that 90 percent of students would</p>	<p style="text-align: right;">165</p> <p>1 of education.</p> <p>2 VICE CHAIR CARRILLO: Where do you see the</p> <p>3 90 percent?</p> <p>4 COMMISSIONER BURT: On 15.b.1., it says,</p> <p>5 "Is the percent to meet greater than 90 percent --</p> <p>6 greater or equal to 90 percent?"</p> <p>7 But that's really all I can see. I saw it</p> <p>8 reflected in the CSD's analysis.</p> <p>9 VICE CHAIR CARRILLO: Okay. But that</p> <p>10 wasn't -- same as the percent, to me, equal to or</p> <p>11 greater than 90, that's --</p> <p>12 COMMISSIONER BURT: No. Sorry. If I</p> <p>13 could get Director Chavez to answer that question</p> <p>14 first.</p> <p>15 VICE CHAIR CARRILLO: Of course, yeah.</p> <p>16 DR. BRIGETTE RUSSELL: Chair Gipson,</p> <p>17 Commissioner Burt, it is in the contract. And I</p> <p>18 just pulled up the contract on the website.</p> <p>19 So right here. This is Charter Renewal</p> <p>20 Conditions.</p> <p>21 So the first one is, "By the end of each</p> <p>22 school year, 90 percent of FAY students from 9</p> <p>23 through 12..., " et cetera, et cetera, "...increase</p> <p>24 their reading proficiency by 5 percent."</p> <p>25 Second one, same thing: "Increase their</p>

<p style="text-align: right;">166</p> <p>1 math proficiency by 5 percent." It's in the 2 contract.</p> <p>3 COMMISSIONER BURT: I don't know exactly 4 what to do with that. I mean, the only -- if it 5 doesn't get changed, I will say I'm not going to -- 6 I'm not going to be looking at that. Because 7 51 percent of students increasing 5 percent, 8 72 percent increasing 5 percent in reading is a -- 9 72 percent increasing their reading by 5 percent is 10 a success. That's a success.</p> <p>11 So I'm not going to -- I do still think it 12 Does Not Meet because the testing of all the 13 students still has to happen.</p> <p>14 But from who was tested, that 72 percent, 15 I'm going to -- I know better, that that's a success 16 from those teachers last year.</p> <p>17 MS. JULIA BARNES: Could I just clarify 18 that I think will help you is that that they set 19 goals, which is that 5 percent. But the results of 20 the goals are not part of the condition. So the 21 90 percent is not -- if you go --</p> <p>22 COMMISSIONER BURT: It shouldn't require 23 them to Meet or Does Not Meet or -- the 24 participation makes sense. Like, that's clear-cut. 25 MS. JULIA BARNES: They were required to</p>	<p style="text-align: right;">168</p> <p>1 will follow. They are not scored in the condition 2 on the outcome.</p> <p>3 THE CHAIR: The concern, not on this 4 year's, but on last year's, was on lack of reporting 5 of the condition. And we didn't get the 6 information.</p> <p>7 So that's -- you know, that's always, you 8 know, not on the current, but it's -- it's owned by 9 the school.</p> <p>10 COMMISSIONER BURT: And just to -- once 11 again, like, I remember renewing this school having 12 nothing and being told there was no assessment being 13 given, nothing -- no testing happening at all. This 14 is a vast improvement in gaining data to allow for 15 accountability.</p> <p>16 I mean, we couldn't even get to that point 17 because we had nothing. And there was no process, 18 there was nothing being done at school to test 19 students. And that was so concerning at renewal.</p> <p>20 So, once again, to see the growth of the 21 student, huge positive. But to see the growth and 22 process of the school of even -- of getting this 23 going and building off of it year over year is, once 24 again, progress I want to recognize. 25 THE CHAIR: Commissioners, any --</p>
<p style="text-align: right;">167</p> <p>1 provide the information. But it's for informational 2 purposes only, not included as part of the 3 conditions. That has just been conflated a little 4 bit.</p> <p>5 COMMISSIONER BURT: Okay. Because I think 6 that's one thing I want to -- I think there's a lot 7 of work that needs to happen, but I'm also looking 8 at the work that has happened. And I don't want to 9 take what those teachers did this last year and be, 10 like, "That's not enough."</p> <p>11 Because that actually -- that's -- that's 12 a lot in reading. That's reasonable in math. That 13 is nothing to scoff of, you know, that 51 percent of 14 students. I'm sure every teacher that's teaching 15 math and science is, like, "We want to get more."</p> <p>16 But I just want to make sure that's in my 17 mind. So I'm trying to find the good and also 18 create condition-- keep adding supports to, like, 19 what needs to be focused on and supported.</p> <p>20 But I do think the teachers deserve for 21 that not to be in red, necessarily.</p> <p>22 Okay. That's the only -- that's the only 23 comment I have on that particular --</p> <p>24 MS. JULIA BARNES: Yeah. I was just going 25 to say the condition is the process that the school</p>	<p style="text-align: right;">169</p> <p>1 Commissioner Carrillo.</p> <p>2 COMMISSIONER BURT: I'm so sorry. I 3 apologize.</p> <p>4 VICE CHAIR CARRILLO: Go on.</p> <p>5 COMMISSIONER BURT: In that same 6 condition, it's administering all PED-required 7 assessments at 95 percent. It actually -- I don't 8 know if it's supposed to be that. Actually, the 9 short-cycle assessment -- which I still think you 10 should get 100 percent of your kids tested, short 11 cycle -- I'm looking at black and white. For me, 12 this is very much black and white.</p> <p>13 I'm looking at data, what's very much on 14 here and what should be followed. So, once again, I 15 don't -- if it was 95 percent last year -- well, you 16 said on short cycle. Do you know your PED, the SAT 17 administration, do you know your participation in 18 that?</p> <p>19 DR. ADAM AMADOR: Unfortunately, not off 20 the top of my head.</p> <p>21 COMMISSIONER BURT: Okay. That's not 22 something we'll have for a little while, either. 23 Once again, I don't know if this is necessarily a 24 Does Not Meet in this category. And I'm just -- 25 it's hard for me, because I'm, once again, I haven't</p>

<p style="text-align: right;">170</p> <p>1 been -- I'm reading it in black and white, which 2 actually may be a helpful perspective, because I 3 didn't engage in the conversations to figure out the 4 back and forth.</p> <p>5 But the black and white, and then what -- 6 I'm trying to get those connected.</p> <p>7 So I think we also need to be clear on 8 that. Like, if the condition was that PED required 9 assessments, but if they're being given, like, some 10 kind of rating based off of their short cycle, 11 that's actually not appropriate, even though, once 12 again, you still should be getting 95 percent of 13 short cycle. That doesn't negate that.</p> <p>14 But I wonder if we need to be more clear 15 on language and data, and it needs to match.</p> <p>16 THE CHAIR: So I guess the question is 17 what has been communicated to the school in terms of 18 the reporting of the condition of renewal. So we 19 don't see those forms. So the question is did the 20 forms indicate if there was a form. And if there 21 was a form, did the form indicate that you had to 22 upload short cycle and not -- 'cause the only -- and 23 it's actually not technically PED-administered. The 24 SAT isn't technically PED-administered. This simply 25 says "PED-administered."</p>	<p style="text-align: right;">172</p> <p>1 The concern I have is that they're a high 2 school, and I don't think that's going to show 3 growth in math or science, given what's going on 4 right now. So you're probably going to have to rely 5 on No. 2.</p> <p>6 So, Dr. Russell, I don't want to type into 7 your form. If you're typing into your form that 8 15.a. --</p> <p>9 DR. BRIGETTE RUSSELL: So 15.a. is the 10 blank -- just so we're capturing everything, 15.a. 11 is the CAP that was approved by the Commission in 12 May.</p> <p>13 15.b. is the ever-changing CSD analysis as 14 we get more documents.</p> <p>15 And 15.d., which I have to reopen --</p> <p>16 MS. JULIA BARNES: (Inaudible) wanted to 17 use.</p> <p>18 DR. BRIGETTE RUSSELL: The 15.d. was the 19 CSD analysis, 15.b., with revisions that we could 20 then write on and capture everything --</p> <p>21 MS. JULIA BARNES: Then let's write --</p> <p>22 DR. BRIGETTE RUSSELL: -- unless you'd 23 rather copy the blank one and write in that one.</p> <p>24 MS. JULIA BARNES: No. I'm fine with what 25 you're doing. So let's go to 15.b.4.</p>
<p style="text-align: right;">171</p> <p>1 MS. JULIA BARNES: So if I can just 2 address the documents. The condition document is 3 online. It is attached to the contract. The school 4 has had that.</p> <p>5 It -- the fall -- and it starts with 6 short-cycle assessments. So you have to look at 1 7 and 2. So Commissioner Burt's point is valid on the 8 SAT, and that's probably pending. But No. 2 is 9 short-cycle assessment and the process that they 10 need to use.</p> <p>11 There's a Section 1. Actually, the school 12 is required to submit it a couple of times a year.</p> <p>13 There's a fall assessment.</p> <p>14 There's a winter and spring assessment and 15 results.</p> <p>16 And then on -- on the results for 17 informational purposes only, that's the part we've 18 already clarified.</p> <p>19 So what I think, going back to what 20 Dr. Russell was talking about and filling out 21 document 15.a. as we go along, I think on 15.a., 22 that's pending because they -- they don't have 23 their -- they should know their participation level. 24 But they're going to get that as well. And then 25 there's evidence of growth in math in that.</p>	<p style="text-align: right;">173</p> <p>1 DR. BRIGETTE RUSSELL: Okay.</p> <p>2 MS. JULIA BARNES: And show it on the 3 screen. So I think No. 1 is pending.</p> <p>4 Okay.</p> <p>5 DR. BRIGETTE RUSSELL: So I'm going to put 6 this in suggesting mode. And everything in 7 suggesting mode was during this meeting. So this is 8 pending.</p> <p>9 MS. JULIA BARNES: That's pending. I 10 think you could put for informational purposes only, 11 because they did provide it so -- but it's the -- 12 and, actually, that isn't it, because that should be 13 under No. 2.</p> <p>14 So you should capture 72 percent, because 15 that's short cycle.</p> <p>16 No. 1 is PED assessment.</p> <p>17 No. 2 is short cycle.</p> <p>18 DR. BRIGETTE RUSSELL: So I'm going to -- 19 okay. Where is the comment function? Hold on a 20 second. There's usually a little plus sign where I 21 can add comments.</p> <p>22 COMMISSIONER BURT: I appreciate this. 23 And I know -- I feel like I'm slowing it down a 24 little bit. But I feel like looking at the 25 documents with kind of fresh eyes, if I can't</p>

<p style="text-align: right;">174</p> <p>1 understand it as a -- like, a third party, almost, 2 that, to me, is an issue. Not that anybody is 3 leaving the school at any time, but it needs to be 4 clear for anybody reading it what the expectations 5 are, how they're rolling out, what's happening. 6 So I apologize for being so particular. 7 But I just want to, like -- once again, I feel like 8 clear expectations are the only way we actually can 9 make progress. Clear expectations and then clear 10 data to show that. That's how we can actually see 11 anything. 12 MS. JULIA BARNES: I also think that 13 that's a good point, in that we've been trying to 14 get back to that condition document and using the 15 condition document. And that's what you're doing is 16 bringing us back to that. 17 I am going to download and then put into 18 the Intervention Ladder the contract so that that 19 document is there. 20 Okay. So -- okay. So let me go back to 21 your document. 22 DR. BRIGETTE RUSSELL: Chair Gipson, I'd 23 like to -- on the next iteration of this, I'd like 24 to split this out, because these are two different 25 requirements. This is PED, and this is growth. So</p>	<p style="text-align: right;">176</p> <p>1 numbers. 2 DR. BRIGETTE RUSSELL: But they submitted 3 evidence. They've -- it's just -- 4 COMMISSIONER BURT: No, that stays the 5 same. Let me try to explain a little bit more. 6 That -- if you do a Control-Z a couple of 7 times -- okay. 8 Now, the red right there, that will just 9 go into the box below it. So if you take out that 10 row below, it goes into the box below it. 11 Now, No. 1, in total, is pending, because 12 it's all dependent on PED data. And it's just not 13 yet -- hasn't come out yet. It's the data for the 14 SAT that the PED did with the school. 15 DR. BRIGETTE RUSSELL: And the NMASR. 16 COMMISSIONER BURT: Yes, correct. It was 17 evidence for a while. 18 DR. BRIGETTE RUSSELL: But the second 19 bullet, that goes down below. 20 COMMISSIONER BURT: No. That's for the 21 SAT and for the -- 22 DR. BRIGETTE RUSSELL: Oh, okay. Okay. 23 MS. JULIA BARNES: No. 2 is short cycle. 24 So it can go in a new row. 25 DR. BRIGETTE RUSSELL: They can't show</p>
<p style="text-align: right;">175</p> <p>1 it's pending for the 95 percent PED requirement. 2 And so I'm going to write -- 3 COMMISSIONER BURT: Also pending for the 4 second one, too, Dr. Russell, because the evidence 5 of growth is for the SAT; it's not for the short 6 cycle. No. 1 is PED assessments. No. 2 is where 7 the short cycle -- 8 DR. BRIGETTE RUSSELL: Right. And that's 9 what -- so what is the -- so 72 percent. 10 COMMISSIONER BURT: That should be in the 11 box below it. 12 DR. BRIGETTE RUSSELL: We're going to add 13 another box below. 14 COMMISSIONER BURT: And evidence of growth 15 is pending as well. 16 DR. BRIGETTE RUSSELL: But -- 17 COMMISSIONER BURT: It's going to be 18 whatever PED says for growth. 19 DR. BRIGETTE RUSSELL: But they have 20 growth data here. So this 72 percent and 21 51 percent. 22 MS. JULIA BARNES: That was under No. 2. 23 DR. BRIGETTE RUSSELL: Right. That's 24 going to be No. 2. 25 MS. JULIA BARNES: Is the existing</p>	<p style="text-align: right;">177</p> <p>1 growth in math, reading, and science if only 2 eleventh graders are tested. And they weren't 3 tested prior year in tenth grade. So how did they 4 show growth? 5 COMMISSIONER BURT: The PED is doing 6 growth in some way. I mean, they are. They're not 7 going to do it in May. 8 DR. BRIGETTE RUSSELL: Not for tenth 9 graders and not for eleventh graders. 10 COMMISSIONER BURT: I thought they were 11 doing it off the growth and proficiency. 12 DR. BRIGETTE RUSSELL: That's just in 13 increasing the rate of proficiency. It's not the 14 same cohort of students. 15 COMMISSIONER BURT: That is what the State 16 is using. 17 THE CHAIR: We've already said if that's 18 what the State is using -- and this clearly says 19 PED-required assessments -- we can't then take 20 another box and say, "Oh, but you've got -- we're 21 going to look here for this." 22 It's not on us that PED is not showing 23 growth in the SATs. That's not on us, and it's not 24 on the school. 25 For the way this is written, it precisely</p>

<p style="text-align: right;">178</p> <p>1 says "PED-required assessments." So we can't go 2 anyplace else and say, "But we're going to pull 3 growth data, good or bad, from another instrument 4 For this purpose." 5 COMMISSIONER BURT: Sure. 6 SECRETARY BECK: I think we heard in the 7 last month that they were only going to show growth 8 in fourth through eighth; right? Let me finish my 9 thought. 10 So, in fact, when you're looking at an SAT 11 from '23-'24 school year for eleventh graders to SAT 12 for '24-'25 school year, that's, in fact, not 13 growth. That is not growth. 14 THE CHAIR: It's not. It's not. 15 SECRETARY BECK: Right. So how are we 16 putting that in here? 17 COMMISSIONER BURT: I have more 18 explanation then. 19 When this condition was created -- this 20 was based off the condition -- two years ago? 21 THE CHAIR: Two years ago. 22 COMMISSIONER BURT: At that time, 23 everyone -- we were told there would be growth; 24 right? And, actually, I think back then, they were 25 like, "Oh, we're going to do PSAT, so we can do</p>	<p style="text-align: right;">180</p> <p>1 once again, I'm looking at it more from, like, the 2 legality part of it, the black and white, just 3 what's in there, not the nuance that we would have 4 to do in order to make that be relevant. 5 THE CHAIR: Deputy Director and then 6 Cheryl. 7 DR. BRIGETTE RUSSELL: Thank you, Chair 8 Gipson. 9 I -- looking at -- this is Alma's annual 10 report for '22-'23. They met the standard for 11 testing 95 percent of kids. 12 I -- it is my professional opinion that 13 line 1 here shouldn't have had anything to do with 14 PED assessments. It shouldn't have had anything to 15 do with 95 percent participation, anything to do 16 with the SAT or the NMASR. It should have been 17 showing growth on short-cycle assessments, full 18 stop. 19 MS. JULIA BARNES: That is No. 2 is the 20 only -- 21 DR. BRIGETTE RUSSELL: No, it is not. 22 No. 2 is provide a plan for -- I apologize. No. 2 23 is provide a plan for improving. 24 COMMISSIONER BURT: Is there -- man, I -- 25 actually, I don't even know if I want to suggest</p>
<p style="text-align: right;">179</p> <p>1 growth..." -- you know, like, that's where PED was 2 back then. 3 So this condition was kind of created with 4 what we were told at that time. I don't think this 5 works now, which was kind of my point of bringing it 6 up is it felt like it didn't -- it didn't correlate 7 with -- this, in black and white, did not actually 8 make sense for what's actually happening today. 9 But I don't think -- once again, I saw 10 that it was red, Does Not Meet, on the school. And 11 I felt like this -- in particular, this isn't on the 12 school yet. Like, until PED gives us stuff, it 13 didn't feel like it was the appropriate measure for 14 that. 15 But, once again, like -- like Chair Gipson 16 said, either we look at it with a discerning eye; 17 right? So we know -- all of us probably in this 18 room now -- that if PED shows growth on the SAT year 19 over year, it may not be the best measure for us to 20 look at and then be, like, holding them accountable 21 for it; right? But it is part of the condition, 22 maybe should be reported, just what it is. 23 But you're right. For me, it's not as 24 valuable as the assessment results that I'm being 25 shown that are the short-cycle assessments. But</p>	<p style="text-align: right;">181</p> <p>1 this. 2 VICE CHAIR CARRILLO: Please do. 3 COMMISSIONER BURT: Well, the thing is is 4 I don't want this to be because we did this two 5 years ago. I don't want to just keep it because we 6 just did it. Like, it should be relevant. It 7 should make sense. It actually should support 8 progress. 9 So I'm conflicted, because I don't want to 10 open it back up again. That's what's in the back of 11 my brain is I don't want to, like, change things for 12 you now. You've been looking at this. You've been 13 reading it. I would not want to change things, but 14 also feel like this, in particular, sets you up for 15 you're not going to meet it. I don't know how you 16 show success in this. 17 So I'm conflicted with that notion. Like, 18 I don't want to change anything because we're into 19 it. But I also want it to be relevant and make 20 sense. 21 THE CHAIR: Right. And I hear that. It's 22 difficult to fix this at this moment in time. But I 23 think, moving forward, it would be my recommendation 24 that the school come forward with an amendment so 25 that this can be fixed.</p>

<p style="text-align: right;">182</p> <p>1 That -- to me, that's at least the future 2 pathway forward. It doesn't fix this kind of mess. 3 But I think it -- for the school not to get any 4 dings for reporting, and it's clear what the school 5 has to report out, that if the school does an 6 amendment, it can be -- you know, then it -- because 7 this is similar to schools we renegotiated contracts 8 with a couple of years ago. And it said we're going 9 to get a certain score on PARCC. And then they go 10 on into PARCC. 11 But the contract says -- then what do you 12 do? So we've generalized contracts to say "whatever 13 the State assessment is." 14 Commissioner Burt and I were on the 15 negotiating team. And we were. We were relying on 16 what PED said their plan going forward was. 17 So here we are. And then that plan 18 completely changed. And then schools -- and we 19 don't encounter these until we get into this, you 20 know. 21 So it's -- it's unfortunate. I think, at 22 this point in time, showing academic proficiency and 23 growth on PED assessments, yeah, that has to be 24 pending, because it's the SAT, plain and simple. I 25 wholeheartedly agree the SAT doesn't show growth.</p>	<p style="text-align: right;">184</p> <p>1 offer it by -- but I think that's an option that the 2 school should look at. I really do. 3 And I know we had a conversation a while 4 back about amendments and, you know, it's a process. 5 So -- but I think it's a process that could be 6 accomplished before, if not very early on, the start 7 of this school year so that should be into the whole 8 school year with this. 9 And you're already doing those short 10 cycles. So that wouldn't change any -- you know, 11 you wouldn't have to change that, which would be a 12 big lift. The performance framework, fitting into 13 that, is less of a lift, you know. 14 And it just -- I -- you just have to look 15 at your mission goals. Cheryl, I'm sorry. 16 MS. CHERYL ROWE: Thank you. What I was 17 wondering -- and maybe I'm just confused. I'm 18 wondering if the intent behind it may have been to 19 tie into the actual conditions, because the 20 conditions are about using short-cycle data. So 21 that might be less complicated if we just change 22 that. 23 COMMISSIONER BURT: That wasn't the 24 intention. So back then -- so back -- back then, 25 there was no short-cycle assessments being given to</p>
<p style="text-align: right;">183</p> <p>1 But that was not -- I would -- 2 MS. JULIA BARNES: I'm sorry. The school 3 could renegotiate an Option 2 under a new 4 performance framework. 5 THE CHAIR: That's what I said. If the 6 school comes forward, the school could. They could 7 do two things. They could go on to the whole 8 performance framework which would give up the 9 Option 2, which allows you to use short cycle and/or 10 the PSAT. Or they could -- if they just wanted to 11 renegotiate the condition, I think that's a 12 discussion that the governance council has to have 13 with the head administrator and the testing 14 coordinator to decide, because you've got -- three 15 years left on the contract? 16 So that's still a substantial amount of 17 time. So I think if you're looking to find a 18 pathway to show clearer progress for the school, the 19 Option 2 and the new performance framework allows 20 schools to do that, because it certainly allows 21 schools that have those different missions to be 22 able to show the story of their school in a far 23 broader fashion through the short cycles and through 24 the mission goals as they're being written now. 25 I think that's -- you know, I hate to</p>	<p style="text-align: right;">185</p> <p>1 the students. None. They didn't show us final exam 2 data. They were, like, "We did not test our 3 students at all." 4 So back then, it was, like, "Let's just 5 get them to test kids." 6 It was that basic back then. That's what 7 this condition -- this second condition was meant 8 for, was we're going to look at your PED stuff and 9 the results, and you guys just need to start 10 doing -- 11 MS. CHERYL ROWE: No. What I'm saying is 12 in the actual conditions on the contract, it's about 13 short-cycle assessments, not the -- 14 COMMISSIONER BURT: Just implementing 15 them. And that's not what we want now. We do want 16 to see their short-cycle assessment growth. This is 17 separable data. But we want them to be credited for 18 it. And right now, the way the conditions are 19 written, they're not going to receive credit for 20 anything that they're -- the only thing they would 21 receive credit for, based off these conditions, is 22 just doing it, not off the actual results. 23 And I do think that we would like -- like, 24 the intention now is, "You are doing those. Now we 25 do want you to see -- we want to see your growth in</p>

<p style="text-align: right;">186</p> <p>1 those."</p> <p>2 So I do think it's changed over -- like,</p> <p>3 the school was in really rough shape when we</p> <p>4 renewed, because there just was nothing. There was</p> <p>5 nothing at that time.</p> <p>6 So I think our baseline, which I think</p> <p>7 this is a testament to, just, even the little bit of</p> <p>8 growth over the year -- right? -- is, like -- which</p> <p>9 I feel like a little bit like we're moving the bar</p> <p>10 already. But I do think we are, because that was</p> <p>11 such a low-level condition. "Do short cycle</p> <p>12 assessments. Just do them. That's all we want."</p> <p>13 This just tells your story better than</p> <p>14 relying on the PED assessments, which is why I'm</p> <p>15 encouraging it to be considered differently.</p> <p>16 Because I just -- like, something struck me wrong</p> <p>17 when I saw that in red right away. And I was, like,</p> <p>18 "Wait. But that growth is good. That's good growth</p> <p>19 for a school year for, you know, teachers who are</p> <p>20 transforming under a system"; right? Like, that is</p> <p>21 good growth.</p> <p>22 So that's why I was trying to -- like, I</p> <p>23 think maybe back then, it would have been more</p> <p>24 meaningful just to get them to do it. But now</p> <p>25 you're doing it, and we need to see the growth in</p>	<p style="text-align: right;">188</p> <p>1 doesn't it say "increase"?</p> <p>2 COMMISSIONER BURT: All right. But those</p> <p>3 were -- like Julia said, those were informational</p> <p>4 only. It's informational only. Which, once again,</p> <p>5 this was -- hey, I don't like -- honestly, this is</p> <p>6 what we should have done two years ago with this</p> <p>7 school. This is what we should have done two years</p> <p>8 ago, made sure this happened two years ago and have</p> <p>9 them come up to us two years ago and saw it then.</p> <p>10 We're past this, because you have</p> <p>11 implemented this without actually the PEC hounding</p> <p>12 down your neck to do it. So that's been done. That</p> <p>13 bullet said it's in the contract that it's</p> <p>14 informational only. I don't want it to be</p> <p>15 informational only because it's the only information</p> <p>16 we have.</p> <p>17 VICE CHAIR CARRILLO: I don't see where it</p> <p>18 says "informational only."</p> <p>19 COMMISSIONER BURT: You have to go up bit.</p> <p>20 Maybe it's down. Go down.</p> <p>21 MS. JULIA BARNES: Other way. So they're</p> <p>22 supposed to take action in the fall, take action in</p> <p>23 the spring, use it. And then the results are for</p> <p>24 informational purposes, not included as part of the</p> <p>25 condition.</p>
<p style="text-align: right;">187</p> <p>1 another way that actually is helpful and meaningful</p> <p>2 for your school and to tell us the story better than</p> <p>3 your SATs. So that's my intention of bringing it</p> <p>4 up.</p> <p>5 THE CHAIR: And you're right. I want to</p> <p>6 hear more from Cheryl, because I think there's more.</p> <p>7 MS. CHERYL ROWE: I guess what I'm trying</p> <p>8 to say is so in the actual conditions -- I mean I</p> <p>9 get what you're saying. At some point, you're,</p> <p>10 like, "Okay, we want to see some growth."</p> <p>11 But there is nothing -- that is saying</p> <p>12 short cycle assessments. It's not bound to the PED</p> <p>13 assessment. And so I don't know if an amendment is</p> <p>14 actually needed. Am I making sense?</p> <p>15 VICE CHAIR CARRILLO: It's in their</p> <p>16 contract.</p> <p>17 COMMISSIONER BURT: If you look at the</p> <p>18 context of it in the steps, it's literally just that</p> <p>19 they do it, that they will run the beginning-of-year</p> <p>20 short cycle assessments. It has nothing to do with</p> <p>21 the results of the short-cycle assessments. That's</p> <p>22 how baseline this condition was two years ago.</p> <p>23 VICE CHAIR CARRILLO: Doesn't it say -- it</p> <p>24 was just up there. Didn't it say, on the second</p> <p>25 bullet from the top -- or even the first one --</p>	<p style="text-align: right;">189</p> <p>1 So the goal was to have the school do</p> <p>2 short cycle assessments and utilize the data at the</p> <p>3 school.</p> <p>4 COMMISSIONER BURT: And that was it.</p> <p>5 MS. JULIA BARNES: Also, there was an</p> <p>6 assumption that the PED data was going to --</p> <p>7 COMMISSIONER BURT: Exactly. That's</p> <p>8 where, once again, this should have been done two</p> <p>9 years ago, with us; right? But now this school is</p> <p>10 doing this.</p> <p>11 And that's why, once again, I hate -- I</p> <p>12 don't like necessarily being, like, "Oh, you did</p> <p>13 this. Now I'm going to raise the bar."</p> <p>14 But you are doing it. So I do kind of</p> <p>15 want to -- and we -- I do think it's not even -- I</p> <p>16 wanted -- I think it allows for you to show your</p> <p>17 academic increases; whereas, you're not going to be</p> <p>18 able to with the way the conditions are currently</p> <p>19 written.</p> <p>20 Like, you're not going to get credit for</p> <p>21 it ever; right? And so I don't -- I think I'm</p> <p>22 looking at it from actually a very positive way,</p> <p>23 hopefully. You're not seeing it as, oh, great, now</p> <p>24 it's more. I don't think it's more. It's more</p> <p>25 realistic and actually reliable and reasonable than</p>



<p style="text-align: right;">190</p> <p>1 the way these were written back then.  2 So...  3 THE CHAIR: Commissioner.  4 VICE CHAIR CARRILLO: Thank you. And  5 Cheryl, thank you. The -- so the first one is --  6 and I'm just curious. Maybe Dr. Russell can answer  7 it.  8 When we do numbers and percentages, like,  9 in the -- in Concern 1 for this, to the right,  10 72 percent showed 5 percent growth. When we do  11 these -- not just here, but in general -- 5 percent  12 of 100 percent? So someone goes from 35 percent to  13 40?  14 Or 5 percent of the students' current  15 proficiency rate? So they may be going from 35 to  16 36.25 or whatever?  17 How are we figuring that? Because in  18 terms of numbers, you can just make it say whatever  19 you want it to say.  20 DR. BRIGETTE RUSSELL: That is an  21 excellent point, Commissioner Carrillo, because what  22 35 percent to 40 percent means is a 5 percent  23 percentage point increase in proficiency rate, not  24 5 percent growth.  25 5 percent growth would be, as you say,</p>	<p style="text-align: right;">192</p> <p>1 do growth, because 5 percent of a student who's,  2 like, excelling, and to get them 5 percent more, so  3 challenging. 5 percent of a student that's four or  4 five grade levels behind, that's not even going to  5 get them anywhere, number one. That may not even be  6 a grade level at that point. It's --  7 VICE CHAIR CARRILLO: 5 percent of 20 is  8 1. So it's, like -- you know, it's just figuring  9 it -- the second part of the question was maybe  10 forward from Concerns 1 and 2 is when Concern 2, it  11 says "No Plan Received," okay --  12 THE CHAIR: It's changed. It has been  13 received, but it hasn't been reviewed yet. But it  14 has -- today?  15 DR. BRIGETTE RUSSELL: And, Chair Gipson,  16 Dr. Amador put it in a folder. And there was some  17 confusion about where things were. I have since  18 added it to the PEC Google Drive as Item -- gosh --  19 15.b.5. And I did do a cursory review, if you want  20 my assessment, but --  21 THE CHAIR: That's great. But,  22 Commissioners, it's -- the important point is that  23 there was something there, that it wasn't just not  24 reported.  25 So that's important, you know. But -- and</p>
<p style="text-align: right;">191</p> <p>1 5 percent of 35 percent.  2 And so it wasn't worded well.  3 VICE CHAIR CARRILLO: So we have to -- I  4 just think, in the future, when we negotiate things  5 or whatever, we have to say what our denominator is  6 there so it's much more clear.  7 COMMISSIONER BURT: I think, once again,  8 when we negotiated this was with a former head  9 administrator, who, based off the information and  10 maybe a lack of information -- right? -- like, we  11 were dependent on what that head administrator --  12 and I don't think that head administrator maybe even  13 knew what assessment was, because they never gave  14 them.  15 So I think this was based on maybe bad  16 information at that time. You're right. No,  17 it's --  18 VICE CHAIR CARRILLO: I want to start  19 getting clear on what we mean by percentages.  20 COMMISSIONER BURT: It's weird. This is a  21 weird way of doing it.  22 VICE CHAIR CARRILLO: And we do it all the  23 way across the board, all over, not just this  24 school.  25 COMMISSIONER BURT: This is a weird way to</p>	<p style="text-align: right;">193</p> <p>1 I'll appreciate that in just a second.  2 So it's often been said that I have a  3 memory like an elephant. And I do remember those  4 contract negotiations. I do remember the renewal.  5 I remember many of us walked away with buyer's  6 remorse, honestly, because there was just such a  7 lack of information.  8 And that's where -- but -- and it was one  9 of those schools -- and you weren't the only one --  10 that got, like, a COVID reprieve, because there  11 hadn't been things being done.  12 So it's, like, how do you make a decision  13 when you don't have information? And you can't.  14 So you took a chance. And we were also  15 taking a chance on PED moving forward on what they  16 told us they were going to move forward on, on a  17 plan, and that didn't happen. Then it gets embedded  18 in a contract, and now you can't implement it.  19 And it -- PED's not sitting here, you  20 know. We're sitting here and trying to struggle,  21 then, in trying to move forward.  22 So it's -- yeah. I just hope we find a  23 better pathway. And I've said this publicly at  24 other meetings. The governance council, I applaud a  25 thousand percent, because they have made the right</p>

<p style="text-align: right;">194</p> <p>1 decision a year and a half ago, I guess it is.  2 They -- and I think Skaggs was at the contract  3 negotiations. Yeah.  4 And it was -- you know, it just -- we  5 walked out of there. And it's, like -- you know.  6 So I -- they did what they were supposed to do.  7 They knew what wasn't happening at the school. So  8 that was -- you know, they did do the -- the right  9 thing.  10 So it's -- yeah. We were amazed at what  11 wasn't happening. So...  12 VICE CHAIR CARRILLO: So based on the  13 ground we just covered, it would seem as though we  14 can move on to No. 3. Is that -- because they're  15 going to -- they have to review --  16 THE CHAIR: He's going to -- I thought the  17 Deputy Director was going to give us a cursory  18 review of the plan.  19 VICE CHAIR CARRILLO: Oh, okay.  20 THE CHAIR: If you're not comfortable  21 doing so, that's --  22 VICE CHAIR CARRILLO: No, yeah.  23 THE CHAIR: -- I don't want you to say  24 something that you're not -- you know, you're good  25 if you want to leave it at pending. I don't want to</p>	<p style="text-align: right;">196</p> <p>1 indicate -- we were talking about actions to be  2 taken by the school and by us for this meeting. And  3 we talked about some looking at the finances and  4 Jody Ernst helping with that.  5 Dr. Amador did indicate that someone from  6 REC does reviews of the IEPs. And I asked the  7 Director to get that information. And it's on us,  8 because, unfortunately, she asked the wrong REC. So  9 that REC indicated that they don't have -- they  10 don't do that.  11 So then it was unfortunately dropped as a,  12 "That's not really happening."  13 And I spoke with Brigitte yesterday and  14 said, "What happened with this?"  15 And she had -- she figured out that it  16 wasn't that it's not happening, that it was a  17 different REC that should have been contacted.  18 So Deputy Director.  19 DR. BRIGETTE RUSSELL: Thank you, Chair  20 Gipson and Commissioners.  21 I communicated with the contractor who had  22 been working with the school, Ms. Hatch, yesterday.  23 And she indicated that she had been working on a  24 contract through an REC with the Office of Special  25 Education on something called the "IEP Project."</p>
<p style="text-align: right;">195</p> <p>1 put you on the spot.  2 And we haven't been able to look at it.  3 So none of us can really ask questions about it,  4 because I don't want to look at it on the fly and  5 then throw questions out.  6 DR. BRIGETTE RUSSELL: Chair Gipson,  7 Commissioners, I do not want to do the school a  8 disservice by -- by giving feedback before we've had  9 a chance to really engage with it.  10 THE CHAIR: I appreciate that. And I  11 also -- I'll say that I am often challenged with a  12 multitude of folders that end up in our drive  13 sometimes. And I try to find things, and it's  14 not -- you know. And I found it, and then I can't  15 find it again. So if there was any confusion, we  16 own that.  17 DR. ADAM AMADOR: That's on me as well,  18 Madam Chair. I was getting confused, and I think  19 there's duplicates of documents in some places, and  20 they're not in others. So I apologize for that as  21 well.  22 THE CHAIR: So we are on to Item No. 3,  23 which is "Show special education compliance."  24 And that's -- that is pending. And if we  25 go back to the May meeting, Dr. Amador did</p>	<p style="text-align: right;">197</p> <p>1 That has now been, I guess, concluded for the  2 current fiscal year, and Ms. Hatch was uncertain as  3 to whether Office of Special Education was going to  4 resume that in Fiscal Year '25.  5 THE CHAIR: Okay. But that's not what we  6 asked for, because we had said that we were going to  7 send in someone, if necessary, to do an audit of the  8 IEPs.  9 Dr. Amador said, "Someone's doing that.  10 And that's the REC."  11 So we simply wanted -- not for -- we can't  12 get a report for next year. We wanted the report  13 for now, for this past year, so if they were doing  14 that review during last -- this past school year,  15 why can't we get a simple update? That's what we  16 asked for.  17 DR. BRIGETTE RUSSELL: So I will ask the  18 Office of Special Education, because they were the  19 ones contracting with the -- with the contractor to  20 provide us with the official report.  21 THE CHAIR: So the individual who was  22 actually doing it, simply because of the contract,  23 they're not allowed to.  24 DR. BRIGETTE RUSSELL: Because they  25 contracted with the Office of Special Education and</p>

198

1 not with us.

2 THE CHAIR: Okay. All right.

3 DR. BRIGETTE RUSSELL: I don't know,

4 Dr. Amador. Did they provide you with a report?

5 DR. ADAM AMADOR: Madam Chair, if I may,

6 yes, the reporting is in the special ed folder under

7 IEP Project Site Visit Report.

8 THE CHAIR: Okay. Hold on. I thought

9 that was October.

10 DR. ADAM AMADOR: Yeah. So that's what

11 she gave us in October. And so when we contacted

12 the Office of Special Ed, Lori Pacheco said, "If you

13 want to look at the progress of..." -- what does it

14 say here -- "...special ed compliance," she

15 screenshotted in an e-mail that's in that folder as

16 well. And she said, "This is how you can look at

17 your compliance."

18 But that's the only report that we had

19 received from Ms. Hatch in October.

20 THE CHAIR: Oh, I'm sorry. I didn't mean

21 to interrupt you.

22 So let me just ask. Has she been back to

23 the school since October?

24 DR. ADAM AMADOR: Yes. And we have -- to

25 my knowledge, I haven't received any reports from

199

1 her, yeah. And so if they are, we haven't received

2 anything.

3 THE CHAIR: Okay. And I did see the

4 October one. But we're really more interested in --

5 because October was, semi, the beginning of the

6 school year. So the concern is how did the school

7 do through the bulk of the school year?

8 So I'm going to say this gets labeled as

9 pending, and we get that -- we get the most current

10 information. Because Dr. Amador gave us the most

11 current he had, but that should not be the most

12 current that Special Ed has.

13 The complaint -- that is what -- that's up

14 to Special Ed to finalize that complaint. And we

15 have -- we may hear this year or not. I don't know

16 how long it takes them to finalize those. I

17 honestly don't.

18 But if we could get that update. And

19 that's going to help the school, too. I mean, to

20 me -- and this isn't on anyone, it's -- it's just

21 very discouraging to me that entities come in, they

22 do reviews, and then there's not immediate or close

23 to immediate feedback that's provided.

24 Because that's what -- you know, it

25 shouldn't just be compliance. It should be

200

1 compliance to provide support for the school so that

2 if the school is not doing something they're

3 supposed to be doing, how do they take action on it?

4 Yes. On one hand, the school should be

5 knowing -- should know what they're -- but there

6 could be things that are missing that maybe fell

7 somewhere between cracks. And the fact that bureaus

8 don't have that information and aren't providing

9 that information back, it's -- it's -- it's

10 frustrating for us.

11 So...

12 DR. ADAM AMADOR: Madam Chair, if I may

13 add to that? What we've run into in the SpEd CAP is

14 really subjective. One scorer will review one IEP

15 or one document one way, and one will review another

16 way. So we've ran into where we're talking with our

17 peer schools or, you know, special ed leads in other

18 districts, and they're not getting the same scrutiny

19 or advice that we are.

20 So that's been a huge problem in this

21 process, as well, where one person scored, you know,

22 an IEP this way or the process this way, and another

23 did this way. So we got dinged here this year. But

24 last year, with the same process, we were good, or

25 vice versa; right?

201

1 So that's kind of something that we run

2 into as a school. And as a small school like Alma,

3 with not a lot of resources, it gets very

4 time-consuming and costly under these CAPs, because

5 depending on who your scorer is, it depends on

6 whether you Meet or Do Not Meet on these processes.

7 THE CHAIR: Okay. And I'm not sure. When

8 you do get that, is there opportunity for feedback

9 back, so that there may be an opportunity to revisit

10 a score? I don't know.

11 DR. ADAM AMADOR: Dr. DeLeon, can you

12 speak to that part?

13 DR. VANESSA DeLEON: Absolutely. Thank

14 you, Dr. Amador. Thank you, Madam Commissioner.

15 So to that, the conversation with

16 Mr. Miguel Lozano, which has been very supportive

17 through the process. And he has also agreed that,

18 really, you know, working with the Office of Special

19 Ed, there needs to be inter-rater reliability to

20 ensure that those that are rating are speaking the

21 same language and providing feedback that is

22 consistent. Because once the dings are noted,

23 within any CAP within -- you know, here, this one

24 specifically from the Office of Special Education

25 then it is extremely time-consuming and it is

202

1 difficult to try to remedy, when, in previous years,  
2 that same corrective action was approved, there was  
3 not an issue with it, but then in the current year,  
4 it is identified as an issue.

5 So that conversation has been -- just, the  
6 need for the Office of Special Ed to have  
7 inter-rater reliability for those that are providing  
8 the feedback to the schools, because the feedback is  
9 inconsistent from year to year within that same  
10 campus, and also from campus to campus. And schools  
11 talk as well. So...

12 THE CHAIR: Yeah, schools talk a lot. And  
13 that's also one of the reasons why we dropped off  
14 from our compliance CSD review of IEPs, because  
15 there's not staffing that's special ed staffing, so  
16 that there were -- you know, you're adding even more  
17 inconsistencies to it. So our reliance on SpEd  
18 Bureau to do that, at the very least, they're the  
19 experts on it. But thank you for that  
20 clarification.

21 Commissioner Burt.

22 COMMISSIONER BURT: So I've heard this  
23 from quite a few schools that I've visited in the  
24 past six months or so.

25 The one thing I'll tell you is I think it

204

1 So I would expect it not to change for a while.  
2 Like, you're going to get new, different, more from  
3 them for a little while. So maybe just kind of keep  
4 that in your mind of, like, it is going to -- it's  
5 going to be -- you're going to feel it a little bit  
6 differently right now.

7 But it -- if -- it's not just you guys.  
8 I'm hearing it from many charters, that it's -- and  
9 traditional schools, that it's -- you know, Special  
10 Ed is looking at things a bit differently right now.  
11 So...

12 THE CHAIR: Okay. And I agree. I mean,  
13 you've got Dr. DeLeon. If she wants to go fight the  
14 fight, you know, she can go fight the fight. But I  
15 think for the school itself, you're spinning your  
16 wheels. Just, you know -- just try to move on, and  
17 you're taking a lot of energies if you're trying to  
18 say "Oh, but last year."

19 You know, I get it. I do, you know.  
20 Because, yes, "That's what we did yesterday about  
21 our reimbursements."

22 "Oh, but last year that didn't..." -- but,  
23 you know, you can -- if you choose to have that  
24 fight, you can have other people using their  
25 energies for that. It's your dime.

203

1 can be -- I mean, we were just talking about, like,  
2 getting -- for our travel, getting  
3 inconsistencies -- right? -- that one time, it's  
4 good; one time, it's not. It's frustrating.

5 The only thing I'll say about it is if  
6 it -- if they didn't catch it the year before or it  
7 was fine the year before and it's fine now, it's  
8 still not fine now.

9 So I think there is a level of -- I mean,  
10 we can be frustrated. That's fine. But I do think  
11 when you're -- don't let that be a hindrance to,  
12 "Okay. Got it. It is a thing. We still do have  
13 to ..." -- because I'm hearing from many schools  
14 that Special Ed is coming down a little bit  
15 differently than in the past -- like, just recently,  
16 than they have been previously. And I don't think  
17 that's going to go away soon.

18 So I think it's better to just, like, jump  
19 on board and not let the frustrations of that kind  
20 of build up, because I think that's -- it's easy for  
21 me to, like, get frustrated. "I just did that the  
22 right way, and now you're telling me it's not."  
23 But, "They told me it's not so now, so I can't do it  
24 that way"; right?

25 It's easy to let that kind of build up.

205

1 DR. ADAM AMADOR: I think it's just  
2 because we were on the CAP; right? I'm looking at  
3 baseline data and --

4 THE CHAIR: Yeah.

5 DR. ADAM AMADOR: Hold on. So that's our  
6 issue is even with stuff going on this year, there's  
7 been consistencies (verbatim) in the reporting and  
8 scoring. And so it's, just, even with things this  
9 year, we've had those issues, not even looking back.

10 And so that's kind of a -- if I could just  
11 make a suggestion. I really think that on the  
12 charter school side, we need to look at support in  
13 that area, because this is where we get in trouble;  
14 right?

15 And if we're -- you know, like you said,  
16 we're here to collaborate and work, I think that's  
17 going to be very important is having -- really  
18 focusing on Special Ed -- and not just on the law  
19 side; it's what happens in the practice or doesn't  
20 happen in the practice.

21 Most administrators, through our master's  
22 degrees or doctorates, we only get the law side. We  
23 don't the practitioner side or data.

