

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL RENEWAL HEARINGS
DAY THREE

December 11, 2024

8:00 a.m.

Mabry Hall, Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, New Mexico
AND
Via Zoom Webinar

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

JOB NO.: 9246N (CC)

2	<p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 PATRICIA GIPSON, Chair</p> <p>4 STEVEN J. CARRILLO, Vice Chair</p> <p>5 TIMOTHY BECK, Secretary</p> <p>6 ALAN BRAUER, Member</p> <p>7 REBEKKA BURT, Member</p> <p>8 SHARON CLAHCHISCHILLIAGE, Member</p> <p>9 STEWART INGHAM, Member</p> <p>10 K.T. MANIS, Member</p> <p>11</p> <p>12 PED STAFF:</p> <p>13</p> <p>14 CORINA CHAVEZ Director</p> <p>15 Charter School/Options for</p> <p>16 Parents and Families Division</p> <p>17</p> <p>18 BRIGETTE RUSSELL Deputy Director</p> <p>19 Charter School/Options for</p> <p>20 Parents and Families Division</p> <p>21</p> <p>22 LUCY VALENZUELA Technical Assistance and</p> <p>23 Training Specialist</p> <p>24 Charter School/Options for Parents</p> <p>25 and Families Division</p> <p>MISSY BROWN Technical Assistance and Support</p> <p>and Training Administrator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>NICOLA DAVIS Technical Assistance and</p> <p>Training Coordinator</p> <p>Charter School/Options for</p> <p>Parents and Families Division</p> <p>CONSUELO CONSTANTINE Liaison to PEC</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	4
3	<p>1 INDEX TO PROCEEDINGS</p> <p>2 PAGE</p> <p>3 6. CHARTER SCHOOL RENEWALS, Continued</p> <p>4 g. The ASK Academy 7</p> <p>5 1 Public Education Department Evaluation 7</p> <p>6 2 Tribal Input 12</p> <p>7 3 School Comments 13</p> <p>8 4 Public Comments 33</p> <p>9 5 PEC Questions 49</p> <p>10 6 Vote on Renewal 90</p> <p>11 h. Sandoval Academy of Bilingual Education 91</p> <p>12 1 Public Education Department Evaluation 92</p> <p>13 2 Tribal Input 97</p> <p>14 3 School Comments 97</p> <p>15 4 Public Comment 114</p> <p>16 5 PEC Questions 129</p> <p>17 6 Vote on Renewal 153</p> <p>18 i. Tierra Encantada Charter School 154</p> <p>19 1 Public Education Department Evaluation 155</p> <p>20 2 Tribal Input 161</p> <p>21 3 School Comments 162</p> <p>22 4 Public Comment 185</p> <p>23 5 PEC Questions 192</p> <p>24 6 Vote on Renewal 256</p> <p>25 REPORTER'S CERTIFICATE 258</p>	5
4	<p>1 INDEX TO PROCEEDINGS, Continued</p> <p>2 PAGE</p> <p>3 ATTACHMENTS:</p> <p>4 1 Attendance List - The ASK Academy</p> <p>5 2 Attendance List - SABE Charter School</p> <p>6 3 Attendance List - Tierra Encantada</p> <p>7 Charter School</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>	5

6

1 SECRETARY BECK: Chair Gipson.
 2 THE CHAIR: Here.
 3 SECRETARY BECK: Vice Chair Carrillo.
 4 VICE CHAIR CARRILLO: Here.
 5 SECRETARY BECK: Commissioner Brauer.
 6 COMMISSIONER BRAUER: Present.
 7 SECRETARY BECK: Commissioner Manis.
 8 (No response.)
 9 SECRETARY BECK: Commissioner Armijo.
 10 (No response.)
 11 SECRETARY BECK: Commissioner Taylor.
 12 (No response.)
 13 SECRETARY BECK: Commissioner Burt.
 14 COMMISSIONER BURT: Here.
 15 SECRETARY BECK: Commissioner Ingham.
 16 COMMISSIONER INGHAM: Here.
 17 SECRETARY BECK: Secretary Beck, here.
 18 We have one, two, three -- we have seven.
 19 Oh, I'm sorry.
 20 Commissioner Clahchischilliage.
 21 COMMISSIONER CLAHCHISCHILLIAGE: Okay.
 22 I'm here.
 23 SECRETARY BECK: We have seven. So there
 24 is a quorum.
 25 THE CHAIR: And before we begin, I'll just

7

1 ask if anyone feels they need to recuse themself.
 2 (No response.)
 3 THE CHAIR: Okay.
 4 MS. CHERYL ROWE: Good morning, Chair
 5 Gipson and Commissioners. My name is Cheryl Rowe,
 6 R-o-w-e, Authorizing Practices Administrator for the
 7 Charter Schools Division.
 8 I'm here to provide the PED evaluation for
 9 The ASK Academy.
 10 CSD conducted our renewal visit to The ASK
 11 Academy on October 9th, 2024. Dr. Brigitte Russell,
 12 Lucy Valenzuela, Kelli Renken, and I visited the
 13 school in person. And Martica Davis, Ken Norris,
 14 and Director Corina Chavez joined remotely.
 15 The ASK Academy opened in 2010 with the
 16 Public Education Commission as their authorizer.
 17 This is their third renewal application with the
 18 PEC.
 19 The ASK Academy emphasizes STEM through
 20 project-based learning, 21st century technology,
 21 research programs, relationship building, and a
 22 partnership program engaging scholars in the
 23 learning process.
 24 The Charter School Division recommends
 25 that The ASK Academy be renewed for a term of five

8

1 years without conditions.
 2 The recommendation is based on the record
 3 of the school's performance over the course of the
 4 contract term, the renewal application, which
 5 highlights adult actions and programs in the service
 6 of student progress, and verification of those
 7 programs and adult actions during our renewal site
 8 visit and annual visit.
 9 Over the course of the charter term, The
 10 ASK Academy has far outperformed the district and
 11 state in reading and math. The school has earned a
 12 designation of Spotlight for all years that
 13 NM Vistas has assigned ratings and has been awarded
 14 additional distinctions of excellence in English
 15 language arts, math, and science.
 16 Even with their excellent academic record,
 17 the school leadership and staff continuously look
 18 for ways to improve.
 19 For example, when the school experienced a
 20 dip in math proficiencies, they quickly responded by
 21 changing their math program to include more
 22 hands-on, off-line math learning and problem
 23 solving, employed new math teachers and an
 24 (inaudible) math coach, and they are actively
 25 working to create more engaging, high-quality

9

1 materials for math instruction.
 2 The school provides abundant support for
 3 scholars by offering tutoring daily on Fridays, as
 4 well as during the rest of week for students who
 5 cannot attend Friday tutoring. Peer-to-peer
 6 tutoring has also been particularly successful and
 7 popular among students.
 8 The school has had solid financial and
 9 organizational performance over the term.
 10 In the first year of the charter term, The
 11 ASK Academy had a Working To Meet and Does Not Meet
 12 on their financial performance framework indicators.
 13 However, the school promptly turned this around, and
 14 ever since then, they have earned Meets the Standard
 15 on all financial indicators.
 16 In terms of governing board performance
 17 they have met nearly all standards, with the
 18 exception of some Working To Meet ratings in the
 19 school year 2022-'23, which, again, they quickly
 20 turned around.
 21 The overall fiscal and organizational
 22 performance reflects healthy, conscientious
 23 management over the course of the term.
 24 The school's ratings on Part B of the
 25 renewal application are as follows:

<p style="text-align: right;">10</p> <p>1 They Met the Standards in student 2 outcomes, mission-specific goals, and the 3 educational program. 4 They Demonstrate Substantial Progress in 5 financial compliance and governance 6 responsibilities; although both were very close to 7 meeting the standards. 8 They also Demonstrated Substantial 9 Progress in equity and identity and other 10 performance framework indicators. 11 An area of particular growth is in terms 12 of equity and identity. ASK is being intentional 13 about equity by implementing culturally and 14 linguistically responsive teaching and learning and 15 tying it to project-based learning. The school has 16 an active equity council which has led to 17 improvements in English Learner support and 18 programming. 19 In addition, the school recently adopted a 20 social-emotional learning program titled "Making 21 Caring Common" from the Harvard Graduate School of 22 Education. 23 The parent support committee has also 24 participated in meaningful conversations with the 25 equity council, school leadership, and project</p>	<p style="text-align: right;">12</p> <p>1 action and happy, engaged students. On account of 2 the abundant support and the school's fundamental 3 connections program, students report that they feel 4 valued, supported, and respected at ASK. 5 I want to add that the school had a 6 disruptive stink bomb evacuation the day of our 7 visit, which led to an early dismissal for students. 8 The incident was handled very well by leadership and 9 staff, and I was surprised and impressed to see that 10 so many students wanted to stay at school and speak 11 to us in the focus group instead of going home. 12 And they didn't stay to complain about the 13 school. They were very enthusiastic and positive. 14 I thought this was a real testament to the 15 committed, happy scholars at ASK. 16 Thank you. 17 THE CHAIR: So assuming there's no one 18 here for tribal? 19 MS. MELISSA BROWN: If there is somebody 20 on Zoom for tribal consultation, please raise your 21 digital hand. 22 Nobody raised their hand. 23 THE CHAIR: Okay. 24 MS. MELISSA BROWN: Quincy, you're making 25 public comment -- are you making specific public</p>
<p style="text-align: right;">11</p> <p>1 managers, giving all stakeholders a voice in serving 2 the needs of students. 3 Two exceptional features of the school are 4 their growth mindset and their focus on real-world 5 application of learning. 6 The school effectively creates a 7 professional atmosphere, referring to students as 8 "scholars," teachers as "project managers," and the 9 head administrator as the "CEO," which has the 10 effect of students taking themselves seriously as 11 scholars and rising to meet greater challenges at 12 ASK. 13 The school's career pathways offers 14 scholars clear guidance and steps towards college 15 and career goals, especially in bio-med and 16 engineering fields. 17 Along with their STEM focus, they have 18 bolstered efforts to serve students holistically, 19 with social-emotional learning, project-based 20 learning, and culturally and linguistically 21 responsive learning, and have put more emphasis on 22 improving reading proficiency so scholars can 23 advance further in any subject area they tackle. 24 During classroom observations, CSD 25 witnessed very dynamic project-based learning in</p>	<p style="text-align: right;">13</p> <p>1 comment? You're not representing a tribe or a 2 Native nation. Thanks. 3 THE CHAIR: Okay. So welcome once again. 4 And whenever you're ready to start. 5 FROM THE FLOOR: Thank you, Madam Chair. 6 Good morning to the members of the PEC. My name is 7 Edward Garcia, G-a-r-c-i-a, and I am the chief 8 executive officer at The ASK Academy. 9 At this time, can I introduce my 10 colleagues as well who will be a part of our 11 presentation today? 12 FROM THE FLOOR: Good morning. My name is 13 Janisse Vazquez. That's V-a-z-q-u-e-z. And I am 14 the professional learning coordinator. 15 FROM THE FLOOR: And I am Patrick Kelly, 16 K-e-l-l-y, and I am the chief financial officer. 17 FROM THE FLOOR: Good morning. I'm Jeanne 18 Forrester, and I am the chair of the ASK governing 19 council. F-o-r-r-e-s-t-e-r. 20 MR. EDWARD GARCIA: Thank you. 21 So as mentioned by Ms. Rowe, The ASK 22 Academy is a sixth-to-twelfth-grade academy located 23 in Rio Rancho, New Mexico. ASK is an acronym for 24 "attitude, skills, and knowledge." 25 Our mission is shaping forward-thinking</p>

<p style="text-align: right;">14</p> <p>1 graduates to thrive in a dynamic global environment. 2 Our current enrollment at the academy is 3 556 scholars. When we break that down between 4 middle school and high school, there are 313 5 scholars in our middle school and 243 in our high 6 school. 7 Our class size, on average, is about 25. 8 When we bring that down a little bit more 9 specifically, we see about between 15 to 20 scholars 10 per high school class. And that's due to the way 11 our pathways are set up, and I'll give you more 12 information about that shortly. 13 And in our middle school classes, it's 14 about 20 to 25, which really helps support our 15 scholars with individual efforts one-on-one. 16 We offer two pathways at the academy: 17 biomedical sciences and engineering. 18 Our sixth- through eighth-grade scholars 19 take both of those pathways in sixth, seventh, and 20 eighth grade to help them identify which pathway 21 they would like to select from ninth through twelfth 22 grade. Upon entering as freshman, they will pick 23 either the bio-med or the engineering pathway going 24 forward. 25 We have a video we would like to show you</p>	<p style="text-align: right;">16</p> <p>1 earlier, allows us the opportunity to build the 2 important relationships needed between scholars and 3 project managers to help -- to help them better 4 understand and grasp the content. The smaller class 5 size also allows for easier circulation and that 6 one-on-one even during the class period. 7 At The ASK Academy, our passing score is a 8 70 percentile to earn credit at the high school or 9 to pass the course in middle school. We do have a 10 requirement of 28 graduation credits, which is four 11 more than the State requirement. 12 We are project-based-learning focused. 13 When we introduce curriculum, we -- we use a 14 project-based method to give our scholars a more 15 hands-on approach to the curriculum. 16 Also, when we look at our curriculum in 17 meeting State standards, it is future-focused. It's 18 really trying to take those standards and see how 19 that works in the real world or in what their 20 pathway desire might be. 21 To do these great things, it's important 22 that we train our project managers on effective 23 implementation. We spend 102 hours yearly training 24 project managers in professional development. We 25 start with a week full of professional development</p>
<p style="text-align: right;">15</p> <p>1 to give you a sense and feel of the community at 2 ASK. 3 (Video is played.) 4 MR. EDWARD GARCIA: So what makes ASK 5 different? 6 When we look at how we treat and engage 7 our scholars, as mentioned earlier we treat them as 8 professionals, getting them ready for their future 9 careers. 10 We have a scholar uniforms policy. We 11 refer to students as scholars as mentioned earlier, 12 teachers as project managers, and classrooms as 13 learning spaces. 14 We operate on a four-day schedule, 154-day 15 calendar. This schedule is significant for us 16 because it allows for additional benefits to 17 continually support our scholars. For example, 18 every Friday, we are -- we offer scholar tutoring. 19 This is an opportunity to get extra help and 20 assistance with their project managers one-on-one. 21 We also offer weekly support through our 22 fundamental connections classes and career pathways 23 courses, as well as near-peer tutoring, 24 scholar-to-scholar tutoring, during the week. 25 Our small class size, as I mentioned</p>	<p style="text-align: right;">17</p> <p>1 in July to start the school year. 2 And then we do two hours weekly on our 3 Fridays from 10:00 to 12:00. That's the strength of 4 the four-day schedule. Once again, not only are we 5 there to support our scholars in any extra help, but 6 to continue to support our managers to develop the 7 best practices needed to implement the PBLI 8 concepts, as well as the best teaching practices. 9 The academy offers AP Honors courses. All 10 of these courses are open enrollment for any scholar 11 that would like to take. We also offer dual 12 enrollment and early college high school credit 13 opportunities for our scholars. 14 All of this hard work has paid off when it 15 comes to looking at how we've been recognized across 16 the state as well as the nation. 17 The College Board and AP Honor, we earned 18 the recognition from the College Board and the AP 19 Honor Roll by getting on the AP Honor Roll in the 20 2022-'23 school year and '23-'24 academic year. 21 We were also recognized in the U.S. News & 22 World Report as the No. 2 middle school in the great 23 state of New Mexico, and the No. 4 high school in 24 New Mexico, which puts us in the top 3 percent of 25 high schools in the nation.</p>