24 I think that's where the school is  
25 hurting, because they couldn't provide it. Now

<p style="text-align: right;">206</p> <p>1 you're seeing that we're able to provide that 2 information. So thank you. 3 THE CHAIR: And we appreciate that, 4 because we've got 2 percent money. And anything 5 that -- that will certainly help a broad spectrum of 6 schools, that's what we're -- that's what we're 7 looking to do. And our special ed populations in 8 absolutely every school is growing, because special 9 ed parents gravitate towards charters very often. 10 So I appreciate that. 11 We do have -- on Zoom, we have several 12 special ed staff people, SpEd Bureau staff people. 13 So I don't know if they have anything that they wish 14 to speak to. If they want to be brought on, we're 15 welcome to hear from them, if they want to speak to 16 these items specifically. 17 Once again -- 18 VICE CHAIR CARRILLO: Just walked down the 19 hall? Okay. 20 MS. MELISSA BROWN: Would the 21 representatives from the New Mexico Office of 22 Special Education like to make a comment? You could 23 raise your digital hand. 24 Nobody has raised their digital hand. 25 THE CHAIR: Okay. We're moving on.</p>	<p style="text-align: right;">208</p> <p>1 the name of the -- 2 DR. BRIGETTE RUSSELL: Manifestation 3 determination. 4 THE CHAIR: When did the manifestation 5 determination hearing take place? 6 And at the April meeting, Dr. Amador 7 indicated that he had that, but he had forgotten to 8 upload that. So we carried it over to the 9 May meeting. 10 And at the -- it's my understanding that 11 Dr. Amador was contacted before our May meeting, and 12 we said, "You can upload it now," and then it can 13 come off, hopefully, the CAP if the information is 14 there. 15 And that information didn't get into the 16 May meeting. So that's why it's sitting at the -- 17 at the CAP -- still in the CAP. 18 From what I saw, Dr. Amador uploaded the 19 enrollment reports from the school. So, Deputy 20 Director, do you want to take it from there? 21 DR. BRIGETTE RUSSELL: Yes, Madam Chair. 22 He uploaded charts showing students' S.T.A.R.S. ID 23 and then reason for enrollment -- reason for 24 disenrollment. And then CSD put this chart together 25 showing the '22-'23 disenrollments versus the</p>
<p style="text-align: right;">207</p> <p>1 Okay. Item No. 4, Show compliance with 2 the Attendance for Success Act in enrollment and 3 disenrollment process, including lottery -- I think 4 it says "enrollment." 5 So the school -- so let me back up just a 6 little bit. In April, from preparation for the 7 April meeting, the Executive Committee had a Zoom 8 meeting with legal counsel from the school at that 9 time. And Dr. DeLeon was on. Ms. Swafford -- 10 Peugh-Swafford -- was there. Dr. Amador, you were 11 not there, the EC and Ms. Barnes, and, at that time, 12 Ms. Matthews was the contracted legal counsel. In 13 preparation for the April meeting, what do we need 14 to see? 15 And there had been a concern about 16 disenrollment and whether the Attendance for Success 17 Act had been appropriately carried out. So we have 18 asked the school to provide a chart with the student 19 number of those disenrolled and then do a 20 spreadsheet. 21 We sent a letter. We had a meeting. 22 We -- health -- health counseling was made 23 available. If the students had an IEP, if the 24 student didn't have an IEP, then you move on. If 25 the student had an IEP, when did the mani- -- what's</p>	<p style="text-align: right;">209</p> <p>1 '23-'24 disenrollments and the reasons for each. 2 We have tri- -- because of availability of 3 Nova data, we haven't been able to get an exact 4 count of how many of those disenrolled students had 5 IEPs. 6 Ms. Rowe dug into it looking at '22-'23 7 S.T.A.R.S. data. So students who had been at the 8 school in '22-'23 and then were disenrolled the 9 subsequent year, we could see which of those had 10 IEPs. But we would have missed any new students, 11 any ninth-graders. 12 And we only found two students with IEPs 13 for certain who were disenrolled after being absent 14 for ten days. But there could be more, if they were 15 ninth-graders or new students. Cheryl? 16 MS. CHERYL ROWE: Sorry. That report was 17 from Nova for this school year, the 80-day count. 18 So it doesn't capture a lot of students. 19 THE CHAIR: Once again, we asked Special 20 Ed Bureau to be able to provide that information for 21 us. And they were, at that moment, unable to give 22 us that information. So there should be at least -- 23 so this is -- this is what we're going to need 24 moving forward, which is exactly what we asked for 25 in April -- and I think we're going to provide it --</p>

<p style="text-align: right;">210</p> <p>1 is a form for the school to fill out with exactly --  2 so there's no confusion as to what we are  3 specifically asking for.  4 So we will provide the form for the  5 school. You'll get it ASAP. And for the July  6 meeting, the school will upload that information  7 from that form for the disenrolled students, and  8 we'll create the spreadsheet as to what we're  9 looking for in terms of dates and what information,  10 so that it's clear exactly what we're looking for.  11 It does.  12 So -- well, that's going to be a checkmark  13 on the (inaudible). Okay?  14 I mean, I will say looking at the chart  15 that the Deputy Director did upload to us, it's an  16 unfortunate number of students that have left the  17 school. And when we look at indicators of distress,  18 which we've been doing a lot, that's one of our  19 benchmarks, you know, is how many students are  20 leaving the school, understanding that attendance  21 across New Mexico is an issue.  22 And that speaks more to maybe the  23 disenrollment, with the voluntary movement out. I  24 get parents have choices. But we do look at --  25 retention is what we look at. And it becomes</p>	<p style="text-align: right;">212</p> <p>1 when -- if I have to come to the school and fill  2 something out, what does that actually look like?  3 And we're -- we've spent a lot of time as  4 the Commission trying to make sure that schools are  5 not even subconsciously discouraging someone from  6 entering the school. And that's why the enrollment  7 process, we try to make the guidance is, it's  8 supposed to be as absolutely neutral and asking for  9 such a limited amount of information, so that  10 there's absolutely no perception that someone -- you  11 know, "Oh, I'm just going to put that lottery number  12 over there," you know, that it is a fair and  13 equitable process.  14 And that's the concern there is where is  15 the enrollment form? What does it look like? What  16 are you asking for, you know?  17 Once you enroll a student, then, yes, you  18 can ask the more personal, specific information.  19 IEP, things like that, so that you get, you know,  20 more information now, because you have to serve the  21 student.  22 So that's where we're really lacking,  23 still, that information on enrollment.  24 DR. ADAM AMADOR: Madam Chair, if I may,  25 we did have a review. Unfortunately, I wasn't there</p>
<p style="text-align: right;">211</p> <p>1 concerning, you know. It's that -- you know, it's  2 an indicator of, you know, what could be going on.  3 So -- now I want to just speak briefly to  4 lottery and enrollment, because I know the school  5 did work on their website. That original lottery  6 process was -- that you would upload it for the  7 April meeting was still on the website the last time  8 I looked. And it's probably -- I don't know how  9 recent that is.  10 And, by and large, lottery processes often  11 don't have to change a lot, because the lottery is  12 kind of the lottery, the difference being sometimes  13 lottery processes have to be updated because statute  14 has created new preferences. And staff now has  15 preference from back in the date of that lottery  16 process.  17 But the -- the bigger concern is the -- in  18 the actual enrollment process, because there's  19 nothing on the website that shows, "Here's the  20 enrollment form that you have to fill out," not  21 saying that a school is purposely doing something to  22 discourage students.  23 But when you don't have it on the website,  24 if I'm a parent, how do I know how to get my kid  25 into school? How do I -- you know, are you --</p>	<p style="text-align: right;">213</p> <p>1 to provide more information on Monday. My dad's  2 services were Monday and Tuesday.  3 So on this one, I did update what I could.  4 And you can see the lottery information up there,  5 the lottery registration form.  6 So if -- if possible, if you could give us  7 till July to get this -- they did -- the board did  8 review everything. We know what we need to update.  9 I just -- this is my first time seeing the board in  10 a couple of weeks.  11 But we do have the lottery form. And if  12 you can see, it asks minimal information: your name,  13 my name, mom and dad's name, where you live, submit;  14 right? Pretty -- pretty -- as I went back into the  15 historical forms, it did ask, "What is your art  16 form? What do you want to specialize in here?"  17 And if you're coming in here and not  18 knowing, that's already -- I don't do art, right?  19 So we have to take those out of the  20 original packets. At this time, we are redoing the  21 original packets. So I will have those ready for  22 you in July. And you'll see it's very plain and  23 simple. Just if a parent comes to get a  24 registration packet, like you said, it's just as  25 simple as this form is as well.</p>

214

1 THE CHAIR: Oh. I'm sorry.  
 2 VICE CHAIR CARRILLO: What's important on  
 3 that is not letting people or parents or something  
 4 access to parts of the website until they've been,  
 5 in some way, enrolled. It's just a good idea.  
 6 And then I can't see the rest of the form.  
 7 But it sounds like you're on top of it relative to  
 8 minimal -- as minimal information as possible.  
 9 So that was going to be one of my  
 10 questions, because I'm wanting to hear from you on  
 11 when will this be done. So we can look at it in its  
 12 final form in July? Is that what I'm hearing?  
 13 DR. ADAM AMADOR: Yes. It will give us --  
 14 like I said, notwithstanding any circumstances, it  
 15 will give us time to provide to the Commission  
 16 exactly what you guys ask for.  
 17 This gives you an example of where we're  
 18 at.  
 19 Chair Gipson, you know the website. It's  
 20 leaps and bounds from where it was last semester.  
 21 THE CHAIR: It is. It was nonexistent for  
 22 a while. Even when it existed, it was not great.  
 23 So -- and what Commissioner Carrillo is referencing  
 24 is to that -- a parent can't -- the public should be  
 25 able to get access to 99 percent of what's on the

215

1 website. What they shouldn't get access to is the  
 2 enrollment information once you've been accepted in.  
 3 That's something that only a parent,  
 4 guardian, should have access to once they've been  
 5 admitted, so that I can't see, "Oh, they're going to  
 6 ask me for this."  
 7 Well, you should know they are, but you  
 8 can't ask that beforehand.  
 9 And I greatly appreciate this. But I'm  
 10 also going to make this the cautionary tale. We  
 11 shouldn't be here at this moment in time looking at  
 12 the enrollment form, you know. And it's not on you.  
 13 I'm going to say this to the governance council  
 14 people here.  
 15 This is something that needs to be --  
 16 Missy does this all the time, you know. Boards need  
 17 to calendar the whole year. What do we need to look  
 18 at? What do we need to make sure we're, you know,  
 19 up to par? Even if it's a -- "Okay, we don't need  
 20 to update this this year, but we've..." -- you know,  
 21 you have a list.  
 22 And, you know, "September, we're going to  
 23 be looking at this."  
 24 And we don't have to do anything for most  
 25 of it, but there's a couple of tweaks that need to

216

1 take place on this.  
 2 And, you know, this is when we're going to  
 3 spend more time on our meeting looking at short  
 4 cycle assessments, because we know the -- you know,  
 5 beginning of the year assessment took place here.  
 6 So this next meeting, this is where we're  
 7 going to have a bigger dive into it, because they're  
 8 going to have more information for us.  
 9 And that's what -- that's what good  
 10 governance is. And it keeps you on track. And  
 11 you're not, then, having to say, "I'm sorry. We  
 12 should have done this," because we've had this whole  
 13 year of maybe some kid's not coming into the school  
 14 because they didn't know how to get there, what they  
 15 had to do.  
 16 That's -- you know, I know you've gotten  
 17 enrollment challenges. And it's tough, you know.  
 18 If I'm the -- if I'm the person that needs to knock  
 19 on the door to get into the school, that's where  
 20 we're trying to make it as neutral as possible,  
 21 because you could make a subconscious decision about  
 22 what I'm wearing, what the color of my hair is,  
 23 anything. So that you don't want people, you know,  
 24 to walk away and say, "Is he just going to take that  
 25 paper and put it at the bottom," you know?

217

1 So that's what -- that's just what you  
 2 don't want.  
 3 Commissioner Burt.  
 4 VICE CHAIR CARRILLO: I wasn't finished.  
 5 THE CHAIR: I'm sorry. I apologize.  
 6 Thought you were done.  
 7 VICE CHAIR CARRILLO: You've answered the  
 8 lottery question, and I'm glad you're going to bring  
 9 us something in July. Maybe this was covered.  
 10 But I don't think a next step was covered,  
 11 unless I'm -- on the (audio distortion)  
 12 disenrollment, is this where the CSD is going to  
 13 provide the form? Okay. And we're going to get  
 14 that information on the whats and whys? Okay.  
 15 Thank you.  
 16 DR. BRIGETTE RUSSELL: I captured it in  
 17 the notes.  
 18 THE CHAIR: Commissioner Burt.  
 19 COMMISSIONER BURT: I think I'm a little  
 20 confused about what's being asked, outside of the  
 21 disenrollment. That's actually one of my only  
 22 things that I have questions about or wanted to see  
 23 how that had gone.  
 24 But on their website, there is an  
 25 enrollment and lottery policy that explains the

<p style="text-align: right;">218</p> <p>1 policy. And this form is online. But it is -- I 2 don't care. It's on there today. 3 So what -- what do we need more? I mean, 4 for me, it's -- sorry. I'm not -- okay. I am not 5 try- -- we do not go and micromanage other schools 6 about anything other than what I can see right here, 7 that it's there, and that they're not doing anything 8 illegal on their lottery form. 9 That lottery form works absolutely 10 appropriate. They have a policy. Why are we doing 11 more with it? 12 Maybe I'm just confused. What -- what -- 13 why are we bringing this back up in July when 14 there's so many other things that need to be done 15 that are -- like, the -- the things that haven't -- 16 like, to me, this should be a Working to Meet. Some 17 of these things are done. 18 Like, once again, I just -- I'm worried 19 that we're getting too far into us -- CSD, and you 20 guys, can keep working. But for me, I'm getting 21 worried about getting too far into the micromanaging 22 of this school. 23 I was asking Dr. Russell. Or CSD. Like, 24 what are we looking for in July? Like, what are 25 they not -- what have they not provided in here that</p>	<p style="text-align: right;">220</p> <p>1 COMMISSIONER BURT: Attendance. 2 Attendance and disenrollment, I feel like that's a 3 little bit different, and I do want to see some 4 information about what happened in the past and 5 what's going to be happening in the future. 6 But, like, I'm hearing that we need to do 7 more on lottery and enrollment. And we don't. 8 THE CHAIR: No. I didn't ask them for 9 anything different. 10 COMMISSIONER BURT: I just heard that 11 they're going to bring a lottery -- we're going to 12 do -- there's something on here that said there's 13 going to be more about lottery; so -- 14 THE CHAIR: They have. With the -- 15 VICE CHAIR CARRILLO: (Off-mic.) 16 THE CHAIR: Right. 17 COMMISSIONER BURT: I'm not worried 18 about -- it's on there. I think we have bigger fish 19 to fry. Okay. 20 I didn't have any questions about the 21 attendance. But that wasn't a question I had asked. 22 I just asked about lottery enrollment. That's it. 23 I didn't have any other questions. 24 THE CHAIR: About lottery enrollment, I 25 don't think so. It was the Attendance For Success</p>
<p style="text-align: right;">219</p> <p>1 they need to in July? 2 DR. BRIGETTE RUSSELL: Regarding lottery? 3 COMMISSIONER BURT: The lottery and 4 enrollment. Yeah, lottery procedures. 5 DR. BRIGETTE RUSSELL: I think they've met 6 for lottery. 7 Cheryl, is there something I'm 8 overlooking? 9 MS. CHERYL ROWE: Yeah. I think they're 10 fine. But the first bullet concerns me from No. 4. 11 So, for example, the school policy that 12 has not been reviewed since 2020, and there is an 13 item in there about ten consecutive unexcused 14 absences that doesn't align with the Attendance For 15 Success Act. Furthermore, there are letters that 16 have been sent to families that say that if the 17 student has missed ten days, excused or unexcused -- 18 not consecutive, just ten days -- then they can be 19 disenrolled from the school. And it's in their -- 20 it's in a policy. 21 COMMISSIONER BURT: I'm only asking about 22 lottery. Lottery only. Is there anything else on 23 lottery that we need to, like, delve into more? 24 MS. CHERYL ROWE: No. Lottery, they're 25 good.</p>	<p style="text-align: right;">221</p> <p>1 Act, which we've covered. And it's going to -- I 2 believe everything will be satisfied through what 3 we're asking the school. 4 COMMISSIONER BURT: That does need to come 5 back, except the -- 6 THE CHAIR: The policy? 7 COMMISSIONER BURT: -- the policy. 8 THE CHAIR: I think we can put that into a 9 chart that's going to be created. We can have a 10 check box that says "Updated policy." 11 DR. ADAM AMADOR: Madam Chair, if I may, 12 they did review the policy Monday. But if you go 13 back to our meeting in May, the reason Director 14 Chavez and I had the dates in July where we had them 15 was to make sure we could have the board meetings. 16 Because our -- we have our board meetings -- you 17 have yours on Fridays, and then we have ours on 18 Mondays. And that's what happened in May, and then 19 the May meeting, we had to cancel, so it put us a 20 little bit behind. We had our next meeting the 3rd 21 and then the 17th. 22 So with that being said, where we're on 23 that is we had asked -- and Richelle and I have 24 asked our peer schools for their attendance policies 25 as well. And they read just as ours does. And they</p>



222

1 are State charters.

2 When we asked them for documentation and  
3 what letters they sent home, they're sending the  
4 same letters home that we are.

5 In terms of getting advice or anything  
6 from anybody, I don't even where to go to. Because  
7 I'm not going to cook something up. The issue that  
8 I have is when I pulled from my local charters and  
9 other State charters, the information is the exact  
10 same. So I didn't know how to guide the board on  
11 the Attendance For Success policy, because you have  
12 State statute, and, you have the Attendance For  
13 Success Policy, and then you have CSD guidance and  
14 PED guidance.

15 And so if you could provide us guidance on  
16 what exactly you would like us to provide to you, we  
17 can make that happen before the July meeting. I  
18 think that would be very helpful to us, because,  
19 otherwise, like I said, I've asked my peer schools,  
20 and they're giving me the same information that I  
21 have.

22 And it's not -- it's not been helpful at  
23 all, even providing it to our General Counsel, and  
24 we're kind of stuck on -- I have found a nice letter  
25 from four administrators ago. It was, like, "We'd

224

1 couple of things.

2 We don't provide the guidance for the  
3 Attendance For Success Act. That's -- but we will  
4 essentially get whatever information is necessary  
5 for that. Because that's not -- that's not what we  
6 do. That's PED bureau.

7 And we -- and we also don't regularly  
8 review policies unless, you know, a concern is  
9 raised. 'Cause it's yeoman's work, for 50-somewhat  
10 schools to be reviewing all these policies.

11 I can't speak to -- on site visits, there  
12 is a review of not the policies, but the -- so how  
13 do the letters get reviewed?

14 DR. BRIGETTE RUSSELL: Chair Gipson, we  
15 don't actually review letters home to parents. We  
16 look at policies. We look at the school policy.  
17 But we don't look at -- look in files at letters  
18 that were sent home if there were no complaints  
19 about it.

20 THE CHAIR: So you reviewed the policy  
21 because there had been a concern raised; right?

22 DR. BRIGETTE RUSSELL: Yes.

23 THE CHAIR: So that being said, we can  
24 certainly -- and remind me of the name of the  
25 bureau, because they change all the time.

223

1 really like your kids to come to school. We need  
2 90 percent attendance."

3 There's nothing saying what can happen if  
4 you don't; right? But then through the year that we  
5 have had, I said the parents need to know and  
6 understand that their child has to be in school.

7 What is the -- so the question I have for  
8 the Commission is what is the threshold if -- if I  
9 have my attendance intervention plan, and the  
10 parents never come to meet with us at step one, what  
11 is the threshold?

12 Is there -- so that's the first question.

13 And then the second question that I have,  
14 how long do we keep students on the books if we  
15 can't communicate with them? That's what I've run  
16 into here.

17 So, obviously, there was a progression in  
18 our letters to parents. However, what supercedes  
19 what? And then looking at our peer schools, when  
20 they're running the same -- actually, some of their  
21 information is more punitive than ours. So I'm  
22 wondering where -- where exactly do you want us to  
23 be? And if you guys or CSD can provide that  
24 guidance for us, I would greatly appreciate that.

25 THE CHAIR: Okay. So I'm going to say a

225

1 DR. BRIGETTE RUSSELL: Oh, gosh. You're  
2 asking hard questions. Student Success and Safe and  
3 Healthy Schools? Student Success and Wellness.  
4 It's one of those. But, yes.

5 MS. LUCY VALENZUELA: Safe and Healthy  
6 Schools, Brigitte.

7 THE CHAIR: So we will certainly --  
8 because, once again, we don't provide that guidance.  
9 But we can certainly get whatever information is  
10 necessary to help you be able to respond to this.  
11 Absolutely. Ms. -- oh, I'm sorry. You're right.  
12 I'm sorry.

13 COMMISSIONER BURT: So, in addition to --  
14 that we're not going to do it. But I also don't  
15 think that we are -- we need to be -- we're not --  
16 you just need to have it for us. As far as we're  
17 concerned, it just needs to be done. But any flags  
18 you get from CSD, that's -- you can work on that.

19 But for this sake -- but that's also not  
20 my -- the policy itself is not something -- I'm not  
21 worried about. Like, I can see your policy. As a  
22 parent, I think I've seen that policy. I think my  
23 school has sent me that policy, because I have a kid  
24 who tore an ACL from football, was out. So I think  
25 I got the policy.

<p style="text-align: right;">226</p> <p>1 I don't know if it's the policy itself.  2 My concern is you can help satisfy next month,  3 ideally, would be was that policy followed?  4 Whatever your policy was, was it followed last  5 school year?  6 That is something I would have liked to  7 see last month, I would like to see it this month.  8 I saw the chart that shows the disenrolls and the  9 ones that were by attendance -- absent ten days,  10 there's 32 that were disenrolled last year.  11 Honestly holding up a policy, following a policy,  12 people don't like that, especially when it has been  13 ignored for years, people aren't going to like it.  14 Understandable.  15 But I do want, for me, those 32, I just  16 want to see that you followed the policy; right? So  17 creating a chart of those 32 students that were  18 disenrolled and giving a call -- like, "We sent out  19 a letter on this date." "We sent out a letter this  20 date." "This student had an IEP, so we held a  21 meeting." "The parent didn't show up." "We  22 called." "This didn't happen."  23 Or, you know, "We did make contact, but  24 the student still didn't show up."  25 That's what I envision seeing to where I</p>	<p style="text-align: right;">228</p> <p>1 So I think that's the disconnect that I  2 see is -- and that's where I genuinely don't like  3 having hearsay to look at. I want data. I just  4 want data to show it; right? That, for me, is the  5 most meaningful thing I could see for this item as  6 we continue monitoring.  7 MS. JULIA BARNES: I just wanted to  8 mention that's the form we'll send them, and they  9 can complete that.  10 But we just want to be clear with them.  11 We want exactly what you said, this, this, this, and  12 this.  13 THE CHAIR: And just introduce yourself  14 again.  15 MS. KIMBERLY SKAGGS: So sorry. This is  16 vice president of the governing board Kimberly  17 Skaggs. Chairwoman Gipson, Chairwoman Burt, very  18 valid questions.  19 Just for full disclosure, we did bring up  20 the Attendance for Success policy Monday night, but  21 we're uncomfortable changing it without guidance.  22 So we did bring it up and just kind of froze.  23 THE CHAIR: That's fair. So we will --  24 when is your next meeting? Don't say Monday.  25 Okay. August? Oh. You take July --</p>
<p style="text-align: right;">227</p> <p>1 can move past that is what I would like to do. I  2 would like to be able to move past it.  3 Whatever your policy was, like, how -- I  4 just want to see, like, really simple.  5 Student 1: This is what happened.  6 Student 2: This is what we did. They  7 were absent 10 days. We sent out a letter. They  8 were absent 14 days. We sent out another letter.  9 If you can show us that kind of  10 information that's what I feel is the most  11 meaningful information for this continuing item,  12 because I would like to just be able to move on from  13 it.  14 When policies actual -- like, when a  15 school, or any system -- a business; right? -- is  16 not doing what it's supposed to, and then all of a  17 sudden, someone starts making people do what they  18 were supposed to do the whole time, a lot of people  19 quit that job -- right? -- because they liked the  20 system of not doing things that way.  21 And it happens in business all the time;  22 right? Like, that was always supposed to be  23 happening, it just wasn't, and people who benefit  24 from it not happening don't like it when it starts  25 happening.</p>	<p style="text-align: right;">229</p> <p>1 yeah, a lot of schools do that. I get that. Okay.  2 And it doesn't need to be voted on that  3 for -- for our July meeting. So we're fine. Okay.  4 Thank you for that.  5 COMMISSIONER INGHAM: Just one quick  6 comment. I am not as -- I understand the whole idea  7 of policy. I just want to say that's a heck of a  8 lot of students that got disenrolled. And, for me,  9 that would cause -- as if I was the board and the  10 administrator, I would say, "Yes, we followed  11 policy..." -- or, hopefully, you did follow policy.  12 But there's something structurally wrong, that  13 somehow we've got to engage and keep those students  14 from being so lackadaisical about attendance, and  15 maybe further discussion with people before they get  16 disenrolled, or possibly an exit interview that  17 said, you know, "I tried to talk to somebody at  18 least to find out why they were unwilling to submit  19 to this attendance policy."  20 I just -- you know, there's the letter of  21 the law. And then there's the fact that that's a  22 heck of a lot of students exiting your school on --  23 you know, by being disenrolled.  24 Thank you.  25 DR. ADAM AMADOR: If I may, Madam Chair,</p>

<p style="text-align: right;">230</p> <p>1 Commissioner Ingham. When I was in kind of 2 observation mode the prior year in May, the average 3 daily attendance was 60 students out of 130 -- 127. 4 So that was the average daily attendance. Even with 5 the withdrawals, voluntary and involuntary, the 6 school maintained the average of about 130 students. 7 We had, I think, close to 147 January 22nd, about 8 there. 9 And at the 40th day, there were still 10 students that were not responding. So I just want 11 to kind of give you some context and then keep in 12 mind that Alma has had a chronic absenteeism issues 13 for a while. But our attendance clerk reported that 14 the average daily attendance in the spring from 15 August, September, October, November, December went 16 up significantly. That was a testament to our 17 communicating with parents daily and getting told 18 off daily, because they have don't want to be 19 bothered; right? 20 But I think the -- and I need to share 21 this, because it's part of the narrative -- there 22 was a mindset of the parents and the students that 23 Alma was the chill place, okay? And even when I 24 started, you could walk in the cafeteria and there 25 would be 50 to 60 kids in there hanging out, always</p>	<p style="text-align: right;">232</p> <p>1 Because our mission, we have to create artists and 2 scholars. And you can't do that if you're not in 3 school. You can't get 95 participation if your kid 4 is not in school; right? 5 So I will take you up on doing an exit 6 interview. And I think that's going to be pretty 7 powerful moving forward, to give a narrative to the 8 numerical data you're asking for. 9 So thank you very much. 10 THE CHAIR: Commissioner Carrillo. 11 VICE CHAIR CARRILLO: On the exit 12 interview piece, that would be something that you 13 and the board would then maybe have on the calendar, 14 unless you were speaking of minutes every other 15 month or something, just to get a brief report from 16 the administrator on the exit interviews you've done 17 and what is the trend that you're finding. 18 That way, the board is just constantly on 19 top of what's going on. 20 THE CHAIR: Move on to 5? It should be 21 pretty simple. 22 Establishment of the finance and audit 23 committees. 24 The school has done that. I'm not sure 25 if -- contact information has -- committee agendas.</p>
<p style="text-align: right;">231</p> <p>1 full of kids and nobody in class. 2 So that's documented -- that's what I 3 documented to the governing council in my May report 4 to them. So we've made, on that end, to be able to 5 lose that many students and still maintain a nice 6 number of where we should be at, I think that 7 there's a testament to that -- right? -- and the 8 kids that are going to school, they're going to go 9 to school. 10 But even the parents -- and we have 11 documentation of parents telling us, "I'm not taking 12 my kid to school if I don't feel like going"; right? 13 That's documented by the parent. 14 And so those are things that, if you would 15 like to see that documentation, it was provided to 16 the Charter School Division, folders and folders and 17 folders, when they went the second time in April, 18 some of those communications: "My kid doesn't want 19 to go to school. I'm not going to take them, and 20 there's nothing you can do about it"; right? 21 And Alma has a reputation, had, as an 22 alternative school, "You're going to really work 23 with my kid." 24 So my question to the parents, to the 25 Commission, to the board, is what is our threshold?</p>	<p style="text-align: right;">233</p> <p>1 I know there was -- forgive me. I know there was 2 some -- but I'm assuming it's there. 3 You know, I have -- they're in the process 4 of implementing a data reporting system, Epicenter. 5 And we're hoping that it's going to take a heavy 6 lift off of head administrators in terms of -- we're 7 hoping that, at some point in time, it can become 8 friendly with the other bureaus, so that, you know, 9 there's one submission. 10 Because I know there's been challenges 11 across the board with schools being able to access 12 things. So I'm looking at the -- the quarterly 13 reporting to CSD that's in the -- that's in there? 14 It says, "Provide committee agendas by June 12th, 15 and then quarterly thereafter." 16 Am I seeing something that no one else is 17 seeing? 18 Okay. So I'm just wondering, instead of 19 the school having -- so I'm -- that's something that 20 should be able to go into Epicenter. So there's -- 21 it is a slightly additional thing, but that it can 22 be -- we can set that up in Epicenter. Hopefully, 23 we can get that done and make it easier. And then 24 it's just something that the Charter School Division 25 has to go in and see that it's -- that it's been</p>

234

1 uploaded. So thank you.  
 2 I'm going to have to take a break.  
 3 So Item No. 6, Establish policies at the  
 4 school and provide a plan for addressing parent and  
 5 student complaints and staff grievances.  
 6 So I'm going to tell Commissioners that  
 7 the school did upload a lot of information about  
 8 complaints that had been made -- well, for three of  
 9 the five that had been identified through the  
 10 meeting in May. But those -- what we were looking  
 11 for was the process, not what the complaint was.  
 12 It's not our business to dig into the complaint.  
 13 And there was student information there.  
 14 There was information that we should not have eyes  
 15 on.  
 16 So I have it removed out, because, once  
 17 again, it wasn't for us to dig into what the  
 18 complaint was. We wanted to see the process that --  
 19 you know, in a small chart. And we will do that in  
 20 the form, to get it done.  
 21 Because, once again, there was information  
 22 there. It's -- you know, I did not want, at this  
 23 meeting, for someone to start to ask a question  
 24 about a particular complaint. From what I could  
 25 gather from the information, as I tried to glance

235

1 over it and not dig into it, was that there were  
 2 three of the five that were responded to through  
 3 your upload. But we will do a form and get that  
 4 done so that the information is what we need and  
 5 appropriate.  
 6 COMMISSIONER BURT: One thing I'll say  
 7 about these items as well, I mean, it's historical;  
 8 right? I do think it's -- I think when I'm looking  
 9 at it, if there were mistakes made or lessons  
 10 learned, like things didn't go how it happened, I  
 11 think it would be better to acknowledge that, and  
 12 then how are we changing moving forward.  
 13 So I don't think -- I'm not necessarily  
 14 looking at it to, like, admonish and say, "Well, now  
 15 we're going to close you because you didn't do that  
 16 right," I don't think that's it, either.  
 17 I think it's being able to listen to both  
 18 sides, but then also allowing you and the governing  
 19 board to have space to be, like, "This is what  
 20 happened." And if there were anything in either of  
 21 those things -- right? -- in the disenrollment or  
 22 this, if mistakes were made, like, include some  
 23 narrative on how you can look at that, and be, like,  
 24 "Yeah, we should have done this and this  
 25 differently, and this is what we're going to do

236

1 moving forward."  
 2 I think that could be very meaningful, as  
 3 well, doing those. That could come across as bad,  
 4 bad, bad, bad. And I'm sure if there were mistakes  
 5 made, it's not going to feel good to list them out  
 6 and provide it.  
 7 But if you can also create some narrative  
 8 about that that said, "We're actually -- now we have  
 9 this complaint policy, and this is why we actually  
 10 put this in the complaint policy, because we noticed  
 11 this and this weren't happening."  
 12 So we're looking backwards. But then also  
 13 look forwards.  
 14 THE CHAIR: Commissioner Carrillo.  
 15 VICE CHAIR CARRILLO: I just want to make  
 16 sure, like, the main thing on this seems to be  
 17 (audio distortion) a process. Are we going to  
 18 have -- so is that going to be presented to us in  
 19 July?  
 20 THE CHAIR: The form. It will.  
 21 VICE CHAIR CARRILLO: Good. There you  
 22 go. That's my question.  
 23 THE CHAIR: Yeah. Yeah. So I'm just  
 24 going to tie into that a little bit.  
 25 We've been working, we've said, in a

237

1 number of meetings on indicators of distress. And  
 2 what we're looking at, this process is not for us,  
 3 really, in that sense that, you know, we want to  
 4 bring you and -- it's more of a process that we're  
 5 creating -- we're helping to create better governing  
 6 boards, plain and simple. And it's more of a tool  
 7 for the governing board to be able to use  
 8 themselves.  
 9 So I have a -- it's just an ask. You  
 10 don't have to do it. We have a trial survey. And  
 11 it's got multiple questions for a self-assessment  
 12 for a board. And we're actually looking for input  
 13 into whether it works, it doesn't work. I would  
 14 have asked this, or -- you know, that's not  
 15 something -- so what I -- because it goes with this,  
 16 what I would ask the board is if they would be  
 17 willing to take -- Missy has copies.  
 18 She can send it to you. It might help you  
 19 in your planning for this year and also help you in  
 20 looking at are we doing these processes right or  
 21 not. And it's something that, even going forward,  
 22 when we finally decide on this, this is something  
 23 that is not for our eyes. We do not want to see it.  
 24 CSD will take it just as a, "They've completed it,"  
 25 you know.

238

1 And if there's anything -- we want people  
2 to be as brutally honest as possible, because if  
3 it's a scale of 1 to 5, and a school is saying,  
4 "We're a 1 or 2," to us, we're never going to see  
5 that. But it is for the Charter School Division to  
6 say, "Hey, where can we help you," because that's --  
7 you know, that's what we're supposed to be doing.  
8 And that's what we want to do.

9 So it's -- we are asking for that brutal  
10 honesty of the boards so that we can see what -- do  
11 you need training? Do you -- what do you need, and  
12 how can we help you? Because that's what we're  
13 looking to do is -- you know, it only makes the  
14 school better.

15 So if the school would do that, we'd  
16 appreciate that, because I think it would help. So  
17 she can either e-mail it to you, or, just, she has  
18 copies of it.

19 MS. MELISSA BROWN: I already have it on  
20 my calendar to e-mail it to you, if you guys are  
21 agreeable; so...

22 THE CHAIR: Okay. I appreciate that. I  
23 have to take a break. Can we take a ten-minute  
24 break, please? Thanks.

25 (Recess taken, 3:10 p.m. to 3:21 p.m.)

240

1 obvious, have a checklist.

2 But one of the things that we did in  
3 addition to this is we went to the half-day  
4 Wednesdays so we could really invest time in  
5 those -- in all teachers; right? We should  
6 continually be growing and mentoring.

7 So we went to the half-day Wednesdays, and  
8 we're really going to put a lot of emphasis into  
9 growing teachers and growing instructional  
10 leadership on the campus; right?

11 So this is -- I'm not a check box guy. I  
12 like the talking, the face to face. But this is  
13 really going to keep us kind of in line with what we  
14 need to do.

15 And then it's going to keep us  
16 accountable. But those Wednesdays are going to be  
17 really powerful, because that's when we're going to  
18 get into the Professional Learning Communities and  
19 really, really establish a culture of scholarship in  
20 academia; right?

21 Once we've done that and we focus on  
22 Tier 1 instruction, I think that's really going to  
23 be a driver in the culture change on campus moving  
24 forward.

25 VICE CHAIR CARRILLO: Thank you very much.

239

1 THE CHAIR: So 8 is a Meets, so we're  
2 moving on.

3 VICE CHAIR CARRILLO: I just had a  
4 question on 8. No, don't just make your big sigh.  
5 (Audio distortion issues.)

6 Are we good now? Now we're good.  
7 Just curious. What is the plan for  
8 teacher mentoring if it's Meets?

9 DR. ADAM AMADOR: Let me pull it up for  
10 you really quickly.

11 So one of the things that I think we get  
12 lost in sometimes is reminding that Level 3 teachers  
13 that they're statutorily obligated to be mentors.  
14 And in the process, we create teacher leaders;  
15 right?

16 And so one of the things that I'm looking  
17 to do is, first of all, find the teachers that want  
18 to be mentors: high-energy, really good working with  
19 people -- right? -- and then put them with  
20 first-year or alternative licensure teachers.

21 So what we'll do is we look at the mentee.  
22 I will be assisting them. Ms. Romero will be  
23 assisting them in how we're going to do things at  
24 the school, what the expectations are, mentor-mentee  
25 expectations. And then we're going to go down,

241

1 I didn't know that Tier 3 teachers were statutorily  
2 required to mentor. Did you know that?

3 SECRETARY BECK: Yes.

4 VICE CHAIR CARRILLO: Did you know that,  
5 Alan? I knew you knew that.

6 SECRETARY BECK: Can I make one fast  
7 comment?

8 THE CHAIR: Commissioner Beck.

9 SECRETARY BECK: Thirteen-year teacher,  
10 Level 3 teacher. The trick to it on those Wednesday  
11 afternoons is you're going to create a culture of  
12 the teachers to want to be there, not to have to be  
13 there. Just a little comment.

14 DR. ADAM AMADOR: And we started that by  
15 providing them lunch every day for the last ten days  
16 of work. And, man, did they show up.

17 SECRETARY BECK: Bribery works all the  
18 time.

19 DR. ADAM AMADOR: -- and give us -- and I  
20 took your advice from last time. You said, "What  
21 are you doing for the teachers?"

22 We started Teacher Appreciation Week. The  
23 last couple of days there, they had steak lunches.  
24 So I took your advice on that, and everybody -- it  
25 was an awesome, amazing end of the school year.

242

1 SECRETARY BECK: Want to. Not have to.

2 DR. BRIGETTE RUSSELL: Commissioner  
3 Gipson, I've been in touch with Licensure today  
4 and/or day before yesterday and spoke with  
5 Dr. Amador this morning. And there's only one  
6 teacher who is -- still has a licensure issue. But  
7 the school is working to resolve it, and she does  
8 have a license. She's just -- she's a middle school  
9 math teacher who doesn't have her secondary math  
10 license yet.

11 DR. ADAM AMADOR: And if I can update, she  
12 did pass the secondary math test. So she's just  
13 waiting -- she'll get the license in -- what? -- ten  
14 days or something like that.

15 THE CHAIR: Which is more than I --

16 DR. ADAM AMADOR: So just a heads-up.

17 THE CHAIR: You do not want me in a math  
18 class, please.

19 Okay. So Result of -- the Item No. 11,  
20 Result of the Title IX Investigation. So that was a  
21 Title IX investigation that wasn't initiated by  
22 some -- by anyone to the school. It was a Title IX  
23 investigation that the school initiated. And that  
24 does not appear to be finalized.

25 DR. BRIGETTE RUSSELL: It is now, Chair

244

1 you. And, please, if you will introduce yourself  
2 and spell your last name for the record.

3 MS. BETTY SEELEY: Sure. My name is Betty  
4 Seeley. Last name is S-e-e-l-e-y. I am a retired  
5 school business official, and I am a consultant for  
6 schools and for the Charter Schools Division.

7 THE CHAIR: So if you could just give us  
8 your best synopsis of the concerns that you feel you  
9 have with the school's financials and also the level  
10 of concern that you have with them.

11 I've read through what you have provided,  
12 and I appreciate it. But, you know, for a  
13 layperson, sometimes I just don't understand what  
14 that real level of concern might be.

15 MS. BETTY SEELEY: Okay. So they had  
16 several audit findings last year. And as I looked  
17 through their audit findings -- and I recently  
18 requested follow-up information to see if --  
19 basically, I did like a mini-audit of items from  
20 when they -- from when they received their audit  
21 last November through the end of April, to see if,  
22 during this period, they had improved their  
23 practices for what they received their audit  
24 findings from.

25 And I found that there were really a lot

243

1 Gipson. Dr. Amador uploaded a letter from Cecilia  
2 Romero closing that complaint out. So the school  
3 has closed that.

4 THE CHAIR: Okay. All right. And that's  
5 going to be -- that letter will be put in the folder  
6 so we can see it.

7 DR. BRIGETTE RUSSELL: It's in the folder  
8 now.

9 THE CHAIR: Got you. Okay. Thanks.  
10 Item No. 12, Finding 2023-001, Financial  
11 Close and Reporting.

12 So this is a series -- so we've asked  
13 Betty, who did work with the school, to be on and  
14 give us a financial update.

15 I think, for the most part, these kind of  
16 lump into financial concerns. And I think it's just  
17 easier if we have Betty come on and speak to us.

18 And then the school can respond to  
19 anything that she might have to say, because, you  
20 know, I'm the one who doesn't balance her checkbook.  
21 You know, I rely on it's there.

22 So is Betty --

23 MS. MELISSA BROWN: She is joining the  
24 Webinar.

25 THE CHAIR: Good afternoon, Betty. Thank

245

1 of -- still a lot of concerns, that they had not  
2 really fixed a lot of the areas where they were --  
3 where they received the audit findings, and that  
4 they were potentially going to get repeat audit  
5 findings in those areas for this current school  
6 year.

7 So I don't know how much detail that you  
8 would really like for me to go into beyond, you  
9 know, my statement. You know, I did send the report  
10 to you all.

11 There -- they got some audit findings for  
12 not submitting their ERB, RHC, and 941 reports  
13 correctly. And I analyzed their documents for this  
14 year. In those documents, they seem to have gotten  
15 on the right page with those. I don't know. I  
16 don't know if they have resolved not voiding their  
17 stale-dated checks. I had asked their business  
18 manager to send me their May bank statement  
19 reconciliation, where he said they were cleared.  
20 And I did not receive that document.

21 I have -- there are problems with them  
22 submitting their RFRs, which are the Requests for  
23 Reimbursement, on their grants. Some of the grants,  
24 they don't even seem to be spending. And there are  
25 some RFRs that just haven't -- at my last review of

246

1 funds they are using -- haven't been submitted to  
2 the PED.

3 Regarding their cash receipts, there were  
4 many of them -- all of them -- that either I  
5 couldn't determine if their deposits were made  
6 timely, or they were posting them to the incorrect  
7 account codes in their books.

8 I did look at their USDA reimbursements,  
9 and it looked like they were doing a pretty good job  
10 in getting those completed and completed correctly.

11 I looked at employee files to contain --  
12 that contain all of the required documents and  
13 signatures, and several of them had either their --  
14 the contracts or the background checks had been done  
15 after the beginning of the school year. A few of  
16 the background checks had been done several months  
17 after the beginning of the school year --

18 I looked at their disbursements and their  
19 travel rates. And several people were paid  
20 incorrectly for their travel reimbursement. And  
21 several of the -- of the items, they had not done a  
22 P.O. before the purchase of the goods. And a lot  
23 of -- a lot of the items, they are just posting to  
24 incorrect account codes on their books.

25 I -- and what was very concerning were

247

1 their BARs. They had several BARs that were waiting  
2 for the head administrator to approve them. Six of  
3 them were from -- there were six BARs that were  
4 entered in March, and they were entered by the  
5 business manager, and no further action had been  
6 taken on them. And, basically, what this does is it  
7 causes their expenditures to exceed their budget,  
8 because they haven't submitted their BARs correctly.

9 There is many BARs that had not been put  
10 into their accounting system; so, once again, their  
11 accounting system is over-expended because they  
12 haven't updated their budget.

13 And then most concerning, their cash  
14 report did not agree to their -- for their banking.  
15 And at 3/31, their bank was out of balance with the  
16 cash report, meaning that they -- they told PED on  
17 their cash report that they had \$167,429 more than  
18 what was on their books or in their bank account.

19 And that was very concerning for me. So  
20 that's kind of all of those -- those audit findings  
21 in a nutshell.

22 THE CHAIR: Thank you. Commissioner  
23 Carrillo.

24 VICE CHAIR CARRILLO: Thank you,  
25 Ms. Seeley. So just starting on Item 12 -- and this

248

1 just stuck out to me. You went through so many.

2 Where it says the general ledger, the  
3 variance of \$7,059, the concern I have with it is a  
4 consistent variance from the reports in the general  
5 ledger. And if it's a consistent variance, where  
6 are we finding it or not finding it? Why is it  
7 constantly reappearing in that dollar amount?

8 MS. BETTY SEELEY: So what that means to  
9 me, without having to do a deep dive into the --  
10 into their general ledger, is somewhere around the  
11 line, they were out of balance by \$7,059. And it's  
12 consistent pretty much every month.

13 And, basically, it means something was  
14 posted there at some point. And since that point,  
15 the payments agree to what -- to what they were  
16 supposed to pay.

17 So the ins and outs every month of that  
18 account were correct, but there's a \$7,059 error  
19 somewhere. And I was unable to investigate that. I  
20 just made that part of my notation.

21 VICE CHAIR CARRILLO: Do you know when it  
22 first appeared?

23 MS. BETTY SEELEY: It's been in there for  
24 a while. Since -- where I started looking at the  
25 financials forward, it was there from the very

249

1 first, which was, I believe, in November. So it  
2 goes back prior to November.

3 VICE CHAIR CARRILLO: Okay. So a lot of  
4 this, it just appears to me -- Commissioner Beck  
5 tapped me on the shoulder and said the same thing.  
6 One just has to ask the question, what is the  
7 business manager up to?

8 DR. ADAM AMADOR: The business manager  
9 took over two years ago, was -- I believe.

10 VICE CHAIR CARRILLO: (Audio distortion)  
11 definitely.

12 DR. ADAM AMADOR: What I'm just saying is  
13 I'm just saying he's kind of -- I guess the best way  
14 to put it, some of our RFRs, RFPs were 252 days out  
15 when he took over, and we've gotten them down to  
16 like 45. So I'm not sure about this one. This is  
17 the first time I've heard about this ERB.

18 But I know that I spend quite a bit of  
19 time with him going over everything. There were not  
20 a lot of policies in place. And I don't know how  
21 much that affects this here. But I know that we  
22 have been reconciling -- we've taken the last year  
23 to reconcile a lot of financial stuff. There are no  
24 policies or procedures in place. So now we have a  
25 CPO that we put in place.

250

1 So we are taking steps to remedy  
2 everything. It's just on these ones, like, I  
3 don't -- I cannot directly answer on that one for  
4 Mr. Masters.

5 VICE CHAIR CARRILLO: I was just --  
6 yeah -- I guess -- I mean, obviously, with different  
7 things, audit findings or material findings,  
8 consistently, I mean, that's a massive red flag. So  
9 I would just encourage you that the next time you're  
10 reporting on something like this, we won't see any  
11 of these things here.

12 Maybe it means he's got to work over time  
13 or something. But, you know, these are big  
14 discrepancies.

15 THE CHAIR: Commissioner Beck.

16 SECRETARY BECK: Yeah. So I kind of share  
17 Ms. Seeley's concern. Before I taught -- I started  
18 teaching at 52. Before that, my wife and I had our  
19 own business. And it was a pretty nice little  
20 business.

21 I don't remember ever -- we did some  
22 pretty good business. I don't ever remember a cash  
23 report balance exceeding a reconciled balance. I  
24 don't even remember one that was over \$25,000 or  
25 \$30,000 for us. And this is \$167,000 through the

252

1 So, Betty, can you -- so those RFRs that  
2 you said were late, were they this year's RFRs, or  
3 are they -- or were they beyond this school year?  
4 Do you know that?

5 MS. BETTY SEELEY: Yeah. I looked at  
6 everything for FY24.

7 THE CHAIR: Okay. So that -- and let me  
8 just -- so that is recent. And I just need a  
9 refresher. Because the school year is ending. So  
10 do those RFRs have to come in by June 30th in order  
11 to get payment?

12 MS. BETTY SEELEY: Yeah. They would have  
13 to submit -- I think I checked with another business  
14 manager, the deadline. And I think with the grants,  
15 the deadline for submitting their RFRs is, like,  
16 July the 4th or July the 3rd. It's very early every  
17 year with the federal grants.

18 THE CHAIR: Okay. So -- yeah.

19 MS. BETTY SEELEY: Yeah. I can check here  
20 in my text here to see what that date was.

21 Yeah. Here we are. Or maybe it isn't  
22 here. Oh. Here we are. It's July -- it's July  
23 the -- let's see.

24 DR. BRIGETTE RUSSELL: Usually, around the  
25 7th or 8th.

251

1 end of March.

2 To me, that's -- that's jumping right out  
3 at me. And I would question why that is such a -- I  
4 mean, I would think an APS school the size of Sandia  
5 wouldn't have anything near that.

6 That's a concern. I'm just telling you.  
7 I know you've had your business manager for two  
8 years. But this is 3/31. So that -- that's a  
9 concern.

10 THE CHAIR: Yeah. And I just have to echo  
11 that, that I don't think that's something that  
12 you're making up from last year or anything.  
13 That's -- that's a current alarming concern, that  
14 amount of money.

15 So I don't know if -- so, Betty, let me  
16 just ask you. You -- obviously, the school has had  
17 this information. Your --

18 MS. BETTY SEELEY: Apparently. Well,  
19 everything that I did, I got from information that  
20 the school sent to me.

21 THE CHAIR: All right. So I guess it's an  
22 added concern if the business manager has not  
23 addressed that to the finance committee and the  
24 board, because I think that's something that, you  
25 know, needs to be looked at.

253

1 MS. BETTY SEELEY: I think she sent me  
2 BARs. She sent me BARs that I questioned. It's  
3 usually very early, the first week of July sometime,  
4 to get all the RFRs in for the school year.  
5 Otherwise, you lose all that money.

6 And then it has to be transferred -- the  
7 expenditures have to go into your operating fund.

8 THE CHAIR: Right. Which is --

9 MS. BETTY SEELEY: It's a big burden.

10 THE CHAIR: (Inaudible) stretched.

11 So, yeah. We've identified at least two  
12 things that need to be clarified for the July  
13 meeting. It's the \$167,000 variance, you know, the  
14 status of that. I think that's something that the  
15 board certainly needs to know, and we certainly do.

16 COMMISSIONER BURT: If I can make a  
17 recommendation, I wonder if the findings on the far  
18 right side, they're kind of -- they're broken down  
19 very concisely. I wonder if you can make a chart of  
20 each of these and then respond -- make it very  
21 clear, "This is also what we found, this is what  
22 we're doing, this is what..." -- that way we can  
23 address each one of them.

24 THE CHAIR: So as we're doing the other  
25 charts? Yeah, this one will be a little bit longer.



254

1 VICE CHAIR CARRILLO: We should be  
2 starting on 14, No. 14. That's the one, like, 14  
3 through 17. The biggest thing is reconciling the  
4 BARs and the dollars. 12 was on --

5 MS. BETTY SEELEY: They really need to --

6 VICE CHAIR CARRILLO: (Inaudible due to  
7 simultaneous speaking.)

8 THE CHAIR: I'm sorry, Betty. Were you  
9 saying something?

10 MS. BETTY SEELEY: I just said they really  
11 need to get those BARs completed. Back in March,  
12 did the board even see those BARs, and were they  
13 just completed in OBMS? Or were they not shared  
14 with the board at all? And then there was -- and  
15 then a couple again from May. You know, that's  
16 really concerning.

17 THE CHAIR: I think -- I mean, I think  
18 this whole thing is a conversation that the finance  
19 committee, at the very least, has to, you know, have  
20 a pretty frank conversation with the business  
21 manager, you know.

22 MS. BETTY SEELEY: And if you'd like for  
23 me to offer an opinion, I really think this business  
24 manager just needs some really high intensity of  
25 training to be able to clear all of this.

256

1 SECRETARY BECK: Gosh.

2 COMMISSIONER BURT: Business managing a  
3 district charter versus a State charter is very,  
4 very different.

5 SECRETARY BECK: Yeah. Because two and  
6 two is equaling three right here. It's not adding  
7 up to me. Okay. That's it.

8 THE CHAIR: But I do think the district  
9 takes some of the heavier lift off of business  
10 managers from district charters. And there's at  
11 least that support. And that's -- yeah. This is --  
12 this is a whole different ballgame coming in to a  
13 State charter for that.

14 So Commissioner Carrillo.

15 VICE CHAIR CARRILLO: So, Ms. Seeley, you  
16 said that the business manager was going through  
17 some sort of training. Is that what I heard you  
18 say?

19 MS. BETTY SEELEY: No. I would recommend  
20 that the business manager get some intense training.

21 VICE CHAIR CARRILLO: Okay. So -- and  
22 from my experience in the private sector and in  
23 business and everything else, is that even when a  
24 business manager needs training, you're in a  
25 situation where you need a business manager that's

255

1 THE CHAIR: Okay. Thank you. I  
2 appreciate that. And maybe that's something that --  
3 Commissioner Beck.

4 SECRETARY BECK: Yeah. I'm just -- again,  
5 from my background, I'm just going back -- does this  
6 business manager have experience in charter schools?  
7 And do they do other charter schools? This seems  
8 really unusual.