18	<p>1 As mentioned earlier, we're proud to hold</p> <p>2 the Spotlight ranking with Vistas in the most recent</p> <p>3 Vistas scoring and in all previous Vistas scorings.</p> <p>4 We've had U.S. Presidential Scholars come through</p> <p>5 the academy and graduate, and we also have a Cognia</p> <p>6 accreditation as well.</p> <p>7 As our scholars go through their days, six</p> <p>8 through twelve, our middle schoolers have the</p> <p>9 opportunity to take both engineering and biomedical</p> <p>10 sciences. And then, as I mentioned earlier, when</p> <p>11 they become high school students, they pick a</p> <p>12 pathway.</p> <p>13 When we look at the courses that are</p> <p>14 offered in engineering, we offer flight and space,</p> <p>15 automation and robotics, computers and technology,</p> <p>16 computer science.</p> <p>17 We are also partnered with Project Lead</p> <p>18 The Way, PLTW, Introduction to Engineering and</p> <p>19 Design, Principles of Engineering, Scientific</p> <p>20 Technology, PLTW's Aerospace Engineering, and,</p> <p>21 finally, PLTW's Digital Electronics.</p> <p>22 When we look at our biomedical sciences,</p> <p>23 we offer a Survey of Biomedical Sciences And Green</p> <p>24 Architecture, Medical Detectives, PLTW's Principles</p> <p>25 of Bio Med, PLTW Human Body Systems, PLTW Medical</p>	20	<p>1 which has been absolutely dominant in competition</p> <p>2 lately. That's -- that's the victory model right</p> <p>3 there. We -- they just returned from Dallas and</p> <p>4 finished ninth out of 100 schools.</p> <p>5 So -- and it was a high school</p> <p>6 competition. So we're -- we're really proud of this</p> <p>7 team. They are doing fantastic. And they will be</p> <p>8 very excited to share this with you, here, too.</p> <p>9 There they are. Thank you, Ms. Vazquez.</p> <p>10 (Robotics Team presentation.)</p> <p>11 MR. EDWARD GARCIA: And then we have one</p> <p>12 other link, where we'll be able to go live to our</p> <p>13 high school seniors to discuss allied health</p> <p>14 occupations. This is an opportunity for our high</p> <p>15 schoolers to work in fields and intern in fields of</p> <p>16 their interest in the biomedical field. This is all</p> <p>17 a part of our future planning for the scholars.</p> <p>18 Let's hope this link works a little better.</p> <p>19 (Seniors' presentation.)</p> <p>20 MR. EDWARD GARCIA: Thank you very much.</p> <p>21 And thank you for working through the technology</p> <p>22 with us. Thank you, Ms. Nuanes.</p> <p>23 At this time, I'm going to share the</p> <p>24 microphone with Ms. Vazquez, who can give you a more</p> <p>25 in-depth look at our project-based program as well</p>
19	<p>1 Intervention, and HOSA, our allied health</p> <p>2 occupations.</p> <p>3 One of the strengths of the academy is</p> <p>4 this list of courses I've read you are our elective</p> <p>5 classes; so they're all the fun ones. And these are</p> <p>6 the electives that our scholars sign up for.</p> <p>7 What we're asked to do now is we're going</p> <p>8 to go to our first presentation and take you live --</p> <p>9 boy, I hope it works -- take you live to The ASK</p> <p>10 Academy, where we have three middle school scholars</p> <p>11 there, excited to share with you their experience.</p> <p>12 No, that's okay. Share with you their</p> <p>13 experience with our middle school robotics team, one</p> <p>14 of our extracurriculars.</p> <p>15 MR. EDWARD GARCIA: We're communicating</p> <p>16 with -- we're going to let you in here.</p> <p>17 (Technology pause in proceedings.)</p> <p>18 MR. EDWARD GARCIA: As mentioned by</p> <p>19 Ms. Rowe from our visit and the stink bomb to this,</p> <p>20 we've been on a run here.</p> <p>21 MS. JANISSE VAZQUEZ: To be fair, I</p> <p>22 thought I was going to be in charge of the</p> <p>23 technology. So I do apologize.</p> <p>24 MR. EDWARD GARCIA: This group of scholars</p> <p>25 is going to be from our middle school robotics team,</p>	21	<p>1 as our professional development and equity.</p> <p>2 MS. JANISSE VAZQUEZ: Good morning. You</p> <p>3 probably recall a very traditional classroom setting</p> <p>4 when you went to school; right? A lot of</p> <p>5 sit-and-get. That's what we call it.</p> <p>6 And the great thing about The ASK Academy</p> <p>7 is that we try to avoid that. That's one of the</p> <p>8 great things that makes us different. That's why</p> <p>9 project-based learning, bringing these real-world</p> <p>10 projects to life, really does help our scholars</p> <p>11 understand what skills they're going to need in the</p> <p>12 future.</p> <p>13 We know that just learning math concepts,</p> <p>14 just learning science standards isn't what our</p> <p>15 scholars are going to need when they're hired;</p> <p>16 right? They need communication skills. They need</p> <p>17 problem-solving skills. And so we're able to create</p> <p>18 these really well-rounded scholars by the time they</p> <p>19 leave ASK.</p> <p>20 And we know when we talk to professionals</p> <p>21 in the field, because they're often at our school</p> <p>22 viewing these amazing projects, that's one of the</p> <p>23 pieces that they find missing when they're trying to</p> <p>24 hire in present times.</p> <p>25 And so it's really exciting. And then</p>

<p style="text-align: right;">22</p> <p>1 think about being up and active and doing and asking 2 questions and reflecting. That's what project-based 3 learning is all about. 4 Now we're going to hear from our colleague 5 and how much she appreciates project-based learning. 6 (Video plays.) 7 MS. JANISSE VAZQUEZ: Now, can you imagine 8 that leading a group -- right? -- through 9 project-based learning can be challenging. And 10 that's where our professional development really 11 meets the needs of those managers. 12 We really do our best to make sure that 13 we're not bringing in new topics, the latest fads 14 when it comes to doing professional development or 15 training with our staff, because we know that 16 doesn't work well. 17 We ask the staff, "What do you need? What 18 is working? What is not working?" And then we 19 address those challenges. 20 As Mr. Garcia mentioned, the great thing 21 is we can do that weekly, on Fridays from 10:00 to 22 12:00, with our staff. And so one of the challenges 23 in the last couple of years they've mentioned is the 24 development of rubrics. 25 Rubrics are essential for scholars to</p>	<p style="text-align: right;">24</p> <p>1 were doing a really great job. 2 But then comes to, you know, assessments 3 outside of the program, and we found, sadly, that 4 they had not learned the skills. They had not 5 learned the concepts. And so we have now removed 6 that program from the equation. 7 But then we've also had some challenges 8 within our hiring. There's not, you know, an 9 abundance of math managers out there. So that's 10 been a challenge for us. 11 But I think this year we've built a really 12 great team. We finally have a lot of great folks on 13 board to help us. And we're focusing on hands-on -- 14 right? -- more direct instruction. We're bringing 15 PBL back into the math classroom, where we are 16 asking scholars to show us that they understand the 17 concepts. It's not just worksheets. It's not just 18 a digital program. 19 And we've also -- this year, have 20 contracted with a math coach specifically to work 21 with that team so that we can work on scaffolding in 22 math, and so to help our scholars make those gains. 23 And we really do feel with that and some of the 24 other changes we've made, we're going to start to 25 see those gains again.</p>
<p style="text-align: right;">23</p> <p>1 understand what they need to do within a project, do 2 well. And so that's been something we focused on as 3 well. 4 We don't do the Flavor of the Month; 5 right? We know that that's not good. And so I 6 think that that -- we also provide PD in a 7 project-based way, and it's really successful. 8 Now, we do want to address the drop in our 9 math proficiency. You can see the scores in front 10 of you. And we do think it's a significant drop. 11 And as was mentioned before, we are doing so many 12 things to be sure to move, you know, ourselves up. 13 So if you recall, the year 2020 was a 14 challenge for all schools, and we had to move 15 digitally. And so as we're trying to teach our 16 scholars math virtually, what we did was we adopted 17 an online program called Alex. It had a good 18 reputation. It's used by UNM and CNM in their 19 introductory classes. But what we found is that we 20 became over-reliant on a digital program. 21 And knowing how intelligent our scholars 22 are, they found alternate ways to find the answers 23 to then show in the program that they were making 24 gains. And so they would pass their assessments; 25 they would pass their practice. And we thought we</p>	<p style="text-align: right;">25</p> <p>1 One other thing that we've been addressing 2 quite a bit for the last few years is the equity for 3 our scholars. We know that PED has brought it to 4 our attention that some of our scholars are needing 5 something different from us and from our managers. 6 And so our equity council, which is very 7 active -- I'm happy to say that I am the lead of our 8 equity council -- we have made a lot of changes that 9 have already made a huge difference within our 10 scholar population and the way that we teach. 11 But one of the things that PED stressed 12 and the scholars were stressing is that sometimes 13 our scholars are not kind to each other; okay? And 14 so that's why we partnered with the Harvard Graduate 15 School of Education with this program called Making 16 Caring Common. 17 And so weekly, scholars are using this 18 curriculum to not only connect with one another, but 19 to make additional connections with their project 20 managers. 21 And the great thing about the program is 22 as they create a community within those classes, as 23 we get to the last phase of it, then we can really 24 start to focus on social change, which is something 25 that we need at ASK.</p>

26

1 And then you can see on there a lot of the
2 changes and things that our equity council has
3 brought back. Our focus this year is making a
4 better space for our indigenous populations. And
5 that's what our advisements will be based on for
6 this year.

7 And then, of course, the Black Education
8 Act, not only are we doing the required courses, we
9 are going above and beyond. We've done an
10 additional training with a professor from UNM who
11 has come out and trained with us.

12 And then two of our members of our equity
13 council have actually gone to Dr. Hollie's CLRI
14 training provided by PED. And we hope to work with
15 him next year to work directly with our school.

16 So thank you for your time. At this
17 point, I'm going to pass it on to our CFO, Mr. Pat
18 Kelly.

19 MR. PATRICK KELLY: Good morning. Just to
20 talk a little bit about the significant changes that
21 have gone on on the financial aspect of The ASK
22 Academy.

23 I'm sitting here. The school, before me,
24 contracted for their business management services.
25 The COO that had been with the school from day one

27

1 retired in early 2023. And so the structure changed
2 from a COO and created a new position as a CFO to
3 where it absorbs some of the duties, the financial
4 duties of that position. And then some of the
5 compliance pieces filtered over to the CEO position.

6 Having an in-house business manager, I
7 believe, has been a benefit to the school. We are
8 able to have these real-time conversations of when
9 math is needed. We're not -- there's not a delay
10 in, "Hey, can we bring in a math coach?"

11 It's a real-time decision that we have in
12 our weekly meetings.

13 One major change that we've done is
14 I've -- my philosophy is to disseminate budget
15 control to the people that are the end users of that
16 budget. So in regards -- like Ms. Vazquez, she's in
17 charge of the instructional materials budget. I'm
18 not an expert on what those materials need to be,
19 but she is. So I just make sure she purchases
20 things in compliance with getting a P.O. and those
21 things. But I give the power to those kind of
22 departments.

23 Same thing with the CTE and the robotics
24 teams. Like, this is a perfect example of how they
25 did a state competition and qualified for a national

28

1 competition, and the national competition was in a
2 month. So how do we change our CTE -- our State CTE
3 budget in a short period of time to be able to adapt
4 to what these kids are doing? So I think that's a
5 big benefit.

6 You know, we've got a strategic planning
7 initiative at our school to build sustainable
8 infrastructure that lasts beyond the people that are
9 in this room now.

10 We have a living five-year budget model
11 that, you know, even if a teacher comes to me and
12 says, "I'm going to apply for my level three
13 license," I'm plugging that in to see how that
14 affects our future, you know, how does that impact
15 us down the road.

16 And then one thing which was incredibly
17 nice is I inherited a very clean financial school,
18 like, clean audits. The Vigil Group did a great
19 job.

20 So as I came into this position, I was,
21 like, well, how do I not screw this up; right? But
22 also how do I take this to another level? How do I
23 grow this position?

24 And one of the main things that I brought
25 was kind of digitizing the financial office, like,

29

1 you know, going away from the paper and filing and
2 all that stuff to kind of grow it to a digitizing
3 model.

4 And so one thing I've done in that is
5 we've completely -- approvals and transactions are
6 all digital. They're all in our financial system.
7 It gives more transparency to our staff, to our
8 board. It's -- it's making me replaceable, which is
9 a good thing, I think.

10 But it -- it just shows, you know, that we
11 can move things quicker. It gives more, you know,
12 strength to the financial system and the
13 sustainability of it.

14 But one thing I want to do with that is
15 maintain the audit results and the transparency that
16 we get from those.

17 And how I do that is, you know, we just
18 continue to -- sorry -- to have the whole staff buy
19 into this, which has been a great thing.

20 Can we jump to the next slide? Sorry.
21 Yeah.

22 With our audits, my goal has always been
23 to -- even though we're having clean audits, I know
24 we're not -- every transaction is in compliance. So
25 how are we tracking those transactions that may --