9 THE CHAIR: I'm going to ask the audience  
10 not to try to respond.

11 MS. BETTY SEELEY: So from what I could  
12 tell with the work that I've been doing with the  
13 Charter Schools Division, this business manager is  
14 only the business manager of this school and not of  
15 other schools.

16 THE CHAIR: So I'm going to correct that,  
17 because I know, because I've been at a meeting with  
18 him. He does -- he's a business manager for a  
19 district charter school in Deming. That, I know for  
20 sure. Whether he does any others, I'm not familiar  
21 with. But I know for sure that he is the business  
22 manager --

23 SECRETARY BECK: So he has experience.

24 THE CHAIR: He has been with the Deming  
25 school for a number of years.

257

1 also like a forensic accountant, someone who knows  
2 how to drill down, see where money is and where it  
3 has gone.

4 And it's not an on-the-job sort of a deal.  
5 And so we're not involved in this stuff. That's for  
6 your board to decide. But from where we're sitting  
7 it's, like, this is severe to go that route. And a  
8 commissioner said to me the other day, it's like  
9 there are things that are -- border on civil, and  
10 there are things that border on criminal. And when  
11 you start talking about \$146,000, that's a lot. It  
12 needs to be accounted for. And so we'll look at it  
13 next month and see what your plans are.

14 THE CHAIR: Commissioner Ingham.

15 COMMISSIONER INGHAM: Trying not to jump  
16 on. But you could say I would love to see a sense  
17 of urgency, almost to the border of panic, on this  
18 kind of report, that this is not -- this is not a --  
19 as you said, this is not a time for a person to  
20 learn and have training.

21 I -- I don't know. I think this is  
22 egregious enough that if -- if it was my situation,  
23 I would be in a mild panic, maybe even in a heart  
24 attack panic, just to get this resolved.

25 So I don't know. But I don't think I

258

1 would be waiting any time at all to get ahold of  
2 somebody that could get this straightened out and  
3 get your reimbursed -- reimbursements -- I mean,  
4 you've just got to get this done, or you're going to  
5 go down -- it won't be anything with the PEC. It'll  
6 be -- it'll be your financial statement. Thank you.  
7 Yeah. The IRS. Ooh. Icky.

8 THE CHAIR: Yes. I mean, this amount of  
9 money is actually -- and I'm not saying that there's  
10 fraud or malfeasance taking place. But when there's  
11 this kind of money, you don't -- there's something  
12 wrong. And this exceeds the amount of money that  
13 the embezzlement -- it took 14 years to take place.

14 So it's -- you know, it's a striking  
15 amount of money that I'm not exact -- I guess I'm a  
16 little confused as to why this hasn't come up in  
17 finance committee meetings, why the finance  
18 committee hasn't been able to see this.

19 And maybe Betty can -- 'cause I'm not that  
20 person that looks at these reports. Is this  
21 something that a finance committee, looking at  
22 business manager reports, should have been able to  
23 see?

24 MS. BETTY SEELEY: Yes. Definitely.

25 THE CHAIR: Okay. Okay. So that's --

260

1 how to, like -- like, where every single little code  
2 comes from. It's difficult. It's really hard. And  
3 a lot of the times, you don't know what you don't  
4 know until someone, like, gives you a pretty  
5 in-depth training.

6 But that might be something that could be  
7 helpful, just so that you can be, like, "Hey, wait.  
8 We didn't see -- I didn't even know we needed to see  
9 this? Where is this?"

10 It's a very difficult thing to do. As  
11 volunteers, you're not supposed to have this  
12 incredible expertise in how to read a school budget,  
13 but you can get trained on it.

14 Yeah. I think I just don't want to see  
15 the priority on this academic progress be halted by  
16 financial issues; right? I mean, I know -- the  
17 priority of, like, hey, we need to integrate  
18 academics -- I've heard you say that, like, many  
19 times. "We've got to do academics, too. We've got  
20 to do academics, too."

21 And I know I've heard this Commission many  
22 times saying, "We want schools, like, your school."  
23 "You've got to do the academics."

24 And so it would crush me to have  
25 financials end up -- like, you grow in these

259

1 that's worrisome. If -- who's not seeing what? Is  
2 it that some information isn't -- I'm not saying it  
3 is. But is it a fact that there's some information  
4 that's not being provided so the finance committee  
5 can't see it because it's not there for them to see.

6 That's what I'm -- so I don't know. But  
7 we will make -- we're going to be busy making  
8 charts. So we'll make a chart, and it'll be  
9 clarified, hopefully.

10 COMMISSIONER BURT: Yeah, I just want to,  
11 I mean, obviously, get with everyone. I think,  
12 like, my old panic heart attack may be, like, kind  
13 of fair. But one of the other things I know.  
14 Reading school budgets is so difficult. I mean,  
15 it's so difficult.

16 And so one thing that -- I mean, when I  
17 worked at the PED, we actually did family  
18 engagement. And this is going to sound crazy. But  
19 we trained families how to read school budgets,  
20 because it's -- I don't know how you could possibly  
21 know, like, oh, this line comes from here; right?  
22 So just educate -- that was our job, just educating  
23 families.

24 It might be something good to have someone  
25 trained and come train the whole governing board on

261

1 academics, and you get crushed by financials. I  
2 know there's lots of folks out there that can support.  
3 And so, hopefully -- I mean, I know she also said  
4 you're going to get repeat findings, because that's  
5 how it's going to work.

6 So for me, I don't -- wouldn't stress  
7 about that as much as just figuring it out,  
8 course-correcting, and moving forward. And then  
9 because you'll -- once again, you'll always have  
10 that opportunity to be, like, "Yeah, we get a red.  
11 We got a red that year. We got a red over here.  
12 But this is what we did so we don't do it anymore."

13 And I think we can be understanding of how  
14 the audits lag, you know. But giving us that  
15 narrative of, like, we figured out what the root  
16 cause was of this, and this is how we're going to  
17 change it, that's the most meaningful thing that we  
18 can see in relation to this kind of information.  
19 Yeah.

20 THE CHAIR: I mean, if you don't get your  
21 RFRs completed, and there is a significant amount of  
22 money that isn't available of that \$167,000 that is  
23 going to crush the school's ability to be able to  
24 move forward, plain and simple.

25 And, yeah, that's -- that's always the

<p style="text-align: right;">262</p> <p>1     heartbreak when we have those schools that have to 2     make decisions, because, you know, we -- you can't 3     afford things. You're not going to be able to 4     afford a school with that kind of -- you know. And, 5     hopefully, you created a budget that was not an 6     over-projection, because that'll just be one more 7     crushing factor. So we will have a chart for that. 8         Oh, sure. Betty. So we'll have a 9     conversation with Betty on what we want the chart to 10    look like after, yeah. But we'll -- so, Betty, 11    we'll be contacting you, because we're looking for 12    creating a chart that the school will able to 13    respond to at the July meeting in regard to the 14    concerns that you've addressed in the Corrective 15    Action Plan. 16        MS. BETTY SEELEY: Okay. 17        THE CHAIR: Thank you so much. 18        MS. BETTY SEELEY: You're welcome. Thank 19    you for allowing me to be here. 20        THE CHAIR: Thanks. Oh, I -- sorry. Oh. 21    Got you. Oh, I'm sorry. Because I was lumping 22    that, actually -- that was me. I was lumping that 23    into -- into the financial concerns, because I think 24    we will -- because, actually, Betty addressed that 25    in her financial report, that there wasn't a</p>	<p style="text-align: right;">264</p> <p>1     school will respond to that. 2         VICE CHAIR CARRILLO: Okay. 3         THE CHAIR: So let me just clarify. The 4     school hadn't done it. So Betty wasn't able to do 5     it on her own without a trip to the school. But 6     we're going to, in that form, clarify everything 7     that needs to be in there. The school should be 8     able to do that. 9         (Off-mic discussion.) 10        THE CHAIR: No. We are, but we're not 11        (off-microphone discussion.) 12        COMMISSIONER BURT: All right. I move 13    that the PEC and CSD continue to monitor the 14    progress of the updated Corrective Action Plan of 15    Alma d'Arte Charter High School, Document 15.b.6., 16    and the school to provide progress on the CAP to CSD 17    by July 8th for the next PEC meeting in July. 18        THE CHAIR: I second. I was waiting for 19    him to second it. 20        There's a motion by Commissioner Burt, a 21    second by Commissioner Gipson. 22        If there's no further discussion, roll, 23    please. 24        Yes. 25        VICE CHAIR CARRILLO: Can I make a</p>
<p style="text-align: right;">263</p> <p>1     breakdown, the staffing and the funding sources. So 2     we'll just include that into the chart that Betty is 3     doing. And I had already mentally done that. 4         Yes. Because Betty had partly addressed 5     that in her financial report. So I kind of -- I had 6     already lumped that in. So that'll be part of the 7     chart. 8         VICE CHAIR CARRILLO: (Audio distortion) 9     another chart. But in terms of this, so when -- 10    because it says we have to take a trip to the school 11    and review all their files, find out, like, who's 12    working there, all their FTEs, all that kind of 13    stuff? 14        THE CHAIR: No one has to take a trip to 15    the school to do that. We're going to work with 16    Betty to create the form. The school will be able 17    to fill the form out. No one is needed to go to the 18    school and look at anything. The school should be 19    able to do -- their business manager should be able 20    to do that. 21        VICE CHAIR CARRILLO: All right. I 22    just -- it was English on the page. It says, 23    "Cannot ascertain this without a trip to the 24    school." 25        COMMISSIONER BURT: So that's what -- the</p>	<p style="text-align: right;">265</p> <p>1     comment? 2         SECRETARY BECK: This is a vote. You 3     had -- the comment time was -- 4         (Commissioner Beck starts roll call 5     off-mic.) 6         SECRETARY BECK: Commissioner Carrillo. 7         VICE CHAIR CARRILLO: Yes. 8         SECRETARY BECK: Commissioner Armijo. 9     What am I doing? I'm sorry. 10    Commissioner Gipson, yes. 11    Commissioner Carrillo, yes. 12    I didn't have my thing on. 13    Commissioner Armijo. 14    COMMISSIONER ARMIJO: 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 Ingham. 22    COMMISSIONER INGHAM: Yes. 23    SECRETARY BECK: Secretary Beck, yes. 24    There are eight -- no -- yes, there are 25    eight votes for, zero votes against. The motion</p>

266

1 passes.

2 THE CHAIR: Motion passes.

3 Commissioner Carrillo.

4 VICE CHAIR CARRILLO: And so the comment I  
5 would have, I'm very happy on this, and I'm happy  
6 to -- I'm looking forward to the report in July.

7 A number of the concerns that were brought  
8 up very early in these -- (inaudible). I just want  
9 to ask the board and you, Dr. Amador, to be  
10 sensitive with the community in listening and then  
11 taking action to correct the grievances -- we know  
12 that sometimes, you know, ten people in a school are  
13 the ones -- we know that there's often a lot of  
14 people that are silent or whatever.

15 But just really taking into account  
16 challenges that you've seen, owning the challenge,  
17 and fixing it. And a lot of it has to do honestly  
18 with all of the stuff that we learned at the  
19 indicators of distress meeting. All of this has to  
20 do with open lines of communication and listening.  
21 So thank you very much.

22 DR. ADAM AMADOR: Madam Chair, very  
23 quickly. When will these charts be available to the  
24 school? Because --

25 THE CHAIR: I'm aspirational. I'm going

268

1 Las Cruces is always one of those things I love to  
2 go to. And I'm really upset that I had to miss it,  
3 because it's -- it's just a great fundraising event  
4 to highlight a lot of talent in Las Cruces. So it's  
5 really a great event. And I'm sorry I missed it.

6 MS. RICHELLE PEUGH-SWAFFORD: I have  
7 co-chaired that event since its inception. I'm in  
8 the Rotary Club. And when I was president of the  
9 Rotary Club, we started that event. And this is the  
10 first one I've missed in 16 years.

11 So it was -- and I was on the phone  
12 getting pictures all night last night. But -- so it  
13 was a big sacrifice on my part to be here and miss  
14 that event. I thought about coming up early this  
15 morning.

16 THE CHAIR: Right. It's a hard drive up  
17 early in the morning.

18 MS. RICHELLE PEUGH-SWAFFORD: So I  
19 couldn't do that. It came off really well. I don't  
20 have a total. But all of the money we raised goes  
21 to Casa de Peregrinos. It looked like we were going  
22 to clear about \$50,000, which is a lot of money for  
23 Las Cruces.

24 THE CHAIR: The only thing, my pocketbook  
25 is happy I wasn't there. I wasn't there for the

267

1 to say we should be able to start working on them on  
2 Monday, and hopefully have them done. I don't know  
3 what Betty's schedule is. But I would -- I would  
4 hope that by at least the end of the day on Tuesday,  
5 we should have -- you know.

6 And we'll get you -- when one is  
7 completed, we'll get it to you. So you don't have  
8 to wait for all of them. So if one is delayed -- if  
9 Betty is not available -- and that's -- although  
10 that's a big one, we'll get -- we'll get them to you  
11 as soon as we can.

12 It's not going to take a lot to get them  
13 done. It isn't. But it does take folks time. If I  
14 could do it on my drive home, I would, if there was  
15 some way we could do that. My car is not quite that  
16 good yet.

17 MS. JULIA BARNES: I'm creating a folder  
18 now. We'll do a forms folder. It's in the  
19 Intervention folder. And I just uploaded into the  
20 Intervention folder this document.

21 THE CHAIR: In case anyone didn't know, I  
22 like control, in case you're not sure. In case  
23 you're not sure. So -- you know. So thank you. We  
24 appreciate the time.

25 And, please, congratulations. Taste of

269

1 silent auction. It's too late, I think, isn't it?  
2 A good friend of mine is in the Rotary. I usually  
3 sit at their table. I did not know you were  
4 involved in it. So -- but congratulations.

5 COMMISSIONER BURT: (Off-mic.)

6 THE CHAIR: Hold on. So thank you. We  
7 really do appreciate this. Oh. Sorry, sorry,  
8 sorry. Sit back down. Sit back down. There isn't.

9 So Item No. 16 is the Notifications of the  
10 Governing Board Members. And this -- a lot of it  
11 sits -- doesn't have to do with the OMA compliance.  
12 There's still -- someone from the Charter School  
13 Division did do a chart -- I think it was there last  
14 month. It's the same chart, I believe, this month.

15 Missy, I don't know if you did it or  
16 someone else did it of what's missing. There's  
17 still -- you didn't find it? I found it at some  
18 point in time.

19 COMMISSIONER BURT: (Off-mic.)

20 THE CHAIR: Do you want to move it to next  
21 month? Because there was a chart at one time that  
22 was provided in the documents. Did you get that  
23 chart?

24 DR. ADAM AMADOR: The only thing that was  
25 lacking was from the Department of Justice and that

270	<p>1 document verifying that that June 3rd meeting was, 2 in fact, legit. And that's the only thing that I 3 remember getting, because I would have cleared those 4 concerns.</p> <p>5 THE CHAIR: No. It doesn't have anything 6 to do with the OMA compliance. It has to do with 7 paperwork that was missing for notifications. So, 8 okay. And I know I saw the chart. I can't find it 9 now. So someone must have removed it. We've got a 10 chart. But that would be a real easy chart, because 11 it's already created.</p> <p>12 It'll -- we'll have it sent to you on -- 13 and it is by individual person and what hasn't been 14 provided.</p> <p>15 MS. MELISSA BROWN: What we need is for 16 the board to revote. Because that was part of the 17 OMA problem was that the meetings where they voted 18 on the new board members were not considered -- 19 that's what we're waiting for.</p> <p>20 DR. ADAM AMADOR: Madam Chair, actually, 21 that's not true. That's not true at all.</p> <p>22 THE CHAIR: I know. I know. And that's 23 not what I was referring to. So we'll move this on.</p> <p>24 I saw a chart. If it's not applicable any 25 longer, then we'll just vote next month that it's</p>	272	<p>1 THE CHAIR: Okay. So we don't have a 2 quorum.</p> <p>3 (A discussion was held off the 4 microphone.)</p> <p>5 THE CHAIR: We do. We have six. Yeah, 6 there's six. Yeah, we're good.</p> <p>7 So 17.a., I move that the PEC approve 8 Document 17.a., Renewal Application, Part F, for use 9 in the September 2025 renewal cycle, and 17.b., 10 Transition Year Checklist, for use for any 11 transitioning school that may be approved in 2024.</p> <p>12 COMMISSIONER BRAUER: Second.</p> <p>13 THE CHAIR: If there's no further 14 discussion, all in favor.</p> <p>15 (Commissioners so indicate.)</p> <p>16 THE CHAIR: Opposed? 17 (No response.)</p> <p>18 THE CHAIR: Hearing no opposition, the 19 motion passes.</p> <p>20 And Item b. is the Conflict of Interest 21 form. And that was discussed yesterday with, you 22 know, all of our schools that get lease 23 reimbursement already do it with PSFA.</p> <p>24 So -- right. So I move that -- I move 25 that if a school receives lease reimbursement funds</p>
271	<p>1 clear. But I wasn't -- what I saw wasn't 2 referencing anything to do with OMA and revoting 3 because of OMA. So I will double-check on that, and 4 we'll be clear on that.</p> <p>5 Okay? Yeah.</p> <p>6 MS. JULIA BARNES: We'll put that in the 7 form folder, which it's in the Intervention folder 8 now.</p> <p>9 THE CHAIR: Okay. So thank you. Now you 10 can get up. Thank you. Yes.</p> <p>11 VICE CHAIR CARRILLO: (Off-mic.)</p> <p>12 THE CHAIR: Take the rain -- if you do get 13 rain, take it down with you. No. You have -- we 14 need it way more than you do.</p> <p>15 We're on to Item No. 17, Discussion and 16 Possible Action on Changes to PEC Approved Forms, 17 Effective July 1, 2024. And "a." is the Transition 18 Year Checklist, which we did do yesterday.</p> <p>19 So are there any concerns -- K.T. is not 20 on any longer? So we still have a quorum. Are we 21 good?</p> <p>22 FROM THE FLOOR: Yeah.</p> <p>23 THE CHAIR: Okay. No. Okay.</p> <p>24 MS. MELISSA BROWN: We do not have 25 Commissioner Manis.</p>	273	<p>1 from the Public School Finance Authority, the school 2 provide a copy of the annual Conflict of Interest 3 form that the school provides to the Public School 4 Finance Authority to the PEC as part of their 5 Conflict of Interest documentation required by the 6 State Charter contract.</p> <p>7 COMMISSIONER BRAUER: I second.</p> <p>8 VICE CHAIR CARRILLO: Second.</p> <p>9 THE CHAIR: Motion by Commissioner Gipson, 10 a second by Commissioner Carrillo.</p> <p>11 All in favor? 12 (Commissioners so indicate.)</p> <p>13 THE CHAIR: Opposed? 14 (No response.)</p> <p>15 THE CHAIR: Hearing no opposition, the 16 motion passes.</p> <p>17 We are on to 18, Report from the Charter 18 Schools Division.</p> <p>19 DR. BRIGETTE RUSSELL: Thank you, Chair 20 Gipson and Commissioners.</p> <p>21 First item is New Applications Received. 22 We received -- we've received four applications for 23 new charter schools: Equip Academy of New Mexico in 24 Albuquerque, Sacramento School of Engineering and 25 Science in Alamogordo. Sun Mountain Community</p>

<p style="text-align: right;">274</p> <p>1 School in Santa Fe. And the Multilingual 2 International School in Bernalillo. 3 All of the applications are on -- whoops. 4 I'm not sharing screen. I'm sharing the actual 5 screen. Okay. 6 MS. MELISSA BROWN: Commissioners, we have 7 Commissioner Manis again. 8 THE CHAIR: I'm sorry. Say that again? 9 MS. MELISSA BROWN: We have Commissioner 10 Manis again. 11 VICE CHAIR CARRILLO: A question for 12 Dr. Russell. We have no reason to believe that one 13 of these schools will drop out now, do we? 14 DR. BRIGETTE RUSSELL: No indication so 15 far. 16 Missy? 17 VICE CHAIR CARRILLO: Everyone is kind of 18 locked into the Community Input? 19 MS. MELISSA BROWN: The next step is that 20 they will receive the report, as well as the 21 Commissioners will receive the report from the peer 22 review team leads. And at that time, if somebody 23 decides to withdraw, we will let the Commissioners 24 know. 25 THE CHAIR: Historically, the dropouts</p>	<p style="text-align: right;">276</p> <p>1 I can hear myself. 2 All right. Good afternoon, Commission. 3 I'm happy to be here with CSD. My name is Diana 4 Serna. I was an educator with Rio Rancho Public 5 Schools for eight years. So I'm excited -- yes, go 6 Rams. I am very excited to be part of the team. 7 Thank you for having me. 8 MR. KEN NORRIS: My name is Ken Norris. 9 And I'm -- I have about 30 years of governmental and 10 finance experience for many State agencies. And 11 thank you for the opportunity. I'm very excited to 12 be part of this team. And, again, thank you very 13 much. 14 THE CHAIR: Welcome. We appreciate all 15 your support. And I said it at the conference, that 16 just a couple of years ago, that stage would have 17 barely had folks on it. And you spanned almost the 18 whole stage during the introductions. 19 So, you know, very excited about the 20 build-out that has -- is ongoing and the support 21 that folks are able to offer to schools. We really 22 do appreciate it. So thanks. And welcome. 23 VICE CHAIR CARRILLO: Thanks for joining 24 us. Yeah, thanks for coming down. Enjoy your 25 weekend.</p>
<p style="text-align: right;">275</p> <p>1 have come after the recommendations come out, and 2 peer review plus the CSD recommendation. So it's -- 3 so we're waiting for the peer reviewers' report, and 4 then CSD makes a final recommendation. And we see 5 dropouts after -- the CSD final report, I don't 6 remember the date. But it's -- 7 MS. MELISSA BROWN: They're due in August. 8 It'll be early August. 9 THE CHAIR: Correct. Yeah. But the peer 10 review report often influences applicants. Okay. 11 DR. BRIGETTE RUSSELL: Next, we have CSD 12 Staffing Update. 13 This is an org chart of the CSD. The ones 14 with the red boxes are vacancies. We have three 15 vacancies. And the ones with the bright blue boxes 16 are either promotions or new positions. And so two 17 of our new positions are Ken Norris and Diana Serna 18 who are both with us today. So please come on up, 19 and I will let them introduce themselves. 20 Diana is an authorizing practices 21 administrator, the same position as Cheryl and 22 Martica and Lucy. And Ken is the financial analyst, 23 Ken Gonzales's replacement. 24 Microphone? 25 MS. DIANA SERNA: There we go. Oh, yes.</p>	<p style="text-align: right;">277</p> <p>1 DR. BRIGETTE RUSSELL: We were really 2 lucky that they were able to start the week of the 3 conference, so they could get some professional 4 development and meet everyone and on board during 5 the summer when it's not rush, rush, go, go, go, and 6 we could really let them learn their job at a pace 7 that they could absorb new information. 8 So the two job changes are Ted Farnath, 9 who has Missy's old job as TA and Training 10 Administrator, and Samantha Ramirez, who was 11 promoted from Corina's executive assistant to a 12 business operations specialist. 13 The three vacancies are at Ted's old job 14 and -- wait. TA and training -- oh -- Bianca's old 15 job, because last month we announced that Bianca was 16 promoted, and the other business operations 17 position, Jessica Juarez's former position. 18 So we're working on getting those posted. 19 And then our final update is on the 20 Charter Schools Conference, which most of the 21 Commissioners attended. 22 There's the Tierra Adentro students. And 23 Commissioner Clahchischilliage -- oh, she's gone. 24 So, yes, conference updates. 25 We had 314 attendees. There were more</p>

<p style="text-align: right;">278</p> <p>1 than ten student presenters or attendees, including  2 students who presented from the MASTERS Program, a  3 senior, Angelina Barcena, from the New Mexico School  4 for the Arts, and the flamenco dancers from  5 Tierra Adentro.</p> <p>6 Most of the presenters were from charter  7 schools, plus a few national experts, including our  8 contractors from Epicenter, who did two sessions for  9 schools. And I'm happy to report that at the one I  10 attended, the initial response from schools was very  11 much like my initial response. "Please."</p> <p>12 And at the end of the session, just about  13 everyone there had also drunk the Kool-Aid and was  14 on board. We had two keynote speakers: Carrie  15 Irvin, on governing board practices, and Gerard  16 Robinson. The Lieutenant Government spoke. He had  17 to drive all the way from Silver City to make the  18 conference because his flight was canceled.</p> <p>19 And Deputy Secretary DeBell was there.</p> <p>20 Lucy organized PED office hours for us,  21 and that was a huge hit with our attendees, just  22 having people from PED sitting there, available.</p> <p>23 We heard from charter leader after charter  24 leader, "Thank for you doing that. That was really  25 helpful."</p>	<p style="text-align: right;">280</p> <p>1 And I don't have any new school issues to  2 bring forward. School's out. So -- yeah. Yeah.</p> <p>3 But I do want to bring up two things that  4 were part of the discussion yesterday. So in light  5 of the information that was provided from the PED  6 reimbursement people -- I don't know what we're  7 going to refer to them about -- and clarification,  8 because it was our understanding that reimbursement  9 could only take place if a meeting -- if a virtual  10 meeting took four hours.</p> <p>11 That was -- and that's in our rules of  12 procedure, because we believed we were complying  13 with -- and, apparently, that's not so. Yeah.</p> <p>14 VICE CHAIR CARRILLO: So then, in fully  15 understanding what you're saying, if we have a  16 virtual meeting that lasts two and a half or three  17 hours, you can still put in for that. Got it.</p> <p>18 THE CHAIR: So the question becomes, in  19 light of that information, can Commissioners put in  20 for reimbursement for meetings that took place this  21 fiscal year?</p> <p>22 It would have to be done very, very  23 quickly. I don't have the answer for that. So I'm  24 asking if someone can get that answer for us as  25 quickly as possible so we can get that information</p>
<p style="text-align: right;">279</p> <p>1 We had eleven very generous sponsors. So  2 if you had a drink at the social, say thank you to  3 Ted for getting them on board.</p> <p>4 We had a photo booth, which was a lot of  5 fun. And we have pictures of Commissioners and  6 school people and Lucy posing with just about  7 everybody there.</p> <p>8 We had -- we had a panel on renewal. We  9 had one on the benefits of arts integration that  10 received kudos in our survey. And our survey  11 results, which are still coming in so far,  12 100 percent of our respondents said they gained  13 valuable knowledge at the conference and enjoyed it.  14 98 percent plan to attend the next one. 51 percent  15 of schools want to participate in a student showcase  16 or performance next year. So I hope to have more of  17 those.</p> <p>18 And everyone agreed that -- sorry,  19 Missy -- June is the best month to host the  20 conference. And that's all from CSD.</p> <p>21 Ah. How many schools? No, I don't, but I  22 can ask Bianca to get that for us.</p> <p>23 (Off-mic discussion.)</p> <p>24 THE CHAIR: Okay. So we are on to now  25 Item No. 19, which is Report from the Chair.</p>	<p style="text-align: right;">281</p> <p>1 out.</p> <p>2 VICE CHAIR CARRILLO: Consuelo, yesterday,  3 told me she was going to get on that right away,  4 that very issue.</p> <p>5 DR. BRIGETTE RUSSELL: I believe that,  6 yes, she will look into it. But if it took place  7 during this fiscal year, basically, if it's -- if  8 you are requesting reimbursement months after the  9 fact, you still can request it. You just get at the  10 end of the line, after everyone who has requested  11 it, you know, within a few days.</p> <p>12 THE CHAIR: But some of these might be ten  13 months ago.</p> <p>14 DR. BRIGETTE RUSSELL: If it's the same  15 fiscal year, I think you still can. But Consuelo  16 will look into it.</p> <p>17 THE CHAIR: So that people know what they  18 need to do. Okay.</p> <p>19 MS. JULIA BARNES: Let me just say that  20 I -- that we have documented the -- the contract  21 negotiations that were virtual. And then EC  22 meetings are -- are in my calendar, if you need  23 that. So let me know if I can help you. Yeah, a  24 couple of the follow-up ones were virtual.</p> <p>25 THE CHAIR: Oh, yeah.</p>

<p style="text-align: right;">282</p> <p>1 DR. BRIGETTE RUSSELL: One thing. It 2 might have to be done during the -- they have 3 something called -- gosh, what do they call it? The 4 something window in August. If you don't make it -- 5 oh. An adjustment window. Because we may have -- 6 if there's enough reimbursements, we may have to 7 increase purchase orders for Commissioners, because 8 there's more reimbursements that -- so that might 9 have to be done. And then it's done under the 10 August adjustment window.</p> <p>11 THE CHAIR: We're fine. Just as long as 12 we have clarity on the information, that's all we 13 need.</p> <p>14 And the second piece is the annual reports 15 and the partial annual reports.</p> <p>16 So I'm going to ask that the Charter 17 School Division bring to the next EC clarity on 18 that, and we'll decide whether we move forward on 19 having those partial annual reports provided. And 20 that would also include, you know, the estimated 21 dates for when they would be able to be completed; 22 okay?</p> <p>23 Is anyone from PCSNM? Okay.</p> <p>24 MS. MELISSA BROWN: Yes. And she's in the 25 panel.</p>	<p style="text-align: right;">284</p> <p>1 retreat and our facilities day, professional 2 development, at the same time.</p> <p>3 So those are the changes for that event.</p> <p>4 Boston is coming up, the New Mexico 5 Alliance for the charter conference. And we are 6 hosting the reception for New Mexico, because they 7 have state receptions at the national conference. 8 67 New Mexico attendees RSVP'd for the session, 9 which is great to have 67 people from New Mexico 10 there.</p> <p>11 The Commissioners were sent a calendar 12 invite from Lauren. If you all want to look at your 13 calendar invites, if you plan on going to Boston, we 14 would love to have you.</p> <p>15 Commissioner Burt, Lauren noted that the 16 e-mail that the National Alliance has for you is 17 incorrect, so we're not sure if you're receiving 18 information from them or not. Hopefully, you are. 19 If not, I think she noticed -- you're not? Okay. 20 So I think --</p> <p>21 COMMISSIONER BURT: Yeah. My e-mail was 22 put in wrong during registration. So if you got it 23 from the conference, it is wrong. And it's, like, 24 wrong enough to where I'm definitely not getting 25 e-mails. But my e-mail on the website is correct.</p>
<p style="text-align: right;">283</p> <p>1 MS. VALERY RATLIFF-PARKER: Good 2 afternoon, Commissioners. Can you hear me okay?</p> <p>3 THE CHAIR: Yes.</p> <p>4 MS. VALERY RATLIFF-PARKER: Great. Just a 5 few updates. We have an event. Unfortunately --</p> <p>6 THE CHAIR: Could you just state your name 7 and spell your last name for the record?</p> <p>8 MS. VALERY RATLIFF-PARKER: Absolutely. 9 Valery Ratliff-Parker. Last name is R-a-t-l-i-f-f 10 hyphen P-a-r-k-e-r, Deputy Director of Public 11 Charter Schools of New Mexico.</p> <p>12 Thanks for the reminder. I've watched 13 everybody do it all day long, and I forgot.</p> <p>14 The events that we had, unfortunately, we 15 had our leadership retreat, which was supposed to 16 start on Sunday through Wednesday, was canceled as 17 it was in Ruidoso with the fires that were happening 18 in Ruidoso. We had it scheduled for the Inn of the 19 Mountain Gods.</p> <p>20 The good thing is we were able to 21 reschedule it. All the presenters from coming 22 across the country are able to reschedule for 23 August.</p> <p>24 And the other good news is we may, at that 25 point, be able to combine both the leadership</p>	<p style="text-align: right;">285</p> <p>1 MS. VALERY RATLIFF-PARKER: Okay. We 2 wanted to make sure you knew that.</p> <p>3 COMMISSIONER BURT: I haven't gotten 4 anything at all from you. But yeah, it's because my 5 e-mail is wrong from the conference.</p> <p>6 MS. VALERY RATLIFF-PARKER: Okay. And the 7 CSD conference, that was the other event. It was a 8 great conference. Thank you, Charter School 9 Division, for putting that on.</p> <p>10 We did have four sessions from PCSNM and 11 agree with Commissioner Manis that the sessions were 12 well put together. Feedback. Brigitte also agreed 13 that having the bureaus there from PED was 14 outstanding. A recommendation is to possibly have 15 the Budget and Finance Bureau there. That would be 16 fantastic to have them and be able to answer a bunch 17 of questions that some leaders had, were chasing us 18 down for. So that would be great to have them 19 there.</p> <p>20 Some CSP updates. Four awards for August, 21 as a reminder: two expansion, two new that we will 22 be awarding. The expansion grants, we have 23 17 applicants. They are due a week from today. So 24 all applications will be due by next Friday. 25 Application window will close for the CSP grant.</p>



286	<p>1 We have two submitted applications and 15 2 in progress for the new schools. As you saw, there 3 are four new schools. All four of them are 4 submitting an application for the two sub-awards 5 that we'll be awarding for that.</p> <p>6 The advocacy work for this past month, 7 thank you again for meeting Commissioner Burt, 8 Commissioner Beck, and Commissioner Brauer, working 9 with me on the lunch rule feedback. I think Lucy 10 was there as well. So we appreciate that 11 collaboration and input, and I hope that we can 12 continue with that partnership in collaboration for 13 future advocacy efforts.</p> <p>14 And we're currently working on a very 15 important and critical area regarding the State's 16 ESSA plan amendments that they plan on submitting to 17 the Feds. But first, they put out public feedback 18 until July 31st on their amendments.</p> <p>19 The one we're focusing on is the Title I 20 amendment. And the area that they proposed 21 revisions regarding its state accountability system 22 and school support and improvement activities, with 23 changes to subgroups, minimum end sizes, 24 establishment of long-term goals, indicators, annual 25 meaningful differentiation, identification of</p>	288	<p>1 THE CHAIR: It's on the -- it's -- yeah. 2 It's -- the names are there. Anybody who 3 volunteered is tapped. Okay.</p> <p>4 COMMISSIONER BURT: What is the difference 5 between the policy and legislative -- 6 THE CHAIR: Legislative session. 7 COMMISSIONER BURT: Okay. 8 THE CHAIR: All right. No. No. No 9 emergency session. No, no, no. Yeah, yeah, yeah. 10 I don't think we fit into that agenda at all. It is 11 about -- yeah, yeah. 12 (Off-mic discussion.) 13 THE CHAIR: No. 14 THE CHAIR: No. 21, Discussion and 15 Possible Action to Provide Input to the Chair or 16 Liaisons to Speak on Behalf of the PEC. 17 I don't think anyone has anything. 18 In case there are certain -- like 19 Commissioner Ingham has a vote on the subcommittee 20 that he sits on. So there have been times, as an 21 example, that the PSFA representative has said, 22 "This has come forward as an issue. I need some 23 guidance on it." So that's why it's there. 24 No. 22, PEC Comments. Reminding you that 25 you don't have to feel obligated to say anything.</p>
287	<p>1 schools' annual measurement, and continuing support 2 for school and LEA improvement.</p> <p>3 So we want to definitely provide feedback 4 for those areas.</p> <p>5 And the other ones are disproportionate 6 rates of access to educators and school conditions. 7 So that will be our advocacy focus for this next 8 month.</p> <p>9 And that is all I have.</p> <p>10 THE CHAIR: Okay. Thanks so much.</p> <p>11 MS. VALERY RATLIFF-PARKER: You're 12 welcome.</p> <p>13 THE CHAIR: And I forgot to say that 14 Commissioner Ingham and I did -- this is ours 15 together at the -- what I think was on the agenda. 16 Or it was. Commissioner Ingham.</p> <p>17 COMMISSIONER INGHAM: Thank you.</p> <p>18 THE CHAIR: And Commissioner Beck looked 19 out the window and said -- I -- 20 We are on to -- well, Discussion and 21 Possible Action on the Legislative Initiatives. We 22 created the subcommittee, so we'll be reporting out 23 on that.</p> <p>24 Excuse me? 25 (Off-mic discussion.)</p>	289	<p>1 Thank you very much. 2 No. 23, Discussion of New Business Topics. 3 THE CHAIR: No. 24, move to adjourn. 4 All in favor? 5 (Commissioners so indicate.) 6 THE CHAIR: No one's opposed? 7 (No response.) 8 THE CHAIR: We are adjourned. Thank you 9 very much. 10 (Proceedings adjourned at 4:33 p.m.) 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>

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2           STATE OF NEW MEXICO

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7 Court Reporter in the State of New Mexico, do hereby  
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10 MEXICO PUBLIC EDUCATION COMMISSION, held in the State  
11 of New Mexico, County of Santa Fe, in the matter  
12 therein stated.

13           In testimony whereof, I have hereunto set my  
14 hand on June 26th, 2024.

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## A

<p><b>A's</b> 22:10</p> <p><b>A-m-a-d-o-r</b> 17:7 156:13</p> <p><b>A-r-n-e-s-s</b> 110:11</p> <p><b>A-y-a-l-a</b> 98:9</p> <p><b>a.m</b> 1:11 5:5 56:14,14</p> <p><b>abhorrent</b> 48:18</p> <p><b>ability</b> 58:3 142:14,18,19 146:1 261:23</p> <p><b>able</b> 18:20 32:12,14,18,23 33:8 33:17 34:9 35:1,15 36:19 39:15 48:10,20,24 50:2 53:19 54:2,7 54:16 57:23 58:8 64:12 66:12 72:22 77:1 86:21 94:16,21 98:25 99:4 103:1,8 107:9 120:5 124:15,18,19 135:3 137:4,19 154:23 157:1 162:9 183:22 189:18 195:2 206:1 209:3,20 214:25 225:10 227:2,12 231:4 233:11,20 235:17 237:7 254:25 258:18,22 261:23 262:3,12 263:16,19,19 264:4,8 267:1 276:21 277:2 282:21 283:20,22 283:25 285:16</p> <p><b>abolish</b> 26:18</p> <p><b>absences</b> 219:14</p> <p><b>absent</b> 209:13 226:9 227:7,8</p> <p><b>absenteeism</b> 230:12</p> <p><b>absolutely</b> 48:4,18 57:18 68:20 84:11 89:9 94:11 118:21 130:20 143:8 154:9 201:13 206:8 212:8 212:10 218:9 225:11 283:8</p> <p><b>absorb</b> 277:7</p> <p><b>academia</b> 240:20</p> <p><b>academic</b> 13:22 14:7 26:17 32:19 32:20 55:10 68:17 72:4 91:9 157:24 159:16 182:22 189:17 260:15</p> <p><b>academics</b> 29:14 87:1 260:18,19 260:20,23 261:1</p> <p><b>Academy</b> 3:14,18 22:7,13,15 37:4 56:18,23 60:24 68:6,9 96:5 134:2 273:23</p> <p><b>Academy-Albuquerque</b> 30:10</p> <p><b>accept</b> 55:17 60:23 67:10 96:4 138:24</p> <p><b>acceptance</b> 3:19 4:7 97:22 108:25</p>	<p><b>accepted</b> 103:18 110:22 118:24 126:2 128:17 134:3 215:2</p> <p><b>access</b> 6:20 16:7 83:2,6 214:4,25 215:1,4 233:11 287:6</p> <p><b>accessibility</b> 103:13</p> <p><b>accessible</b> 44:6 50:7</p> <p><b>accommodate</b> 54:2</p> <p><b>accommodating</b> 51:2</p> <p><b>accommodations</b> 51:4</p> <p><b>accomplished</b> 16:22 17:11 31:11 184:6</p> <p><b>accomplishing</b> 18:14</p> <p><b>account</b> 246:7,24 247:18 248:18 266:15</p> <p><b>accountability</b> 24:17 25:22 123:8 168:15 286:21</p> <p><b>accountable</b> 179:20 240:16</p> <p><b>accountant</b> 257:1</p> <p><b>accounted</b> 257:12</p> <p><b>accounting</b> 150:12 247:10,11</p> <p><b>accounts</b> 14:14</p> <p><b>accurate</b> 77:20 93:20</p> <p><b>ACE</b> 47:8</p> <p><b>achieving</b> 16:2</p> <p><b>acknowledge</b> 120:25 235:11</p> <p><b>acknowledging</b> 34:25</p> <p><b>ACL</b> 225:24</p> <p><b>ACLU</b> 27:9</p> <p><b>acquired</b> 18:7</p> <p><b>acronyms</b> 159:18</p> <p><b>act</b> 121:13 143:7 154:11 155:4 207:2,17 219:15 221:1 224:3</p> <p><b>action</b> 3:8,10,11,13,15,17,22,23 4:3,5,6,9,14,15,18 16:19 18:4 23:8 27:5 38:25 40:25 41:2 56:17 62:3 68:5 104:20 109:1 136:13 137:5 142:5,14,18 155:14,17 188:22,22 200:3 202:2 247:5 262:15 264:14 266:11 271:16 287:21 288:15</p> <p><b>actions</b> 196:1</p> <p><b>activities</b> 286:22</p> <p><b>actual</b> 12:13 66:5 107:20 130:23 184:19 185:12,22 187:8 211:18 227:14 274:4</p> <p><b>Adam</b> 17:5,6,6 156:12,12 160:6,9 160:12 161:8,15 162:2,11 163:8 163:12,15 169:19 195:17 198:5 198:10,24 200:12 201:11 205:1</p>	<p>205:5 212:24 214:13 221:11 229:25 239:9 241:14,19 242:11 242:16 249:8,12 266:22 269:24 270:20</p> <p><b>add</b> 41:22 49:14 60:25 62:11 63:10,13,21 67:4 71:17 75:2 90:2,8 124:20 126:25 142:11 161:3 173:21 175:12 200:13</p> <p><b>added</b> 42:12 56:23 57:18,25 58:5 113:7 157:19 192:18 251:22</p> <p><b>adding</b> 52:11 114:23 157:16 167:18 202:16 256:6</p> <p><b>addition</b> 17:16 18:2 44:15 79:23 225:13 240:3</p> <p><b>additional</b> 3:14 54:7 56:18 60:25 63:20 81:18 96:13 109:1 144:20 233:21</p> <p><b>address</b> 10:13 11:15 70:25 88:21 129:2,5,15 158:12 171:2 253:23</p> <p><b>addressed</b> 10:20 12:17 91:21 251:23 262:14,24 263:4</p> <p><b>addressing</b> 27:6 95:10 106:10 234:4</p> <p><b>Adentro</b> 47:4 277:22 278:5</p> <p><b>adequate</b> 157:24</p> <p><b>adhere</b> 13:21 23:17</p> <p><b>adherence</b> 24:8</p> <p><b>adhering</b> 25:16</p> <p><b>adjourn</b> 4:20 289:3</p> <p><b>adjourned</b> 289:8,10</p> <p><b>adjust</b> 66:13,19 92:15 146:23</p> <p><b>adjusted</b> 150:12</p> <p><b>adjustment</b> 282:5,10</p> <p><b>administering</b> 169:6</p> <p><b>administration</b> 19:16 23:5 26:7 37:2 169:17</p> <p><b>administration's</b> 24:23</p> <p><b>administrative</b> 24:18 26:17</p> <p><b>administrator</b> 2:11,14 12:7,17 20:19 21:13 22:2,16 33:23 112:5 134:25 144:24 145:4,10 149:24 183:13 191:9,11,12 229:10 232:16 247:2 275:21 277:10</p> <p><b>administrators</b> 11:21 21:20 205:21 222:25 233:6</p> <p><b>admit</b> 21:22 22:3 143:21</p> <p><b>admitted</b> 21:1 215:5</p> <p><b>admonish</b> 235:14</p>
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**adult** 54:18  
**advance** 16:11  
**advice** 200:19 222:5 241:20,24  
**advised** 15:3  
**advocacy** 286:6,13 287:7  
**advocating** 15:19  
**afford** 262:3,4  
**afraid** 100:22  
**after-school** 44:11,13  
**after-the-fact** 56:21  
**afternoon** 110:18 127:2,5 134:16  
 243:25 276:2 283:2  
**afternoons** 241:11  
**AG** 24:5  
**agencies** 276:10  
**agency** 37:9  
**agenda** 3:5,9,10 4:19 7:14 8:1  
 40:9 151:11 287:15 288:10  
**agendas** 24:3 232:25 233:14  
**ago** 26:14 52:3 60:7 138:16  
 158:14 178:20,21 181:5 182:8  
 187:22 188:6,8,8,9 189:9 194:1  
 222:25 249:9 276:16 281:13  
**agree** 95:5 144:8 148:8,16 164:21  
 182:25 204:12 247:14 248:15  
 285:11  
**agreeable** 238:21  
**agreed** 163:25 201:17 279:18  
 285:12  
**agreement** 57:1 118:6  
**Ah** 279:21  
**ahead** 13:19 113:4 131:4 148:6  
**ahold** 258:1  
**aims** 25:14 36:14  
**Alamogordo** 273:25  
**Alan** 2:5 241:5  
**alarming** 251:13  
**Albuquerque** 1:22 3:12 29:25  
 30:8 36:14 41:3,17 42:4,4,7,25  
 46:23 54:10,24 55:17 85:15  
 86:16,18 273:24 290:19  
**Alice** 47:6  
**align** 143:9 219:14  
**alignment** 83:12,12  
**Allan** 28:12  
**Allegiance** 3:3 6:10  
**Alliance** 284:5,16  
**allow** 63:16 72:7 159:25 168:14  
**allowed** 25:5 197:23

**allowing** 235:18 262:19  
**allows** 100:5 183:9,19,20 189:16  
**Alma** 4:6,8 9:6,8,18,23 10:1,4,8  
 11:1,13,16 12:1,5 13:1,2 14:4  
 15:22 16:9 17:11,13 18:6,14  
 19:6,19 20:4,15 21:24 22:4 23:5  
 23:10,18 24:10 25:15,17 26:7  
 27:22 152:23 160:7,16 201:2  
 230:12,23 231:21 264:15  
**Alma's** 10:17 23:6 24:25 180:9  
**altering** 29:17  
**alternative** 113:3 231:22 239:20  
**Altura** 31:24  
**Amador** 7:22 15:21,23 16:9 17:5  
 17:6,6 19:8 155:15 156:12,12  
 160:5,6,9,12 161:2,8,15 162:2  
 162:11 163:8,12,15 169:19  
 192:16 195:17,25 196:5 197:9  
 198:4,5,10,24 199:10 200:12  
 201:11,14 205:1,5 207:10 208:6  
 208:11,18 212:24 214:13  
 221:11 229:25 239:9 241:14,19  
 242:5,11,16 243:1 249:8,12  
 266:9,22 269:24 270:20  
**Amador's** 16:4,20  
**amazed** 194:10  
**amazing** 19:6,6 21:6 22:11,14,15  
 28:20 52:14 99:2 102:18,23  
 241:25  
**ambiguous** 141:13  
**amend** 41:18 64:2 67:12 96:6  
**amendment** 3:12,14,16,18 41:4  
 43:25 55:17,20 56:19,22 57:2  
 59:1 60:23 61:1 62:4 63:11  
 66:5,15,25 67:10,13 68:6 96:4,7  
 181:24 182:6 187:13 286:20  
**amendments** 184:4 286:16,18  
**America's** 30:14  
**American** 34:19  
**amount** 74:8 88:19 107:7 147:14  
 183:16 212:9 248:7 251:14  
 258:8,12,15 261:21  
**ample** 16:17 54:6  
**Ana** 103:2  
**analysis** 9:6 10:23 11:24 42:12  
 66:7,16 69:6 71:22 106:9  
 123:10 162:23 165:8 172:13,19  
**analyst** 78:2 275:22  
**analyzed** 68:13 245:13

**ancillary** 24:12  
**AND-** 1:13  
**and/or** 114:24 183:9 242:4  
**Angelina** 278:3  
**announced** 277:15  
**annual** 3:20 97:17,23 103:17  
 180:9 273:2 282:14,15,19  
 286:24 287:1  
**annually** 98:1  
**answer** 58:8 129:4 136:5,9 160:2  
 165:13 190:6 250:3 280:23,24  
 285:16  
**answerable** 26:20  
**answered** 217:7  
**answering** 136:3  
**answers** 159:11  
**anticipated** 18:12  
**anticipating** 107:25  
**anxiety** 160:20  
**anybody** 58:9 99:17 111:20  
 126:24 174:2,4 222:6 288:2  
**anymore** 33:16 261:12  
**anyplace** 178:2  
**anytime** 160:25  
**anyway** 33:17 123:11 136:22  
 137:1,5  
**Apodaca** 1:12  
**apologies** 43:19,24  
**apologize** 49:1 70:6 112:9,18  
 169:3 174:6 180:22 195:20  
 217:5  
**apologized** 21:12 104:11  
**apparent** 30:20  
**apparently** 26:11 251:18 280:13  
**appear** 74:17 242:24  
**appeared** 155:13 248:22  
**appearing** 112:7  
**appears** 249:4  
**applaud** 87:18 100:12 101:5  
 193:24  
**applicable** 25:2 79:17 270:24  
**applicants** 64:15 275:10 285:23  
**application** 42:5,15 272:8 285:25  
 286:4  
**applications** 273:21,22 274:3  
 285:24 286:1  
**applied** 102:24  
**appreciate** 18:23 40:2 43:19  
 50:20 58:18 59:11,19,23 60:12

60:15 63:13 64:2,8 80:14 84:11  
85:20 89:24,25 90:23 95:4  
102:8 105:10,17 113:22 120:3  
127:11 130:13 133:2 142:6  
150:20 153:7 154:2,22,22,23  
173:22 193:1 195:10 206:3,10  
215:9 223:24 238:16,22 244:12  
255:2 267:24 269:7 276:14,22  
286:10