<p style="text-align: right;">30</p> <p>1 you know, we didn't deposit within 24 hours and they 2 just didn't get pulled in the audit and those kind 3 of things. 4 So we're gathering our data and analyzing 5 it, saying, "Is this a perfect storm of our 6 back-up's back-up calling in sick that day?" 7 "Or is it just -- is there a flaw in our 8 policies? 9 So we've been able to kind of grow that 10 way financially. 11 Then the last thing is just kind of our 12 cash balance has continued to grow over the term of 13 the charter, which is a surprising thing when I've 14 looked at it, because I've got the impression from 15 staff that we're spending more money than we ever 16 have, we're meeting the needs better than we ever 17 have. But yet we're saving money. 18 So as I look at that and I kind of say how 19 are we doing that, you know, these strategic 20 planning meetings, we're efficiently and effectively 21 using our operational dollars. But we're also using 22 federal dollars more effectively. We're 23 supplementing some of those programs. 24 We had a backlog of federal funds because 25 we had so much COVID money. We're able to use our</p>	<p style="text-align: right;">32</p> <p>1 addition, we have a position for a career educator. 2 And we have worked to formalize our 3 policies and procedures, including the 4 responsibilities and roles of our officers. We're 5 really committed to being in -- to staying in our 6 lane for our specific role of fiduciary 7 responsibility and of recruiting and hiring and, 8 then supervising and supporting our CEO. 9 But we also work at being in relationship 10 with the school. So we've created positions and 11 responsibilities that every director is engaged, and 12 we are truly a working board. 13 We have liaison positions, so we're 14 connected to the equity council, the foundation, to 15 the academic work, and to our parent group. 16 So with that, and with our work, even on 17 our agendas for our monthly meetings, we bring in 18 project managers and scholars to make presentations. 19 We rotate between middle school and high school so 20 that we get to see what project-based learning looks 21 like and hear from scholars and project managers 22 themselves to keep us informed for what we do. 23 We're committed to transparency and 24 clarity in all of our actions. And while there is 25 always work to be done, we get to do a lot of</p>
<p style="text-align: right;">31</p> <p>1 federal funds now to grow things. It's kind of an 2 exciting time to be here, because I feel like we're 3 meeting the needs of our community better than we 4 have before, but we're continuing to grow that 5 balance, which is ultimately hoping to get us to a 6 goal of expanding our campus, building a gymnasium, 7 you know, a cafeteria, you know, completing the 8 whole campus. 9 So it's an exciting time to be here. I am 10 fortunate to have joined this team, and I'm excited 11 in five years to kind of report on how we've grown, 12 how these initiatives financially have impacted our 13 school. 14 So thank you. 15 And I'll turn it over to Dr. Forrester for 16 the governing council. 17 DR. JEANNE FORRESTER: Thank you. And 18 just briefly, in the 15 years that the school has 19 been in existence, the governing council has been 20 committed to creating more sustainability and growth 21 in the way that it operates. And I'm happy to tell 22 you we're fully operational. All our seats are 23 filled. 24 Our directors represent the two areas that 25 our career paths are established for. And, in</p>	<p style="text-align: right;">33</p> <p>1 celebrating. 2 Thank you. 3 MR. EDWARD GARCIA: Thank you, 4 Dr. Forrester. 5 So as our presentation draws to a close. 6 We have one more video to show you. And it kind of 7 takes us back to where the academy started 15 years 8 ago. Being an original hire of the academy as a 9 part-time New Mexico history teacher, somehow I 10 managed to work myself to the privilege of sitting 11 here before you today. It all started with 12 relationships. And I still think that is the 13 lifeblood of our success, relationships, getting to 14 know our staff, our colleagues, and, most 15 importantly, our scholars. 16 And we'll finish with Ms. Vollmar and her 17 video. 18 (Video is played.) 19 MR. EDWARD GARCIA: Thank you for your 20 time this morning. It was an honor and privilege to 21 be here and to share with you all the successes of 22 The ASK Academy, and thank you for your 23 consideration. 24 THE CHAIR: Thank you. Comments? How 25 many people do we have?</p>

34	<p>1 MS. MELISSA BROWN: We have ten people for 2 public comment, three online and seven in the room. 3 So we will start with the people in -- 4 online with Quincy Clark. 5 Please remember to spell your last name 6 for our court reporter and try to keep your comments 7 limited to two minutes. 8 FROM THE PUBLIC: Yes. My name is Quincy, 9 last name, Clark. C-I-a-r-k. I'm in favor. I'm a 10 parent of two students at The ASK Academy, one 11 senior, one tenth-grader. 12 My -- I want to start by saying I have two 13 different types of students. My daughter is a 14 Scholar Government president, HOSA president, 15 National Honor Society president at The ASK Academy. 16 She's also a 4.2 grade point average, currently as 17 of today. 18 The other side of that, I have a student 19 that is dual-sensory. He's hearing-impaired and 20 visually-impaired. He also has a 4.0 grade point 21 average as of today. 22 I have -- I have my daughter. She -- she 23 pushes to strive and pushes herself. My son, on the 24 other hand, he needs pushing. He needs some 25 motivation. And he's gotten it at The ASK Academy.</p>	36	<p>1 forgot to ask -- oops. I didn't mean to promote you 2 to the panel. Sorry. I forgot to ask, if you all 3 online could turn on your cameras, that would be 4 lovely to be able to see. 5 Next we have Kristina Calder. 6 FROM THE PUBLIC: Hello. My name is 7 Kristina Calder. My son is a scholar at The ASK 8 Academy. This is his third year. My back history 9 with him is prior, we were home learning, 10 homeschooling, and so I was very hesitant to put him 11 into a more public schooling. However, he was very 12 wanting, adamant on wanting to do that. 13 So we chose The ASK Academy. And I have 14 been completely happy. And he is just going to 15 town, thriving. He very much has become confident 16 in himself. 17 The project managers, I believe, have 18 allowed him to change, adjust, add. He loves to add 19 to projects. And they have allowed him to do that. 20 They've listened to his comments and his 21 suggestions, and they take those very much to heart. 22 So he feels confident in his knowledge and confident 23 in himself to speak up. 24 On the other side, I am a very active 25 member of the parent support committee, and I</p>
35	<p>1 The ASK Academy has worked hard to adjust 2 to his disabilities. Like I said, he's dual -- 3 dual; blind and legally deaf. And they made 4 accommodations. And I don't believe my son would be 5 where he's at today if it wasn't for the school and 6 the leadership roles that they have with the class 7 managers and the students that he's around. They 8 motivate him quite well. 9 My daughter and my son have both been at 10 the middle school, and from sixth grade currently 11 through high school. My daughter will graduate this 12 year. She's already bugging me for financing for 13 college. She's getting ready all the paperwork, and 14 she hasn't even graduated yet. 15 I'm so excited for her. And I'm hoping in 16 the next two years, my son will be in the same 17 position. 18 Like I said, I've got to push him. My 19 daughter eats it up every day. And it makes me 20 proud that the school has pushed my kids and helped 21 my kids. 22 And that's the comments I have for today 23 for The ASK Academy. They wouldn't be where they're 24 at without them. Thank you. 25 MS. MELISSA BROWN: Thank you so much. I</p>	37	<p>1 appreciate the school. We have access to the 2 administration. If we have comments or concerns or 3 ideas, they're very open to listening to us, working 4 with us. 5 100 percent, the school is open to parents 6 to come and visualize what's happening in the 7 classrooms. We're very active. So I'm definitely 8 in favor of the renewal. And I appreciate The ASK, 9 not only for my son, but for myself as well. 10 Thank you. 11 MS. MELISSA BROWN: Thank you very much. 12 Next we have Heidi Laughlin. 13 FROM THE PUBLIC: Good morning. My name 14 is Heidi Laughlin. Last name is L-a-u-g-h-l-i-n. 15 I am the proud parent of two ASK Academy 16 scholars currently in the seventh and eighth grade. 17 Both of my girls have attended ASK for their entire 18 middle school journey, and at least one of them, if 19 not both, plans to stay at ASK for high school. 20 I'm here today to express my full support 21 for The ASK Academy charter renewal. The ASK 22 Academy's project-based learning approach has not 23 only helped my children grow academically, but also 24 encouraged critical thinking and problem-solving 25 skills.</p>

<p style="text-align: right;">38</p> <p>1 For example, in their Medical Detectives 2 course, my daughter has explored illnesses, 3 diseases, recovery plans, and cures by transforming 4 their classroom into a lifelike clinic, where 5 parents acted as patients while the scholars 6 listened to their symptoms and diagnosed them. 7 In New Mexico History, scholars brought 8 New Mexico's history and culture to life by creating 9 a living map of the Land of Enchantment. The 10 scholars researched and built 91 landmarks that 11 everyone could experience by taking a walking tour 12 of the state. 13 In Green Architecture, my learners -- my 14 daughters investigated and outlined a building plan 15 to build an earth ship using renewable resources to 16 design an eco-friendly and sustainable home, 17 learning about energy conservation and reducing 18 their environmental footprint. 19 In algebra, my daughter led a team to 20 design a more accessible entryway for one of the 21 buildings. This project integrated math, scaling, 22 and lessons on the Americans with Disability Act. 23 In addition to these academic projects, my 24 children also participate in The ASK Academy 25 Creative Writing Club, the Junior National Honor</p>	<p style="text-align: right;">40</p> <p>1 they're also easy to access as well. 2 One of the professors recently reached out 3 to me about something regarding one of my scholars 4 and took the time to walk me through, "Hey, 5 Ms. Bango, this is how you get into the Google 6 Classroom. This is how you do this," step by step. 7 And he gave me some very personalized feedback for 8 my scholar, which was huge -- honestly, was a huge 9 insight for me, and I really appreciated that. 10 One of the other things that, as a parent 11 support committee member, is that we can appreciate 12 how the actual academic team and the leadership team 13 is also very accessible to any feedback we have. 14 They are willing to hear us out. They're great 15 about communication. 16 So, overall, I think it's just -- like, 17 again, hearing the relationships of the school are 18 really something to take on, because relationships 19 is something that, as professionals, we all know are 20 really important to build. 21 Thank you. 22 MS. MELISSA BROWN: Next is one of your 23 children, I presume. Logan Bango. 24 FROM THE FLOOR: Hello, everybody. Can 25 you hear me fine?</p>
<p style="text-align: right;">39</p> <p>1 Society. And they've attended school dances, movie 2 nights, the annual Fall Festival. These activities 3 demonstrate how this charter creates unique 4 opportunities beyond the classroom, encouraging 5 personal growth and development for every student. 6 The positive impact of The ASK Academy 7 stretches beyond individual students. It benefits 8 families in the wider community. I strongly urge 9 you to approve the renewal of this exceptional 10 school's charter so that even more students can 11 experience the same transformative education my 12 children have. 13 Thank you for your time and consideration. 14 MS. MELISSA BROWN: Thank you, Heidi. 15 Next, we have, in the room, Giselle Bango. 16 If you'll come up here, please. 17 FROM THE FLOOR: That's a tough person to 18 follow. Geez. Okay. 19 So my name is Giselle Bango. My last name 20 is B-a-n-g-o. I am here as a parent of two scholars 21 and also as one of the PSC members. And part of 22 what I love about ASK is the relationships. I think 23 you're going to hear that as a theme over and over. 24 The staff is very accessible. Whenever 25 anything comes up, they'll reach out to you. And</p>	<p style="text-align: right;">41</p> <p>1 My name is Logan Bango, B-a-n-g-o. 2 And I like The ASK Academy, because as 3 someone with ADHD, the teachers will help make sure 4 that I do my stuff. And I have a very bad habit of 5 procrastinating, so they make sure I get stuff done, 6 and they'll push me, like Mr. Clark had said. 7 I have a lot of like -- I have a lot, I 8 guess, of not wanting to do stuff. So they want to 9 make sure I do it and will actually -- force me to 10 help me study and make sure I do my work. 11 I feel that they actually care about us 12 compared to other schools, where it feels like all 13 the teachers are just robots. These people will 14 actually talk to us, provide supports. And they'll 15 actually come up to us and see what we need help 16 with. 17 For example I had an essay. And my 18 teacher helped me do it last week during Friday 19 support, and he gave me some revision advice for it. 20 It just feels like they actually care about us and 21 don't just shrug it off like we're just some other 22 students they've been teaching for years. They 23 actually will talk to us and what we need help with 24 and will actually listen to us compared to other 25 teachers.</p>

<p style="text-align: right;">42</p> <p>1 That's what I had to say. Thank you, 2 guys. 3 SECRETARY BECK: He's not alone in 4 procrastination. 5 MS. MELISSA BROWN: Chase Bango. 6 FROM THE FLOOR: Hello. My name is Chase 7 Bango. B-a-n-g-o. What I really like about The ASK 8 Academy is the community that has been built. I 9 know most of the eighth-graders and some of the 10 seventh-graders, even though I don't go to -- I 11 don't have any classes with the seventh-graders. 12 And there are a lot of eighth-graders I don't have 13 classes with. So I'm friends with most of them -- 14 well, "friends" is -- I know a lot of them, like, 15 personally. 16 So I can just talk to anyone, basically. 17 And that's, like, for a lot of people. 18 There's only -- I don't -- only a few people I can't 19 name if I see them. But it's, like, I really like 20 the size of the school, because it makes it so that 21 you don't feel crowded when walking through the 22 halls. 23 And I also really like how the teachers 24 encourage this community, because they have us -- 25 they usually let us have, like, free seating or seat</p>	<p style="text-align: right;">44</p> <p>1 S-k-i-l-l-m-a-n. I'm here in strong support of ASK 2 Academy. I have two stepchildren who are scholars 3 there. 4 I think the most striking thing is when 5 you step on The ASK Academy campus, it's the 6 culture. And you can see it in the way the students 7 interact with one another. You can see it in the 8 way the teachers and administrators interact with 9 one another, as well as the students. 10 And how does this impact the kids? Well, 11 these two scholars that I support, they have 12 different kinds of struggles. As Signe just told 13 you, she has dyslexia. And Theis is very gifted but 14 has attention struggles. 15 And both of them struggled very mightily 16 at previous schools and are really thriving at ASK. 17 And I attribute a lot of that to the culture, 18 because the culture empowers the teachers to make 19 the minor adjustments, as well as the significant 20 adjustments, by being able to communicate with one 21 another and communicate with the administration. 22 The second point I'd like to make is that 23 I've been working at a small biotech that we've been 24 growing for the last 24 years in -- here in 25 Santa Fe, and hiring people with just these kinds of</p>
<p style="text-align: right;">43</p> <p>1 by our friends for the assigned seating. And this, 2 like, encourages the community to be built with our 3 friends and other people that we don't know, 4 because, well, we have to talk to them because we're 5 usually doing projects, because it's a project-based 6 learning school. So that's why I really like The 7 ASK Academy. 8 That's all I have to say. Thank you. 9 MS. MELISSA BROWN: Okay. Taking a stab 10 here. But the consensus is Siné [ph] Madison? 11 Okay. Sorry. Got it wrong. 12 FROM THE FLOOR: My name is Signe Madsen, 13 M-a-d-s-e-n. 14 I'm in seventh grade, and I really like 15 the school because all the project managers are 16 really nice and they let me turn in late. 17 And they help me with my dyslexia, because 18 they know what I need for dyslexia, and they let me 19 use the tools that I need. But in other schools, 20 they just put me in a SAT learning program, which 21 didn't help me at all. 22 MS. MELISSA BROWN: Thank you very much. 23 Jeff Skillman. 24 FROM THE FLOOR: Good morning, 25 Commissioners. My name is Jeff Skillman,</p>	<p style="text-align: right;">45</p> <p>1 backgrounds, working at the interface of biomedical 2 and engineering. 3 And the more we can educate people in 4 these kinds of skills in New Mexico, the better off 5 we are, both as an economy and as a culture. Thank 6 you. 7 MS. MELISSA BROWN: Thank you very much. 8 Robin Almanzar. Don't know how to put the 9 accents on your last name. 10 FROM THE FLOOR: Good morning, 11 Commissioners. My name is Robin Almanzar. 12 A-l-m-a-n-z-a-r. I have a proud scholar of The ASK 13 Academy. She was one of the first ones when they 14 started -- they opened up their sixth grade. She 15 comes from a Catholic school. So I wanted to 16 continue her education. That was very important to 17 me. 18 So I did some research and told my 19 daughter about this school. And she also researched 20 it with me. And I actually took her out of the 21 sixth grade from St. Thomas, and she went to the ASK 22 Academy. 23 And we are very proud of the education and 24 so excited that she has learned so much, because, 25 like I said, that was one of the main reasons. A</p>