**appreciated** 38:11 39:3 107:1  
**Appreciation** 241:22  
**appreciative** 80:12  
**approach** 16:12 50:10 70:14  
**approached** 15:2  
**appropriate** 23:8 42:22 91:16  
117:24 118:3 170:11 179:13  
218:10 235:5  
**appropriately** 207:17  
**approval** 3:5 8:1 41:18 57:8 72:2  
139:13  
**approve** 4:3 8:2 40:13 60:15  
136:16 137:19 140:17 142:2  
151:8 157:23 247:2 272:7  
**approved** 24:1 51:18 74:15  
172:11 202:2 271:16 272:11  
**approving** 136:23 137:23  
**April** 24:16 149:6 155:10 160:13  
164:16 207:6,7,13 208:6 209:25  
211:7 231:17 244:21  
**APS** 42:9 120:25 251:4  
**Archuleta** 136:6 145:6  
**area** 9:22 38:15 43:5 46:25 49:17  
50:2,15,19 52:17 53:6 55:3,5  
70:25 86:18 127:21 160:15  
205:13 286:15,20  
**areas** 9:14 10:7,8 86:20,20 88:13  
88:15 245:2,5 287:4  
**Armijo** 2:4 5:10,11 36:17,18  
37:3 49:2,3,24 50:14 55:22,25  
97:1,2 143:11 151:24,25 265:8  
265:13,14  
**Armijo's** 55:1  
**Arness** 104:24 105:16,21 107:13  
107:23 108:23 109:12,21,24  
110:10,10 111:10  
**array** 6:21  
**art** 12:9 14:22 30:18 31:1,1,16  
36:19 213:15,18  
**Arte** 22:4

**arthritis** 12:19,21  
**article** 23:19,19 29:24  
**articulate** 95:17  
**artist** 36:24  
**artists** 232:1  
**arts** 3:20 10:3 30:6,20 57:24  
97:23 98:1,8,21 99:3 101:25  
102:5 103:18 131:13 278:4  
279:9  
**ArtSpring** 99:2,15,23  
**artwork** 12:9 30:22,23,24  
**ASAP** 210:5  
**ascertain** 263:23  
**aside** 86:25  
**asked** 10:11 18:21 59:4 196:6,8  
197:6,16 207:18 209:19,24  
217:20 220:21,22 221:23,24  
222:2,19 237:14 243:12 245:17  
**asking** 71:2 73:10,11 78:6,6,7  
149:25 210:3 212:8,16 218:23  
219:21 221:3 225:2 232:8 238:9  
280:24  
**asks** 79:10 213:12  
**aspirational** 266:25  
**assault** 12:23  
**assess** 13:21  
**assessed** 114:19  
**assessment** 69:9,12,25 70:18  
75:24 79:2,6,7,18 88:7,24 91:12  
161:21,25 168:12 169:9 171:9  
171:13,14 173:16 179:24  
182:13 185:16 187:13 191:13  
192:20 216:5  
**assessments** 69:25 79:24 87:18  
94:12 118:5 130:23 169:7 170:9  
171:6 175:6 177:19 178:1  
179:25 180:14,17 182:23  
184:25 185:13 186:12,14  
187:12,20,21 189:2 216:4  
**asset-based** 16:11  
**assets** 14:13  
**Assistance** 2:14  
**assistant** 277:11  
**assisting** 239:22,23  
**Associates** 1:20 290:18  
**assuming** 233:2  
**assumption** 189:6  
**atrocities** 27:7  
**attached** 171:3

**ATTACHMENT** 4:23  
**attachments** 151:14  
**attack** 257:24 259:12  
**attain** 157:6  
**attend** 14:20 33:9,17 34:9 35:2  
35:10 36:19 37:4,16 99:22  
279:14  
**attendance** 9:16,18,20 14:19  
160:14 161:1 162:18 207:2,16  
210:20 219:14 220:1,2,21,25  
221:24 222:11,12 223:2,9 224:3  
226:9 228:20 229:14,19 230:3,4  
230:13,14  
**attended** 22:7 28:11 39:23 106:5  
277:21 278:10  
**attendees** 4:24 277:25 278:1,21  
284:8  
**attending** 30:14 47:25 61:11  
107:10  
**attention** 7:18 46:24 59:4,6,8  
83:25  
**attitude** 60:12  
**attitudes** 23:22  
**attorney** 27:8 45:2 110:19  
**attracting** 52:10  
**auction** 269:1  
**audience** 255:9  
**audio** 28:14,15,15,18 29:8 88:8  
139:19 158:24 217:11 236:17  
239:5 249:10 263:8  
**audit** 197:7 232:22 244:16,17,20  
244:23 245:3,4,11 247:20 250:7  
**audits** 261:14  
**August** 79:3 228:25 230:15 275:7  
275:8 282:4,10 283:23 285:20  
**authentic** 16:10  
**authority** 26:18 136:19 273:1,4  
**authorization** 135:5 146:1  
**Authorize** 6:24  
**authorizers** 39:25  
**authorizing** 2:11 275:20  
**automatically** 123:17  
**availability** 209:2  
**available** 9:7 45:14 55:4 109:8  
207:23 261:22 266:23 267:9  
278:22  
**Avenue** 1:12  
**average** 9:13,24 68:18,23 89:4  
230:2,4,6,14

**averaging** 77:22  
**award** 19:25  
**awarding** 285:22 286:5  
**awards** 285:20  
**aware** 10:12 46:13 121:2  
**awesome** 39:9 129:10 241:25  
**Ayala** 98:6,7,12,15,18 102:11,17  
 104:14,16

---

**B**

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**b** 111:12 272:20  
**back** 12:3,3,19,21 21:24 22:2,12  
 29:8 45:19 46:15 49:17,22 50:2  
 56:16 64:4 66:13 67:5,5 70:23  
 75:14,20 77:9,12 86:3 100:6  
 103:10 129:22 133:12 135:15  
 142:23 146:16 147:8 150:11  
 156:9 162:17 170:4 171:19  
 174:14,16,20 178:24 179:2  
 181:10,10 184:4,24,24,24 185:4  
 185:6 186:23 190:1 195:25  
 198:22 200:9 201:9 205:9 207:5  
 211:15 213:14 218:13 221:5,13  
 249:2 254:11 255:5 269:8,8  
**background** 6:19 112:11 246:14  
 246:16 255:5  
**backwards** 236:12  
**bad** 17:9 142:3,3 143:2,7 149:11  
 178:3 191:15 236:3,4,4,4  
**balance** 84:8 243:20 247:15  
 248:11 250:23,23  
**ballgame** 256:12  
**bank** 245:18 247:15,18  
**banking** 247:14  
**Banner** 34:4  
**bar** 88:16 186:9 189:13  
**Barcena** 278:3  
**barely** 276:17  
**Barnes** 2:18,18 137:15 140:19  
 142:10 166:17,25 167:24 171:1  
 172:16,21,24 173:2,9 174:12  
 175:22,25 176:23 180:19 183:2  
 188:21 189:5 207:11 228:7  
 267:17 271:6 281:19  
**barrier** 42:18  
**barriers** 106:11  
**barrio** 21:21  
**BARs** 247:1,1,3,8,9 253:2,2  
 254:4,11,12

**based** 9:7 69:17 79:1 80:4 88:25  
 114:21 144:19 145:17 170:10  
 178:20 185:21 191:9,15 194:12  
**baseline** 3:22 79:8 104:19 109:3  
 110:20 113:8 118:23 125:25  
 128:2 134:2 135:13 138:21  
 144:12 186:6 187:22 205:3  
**basic** 185:6  
**basically** 34:10 244:19 247:6  
 248:13 281:7  
**basis** 80:20  
**Bean** 1:20 290:18  
**bearing** 11:25  
**beautiful** 31:6 36:22  
**Beck** 2:4 5:6,7,10,12,16,18,22,24  
 6:1,3,3,7 8:3,6 28:9,10,25 35:18  
 35:19 36:1,5 51:21,22 52:2,5  
 96:17,19,21,23 97:1,3,5,7,9,9  
 107:14,15 120:11,12 121:18  
 122:3,5,20,24 123:5 124:4  
 125:14,15 126:6 132:15,16  
 134:17 138:23 139:4 141:20,22  
 151:24 152:1,3,5,7,10,12,14,16  
 152:16 159:12,13,14,17 178:6  
 178:15 241:3,6,8,9,17 242:1  
 249:4 250:15,16 255:3,4,23  
 256:1,5 265:2,4,6,8,15,17,19,21  
 265:23,23 286:8 287:18  
**before-school** 44:17  
**beginning** 30:21 59:4 79:5 80:1  
 92:9 116:3,4 117:5 199:5 216:5  
 246:15,17  
**beginning-of-year** 79:8 92:6  
 187:19  
**Behalf** 4:16 288:16  
**behave** 154:6  
**behavior** 23:17,23  
**belated** 60:3  
**belief** 16:12  
**believe** 6:12 15:9,9 16:24 63:17  
 74:24 130:25 132:11 142:8,21  
 146:22 163:16 221:2 249:1,9  
 269:14 274:12 281:5  
**believed** 280:12  
**benchmark** 162:6  
**benchmarks** 210:19  
**benefit** 47:12 227:23  
**benefits** 279:9  
**Berklee** 101:20

**Bernalillo** 148:25 274:2  
**best** 19:9 37:12 65:20 82:4  
 101:25 133:1 136:11 150:25  
 179:19 244:8 249:13 279:19  
**better** 11:17 20:5 36:12 45:9  
 83:14 105:11,13 120:7 137:6  
 155:5 162:20 166:15 186:13  
 187:2 193:23 203:18 235:11  
 237:5 238:14  
**Betty** 243:13,17,22,25 244:3,3,15  
 248:8,23 251:15,18 252:1,5,12  
 252:19 253:1,9 254:5,8,10,22  
 255:11 256:19 258:19,24 262:8  
 262:9,10,16,18,24 263:2,4,16  
 264:4 267:9  
**Betty's** 267:3  
**beyond** 7:9 26:22 27:16 125:21  
 245:8 252:3  
**Bianca** 277:15 279:22  
**Bianca's** 277:14  
**big** 32:8 33:10,15 77:8 184:12  
 239:4 250:13 253:9 267:10  
 268:13  
**bigger** 26:14 211:17 216:7  
 220:18  
**biggest** 21:21 86:23 254:3  
**bike** 20:1  
**bit** 44:20 46:25 50:6 64:5,20 73:7  
 74:11 75:15 76:6 107:16,19,24  
 108:1 114:16 115:5 130:12  
 131:12,16 146:24 147:15 167:4  
 173:24 176:5 186:7,9 188:19  
 203:14 204:5,10 207:6 220:3  
 221:20 236:24 249:18 253:25  
**black** 169:11,12 170:1,5 179:7  
 180:2  
**blank** 172:10,23  
**blatant** 23:13  
**blessing** 34:20  
**Bloc** 29:9  
**blue** 275:15  
**Blues** 17:17  
**board** 4:8 10:11,18 13:20 21:11  
 21:18 23:5,16 24:1 25:10,18  
 27:12 33:23 39:25 60:13 61:18  
 73:9 74:24 76:18 101:11 102:16  
 141:8 145:7,8,10,15 148:18  
 149:19 151:16 191:23 203:19  
 213:7,9 221:15,16 222:10

228:16 229:9 231:25 232:13,18  
 233:11 235:19 237:7,12,16  
 251:24 253:15 254:12,14 257:6  
 259:25 266:9 269:10 270:16,18  
 277:4 278:14,15 279:3  
**boards** 215:16 237:6 238:10  
**body** 5:8 30:24  
**books** 223:14 246:7,24 247:18  
**booth** 279:4  
**border** 257:9,10,17  
**borders** 83:5  
**Boston** 284:4,13  
**bothered** 230:19  
**bottom** 10:8 123:1 216:25  
**bound** 187:12  
**boundaries** 25:2  
**bounds** 214:20  
**box** 175:11,13 176:9,10 177:20  
 221:10 240:11  
**boxes** 275:14,15  
**brain** 181:11  
**brand** 64:10,21,22  
**Brauer** 2:5 5:22,23 6:13,15 28:24  
 46:18 85:2,3 97:5,6 119:1 139:2  
 139:5 141:21,25 151:6,7,20  
 152:1,2 265:15,16 272:12 273:7  
 286:8  
**brave** 34:6  
**breach** 25:17  
**break** 19:11 56:12 126:14,14  
 143:4 152:20 153:3,4 234:2  
 238:23,24  
**breakdown** 74:13 263:1  
**breath** 101:4  
**Bribery** 241:17  
**Bridge** 44:7 50:4  
**brief** 232:15  
**briefly** 211:3  
**Brigette** 2:9 36:7 41:12,15 46:11  
 56:20 62:5 68:7 71:15,20 72:18  
 73:1 77:4 78:17 81:9 118:8,10  
 131:24,25 132:8,12 157:12  
 158:10 165:16 172:9,18,22  
 173:1,5,18 174:22 175:8,12,16  
 175:19,23 176:2,15,18,22,25  
 177:8,12 180:7,21 190:20  
 192:15 195:6 196:13,19 197:17  
 197:24 198:3 208:2,21 217:16  
 219:2,5 224:14,22 225:1,6

242:2,25 243:7 252:24 273:19  
 274:14 275:11 277:1 281:5,14  
 282:1 285:12  
**bright** 275:15  
**bring** 21:24 86:5 103:9 148:20  
 153:10 217:8 220:11 228:19,22  
 237:4 280:2,3 282:17  
**bringing** 16:10 19:17 174:16  
 179:5 187:3 218:13  
**brings** 73:17  
**broad** 206:5  
**broader** 183:23  
**broken** 253:18  
**brought** 32:2 59:3,6,8 71:1 78:1  
 206:14 266:7  
**BROWN** 2:14 8:25 11:4,10  
 13:10 15:12 17:4 18:25 20:11  
 22:20 25:25 27:24 41:6,10  
 72:13 76:25 80:24 81:4 104:23  
 111:15,18 126:22 138:18  
 149:17 153:25 156:3 206:20  
 238:19 243:23 270:15 271:24  
 274:6,9,19 275:7 282:24  
**brutal** 238:9  
**brutally** 148:21 238:2  
**Buckeyes** 52:4  
**budget** 13:23 143:3 247:7,12  
 260:12 262:5 285:15  
**budgets** 259:14,19  
**Buenos** 15:16  
**bugs** 129:17,23  
**build** 203:20,25  
**build-out** 276:20  
**building** 1:12 45:11,14,18 47:5  
 50:10 168:23  
**built** 50:19 83:22  
**bulk** 86:10,17 199:7  
**bullet** 176:19 187:25 188:13  
 219:10  
**bullying** 12:8,16  
**bunch** 285:16  
**burden** 42:18 253:9  
**bureau** 106:4 202:18 206:12  
 209:20 224:6,25 285:15  
**bureaus** 200:7 233:8 285:13  
**Burt** 2:5 5:14,15 30:16 40:14,17  
 52:6,7 55:16,24 59:13,14 60:2,3  
 65:24,25 66:24 67:3 73:6,21  
 74:2,10 75:22 76:3,21,24 81:16

81:17 96:3,11 97:7,8 106:14,15  
 108:5 114:7,15,21 115:2,11,22  
 116:2,16 123:7,13,18 124:1  
 129:8,9 130:3,7,20 136:18  
 140:16 142:7 146:3,4 151:18,21  
 152:5,6 153:9 163:20,21 164:13  
 165:4,12,17 166:3,22 167:5  
 168:10 169:2,5,21 173:22 175:3  
 175:10,14,17 176:4,16,20 177:5  
 177:10,15 178:5,17,22 180:24  
 181:3 182:14 184:23 185:14  
 187:17 188:2,19 189:4,7 191:7  
 191:20,25 202:21,22 217:3,18  
 217:19 219:3,21 220:1,10,17  
 221:4,7 225:13 228:17 235:6  
 253:16 256:2 259:10 263:25  
 264:12,20 265:19,20 269:5,19  
 284:15,21 285:3 286:7 288:4,7  
**Burt's** 171:7  
**bus** 44:19,21  
**business** 4:19 13:22 14:15 114:22  
 124:3 227:15,21 234:12 244:5  
 245:17 247:5 249:7,8 250:19,20  
 250:22 251:7,22 252:13 254:20  
 254:23 255:6,13,14,18,21 256:2  
 256:9,16,20,23,24,25 258:22  
 263:19 277:12,16 289:2  
**Buster** 40:5  
**busy** 259:7  
**buyer's** 193:5  
**bylaws** 23:18

---

**C**


---

**c** 1:20 2:1 3:1 4:1 89:15 118:21  
 119:13 290:6,17  
**C-h-a-t-t-o** 112:3  
**C-h-a-v-e-z** 15:15  
**C-o-b-l-i-j-n** 26:5  
**cafeteria** 230:24  
**CalArts** 101:24  
**calculated** 131:6  
**calculating** 79:21 92:20  
**calculation** 36:8  
**calendar** 215:17 232:13 238:20  
 281:22 284:11,13  
**California** 33:14 43:22 48:1,1  
**call** 3:3,3 5:3 22:12 151:23  
 226:18 265:4 282:3  
**called** 196:25 226:22 282:3



<p><b>camera</b> 82:2,2 87:2,10,11 111:19  <b>cameras</b> 87:12  <b>campus</b> 32:5 54:11,22 58:16 60:5  202:10,10,10 240:10,23  <b>cancel</b> 221:19  <b>canceled</b> 278:18 283:16  <b>candidates</b> 73:20  <b>canned</b> 81:24  <b>CAO</b> 14:15  <b>cap</b> 3:18 68:6,11 72:5 73:12 75:5  75:16 96:6 150:13 155:24 156:2  172:11 200:13 201:23 205:2  208:13,17,17 264:16  <b>capacity</b> 99:5 144:9 148:12,15,20  150:2  <b>caps</b> 75:3 150:8 201:4  <b>capture</b> 172:20 173:14 209:18  <b>captured</b> 217:16  <b>capturing</b> 172:10  <b>car</b> 153:20 267:15  <b>care</b> 38:3 44:13,18 48:25 54:16  54:18,21 58:19 68:3 75:1 89:25  102:18 104:16 121:17 132:16  218:2  <b>career</b> 16:1  <b>caring</b> 21:7 83:25 102:20  <b>Carlos</b> 34:5  <b>Carrie</b> 278:14  <b>carried</b> 207:17 208:8  <b>Carrillo</b> 2:3 6:1,2 8:2,5 33:3,4  36:13 40:13,16 47:22,24 48:4  56:13 61:9,10,13 65:6,7,10,11  67:9,18 68:2 76:6 80:15,19 86:2  86:3,8,14,17,22 87:6,9,13,17  89:7 90:19 95:2,16 96:1,19,20  97:13 99:14,15 102:12,22  103:16,23 104:15 118:22 119:3  126:4 134:15 135:12,21 137:12  139:17,18 148:23,24 149:18  152:12,13,21 154:12,17 158:18  158:24 159:4,8 165:2,9,15  169:1,4 181:2 187:15,23 188:17  190:4,21 191:3,18,22 192:7  194:12,19,22 206:18 214:2,23  217:4,7 220:15 232:10,11  236:14,15,21 239:3 240:25  241:4 247:23,24 248:21 249:3  249:10 250:5 254:1,6 256:14,15  256:21 263:8,21 264:2,25 265:6</p>	<p>265:7,11 266:3,4 271:11 273:8  273:10 274:11,17 276:23  280:14 281:2  <b>Carrillo's</b> 143:16 154:20  <b>Casa</b> 268:21  <b>case</b> 267:21,22,22 288:18  <b>cases</b> 133:1  <b>cash</b> 246:3 247:13,16,17 250:22  <b>catch</b> 57:6 203:6  <b>category</b> 30:3 169:24  <b>Catholic</b> 25:5  <b>cause</b> 50:18 106:9 170:22 224:9  229:9 258:19 261:16  <b>causes</b> 87:25 88:1 247:7  <b>cautionary</b> 215:10  <b>cautions</b> 87:15  <b>cc</b> 1:25 132:9 290:24  <b>CCR</b> 1:20 290:6,17  <b>Cecilia</b> 243:1  <b>celebrate</b> 18:13 45:19 46:2  <b>celebrating</b> 106:19  <b>celebration</b> 31:25  <b>celebrations</b> 63:8  <b>celebratory</b> 129:11  <b>Cell</b> 116:17  <b>cello</b> 34:14  <b>center</b> 44:12,23 52:16 119:15  <b>Centers</b> 37:5  <b>Central</b> 50:3,4 54:12  <b>ceremony</b> 18:10 38:2 121:3  <b>certain</b> 21:18 87:21 130:1 182:9  209:13 288:18  <b>certainly</b> 11:24 12:22 80:13  102:25 103:15 116:25 131:23  143:15 183:20 206:5 224:24  225:7,9 253:15,15  <b>CERTIFICATE</b> 4:21 290:5  <b>Certified</b> 290:6  <b>certify</b> 290:8  <b>Cesar</b> 104:21 110:12,16,21  <b>cetera</b> 165:23,23  <b>Chair</b> 2:3,3 4:13,16 5:1,24 6:1,2  6:6,8,12,16 7:13 8:2,4,9,11,25  11:3 13:9,13 15:11 17:3,8 18:24  20:10 22:22 25:24 28:5,22 29:1  29:24 32:24 33:4 35:9,24 36:4  36:13,16 39:6 40:7,13,15,20,22  41:7,12,14 43:13 44:25 45:22  46:11,17,19 47:22,24 48:4 49:1</p>	<p>50:21 51:11,15,21 52:6 53:13  55:13 56:6,8,11,13,15,20 57:9  57:15 58:11 59:11 60:18,21  61:5,9,12,13,21,23,25 62:5,16  62:19,22,23 63:2,6 64:1 65:7,11  65:24 67:2,9,17,23,25 68:2,4,7  70:4,9,16,21 71:4,7,10,13 72:11  74:3 76:6 77:12,19 78:8,15,17  80:4,15,17,19,22 81:7,16 83:8  83:19 84:25 85:4 86:2,3,8,14,17  86:22 87:6,9,13 89:7 90:19,24  93:23 95:2,16 96:1,10,15,17,18  96:19,20 97:12,13,21 98:10,13  98:17 99:13,15 102:12,22,23  103:16,22 104:2,6,8,15,17  105:1,19 106:12 107:14 108:4  108:24 109:19,23 110:8,17,20  110:25 111:5,7,12,17,24 112:6  112:16,22 113:9 114:5 115:23  116:22,25 117:8 118:8,12,17,20  118:22 119:2,7,9,23 120:9,24  121:15,22 122:4 123:3,19,25  124:7,12 125:6,12 126:4,5,9,11  126:17,19 127:9,14 129:8  130:19 131:20 132:2,7,14,18  133:4,10,13,18,23,25 134:5,10  134:12,15,18 135:12,14,19,21  136:2 137:9,12 138:17,20 139:3  139:8,10,18 141:20 142:12,21  144:11 148:23,24 149:18 151:6  151:7,15,19 152:12,13,14,15,19  152:21 153:7,12,16,22 154:1,12  154:15,17,18 156:8,18,22  157:12 158:9,16,18,23,24 159:2  159:4,6,8,10,13,16,23 160:8,11  161:6,19 162:4,25 163:11,14,16  164:12 165:2,9,15,16 168:3,25  169:4 170:16 174:22 177:17  178:14,21 179:15 180:5,7 181:2  181:21 183:5 187:5,15,23  188:17 190:3,4 191:3,18,22  192:7,12,15,21 194:12,16,19,20  194:22,23 195:6,10,18,22  196:19 197:5,21 198:2,5,8,20  199:3 200:12 201:7 202:12  204:12 205:4 206:3,18,25 208:4  208:21 209:19 212:24 214:1,2  214:19,21 217:4,5,7,18 220:8  220:14,15,16,24 221:6,8,11</p>
---	--	---

223:25 224:14,20,23 225:7  
 228:13,23 229:25 232:10,11,20  
 236:14,15,20,21,23 238:22  
 239:1,3 240:25 241:4,8 242:15  
 242:17,25 243:4,9,25 244:7  
 247:22,24 248:21 249:3,10  
 250:5,15 251:10,21 252:7,18  
 253:8,10,24 254:1,6,8,17 255:1  
 255:9,16,24 256:8,15,21 257:14  
 258:8,25 261:20 262:17,20  
 263:8,14,21 264:2,3,10,18,25  
 265:7 266:2,4,22,25 267:21  
 268:16,24 269:6,20 270:5,20,22  
 271:9,11,12,23 272:1,5,13,16  
 272:18 273:8,9,13,15,19 274:8  
 274:11,17,25 275:9 276:14,23  
 279:24,25 280:14,18 281:2,12  
 281:17,25 282:11 283:3,6  
 287:10,13,18 288:1,6,8,13,14  
 288:15 289:3,6,8  
**Chair's** 70:14  
**chairperson** 19:4  
**Chairwoman** 228:17,17  
**challenge** 90:20 101:1 108:19  
 266:16  
**challenged** 195:11  
**challenges** 19:17 35:7 61:20  
 117:10 118:14,15 135:22  
 149:23 156:25 216:17 233:10  
 266:16  
**challenging** 68:9 108:8 140:15  
 192:3  
**chance** 99:17 100:4 109:20  
 158:15 193:14,15 195:9  
**change** 3:12 37:11 41:4 55:19  
 61:3 62:9 63:15,19 65:19  
 113:14,15,17,18 181:11,13,18  
 184:10,11,21 204:1 211:11  
 224:25 240:23 261:17  
**changed** 60:5 133:8 166:5 182:18  
 186:2 192:12  
**changes** 4:8,10 19:17 20:4 25:20  
 271:16 277:8 284:3 286:23  
**changing** 41:18 83:18 107:18  
 113:19 228:21 235:12  
**channel** 84:9  
**chaos** 141:15  
**Chapman** 1:20 290:6,17  
**character** 12:6 13:6

**charge** 13:1,2,2 149:10  
**Charities** 25:5  
**chart** 78:21 159:10 207:18  
 208:24 210:14 221:9 226:8,17  
 234:19 253:19 259:8 262:7,9,12  
 263:2,7,9 269:13,14,21,23  
 270:8,10,10,24 275:13  
**charter** 2:10,12,15 3:12 4:8,11  
 6:25 7:5 9:9,25 10:9,17 14:22  
 15:22 16:9 20:15 22:13 25:16  
 29:21 30:2 36:11 37:15 39:8,16  
 39:20 40:3 41:3,23 42:4 43:5  
 45:15 55:18,21 60:9 61:1,18,18  
 67:14,14 85:11 91:21 96:7  
 110:23 111:13 112:5 118:23,25  
 119:14 120:19 121:1,25 126:1,3  
 131:22 134:4,21 138:25 141:1  
 150:22 151:9,11,12,13 165:19  
 205:12 231:16 233:24 238:5  
 244:6 255:6,7,13,19 256:3,3,13  
 264:15 269:12 273:6,17,23  
 277:20 278:6,23,23 282:16  
 283:11 284:5 285:8  
**Charter.Schools** 132:9  
**charters** 29:16 32:18 35:23,25  
 36:2,2,4,15 48:13 53:7 61:16  
 204:8 206:9 222:1,8,9 256:10  
**charts** 208:22 253:25 259:8  
 266:23  
**chasing** 285:17  
**Chatto** 111:21,22 112:2,2,2,4,9  
 112:20,24 114:3,10,20 115:1,10  
 115:20 116:15,23 117:1 118:7  
 118:16,18  
**Chavez** 15:13,17 47:1 72:16  
 104:21 110:12,16,21 165:13  
 221:14  
**check** 51:18 105:5 133:19 221:10  
 240:11 252:19  
**checkbook** 243:20  
**checked** 252:13  
**checklist** 3:24 137:17,20,24  
 138:15,19,24 139:1 240:1  
 271:18 272:10  
**checkmark** 210:12  
**checks** 245:17 246:14,16  
**Cheryl** 180:6 184:15,16 185:11  
 187:6,7 190:5 209:15,16 219:7  
 219:9,24 275:21

**chest** 12:18  
**Chicago** 150:18  
**child** 33:20 64:22 83:20 87:7  
 101:17 223:6  
**children** 12:22 29:23 31:9 47:2  
**chill** 230:23  
**choice-driven** 7:1  
**choices** 210:24  
**choir** 57:23  
**choose** 204:23  
**chose** 121:13  
**chronic** 230:12  
**church** 25:7  
**Cindy** 11:5,11,12  
**circumstance** 6:20 34:12,16  
**circumstances** 214:14  
**cite** 64:3  
**city** 42:24 85:15 278:17  
**civil** 257:9  
**Clahchischilliage** 2:6 5:19,20  
 37:14 96:24,25 152:8,9 153:17  
 277:23  
**claims** 11:16 12:18 24:19  
**clarification** 130:13 161:20  
 202:20 280:7  
**clarified** 171:18 253:12 259:9  
**clarify** 43:24 44:7 120:6 143:18  
 166:17 264:3,6  
**clarifying** 66:1  
**clarity** 63:22 282:12,17  
**class** 38:10 58:3 231:1 242:18  
**Classical** 3:14 30:7 56:18,23  
 60:24  
**classroom** 36:23 58:1,2  
**classrooms** 58:6  
**classwork** 107:21  
**cleaned** 14:16  
**cleaner** 113:24  
**cleaning** 14:10  
**cleanup** 56:21  
**clear** 43:25 66:15,20 118:5 145:3  
 170:7,14 174:4,8,9,9 182:4  
 191:6,19 210:10 228:10 253:21  
 254:25 268:22 271:1,4  
**clear-cut** 166:24  
**cleared** 245:19 270:3  
**clearer** 113:23 183:18  
**clearly** 177:18  
**clerk** 230:13

**clicked** 83:23  
**clicking** 148:2  
**climate** 80:7  
**close** 45:10 53:17 64:15 73:13  
 131:10 138:4 199:22 230:7  
 235:15 243:11 285:25  
**closed** 243:3  
**closer** 62:20  
**closes** 79:3  
**closing** 243:2  
**Club** 268:8,9  
**co-chaired** 268:7  
**Coblijn** 26:1,4  
**code** 260:1  
**codes** 246:7,24  
**cognizant** 152:21  
**cohort** 177:14  
**collaborate** 205:16  
**collaborated** 99:3  
**collaboration** 106:3 286:11,12  
**colleagues** 101:9  
**collect** 79:5 92:11,17  
**collected** 92:6,8  
**college** 19:23 101:4  
**colleges** 101:25  
**Collegiate** 3:12 41:3,17 54:11,24  
 55:18  
**Collegiate's** 42:5  
**color** 216:22  
**column** 158:21  
**combination** 129:24  
**combine** 283:25  
**come** 7:18 12:2,4 13:14 33:2  
 45:18 47:10 67:5 76:13,17 77:9  
 77:12 86:11 91:7 98:1 100:6  
 124:3 129:24 136:25 138:3  
 139:24 141:16 146:15 150:11  
 154:21 156:23 160:23 176:13  
 181:24 188:9 199:21 208:13  
 212:1 221:4 223:1,10 236:3  
 243:17 252:10 258:16 259:25  
 275:1,1,18 288:22  
**comes** 64:24 85:16,17,19 183:6  
 213:23 259:21 260:2  
**comfortable** 136:23 137:23,24  
 194:20  
**coming** 18:5 31:22 66:13 73:14  
 74:12 75:17 94:5 97:14 100:2,7  
 107:20 117:25 124:21 154:13

154:14 203:14 213:17 216:13  
 256:12 268:14 276:24 279:11  
 283:21 284:4  
**commencement** 34:11  
**commend** 125:16  
**commendable** 89:18  
**comment** 3:6 8:14 11:16 23:15  
 28:4 97:13 167:23 173:19  
 206:22 229:6 241:7,13 265:1,3  
 266:4  
**comments** 4:17 13:24 90:23  
 173:21 288:24  
**Commission** 1:1 5:4 6:16 17:8  
 23:3 43:3,4,12 72:6 127:15  
 151:8 157:23 161:17 172:11  
 212:4 214:15 223:8 231:25  
 260:21 276:2 290:1,10  
**Commission's** 135:5  
**commissioner** 5:6,7,8,10,11,12  
 5:14,15,16,17,18,20,22,23,25  
 6:12,15 7:14,17,19 8:5,5 28:9  
 28:24,25 30:16 33:3 35:18  
 36:17,18 37:14 39:6,7 40:14,16  
 40:16 46:9,18 47:22,23 49:1,2,3  
 49:24 50:14,21,22 51:12,17,21  
 51:23 52:1,6,7 53:13,14,23 55:1  
 55:16,22,23,24,25 59:13,14  
 60:2,3,19,22 61:6,7,10 63:1  
 65:6,10,12,23,24,25 66:24 67:3  
 67:16,18,18 73:6,21 74:2,10  
 75:22 76:3,21,24 81:2,16,17  
 85:2,3 86:2 87:17 90:24 91:1  
 96:3,9,11,11,21,22,23,25 97:1,2  
 97:3,4,5,6,7,8 99:14 101:22  
 102:4 103:23,24 106:14,15  
 107:14 108:5 110:24 111:1,1  
 114:7,15,21 115:2,11,22 116:2  
 116:16 118:10 119:1,3,3 120:11  
 121:18 122:3 123:7,13,18 124:1  
 125:14 126:6,6 129:8,9 130:3,7  
 130:20 132:15,19,20 134:1,6,7  
 134:14 136:18 138:9 139:2,4,4  
 139:17 140:16 141:20,21,25  
 142:7 143:11,14,15,16 146:3,4  
 148:7,23 151:6,7,18,20,20,24  
 151:25 152:1,2,3,4,5,6,7,9,10  
 152:11,16 153:9,17,19,21  
 154:20 159:13 163:20,21  
 164:13 165:4,12,17 166:3,22

167:5 168:10 169:1,2,5,21  
 171:7 173:22 175:3,10,14,17  
 176:4,16,20 177:5,10,15 178:5  
 178:17,22 180:24 181:3 182:14  
 184:23 185:14 187:17 188:2,19  
 189:4,7 190:3,21 191:7,20,25  
 201:14 202:21,22 214:23 217:3  
 217:18,19 219:3,21 220:1,10,17  
 221:4,7 225:13 229:5 230:1  
 232:10 235:6 236:14 241:8  
 242:2 247:22 249:4 250:15  
 253:16 255:3 256:2,14 257:8,14  
 257:15 259:10 263:25 264:12  
 264:20,21 265:4,6,8,10,11,13  
 265:14,15,16,17,18,19,20,21,22  
 266:3 269:5,19 271:25 272:12  
 273:7,9,10 274:7,9 277:23  
 284:15,21 285:3,11 286:7,8,8  
 287:14,16,17,18 288:4,7,19  
**Commissioners** 2:2 6:5 8:8 15:16  
 23:11 35:14 40:19 43:17 46:9  
 55:14 56:5,21 61:22 62:6 67:22  
 68:8 76:25 85:2 97:25 98:7  
 99:13 104:5,24,25 105:20  
 106:13 111:4 118:19 119:6  
 126:8,18 127:3 132:18 134:9,24  
 139:7 155:10 157:5 168:25  
 192:22 195:7 196:20 234:6  
 272:15 273:12,20 274:6,21,23  
 277:21 279:5 280:19 282:7  
 283:2 284:11 289:5  
**commit** 117:23  
**commitment** 16:4  
**committed** 103:8  
**committee** 14:2 207:7 232:25  
 233:14 251:23 254:19 258:17  
 258:18,21 259:4  
**committees** 232:23  
**committing** 15:4  
**common** 22:4 57:22  
**communicate** 7:6 223:15  
**communicated** 63:25 170:17  
 196:21  
**communicating** 230:17  
**communication** 266:20  
**communications** 231:18  
**communities** 7:6 240:18  
**community** 3:16 15:19,24 16:8  
 20:7 23:6,24 26:9,25 42:7 44:11

44:23 46:16 54:13,15,22 57:25  
58:3 59:17 60:8 62:3 64:19,20  
65:4 67:11 104:21 110:12,16,21  
120:19 121:1,17 128:18,22  
133:5 266:10 273:25 274:18  
**community's** 23:14  
**compare** 88:14 130:22  
**compared** 9:13 68:24,25 143:23  
**compares** 9:8  
**comparing** 88:17  
**comparison** 110:22 118:24 126:2  
132:3 134:3  
**competition** 18:3  
**complaint** 199:13,14 234:11,12  
234:18,24 236:9,10 243:2  
**complaints** 11:20 12:13,14  
224:18 234:5,8  
**complete** 13:5 33:22 137:24  
138:19 139:1 228:9  
**completed** 24:5 51:16 83:24  
98:20 131:21 132:4 138:14  
151:15 237:24 246:10,10  
254:11,13 261:21 267:7 282:21  
**completely** 44:13 84:18 89:20  
95:5 182:18  
**Completion** 3:24  
**complex** 129:18  
**compliance** 24:10 195:23 198:14  
198:17 199:25 200:1 202:14  
207:1 269:11 270:6  
**complicated** 184:21  
**complying** 280:12  
**component** 155:24  
**components** 62:13 155:17  
**comprehensive** 85:14  
**computer** 72:24 112:14  
**concern** 9:22 10:7 14:7 80:9 84:1  
88:10 95:7 136:2 148:17 168:3  
172:1 190:9 192:10 199:6  
207:15 211:17 212:14 224:8,21  
226:2 244:10,14 248:3 250:17  
251:6,9,13,22  
**concerned** 43:4 132:17 135:25  
164:22 225:17  
**concerning** 168:19 211:1 246:25  
247:13,19 254:16  
**concerns** 10:21 13:23 23:6 68:15  
124:13 132:22 144:20,22  
145:19 192:10 219:10 243:16

244:8 245:1 262:14,23 266:7  
270:4 271:19  
**concisely** 253:19  
**concluded** 197:1  
**concrete** 52:21  
**concur** 51:22  
**condition** 43:9 71:18 105:22,24  
138:6,7 139:1 157:5 164:3  
166:20 167:25 168:1,5 169:6  
170:8,18 171:2 174:14,15  
178:19,20 179:3,21 183:11  
185:7,7 186:11 187:22 188:25  
**condition-** 167:18  
**conditions** 3:22 104:19 129:1,3,7  
147:12 165:20 167:3 184:19,20  
185:12,18,21 187:8 189:18  
287:6  
**condolences** 7:16,21,23  
**conduct** 23:20  
**conducted** 6:11  
**conference** 37:15,16 39:9,12,21  
40:5 100:14 145:5 150:23  
276:15 277:3,20,24 278:18  
279:13,20 284:5,7,23 285:5,7,8  
**confidence** 140:6,9  
**confident** 147:18  
**confirm** 3:24 138:25  
**confirmed** 25:9  
**conflated** 167:3  
**Conflict** 272:20 273:2,5  
**conflicted** 181:9,17  
**confused** 184:17 195:18 217:20  
218:12 258:16  
**confusion** 192:17 195:15 210:2  
**congrats** 39:10  
**congratulations** 30:11 46:5  
50:23 51:20 59:24 60:4 64:18  
115:24 125:23 133:5 267:25  
269:4  
**connected** 170:6  
**consecutive** 219:13,18  
**Consent** 3:9,10 40:9  
**conservative** 74:8  
**conservatory** 17:18  
**consider** 13:23 72:7 94:13,13  
**consideration** 10:22 22:17 92:13  
**considered** 130:1 186:15 270:18  
**considering** 88:23  
**consistencies** 205:7

**consistency** 7:10  
**consistent** 96:16 201:22 248:4,5  
248:12  
**consistently** 23:7 25:3 27:2 53:11  
250:8  
**constantly** 38:2 232:18 248:7  
**constitute** 290:8  
**construction** 45:11  
**Consuelo** 281:2,15  
**consultant** 244:5  
**contact** 155:3 226:23 232:25  
**contacted** 196:17 198:11 208:11  
**contacting** 262:11  
**contain** 246:11,12  
**contemplate** 141:2,3  
**context** 187:18 230:11  
**continually** 240:6  
**continue** 16:21 20:7 54:15 63:16  
73:19 85:23 109:5 155:21 228:6  
264:13 286:12  
**continued** 4:1 12:10 47:15 75:17  
**continues** 16:6 136:17 140:14  
**continuing** 55:9 107:7 227:11  
287:1  
**continuously** 14:7  
**contract** 25:17,19 41:18 43:9  
55:21 61:2 66:9,10,12,17 67:15  
77:17 96:8 127:18,24 136:16,24  
137:6 138:7,10,13 139:13,16,19  
140:1,3 141:7,15,23 142:2,14  
142:24 144:3 145:2,8 146:5  
147:3,4,5,19 148:6,17 151:9,13  
165:17,18 166:2 171:3 174:18  
182:11 183:15 185:12 187:16  
188:13 193:4,18 194:2 196:24  
197:22 273:6 281:20  
**contracted** 14:12 197:25 207:12  
**contracting** 147:23 197:19  
**contractor** 196:21 197:19  
**contractors** 278:8  
**contracts** 4:3 149:9 182:7,12  
246:14  
**control** 155:7 267:22  
**Control-Z** 176:6  
**convenient** 44:4  
**conversation** 117:16 144:19  
145:18 150:16 157:18 184:3  
201:15 202:5 254:18,20 262:9  
**conversations** 21:3 63:8 170:3

**cook** 222:7  
**cooked** 19:10,12  
**cookies** 19:10,12  
**cool** 20:2 32:8,14 33:11 37:9  
 45:18 59:16  
**coordinator** 24:12 183:14  
**copied** 72:16  
**copies** 237:17 238:18  
**copy** 71:10 132:3 172:23 273:2  
**Corina** 72:16  
**Corina's** 277:11  
**corner** 150:14 154:14,16  
**correct** 53:18 67:1 114:2 115:1,1  
 115:10 116:15 118:21 120:5  
 130:6,19,20 133:22 135:14  
 141:23 158:9 160:4 162:3  
 176:16 248:18 255:16 266:11  
 275:9 284:25  
**corrected** 137:18  
**corrective** 4:6 16:19 27:5 155:14  
 155:17 202:2 262:14 264:14  
**correctly** 66:4 91:6 110:3 114:1  
 245:13 246:10 247:8  
**correlate** 179:6  
**costly** 201:4  
**Cottonwood** 30:7  
**council** 11:20 12:5 14:2,5,8 19:4  
 23:12,18 24:25 26:8 59:3  
 102:17 183:12 193:24 215:13  
 231:3  
**council's** 25:12  
**counsel** 2:17 207:8,12 222:23  
**counseling** 53:16 54:3,14 207:22  
**counselors** 120:21  
**count** 122:22 209:4,17  
**counter** 140:13  
**counteract** 91:4  
**countries** 29:10  
**country** 101:25 283:22  
**County** 290:11  
**couple** 18:12 60:6 152:22 157:15  
 171:12 176:6 182:8 213:10  
 215:25 224:1 241:23 254:15  
 276:16 281:24  
**course** 87:8 89:16 105:23 165:15  
**course-correcting** 261:8  
**court** 1:21 9:2 11:6 290:7  
**courtesy** 23:20  
**cover** 159:9

**covered** 58:22 194:13 217:9,10  
 221:1  
**COVID** 38:12 193:10  
**CPO** 249:25  
**cracks** 200:7  
**cradle-to-career** 54:22  
**crazy** 87:19 259:18  
**create** 92:1 157:2 167:18 210:8  
 232:1 236:7 237:5 239:14  
 241:11 263:16  
**created** 113:4 117:11,19 178:19  
 179:3 211:14 221:9 262:5  
 270:11 287:22  
**creating** 16:13 147:7 226:17  
 237:5 262:12 267:17  
**credit** 185:19,21 189:20  
**credited** 185:17  
**credits** 33:21  
**criminal** 257:10  
**critical** 286:15  
**crossed** 56:25  
**Cruces** 9:9,19 10:1,4,9 17:24  
 19:10 22:13 86:16 268:1,4,23  
**crunching** 92:20  
**crush** 260:24 261:23  
**crushed** 261:1  
**crushing** 262:7  
**CSD** 41:13 43:1,4 46:13 57:7  
 62:7 64:6 66:7,15 70:19,22  
 71:12,21,22,25 72:13 88:11  
 105:5 117:12 123:18 124:2  
 158:14 172:13,19 202:14  
 208:24 217:12 218:19,23  
 222:13 223:23 225:18 233:13  
 237:24 264:13,16 275:2,4,5,11  
 275:13 276:3 279:20 285:7  
**CSD's** 165:8  
**CSP** 285:20,25  
**culinary** 17:25  
**culturally** 29:14  
**culture** 49:13 98:22 102:20,21  
 107:18 240:19,23 241:11  
**cumbersome** 124:17  
**curious** 49:15 107:22 159:1  
 190:6 239:7  
**Curiously** 86:10  
**current** 22:11 41:20 43:10 44:11  
 45:8 46:25 49:5 50:6,6 58:16  
 69:10 70:18 77:6,7,17 78:8,10

88:3 116:18,19 168:8 190:14  
 197:2 199:9,11,12 202:3 245:5  
 251:13  
**currently** 42:3 45:10 68:11 72:8  
 73:15 74:16,21 189:18 286:14  
**curriculum** 81:24,25  
**cursor** 192:19 194:17  
**curve** 124:8  
**cut** 75:14,20  
**cutting** 45:19  
**Cyber** 3:18 68:6,9 96:5  
**cycle** 22:1 31:5 105:8 163:14,15  
 169:11,16 170:10,13,22 173:15  
 173:17 175:6,7 176:23 183:9  
 186:11 187:12,20 189:2 216:4  
 272:9  
**cycles** 183:23 184:10  
**Cynthia** 1:20 290:6,17

---

**D**


---

**d** 3:1,1 4:1,1 126:20  
**d'Arte** 4:6,8 9:6 15:22 16:9 19:6  
 20:15 21:24 27:22 264:15  
**D's** 89:13,15  
**D-a-n** 45:3  
**D-e-L-a-n-o-y** 11:13  
**D-u-n-c-a-n** 63:5  
**dad's** 213:1,13  
**daily** 230:3,4,14,17,18  
**dais** 140:13  
**damage** 14:25  
**Dan** 45:2,2 56:10 62:21 66:3,22  
 75:2 90:8 110:18,18  
**dance** 18:2,3 19:25 34:20 99:20  
**dancers** 278:4  
**DASH** 106:2  
**data** 9:7,18 10:16,18,24 13:22  
 68:13,17 69:10,17,25 70:18,22  
 75:24 78:2,19,25 79:5 81:18,20  
 88:22,22,23,24 89:4 90:4,11,12  
 90:13,15,15,17,21 91:3,19 92:4  
 92:17,20 93:17,20 95:15,18  
 110:22 113:8 117:22 118:24  
 124:19 126:2 128:2 131:8  
 133:19 134:3 138:21 144:12  
 146:6,24 147:16 156:25 157:1  
 160:6,25 161:6,9,16,24 162:23  
 168:14 169:13 170:15 174:10  
 175:20 176:12,13 178:3 184:20

185:2,17 189:2,6 205:3,23  
209:3,7 228:3,4 232:8 233:4  
**date** 211:15 226:19,20 252:20  
275:6  
**dates** 210:9 221:14 282:21  
**daughter** 22:7  
**daunting** 105:9  
**Davis** 72:16  
**day** 29:20 31:20 33:8 38:22 54:20  
62:10 65:4,12 66:6,8 79:2 94:14  
118:17 153:19 230:9 241:15  
242:4 257:8 267:4 283:13 284:1  
**days** 100:22 102:14 106:5 209:14  
219:17,18 226:9 227:7,8 241:15  
241:23 242:14 249:14 281:11  
**de** 268:21  
**deadline** 24:5 252:14,15  
**deadlines** 24:8  
**deal** 120:21 148:9 257:4  
**dean** 20:22 21:19 110:15  
**DEAP** 37:17  
**debate** 28:19  
**DeBell** 28:17 278:19  
**December** 140:2 142:23 230:15  
**decide** 183:14 237:22 257:6  
282:18  
**decided** 123:15  
**decides** 274:23  
**decision** 25:20 43:11 75:19 80:21  
155:12 193:12 194:1 216:21  
**decisions** 43:3 262:2  
**decorum** 154:11  
**decrease** 99:11  
**dedication** 16:5  
**deep** 31:18 248:9  
**deeply** 94:1  
**deficiencies** 100:17  
**definite** 46:14  
**definitely** 149:4 249:11 258:24  
284:24 287:3  
**degrees** 205:22  
**del** 34:9  
**DeLanoy** 11:5,12  
**delay** 5:2 24:22 58:10  
**delayed** 267:8  
**DeLeon** 156:18,20,21 161:2,10  
201:11,13 204:13 207:9  
**deliver** 55:9  
**delve** 219:23