<p style="text-align: right;">46</p> <p>1 lot of times when you come from a private school, we 2 feel like you have to pay for that education. So we 3 were so excited to find a charter school that gave 4 that education without us having to pay that high 5 price. 6 It's close to us. It's convenient. And 7 my daughter has excelled tremendously. She is an 8 A-plus student. She's on the honor roll also. She 9 is in the TSA. She -- one of the things I really 10 love is that when she comes home, she shares that 11 she is so comfortable with the project managers. 12 She can talk to them on any level if 13 anything comes up, and they will find answers for 14 her. When there are programs that come out, like 15 there was a program about the Treasury Department, 16 and they could -- they want them to apply for stuff. 17 They help them. It was, like, an internship. And 18 it was for all the schools in Sandoval County, for 19 seniors and juniors. 20 My daughter was encouraged by the 21 principal to apply. She wrote a phenomenal essay, 22 and she got picked. She is learning so much, even 23 just from that program. 24 And they have only picked one senior and 25 one junior from all those schools. So I feel like</p>	<p style="text-align: right;">48</p> <p>1 The courses are engaging and require critical 2 thinking. The project managers are highly capable 3 and caring. The small class size allows for more 4 personalized education and communication. And the 5 style of learning is active and engaging. 6 Last year, as a high school freshman, 7 Cameron wanted to attend our local district high 8 school, Sue Cleveland. Although he had more 9 elective and extracurricular options, I watched as 10 he lost interest in school and struggled to maintain 11 grades, even though the work was not difficult for 12 him. 13 At the first week back at ASK, Cameron 14 came hope excited about the discussions he was 15 having at school. The ASK Academy is a place where 16 Cameron and other bright students can be themselves. 17 It is a place where it's cool to be smart. And it 18 is cool to be smart. 19 But that's the culture. 20 Cameron also enjoys sports such as tennis 21 and basketball and excels as a violinist. 22 ASK is interested in each scholar as a 23 person, as you've heard other people talk about, and 24 they've been helpful and accommodating in his 25 efforts in these other activities.</p>
<p style="text-align: right;">47</p> <p>1 they have really helped her and given her a pathway. 2 And I am totally in favor of the school. She would 3 not be where she is today if we didn't continue that 4 education. And they are helping her get that. 5 Thank you. 6 MS. MELISSA BROWN: Thank you very much. 7 Finally, we have Tamara Jones. 8 FROM THE FLOOR: It's Tamara Jones. 9 I think you're kind of getting a picture, 10 so this may be redundant. Oh. J-o-n-e-s. Tamara 11 Jones. 12 So you may have heard this. You're 13 getting a picture overall. But if you don't mind, 14 I'll read the thoughts I had written down. 15 So I'm here today. Mr. Garcia had invited 16 me to share our experience at The ASK Academy. I'm 17 the mother of a tenth-grade scholar. And we live in 18 Rio Rancho. 19 Cameron, my son, is 15 years old and has 20 chosen engineering as his career pathway. He is 21 particularly interested in aerospace engineering. 22 Cameron has had a gifted IEP since 23 elementary school and has required extra supports 24 and enrichment to meet his educational needs. We 25 feel very fortunate to have found The ASK Academy.</p>	<p style="text-align: right;">49</p> <p>1 Lastly, I just want to emphasize that one 2 size does not fit all. Young people's backgrounds, 3 minds, and personalities are diverse. Our 4 experience at public high school was not one that we 5 would have continued. 6 I'm grateful for The ASK Academy. When 7 students are supported with diverse educational 8 opportunities, it allows them to develop into the 9 best version of themselves, both now and in the 10 future. 11 I'm happy to speak with you here today, 12 albeit briefly, in support of my son's exceptional 13 school. Thank you for your time. 14 MS. MELISSA BROWN: That concludes Public 15 Comment. 16 SECRETARY BECK: Great presentation. 17 Great thoughts. I just got to put it on the record 18 that Mr. Kelly was my assistant coach 20 years ago 19 this year when we won our first state championship. 20 And he also played basketball for UNM, by the way. 21 Just FYI. 22 Great stuff. Really super stuff. 23 I -- I kind of think of Commissioner Burt 24 and Commissioner Carrillo in terms of the expedited 25 renewal. I certainly hear Commissioner Burt. This</p>

<p style="text-align: right;">50</p> <p>1 is -- it's great. And it helps us all. But I also 2 hear Mr. Carrillo where we love having you guys come 3 up and tell us your stories. 4 I'm torn. I'm the diplomat. I'm torn on 5 that. 6 I've referred to Mr. Skillman and 7 Ms. Jones about it's highly evident that you have a 8 great culture going on there, the first school I've 9 heard of that doesn't say "teachers" and "students." 10 And nobody even slips on that, you know. It is 11 scholars and project managers. That's wonderful. I 12 love that. 13 The other thing I like is that you are 14 head-on addressing your math issues. You know, 15 there are schools that have problems but don't have 16 a solid plan to be able to attack those problems. 17 You obviously recognized where your weakness 18 occurred, and you are doing the right thing by 19 attacking that head-on. So I think that's 20 wonderful. 21 The other little piece that I think is 22 great, too, is you said in your professional 23 development, you work really hard on rubrics. 24 You know, I was a teacher for 13 years at 25 Sandia High School, AP U.S. Government and Politics</p>	<p style="text-align: right;">52</p> <p>1 and engineering, stuff like that. Do you track your 2 students in any way after they graduate to see their 3 outcomes after high school? 4 MR. EDWARD GARCIA: We are in the process 5 of developing, through an alumni association, a more 6 consistent method for tracking. It is something 7 that we definitely need to do more of to get a 8 better understanding of exactly what fields they're 9 going into. 10 SECRETARY BECK: I'd be curious about 11 that. Because it seems like you got a real 12 successful track, and I'd be interested to see how 13 many docs you have and how many engineers and things 14 like that. That would be pretty interesting to 15 hear. 16 I'm glad you're an ex-history teacher. My 17 question is what do you do for civics? How do you 18 teach civics amongst all these other STEM classes? 19 MR. EDWARD GARCIA: We obviously meet the 20 New Mexico State standards by teaching New Mexico 21 History, U.S. History, and then Government and Econ. 22 We offer the AP electives. 23 But thanks to the project-based learning 24 approach, especially when I was teaching, I 25 remember, as Ms. Vazquez had discussed, that</p>
<p style="text-align: right;">51</p> <p>1 and all that. And for the 13 years, I never really 2 figured out how to do a good rubric, you know? I'd 3 fake -- honestly, in my mind, I'm thinking "I'm 4 faking this, I'm really faking this." And I would 5 love to have had professional development on a 6 good-quality rubric and how you do it. 7 So I know that helps your scholars. I 8 know that helps your project managers, you know. So 9 that's great. 10 A few little questions here. 11 No. 1: What's your -- if it's a four-day 12 schedule, what's your start time and end time? I'm 13 just curious. 14 MR. EDWARD GARCIA: First period begins at 15 8:00 and dismissal is at 4:00 p.m. It's an 16 eight-hour day, four days a week. 17 SECRETARY BECK: Does that impact 18 athletics, by any chance? 19 MR. EDWARD GARCIA: Excuse me. Athletics 20 in their home district. 21 SECRETARY BECK: Yeah. In Rio Rancho, 22 Cleveland, yeah. Okay. I was curious on that. 23 Real quick, do you ever track your 24 scholars after they -- it sounds like we've got a 25 lot of potential doctors in med school and pre-med</p>	<p style="text-align: right;">53</p> <p>1 whole -- you know, when I was going to school you 2 sat in a row, and, in social studies, you took a lot 3 of notes, and then you'd take that test like every 4 four weeks. 5 One of the things we do at the academy is 6 we try to make history come alive and give our 7 scholars a hands-on approach to using the standards 8 and the curriculum in their classrooms. 9 Is it as engaging as dissecting an 10 alligator or building a robot? It depends. It can 11 be. I think it can be. 12 I think with the support that we offer our 13 project managers through our professional 14 development weekly we really see creative ways to 15 deliver historical content in a hands-on approach 16 for our scholars; so... 17 SECRETARY BECK: Okay. So just want to 18 make sure that's covered for sure. 19 Here are two other questions I have. 20 I noticed on the Vista report that your 21 college and career was at 36.2 percent, where the 22 State average is a 53.6. Do you have an explanation 23 for that or what's going on with that? 24 MR. EDWARD GARCIA: I do, Commissioner. 25 The data is incorrect. And there's a note -- and</p>