**demeanor** 60:12  
**Deming** 255:19,24  
**demonstrates** 23:24 150:1  
**denied** 23:13  
**denominator** 78:19 191:5  
**deny** 101:17  
**depart** 74:1  
**Department** 269:25  
**dependent** 176:12 191:11  
**depending** 130:15 201:5  
**depends** 93:9 201:5  
**deposits** 246:5  
**Deputy** 2:9 28:16 63:13 78:16  
157:9 180:5 194:17 196:18  
208:19 210:15 278:19 283:10  
**dereliction** 25:12  
**deserve** 140:10,11 167:20  
**design** 34:10 37:10,10  
**design-and-build** 20:1  
**designated** 54:12  
**designation** 68:19 90:5,7 128:17  
133:5,8,21  
**designations** 133:14  
**despite** 14:25 23:5,10 24:3,19  
25:4,17  
**destroying** 12:9  
**detail** 245:7  
**determination** 140:21,25 145:20  
208:3,5  
**determine** 246:5  
**deterred** 52:19  
**DeVargas** 2:19  
**developed** 65:3 93:25  
**development** 80:8 106:7 107:8  
277:4 284:2  
**diagnosis** 20:25  
**Diana** 275:17,20,25 276:3  
**días** 15:16  
**Diego** 134:20 138:24 139:14  
151:10  
**difference** 20:6 39:24 40:1 46:12  
52:12,18 211:12 288:4  
**different** 34:20,24 89:22 93:17  
102:14 116:13 126:15 130:14  
143:24 146:9 155:8 158:25  
161:24 163:17 174:24 183:21  
196:17 204:2 220:3,9 250:6  
256:4,12  
**differentiation** 286:25

**differently** 155:4 186:15 203:15  
204:6,10 235:25  
**difficult** 53:7 90:22 103:4 141:14  
181:22 202:1 259:14,15 260:2  
260:10  
**difficulties** 146:8  
**dig** 115:3 234:12,17 235:1  
**digital** 71:10 206:23,24  
**dime** 204:25  
**Diné** 111:13,14 112:5 118:23  
**dinged** 200:23  
**dings** 182:4 201:22  
**Dino** 145:6  
**diploma** 89:13  
**direct** 11:20  
**direction** 131:18 142:19  
**directly** 12:15 250:3  
**director** 2:9 63:13 78:16 111:16  
121:25 157:9 165:13 180:5  
194:17 196:7,18 208:20 210:15  
221:13 283:10  
**disagree** 89:21  
**disappointment** 23:4  
**disband** 26:18  
**disbursements** 246:18  
**discerning** 179:16  
**disclosure** 228:19  
**disconnect** 228:1  
**discourage** 211:22  
**discouraging** 199:21 212:5  
**discrepancies** 250:14  
**discussed** 27:19 160:13 272:21  
**discussing** 138:2  
**discussion** 3:8,10,11,13,15,17,19  
3:23 4:3,5,9,12,13,14,15,17,19  
40:24 41:2 45:24 46:7 56:1,17  
62:3 67:20 68:5 96:13 97:22  
103:16,25 128:9 135:18 136:12  
151:22 155:11 156:7 162:8  
183:12 229:15 264:9,11,22  
271:15 272:3,14 279:23 280:4  
287:20,25 288:12,14 289:2  
**discussions** 107:16 108:17 143:3  
**disenrolled** 25:9,11 207:19 209:4  
209:8,13 210:7 219:19 226:10  
226:18 229:8,16,23  
**disenrollment** 73:14 207:3,16  
208:24 210:23 217:12,21 220:2  
235:21

**disenrollments** 208:25 209:1  
**disenrolls** 226:8  
**disgraceful** 23:16  
**disgruntled** 12:12,12  
**disgusted** 12:24  
**disgusting** 13:4  
**dismissive** 23:22  
**disparage** 101:11  
**displayed** 23:16 148:21  
**disproportion-** 36:8  
**disproportionate** 287:5  
**disputed** 140:24  
**disregard** 23:9  
**disrespect** 23:24  
**disservice** 195:8  
**distance** 44:3,4  
**distortion** 28:14,15,16,18 29:9  
     88:8 139:19 158:24 217:11  
     236:17 239:5 249:10 263:8  
**distress** 150:7,21 210:17 237:1  
     266:19  
**district** 39:17 48:21 255:19 256:3  
     256:8,10  
**districts** 85:12,14 89:11 200:18  
**ditto** 52:7 154:20  
**dive** 216:7 248:9  
**diverse** 6:21  
**Division** 2:10,13,15 4:11 39:8  
     40:4 131:22 231:16 233:24  
     238:5 244:6 255:13 269:13  
     273:18 282:17 285:9  
**Doc** 157:19  
**Docs** 129:19  
**doctorates** 205:22  
**doctors'** 55:6  
**document** 24:16 51:12 55:18  
     60:24 67:12 96:5 116:4,5,16,17  
     116:21 157:19 163:22 164:17  
     171:2,21 174:14,15,19,21  
     200:15 245:20 264:15 267:20  
     270:1 272:8  
**documentation** 222:2 231:11,15  
     273:5  
**documented** 163:13 231:2,3,13  
     281:20  
**documents** 71:22 77:1 100:2  
     113:5,7 116:13 135:25 151:15  
     156:4 171:2 172:14 173:25  
     195:19 245:13,14 246:12

    269:22  
**doing** 9:13 11:16 27:20 36:12  
     43:6 44:22 48:5 61:16 65:5,20  
     76:3 79:22 80:11,14 85:21 87:3  
     88:13 94:22 96:16 98:19 99:11  
     107:8,10,12 108:22 125:20  
     137:1,25 146:11 147:22 148:1  
     172:25 174:15 177:5,11 184:9  
     185:10,22,24 186:25 189:10,14  
     191:21 194:21 197:9,13,22  
     200:2,3 210:18 211:21 218:7,10  
     227:16,20 232:5 236:3 237:20  
     238:7 241:21 246:9 253:22,24  
     255:12 263:3 265:9 278:24  
**dollar** 248:7  
**dollars** 254:4  
**domestic** 121:11  
**Don** 1:12  
**don't'** 140:17  
**Doña** 103:2  
**door** 99:5 216:19  
**dorm** 99:4  
**dorms** 100:4 103:5  
**dot** 64:25  
**dotted** 56:25  
**double** 114:14  
**double-check** 271:3  
**double-checking** 98:14 163:19  
**double-digit** 75:25  
**download** 174:17  
**downloaded** 129:20  
**dozen** 29:7  
**Dr** 7:22 15:13,21,23 16:4,9,20  
     17:5,6,6 19:8 27:24 28:1,2 36:7  
     41:12,15 46:11 56:20 62:5 68:7  
     70:8,10,10,17,22 71:5,9,12,15  
     71:17,19,20 72:14,15,17,18,22  
     73:1,2,11,24 74:4,16 76:2,4,8  
     76:22 77:4,8,14 78:1,17,18 81:9  
     83:9,17 84:24 86:1,6,12,15,19  
     87:4,8,11 100:13 102:15 104:11  
     110:5,6 117:12,16,24 118:10  
     132:8,9,10,12 155:15 156:12,12  
     156:18,20,21,22 157:8,12  
     158:10 160:5,6,9,12 161:2,2,8  
     161:10,15 162:2,11 163:8,12,15  
     165:16 169:19 171:20 172:6,9  
     172:18,22 173:1,5,18 174:22  
     175:4,8,12,16,19,23 176:2,15

    176:18,22,25 177:8,12 180:7,21  
     190:6,20 192:15,16 195:6,17,25  
     196:5,19 197:9,17,24 198:3,4,5  
     198:10,24 199:10 200:12  
     201:11,11,13,14 204:13 205:1,5  
     207:9,10 208:2,6,11,18,21  
     212:24 214:13 217:16 218:23  
     219:2,5 221:11 224:14,22 225:1  
     229:25 239:9 241:14,19 242:2,5  
     242:11,16,25 243:1,7 249:8,12  
     252:24 266:9,22 269:24 270:20  
     273:19 274:12,14 275:11 277:1  
     281:5,14 282:1  
**dramatically** 28:15  
**drastically** 75:20  
**drawn** 146:5  
**dream** 54:20 111:13,14 112:5  
     118:23  
**dreams** 85:24 126:21 134:2  
**drill** 257:2  
**drink** 279:2  
**drive** 42:16 154:25 157:15,17  
     192:18 195:12 267:14 268:16  
     278:17  
**driver** 240:23  
**drop** 274:13  
**drop-off** 42:17  
**dropouts** 274:25 275:5  
**dropped** 59:7 156:16 196:11  
     202:13  
**dropping** 59:1  
**drove** 91:12  
**drunk** 278:13  
**dryer** 58:1  
**due** 25:9 28:14 30:18 80:24 254:6  
     275:7 285:23,24  
**dug** 209:6  
**Duncan** 62:25 63:4,5,12 65:9,23  
     68:3  
**duplicates** 195:19  
**Duranes** 47:9  
**duties** 24:19  
**duty** 25:12

---

**E**


---

**e** 2:1,1,4 3:1,1,1 4:1,1,1 135:8  
**e-mail** 69:7 71:18 72:13,14 77:1  
     198:15 238:17,20 284:16,21,25  
     285:5

**e-mails** 21:2 25:10 72:19 284:25  
**E-Occupancy** 61:2  
**E-v-e-r-e-t-t** 110:15  
**earlier** 63:7 91:17 100:3  
**early** 38:14 93:10 184:6 252:16  
 253:3 266:8 268:14,17 275:8  
**ears** 63:7  
**easier** 62:15 64:6 124:21 125:9  
 155:6 233:23 243:17  
**easily** 44:6 139:25  
**Eastern** 29:9  
**easy** 62:7 83:6 203:20,25 270:10  
**EC** 207:11 281:21 282:17  
**echo** 22:24 63:13 83:8 108:4  
 251:10  
**ed** 62:13 64:2 198:6,12,14 199:12  
 199:14 200:17 201:19 202:6,15  
 203:14 204:10 205:18 206:7,9  
 206:12 209:20  
**Edgar** 28:12  
**Edgewood** 60:10  
**edify** 90:9  
**educate--** 259:22  
**educating** 259:22  
**education** 1:1,12 5:4 7:1 21:9  
 23:3 24:11 26:20 27:14 43:2,4  
 54:19 83:7 151:8 165:1 195:23  
 196:25 197:3,18,25 201:24  
 206:22 290:1,10  
**educational** 3:16 15:19 16:3 62:4  
 67:13  
**educator** 15:18,24 276:4  
**educators** 287:6  
**Effective** 4:10 271:17  
**effort** 105:10 109:18 122:9  
 132:21,23 133:2  
**efforts** 113:23 286:13  
**ego** 101:18  
**egregious** 257:22  
**eight** 152:17 265:24,25 276:5  
**eight-year-old** 84:5  
**eighth** 38:7 178:8  
**eighth-grade** 28:13 29:4  
**eighth-grader** 28:16 37:21  
**eighth-graders** 29:8 37:17  
**either** 103:9 114:24 115:8 124:24  
 130:4 169:22 179:16 235:16,20  
 238:17 246:4,13 275:16  
**EL** 76:14,19

**ELA** 10:5 92:25 106:8 114:19  
 128:5 157:7  
**electric** 34:4  
**element** 86:24  
**elementary** 22:14 29:3 30:1,9  
 32:9 33:10 43:21 44:16 47:1,2,9  
 74:13 75:8,14,20 76:9 78:11,12  
**elephant** 193:3  
**eleven** 279:1  
**eleventh** 93:12 177:2,9 178:11  
**eligible** 78:19,20 125:2  
**eliminate** 89:15  
**ELL** 160:19  
**ELLs** 95:6  
**ELs** 95:19  
**embedded** 193:17  
**embezzlement** 258:13  
**embrace** 100:23  
**emergency** 288:9  
**emotional** 37:19  
**emotionally** 31:8  
**emotions** 31:21  
**empathy** 149:22  
**emphasis** 240:8  
**emphasized** 42:6  
**employee** 27:2 246:11  
**Encantada** 33:18  
**encounter** 182:19  
**encourage** 16:16 38:3 250:9  
**encouraged** 128:8  
**encouraging** 38:23 186:15  
**end-of-year** 30:17 31:25 92:7  
**ended** 114:12  
**endless** 22:1  
**energies** 204:17,25  
**enforce** 14:18  
**enforced** 14:22  
**engage** 23:10 26:23 156:22 170:3  
 195:9 229:13  
**engaged** 27:7,8,9,10 108:18  
 142:24 143:3  
**engagement** 259:18  
**engaging** 54:4  
**Engineering** 273:24  
**English** 10:3 95:8,12 263:22  
**Enjoy** 276:24  
**enjoyed** 39:2 279:13  
**enormous** 147:13  
**enroll** 212:17

**enrolled** 18:9 214:5  
**enrolling** 78:23  
**enrollment** 3:18 64:16 65:13  
 68:6,10 72:5 75:5 78:8,9,10,22  
 96:6 99:7 115:16 122:22 207:2  
 207:4 208:19,23 211:4,18,20  
 212:6,15,23 215:2,12 216:17  
 217:25 219:4 220:7,22,24  
**ensemble** 99:24  
**ensure** 25:1 44:23 54:24 201:20  
**ensuring** 55:11  
**enter** 72:9  
**entered** 92:4 247:4,4  
**entering** 53:4 212:6  
**entertained** 152:24  
**entire** 12:24 32:2 127:14 135:24  
 164:16  
**entirely** 13:3  
**entities** 199:21  
**environment** 16:14 44:18 121:14  
**envision** 226:25  
**Epicenter** 233:4,20,22 278:8  
**equal** 165:6,10  
**equaling** 256:6  
**Equip** 273:23  
**equitable** 6:20,25 80:7 212:13  
**equity** 7:11  
**ERB** 245:12 249:17  
**Eric's** 104:11  
**Ernst** 110:6 156:23 157:8 196:4  
**error** 248:18  
**especially** 82:7 83:10 84:3 91:9  
 94:2,15 97:18 123:7 124:17  
 127:23 153:6 226:12  
**ESQ** 2:18  
**ESSA** 69:17,22 286:16  
**essential** 131:1  
**essentially** 224:4  
**establish** 234:3 240:19  
**established** 24:3 44:12  
**establishment** 232:22 286:24  
**Estancia** 3:13 56:17,23 60:23  
**esteemed** 23:2  
**estimated** 282:20  
**estimates** 9:11  
**et** 165:23,23  
**ethics** 12:6 13:6  
**Europe** 29:10  
**Europe-** 29:9



**event** 268:3,5,7,9,14 283:5 284:3  
 285:7  
**events** 99:22 283:14  
**eventually** 75:10  
**ever-changing** 172:13  
**Everett** 110:13,14  
**everybody** 39:3 49:4 111:11  
 126:22 241:24 279:7 283:13  
**everyone's** 121:5  
**evidence** 62:12 64:3 164:4  
 171:25 175:4,14 176:3,17  
**evident** 23:9  
**exact** 24:16 209:3 222:9  
**exact-** 258:15  
**exactly** 74:9 83:21 124:4 163:10  
 166:3 189:7 209:24 210:1,10  
 214:16 222:16 223:22 228:11  
**exam** 185:1  
**example** 24:23 100:15 109:15  
 214:17 219:11 288:21  
**exceed** 247:7  
**exceeded** 64:16 84:13  
**exceeding** 8:20 89:4 250:23  
**exceeds** 77:7 125:2 258:12  
**excellence** 7:11 28:12 30:9 55:10  
**excellent** 29:22 122:7 190:21  
**excelling** 192:2  
**excited** 20:3 32:13 43:18 50:1  
 63:14,21 105:17 276:5,6,11,19  
**excitement** 32:4,10  
**exciting** 19:14 48:23 64:14  
 103:15  
**Excuse** 287:24  
**excused** 219:17  
**execute** 63:16  
**executing** 63:24  
**executive** 121:25 207:7 277:11  
**exempted** 162:10  
**exemption** 162:12  
**Exeter** 100:19  
**exhibits** 146:5 151:9  
**existed** 214:22  
**existing** 14:18 142:14 175:25  
**exit** 229:16 232:5,11,16  
**exiting** 229:22  
**expanding** 41:22 61:17  
**expansion** 51:10,13 57:16,18,22  
 58:7,10 59:16,25 285:21,22  
**expect** 7:4 30:23 154:6 204:1

**expectation** 146:10  
**expectations** 174:4,8,9 239:24,25  
**expects** 59:21  
**expenditures** 247:7 253:7  
**experience** 6:20 16:24 22:9  
 129:20 162:18 255:6,23 256:22  
 276:10  
**experiences** 29:13 140:5  
**expertise** 260:12  
**experts** 202:19 278:7  
**expires** 145:2 290:19  
**explain** 91:18 160:10 161:3  
 176:5  
**explained** 38:11 133:13  
**explains** 217:25  
**explanation** 178:18  
**Explore** 22:7,14,15 30:10  
**exposing** 31:20  
**exposure** 31:15  
**express** 7:16,21,23 23:3 32:17,19  
**extend** 24:18  
**extended** 25:18 66:6  
**extra** 133:2  
**extremely** 35:5 201:25  
**eye** 23:21 179:16  
**eyes** 173:25 234:14 237:23

---

**F**


---

**F** 272:8  
**F-A-Y** 159:15  
**face** 21:14 240:12,12  
**Facebook** 26:9  
**faced** 12:11  
**facilities** 284:1  
**facility** 41:20,23 42:11 45:25  
 51:2 107:20  
**facing** 149:23  
**fact** 12:10 58:18,19 64:11 108:9  
 108:15 151:1 178:10,12 200:7  
 229:21 259:3 270:2 281:9  
**factor** 262:7  
**factors** 46:12  
**fail** 89:16  
**failed** 21:4,5 23:7,17 25:3 115:21  
**failure** 26:16 27:3 164:24  
**failures** 24:18 26:17  
**fair** 8:22 16:17 125:12 212:12  
 228:23 259:13  
**fairly** 7:19 131:10

**faith** 142:3,25 143:2,7 149:2,11  
**fall** 50:13 113:5,6 115:3,4,13,13  
 115:14,25 116:1,7,18,19 171:5  
 171:13 188:22  
**fall-to-spring** 116:17  
**familiar** 143:17 255:20  
**families** 2:10,13,15 6:18 16:2,23  
 31:10 41:24,25 44:5,8 47:11  
 50:8 52:18,24 53:3 54:17 55:5,9  
 55:12 60:8 63:15,18 65:15,21  
 103:13 143:4 219:16 259:19,23  
**family** 32:2,2 52:11,14 74:19  
 103:8 134:25 135:22 259:17  
**fan** 83:15 86:23  
**fantastic** 28:19 39:13 285:16  
**far** 10:1 12:25 13:3 26:22 42:23  
 74:4 94:13 110:1 121:6 122:18  
 131:6 144:1 148:14 183:22  
 218:19,21 225:16 253:17  
 274:15 279:11  
**farfetched** 85:13  
**Farnath** 277:8  
**fascinating** 31:25  
**fashion** 183:23  
**fast** 241:6  
**father** 7:15,19,22  
**Faulkner** 110:5 117:12,16,24  
 132:9,10  
**fault** 148:11  
**favor** 8:7 40:18 56:4 61:21 67:21  
 81:21 85:9 104:4 111:3 119:5  
 126:7 134:8 139:6 272:14  
 273:11 289:4  
**favorite** 32:5  
**FAY** 165:22  
**Fe** 1:13 2:19 86:16 100:10 101:10  
 154:25 274:1 290:11  
**February** 18:3 24:15 70:23  
**federal** 13:21 252:17  
**Feds** 286:17  
**feed** 17:18  
**feedback** 195:8 199:23 201:8,21  
 202:8,8 285:12 286:9,17 287:3  
**feel** 21:12 37:12 50:25 120:14  
 136:23 137:22 138:3,4 146:4  
 147:14,18 148:5 149:25 150:1  
 155:6 173:23,24 174:7 179:13  
 181:14 186:9 204:5 220:2  
 227:10 231:12 236:5 244:8

288:25  
**feeling** 37:22  
**feelings** 31:21 146:24  
**feels** 52:17 66:15,16,25 164:23  
**feet** 46:23  
**fell** 30:3 200:6  
**felt** 51:3 115:4 138:9 179:6,11  
**fiddling** 28:23  
**fight** 204:13,14,14,14,24  
**figure** 74:8 148:3 170:3  
**figured** 196:15 261:15  
**figuring** 190:17 192:8 261:7  
**files** 224:17 246:11 263:11  
**fill** 210:1 211:20 212:1 263:17  
**filled** 19:7  
**filling** 171:20  
**final** 185:1 214:12 275:4,5  
 277:19  
**finalize** 199:14,16  
**finalized** 242:24  
**finally** 35:20 157:18 162:22  
 237:22  
**finance** 232:22 251:23 254:18  
 258:17,17,21 259:4 273:1,4  
 276:10 285:15  
**finances** 196:3  
**financial** 24:15 26:16 68:14  
 71:23 243:10,14,16 249:23  
 258:6 260:16 262:23,25 263:5  
 275:22  
**financials** 244:9 248:25 260:25  
 261:1  
**find** 22:3 34:16 46:3 73:20 76:18  
 76:22 80:23 145:9 163:24  
 164:14,18 167:17 183:17  
 193:22 195:13,15 229:18  
 239:17 263:11 269:17 270:8  
**finding** 232:17 243:10 248:6,6  
**findings** 244:16,17,24 245:3,5,11  
 247:20 250:7,7 253:17 261:4  
**fine** 89:21 112:22 172:24 203:7,7  
 203:8,10 219:10 229:3 282:11  
**fingertips** 163:1  
**finish** 25:13 89:12 178:8  
**finished** 77:5 160:4 217:4  
**fires** 283:17  
**firing** 160:1  
**first** 8:16,24 9:1 11:15 18:2 20:24  
 22:8 26:10 29:6 33:9,18 41:13

43:23 55:10 60:5 65:14 79:2  
 93:11 98:18 102:2,3 104:20  
 107:24 125:10 146:18 150:11  
 162:22 165:14,21 187:25 190:5  
 213:9 219:10 223:12 239:17  
 248:22 249:1,17 253:3 268:10  
 273:21 286:17  
**first-year** 239:20  
**fiscal** 197:2,4 280:21 281:7,15  
**fish** 220:18  
**fit** 288:10  
**fitting** 184:12  
**five** 49:25 153:12 158:14 192:4  
 234:9 235:2  
**five-year** 141:23  
**five-year-olds** 44:19  
**fix** 113:2 181:22 182:2  
**fixed** 129:23 138:5 139:21  
 181:25 245:2  
**fixing** 266:17  
**flag** 3:4 6:11 250:8  
**flags** 225:17  
**flamenco** 278:4  
**flexibility** 66:18  
**flight** 278:18  
**FLOOR** 13:15 15:14 19:2 20:13  
 22:25 26:2 271:22  
**fluke** 87:24  
**fly** 195:4  
**focus** 29:13 32:20 108:1 109:18  
 240:21 287:7  
**focused** 106:2 120:22 167:19  
**focuses** 16:12  
**focusing** 106:7 205:18 286:19  
**folder** 77:2 80:18 113:8 135:13  
 136:1 192:16 198:6,15 243:5,7  
 267:17,18,19,20 271:7,7  
**folders** 195:12 231:16,16,17  
**folks** 8:14,15 45:1 50:11 57:9  
 153:16 155:6 261:2 267:13  
 276:17,21  
**follow** 168:1 229:11  
**follow-up** 87:22 244:18 281:24  
**followed** 169:14 226:3,4,16  
 229:10  
**following** 226:11  
**follows** 6:17 7:7 153:15  
**food** 153:10  
**foot** 148:10 150:6,6

**footage** 3:14 56:18,24 58:23  
 60:25  
**football** 225:24  
**foregoing** 290:8  
**forensic** 257:1  
**forever** 50:12 54:11  
**forgive** 233:1  
**forgot** 20:19 283:13 287:13  
**forgotten** 16:24,25 208:7  
**form** 170:20,21,21 172:7,7 210:1  
 210:4,7 211:20 212:15 213:5,11  
 213:16,25 214:6,12 215:12  
 217:13 218:1,8,9 228:8 234:20  
 235:3 236:20 263:16,17 264:6  
 271:7 272:21 273:3  
**formative** 79:24  
**former** 22:11 191:8 277:17  
**formerly** 119:14,16,17,19  
**forms** 4:10 119:21 170:19,20  
 213:15 267:18 271:16  
**forth** 170:4  
**fortunately** 45:8 121:5  
**forward** 53:10 61:20 71:1 93:8  
 102:21,25 105:12 106:11  
 108:13 109:3 120:23 127:22,23  
 128:14 131:3 132:13 142:2,8  
 148:6 150:6 155:21 157:2  
 162:24 181:23,24 182:2,16  
 183:6 192:10 193:15,16,21  
 209:24 232:7 235:12 236:1  
 237:21 240:24 248:25 261:8,24  
 266:6 280:2 282:18 288:22  
**forwards** 236:13  
**found** 9:12 120:4 129:20,23  
 150:14 155:5 195:14 209:12  
 222:24 244:25 253:21 269:17  
**four** 33:20 37:4 76:19 94:6  
 122:23 133:17 158:25 161:4,5  
 192:3 222:25 273:22 280:10  
 285:10,20 286:3,3  
**fourth** 9:19 32:6 178:8  
**fragile** 110:1  
**framework** 57:4 93:24,25 94:24  
 105:9,18 113:21 122:17 125:17  
 125:23 127:24 139:13 151:10  
 183:4,8,19 184:12  
**Frameworks** 4:4  
**frank** 254:20  
**frankly** 140:4

**fraud** 14:11 258:10  
**free** 44:13  
**freeway** 44:6  
**fresh** 173:25  
**freshman** 162:6  
**Friday** 5:4 24:20 103:9 285:24  
**Fridays** 152:25 153:1,1 221:17  
**friend** 103:10 269:2  
**friendly** 233:8  
**friends** 85:7  
**front** 138:3 142:12  
**froze** 228:22  
**fruition** 148:20  
**frustrated** 113:18 203:10,21  
**frustrating** 137:4 141:17 200:10  
 203:4  
**frustration** 23:4  
**frustrations** 203:19  
**fry** 220:19  
**FTEs** 263:12  
**full** 6:23 12:7 16:13 106:5 142:25  
 159:16 180:17 228:19 231:1  
**full-academic-year** 79:1  
**fully** 14:22 145:3 148:16 154:20  
 280:14  
**fun** 279:5  
**function** 173:19  
**functioning** 14:22  
**fund** 253:7  
**funding** 25:5 136:16 263:1  
**fundraising** 268:3  
**funds** 26:19,19 246:1 272:25  
**further** 50:6 56:1 61:8 67:20  
 103:25 151:13,22 229:15 247:5  
 264:22 272:13  
**Furthermore** 219:15  
**furthest** 99:8 158:20  
**future** 48:7 61:17 75:9 182:1  
 191:4 220:5 286:13  
**FY24** 252:6

---

**G**

**G** 3:1 4:1  
**G-20** 116:18  
**G-o-m-e-z** 15:15  
**gained** 279:12  
**gaining** 86:19 168:14  
**gains** 127:21  
**gallery** 17:22 19:20,22,24

**Gallup** 101:5  
**gaps** 87:20  
**Gaspar** 1:12  
**gather** 234:25  
**GC** 14:8,15,17,24 15:7  
**general** 14:11 27:8 131:25 163:6  
 190:11 222:23 248:2,4,10  
**generalized** 182:12  
**generation** 31:22  
**generations** 31:14  
**generic** 164:5  
**generous** 279:1  
**genuine** 107:3  
**genuinely** 60:14 228:2  
**Gerard** 278:15  
**getting** 72:12 86:8 88:9 108:2  
 117:25 124:9 147:23 160:17  
 168:22 170:12 191:19 195:18  
 200:18 203:2,2 218:19,20,21  
 222:5 230:17 246:10 268:12  
 270:3 277:18 279:3 284:24  
**gifted** 93:14,15  
**gifts** 29:15  
**Gipson** 2:3 5:24,25 41:12 46:11  
 56:20 61:7 62:6,22 63:1 65:13  
 68:7 78:18 81:3 96:17 103:24  
 111:1 118:11 126:17 134:7  
 152:14 157:13 165:16 174:22  
 179:15 180:8 192:15 195:6  
 196:20 214:19 224:14 228:17  
 242:3 243:1 264:21 265:10  
 273:9,20  
**give** 8:21 27:20 31:13 32:18 39:7  
 39:11,20 60:19 98:1 110:6  
 144:6 147:15 150:24 156:1  
 163:1 183:8 194:17 209:21  
 213:6 214:13,15 230:11 232:7  
 241:19 243:14 244:7  
**given** 62:10 150:22 168:13 170:9  
 172:3 184:25  
**gives** 179:12 214:17 260:4  
**giving** 28:25 31:15 125:19  
 147:18 148:5 195:8 222:20  
 226:18 261:14  
**glad** 48:5,6,7,14 82:4 139:20,21  
 217:8  
**glance** 234:25  
**glitchy** 110:1 113:1  
**glut** 75:21

**go** 13:19 28:23 31:24 32:3,9,23  
 36:21,21 47:3 51:7 52:3,11,16  
 81:22 87:19 100:6 103:1 104:25  
 117:19 119:12,13 123:8 124:20  
 129:3 131:4 137:7 141:1 143:22  
 145:21 146:24 147:21 148:6  
 153:10,18 155:16 156:10  
 157:18 160:20 166:21 169:4  
 171:21 172:25 174:20 176:9,24  
 178:1 182:9 183:7 188:19,20  
 195:25 203:17 204:13,14 218:5  
 221:12 222:6 231:8,19 233:20  
 233:25 235:10 236:22 239:25  
 245:8 253:7 257:7 258:5 263:17  
 268:2 275:25 276:5 277:5,5,5  
**goal** 77:6,7 78:19 79:10,11,12,13  
 81:11,13 91:23 92:24,25 93:6,7  
 94:11 95:23,25 124:24 125:3  
 129:25 189:1  
**goals** 16:3 69:5,6 82:11,14 91:22  
 92:22 93:22 166:19,20 183:24  
 184:15 286:24  
**God** 146:17  
**Gods** 283:19  
**goes** 49:20 92:14 140:5,20 147:11  
 150:6 161:1 162:17 176:10,19  
 190:12 237:15 249:2 268:20  
**going** 5:3,5 6:8,13 7:8 8:15 11:25  
 12:25 13:18 18:17 20:3,23  
 25:13 27:21 30:13 31:3 32:5,6,7  
 33:1 34:1 37:1 45:16 47:16,17  
 48:7 49:19 52:19 53:19 56:11  
 58:15 64:25 65:1 75:10,13,21  
 79:15 80:15,20 81:7,20 82:6  
 83:8 84:17 85:8,23 94:9,15,18  
 97:16,17 99:6 101:19,24 105:4  
 105:12,12,13 108:12 109:21  
 113:10 117:1,2,4,9,14 119:12  
 119:13 121:8 123:14,21,22  
 124:12 126:14 127:21 128:20  
 130:16 131:18 135:16 136:9,24  
 138:8 139:25 140:2,9 143:17  
 144:16 145:23 146:17,19 147:9  
 149:13,21 151:4 154:3,8,9  
 155:22,24 156:18 158:10  
 162:13,15,24 164:24 166:5,6,11  
 166:15 167:24 168:23 171:19  
 171:24 172:2,3,4 173:5,18  
 174:17 175:2,12,17,24 177:7,21

178:2,7,25 181:15 182:8,16  
 185:8,19 189:6,13,17,20 190:15  
 192:4 193:16 194:15,16,17  
 197:3,6 199:8,19 203:17 204:2  
 204:4,5,5 205:6,17 209:23,25  
 210:12 211:2 212:11 214:9  
 215:5,10,13,22 216:2,7,8,24  
 217:8,12,13 220:5,11,11,13  
 221:1,9 222:7 223:25 225:14  
 226:13 231:8,8,12,19,22 232:6  
 232:19 233:5 234:2,6 235:15,25  
 236:5,17,18,24 237:21 238:4  
 239:23,25 240:8,13,15,16,17,22  
 241:11 243:5 245:4 249:19  
 255:5,9,16 256:16 258:4 259:7  
 259:18 261:4,5,16,23 262:3  
 263:15 264:6 266:25 267:12  
 268:21 280:7 281:3 282:16  
 284:13  
**Gomez** 15:13,17  
**Gonzales's** 275:23  
**good** 5:1 13:15 16:21 17:10 19:2  
 20:13 22:25 23:2 26:2 41:24  
 43:13,14,16 46:3,20 52:25  
 57:10,12 59:15 60:9,11 62:24  
 62:25 65:7,9 70:7,8 74:2 82:3  
 97:24 98:6 103:10 110:7,18  
 111:22,24 112:4,6 117:19  
 119:23,25,25 127:2,5 147:4,4  
 148:5 149:1 156:11 160:17  
 162:12 167:17 174:13 178:3  
 186:18,18,21 194:24 200:24  
 203:4 214:5 216:9 219:25 236:5  
 236:21 239:6,6,18 243:25 246:9  
 250:22 259:24 267:16 269:2  
 271:21 272:6 276:2 283:1,20,24  
**goodness** 62:23  
**goods** 246:22  
**Google** 129:19 157:14,17,19  
 192:18  
**gosh** 37:18 38:6 192:18 225:1  
 256:1 282:3  
**gotten** 143:25 159:24 216:16  
 245:14 249:15 285:3  
**governance** 19:4 23:12 71:1  
 102:17 183:12 193:24 215:13  
 216:10  
**governing** 4:8 14:2,4,8 21:11,18  
 23:5,18 24:25 26:8 39:25 59:3

60:13 73:9 74:24 151:16 228:16  
 231:3 235:18 237:5,7 259:25  
 269:10 278:15  
**Government** 278:16  
**governmental** 276:9  
**Grad** 133:8  
**grade** 32:7 38:7 41:22 77:24  
 78:11 93:9 94:6 177:3 192:4,6  
**grade-level** 75:3 114:2  
**graders** 93:11,12 177:2,9,9  
 178:11  
**grades** 77:21  
**graduate** 33:21 89:13  
**graduated** 18:9  
**graduates** 37:5 38:11  
**graduating** 74:25 82:24 89:5  
**graduation** 9:17,23,24 10:2  
 18:11 29:4 30:14 37:16 38:9,10  
 48:11 74:22 75:1 89:3,10 107:1  
 107:4 108:9,14 121:3 161:14  
**graduations** 33:5,8  
**grant** 17:20 285:25  
**grants** 245:23,23 252:14,17  
 285:22  
**grateful** 32:18,23 53:10  
**grave** 144:8,9  
**gravitate** 206:9  
**great** 11:16 29:15 30:13 40:5  
 43:6 45:22 46:1 47:15 49:11,14  
 50:11,14,17 53:9 60:8,13 65:14  
 67:8 90:13,20 98:23 99:11  
 103:14 110:8 111:9 112:23  
 117:8 118:17 124:6 130:14  
 159:18 189:23 192:21 214:22  
 268:3,5 283:4 284:9 285:8,18  
**greater** 94:13 107:22 165:5,6,11  
**greatly** 47:12 150:17 215:9  
 223:24  
**green** 13:13 98:5 105:1  
**grew** 129:14 130:11  
**grievances** 234:5 266:11  
**grocery** 55:5  
**ground** 22:4 194:13  
**group** 11:13 17:21 23:10 95:10  
 150:14  
**grow** 58:16 64:12,13 94:22  
 103:14 106:1 162:9 164:1  
 260:25  
**growing** 18:17 44:16 46:1 52:10

82:20 206:8 240:6,9,9  
**growth** 14:9 41:21 55:2 75:8,25  
 77:22 78:21 81:12,14 82:11,11  
 82:17 84:13 87:18,20 88:19,25  
 89:18 91:17 94:1,8,16 95:11  
 105:22 106:16,21,23 108:16  
 114:2,25 115:9 116:9 124:24  
 125:2 128:4,5,6 129:10,11,13  
 130:5,11,14,16,22,22,25 131:1  
 131:13,14,16 144:21 157:7,25  
 158:3,4,5 163:17 164:4,8  
 168:20,21 171:25 172:3 174:25  
 175:5,14,18,20 177:1,4,6,11,23  
 178:3,7,13,13,23 179:1,18  
 180:17 182:23,25 185:16,25  
 186:8,18,18,21,25 187:10  
 190:10,24,25 192:1  
**Gs** 13:17  
**guardian** 215:4  
**guess** 53:25 58:14 88:9 91:6  
 137:22 141:5 144:5 161:10  
 164:12 170:16 187:7 194:1  
 197:1 249:13 250:6 251:21  
 258:15  
**guesstimate** 163:2  
**guidance** 109:10 212:7 222:13,14  
 222:15 223:24 224:2 225:8  
 228:21 288:23  
**guide** 16:6 112:20 145:10 222:10  
**guitar** 34:5  
**gun** 51:9  
**guy** 240:11  
**guys** 18:20 19:5 39:9 45:18 93:13  
 93:21 102:16 106:18 117:6  
 133:1 134:17 153:6 160:7  
 164:21 185:9 204:7 214:16  
 218:20 223:23 238:20

---

**H**


---

**H-5s** 74:20  
**H-6s** 74:20  
**H-i-l-l** 45:3 110:19  
**H-i-t-e** 70:12  
**H-o-l-g-u-i-n** 23:1  
**hair** 216:22  
**half** 21:3 194:1 280:16  
**half-day** 240:3,7  
**half-hour** 154:24  
**hall** 1:12 206:19

**halted** 260:15  
**hand** 70:20 122:3 143:12 200:4  
 206:23,24 290:14  
**handling** 21:22  
**hanging** 118:15 230:25  
**happen** 37:12 87:24 140:17  
 166:13 167:7 193:17 205:20  
 222:17 223:3 226:22  
**happened** 18:19 49:12 120:14  
 140:23 149:3,5 155:1 167:8  
 188:8 196:14 220:4 221:18  
 227:5 235:10,20  
**happening** 90:17 91:15 168:13  
 174:5 179:8 194:7,11 196:12,16  
 220:5 227:23,24,25 236:11  
 283:17  
**happens** 73:19 205:19 227:21  
**happy** 31:21 60:15 65:16,19  
 109:12,17 128:19 266:5,5  
 268:25 276:3 278:9  
**hard** 31:7 33:7 86:9 98:25 169:25  
 225:2 260:2 268:16  
**harder** 155:7  
**Hatch** 196:22 197:2 198:19  
**hate** 119:16,17 183:25 189:11  
**head** 20:19 21:13 33:23 112:5  
 134:25 144:23 145:4,10 148:19  
 169:20 183:13 191:8,11,12  
 233:6 247:2  
**heads-up** 242:16  
**health** 25:6 38:5 54:16,18 207:22  
 207:22  
**Healthy** 225:3,5  
**heaping** 48:11  
**hear** 11:8 17:9 23:14 35:3 38:23  
 47:15 51:6 112:11 136:2 181:21  
 187:6 199:15 206:15 214:10  
 276:1 283:2  
**heard** 11:22 26:11 34:3 52:25  
 178:6 202:22 220:10 249:17  
 256:17 260:18,21 278:23  
**hearing** 8:11 26:12 29:11 40:22  
 56:8 61:25 67:25 104:8 111:7  
 119:9 126:11 134:12 139:10  
 146:14 203:13 204:8 208:5  
 214:12 220:6 272:18 273:15  
**hearsay** 228:3  
**heart** 257:23 259:12  
**heartbreak** 262:1

**heavier** 256:9  
**heavy** 233:5  
**heck** 229:7,22  
**held** 99:9 156:7 226:20 272:3  
 290:10  
**Hell** 85:1  
**Hello** 49:3 104:24,25 110:13  
**help** 15:1 63:23 74:24 147:23  
 156:23 157:1 164:2 166:18  
 199:19 206:5 225:10 226:2  
 237:18,19 238:6,12,16 281:23  
**helpful** 115:5 157:3 162:24 170:2  
 187:1 222:18,22 260:7 278:25  
**helping** 79:25 145:9 196:4 237:5  
**helps** 52:23  
**Hendrix** 34:4  
**hereunto** 290:13  
**hesitation** 143:16  
**hey** 87:23 149:20 188:5 238:6  
 260:7,17  
**Hi** 49:3 59:14  
**high** 4:6,8 9:8,19,21,24 10:5,9  
 14:23 19:23 20:15 33:14 34:6  
 43:5 47:8 73:16 74:17,23 75:11  
 75:21 76:11,11 82:12,13 108:13  
 128:12 161:22 172:1 254:24  
 264:15  
**high-energy** 239:18  
**high-quality** 6:21  
**high-schoolers** 74:12 75:7 82:24  
 99:19  
**higher** 114:16,16 115:16  
**highlight** 37:3 268:4  
**highlighting** 24:16  
**Highlights** 3:7 28:8  
**highly** 64:17 135:2  
**Hill** 41:8 45:2,2 56:10 62:21  
 66:22 75:2 90:8,19 95:4 110:18  
 110:19  
**hindered** 14:9  
**hindrance** 83:5 203:11  
**hired** 12:7 73:17 76:9  
**hiring** 73:20  
**historical** 213:15 235:7  
**Historically** 274:25  
**history** 12:8 164:25  
**hit** 109:9 278:21  
**Hite-Pope** 27:25 28:1 70:8,10,11  
 70:17,22 71:5,9,12,17 72:14,15

72:22 73:2,11,24 74:4,16 76:2,4  
 76:8,22 77:8,14 78:1,18 83:9,17  
 84:24 86:1,6,12,15,19 87:4,8,11  
**Hold** 72:21 173:19 198:8 205:5  
 269:6  
**holding** 87:23 179:20 226:11  
**Holguin** 22:21 23:1  
**home** 50:13 84:3 103:10 222:3,4  
 224:15,18 267:14  
**homes** 14:25 50:18  
**homeschooled** 22:9  
**Homewise** 50:12  
**hone** 32:12  
**honest** 62:23 76:13 148:21 238:2  
**honestly** 115:3 136:3,13 188:5  
 193:6 199:17 226:11 266:17  
**honesty** 238:10  
**honor** 16:21  
**honored** 15:16  
**hook** 72:23  
**hope** 22:16 52:23 58:8 77:17  
 106:18 120:13 145:14 146:20  
 146:23 147:2 150:10,11 152:23  
 193:22 267:4 279:16 286:11  
**hopefully** 105:11,13 109:5,10  
 142:25 155:5 189:23 208:13  
 229:11 233:22 259:9 261:3  
 262:5 267:2 284:18  
**hoping** 109:7 233:5,7  
**Hopkins** 37:5  
**HOSFORD** 2:18  
**hospitality** 17:12 25:15  
**host** 279:19  
**hosting** 284:6  
**hounding** 188:11  
**hour** 153:2,11  
**hours** 152:23 278:20 280:10,17  
**house** 32:1 37:1 49:6,20 99:5  
**housed** 41:23  
**huge** 20:6 31:13 85:5,14 88:11  
 168:21 200:20 278:21  
**hugest** 83:15  
**human** 30:24 155:3  
**humble** 21:22  
**humbled** 85:6  
**hundred** 18:13  
**hurting** 205:25  
**hyphen** 70:12 283:10

**I**

<b>I's</b> 56:25	<b>in-between</b> 46:4	266:19 286:24
<b>Icky</b> 258:7	<b>in-depth</b> 260:5	<b>individual</b> 82:11,14,17 91:23
<b>ID</b> 208:22	<b>in-person</b> 154:23	121:6,13 129:13 130:5 131:1
<b>idea</b> 62:14 94:7 99:19 146:15	<b>inaudible</b> 28:14 30:18 51:25 70:6	197:21 270:13
214:5 229:6	80:24 122:6 172:16 210:13	<b>individualized</b> 81:24
<b>ideally</b> 54:19 226:3	253:10 254:6 266:8	<b>individually</b> 129:25
<b>identification</b> 121:20 286:25	<b>incapable</b> 136:3	<b>inefficiency</b> 24:24
<b>Identifications</b> 110:9	<b>inception</b> 268:7	<b>influences</b> 275:10
<b>identified</b> 55:18 60:24 67:11	<b>inches</b> 21:14	<b>inform</b> 20:23
76:15 80:9 96:5 151:11 202:4	<b>incidence</b> 128:12	<b>information</b> 3:22 9:8 80:4 94:13
234:9 253:11	<b>include</b> 93:19 235:22 263:2	104:19 105:20 110:21 112:8
<b>identifying</b> 76:16	282:20	113:2 117:17 118:23 123:19
<b>IEP</b> 24:13 196:25 198:7 200:14	<b>included</b> 10:13 14:11 122:16,19	126:1 128:1,25 131:21 134:2
200:22 207:23,24,25 212:19	122:23 130:12 167:2 188:24	143:20 144:13 155:18,20 167:1
226:20	<b>includes</b> 57:22 58:7 122:23 154:5	168:6 188:15 191:9,10,16 193:7
<b>IEPs</b> 128:11 196:6 197:8 202:14	<b>including</b> 4:3,5 10:24 46:20	193:13 196:7 199:10 200:8,9
209:5,10,12	50:11 54:13 82:10 151:9 207:3	206:2 208:13,15 209:20,22
<b>ignored</b> 226:13	278:1,7	210:6,9 212:9,18,20,23 213:1,4
<b>II-F</b> 23:19	<b>inclusion</b> 7:12	213:12 214:8 215:2 216:8
<b>illegal</b> 218:8	<b>inclusive</b> 102:20	217:14 220:4 222:9,20 223:21
<b>Illuminate</b> 156:24	<b>inconsistencies</b> 202:17 203:3	224:4 225:9 227:10,11 232:25
<b>ILPs</b> 128:16	<b>inconsistent</b> 202:9	234:7,13,14,21,25 235:4 244:18
<b>imaginable</b> 120:20	<b>incorporate</b> 92:21	251:17,19 259:2,3 261:18 277:7
<b>imagine</b> 14:4 34:2 53:3 82:23	<b>incorporated</b> 93:18	280:5,19,25 282:12 284:18
113:18	<b>incorrect</b> 246:6,24 284:17	<b>informational</b> 167:1 171:17
<b>imagined</b> 31:20	<b>incorrectly</b> 246:20	173:10 188:3,4,14,15,18,24
<b>immediate</b> 199:22,23	<b>increase</b> 14:21 52:23 57:19,20	<b>informed</b> 38:8
<b>immediately</b> 137:19 144:4,18	68:10,12 72:5,7 82:6,9 88:11	<b>Ingham</b> 2:6 5:16,17 47:23 49:2
<b>impact</b> 16:2 29:12 108:12	99:10 165:23,25 188:1 190:23	50:21,22 51:12,17,23 53:13,14
<b>impartial</b> 13:25	282:7	53:23 55:23,25 60:19,22 61:6
<b>impasse</b> 141:3	<b>increased</b> 69:12 70:1	67:16,19 90:25 91:1 96:21,22
<b>imperative</b> 13:25	<b>increases</b> 93:4 189:17	110:24 111:2 132:19,20 134:1,6
<b>implement</b> 16:18 25:14 193:18	<b>increasing</b> 74:6 82:16 166:7,8,9	134:14 143:14,15 148:7 152:10
<b>implemented</b> 188:11	177:13	152:11 229:5 230:1 257:14,15
<b>implementing</b> 158:7 185:14	<b>incredible</b> 52:13,15,22 84:12	265:21,22 287:14,16,17 288:19
233:4	120:19 260:12	<b>Ingham's</b> 7:19
<b>important</b> 59:12 123:19 147:15	<b>independently</b> 87:7	<b>initial</b> 20:24 64:16 278:10,11
153:5 192:22,25 205:17 214:2	<b>indicate</b> 8:8 9:12 40:19 56:5	<b>initiated</b> 242:21,23
286:15	61:22 67:22 104:5 111:4 119:6	<b>Initiatives</b> 4:14 287:21
<b>importantly</b> 14:19	126:8 134:9 139:7 170:20,21	<b>Inn</b> 283:18
<b>impossible</b> 94:19 137:12	196:1,5 272:15 273:12 289:5	<b>innovative</b> 6:21,25
<b>impressed</b> 38:9 107:11	<b>indicated</b> 16:23 42:1 135:2 196:9	<b>input</b> 4:16 51:13 237:12 274:18
<b>impressive</b> 81:14	196:23 208:7	286:11 288:15
<b>improved</b> 71:3 244:22	<b>indicates</b> 42:15 61:14 118:16	<b>ins</b> 248:17
<b>improvement</b> 14:7 168:14	151:3	<b>insane</b> 82:12
286:22 287:2	<b>indication</b> 274:14	<b>inspiring</b> 99:22
<b>improving</b> 180:23	<b>indicator</b> 48:12 57:5 148:12	<b>instruction</b> 240:22
	211:2	<b>instructional</b> 240:9
	<b>indicators</b> 150:21 210:17 237:1	<b>instructions</b> 123:1 132:5

**instrument** 178:3  
**instruments** 99:20  
**integrate** 260:17  
**Integrated** 30:6  
**integration** 30:20 31:2 279:9  
**intense** 256:20  
**intensity** 254:24  
**intent** 184:18  
**intention** 184:24 185:24 187:3  
**intentionally** 48:20  
**intents** 64:11  
**inter-rater** 201:19 202:7  
**interact** 128:21  
**Interest** 272:20 273:2,5  
**interested** 26:24,24,25 42:2 44:9  
 64:24 199:4  
**interim** 69:9,25 70:18 75:24 79:2  
 79:6 81:19 87:18 88:24 90:12  
 90:17 130:23 135:1 144:23  
 145:2  
**International** 30:8 274:2  
**interrupt** 140:19 159:23 198:21  
**intersect** 50:4  
**intervention** 4:5 90:6 91:5,13  
 136:20 141:12 144:18 146:2  
 155:13 174:18 223:9 267:19,20  
 271:7  
**interventionists** 76:9,10  
**interventions** 76:5  
**interview** 229:16 232:6,12  
**interviews** 232:16  
**intimacy** 31:15  
**intimidate** 12:23  
**introduce** 126:22 156:19 228:13  
 244:1 275:19  
**introduction** 63:14  
**introductions** 156:10 276:18  
**invest** 240:4  
**invested** 31:8  
**investigate** 248:19  
**investigation** 17:1 242:20,21,23  
**invitations** 32:25  
**invite** 284:12  
**invited** 36:20 37:4  
**invites** 284:13  
**inviting** 32:23  
**involuntarily** 25:8,11  
**involuntary** 230:5  
**involved** 113:23 121:4 132:25

140:7 257:5 269:4  
**IRS** 258:7  
**Irvin** 278:15  
**issue** 22:12 26:14 47:14 72:3  
 174:2 202:3,4 205:6 210:21  
 222:7 242:6 281:4 288:22  
**issues** 10:19 14:16 15:19 77:15  
 162:18 205:9 230:12 239:5  
 260:16 280:1  
**Istation** 79:22  
**it'll** 63:23 105:11 124:21 258:5,6  
 259:8 270:12 275:8  
**item** 7:8,25 8:13 28:7 40:8,9,24  
 41:2 56:16 62:2 68:4 80:6  
 97:21 104:17 135:8,8,15 136:15  
 137:18 139:12 146:5 151:11  
 158:19 192:18 195:22 207:1  
 219:13 227:11 228:5 234:3  
 242:19 243:10 247:25 269:9  
 271:15 272:20 273:21 279:25  
**Item(s)** 3:10  
**items** 122:18 206:16 235:7  
 244:19 246:21,23  
**iteration** 174:23  
**IX** 242:20,21,22

---

## J

---

**J** 2:3  
**J-a-d-e** 43:17  
**J-a-n-e-t** 26:4  
**J-o-h-n-s-o-n** 127:8  
**Jade** 41:6,8 43:14,16,17 45:6  
 46:21 48:2 49:3,23 50:23 52:1  
 53:15,22 56:13  
**Jana** 22:21 23:1  
**Janet** 25:25 26:4  
**January** 230:7  
**jazz** 17:17,18,19 99:24  
**Jennifer** 15:13,17 57:12,13,17  
 58:24 60:1,17  
**Jerry** 1:12  
**Jessica** 277:17  
**Jim** 45:14  
**Jimi** 34:3  
**job** 1:25 20:23 29:6 30:13 43:6  
 55:11 74:24 106:24,25 162:20  
 227:19 246:9 259:22 277:6,8,9  
 277:13,15 290:24  
**Jody** 109:22 129:22 156:22 196:4

**Johns** 37:5  
**Johnson** 127:7,7 129:15 130:6  
 131:5,23 132:5,10 133:3  
**join** 29:2,20 73:3  
**joined** 16:9  
**joining** 43:18 74:15 243:23  
 276:23  
**Journal** 29:25  
**journey** 105:8  
**Juarez's** 277:17  
**judgments** 147:16,17  
**Juilliard** 101:19  
**Julia** 2:18 137:9,15 140:16,19  
 142:10 144:17 166:17,25  
 167:24 171:1 172:16,21,24  
 173:2,9 174:12 175:22,25  
 176:23 180:19 183:2 188:3,21  
 189:5 228:7 267:17 271:6  
 281:19  
**July** 4:10 110:6 135:9 136:12,25  
 142:18 210:5 213:7,22 214:12  
 217:9 218:13,24 219:1 221:14  
 222:17 228:25 229:3 236:19  
 252:16,16,22,22 253:3,12  
 262:13 264:17,17 266:6 271:17  
 286:18  
**jump** 203:18 257:15  
**jumping** 49:11 51:9 251:2  
**June** 1:11 5:5 24:7,7,21,21 128:7  
 139:23 149:8 233:14 252:10  
 270:1 279:19 290:14  
**junior** 33:14  
**Justice** 269:25  
**justification** 41:19

---

## K

---

**K** 13:17  
**K-1-2** 79:22  
**K-i-m** 70:12 127:7  
**K-i-m-b-e-r-l-y** 13:16  
**K.T** 2:7 102:3 271:19  
**Kaplan** 100:13 102:15 104:11  
**keenly** 127:22  
**keep** 32:24 33:1 72:20 84:22  
 85:18 107:7 167:18 181:5 204:3  
 218:20 223:14 229:13 230:11  
 240:13,15  
**keeping** 12:3 52:10 84:16 108:12  
 108:17

**keeps** 216:10  
**Kelli** 28:2 78:2,4,4,10,25 81:2,6  
 88:21 90:3 91:18 95:14,19 96:2  
**Kelly** 81:5  
**Ken** 275:17,22,23 276:8,8  
**keynote** 29:5,6 278:14  
**kid** 82:20,20 124:2 211:24  
 225:23 231:12,18,23 232:3  
**kid's** 216:13  
**kidding** 28:25  
**kiddos** 65:2 93:6,15  
**kids** 19:14 20:3 28:19,20 31:8  
 32:6,9,16,17 34:10,25 35:3,4  
 59:17 65:17 74:14 75:13,21  
 82:2 84:3,4,17 86:10,24 87:2  
 88:19 89:12 93:3 98:23 99:7  
 100:2,6,10,21,22 101:13,15,19  
 102:9 108:17 114:8,8,18 115:7  
 115:18 131:2 140:9 169:10  
 180:11 185:5 223:1 230:25  
 231:1,8  
**Kim** 13:11,11 27:24 70:8,10,10  
 70:17,22 71:5,9,12,17 72:15,22  
 73:2,11,24 74:4,16 76:2,4,8,22  
 77:8,14 78:1 83:17 84:24 86:1,6  
 86:12,15,19 87:4,8,11 127:7,7  
 129:15 130:6 131:5,23 132:5,10  
 133:3  
**Kimberly** 13:16 228:15,16  
**kind** 29:16 35:16 44:5 45:13 50:2  
 50:5 54:11,20,22 73:22 74:13  
 81:21 90:14 94:8 95:11 106:21  
 107:6 112:20 116:6 122:11  
 137:10 141:16 147:2 148:4  
 149:13 150:13 159:24 160:9  
 162:15 170:10 173:25 179:3,5  
 182:2 189:14 201:1 203:19,25  
 204:3 205:10 211:12 222:24  
 227:9 228:22 230:1,11 240:13  
 243:15 247:20 249:13 250:16  
 253:18 257:18 258:11 259:12  
 261:18 262:4 263:5,12 274:17  
**kindergarten** 79:19  
**kindergarteners** 31:4 79:16  
**King** 47:6  
**kitchen** 58:1  
**knew** 91:24 92:21 104:21 147:1  
 191:13 194:7 241:5,5 285:2  
**knock** 102:16 216:18

**knocked** 34:7 65:11 102:6  
**know** 18:16 19:23 21:15 25:13  
 26:6 27:19 29:13 30:12 31:9  
 32:9,15,25 34:12 35:3 36:24  
 37:11 38:4,7,15 42:23,24 44:18  
 44:19 45:24,25 46:25 47:25  
 48:10,23 49:7,20 50:16,18 51:3  
 52:13,23 53:1,9 58:21 60:6,12  
 64:5,9,12,18,22,23 65:14 66:16  
 72:2 73:2,4,24 74:9,11,13 75:12  
 77:2,10,11,14 80:10 82:15,20  
 83:13,17 84:2,6,7,8,8,10,19,22  
 85:21 87:6,22 88:2,7 89:7,19,20  
 89:24 94:5,7,11,20 95:3,15,16  
 97:17 98:10 99:6,24 100:21  
 101:15 103:3,14 104:10 105:7  
 107:17 108:10,19 109:9 112:16  
 112:17 113:9,9,11,17,20,22,25  
 115:7,18,24 116:12 117:25  
 118:2,13,13 119:16,20 120:4,7  
 121:3,6 122:8 123:5 127:11,15  
 128:9,12,14,25 129:2,3 130:11  
 131:4 133:6 134:24 136:4,8,8  
 137:2,14 139:22 140:12 141:17  
 142:17 143:4,5,8 144:14 145:5  
 145:12,12,16,17,22 146:22  
 147:12 148:25 149:1,12,17  
 150:4,10,16,19 152:25 153:4,16  
 154:13,18,18 155:1 156:3,24  
 162:7,8,20 163:6,7 164:9,10,20  
 164:24 166:3,15 167:13 168:7,8  
 169:8,16,17,23 171:23 173:23  
 179:1,17 180:25 181:15 182:6  
 182:20 183:25 184:3,4,10,13  
 186:19 187:13 192:8,25 193:20  
 194:4,5,8,24 195:14 198:3  
 199:15,24 200:5,17,21 201:10  
 201:18,23 202:16 204:9,14,16  
 204:19,19,23 205:15 206:13  
 210:19 211:1,1,2,4,8,24,25  
 212:11,12,16,19 213:8 214:19  
 215:7,12,16,18,20,22 216:2,4,4  
 216:14,16,16,17,23,25 222:10  
 223:5 224:8 226:1,23 229:17,20  
 229:23 233:1,1,3,8,10 234:19  
 234:22 237:3,14,25 238:7,13  
 241:1,2,4 243:20,21 244:12  
 245:7,9,9,15,16 248:21 249:18  
 249:20,21 250:13 251:7,15,25

252:4 253:13,15 254:15,19,21  
 255:17,19,21 257:21,25 258:14  
 259:6,13,20,21 260:3,4,8,16,21  
 261:2,3,14 262:2,4 266:11,12  
 266:13 267:2,5,21,23 269:3,15  
 270:8,22,22 272:22 274:24  
 276:19 280:6 281:11,17,23  
 282:20  
**knowing** 12:7 160:22 200:5  
 213:18  
**knowledge** 20:25 21:16 198:25  
 279:13  
**known** 119:14,17,19  
**knowns** 119:17  
**knows** 257:1  
**Kool-Aid** 278:13  
**kudos** 34:8 35:23 279:10

---

**L**


---

**L-o-r-i** 98:9  
**L-o-u-d-e-r-m-i-l-k** 78:5  
**L.A** 33:13  
**labeled** 199:8  
**lack** 13:5 24:8,17 25:21 55:4  
 59:20 95:7 168:4 191:10 193:7  
**lackadaisical** 229:14  
**lacking** 12:6 24:11 212:22  
 269:25  
**ladder** 4:5 136:21 141:13 144:5  
 144:19 146:2 155:13 174:18  
**lady** 21:15,17 101:23  
**lag** 261:14  
**laggard** 85:19  
**laid** 66:25  
**land** 50:3  
**landing** 46:3  
**language** 10:3 33:21 62:12 63:21  
 66:10 95:8,12 131:13 170:15  
 201:21  
**lapse** 64:5  
**large** 57:22 77:16 91:17 94:3  
 211:10  
**larger** 85:11,14  
**Las** 9:9,19 10:1,4,9 17:24 19:10  
 22:13 86:16 268:1,4,23  
**lasted** 34:23  
**lasts** 280:16  
**late** 83:24 252:2 269:1  
**latest** 9:8



<b>Latinos</b> 18:4	<b>let's</b> 16:21 83:5 101:15,16 147:11 147:19,20 148:2,6 172:21,25 185:4 252:23	114:16 115:5 130:11 131:11 144:6 146:23 147:15 167:3 169:22 173:20,24 176:5 186:7,9 203:14 204:3,5 207:6 217:19 220:3 221:20 236:24 241:13 250:19 253:25 258:16 260:1
<b>launch</b> 149:23	<b>letter</b> 119:13 126:20 207:21 222:24 226:19,19 227:7,8 229:20 243:1,5	<b>live</b> 8:16 46:23 82:1,2 87:4 99:7 123:13 213:13
<b>Lauren</b> 284:12,15	<b>letters</b> 17:15 219:15 222:3,4 223:18 224:13,15,17	<b>lives</b> 20:6 108:13
<b>law</b> 2:18 75:5 141:1 205:18,22 229:21	<b>letting</b> 214:3	<b>living</b> 57:25 58:3
<b>laws</b> 13:21 25:2	<b>level</b> 31:14 32:4 76:10 78:11 93:9 130:1 140:15 145:19 158:20,22 171:23 192:6 203:9 239:12 241:10 244:9,14	<b>local</b> 43:7 50:11 222:8
<b>lawsuits</b> 12:14	<b>levels</b> 94:6 128:23 146:10 160:20 192:4	<b>located</b> 42:9
<b>laying</b> 148:3	<b>levied</b> 147:13	<b>location</b> 3:12 41:3,19 42:13,13 43:11 44:7 49:9,22,25 50:5,6,25 53:1,5,21,24,25 54:9 55:19
<b>layperson</b> 244:13	<b>Liaisons</b> 4:16 288:16	<b>locked</b> 274:18
<b>LEA</b> 287:2	<b>license</b> 242:8,10,13 290:19	<b>loftier</b> 54:20
<b>lead</b> 150:15	<b>licensure</b> 239:20 242:3,6	<b>logic</b> 129:18
<b>leader</b> 15:19,24 16:6 61:19 110:12 278:23,24	<b>lied</b> 14:7 27:1	<b>long</b> 12:4 15:23 34:23 44:12 45:14 49:18 50:24 61:2 82:22 91:7 119:18 121:8 139:24 153:6 160:4 199:16 223:14 282:11 283:13
<b>leaders</b> 239:14 285:17	<b>Lieutenant</b> 278:16	<b>long-term</b> 47:16 54:10,23 286:24
<b>leadership</b> 16:10 23:7 25:18 47:8 240:10 283:15,25	<b>life</b> 18:19 29:16 149:10	<b>longer</b> 33:15 45:12 253:25 270:25 271:20
<b>leading</b> 147:9	<b>lift</b> 184:12,13 233:6 256:9	<b>longitudinal</b> 160:25
<b>leads</b> 200:17 274:22	<b>light</b> 13:13 98:5 105:1 280:4,19	<b>look</b> 10:25 38:3 72:24 73:8,22,22 79:14 82:8,16,20 89:3,19 94:12 100:9 107:9 114:22 116:7,17 117:17 133:19 144:13 147:25 149:20 159:10 160:6,24 171:6 177:21 179:16,20 184:2,14 185:8 187:17 195:2,4 198:13,16 205:12 210:17,24,25 212:2,15 214:11 215:17 224:16,16,17,17 228:3 235:23 236:13 239:21 246:8 257:12 262:10 263:18 281:6,16 284:12
<b>leaps</b> 214:20	<b>liked</b> 226:6 227:19	<b>looked</b> 21:1 38:17 163:9 211:8 244:16 246:9,11,18 251:25 252:5 268:21 287:18
<b>learn</b> 6:22 7:2 14:20 19:22 32:14 32:17 123:13 150:20 257:20 277:6	<b>limit</b> 8:18	<b>looking</b> 9:14,18 10:16 12:14 49:9 60:9 61:17 63:21 70:5 73:6 75:9 76:19 77:5,19 78:13,18 80:16 84:3 87:1,13 88:2,12 90:12,16 92:16 93:10,11,11,15 94:17,18 95:6,9 97:16 100:1,9 102:25 105:14,22 106:8 107:10
<b>learned</b> 30:25 31:1,5 33:18 235:10 266:18	<b>limited</b> 212:9	
<b>learner</b> 148:19	<b>line</b> 75:4 89:12 180:13 240:13 248:11 259:21 281:10	
<b>Learners</b> 95:8,13	<b>lines</b> 266:20	
<b>learning</b> 16:14,23 32:12 42:9,11 119:15 124:8 131:1 140:10 240:18	<b>linked</b> 158:11	
<b>lease</b> 45:16 49:16 57:1 272:22,25	<b>links</b> 10:24	
<b>leave</b> 84:5 148:22 194:25	<b>Lisa</b> 119:22 120:8 121:24,24 122:15,21 123:4,12,15,24 124:11,15 125:8 126:16	
<b>leaving</b> 43:2 49:25 174:3 210:20	<b>list</b> 4:24 30:2 50:24 72:8 73:8 215:21 236:5	
<b>ledger</b> 248:2,5,10	<b>listen</b> 23:7 27:18 63:11 235:17	
<b>left</b> 21:15 37:15 48:19,20 114:22 143:4 183:15 210:16	<b>listened</b> 80:12	
<b>legal</b> 26:17 122:12 207:8,12	<b>listening</b> 13:8 26:24 48:16 266:10,20	
<b>legality</b> 180:2	<b>lit</b> 112:10	
<b>legally</b> 24:25	<b>literacy</b> 93:10	
<b>legislative</b> 4:14 83:10 287:21 288:5,6	<b>literally</b> 46:22 187:18	
<b>legislature</b> 48:17	<b>little</b> 15:1 31:4 34:23 37:20 44:20 46:25 49:8 64:5,20 68:8 73:7 74:11 75:15 76:6,12 91:19 93:13 98:4 106:20 107:16,19,23 108:1 109:25 113:1,14,15	
<b>legit</b> 270:2		
<b>legitimate</b> 12:13		
<b>lemonade</b> 47:19		
<b>lemons</b> 47:19		
<b>lengthy</b> 155:11		
<b>Lensic</b> 99:16		
<b>lesser</b> 153:7		
<b>lessons</b> 87:3,5 235:9		

109:8 113:25 122:5 161:7 166:6  
 167:7 169:11,13 173:24 178:10  
 180:1,9 181:12 183:17 189:22  
 196:3 204:10 205:2,9 206:7  
 209:6 210:9,10,14 215:11,23  
 216:3 218:24 223:19 233:12  
 234:10 235:8,14 236:12 237:2  
 237:12,20 238:13 239:16  
 248:24 258:21 262:11 266:6  
**looks** 31:23 52:17 69:16 77:5  
 110:7 114:14 116:20 122:7,7  
 125:18 131:12 144:7 160:16  
 258:20  
**Lori** 98:6,7,12,15,18 102:11,17  
 104:14 198:12  
**lose** 231:5 253:5  
**losing** 43:5  
**lost** 239:12  
**lot** 17:10 21:22,23 35:5,7 36:14  
 39:22,23,23 49:12 55:2 64:23  
 72:9,19 75:11 76:18 80:11,11  
 83:8,9 85:6 88:13 98:24,25  
 100:16 103:12 105:25 106:2  
 129:18 132:23 142:22 151:3  
 155:1 160:18 162:8 167:6,12  
 201:3 202:12 204:17 209:18  
 210:18 211:11 212:3 227:18  
 229:1,8,22 234:7 240:8 244:25  
 245:1,2 246:22,23 249:3,20,23  
 257:11 260:3 266:13,17 267:12  
 268:4,22 269:10 279:4  
**lots** 30:22,22 261:2  
**lottery** 53:4 207:3 211:4,5,10,11  
 211:12,13,15 212:11 213:4,5,11  
 217:8,25 218:8,9 219:2,3,4,6,22  
 219:22,23,24 220:7,11,13,22,24  
**Loudermilk** 28:2 78:2,4,4,10,25  
 81:2,6 88:21 90:3 91:18 95:14  
 95:19 96:2  
**love** 21:7,7 32:11 37:1,2 95:16  
 98:22 101:11 107:6 130:25  
 159:17 257:16 268:1 284:14  
**loved** 34:7 98:21  
**lovely** 35:12 36:24  
**low** 73:14 88:16 160:16  
**low-level** 186:11  
**lower** 68:23  
**lowrider** 20:1  
**Lozano** 201:16

**luck** 119:23  
**Luckily** 34:22  
**lucky** 29:5 45:12 277:2  
**Lucy** 2:11 156:5 225:5 275:22  
 278:20 279:6 286:9  
**lump** 243:16  
**lumped** 263:6  
**lumping** 262:21,22  
**lunch** 152:20 153:4 241:15 286:9  
**lunches** 241:23

---

## M

---

**M-o-r-a** 122:1  
**Ma** 34:14  
**ma'am** 70:10 124:11,15  
**Mabry** 1:12  
**Madam** 6:16 17:8 29:1 46:19  
 85:4 127:14 130:19 195:18  
 198:5 200:12 201:14 208:21  
 212:24 221:11 229:25 266:22  
 270:20  
**main** 100:25 236:16  
**maintain** 53:19 64:12 82:23  
 231:5  
**maintained** 230:6  
**making** 19:16 20:4,6 43:1 47:18  
 128:15 147:16 187:14 227:17  
 251:12 259:7  
**malfeasance** 14:11 258:10  
**man** 12:17 33:10 180:24 241:16  
**managed** 14:18  
**manager** 14:15 245:18 247:5  
 249:7,8 251:7,22 252:14 254:21  
 254:24 255:6,13,14,18,22  
 256:16,20,24,25 258:22 263:19  
**managers** 256:10  
**managing** 256:2  
**mandate** 23:19  
**mani-** 207:25  
**manifestation** 208:2,4  
**Manis** 2:7 5:7,8 39:6,7 96:9,12  
 97:3,4 101:22 102:4 119:4  
 152:3,4 153:19,21 265:17,18  
 271:25 274:7,10 285:11  
**manually** 92:4  
**map** 42:12,21 49:10  
**March** 24:15 247:4 251:1 254:11  
**mariachi** 17:20,20  
**mark** 37:3 125:7

**Martica** 275:22  
**mask** 122:10,14  
**masked** 122:15 123:16 124:5  
**massive** 250:8  
**master's** 205:21  
**Masters** 250:4 278:2  
**match** 170:15  
**matching** 10:4  
**material** 250:7  
**materials** 55:19 60:25 67:12 96:6  
**math** 10:7,14,19 68:25 69:11  
 70:2 75:25 78:20 79:12,13  
 81:12 88:1,4,6 92:8,24 93:10  
 95:25 99:10 100:18,21,22,24  
 106:8 114:13,19 131:14 157:7  
 158:3,5 159:3,19 160:17 161:13  
 164:4 166:1 167:12,15 171:25  
 172:3 177:1 242:9,9,12,17  
**math's** 100:24  
**mathematician** 113:12  
**mathematics** 128:7  
**matter** 130:14 131:24 290:11  
**Matthews** 207:12  
**meal** 153:4  
**mean** 31:2,6,7,18 32:1,13 36:25  
 37:24 38:4,7,16 49:10 50:16  
 53:5 58:11 59:21 60:7 79:20  
 81:17 88:12 89:10 93:2 99:19  
 106:18 107:11 112:14 136:18  
 142:21 144:11,22 145:24 146:8  
 147:13 149:10 159:19 164:15  
 166:4 168:16 177:6 187:8  
 191:19 198:20 199:19 203:1,9  
 204:12 210:14 218:3 235:7  
 250:6,8 251:4 254:17 258:3,8  
 259:11,14,16 260:16 261:3,20  
**meaning** 36:7 247:16  
**meaningful** 16:23 31:18 82:18,19  
 130:24 186:24 187:1 227:11  
 228:5 236:2 261:17 286:25  
**means** 54:1 150:18 190:22 248:8  
 248:13 250:12  
**meant** 53:6 185:7  
**measure** 94:16 179:13,19  
**measured** 10:22  
**measurement** 287:1  
**media** 10:24,25 15:2 24:3 27:9  
**Mediation** 2:18  
**medical** 14:12 20:25

**meet** 18:20 26:3 69:4 71:23 72:1  
86:21 92:21 94:19 109:21,24  
124:24 128:15 145:6 158:1,7  
165:5 166:12,23,23 169:24  
179:10 181:15 201:6,6 218:16  
223:10 277:4

**meeting** 1:10 5:3 15:7 20:17,24  
21:11 24:2 27:12 55:19 60:25  
65:14 67:12 68:15 71:21 92:24  
92:25 93:22 94:11 96:6 100:3  
116:12 118:3 120:25 129:14,25  
141:6 153:17 155:16,23 156:16  
160:13 164:16 173:7 195:25  
196:2 207:7,8,13,21 208:6,9,11  
208:16 210:6 211:7 216:3,6  
221:13,19,20 222:17 226:21  
228:24 229:3 234:10,23 253:13  
255:17 262:13 264:17 266:19  
270:1 280:9,10,16 286:7

**meetings** 23:12 33:7 83:10  
154:24 155:2 193:24 221:15,16  
237:1 258:17 270:17 280:20  
281:22

**Meets** 77:6 239:1,8

**MELISSA** 2:4,14 8:25 11:4,10  
13:10 15:12 17:4 18:25 20:11  
22:20 25:25 27:24 41:6,10  
72:13 76:25 80:24 81:4 104:23  
111:15,18 126:22 138:18  
149:17 153:25 156:3 206:20  
238:19 243:23 270:15 271:24  
274:6,9,19 275:7 282:24

**member** 2:4,5,5,6,6,7 10:11  
13:20 14:1 15:2 25:10 149:19

**members** 6:16 17:8 21:18 23:2  
23:16,20 26:9 39:25 134:25  
269:10 270:18

**membership** 14:14 149:13

**memory** 193:3

**mental** 25:6 54:16 162:12

**mentally** 263:3

**mentee** 239:21

**mention** 20:19 45:6 101:3 115:21  
228:8

**mentioned** 20:17 84:14 100:3,13  
101:22 142:11 144:7

**mentor** 241:2

**mentor-mentee** 239:24

**mentoring** 239:8 240:6

**mentors** 147:23 239:13,18

**mentorship** 145:8

**Mesa** 18:5 50:2 55:3

**Mesilla** 17:17

**mess** 182:2

**met** 23:21 81:12,13 82:12 84:13  
93:6 95:23,24 108:3 114:24,24  
115:8 116:8 130:5 155:10  
161:13 164:25 180:10 219:5

**metric** 81:10

**metrics** 18:20

**metro** 86:18

**Mexico** 1:2,13,22 2:19 3:4,20 6:9  
6:11,19 7:1,4 9:10,20,25 10:5  
10:10 15:18,25 17:15 18:8  
27:13 30:7 35:4,6 37:18 81:22  
81:23 82:23 85:12 88:15 94:4  
97:22,25 98:8,21 99:18 102:4  
102:24 103:18 206:21 210:21  
273:23 278:3 283:11 284:4,6,8  
284:9 290:2,7,10,11,19

**mic** 13:14 22:23

**Michael** 127:2,4,13 130:19 133:9  
133:11,17,22,24

**Michelle** 20:11,14

**microcosm** 26:14

**micromanage** 218:5

**micromanaging** 218:21

**microphone** 104:23 272:4 275:24

**mid-school** 51:10

**middle** 29:3 30:9 44:17 47:3,3  
51:13 76:11 92:19,24 93:6  
101:4 116:3 242:8

**middle-of-year** 92:6,12,18

**midyear** 105:24 116:11

**Miguel** 127:5,6 201:16

**mild** 257:23

**mile** 47:9 49:6

**miles** 38:13 42:11,14

**mind** 143:21 146:16 167:17  
204:4 230:12

**minds** 141:6 147:8

**mindset** 148:4 230:22

**mine** 83:20 269:2

**mini-audit** 244:19

**mini-celebrations** 106:20

**minimal** 213:12 214:8,8

**minimum** 33:20 286:23

**minute** 86:9 114:6

**minutes** 8:19,20 36:25 42:17  
50:5 153:3 158:14 232:14

**misbehave** 155:6

**misidentified** 76:17

**misled** 14:8

**mismanagement** 14:6,10

**missed** 164:16 209:10 219:17  
268:5,10

**missing** 14:13 137:2 155:20  
200:6 269:16 270:7

**mission** 3:4 6:13,24 37:21 69:4,6  
77:5,6 78:18 79:10 81:11,12  
82:10 107:3 143:9 154:4 183:24  
184:15 232:1

**mission-specific** 91:22 93:22

**missions** 183:21

**Missy** 2:14 8:24 71:13 134:22  
136:6 149:15 156:5 215:16  
237:17 269:15 274:16 279:19

**Missy's** 277:9

**mistakes** 235:9,22 236:4

**misunderstanding** 58:15

**misuse** 14:14

**mode** 173:6,7 230:2

**model** 83:1 128:18 131:1

**moderately** 129:18

**mom** 213:13

**moment** 76:19 142:22 145:19  
154:3 181:22 209:21 215:11

**Monday** 15:6 213:1,2 221:12  
228:20,24 267:2

**Mondays** 221:18

**money** 206:4 251:14 253:5 257:2  
258:9,11,12,15 261:22 268:20  
268:22

**monitor** 264:13

**monitoring** 10:15 62:14 228:6

**Monte** 34:9

**Montessori** 29:3,19 30:9

**month** 24:14 30:15 137:7,16  
138:2 142:17 144:2,7 145:15,17  
146:16,18 147:9 178:7 226:2,7  
226:7 232:15 248:12,17 257:13  
269:14,14,21 270:25 277:15  
279:19 286:6 287:8

**months** 26:13 60:7 90:22 139:24  
140:6 142:4 202:24 246:16  
281:8,13

**Moot** 3:10

**Mora** 119:22 120:8 121:24,25  
122:15,21 123:4,12,15,24  
124:11,15 125:8 126:16

**morale** 9:16

**morals** 12:6 13:6

**morning** 5:1 13:15 19:2 20:13  
22:25 23:2 26:2 42:16 43:13,14  
43:16,19 57:10,12 62:24,25  
63:8 65:7 69:7 70:7,8 88:24  
97:24 98:6 101:23 111:23,24  
112:4,6 119:25 242:5 268:15,17

**motion** 8:4,12 40:15,23 55:24  
56:9 60:20 61:6 62:1 67:10,17  
68:1 95:2 96:10 97:11 103:23  
104:9 110:25 111:8 119:2,10  
125:15,16 126:5,12 133:25  
134:6,13 139:3,11 142:2,9  
151:19 152:18 264:20 265:25  
266:2 272:19 273:9,16

**mountain** 38:16 273:25 283:19

**move** 8:2 18:5 33:12 40:13 45:17  
46:15 47:19 49:17 52:22 55:16  
60:22 67:10 84:19 96:3 102:21  
103:17 106:11 110:20 118:22  
125:25 127:22 133:14 134:1  
135:9 136:11 138:23 142:8,19  
145:3 148:6 151:8,13 155:24  
193:16,21 194:14 204:16  
207:24 227:1,2,12 232:20  
261:24 264:12 269:20 270:23  
272:7,24,24 282:18 289:3

**moved** 37:25

**movement** 34:15 210:23

**moving** 34:15,16 38:25 39:13  
42:10,23 45:24 46:15 49:22  
58:14 61:20 81:19 93:7 102:24  
108:13 109:3 120:23 127:23  
128:14 131:2 157:2 162:24  
181:23 186:9 193:15 206:25  
209:24 232:7 235:12 236:1  
239:2 240:23 261:8

**MOY** 93:19

**MRI** 133:8

**much-needed** 54:25

**Multilingual** 274:1

**multiple** 14:16 32:19 134:25  
237:11

**multitude** 195:12

**mural** 36:21

**museums** 49:13

**music** 58:5 101:20

**mute** 112:13,14

---

N

---

**N** 2:1 3:1,1 4:1,1

**NAACP** 27:9

**NACA** 47:9

**Nadine** 111:22 112:2,2,4,9,20,24  
114:3,10,20 115:1,10,20 116:15  
116:23 117:1 118:7,16,18

**name** 9:2,3,4 11:5,7,11 13:16  
15:15 19:3 20:13 22:25 23:1  
26:4 34:1 43:15 51:24 57:11,13  
62:12 63:3,4 70:12 78:3 98:4,7  
98:8,9 105:3 110:10,11,13,14  
111:25 121:23 208:1 213:12,13  
213:13 224:24 244:2,3,4 276:3  
276:8 283:6,7,9

**names** 126:23 288:2

**narrative** 230:21 232:7 235:23  
236:7 261:15

**Natalie** 34:2,8

**Nathan** 110:13,14

**national** 37:5 278:7 284:7,16

**nationally** 15:20

**Native** 34:19 112:10

**naturally** 32:12 74:22

**nature** 135:22

**Navajo** 37:17

**near** 48:2 49:10,12 131:15 251:5

**nearly** 94:18 149:8

**neat** 59:18

**necessarily** 57:19 58:13 146:15  
167:21 169:23 189:12 235:13

**necessary** 25:4 197:7 224:4  
225:10

**neck** 188:12

**need** 8:22 20:4 21:8 22:3 42:19  
50:17 69:7 83:2,7 86:24 112:14  
113:16 118:3 122:14 125:20  
126:24 130:16 131:15 132:3  
135:19 142:8 144:5 145:13  
146:21,21 147:2 148:18 150:9  
151:22 154:10 157:8 161:20  
162:6 164:3,21 170:7,14 171:10  
185:9 186:25 202:6 205:12  
207:13 209:23 213:8 215:16,17  
215:18,19,25 218:3,14 219:1,23

220:6 221:4 223:1,5 225:15,16  
229:2 230:20 235:4 238:11,11  
240:14 252:8 253:12 254:5,11  
256:25 260:17 270:15 271:14  
281:18,22 282:13 288:22

**needed** 16:17 48:6 58:13 59:8  
83:20 91:14,15 129:5 143:20  
153:18 187:14 260:8 263:17

**needs** 21:21 50:16 86:21 108:2  
128:12,15 130:2 145:3 147:21  
153:24 155:3 167:7,19 170:15  
174:3 201:19 215:15 216:18  
225:17 251:25 253:15 254:24  
256:24 257:12 264:7

**negate** 170:13

**negative** 22:7

**negligence** 25:21

**negotiate** 147:4 191:4

**negotiated** 141:7,8 144:24 149:1  
149:9 191:8

**negotiating** 148:25 149:11  
182:15

**negotiations** 127:18 139:16,19  
142:4,25 143:2 193:4 194:3  
281:21

**neighborhood** 44:23

**nerve-racking** 44:20,21

**nervous** 147:6

**neutral** 212:8 216:20

**never** 18:10 19:18 31:19 38:20  
48:23 83:15 143:25 164:10,24  
191:13 223:10 238:4

**new** 1:2,13,22 2:19 3:4,20 4:19  
6:9,11,19 7:1,4 9:10,20,25 10:5  
10:10 14:17 15:18,25 17:12,15  
18:8 19:16 25:14 27:13 30:7,14  
35:4,6 37:18 41:22 42:13 47:11  
51:6 53:20,24 58:5 62:10 64:10  
64:14,21,22 73:13,17 81:22,23  
82:23 85:12 88:15 91:20 93:7  
93:23,25 94:4 97:22,25 98:8,21  
99:4,18 102:4,24 103:18 105:8  
105:18 113:21 116:21 118:1  
124:8 143:23,25 145:10 150:13  
176:24 183:3,19 204:2 206:21  
209:10,15 210:21 211:14  
270:18 273:21,23,23 275:16,17  
277:7 278:3 280:1 283:11 284:4  
284:6,8,9 285:21 286:2,3 289:2

290:2,7,9,11,19  
**news** 17:9,10 283:24  
**nice** 35:12 38:24 46:21 65:8  
 134:16 222:24 231:5 250:19  
**night** 15:7 17:25 19:8,13 21:11  
 27:12 83:24 145:7 228:20  
 268:12,12  
**nightmare** 121:5  
**nine** 6:4,5 97:10  
**ninth-graders** 209:11,15  
**NM** 1:20 290:17  
**NM-MSSA** 131:7,7  
**NMASR** 176:15 180:16  
**NMCI** 41:24  
**NMSA** 101:12 102:6,12,13,14  
**NMSU** 18:3  
**noise** 112:12  
**non-charter** 43:7  
**non-compliance** 24:6  
**non-compliant** 25:16  
**non-existent** 14:5  
**nonexistent** 214:21  
**Normally** 57:3  
**Norris** 275:17 276:8,8  
**north** 42:13  
**northeast** 42:24  
**Northern** 99:17  
**Northpoint** 119:13 121:25  
 122:25 126:1  
**notation** 248:20  
**noted** 24:14 201:22 284:15  
**notes** 217:17  
**noticed** 236:10 284:19  
**notices** 24:2  
**notification** 4:7 57:2  
**notifications** 269:9 270:7  
**notified** 58:17  
**notion** 181:17  
**notwithstanding** 214:14  
**Nova** 74:9 209:3,17  
**November** 230:15 244:21 249:1  
 249:2  
**nuance** 180:3  
**number** 65:15 74:2 77:9,16,21  
 78:19 88:11 94:3,21 107:22  
 128:20 139:15 144:11 152:22  
 163:5 192:5 207:19 210:16  
 212:11 231:6 237:1 255:25  
 266:7

**numbers** 69:16 78:22 82:13,13  
 82:19,23 86:13 92:20 107:6  
 108:16 129:11,23 130:9,10  
 132:6 176:1 190:8,18  
**numerical** 232:8  
**numerous** 23:6 25:8 54:13  
**nutshell** 247:21  
**NW** 1:21 290:18  
**NWA** 115:21  
**NWEA** 122:25 124:25 132:1

---

**O**


---

**O** 3:1,1 4:1,1  
**O-g-a-s** 127:4,6  
**O-t-e-r-o** 127:6  
**obligated** 25:1 239:13 288:25  
**OBMS** 254:13  
**observation** 230:2  
**observed** 62:12  
**obtuse** 89:23  
**obvious** 12:5 91:6 240:1  
**obviously** 122:8 124:22 132:21  
 223:17 250:6 251:16 259:11  
**occupancies** 58:20  
**occupancy** 58:22  
**October** 198:9,11,19,23 199:4,5  
 230:15  
**off-mic** 5:21 30:19 104:22 114:6  
 115:22 135:18 154:17 220:15  
 264:9 265:5 269:5,19 271:11  
 279:23 287:25 288:12  
**off-microphone** 264:11  
**offer** 35:15 54:7 74:17 101:15,16  
 109:10 150:9 184:1 254:23  
 276:21  
**offered** 18:9  
**offering** 101:8,14 120:20  
**office** 196:24 197:3,18,25 198:12  
 201:18,24 202:6 206:21 278:20  
**offices** 55:6 58:6  
**official** 24:21 197:20 244:5  
**oftentimes** 88:17 90:21  
**Ogas** 127:2,4,5,6,13 130:19  
 133:9,11,17,22,24  
**oh** 28:22 37:18 40:9,25 46:10  
 61:8 64:23 70:4 90:24 106:14  
 109:19 116:1 118:21 119:11  
 121:22 135:10,10 143:5,14  
 146:17 160:7 176:22 177:20

178:25 189:12,23 194:19  
 198:20 204:18,22 212:11 214:1  
 215:5 225:1,11 228:25 252:22  
 259:21 262:8,20,20,21 269:7  
 275:25 277:14,23 281:25 282:5  
**Ohio** 51:24 52:2  
**okay** 11:8,12 22:20 28:3 36:16  
 41:7,15 51:18 56:15 57:17  
 61:14 62:24 66:24 67:3,4,8 70:4  
 72:11,18 73:1,2 74:10 77:19  
 84:24 86:22 88:13 98:13,13  
 101:16 105:6 109:19,23 110:8  
 112:21 114:7 115:11,18 117:3  
 117:18 118:7,8,12 119:24 123:4  
 123:24 125:12,25 127:1 130:3  
 132:12,14 133:10,23 135:16,16  
 135:17,19,20 138:17,23 141:24  
 143:13 148:22 149:18 153:12  
 154:1,19 157:4 158:16 159:2,4  
 159:5 160:10,11 163:16,16,18  
 165:9 167:5,22 169:21 173:1,4  
 173:19 174:20,20 176:7,22,22  
 187:10 192:11 194:19 197:5  
 198:2,8 199:3 201:7 203:12  
 204:12 206:19,25 207:1 210:13  
 215:19 217:13,14 218:4 220:19  
 223:25 228:25 229:1,3 230:23  
 233:18 238:22 242:19 243:4,9  
 244:15 249:3 252:7,18 255:1  
 256:7,21 258:25,25 262:16  
 264:2 270:8 271:5,9,23,23  
 272:1 274:5 275:10 279:24  
 281:18 282:22,23 283:2 284:19  
 285:1,6 287:10 288:3,7  
**old** 46:23 90:22 91:4 259:12  
 277:9,13,14  
**older** 90:11  
**OMA** 24:1,4,5 269:11 270:6,17  
 271:2,3  
**ombud** 20:18  
**on-boarded** 117:12  
**on-the-job** 257:4  
**once** 21:25 63:6 94:25 106:17  
 107:2,5 108:6 111:8,25 112:7  
 112:19 113:20 115:23 119:25  
 121:19 126:13 127:10 129:10  
 135:4 145:25,25 154:19 156:8  
 168:10,20,23 169:14,23,25  
 170:11 174:7 179:9,15 180:1

188:4 189:8,11 191:7 201:22  
 206:17 209:19 212:17 215:2,4  
 218:18 225:8 234:16,21 240:21  
 247:10 261:9  
**one's** 83:25,25 289:6  
**one-third** 42:1  
**ones** 68:22 197:19 226:9 250:2  
 266:13 275:13,15 281:24 287:5  
**ongoing** 54:5 107:15 276:20  
**online** 41:6,9 46:21 62:16 74:18  
 149:16 153:23 171:3 218:1  
**online-only** 82:4  
**Ooh** 258:7  
**open** 1:10 50:12 53:3 69:7 99:4  
 122:4 156:1 157:8 181:10  
 266:20  
**opened** 17:22  
**opening** 36:21  
**operate** 7:4,5  
**operates** 25:1  
**operating** 253:7  
**operations** 13:22 277:12,16  
**opinion** 59:2 141:5 180:12  
 254:23  
**opinions** 155:8  
**opportunities** 19:18 29:17,23  
 47:10,18 54:19  
**opportunity** 18:16,22 39:17  
 55:11 82:3 100:5 101:17 102:9  
 102:10 105:17 127:15 141:11  
 141:12 150:25 201:8,9 261:10  
 276:11  
**opposed** 8:9 40:20 56:6 61:23  
 67:23 104:6 111:5 119:7 126:9  
 133:20 134:10 139:8 272:16  
 273:13 289:6  
**opposition** 8:11 26:11 40:22 56:8  
 61:25 67:25 104:8 111:7 119:9  
 126:11 134:12 139:10 272:18  
 273:15  
**option** 44:17 82:4,5 94:10 105:14  
 105:18 109:6 125:19 142:1  
 144:4 145:24 183:3,9,19 184:1  
**ordeal** 12:24  
**order** 3:3 5:3 180:4 252:10  
**orders** 282:7  
**org** 275:13  
**organization** 26:15 53:16,20  
**organizational** 68:14 71:23

144:22  
**organized** 278:20  
**original** 42:13 211:5 213:20,21  
**originally** 117:11  
**Otero** 127:5,6  
**outcome** 168:2  
**outcomes** 106:1  
**outgrew** 45:8  
**outperforming** 69:18  
**outpouring** 120:18  
**outs** 248:17  
**outside** 42:10 217:20  
**outstanding** 107:5 285:14  
**over-expended** 247:11  
**over-projection** 262:6  
**overall** 69:12 73:25 88:15 99:11  
 122:16  
**overlooking** 219:8  
**oversee** 13:22  
**overseeing** 26:16  
**owned** 100:17 101:1 168:8  
**ownership** 59:12 61:19  
**owning** 266:16

---

**P**

---

**P** 2:1,1 3:1 4:1  
**P-a-r-k-e-r** 283:10  
**P-e-t-e** 9:4  
**P-e-u-g-h** 19:3 156:15  
**P-o-p-e** 70:13  
**p.m** 153:14,15 238:25,25 289:10  
**P.O** 246:22  
**pace** 277:6  
**Pacha** 54:2,13  
**Pacheco** 198:12  
**packed** 32:1  
**packet** 213:24  
**packets** 213:20,21  
**page** 3:2 4:2 122:25 245:15  
 263:22  
**pages** 290:8  
**paid** 246:19  
**panel** 41:11 81:5 89:20 279:8  
 282:25  
**panic** 257:17,23,24 259:12  
**paper** 216:25  
**paperwork** 21:2 270:7  
**par** 69:1 215:19  
**PARCC** 182:9,10  
**parent** 20:15,17 21:10 64:21  
 82:19 211:24 213:23 214:24  
 215:3 225:22 226:21 231:13  
 234:4  
**parents** 2:10,12,15 12:12 14:3  
 20:16 21:6,24 22:2,17 42:18  
 64:23 206:9 210:24 214:3 223:5  
 223:10,18 224:15 230:17,22  
 231:10,11,24  
**park** 34:7 65:12 102:6,16  
**part** 19:14 54:23 55:20 61:1  
 67:14 86:7 89:3 96:7 102:19  
 109:17 123:10 158:6 166:20  
 167:2 171:17 179:21 180:2  
 188:24 192:9 201:12 230:21  
 243:15 248:20 263:6 268:13  
 270:16 272:8 273:4 276:6,12  
 280:4  
**partial** 282:15,19  
**partially** 80:20  
**participate** 279:15  
**participation** 124:25 158:20,21  
 159:3,6 163:2 164:21 166:24  
 169:17 171:23 180:15 232:3  
**particular** 95:12 167:23 174:6  
 179:11 181:14 234:24  
**particularly** 53:17 89:23  
**particulars** 136:8  
**parties** 141:4  
**partly** 263:4  
**partner** 17:14,16  
**partnered** 18:4  
**partners** 50:11 54:13,15  
**partnership** 44:10,22 120:8  
 286:12  
**parts** 32:5 214:4  
**party** 174:1  
**pass** 135:1 242:12  
**passed** 7:16,20,22  
**passes** 8:12 40:23 56:9 62:1 68:1  
 97:11 104:9 111:8 119:10  
 126:12 134:13 139:11 152:18  
 266:1,2 272:19 273:16  
**passing** 62:8  
**passion** 16:5  
**password** 73:5  
**path** 20:8 145:20 146:25 147:21  
 155:21  
**pathway** 58:3 182:2 183:18

193:23  
**pathways** 17:14  
**patience** 113:10  
**PATRICIA** 2:3  
**pause** 87:25 88:1  
**pay** 46:24 248:16  
**paying** 83:25 140:11  
**payment** 252:11  
**payments** 14:12 248:15  
**PC** 2:18  
**PCSNM** 282:23 285:10  
**PD** 290:25  
**PDF** 157:14,21 158:7  
**PEC** 2:17 3:4,22 4:16,17 6:13  
7:23 10:25 20:17 23:11 55:16  
57:2 59:2 60:22 66:13 67:10  
72:19 96:4 104:20 138:23  
164:16 188:11 192:18 258:5  
264:13,17 271:16 272:7 273:4  
288:16,24  
**PEC's** 6:16 151:17  
**PEC-Approved** 4:10  
**Pecos** 3:18 68:5,9 96:4  
**PED** 9:7 10:16,22 62:10 131:8  
169:16 170:8 173:16 174:25  
175:1,6,18 176:12,14 177:5,22  
179:1,12,18 180:14 182:16,23  
185:8 186:14 187:12 189:6  
193:15 222:14 224:6 246:2  
247:16 259:17 278:20,22 280:5  
285:13  
**PED's** 193:19  
**PED-administered** 170:23,24,25  
**PED-required** 169:6 177:19  
178:1  
**PED/Cognia/SAT** 131:9  
**pedagogy** 29:14  
**peer** 200:17 221:24 222:19  
223:19 274:21 275:2,3,9  
**pending** 171:8,22 173:3,8,9  
175:1,3,15 176:11 182:24  
194:25 195:24 199:9  
**people** 6:8 8:16,16,23 13:1,1,2  
18:13 31:16 33:7 38:3 45:4  
63:23 75:11 83:13 89:21 100:20  
102:21 107:20 112:12 120:20  
135:23 140:7 141:17 143:9  
147:23 149:12 152:22 154:4,5,6  
204:24 206:12,12 214:3 215:14

216:23 226:12,13 227:17,18,23  
229:15 238:1 239:19 246:19  
266:12,14 278:22 279:6 280:6  
281:17 284:9  
**percent** 10:6 35:21,22,24 36:1,2  
36:8,9,10 68:10,20,24,24,25,25  
69:2,13,13,14,14,23 70:1,2,3,3  
72:5 74:1,7 79:11,12 80:3 81:11  
81:13 88:4,5,11,19 89:5 92:23  
92:24 95:22,24 106:21,22 107:2  
107:4,17 116:7,8,10,12 124:23  
124:25 128:4,6,11 131:12 145:9  
149:1 157:6 158:2,2,3,4,4,5,19  
159:3,7 163:10,25 164:1,8  
165:3,5,5,6,10,22,24 166:1,7,7  
166:8,8,9,9,14,19,21 167:13  
169:7,10,15 170:12 173:14  
175:1,9,20,21 180:11,15 190:10  
190:10,11,12,12,14,22,22,22,24  
190:25 191:1,1 192:1,2,3,7  
193:25 206:4 214:25 223:2  
279:12,14,14  
**percentage** 131:14 190:23  
**percentages** 87:21 106:17 190:8  
191:19  
**percentile** 68:21  
**perception** 212:10  
**Peregrinos** 268:21  
**perform** 160:21  
**performance** 4:4 10:15,22 30:18  
31:4 36:20 57:4 68:14 71:23  
72:4 93:24,25 94:24 99:16  
102:1 105:8,18 113:21 122:17  
125:17,23 127:24 139:13  
151:10 183:4,8,19 184:12  
279:16  
**performances** 31:3 39:12,14,18  
40:5 57:24,24 99:24 101:22  
**performing** 11:1 43:5 57:24  
85:18 122:9  
**period** 244:22  
**permanent** 45:25 145:4  
**permits** 56:25 58:19  
**perseverance** 113:11  
**person** 8:24 9:1 13:11 33:15  
43:20 112:10 117:23 135:24  
155:3,4 200:21 216:18 257:19  
258:20 270:13  
**personal** 12:3 18:19 135:22

145:1 162:12 212:18  
**personally** 15:8 97:16  
**perspective** 170:2  
**Pete** 9:1  
**Peugh-Swofford** 19:1 156:14,15  
207:10 268:6,18  
**phased-in** 50:9  
**phenomenal** 28:13 33:24 100:12  
101:21 106:24,25  
**phone** 112:13 268:11  
**photo** 279:4  
**physical** 41:19 54:1,2,18 83:4,5  
**pick** 103:9 148:19  
**pictures** 35:10 268:12 279:5  
**piece** 90:9 232:12 282:14  
**pieces** 92:5 106:1 148:2  
**pinch-hitting** 104:13  
**pitfalls** 109:9  
**place** 10:13 46:3 51:7 106:1  
146:1 155:12 164:17 208:5  
216:1,5 230:23 249:20,24,25  
258:10,13 280:9,20 281:6  
**places** 83:14 195:19  
**plain** 182:24 213:22 237:6  
261:24  
**plan** 4:6 10:13,23 16:19 27:5  
41:25 45:7,9 47:16 49:16 50:9  
50:12 54:10,14 106:2 127:19  
131:1 155:14,17 158:6,8,13  
180:22,23 182:16,17 192:11  
193:17 194:18 223:9 234:4  
239:7 262:15 264:14 279:14  
284:13 286:16,16  
**planning** 46:15 237:19  
**plans** 54:23 257:13  
**playground** 51:4 52:21  
**please** 5:6 9:1 11:5,10 13:12  
51:24 63:2 104:2,23 111:25  
132:8 149:21 154:8 161:3 181:2  
238:24 242:18 244:1 264:23  
267:25 275:18 278:11  
**pleased** 61:15 124:22 125:3  
131:17  
**pleasure** 28:20 33:5  
**Pledge** 3:3 6:9,10  
**plus** 76:10 173:20 275:2 278:7  
**pocketbook** 268:24  
**Poe's** 28:12  
**poems** 31:17

<p><b>Poetry</b> 28:12</p> <p><b>point</b> 34:3 47:6 49:11 55:1 58:25 65:18 87:21 90:20 91:17 94:16 94:19 110:4,7 131:14 135:7 136:10 143:1 155:20 168:16 171:7 174:13 179:5 182:22 187:9 190:21,23 192:6,22 233:7 248:14,14 269:18 283:25</p> <p><b>pointed</b> 15:7 21:10</p> <p><b>points</b> 9:23 50:1 93:13,14</p> <p><b>policies</b> 14:18 221:24 224:8,10 224:12,16 227:14 234:3 249:20 249:24</p> <p><b>policy</b> 14:19,21 37:11 217:25 218:1,10 219:11,20 221:6,7,10 221:12 222:11,13 224:16,20 225:20,21,22,23,25 226:1,3,4 226:11,11,16 227:3 228:20 229:7,11,11,19 236:9,10 288:5</p> <p><b>policy-makers</b> 37:7,8</p> <p><b>political</b> 15:4</p> <p><b>Pomp</b> 34:11,16</p> <p><b>poor</b> 148:8,10</p> <p><b>population</b> 49:7 51:1 55:2 95:23 108:7,20 128:10</p> <p><b>populations</b> 206:7</p> <p><b>portal</b> 131:8,8,9</p> <p><b>portion</b> 66:7</p> <p><b>posing</b> 279:6</p> <p><b>position</b> 15:5 70:15 275:21 277:17,17</p> <p><b>positions</b> 21:20 275:16,17</p> <p><b>positive</b> 16:1 19:16 51:8 80:7 168:21 189:22</p> <p><b>possible</b> 3:10,11,13,15,17,22,23 4:3,5,9,14,15 40:24 41:2 56:17 62:3 68:5 99:7 104:20 145:14 213:6 214:8 216:20 238:2 271:16 280:25 287:21 288:15</p> <p><b>possibly</b> 59:22 117:7 229:16 259:20 285:14</p> <p><b>post</b> 10:23</p> <p><b>posted</b> 151:17 248:14 277:18</p> <p><b>posting</b> 24:2 246:6,23</p> <p><b>postponed</b> 137:16</p> <p><b>potential</b> 6:23 16:13</p> <p><b>potentially</b> 47:11 245:4</p> <p><b>powerful</b> 232:7 240:17</p> <p><b>practice</b> 162:15 205:19,20</p>	<p><b>practices</b> 2:11 106:6 244:23 275:20 278:15</p> <p><b>practitioner</b> 205:23</p> <p><b>praise</b> 48:11</p> <p><b>prayer</b> 50:24</p> <p><b>prayers</b> 120:15</p> <p><b>pre-clearing</b> 72:1</p> <p><b>precedent</b> 24:4</p> <p><b>precious</b> 77:15</p> <p><b>precisely</b> 177:25</p> <p><b>preface</b> 129:17</p> <p><b>preference</b> 211:15</p> <p><b>preferences</b> 211:14</p> <p><b>preliminary</b> 70:19,22</p> <p><b>Prep's</b> 31:24</p> <p><b>preparation</b> 64:7 207:6,13</p> <p><b>Preparatory</b> 30:7</p> <p><b>prepared</b> 13:18</p> <p><b>present</b> 6:5 41:13 132:6 147:16 157:1</p> <p><b>Presentation</b> 3:21 104:18</p> <p><b>presentations</b> 39:22</p> <p><b>presented</b> 23:6 37:6,8 88:10 100:20 103:17 236:18 278:2</p> <p><b>presenters</b> 39:20,21 40:4 278:1,6 283:21</p> <p><b>presenting</b> 97:15</p> <p><b>presents</b> 156:25</p> <p><b>president</b> 59:3 151:16 228:16 268:8</p> <p><b>pressing</b> 77:15</p> <p><b>presuming</b> 94:3</p> <p><b>pretty</b> 33:19 96:16 140:15 160:16 213:14,14 232:6,21 246:9 248:12 250:19,22 254:20 260:4</p> <p><b>previous</b> 27:3,6 54:8 202:1</p> <p><b>previously</b> 41:23 203:16</p> <p><b>primarily</b> 100:2</p> <p><b>principal</b> 22:10 25:14 27:3 43:22 98:7</p> <p><b>principal's</b> 25:19</p> <p><b>principal/CAO</b> 14:6,17</p> <p><b>printed</b> 70:19</p> <p><b>prior</b> 10:14 51:15 177:3 230:2 249:2</p> <p><b>priority</b> 106:3 260:15,17</p> <p><b>private</b> 256:22</p> <p><b>privilege</b> 29:2,19</p>	<p><b>proactive</b> 121:16</p> <p><b>proactively</b> 75:9</p> <p><b>probably</b> 59:22 77:20 85:19 86:17 99:21 114:14 117:3,15 138:10 160:19 171:8 172:4 179:17 211:8</p> <p><b>problem</b> 9:15,17 138:1 200:20 270:17</p> <p><b>problems</b> 129:21 245:21</p> <p><b>procedural</b> 139:20</p> <p><b>procedure</b> 280:12</p> <p><b>procedures</b> 219:4 249:24</p> <p><b>proceedings</b> 1:10 289:10 290:9</p> <p><b>process</b> 25:9 53:4 123:6 127:18 145:11 167:25 168:17,22 171:9 184:4,5 200:21,22,24 201:17 207:3 211:6,16,18 212:7,13 233:3 234:11,18 236:17 237:2,4 239:14</p> <p><b>processed</b> 24:20</p> <p><b>processes</b> 201:6 211:10,13 237:20</p> <p><b>produce</b> 92:3</p> <p><b>productively</b> 120:23</p> <p><b>professional</b> 1:21 16:3 106:7 107:8 151:2 180:12 240:18 277:3 284:1</p> <p><b>professionally</b> 15:8</p> <p><b>proficiencies</b> 68:22 69:1,24</p> <p><b>proficiency</b> 10:3,5,8 14:21 42:8 69:12 82:16,22 88:7,23 89:14 89:19 94:9,18 114:24 115:8 116:8 125:21 127:20 128:3 130:17,22,24 144:21 157:24 165:24 166:1 177:11,13 182:22 190:15,23</p> <p><b>proficient</b> 82:24 94:23 124:24 130:4 162:9</p> <p><b>profound</b> 23:4,24</p> <p><b>profoundly</b> 108:8</p> <p><b>program</b> 3:16 17:13 18:6 20:1 25:15 62:4,13 63:17,24 67:13 100:19 112:25 278:2</p> <p><b>programming</b> 64:3</p> <p><b>programs</b> 25:14 37:10</p> <p><b>progress</b> 95:7 168:24 174:9 181:8 183:18 198:13 260:15 264:14,16 286:2</p> <p><b>progression</b> 223:17</p>
--	---	--



**project** 72:23 77:10 196:25 198:7  
**projected** 79:9 91:25 92:8,12,15  
 92:18 93:3,5,7,8,12,15,19  
 129:25  
**projection** 65:13  
**projections** 64:16  
**promise** 55:9 142:24  
**promote** 41:10 81:4 111:20  
**promoted** 14:6 111:15 277:11,16  
**promotion** 29:4 37:17  
**promotions** 275:16  
**Proofed** 290:25  
**property** 14:25  
**proponent** 85:5  
**proposed** 286:20  
**proud** 18:1 31:11 35:6,8 36:15  
**proven** 14:21 150:10  
**provide** 4:16 16:16 24:12 25:4,5  
 29:16 41:20 42:3 44:13 54:16  
 54:18,19 57:20 69:9 102:9  
 103:20 109:2 120:22 144:12  
 158:6 167:1 173:11 180:22,23  
 197:20 198:4 200:1 205:25  
 206:1 207:18 209:20,25 210:4  
 213:1 214:15 217:13 222:15,16  
 223:23 224:2 225:8 233:14  
 234:4 236:6 264:16 273:2 287:3  
 288:15  
**provided** 9:10 48:15 61:3 70:1  
 80:5 81:20 110:23 117:6 118:25  
 126:3 134:4 158:13 199:23  
 218:25 231:15 244:11 259:4  
 269:22 270:14 280:5 282:19  
**provider** 14:12 44:11  
**provides** 79:7 273:3  
**providing** 16:7 29:22 44:1,8 54:5  
 54:25 55:8 112:8 117:18 200:8  
 201:21 202:7 222:23 241:15  
**proximity** 53:18  
**PSAT** 178:25 183:10  
**PSFA** 272:23 288:21  
**public** 1:1,10 3:6 5:4 6:21,24  
 8:14 9:4 10:25 11:8,12 23:3,15  
 26:19,19 28:3 43:2,3 101:10  
 151:8 164:5 214:24 273:1,3  
 276:4 283:10 286:17 290:1,10  
**publicly** 193:23  
**published** 123:21  
**pueblo** 34:19

**pull** 178:2 239:9  
**pulled** 165:18 222:8  
**pulling** 138:7  
**punitive** 223:21  
**purchase** 57:1 246:22 282:7  
**purchased** 50:3  
**purely** 133:20  
**purpose** 178:4  
**purposely** 211:21  
**purposes** 64:11 167:2 171:17  
 173:10 188:24  
**purview** 27:16  
**push** 52:3  
**pushing** 73:12 78:13  
**put** 10:8 39:9,10,21,23 40:3 64:4  
 64:21,22 65:1 99:3 113:2 122:8  
 132:22,23 136:20 141:12 142:2  
 142:3 144:4,18 147:19 163:5  
 173:5,10 174:17 192:16 195:1  
 208:24 212:11 216:25 221:8,19  
 236:10 239:19 240:8 243:5  
 247:9 249:14,25 271:6 280:17  
 280:19 284:22 285:12 286:17  
**putting** 44:19,20 105:25 178:16  
 285:9

---

## Q

---

**qualified** 73:20  
**quality** 83:6 107:9  
**quarterly** 233:12,15  
**question** 45:23 75:23 91:2,6 95:3  
 114:7 116:24 117:8 118:13  
 122:10,12 125:6 129:9,12 136:4  
 136:6 142:6 149:15 158:17,19  
 159:12 165:13 170:16,19 192:9  
 217:8 220:21 223:7,12,13  
 231:24 234:23 236:22 239:4  
 249:6 251:3 274:11 280:18  
**questioned** 253:2  
**questions** 55:14 58:9 78:15 79:15  
 106:13,16 108:25 128:24 129:5  
 159:14 160:1 195:3,5 214:10  
 217:22 220:20,23 225:2 228:18  
 237:11 285:17  
**quick** 22:6 35:19 91:2 122:10  
 229:5  
**quickly** 154:12 239:10 266:23  
 280:23,25  
**quit** 15:10 227:19

**quite** 12:2,5 30:3 38:18 74:20  
 82:21 91:3 131:16 140:4 202:23  
 249:18 267:15  
**quorum** 6:4 271:20 272:2

---

## R

---

**R** 2:1 3:1 4:1  
**R-a-t-l-i-f-f** 283:9  
**R-i-v-e-r-a** 43:17 57:14  
**radar** 127:22  
**rain** 31:4,5 271:12,13  
**raise** 127:20 189:13 206:23  
**raised** 206:24 224:9,21 268:20  
**raising** 122:3  
**ramble** 8:23  
**Ramirez** 277:10  
**Rams** 276:6  
**ran** 21:6,8 200:16  
**Rancho** 86:15,18 276:4  
**rapid** 55:2  
**rate** 74:22 75:1 80:3 89:3,10  
 107:2,4 108:10 124:25 159:3  
 163:2 164:21 177:13 190:15,23  
**rated** 69:3  
**rates** 9:23,24 78:7 127:20 128:3  
 130:24 246:19 287:6  
**rating** 57:4,7 70:24 71:25 122:17  
 170:10 201:20  
**ratings** 157:17  
**Ratliff-Parker** 283:1,4,8,9 285:1  
 285:6 287:11  
**re-** 70:24  
**re-reviewing** 112:19  
**reach** 16:13 47:12 79:11,13 94:9  
 100:23  
**reached** 136:6  
**reaching** 82:14,21 85:23  
**read** 6:13 7:8 13:19 58:12 66:5  
 120:3 160:20 164:16 221:25  
 244:11 259:19 260:12  
**reading** 38:1 68:24 69:11,22,24  
 70:1 76:1 78:20 81:13 88:2,5,7  
 92:8 93:10 95:21 99:11 114:14  
 158:3,4 159:7,19 160:18 161:13  
 164:4 165:24 166:8,9 167:12  
 170:1 174:4 177:1 181:13  
 259:14  
**readjust** 161:17  
**ready** 67:9 98:17 118:1 133:25

152:20 213:21  
**real** 244:14 270:10  
**real-time** 90:13 157:20,22  
**realist** 130:21 131:3  
**realistic** 189:25  
**realize** 6:23 21:20 77:8  
**really** 11:24 19:14 20:2 22:6,16  
 29:5,18,20,21,22 31:21 33:25  
 34:18 35:11,12 37:9,25 38:11  
 38:24 39:2 40:2 45:12,18 50:1  
 50:10,23 51:1,6 53:5 54:14,21  
 54:24 55:2,8 59:16 60:4,13  
 61:16 64:8,10,13,15,25 75:9,14  
 82:3,3 84:12 88:9 90:16 101:5  
 103:15 105:16 106:9 107:11  
 115:3 122:7 125:3,19,19,20  
 131:17,18 132:23 133:20 136:9  
 141:2 154:12 155:3 163:22  
 165:7 184:2 186:3 195:3,9  
 196:12 199:4 200:14 201:18  
 205:11,17 212:22 223:1 227:4  
 231:22 237:3 239:10,18 240:4,8  
 240:13,17,19,19,22 244:25  
 245:2,8 254:5,10,16,23,24  
 255:8 260:2 266:15 268:2,5,19  
 269:7 276:21 277:1,6 278:24  
**reappearing** 248:7  
**reason** 10:17 27:13 123:9 140:4  
 208:23,23 221:13 274:12  
**reasonable** 62:11 167:12 189:25  
**reasons** 202:13 209:1  
**Rebekka** 2:5 37:20  
**REC** 196:6,8,9,17,24 197:10  
**receipts** 246:3  
**receive** 17:15 72:14 185:19,21  
 245:20 274:20,21  
**received** 155:18 158:8 192:11,13  
 198:19,25 199:1 244:20,23  
 245:3 273:21,22,22 279:10  
**receives** 272:25  
**receiving** 25:4 44:9 284:17  
**reception** 284:6  
**receptions** 284:7  
**recess** 56:14 153:14 238:25  
**recited** 37:21  
**recognize** 44:3 94:2 133:1 148:17  
 150:7 168:24  
**recognized** 91:15  
**recommend** 117:9,14 256:19

**recommendation** 43:1 144:17  
 181:23 253:17 275:2,4 285:14  
**recommendations** 16:18 23:11  
 275:1  
**recommended** 79:19  
**recommending** 72:2  
**recommends** 57:8 62:8  
**reconcile** 249:23  
**reconciled** 250:23  
**reconciliation** 245:19  
**reconciling** 249:22 254:3  
**reconnected** 156:17  
**reconvene** 110:5  
**reconvened** 153:15  
**record** 43:15 57:11 63:3 98:4  
 105:4 112:1 121:23 137:13  
 156:7 244:2 283:7  
**recorded** 21:2  
**records** 58:21  
**recovered** 120:13  
**recovering** 121:6,7,8  
**recovery** 107:2,4  
**red** 70:24 167:21 176:8 179:10  
 186:17 250:8 261:10,11,11  
 275:14  
**Redesign** 37:6  
**redoing** 213:20  
**redraft** 24:4  
**reengagement** 108:6  
**refer** 280:7  
**referenced** 151:14  
**referencing** 214:23 271:2  
**referring** 270:23  
**reflect** 9:17 161:18  
**reflected** 82:15 165:8  
**refreshed** 80:22  
**refresher** 252:9  
**refusal** 23:9  
**regard** 128:21 262:13  
**regarding** 219:2 246:3 286:15,21  
**regardless** 6:19 52:13 95:9 108:3  
**Reginald** 47:1  
**registration** 213:5,24 284:22  
**regularly** 224:7  
**regulations** 25:2  
**reimbursed** 258:3  
**reimbursement** 245:23 246:20  
 272:23,25 280:6,8,20 281:8  
**reimbursements** 204:21 246:8

258:3 282:6,8  
**reiterate** 121:9 148:9  
**related** 12:15 134:17  
**relation** 95:7 261:18  
**relationship** 44:12 53:15,20  
 147:7,8 150:5  
**relative** 214:7  
**relevancy** 100:24  
**relevant** 81:10 106:10 146:11  
 180:4 181:6,19  
**reliability** 201:19 202:7  
**reliable** 189:25  
**reliance** 202:17  
**reluctant** 88:18  
**rely** 146:24 172:4 243:21  
**relying** 182:15 186:14  
**remain** 13:25 24:22  
**remained** 95:20  
**remaining** 15:4  
**remains** 24:10 25:16  
**remarkable** 53:15 100:5  
**remedied** 137:21  
**remedy** 202:1 250:1  
**remember** 11:11 33:9 34:15  
 38:13 60:6 90:3 102:2 133:7  
 168:11 193:3,4,5 250:21,22,24  
 270:3 275:6  
**remembered** 45:23 46:6  
**remembering** 149:6  
**remind** 43:14 154:4 155:10  
 224:24  
**reminded** 35:17  
**reminder** 32:10,16 57:11 70:9  
 97:24 98:3 105:3 157:5 283:12  
 285:21  
**reminding** 46:8 121:18 239:12  
 288:24  
**reminds** 35:2  
**remorse** 193:6  
**remove** 21:25  
**removed** 3:10 14:3 21:19 24:2  
 234:16 270:9  
**removing** 66:6,21  
**Renaissance** 79:18,23 91:24 92:1  
 92:13  
**rendered** 14:13  
**renegotiate** 183:3,11  
**renegotiated** 182:7  
**renew** 141:11

<p><b>renewal</b> 42:5 43:9 45:24 46:7 80:9 100:20 105:8 127:17 128:10 142:23 147:1 157:6 165:19 168:19 170:18 193:4 272:8,9 279:8</p> <p><b>renewed</b> 129:1 186:4</p> <p><b>renewing</b> 168:11</p> <p><b>renovation</b> 49:19</p> <p><b>reopen</b> 172:15</p> <p><b>repeat</b> 245:4 261:4</p> <p><b>repeated</b> 26:16</p> <p><b>rephrase</b> 161:11</p> <p><b>replace</b> 10:17</p> <p><b>replaced</b> 157:15</p> <p><b>replacement</b> 275:23</p> <p><b>replacing</b> 66:8,21</p> <p><b>report</b> 3:20 4:11,13 92:1,3 93:21 97:23 98:2 103:17,20 122:6 124:2 180:10 182:5 197:12,12 197:20 198:4,7,18 209:16 231:3 232:15 245:9 247:14,16,17 250:23 257:18 262:25 263:5 266:6 273:17 274:20,21 275:3,5 275:10 278:9 279:25</p> <p><b>reported</b> 1:20 163:9 179:22 192:24 230:13</p> <p><b>reporter</b> 9:2 11:6 87:15 156:16 290:7</p> <p><b>REPORTER'S</b> 4:21 290:5</p> <p><b>reporting</b> 1:21 3:21 104:19 105:21 123:20,23 168:4 170:18 182:4 198:6 205:7 233:4,13 243:11 250:10 287:22</p> <p><b>reports</b> 24:15 35:20 97:17 198:25 208:19 245:12 248:4 258:20,22 282:14,15,19</p> <p><b>represent</b> 16:22</p> <p><b>representative</b> 121:21 288:21</p> <p><b>representatives</b> 206:21</p> <p><b>reprieve</b> 193:10</p> <p><b>reprimand</b> 146:21</p> <p><b>reputation</b> 231:21</p> <p><b>request</b> 3:12,14,16 41:4 43:25 51:13,23 52:3 55:17 56:19,22 57:8 59:1 60:23 62:4 63:11 64:2 66:6 67:11 68:6,8 81:20 96:4 121:20 161:16 281:9</p> <p><b>requested</b> 110:9 244:18 281:10</p> <p><b>requesting</b> 41:17 51:10 68:10,12</p>	<p>281:8</p> <p><b>requests</b> 23:12 24:21 245:22</p> <p><b>require</b> 166:22</p> <p><b>required</b> 24:12 87:2 161:5,12,23 166:25 170:8 171:12 241:2 246:12 273:5</p> <p><b>requirement</b> 24:6 103:19 161:14 175:1</p> <p><b>requirements</b> 161:18 174:25</p> <p><b>reschedule</b> 109:22 283:21,22</p> <p><b>research</b> 28:18</p> <p><b>reservations</b> 144:8,9</p> <p><b>reset</b> 160:3</p> <p><b>residing</b> 6:18</p> <p><b>resign</b> 15:3</p> <p><b>resigned</b> 25:10</p> <p><b>resolution</b> 24:1,4</p> <p><b>resolve</b> 242:7</p> <p><b>resolved</b> 245:16 257:24</p> <p><b>resource</b> 109:13</p> <p><b>resources</b> 16:7 55:4,12 201:3</p> <p><b>respect</b> 7:10 23:21 143:10 151:2 154:5,10</p> <p><b>respecting</b> 34:25</p> <p><b>respond</b> 16:18 148:7 225:10 243:18 253:20 255:10 262:13 264:1</p> <p><b>responded</b> 235:2</p> <p><b>respondents</b> 279:12</p> <p><b>responding</b> 230:10</p> <p><b>response</b> 8:10 40:21 56:7 61:24 67:24 96:14 104:1,7 111:6 119:8 126:10 134:11 139:9 272:17 273:14 278:10,11 289:7</p> <p><b>responsibility</b> 85:17,17</p> <p><b>responsible</b> 27:16 85:22</p> <p><b>responsive</b> 29:14</p> <p><b>rest</b> 7:14 100:11 111:9 126:13 153:3,18 214:6</p> <p><b>restate</b> 125:8</p> <p><b>restaurant</b> 17:13</p> <p><b>Result</b> 242:19,20</p> <p><b>results</b> 124:22 125:3 131:6 164:5 166:19 171:15,16 179:24 185:9 185:22 187:21 188:23 279:11</p> <p><b>resume</b> 197:4</p> <p><b>retaining</b> 75:13</p> <p><b>retention</b> 73:22 74:5 75:10 78:7 78:7 80:3 210:25</p>	<p><b>reticent</b> 87:19</p> <p><b>retired</b> 244:4</p> <p><b>retreat</b> 283:15 284:1</p> <p><b>return</b> 41:25</p> <p><b>review</b> 4:5,7 70:19,20 71:6,8 158:15 192:19 194:15,18 197:14 200:14,15 202:14 212:25 213:8 221:12 224:8,12 224:15 245:25 263:11 274:22 275:2,10</p> <p><b>reviewed</b> 163:21,22 192:13 219:12 224:13,20</p> <p><b>reviewers'</b> 275:3</p> <p><b>reviewing</b> 224:10</p> <p><b>reviews</b> 196:6 199:22</p> <p><b>revisions</b> 172:19 286:21</p> <p><b>revisit</b> 201:9</p> <p><b>revoking</b> 150:17</p> <p><b>revolting</b> 13:5</p> <p><b>revote</b> 270:16</p> <p><b>revoting</b> 271:2</p> <p><b>RFPs</b> 249:14</p> <p><b>RFRs</b> 245:22,25 249:14 252:1,2 252:10,15 253:4 261:21</p> <p><b>RHC</b> 245:12</p> <p><b>ribbon</b> 45:19</p> <p><b>Richelle</b> 18:25 156:14,14 221:23 268:6,18</p> <p><b>right</b> 20:5 31:5 33:11 36:25 47:4 47:8 49:6 50:3 52:21 55:5,11 61:13 65:17 66:9,24 67:2,3 68:18 70:20 72:11 73:12 74:16 74:21 75:25 76:21 78:12 82:18 88:3 89:1 90:1,17 96:3 101:18 112:11,24 113:22 114:9 115:2,6 122:18 124:3 125:12 131:18 135:10,11,16 136:14 137:14,21 138:5 139:21,23 141:24 146:19 148:1,5 149:6 150:5,6 154:1 157:18 158:21 163:6 165:19 172:4 175:8,23 176:8 178:8,15 178:24 179:17,21,23 181:21 185:18 186:8,17,20 187:5 188:2 189:9,21 190:9 191:10,16 193:25 194:8 198:2 200:25 203:3,22,24 204:6,10 205:2,14 213:14,18 218:6 220:16 223:4 224:21 225:11 226:16 227:15 227:19,22 228:4 230:19 231:7</p>
--	---	--

231:12,20 232:4 235:8,16,21  
 237:20 239:15,19 240:5,10,20  
 243:4 245:15 251:2,21 253:8,18  
 256:6 259:21 260:16 263:21  
 264:12 268:16 272:24 276:2  
 281:3 288:8  
**rigor** 143:21,23  
**ringing** 63:7  
**Rio** 86:15,18 276:4  
**RioGAFAs** 30:17 32:25  
**RioGAFAs** 36:19  
**Rivera** 41:6 43:16,17 47:25 48:2  
 49:23 52:1 53:12,22 57:12,13  
 57:17 58:24 59:14,20 60:1,17  
 61:9  
**Riverside** 134:20 138:25 139:14  
 151:10  
**RMR** 290:6  
**RMR-CRR** 1:20 290:17  
**road** 47:4,9 121:8 148:14  
**robing** 18:10  
**Robinson** 278:16  
**role** 13:20  
**roll** 3:3 5:6 104:2 151:23 264:22  
 265:4  
**rolling** 174:5  
**rolls** 23:21  
**Romero** 28:13 239:22 243:2  
**room** 13:10 18:12 21:16 34:3  
 39:14 57:23 58:5 59:17 75:15  
 154:7,10 179:18  
**rooms** 51:24  
**rooster** 21:21  
**root** 106:9 261:15  
**rooted** 94:1,24  
**Rosa** 48:3  
**Rotary** 268:8,9 269:2  
**rough** 186:3  
**roughly** 78:14  
**route** 257:7  
**row** 176:10,24  
**Rowe** 184:16 185:11 187:7 209:6  
 209:16 219:9,24  
**RSVP'd** 284:8  
**Ruidoso** 283:17,18  
**rule** 62:10 286:9  
**rules** 114:22 120:3 124:3 280:11  
**run** 19:20 109:20 110:6 140:8  
 144:10 187:19 200:13 201:1

223:15  
**running** 124:10 223:20  
**rural** 38:15 86:20,20  
**rush** 277:5,5  
**Russell** 2:9 36:7 41:12,15 46:11  
 56:20 62:5 68:7 71:15,19,20  
 72:17,18 73:1 77:4 78:17 81:9  
 118:10 132:8,12 157:12 158:10  
 165:16 171:20 172:6,9,18,22  
 173:1,5,18 174:22 175:4,8,12  
 175:16,19,23 176:2,15,18,22,25  
 177:8,12 180:7,21 190:6,20  
 192:15 195:6 196:19 197:17,24  
 198:3 208:2,21 217:16 218:23  
 219:2,5 224:14,22 225:1 242:2  
 242:25 243:7 252:24 273:19  
 274:12,14 275:11 277:1 281:5  
 281:14 282:1  
**Russell's** 63:14

---

**S**

---

**S** 2:1 3:1 4:1  
**S-c-h-n-e-t-t-l-e-r** 9:5  
**S-e-e-l-e-y** 244:4  
**S-k-a-g-g-s** 13:17  
**S-w-a-f-f-o-r-d** 19:3 156:15  
**S.T.A.R.S** 74:9 208:22 209:7  
**Sacramento** 273:24  
**sacrifice** 268:13  
**sad** 49:25  
**safe** 44:18 126:13 225:2,5  
**safety** 44:24  
**sake** 225:19  
**Salute** 3:4 6:9,10  
**Samantha** 277:10  
**San** 134:20 138:24 139:14  
 151:10  
**Sandia** 251:4  
**Santa** 1:13 2:19 48:3 86:16  
 100:10 101:10 154:25 274:1  
 290:11  
**Santana** 34:5  
**SAT** 99:9 163:14 169:16 170:24  
 171:8 175:5 176:14,21 178:10  
 178:11 179:18 180:16 182:24  
 182:25  
**satisfied** 139:1 221:2  
**satisfy** 226:2  
**satisfying** 103:19

**SATs** 161:24 177:23 187:3  
**save** 11:13 23:10 26:6  
**saw** 39:3,12 69:6 70:24 81:18  
 100:13,16,25 104:12 107:7,23  
 165:7 179:9 186:17 188:9  
 208:18 226:8 270:8,24 271:1  
 286:2  
**saying** 27:15 77:10 89:8 185:11  
 187:9,11 211:21 223:3 238:3  
 249:12,13 254:9 258:9 259:2  
 260:22 280:15  
**says** 51:13 66:7 79:16 88:1,2,4,6  
 116:18 123:2 158:7,19 165:4  
 170:25 175:18 177:18 178:1  
 182:11 188:18 192:11 207:4  
 221:10 233:14 248:2 263:10,22  
**scale** 70:24 79:9 93:3,5,8,12,15  
 93:19 238:3  
**scaled** 91:25 92:7,9,12,15,18  
**scenes** 12:1  
**schedule** 63:19 126:15 267:3  
**scheduled** 33:6 110:4 283:18  
**Schnettler** 9:1  
**scholars** 44:1 55:12 232:2  
**scholarship** 240:19  
**scholarships** 18:8  
**school** 3:7,12,16,20 4:3,6,8 9:13  
 12:9,13,16 14:10,14,23 15:10  
 15:22 16:10 17:18 18:11,16  
 19:7,23 20:5,16 21:4,7,9 25:1,3  
 25:20 28:8,11 29:19 30:6,7,8,8  
 30:10,21 32:3,9 33:11,14,19,20  
 33:23 34:6 36:11,25 37:6,16,22  
 38:12,13,14,20,21 39:4,8,20  
 40:1,3 41:3,23,24 42:2,6,10,15  
 43:5,10,21 44:2,16,17 45:3,7,15  
 46:3,22 47:1,2,3,4,8,13 48:5,24  
 49:5 50:16,24 51:2,14 52:9,12  
 52:18,19,23,25 53:6,8,11,18  
 55:18,21 56:24 57:10 58:15,21  
 59:5 60:9 61:2 62:4,10 63:9  
 64:6,10,21,22,24 65:2,17 67:11  
 67:14,15,15 68:15,17 69:3,9,10  
 69:18 72:8,10 73:16,18 74:17  
 75:3,11,21 76:11,11 78:12 79:2  
 80:6,7,11 81:22 82:25 83:4,21  
 83:21 84:17,19 85:6,11,15  
 88:13 90:18 91:21 94:2,4 96:8  
 97:23 98:1,3,8,21 99:5 102:4,8

103:18,20,20 104:20,21 106:6  
 107:4 108:6,6,7,14,18 109:2  
 110:11,12,16,21 111:13 112:5  
 114:8,12 116:2 117:5,13 118:1  
 118:23 119:14 120:13 121:4,12  
 121:20 122:1 126:1,21 128:13  
 128:18 131:22 133:7 134:2,20  
 134:21 135:4,6,23,24 136:24  
 138:2,18,25 139:24 140:2,7,8,8  
 140:14 141:14,15 142:4,12,15  
 143:3,6,18,23,25 144:10,20  
 145:3,18,25 146:8,8,10,15  
 147:1,14,22 148:14 149:16  
 150:3,7,17,22 151:11 155:11,12  
 155:13 156:23 157:6,11,16  
 158:1 159:25 160:14,23,25  
 161:22 162:1,4,19 163:13  
 164:10,23,25 165:22 167:25  
 168:9,11,18,22 170:17 171:3,11  
 172:2 174:3 176:14 177:24  
 178:11,12 179:10,12 181:24  
 182:3,4,5 183:2,6,6,18,22 184:2  
 184:7,8 186:3,19 187:2 188:7  
 189:1,3,9 191:24 194:7 195:7  
 196:2,22 197:14 198:23 199:6,6  
 199:7,19 200:1,2,4 201:2,2  
 204:15 205:12,24 206:8 207:5,8  
 207:18 208:19 209:8,17 210:1,5  
 210:6,17,20 211:4,21,25 212:1  
 212:6 216:13,19 218:22 219:11  
 219:19 221:3 223:1,6 224:16  
 225:23 226:5 227:15 229:22  
 230:6 231:8,9,12,16,19,22  
 232:3,4,24 233:19,24 234:4,7  
 238:3,5,14,15 239:24 241:25  
 242:7,8,22,23 243:2,13,18  
 244:5 245:5 246:15,17 251:4,16  
 251:20 252:3,9 253:4 255:14,19  
 255:25 259:14,19 260:12,22  
 262:4,12 263:10,15,16,18,18,24  
 264:1,4,5,7,15,16 266:12,24  
 269:12 272:11,25 273:1,1,3,3  
 273:24 274:1,2 278:3 279:6  
 280:1 282:17 285:8 286:22  
 287:2,6  
**school's** 24:19 29:3 41:21 42:8  
 43:8 68:13 71:22 72:3 110:19  
 151:16 244:9 261:23 280:2  
**School/Options** 2:10,12,15

**schooling** 83:11,16  
**schools** 3:21 4:11 6:22,25 7:5 9:9  
 9:10,14,19,21,24,25 10:5,9,10  
 11:18,19,23 29:21 30:1,2 32:22  
 35:5,21 36:9,10,11 39:16 43:7  
 47:17 48:11,18 49:11 50:16  
 68:21 69:19 76:17 84:2 85:20  
 86:23 89:11 94:19 100:16 101:5  
 101:10,20 104:18 105:14 106:4  
 109:8 117:14 120:2 124:1  
 125:19 126:15 132:25 133:7  
 142:13 143:23 146:20 150:24  
 162:1 182:7,18 183:20,21 193:9  
 200:17 202:8,10,12,23 203:13  
 204:9 206:6 212:4 218:5 221:24  
 222:19 223:19 224:10 225:3,6  
 229:1 233:11 244:6,6 255:6,7  
 255:13,15 260:22 262:1 272:22  
 273:18,23 274:13 276:5,21  
 277:20 278:7,9,10 279:15,21  
 283:11 286:2,3  
**schools'** 287:1  
**schoolwork** 107:21  
**science** 10:7,14,19 30:25 31:1  
 69:1 164:4 167:15 172:3 177:1  
 273:25  
**scoff** 167:13  
**score** 41:24 68:20 69:23 79:8,9  
 79:16 91:25 92:7,9,12,15,18  
 93:3,5,8,12,16,19 123:8 124:24  
 182:9 201:10  
**scored** 125:2 168:1 200:21  
**scorer** 200:14 201:5  
**scores** 9:10,17 42:8 91:8,9 99:9  
 114:13 115:21  
**scoring** 205:8  
**screen** 69:21 71:16 77:3 80:21  
 114:23 173:3 274:4,5  
**screenshotted** 198:15  
**scrutiny** 200:18  
**Sean** 62:25 63:4,12 65:7,9,23  
 68:2,3  
**seated** 73:13  
**seats** 73:19  
**second** 8:3,5 40:14,16 55:22,23  
 61:5,7 67:16,18 72:21 96:9,11  
 103:22,24 110:24 111:1 116:5  
 119:1,3 126:4,6 134:5,7 135:19  
 139:2,4 151:18,20 156:1 158:6

159:24 165:25 173:20 175:4  
 176:18 185:7 187:24 192:9  
 193:1 223:13 231:17 264:18,19  
 264:21 272:12 273:7,8,10  
 282:14  
**secondary** 119:15 242:9,12  
**seconds** 55:25  
**secret** 86:23 151:4  
**Secretary** 2:4 5:7,10,12,16,18,22  
 5:24 6:1,3,3,7 8:3 28:10,13,16  
 35:19 36:1,5 51:22 52:5 96:17  
 96:19,21,23 97:1,3,5,7,9,9  
 107:15 120:12 122:5,20,24  
 123:5 124:4 125:15 132:16  
 134:17 138:23 140:20,20,24  
 141:22 151:24 152:1,3,5,7,10  
 152:12,14,16 159:12,14,17  
 178:6,15 241:3,6,9,17 242:1  
 250:16 255:4,23 256:1,5 265:2  
 265:6,8,15,17,19,21,23,23  
 278:19  
**Section** 171:11  
**sections** 23:15  
**sector** 36:11 42:25 256:22  
**security** 44:24  
**see** 10:16 18:18 31:2,10,22 32:2  
 35:10 38:24 39:17 46:20,21  
 55:1 59:15,15 60:11 61:15 65:1  
 65:8,9 69:8,8 71:25 75:6 79:14  
 80:17 82:25 83:3 95:11,11  
 97:17 100:4 107:6,16,19,22  
 108:1 116:6 120:1 122:3,18  
 123:9 124:23 126:18 130:8,21  
 130:22 133:20 134:15 141:19  
 141:25 145:18 146:20 147:11  
 155:17 158:14 159:4 165:2,7  
 168:20,21 170:19 174:10  
 185:16,25,25 186:25 187:10  
 188:17 199:3 207:14 209:9  
 213:4,12,22 214:6 215:5 217:22  
 218:6 220:3 225:21 226:7,7,16  
 227:4 228:2,5 231:15 233:25  
 234:18 237:23 238:4,10 243:6  
 244:18,21 250:10 252:20,23  
 254:12 257:2,13,16 258:18,23  
 259:5,5 260:8,8,14 261:18  
 275:4  
**seeing** 75:8 91:16 107:1 117:10  
 127:21 128:21 189:23 206:1

213:9 226:25 233:16,17 259:1 <b>Seeley</b> 244:3,4,15 247:25 248:8 248:23 251:18 252:5,12,19 253:1,9 254:5,10,22 255:11 256:15,19 258:24 262:16,18 <b>Seeley's</b> 250:17 <b>seen</b> 55:4 85:7 88:6 89:11 128:4 164:10 225:22 266:16 <b>SEG</b> 128:18 <b>self-</b> 59:21 <b>self-assessment</b> 237:11 <b>self-ownership</b> 59:21 <b>semester</b> 214:20 <b>semi</b> 199:5 <b>seminar</b> 150:22 <b>send</b> 30:16 83:20 131:24,25 132:8,13 197:7 228:8 237:18 245:9,18 <b>sending</b> 32:24 222:3 <b>senior</b> 18:10 34:6 278:3 <b>seniors</b> 18:9 <b>sense</b> 115:13,14,19 166:24 179:8 181:7,20 187:14 237:3 257:16 <b>sensitive</b> 266:10 <b>sent</b> 65:16 71:12 72:15,17 86:7 112:25 151:15 207:21 219:16 222:3 224:18 225:23 226:18,19 227:7,8 251:20 253:1,2 270:12 284:11 <b>sentences</b> 7:9 <b>separable</b> 185:17 <b>separation</b> 25:6 <b>September</b> 79:4 215:22 230:15 272:9 <b>series</b> 243:12 <b>seriously</b> 94:5 132:23 149:11 <b>Serna</b> 275:17,25 276:4 <b>servant</b> 16:6,10 <b>serve</b> 23:25 47:17 128:10 212:20 <b>served</b> 14:24 19:10,13 43:7 108:3 <b>service</b> 1:21 54:25 <b>services</b> 14:13 20:21 24:11,13 25:4,6 54:3,4,14,17,18,21 55:8 57:20 213:2 <b>serving</b> 42:6 43:6 49:7 64:19 84:18 108:7,11,21 <b>session</b> 278:12 284:8 288:6,9 <b>sessions</b> 278:8 285:10,11 <b>set</b> 7:3 13:22 15:6 86:25 113:17	118:3 161:24 166:18 233:22 290:13 <b>sets</b> 181:14 <b>setting</b> 21:9 164:23 <b>seventh</b> 33:12 <b>seventh-graders</b> 31:17 <b>severe</b> 24:17 257:7 <b>shape</b> 14:4 186:3 <b>share</b> 17:9 19:5 37:13 49:21 69:21 71:15 77:2 81:1,3,7 156:4 230:20 250:16 <b>shared</b> 254:13 <b>sharing</b> 81:10 88:23 274:4,4 <b>SHARON</b> 2:6 <b>she'll</b> 242:13 <b>shining</b> 109:15 <b>shooting</b> 121:2 <b>shopping</b> 52:16 <b>short</b> 44:4 49:18 163:14,15 169:10,16 170:10,13,22 173:15 173:17 175:5,7 176:23 183:9,23 184:9 186:11 187:12,20 189:2 216:3 <b>short-cycle</b> 94:12 161:21,25 169:9 171:6,9 179:25 180:17 184:20,25 185:13,16 187:21 <b>shorter</b> 66:8 <b>shoulder</b> 249:5 <b>shoulders</b> 12:20,22 27:4 59:9 <b>shout</b> 34:1 <b>shout-out</b> 30:17 31:14 39:11,19 <b>shout-outs</b> 39:8 <b>show</b> 42:12,22 98:11 99:3 125:20 130:16 142:16,16 148:18 158:2 172:2 173:2 174:10 176:25 177:4 178:7 181:16 182:25 183:18,22 185:1 189:16 195:23 207:1 226:21,24 227:9 228:4 241:16 <b>showcase</b> 17:23 37:6 279:15 <b>showcasing</b> 23:13 <b>showed</b> 69:11 106:22 116:2,4 158:4,5 190:10 <b>showing</b> 75:24 80:13 116:14 128:5,6 177:22 180:17 182:22 208:22,25 <b>shown</b> 103:19 164:18 179:25 <b>shows</b> 13:5 53:11 70:23 146:6 164:18 179:18 211:19 226:8	<b>shut</b> 22:5,23 <b>side</b> 29:11 44:11 45:20 114:22 205:12,19,22,23 253:18 <b>sides</b> 235:18 <b>sigh</b> 239:4 <b>sign</b> 64:23 173:20 <b>signature</b> 151:16 <b>signatures</b> 246:13 <b>signed</b> 151:14 <b>significant</b> 16:1 261:21 <b>significantly</b> 78:21 90:11 143:24 163:17 230:16 <b>signing</b> 64:25 <b>silent</b> 266:14 269:1 <b>Silver</b> 278:17 <b>similar</b> 118:4 182:7 <b>simple</b> 182:24 197:15 213:23,25 227:4 232:21 237:6 261:24 <b>simply</b> 83:22 108:25 109:2 135:9 140:6 144:23 170:24 197:11,22 <b>simultaneous</b> 80:25 254:7 <b>simultaneously</b> 87:16 <b>sing</b> 98:15 <b>single</b> 94:14,14 102:5,13 260:1 <b>sir</b> 120:17 <b>sit</b> 269:3,8,8 <b>site</b> 54:21 57:6 59:7 64:7 120:21 198:7 224:11 <b>sits</b> 269:11 288:20 <b>sitting</b> 37:18 39:14 140:13 193:19,20 208:16 257:6 278:22 <b>situation</b> 47:18 75:18 120:16 137:4 142:3 256:25 257:22 <b>situations</b> 21:23 <b>six</b> 9:19 38:10 106:5 125:1 139:24 140:6 202:24 247:2,3 272:5,6 <b>sixth-grader</b> 33:10 <b>size</b> 251:4 <b>sizes</b> 286:23 <b>Skaggs</b> 13:11,12,16 194:2 228:15 228:17 <b>skills</b> 99:20 <b>skin</b> 89:17 <b>skip</b> 138:10 <b>slight</b> 99:10,10 <b>slightly</b> 68:23 69:17 233:21 <b>slowing</b> 173:23 <b>small</b> 21:8 94:20 201:2 234:19
--	--	--

**smaller** 72:7 78:21  
**Smash** 28:12  
**snaps** 28:25  
**snapshots** 30:5  
**sneak** 76:12  
**so-called** 12:12  
**social** 10:23 24:3 86:24 279:2  
**social-emotional** 80:8 84:15  
**Sol** 34:9  
**solely** 59:2,9  
**solo** 34:4,14  
**somebody** 89:16 229:17 258:2  
 274:22  
**Someone's** 197:9  
**somewhat** 105:9 145:14  
**son** 21:4,13  
**son's** 20:21,25  
**soon** 145:13 203:17 267:11  
**sooner** 94:9  
**sorry** 5:1 13:11 28:9,22 30:15  
 40:9 46:10 53:14 62:24 70:4,6  
 70:17,21 71:20 72:25 73:3 75:1  
 90:24 106:14 112:13 114:3  
 118:21 119:11 121:22,24 122:2  
 122:4 133:12 135:10,11 140:19  
 143:14 165:12 169:2 183:2  
 184:15 198:20 209:16 214:1  
 216:11 217:5 218:4 225:11,12  
 228:15 254:8 262:20,21 265:9  
 268:5 269:7,7,8 274:8 279:18  
**sort** 256:17 257:4  
**sought** 27:10  
**sound** 259:18  
**sounds** 48:23 147:22 214:7  
**source** 10:24  
**sources** 263:1  
**South** 50:1  
**southwest** 42:25 45:20 49:17  
 50:2 55:3 119:14  
**space** 26:5 41:20 45:8,9 48:6,7  
 54:1,2,7,8,12,15 58:2 59:17  
 75:12 103:14 235:19  
**Spain** 101:21  
**Spangled** 34:4  
**spanned** 276:17  
**spar** 150:19  
**speak** 4:16 15:12 17:4 18:23 28:1  
 34:22 144:17 157:10,11 201:12  
 206:14,15 211:3 224:11 243:17

288:16  
**speaker** 11:4 22:21 29:5 62:18  
 73:4  
**speakers** 110:9 278:14  
**speaking** 30:19 80:25 87:15  
 201:20 232:14 254:7  
**speaks** 10:18 16:4 48:9 102:15  
 149:19 210:22  
**special** 24:11 29:20 195:23  
 196:24 197:3,18,25 198:6,12,14  
 199:12,14 200:17 201:18,24  
 202:6,15 203:14 204:9 205:18  
 206:7,8,12,22 209:19  
**specialist** 2:12 277:12  
**specialize** 213:16  
**specific** 69:4,6 79:10 95:10  
 212:18  
**specifically** 17:23 23:18 63:24  
 100:18,19 201:24 206:16 210:3  
**specified** 164:6  
**spectrum** 206:5  
**SpEd** 20:21 24:11 25:4 200:13  
 202:17 206:12  
**spell** 9:1 11:5,11 15:14 43:15  
 57:11 63:2 78:2 98:4 105:3  
 111:25 121:23 126:23 244:2  
 283:7  
**spelled** 9:3 98:9 110:11,14 112:3  
**spelling** 11:7 70:12  
**spend** 216:3 249:18  
**spending** 245:24  
**spent** 212:3  
**spinning** 204:15  
**spirit** 5:9  
**spite** 18:17,18  
**split** 174:24  
**spoke** 97:19 196:13 242:4 278:16  
**spoken** 11:14 14:3  
**sponsors** 279:1  
**spot** 60:8 147:19 195:1  
**Spotlight** 3:7 28:8 35:22,22 36:2  
 36:3,10,11 72:10  
**Spotlights** 35:24  
**spreadsheet** 207:20 210:8  
**spring** 113:6 114:2 115:4,14  
 116:1,10,19,21 171:14 188:23  
 230:14  
**square** 3:14 56:18,24 58:22  
 60:25

**squarely** 27:3  
**staff** 2:8 24:12 54:17 63:18 64:6  
 73:17 120:21 121:12 206:12,12  
 211:14 234:5  
**staffing** 202:15,15 263:1 275:12  
**stage** 276:16,18  
**stakeholders** 13:24  
**stale-dated** 245:17  
**stall** 137:11  
**stand** 6:9 128:24  
**standard** 68:15 69:4 71:24 72:1  
 158:2 180:10  
**standing** 15:23 18:12  
**Star** 34:4 69:11  
**start** 7:14 9:2 11:6 34:11 108:8  
 124:18,20 127:21 128:20  
 136:25 142:19 147:10,16,20,20  
 148:8 150:5 160:1 184:6 185:9  
 191:18 234:23 257:11 267:1  
 277:2 283:16  
**started** 64:4 81:9 95:20 105:23  
 107:16,19,21,25 114:11 117:4  
 148:10 230:24 241:14,22  
 248:24 250:17 268:9  
**starting** 17:12,17,21 125:18  
 147:7 247:25 254:2  
**starts** 171:5 227:17,24 265:4  
**state** 1:2 13:21 14:9 15:1,24  
 17:15 18:8 25:7 26:19 30:1  
 35:23 36:11,13,15 48:13 51:24  
 52:2 68:18,21,25 69:1,2,19,24  
 85:12 88:15,18 89:2 90:14  
 91:21 94:15,15 100:8 102:24  
 131:11 161:22,23 177:15,18  
 182:13 222:1,9,12 256:3,13  
 273:6 276:10 283:6 284:7  
 286:21 290:2,7,10  
**State's** 89:4 286:15  
**State-authorized** 7:5  
**State-chartered** 35:21 36:5  
**stated** 26:13 127:17 290:12  
**statement** 13:18 245:9,18 258:6  
**statements** 7:3  
**statewide** 15:20 36:9 68:23 69:17  
 69:22,24  
**station** 70:14  
**statistical** 159:20 162:23  
**status** 253:14  
**statute** 97:25 211:13 222:12

<p><b>statutorily</b> 239:13 241:1  <b>statutory</b> 103:19  <b>stay</b> 43:10 84:17 100:7 103:5,6  <b>staying</b> 75:18  <b>stays</b> 176:4  <b>steady</b> 99:9  <b>steak</b> 241:23  <b>STEAM</b> 18:6  <b>step</b> 217:10 223:10 274:19  <b>stepping</b> 29:22 104:10  <b>steps</b> 187:18 250:1  <b>STEVEN</b> 2:3  <b>STEWART</b> 2:6  <b>stipulates</b> 43:10  <b>stood</b> 33:25  <b>stop</b> 8:20 180:18  <b>stopping</b> 145:1  <b>stores</b> 55:5  <b>stories</b> 29:11  <b>story</b> 183:22 186:13 187:2  <b>straight</b> 129:24  <b>straightened</b> 258:2  <b>Street</b> 1:21 2:19 290:18  <b>stress</b> 261:6  <b>stretch</b> 12:21  <b>stretched</b> 51:5 253:10  <b>stretching</b> 12:20  <b>striking</b> 258:14  <b>strong</b> 23:10 26:9 72:4 122:7  <b>struck</b> 186:16  <b>structurally</b> 229:12  <b>struggle</b> 113:13 143:19 193:20  <b>struggling</b> 160:15  <b>stuck</b> 90:14 222:24 248:1  <b>student</b> 9:15 11:18 12:15 16:5,11  16:13 17:23 37:9 39:12,18 40:4  92:14 103:8 108:20 115:6  122:22 130:2,15 161:4 162:1  168:21 192:1,3 207:18,24,25  212:17,21 219:17 225:2,3  226:20,24 227:5,6 234:5,13  278:1 279:15  <b>Student's</b> 162:8  <b>student-centered</b> 7:11  <b>student-specified</b> 91:22  <b>students</b> 6:18,22 7:2 12:16,19  14:3,20 15:9 16:2,7,14,22 17:14  17:22,24,25 18:7,14 19:7,9,17  19:21,21 20:7,22 21:5,8,8,19,24</p>	<p>22:18 25:8,10 28:14 31:11 32:3  32:11 34:21 35:15 37:4 43:6  44:14,24 52:10 54:4,17 57:19  57:21 58:4 64:13 68:11,12 72:7  72:9 73:13,16 74:5,25 75:17  76:14 77:21,23 78:14,20,23  79:1,9,11,12,19,25 80:1,2 81:11  81:13,22 82:3,13 83:2,3 85:8,11  85:18,22 89:5 92:7,23,25 94:4  94:21,22 95:10,20,22,24 99:6  106:1,22,22 108:2,11 110:15  114:1,24 116:8,12 120:22  121:12 124:23 128:5,6,10,11,15  128:22 160:17,18,19 161:11,12  161:23 162:2,4,14,17 163:25  164:8 165:22 166:7,13 167:14  168:19 177:14 185:1,3 207:23  209:4,7,10,12,15,18 210:7,16  210:19 211:22 223:14 226:17  229:8,13,22 230:3,6,10,22  231:5 277:22 278:2  <b>students'</b> 80:8 190:14 208:22  <b>stuff</b> 45:11 50:19 51:5 99:23  107:18 137:1 179:12 185:8  205:6 249:23 257:5 263:13  266:18  <b>stumbles</b> 120:5  <b>sub-awards</b> 286:4  <b>subcommittee</b> 83:10 125:17  287:22 288:19  <b>subconscious</b> 216:21  <b>subconsciously</b> 212:5  <b>subgroup</b> 95:12 125:24  <b>subgroups</b> 97:18 122:13,23  125:1 286:23  <b>subjective</b> 10:21 200:14  <b>submission</b> 233:9  <b>submit</b> 171:12 213:13 229:18  252:13  <b>submitted</b> 59:5 128:1 176:2  246:1 247:8 286:1  <b>submitting</b> 57:2 59:1 245:12,22  252:15 286:4,16  <b>subsequent</b> 209:9  <b>substantial</b> 183:16  <b>success</b> 14:19 16:5,11 48:13  98:24 166:10,10,15 181:16  207:2,16 219:15 220:25 222:11  222:13 224:3 225:2,3 228:20</p>	<p><b>sucked</b> 133:11  <b>sudden</b> 33:15 227:17  <b>sufficient</b> 155:19  <b>suggest</b> 180:25  <b>suggesting</b> 173:6,7  <b>suggestion</b> 144:3 205:11  <b>suicide</b> 11:18 12:15 15:4  <b>Suite</b> 1:21 2:19 290:18  <b>summary</b> 122:6,25 123:2  <b>summer</b> 19:11 111:9 143:4 277:5  <b>Sun</b> 273:25  <b>Sunday</b> 283:16  <b>sunrise</b> 35:10  <b>Sunset</b> 18:10  <b>super</b> 122:8 136:23  <b>supercedes</b> 223:18  <b>supervision</b> 26:19  <b>support</b> 2:14 6:24 12:11 15:21  17:16 30:12 48:4,21 53:8 55:8  61:3 65:19 74:25 82:6 85:23  88:18 120:18,20,22 128:22  140:1,1,2 146:21 147:2,10,21  181:7 200:1 205:12 256:11  261:2 276:15,20 286:22 287:1  <b>supportable</b> 142:20  <b>supported</b> 85:8 167:19  <b>supporting</b> 76:14 85:18  <b>supportive</b> 16:14 63:15 201:16  <b>supports</b> 80:7 83:22 109:5 150:9  167:18  <b>supposed</b> 23:25 169:8 188:22  194:6 200:3 212:8 227:16,18,22  238:7 248:16 260:11 283:15  <b>sure</b> 44:15 54:6 55:7 58:18 63:23  66:3,14,17 67:4 70:16,25 79:15  79:25 88:6 92:17 93:18,20,21  95:1 105:2,4 106:10 108:2  109:15 110:2,7 117:6 118:1  120:16 125:9 128:15 138:12  145:9 156:24 159:8 167:14,16  178:5 188:8 201:7 212:4 215:18  221:15 232:24 236:4,16 244:3  249:16 255:20,21 262:8 267:22  267:23 284:17 285:2  <b>surface-level</b> 31:19  <b>survey</b> 237:10 279:10,10  <b>surveyed</b> 41:24  <b>sustainable</b> 63:18  <b>Swafford</b> 207:9</p>
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**switched** 116:20  
**symposium** 112:11  
**sync** 159:24  
**synopsis** 244:8  
**system** 186:20 227:15,20 233:4  
 247:10,11 286:21

---

**T**

---

**T** 3:1 4:1  
**T's** 56:25  
**T-r-u-j-i-l-o** 20:14  
**TA** 277:9,14  
**table** 110:17 141:18 148:25  
 149:12 269:3  
**take** 8:15,16 10:21 22:16 23:7  
 30:5 38:3 40:11 41:1 48:25  
 56:11 58:19 68:3 79:20 89:2  
 93:4 103:10 104:16 135:15  
 136:13 137:5 142:5,14,18  
 144:13 149:10 153:2 155:24  
 160:3 161:23 162:7,13 167:9  
 176:9 177:19 188:22,22 200:3  
 208:5,20 213:19 216:1,24  
 228:25 231:19 232:5 233:5  
 234:2 237:17,24 238:23,23  
 258:13 263:10,14 267:12,13  
 271:12,13 280:9  
**taken** 3:8 4:18 56:14 132:22,23  
 153:14 196:2 238:25 247:6  
 249:22  
**takes** 33:20 45:11 92:13,14  
 154:21 199:16 256:9  
**tale** 215:10  
**talent** 268:4  
**talented** 19:7  
**talk** 61:12 73:7 74:11 76:6 82:7  
 100:15 146:14 202:11,12  
 229:17  
**talked** 35:14 107:17 133:6  
 142:22 196:3  
**talking** 59:18,20,24 73:9 100:18  
 108:5 112:12 171:20 196:1  
 200:16 203:1 240:12 257:11  
**Tani** 104:24 105:16,21 107:13,23  
 108:23 109:12,21,24 110:10,10  
 111:10  
**Taos** 30:6  
**tapped** 249:5 288:3  
**target** 81:12,14 114:25 116:12

130:5 164:6  
**targeted** 76:4,8 91:5 121:11  
**targets** 77:22 82:11,17 84:13  
 129:13  
**Taste** 17:24 19:9 267:25  
**taught** 250:17  
**tax** 119:21  
**taxpayers** 140:10  
**Taylor** 5:12 7:14,17  
**teacher** 73:21 82:18 106:19  
 167:14 239:8,14 241:9,10,22  
 242:6,9  
**teachers** 10:14 21:7 38:21 40:1  
 54:5 65:21 76:19 81:23 82:1  
 98:23 106:8 166:16 167:9,20  
 186:19 239:12,17,20 240:5,9  
 241:1,12,21  
**teaching** 82:1 100:21 167:14  
 250:18  
**team** 18:2 19:25 46:19 85:4  
 182:15 274:22 276:6,12  
**Technical** 2:14  
**technicality** 138:4  
**technically** 170:23,24  
**Ted** 277:8 279:3  
**Ted's** 277:13  
**teeny** 130:12  
**teeth** 89:17  
**tell** 39:22 91:11 127:12 131:7  
 134:18 187:2 202:25 234:6  
 255:12  
**telling** 105:2 203:22 231:11  
 251:6  
**tells** 186:13  
**template** 109:20,25 110:2 113:1  
 117:2,6 122:16 123:17,23 124:8  
 124:14 125:4 129:16 130:8  
 131:21 132:24  
**templates** 113:11 117:3,11,15  
 127:11 157:2  
**temporary** 45:7,16 46:14 53:25  
**ten** 50:5 89:21,22 209:14 219:13  
 219:17,18 226:9 241:15 242:13  
 266:12 278:1 281:12  
**ten-minute** 42:15 56:12 238:23  
**tendency** 160:23  
**tenth** 177:3,8  
**term** 82:7 110:23 118:25 126:3  
 134:4 140:24,25 151:12

**terminating** 10:14,17  
**terms** 56:25 63:10 68:14,17  
 99:20 128:2 140:22 141:6  
 144:21 155:18 170:17 190:18  
 210:9 222:5 233:6 263:9  
**test** 79:20 92:14 93:4 94:14 110:6  
 114:13 131:7 160:17 161:5,12  
 162:13 168:18 185:2,5 242:12  
**testament** 65:4 84:16 108:10,16  
 186:7 230:16 231:7  
**tested** 115:7 116:9 159:19 166:14  
 169:10 177:2,3  
**testimony** 290:13  
**testing** 131:7 161:1 162:17  
 166:12 168:13 180:11 183:13  
**tests** 115:8  
**text** 252:20  
**thank** 6:15 7:13,24 8:24,25 11:2  
 11:3 13:7,8,9 15:11 17:2,3  
 18:15,22,24 19:4 20:9,10 22:19  
 25:23,24 26:3 27:17,23 28:5,6  
 28:10,24 29:1,23 32:22 35:17  
 36:16,18 37:13,14 39:5 40:6,7  
 41:16 43:13,23 46:18,19 47:21  
 47:24 48:14,22 49:23 50:14,20  
 50:22 51:19 52:1,5 53:22 55:13  
 56:10,12,13 57:12 58:24 60:1  
 60:17,21 61:10 62:5,15 63:12  
 64:1,8 65:5,21,23 68:2,3 69:20  
 72:11 76:24 78:17 80:5,10,14  
 81:6,8 84:22 85:3,4,25 86:1  
 94:25 95:17 96:1,2 97:12,14,20  
 99:13 101:7 102:11,22 103:15  
 104:10,13,14,15 105:7,14,16  
 106:12 107:13 108:22,23 111:8  
 111:10,10,17 112:6,7,15,16,24  
 113:10 118:7,12,14,18 119:11  
 119:24 120:6,9,17,24,25 121:16  
 121:16,18 124:9 126:13,17,17  
 127:1,9,9,13,14 132:21,24  
 133:3,23,24 151:7 152:19  
 153:12,22 154:1,13,14,19 155:9  
 156:20 157:12 180:7 184:16  
 190:4,5 196:19 201:13,14  
 202:19 206:2 217:15 229:4,24  
 232:9 234:1 240:25 243:25  
 247:22,24 255:1 258:6 262:17  
 262:18 266:21 267:23 269:6  
 271:9,10 273:19 276:7,11,12

278:24 279:2 285:8 286:7 287:17 289:1,8	173:3,10 174:12 178:6,24 179:4 179:9 181:23 182:3,21 183:11 183:17,25 184:1,5 185:23 186:2 186:6,6,10,23 187:6 189:15,16 189:21,24 191:4,7,12,15 194:2 195:18 202:25 203:9,10,16,18 203:20 204:15 205:1,11,16,24 207:3 209:25 217:10,19 219:5,9 220:18,25 221:8 222:18 225:15 225:22,22,24 228:1 230:7,20 231:6 232:6 235:8,8,11,13,16 235:17 236:2 238:16 239:11 240:22 243:15,16 251:4,11,24 252:13,14 253:1,14 254:17,17 254:23 256:8 257:21,25 259:11 260:14 261:13 262:23 269:1,13 281:15 284:19,20 286:9 287:15 288:10,17	<b>tied</b> 9:20 <b>Tier</b> 9:20 240:22 241:1 <b>Tierra</b> 33:18 34:8 47:4 277:22 278:5 <b>till</b> 213:7 <b>time</b> 8:21 12:4 13:7,23 16:17 20:22 26:10 33:4,18 35:1 43:19 48:11,24 49:18,19 50:25 53:11 57:15 59:10 77:14 88:20 91:16 92:14 93:5 94:16,20 98:19 99:18 100:21 103:3 105:10,19 114:12 116:8,9 125:10 130:17 135:7 136:10 138:9 140:23 142:22 143:1 145:20 147:15 153:4,8 154:4 155:20 158:25 162:14 174:3 178:22 179:4 181:22 182:22 183:17 186:5 191:16 203:3,4 207:9,11 211:7 212:3 213:9,20 214:15 215:11 215:16 216:3 224:25 227:18,21 231:17 233:7 240:4 241:18,20 249:17,19 250:9,12 257:19 258:1 265:3 267:13,24 269:18 269:21 274:22 284:2 <b>time-consuming</b> 125:10 201:4,25 <b>timely</b> 246:6 <b>timer</b> 9:2 11:6 <b>times</b> 21:12 66:12,13,18,19 157:15 171:12 176:7 260:3,19 260:22 288:20 <b>timing</b> 91:13 <b>TIMOTHY</b> 2:4 <b>tiny</b> 130:12 <b>tired</b> 34:13 <b>Title</b> 242:20,21,22 286:19 <b>today</b> 6:14 7:15 12:2,4 15:17 18:18 19:5 34:1 43:20,22 89:24 135:3 136:20 137:3,5 145:2 146:11 147:5 151:2 155:16 179:8 192:14 218:2 242:3 275:18 285:23 <b>told</b> 10:12 15:3 52:14 168:12 178:23 179:4 193:16 203:23 230:17 247:16 281:3 <b>tone</b> 7:4 <b>tool</b> 237:6 <b>top</b> 15:1 30:1 35:22 54:8 60:14 99:16 169:20 187:25 214:7 232:19
<b>thankful</b> 29:18,21 <b>thanks</b> 22:24 28:21 44:25 46:5,8 46:17 53:12 56:15 58:11 63:6 110:8 118:12,20 126:19 132:14 156:8 238:24 243:9 262:20 276:22,23,24 283:12 287:10 <b>theirs</b> 34:10,21 37:11 <b>Theresa</b> 145:6 <b>thing</b> 12:25 33:25 45:6 49:14 53:7 75:2 90:4 100:25 101:3,4 115:15,17 130:8 138:12 139:21 142:7,10 155:5,23 165:25 167:6 181:3 185:20 194:9 202:25 203:5,12 228:5 233:21 235:6 236:16 249:5 254:3,18 259:16 260:10 261:17 265:12 268:24 269:24 270:2 282:1 283:20 <b>things</b> 18:19 33:6 34:24 35:2 45:13 52:9,25 60:14 62:22 87:1 88:14 90:21 91:14 97:17 99:25 124:20 128:21 137:8 138:8 139:20 147:14 149:3,4 152:22 157:16 158:25 160:12 181:11 181:13 183:7 191:4 192:17 193:11 195:13 200:6 204:10 205:8 212:19 217:22 218:14,15 218:17 224:1 227:20 231:14 233:12 235:10,21 239:11,16,23 240:2 250:7,11 253:12 257:9,10 259:13 262:3 268:1 280:3 <b>think</b> 9:16 11:22 26:10 29:25 30:18 32:1 43:24 45:12 47:10 47:17 48:17 49:13 51:7 52:2,22 53:9 56:1 58:13 59:15 61:3 62:21 63:22,23 64:14 65:20 66:1,2,25 75:4 81:17 82:9 83:1 85:10,13,21 88:12,14 105:5 107:23 109:13 110:4,5 115:15 118:3 120:24 122:2 124:1,20 125:22 127:20 129:5 131:17 134:18 135:7 136:11 137:3,10 137:15 138:14 141:10,10,11,13 141:18 142:16 143:6,24,25 144:16,17 145:9,17 146:11,13 146:23 147:25 151:1 161:19 162:11 166:11,18 167:5,6,20 169:9 170:7 171:19,21 172:2	<b>thinking</b> 29:15 52:9 53:10 66:4 89:6 106:24 137:16 147:20 <b>third</b> 1:21 10:4 32:6 174:1 290:18 <b>thirst</b> 17:18 <b>Thirteen-year</b> 241:9 <b>thirteen-year-old</b> 84:6,9 <b>thought</b> 28:23 35:12 38:6 39:24 41:15 42:21 45:23 46:6 80:18 114:15 115:15 177:10 178:9 194:16 198:8 217:6 268:14 <b>thoughtfulness</b> 64:9 <b>thoughts</b> 90:1 138:14 <b>thousand</b> 75:6 193:25 <b>threatened</b> 15:8 21:6 <b>threats</b> 14:25 15:6 <b>three</b> 20:25 22:8 36:25 39:8 58:5 94:5 133:15 138:16 183:14 234:8 235:2 256:6 275:14 277:13 280:16 <b>three-year</b> 49:19 141:22 147:13 <b>threshold</b> 223:8,11 231:25 <b>threw</b> 115:15 <b>thrilled</b> 50:23 51:6 <b>thrive</b> 3:15 6:22 7:2 16:15 21:9 62:3,9,17 67:11 <b>thriving</b> 18:16 65:17 <b>throw</b> 131:18 141:15 195:5 <b>thrusts</b> 12:18 <b>Thursday</b> 19:13 <b>tie</b> 184:19 236:24	

**Topics** 4:19 289:2  
**tore** 225:24  
**total** 73:18 114:5 176:11 268:20  
**totally** 33:9  
**touch** 35:13 242:3  
**tough** 64:20 216:17  
**tourism** 25:15  
**tours** 17:12  
**town** 20:18 46:23  
**track** 20:5 92:21 93:22 216:10  
**tracking** 79:21  
**traditional** 30:23 68:19 90:5,7  
 204:9  
**traffic** 42:16  
**tragedy** 120:14  
**tragic** 121:10  
**train** 259:25  
**trained** 259:19,25 260:13  
**training** 2:12,14 54:5 106:5  
 238:11 254:25 256:17,20,24  
 257:20 260:5 277:9,14  
**trajectory** 163:18  
**transcript** 1:10 290:9  
**transcripts** 24:20,22  
**transferred** 253:6  
**transformative** 106:6  
**transforming** 186:20  
**transition** 3:24 137:17,20,23  
 138:15,19,24 271:17 272:10  
**transitioning** 135:6 272:11  
**transparency** 7:10 24:9,17  
**transparent** 71:2  
**transportation** 42:2,20 44:1,8,9  
 46:7,13 48:15,21  
**travel** 203:2 246:19,20  
**traveling** 43:20  
**treating** 143:9  
**tremendous** 60:7 108:12  
**trend** 75:17 232:17  
**trending** 69:16  
**tri-** 209:2  
**trial** 109:20 237:10  
**trick** 241:10  
**tricky** 76:12  
**tried** 26:22 86:5 113:2,2 229:17  
 234:25  
**trip** 263:10,14,23 264:5  
**trouble** 45:4 205:13  
**troubled** 86:4

**troubling** 24:9  
**true** 62:22 161:9 270:21,21 290:8  
**Trujillo** 20:12,14  
**truly** 11:25 103:4  
**trust** 65:3  
**try** 8:18 21:23 80:11 90:9 106:9  
 149:23 176:5 195:13 202:1  
 204:16 212:7 255:10  
**try-** 218:5  
**trying** 8:21 12:23 20:20 21:3  
 26:23 92:1 94:2 108:10 113:21  
 122:4 131:2 137:9,10,13 167:17  
 170:6 174:13 186:22 187:7  
 193:20,21 204:17 212:4 216:20  
 257:15  
**Tuesday** 213:2 267:4  
**tune** 48:10  
**turn-around** 33:22  
**turned** 150:14  
**tweaked** 131:11  
**tweaks** 215:25  
**twice** 115:7  
**Twitter** 119:18  
**two** 8:19,20 9:25 13:17 26:5,13  
 33:9 41:25 45:17 49:16,17 51:7  
 52:2 58:6 64:14 76:9,11,11  
 90:16 94:5 113:4,6 115:13  
 116:13 117:3 132:1 133:15  
 158:11 174:24 178:20,21 181:4  
 183:7 187:22 188:6,7,8,9 189:8  
 209:12 249:9 251:7 253:11  
 256:5,6 275:16 277:8 278:8,14  
 280:3,16 285:21,21 286:1,4  
**two-year** 45:16  
**type** 85:5 90:6 172:6  
**typing** 172:7

---

## U

---

**Uh-huh** 114:20  
**un-American** 27:13  
**unable** 209:21 248:19  
**unacceptable** 23:23  
**unanimously** 25:18  
**unattainable** 164:7  
**unaware** 7:20  
**uncertain** 197:2  
**unclear** 66:16  
**uncomfortable** 163:4 228:21  
**unconscionable** 149:14

**undemocratic** 27:12  
**underscores** 25:21  
**underserved** 42:7 49:8  
**understand** 13:20 20:21 39:3  
 51:19 66:2 71:5,9 79:4 87:17  
 89:1 91:13 100:24 135:21  
 143:16 145:13 149:22 153:5  
 154:21 159:20 174:1 223:6  
 229:6 244:13  
**Understandable** 226:14  
**understanding** 27:1 37:23 38:5  
 66:22 91:8 144:6 145:7 161:21  
 208:10 210:20 261:13 280:8,15  
**understood** 38:1 91:5  
**unexcused** 219:13,17  
**unfortunate** 46:1 121:2,10  
 182:21 210:16  
**unfortunately** 7:15 45:7 55:3  
 100:23 144:25 169:19 196:8,11  
 212:25 283:5,14  
**unfulfilled** 24:22  
**UNIDENTIFIED** 62:18 73:4  
**unified** 127:19  
**union** 149:9  
**unique** 83:1  
**uniquely** 86:21  
**University** 15:18 17:15 18:8  
**unprofessional** 23:17  
**unusual** 64:17 255:8  
**unwilling** 229:18  
**unwillingness** 23:14  
**upcoming** 127:23  
**update** 157:22 197:15 199:18  
 213:3,8 215:20 242:11 243:14  
 275:12 277:19  
**updated** 157:20 211:13 221:10  
 247:12 264:14  
**updates** 277:24 283:5 285:20  
**updating** 157:17  
**upgrade** 53:10  
**upgrading** 53:9  
**upload** 77:1 131:20 170:22 208:8  
 208:12 210:6,15 211:6 234:7  
 235:3  
**uploaded** 117:20 129:19 135:24  
 137:18 208:18,22 234:1 243:1  
 267:19  
**upset** 268:2  
**upstairs** 32:5,14

**uptick** 107:24  
**upward** 163:18  
**urgency** 257:17  
**USDA** 246:8  
**use** 58:2 75:3 79:18,24 100:15  
 117:7,21 119:19 124:16 125:9  
 156:24 171:10 172:17 183:9  
 188:23 237:7 272:8,10  
**uses** 16:11  
**usual** 46:2  
**usually** 17:9 45:13 131:12 153:4  
 173:20 252:24 253:3 269:2  
**utilize** 57:23 79:22 189:2  
**utilized** 91:24 110:22 118:24  
 126:2 134:3  
**utter** 13:5

---

**V**

---

**v-a-n** 26:5  
**V-E** 23:19  
**vacancies** 275:14,15 277:13  
**VALENZUELA** 2:11 156:5  
 225:5  
**Valery** 283:1,4,8,9 285:1,6  
 287:11  
**valid** 138:11,13 146:5 171:7  
 228:18  
**validate** 90:15  
**Valley** 3:14 17:17 50:1 56:17,23  
 60:23  
**valuable** 179:24 279:13  
**value** 7:3  
**values** 3:4 7:3,7,8  
**van** 25:25 26:4  
**Vanessa** 156:20,21 161:2,10  
 201:13  
**variance** 159:22 248:3,4,5  
 253:13  
**various** 37:7,8 128:23  
**vast** 168:14  
**verbatim** 11:23 20:18 33:2  
 115:21 119:4 205:7  
**verifying** 270:1  
**versa** 200:25  
**version** 157:19 158:7  
**versus** 9:11 44:6 52:17 90:17  
 93:18 159:20,21,21 208:25  
 256:3  
**vice** 2:3 6:1,2 8:2 33:4 36:13

40:13 47:24 48:4 56:13 61:9,13  
 65:7,11 67:9 68:2 76:6 80:15,19  
 86:3,8,14,17,22 87:6,9,13 89:7  
 90:19 95:2,16 96:1,19,20 97:13  
 99:15 102:12,22 103:16 104:15  
 118:22 126:4 134:15 135:12,21  
 137:12 139:18 148:24 149:18  
 152:12,13,21 154:12,17 158:18  
 158:24 159:4,8 165:2,9,15  
 169:4 181:2 187:15,23 188:17  
 190:4 191:3,18,22 192:7 194:12  
 194:19,22 200:25 206:18 214:2  
 217:4,7 220:15 228:16 232:11  
 236:15,21 239:3 240:25 241:4  
 247:24 248:21 249:3,10 250:5  
 254:1,6 256:15,21 263:8,21  
 264:2,25 265:7 266:4 271:11  
 273:8 274:11,17 276:23 280:14  
 281:2

**viewpoints** 89:22  
**violating** 25:6  
**violence** 121:11  
**virtual** 73:24 81:22 83:11,16  
 84:2,19 85:20 86:23 155:15  
 280:9,16 281:21,24  
**virtually** 155:7,14  
**vision** 3:4 6:13,17 37:21 143:9  
 154:4  
**visit** 57:6 59:7 198:7  
**visited** 60:5 202:23  
**visits** 64:7 224:11  
**Vista** 35:20 88:1  
**Vistas** 68:19,19 87:14 88:3,22,22  
 89:4 90:4,9,11,13,15 91:3 95:4  
 95:6  
**vocalist** 101:20 102:5,13  
**voice** 23:14 56:2 104:3  
**voices** 16:25  
**voiding** 245:16  
**volumes** 102:15 149:19  
**voluntary** 210:23 230:5  
**volunteer** 26:15  
**volunteered** 288:3  
**volunteers** 27:18 260:11  
**vote** 139:25 140:18 148:16  
 149:13 151:4 152:17 265:2  
 270:25 288:19  
**voted** 19:9 24:6 95:9 145:7 229:2  
 270:17

**votes** 97:10,10 152:17 265:25,25

---

**W**

---

**W** 2:19  
**wait** 114:5 186:18 260:7 267:8  
 277:14  
**waiting** 72:8 73:8 90:14 122:2  
 242:13 247:1 258:1 264:18  
 270:19 275:3  
**waitlist** 74:12 83:4  
**walk** 38:16,17 134:19 216:24  
 230:24  
**walked** 30:21 38:12,14,18 193:5  
 194:5 206:18  
**walls** 154:6  
**want** 7:16,21,23 8:22 17:9 19:4,5  
 20:7 27:17 28:10 30:2 31:13  
 32:16,17 34:21 35:9 37:3 38:19  
 43:23 45:1 51:9 53:1,2 55:7  
 57:16,20 58:25 63:10 66:1,11  
 66:11,14,17,19,20 67:6,7 72:24  
 75:15 76:13 77:2,9,12 80:5,10  
 80:13,25 81:22 82:25 83:3  
 84:21 89:9 91:1 93:23 94:25  
 95:11 97:13 98:11,16 101:17  
 106:16 108:4,21 109:14 117:23  
 118:1 120:6 127:12,14 129:3  
 131:23 132:20 133:4 138:12  
 142:10 145:20 148:13 150:5,24  
 153:2,16 156:4 157:10 159:8  
 160:8 163:5 167:6,8,15,16  
 168:24 172:6 174:7 180:25  
 181:4,5,9,11,13,18,19 185:15  
 185:15,17,25,25 186:12 187:5  
 187:10 188:14 189:15 190:19  
 191:18 192:19 194:23,25,25  
 195:4,7 198:13 206:14,15  
 208:20 211:3 213:16 216:23  
 217:2 220:3 223:22 226:15,16  
 227:4 228:3,4,10,11 229:7  
 230:10,18 231:18 234:22  
 236:15 237:3,23 238:1,8 239:17  
 241:12 242:1,17 259:10 260:14  
 260:22 262:9 266:8 269:20  
 279:15 280:3 284:12 287:3  
**wanted** 18:15 21:12,15 30:16  
 35:16 37:13 39:7,11,19 44:7  
 46:24 51:18 54:6 62:20 67:4  
 70:25 91:10 117:5,7 120:12

138:10 153:2 172:16 183:10  
 189:16 197:11,12 217:22 228:7  
 234:18 285:2  
**wanting** 44:15 110:2 214:10  
**wants** 105:5 160:1 204:13  
**warning** 8:19  
**warrant** 72:4  
**washer** 58:1  
**Washington** 47:3  
**wasn't** 20:21 34:22 36:19 145:1  
 165:10 184:23 191:2 192:23  
 194:7,11 196:16 212:25 217:4  
 220:21 227:23 234:17 242:21  
 262:25 264:4 268:25,25 271:1,1  
**watched** 164:15 283:12  
**watching** 99:19 103:14  
**wavering** 52:24  
**way** 29:17 31:21 33:6 34:21,24  
 37:19 42:23 60:4 63:17 65:16  
 72:24 88:8 99:2 146:9,23 148:8  
 150:1 151:4 174:8 177:6,25  
 185:18 187:1 188:21 189:18,22  
 190:1 191:21,23,25 200:15,16  
 200:22,22,23 203:22,24 214:5  
 227:20 232:18 249:13 253:22  
 267:15 271:14 278:17  
**ways** 32:19,20 38:18  
**we'll** 8:16 44:5 45:9,17 73:19  
 117:20 151:22 156:11 157:10  
 157:22 160:3 169:22 210:8  
 228:8 239:21 257:12 259:8  
 262:8,10,11 263:2 267:6,7,10  
 267:10,18 270:12,23,25 271:4,6  
 282:18 286:5 287:22  
**we're** 8:15,21 17:17,25 18:14  
 20:5,6 26:9,22 30:12 33:1 45:16  
 48:16 50:10 56:11 57:23 63:11  
 63:21,24 67:9 71:2 72:22 73:11  
 73:12 75:13,13 76:16 78:13  
 79:20,21 86:19 88:17,23 89:1  
 89:21 90:12,14 93:2,15,21 94:1  
 105:17 106:10 107:25 108:25  
 109:3 110:2,4 112:18 117:3,19  
 117:25 118:8 119:22 120:22  
 123:14,22 124:22 127:20 128:8  
 128:18 135:16 137:2,9,10,13  
 144:13 145:22 146:11,18 149:8  
 149:21,23 152:19 155:4,23  
 160:22 161:7 164:23 172:10

175:12 177:20 178:2,25 181:18  
 182:8 185:8 186:9 188:10  
 193:20 199:4 200:16 205:15,16  
 206:1,6,6,14,25 209:23,25  
 210:8,10 212:3,22 214:17  
 215:18,22 216:2,6,20 217:13  
 218:19 220:11 221:3,22 222:24  
 225:14,15,16 228:21 229:3  
 233:5,6 235:15,25 236:8,12  
 237:2,4,5,12 238:4,4,7,12 239:1  
 239:6,23,25 240:8,17 253:22,24  
 257:5,6 259:7 261:16 262:11  
 263:15 264:6,10 270:19 271:15  
 272:6 275:3 277:18 280:6  
 282:11 284:17 286:14,19  
**we've** 17:10,22 26:6,22 44:12  
 57:9 63:24 71:3 73:16 74:5,6  
 75:12 76:15 83:11 96:15,16  
 98:24 106:8 108:16 117:13  
 120:3,4,4,5 128:4,19 142:21  
 155:18 157:17 159:24 162:16  
 171:17 174:13 177:17 182:12  
 195:8 200:13,16 205:9 206:4  
 210:18 212:3 215:20 216:12  
 221:1 229:13 231:4 236:25,25  
 240:21 243:12 249:15,22  
 253:11 260:19,19 270:9 273:22  
**wealth** 55:12  
**wearing** 216:22  
**Webinar** 1:14 243:24  
**website** 9:7 24:20 117:21 151:17  
 165:18 211:5,7,19,23 214:4,19  
 215:1 217:24 284:25  
**wedding** 43:21  
**Wednesday** 19:12 241:10 283:16  
**Wednesdays** 67:6 240:4,7,16  
**week** 22:12 37:15 72:20 104:12  
 145:2 241:22 253:3 277:2  
 285:23  
**weekend** 103:6,11,11 276:25  
**weekends** 100:6  
**weeks** 117:25 138:16 213:10  
**weight** 94:14  
**weird** 147:19 191:20,21,25  
**welcome** 57:10 70:9 98:3 105:7  
 206:15 262:18 276:14,22  
 287:12  
**Wellness** 225:3  
**went** 83:24 88:8 101:21 113:4

129:22 149:6 150:18 213:14  
 230:15 231:17 240:3,7 248:1  
**weren't** 58:14 137:19 161:12  
 177:2 193:9 236:11  
**west** 44:11 50:7  
**whatnot** 162:19  
**whats** 217:14  
**whatsoever** 34:17 68:16  
**wheels** 204:16  
**whereof** 290:13  
**white** 169:11,12 170:1,5 179:7  
 180:2  
**wholeheartedly** 182:25  
**whoops** 274:3  
**whys** 217:14  
**Wi-Fi** 73:5  
**wife** 250:18  
**willing** 237:17  
**window** 79:3 282:4,5,10 285:25  
 287:19  
**Windsor** 48:2  
**winning** 19:25  
**winter** 20:20 113:5 115:4,13,14  
 115:25,25 116:7,18 171:14  
**wish** 28:1 72:6 157:11 206:13  
**withdraw** 274:23  
**withdrawals** 230:5  
**witness** 39:15 99:1 120:17 121:7  
**witnessed** 16:19  
**won** 17:24 18:2  
**wonder** 170:14 253:17,19  
**wonderful** 22:9 29:7 34:19,24  
 51:1,18 62:14 98:24 125:22  
**wondering** 49:21 53:17 142:7  
 184:17,18 223:22 233:18  
**worded** 191:2  
**words** 14:3 26:5  
**work** 16:20,21 17:23 19:24 21:4  
 21:23 22:17 29:18 35:3,23  
 36:23 38:24 39:10,22,23 40:2  
 62:14 65:5,22 74:19 85:20  
 98:25 102:21 107:12 108:22  
 109:4 113:20 121:17 122:9  
 123:6,22 124:9 125:17,18  
 160:22 167:7,8 205:16 211:5  
 224:9 225:18 231:22 237:13  
 241:16 243:13 250:12 255:12  
 261:5 263:15 286:6  
**workable** 125:4,5,7

**worked** 45:15 91:25 259:17  
**working** 19:21 26:6,7 36:23  
 50:10 59:23 69:3 76:16 83:18  
 84:22 87:7 93:2 105:23 109:14  
 109:24 110:3 119:22 126:16  
 127:10,19 128:19 132:24  
 196:22,23 201:18 218:16,20  
 236:25 239:18 242:7 263:12  
 267:1 277:18 286:8,14  
**works** 19:22 179:5 218:9 237:13  
 241:17  
**world** 106:23 150:13  
**worried** 218:18,21 220:17 225:21  
**worries** 124:6  
**worrisome** 259:1  
**worry** 104:12  
**worse** 10:1  
**worst** 121:5  
**wouldn't** 30:5 102:10 184:10,11  
 251:5 261:6  
**wraparound** 55:8  
**write** 172:20,21,23 175:2  
**written** 177:25 183:24 185:19  
 189:19 190:1  
**wrong** 21:22 26:21 70:5 150:10  
 186:16 196:8 229:12 258:12  
 284:22,23,24 285:5  
**wrongdoings** 22:3

---

**X**


---

**X** 3:1 4:1 119:17

---

**Y**


---

**yeah** 7:20 13:13 22:15 35:7 50:15  
 52:7 53:14 56:3 59:19 60:11  
 65:25 74:3 81:15 83:23 84:8,25  
 84:25,25 86:14 96:15 97:14  
 100:9 107:15 109:12 112:22  
 113:13,14 114:5 115:12,20,25  
 116:1,22 119:23 121:15,15  
 122:5,24,24,24 123:2,3,3,5,11  
 123:25 124:1,4 131:3 132:5,7  
 132:20 133:11,22 135:1,15,19  
 136:7,18 150:4 158:18,23 161:8  
 163:21 165:15 167:24 182:23  
 193:22 194:3,10,22 198:10  
 199:1 202:12 205:4 219:4,9  
 229:1 235:24 236:23,23 250:6  
 250:16 251:10 252:5,12,18,19

252:21 253:11,25 255:4 256:5  
 256:11 258:7 259:10 260:14  
 261:10,19,25 262:10 271:5,22  
 272:5,6 275:9 276:24 280:2,2  
 280:13 281:23,25 284:21 285:4  
 288:1,9,9,9,11,11  
**year** 3:24 11:18,19 14:24 17:10  
 21:3 22:8,8,10 24:2 25:20 26:12  
 27:6,7 31:12 32:8,14 33:5 35:1  
 42:5 44:2 46:14 56:24 57:5,6  
 59:5 65:14 69:10,13,14,15 70:2  
 70:2,3,3 71:19 72:9 73:14 74:6  
 74:7 77:6,7 78:14 80:1,2 87:23  
 90:16,18 92:9,10,16,19,24 93:6  
 97:18 98:2,3,20 99:1,9,22  
 101:21 103:21 106:17 107:24  
 107:25 108:1,18 109:4 114:12  
 116:3,3,5,5 117:5 118:1 124:18  
 124:20,21 126:18 127:23 128:4  
 131:14,16 132:3 137:17,20,23  
 138:15,19,24 144:14 150:11  
 159:16 162:22 163:3,11 165:22  
 166:16 167:9 168:23,23 169:15  
 171:12 177:3 178:11,12 179:18  
 179:19 184:7,8 186:8,19 194:1  
 197:2,4,12,13,14 199:6,7,15  
 200:23,24 202:3,9,9 203:6,7  
 204:18,22 205:6,9 209:9,17  
 215:17,20 216:5,13 223:4 226:5  
 226:10 230:2 237:19 241:25  
 244:16 245:6,14 246:15,17  
 249:22 251:12 252:3,9,17 253:4  
 261:11 271:18 272:10 279:16  
 280:21 281:7,15  
**year's** 43:21 124:19 161:6,9  
 168:4,4 252:2  
**year-over-year** 82:9  
**years** 14:10 15:25 16:20 22:8  
 26:16 33:20 45:17 49:16,17  
 51:7 52:2 83:11 103:1 109:14  
 128:20 131:10 133:16,17 149:9  
 161:4,5 178:20,21 181:5 182:8  
 183:15 187:22 188:6,7,8,9  
 189:9 202:1 226:13 249:9 251:8  
 255:25 258:13 268:10 276:5,9  
 276:16  
**yelling** 21:14  
**yeoman's** 224:9  
**yesterday** 27:19 109:22 133:6

136:7 196:13,22 204:20 242:4  
 271:18 272:21 280:4 281:2  
**Yo-Yo** 34:14  
**young** 101:23  
**younger** 75:17 77:23 84:4

---

**Z**


---

**zero** 11:25 97:10 265:25  
**zone** 42:9,11  
**Zoom** 1:14 6:6,7 8:6,14,15 73:3  
 126:24 149:20 151:2 154:23  
 156:16 206:11 207:7

---

**0**


---



---

**1**


---

**1** 3:3 4:10,24 9:20 77:6 81:11  
 142:18 158:12,19 171:6,11  
 173:3,16 175:6 176:11 180:13  
 190:9 192:8,10 227:5 238:3,4  
 240:22 271:17  
**1,000** 73:16  
**1,187** 80:2  
**1,209** 80:1  
**1,893** 85:11  
**1:13** 153:15  
**10** 3:17 68:4 78:14 96:5 107:17  
 227:7  
**10:14** 56:14  
**10:27** 56:14  
**100** 78:11 107:2,4 145:9 149:1  
 169:10 190:12 279:12  
**100,000** 18:7  
**104** 3:21 161:11  
**11** 3:19 97:21 242:19  
**11-12** 77:25  
**12** 3:21 104:17 165:23 243:10  
 247:25 254:4  
**12-year-olds** 44:20  
**12.e** 135:8,15,17 138:20  
**12/31/24** 290:19  
**12:34** 153:14  
**127** 230:3  
**128** 100:10  
**12th** 233:14  
**13** 3:23 24:21 135:8,15 137:25  
**130** 230:3,6  
**130s** 77:24  
**138** 3:23

**139** 4:3  
**144**:3 135:8,11 136:15 137:25  
 139:12 151:11 227:8 254:2,2,2  
 258:13  
**142** 73:17  
**146,000** 257:11  
**147** 230:7  
**15** 4:5 42:17 153:3 286:1  
**15.a** 171:21,21 172:8,9,10  
**15.b** 157:21 172:13,19  
**15.b.1** 165:4  
**15.b.4** 157:22 172:25  
**15.b.5** 192:19  
**15.b.6** 264:15  
**15.d** 172:15,18  
**150** 78:12 93:13  
**155** 4:5  
**15th** 79:4  
**16** 4:7 268:10 269:9  
**1630** 1:21 290:18  
**167,000** 250:25 253:13 261:22  
**167,429** 247:17  
**17** 4:9 254:3 271:15 285:23  
**17.a** 272:7,8  
**17.b** 272:9  
**170** 76:15  
**17th** 24:7 221:21  
**18** 4:11 68:25 88:6 90:22 273:17  
**180-day** 62:10  
**19** 4:13 69:14 70:3 279:25  
**19th** 72:17,18  
**1st** 79:3

---

**2**

**2** 3:5 7:25 9:23 77:7 81:13 94:10  
 158:11,11 171:7,8 172:5 173:13  
 173:17 175:6,22,24 176:23  
 180:19,22,22 183:3,9,19 192:10  
 192:10 206:4 227:6 238:4  
**2,000** 68:11 75:6  
**2,500** 68:12 85:14  
**2.c** 57:5  
**2:45** 67:6  
**20** 4:14 15:25 122:11,14,20,22  
 192:7  
**20-some** 160:19  
**200** 2:19 78:13  
**201** 1:21 290:18  
**2020** 219:12

**2022** 9:18 20:20  
**2023** 9:18  
**2023-001** 243:10  
**2024** 1:11 4:10 5:5 151:12 271:17  
 272:11 290:14  
**2024-2025** 25:19  
**2025** 272:9  
**2026** 50:13  
**2027** 151:12  
**20G** 116:18  
**21** 1:11 4:15 288:14  
**219** 1:20 290:6,17  
**21st** 5:5 139:23  
**22** 4:17 73:17 288:24  
**22-'23** 56:24 57:5 68:22 69:5,10  
 69:13,23 91:19 92:5 93:17  
 180:10 208:25 209:6,8  
**22nd** 230:7  
**23** 4:19 114:1,18 115:7 289:2  
**23-'24** 57:7 59:5 69:5 79:3 93:18  
 95:21 178:11 209:1  
**24** 4:20 28:11 68:25 114:13 289:3  
**24-'25** 72:8 178:12  
**25** 30:1 35:22 36:9 68:10 72:5  
 88:11,19 114:11,11,17 197:4  
**25,000** 250:24  
**250** 78:14  
**252** 249:14  
**269** 4:7  
**26th** 30:15 290:14  
**271** 4:9  
**273** 4:11  
**279** 4:13  
**28** 3:7  
**287** 4:14  
**288** 4:15,17  
**289** 4:19,20  
**290** 4:21  
**29th** 29:2  
**2nd** 24:21

---

**3**

**3** 3:6 8:13 93:14 105:14,18 109:6  
 194:14 195:22 239:12 241:1,10  
**3.6** 42:11,14  
**3/31** 247:15 251:8  
**3:00** 66:8  
**3:10** 238:25  
**3:21** 238:25

**30** 24:5 33:21 153:9 276:9  
**30,000** 250:25  
**300** 1:12 26:9 46:22 73:13  
**30th** 252:10  
**314** 277:25  
**31st** 286:18  
**32** 69:13 70:1 226:10,15,17  
**33** 68:24 69:23 88:7  
**34** 69:2 88:8  
**35** 18:9 69:14 70:3 190:12,15,22  
 191:1  
**36** 10:6 36:8,10  
**36.25** 190:16  
**38** 68:24  
**3rd** 24:7 221:20 252:16 270:1

---

**4**

**4** 3:7 28:7 40:8 88:5 93:14 207:1  
 219:10  
**4.f** 80:6  
**4:33** 289:10  
**40** 3:9,10 114:5 128:11 190:13,22  
**40-day** 78:24 79:4  
**40-minute** 154:24  
**400** 18:13  
**40th** 230:9  
**41** 3:11  
**42** 35:21,24 36:1,2  
**44** 115:6,8  
**45** 114:8 249:16  
**46** 69:13 70:2 114:8 115:8  
**4th** 252:16

---

**5**

**5** 3:3,9 40:10 157:6 158:2,4,5  
 164:1 165:24 166:1,7,8,9,19  
 190:10,11,14,22,24,25 191:1  
 192:1,2,3,7 232:20 238:3  
**50** 230:25  
**50-somewhat** 224:9  
**50,000** 268:22  
**500** 72:9 88:19  
**500-student** 72:5  
**504** 24:13  
**50s** 77:23  
**50th** 27:14 68:21  
**51** 158:4 166:7 167:13 175:21  
 279:14  
**52** 95:24 250:18

**52.9** 68:20**53** 92:23**56** 3:13

---

**6**

---

**6** 3:10 40:24,25 41:22 88:4 234:3**6-point** 131:14**6/20/24** 24:14**60** 99:6 230:3,25**60s** 77:23**61.9** 95:24**62** 3:15**63** 159:4,7**64** 92:24**65** 159:21**67** 284:8,9**68** 3:17

---

**7**

---

**7** 2:19 3:5,11 33:13 41:2 55:18**7-point** 131:13**7,059** 248:3,11,18**7.c** 51:13**70** 79:12 95:22 106:21**70-** 116:11**70.5** 128:6**72** 116:7,8,12 158:3 166:8,9,14

173:14 175:9,20 190:10

**75** 79:11**78** 81:11**7th** 252:25

---

**8**

---

**8** 3:6,13 33:13 56:16 60:24 78:13

78:14 239:1,4

**80** 89:5**80-day** 209:17**83** 95:22 159:21**84** 81:13 95:20**85** 74:7 159:20**86.4** 128:4**87** 159:3**87102** 1:22 290:19**87501** 2:19**89** 106:22**8th** 252:25 264:17

---

**9**

---

**9** 3:15 33:13 62:2 67:12 78:13,14

165:22

**9:00** 1:11**9:09** 5:5**90** 74:1,7 159:20,21,21 163:25

164:8 165:3,5,6,11,22 166:21

223:2

**9095N** 1:25 290:24**90th** 50:3 54:11**92** 124:23**93** 80:3**941** 245:12**95** 158:2,19 163:10 169:7,15

170:12 175:1 180:11,15 232:3

**96** 116:10**97** 3:19**98** 279:14**99** 124:25 214:25