<p style="text-align: right;">54</p> <p>1 I'm not -- yeah. Please don't misunderstand. I'm 2 not suggesting your data is incorrect. I'm 3 suggesting that the information that's being cited, 4 that data is incorrect. And there's a note on that 5 on the site. 6 Ms. Vazquez has put in a lot of effort in 7 very friendly discussions about understanding how 8 the data worked out that way. And I've had those 9 discussions as well. The data is not correct. 10 SECRETARY BECK: Okay. Based on 11 everything I've heard for the last 45 minutes or 12 hour, I would think that that's probably not 13 correct. 14 On the equity issue, you know, you talk 15 about a little bit of -- I think you were referring 16 to a bullying kind of issue or a -- issue amongst 17 students. I would think that this is a highly 18 competitive program, and so that would be naturally, 19 you know, a situation where you might run into that. 20 I appreciate you hitting that head-on. 21 The one that I'm curious about is the 22 indigenous efforts you're going to make. I'm 23 looking at the demographics here. And you are 24 3 percent Native American. And you do have a lot of 25 Native American communities around you, needless --</p>	<p style="text-align: right;">56</p> <p>1 that were going to recommend to the CEO. But the 2 first one is is to have a stipend position within 3 the school who will be making those connections with 4 those liaisons to provide more of the education, 5 because I think that's limiting. 6 We did bring up transportation. But 7 again, we had (audio distortion) say to us, "We have 8 the funding. We can make that happen." 9 So that might be a constraint for other 10 scholars, but not so much the indigenous population 11 around us. 12 SECRETARY BECK: Yes. Because I think 13 that's a pretty important effort to put forth with 14 that. And, you know, we sometimes talk up here 15 about what we call a chilling effect. And, you 16 know, that can be an impediment to, you know, some 17 of the people that would want to come on board to 18 where you are. 19 Because I understand you're six through 20 twelve, so you get a lot of students probably in 21 sixth grade that need some remedial work in order to 22 be able to be successful there. 23 So -- but I think that's a -- I think 24 that's a worthy endeavor, because you have a lot of 25 opportunity with those indigenous populations to</p>
<p style="text-align: right;">55</p> <p>1 you know, Zia and Santa Ana, Sandia, you know, a lot 2 of -- do you have transportation? 3 Is there any transportation mode there? 4 MR. EDWARD GARCIA: No, we don't, 5 Commissioner. 6 SECRETARY BECK: Are you thinking about 7 doing that? Or is that in anybody's plans, by any 8 chance, to be able to connect with those -- the 9 pueblos or anything? 10 MS. JANISSE VAZQUEZ: So I'm glad you 11 brought that up. That was other main conversation 12 in our equity council meeting earlier this week. 13 And they actually have funding to provide 14 transportation to the academy. What -- some of the 15 liaisons are telling us -- because we're trying to 16 recruit from the pueblos -- they -- I don't want to 17 say discourage. But right now their main concern is 18 our passing rate for courses is 70 percent and 19 above. And our message is that's right, and they 20 can certainly meet those standards like any other 21 scholar. 22 So it's more about understanding what we 23 have to provide to lift them so that they can be 24 successful within our school. 25 And so the advisement -- and we had five</p>	<p style="text-align: right;">57</p> <p>1 really thrive in what you're doing. 2 Okay. Well, it's wonderful. It's great. 3 Great to see Pat again, for sure. I fully intend to 4 come visit there sometime. I'd like to do that. 5 And I thank you guys for coming up. 6 MR. EDWARD GARCIA: Thank you, 7 Commissioner. 8 THE CHAIR: So thank you. I mean, this is 9 absolutely a school that anyone certainly can 10 support. And I really appreciate the level of 11 support and thought that went into your COVID years, 12 because we have so many schools -- across the 13 nation, because of COVID, we couldn't test. We 14 don't know what they did. 15 I went to the NACSA conference in '23, and 16 there was a school district that was there that did 17 a presentation and said, "Our kids did better during 18 that time, because these are the supports, and this 19 is what we did. And, yes, it was tough to do 20 testing, but we figured it out, and we were -- maybe 21 it wasn't as accurate as you may want it, but we 22 were -- you know, we were getting scores, and we 23 could build supports." 24 And you persevered through that better 25 than certainly most. And I really do appreciate</p>

<p style="text-align: right;">58</p> <p>1 that.</p> <p>2 How long -- what's your -- how long are</p> <p>3 your class periods during the day?</p> <p>4 MR. EDWARD GARCIA: Sixty-eight minutes.</p> <p>5 THE CHAIR: Okay. I did project-based</p> <p>6 learning. So -- and I know how hard this is. I</p> <p>7 know how hard this is to do it with fidelity and how</p> <p>8 hard it is to do it right. And I was fortunate -- I</p> <p>9 was doing it within a big school that wasn't PBL.</p> <p>10 So it was so much challenging -- and history</p> <p>11 teacher.</p> <p>12 So, you know, and did a lot of co-teaching</p> <p>13 with an English teacher. But we did it -- we had</p> <p>14 90-minute classes. So that -- you know, it help --</p> <p>15 I did it in the 60. When we did it to the 90, it</p> <p>16 was like I was in heaven, because you could do so</p> <p>17 much.</p> <p>18 So I appreciate. And I know when you do</p> <p>19 it and you do it well, you get the results that you</p> <p>20 get, because the student engagement is just so much</p> <p>21 higher.</p> <p>22 And the sense of community that you've</p> <p>23 built in the school is just incredible. And it's</p> <p>24 one -- you're one of those schools that you say, "I</p> <p>25 want everyone to be able to -- this is what school</p>	<p style="text-align: right;">60</p> <p>1 there's not transportation -- and I know you touched</p> <p>2 on that with the indigenous communities. But with</p> <p>3 the entire community as a whole, it's a barrier to</p> <p>4 many families when -- and I -- so what do you do</p> <p>5 about breakfast?</p> <p>6 So breakfast is -- because I thought it</p> <p>7 was a State mandate that you had to do free</p> <p>8 breakfast.</p> <p>9 MR. EDWARD GARCIA: No. No. If you</p> <p>10 have --</p> <p>11 THE CHAIR: Isn't that -- am I wrong?</p> <p>12 DR. BRIGETTE RUSSELL: Chair Gipson, the</p> <p>13 mandate is if you serve lunch, you also have to</p> <p>14 serve breakfast.</p> <p>15 THE CHAIR: Thanks. Okay. So to me,</p> <p>16 that's -- the ability to be able to offer this</p> <p>17 programming to -- because I -- kind of hit on it in</p> <p>18 a way, that I fully support the -- the concept that</p> <p>19 you have to pass by 70. And I understand you've got</p> <p>20 the supports to help the students.</p> <p>21 But the messaging maybe isn't getting out</p> <p>22 to the community for those supports, as you</p> <p>23 mentioned, so that there's folks out there that are</p> <p>24 saying, "My kid can't go there," you know.</p> <p>25 And they -- "My kid can't go there because</p>
<p style="text-align: right;">59</p> <p>1 should feel like for all kids," you know. And it</p> <p>2 shouldn't just be these very fortunate that get to</p> <p>3 go to this school that get this experience.</p> <p>4 Not that in many -- I mean, we're very</p> <p>5 fortunate because the overwhelming majority of our</p> <p>6 schools, that's what the families are coming and</p> <p>7 saying in public comment.</p> <p>8 "We've built a community. They care about</p> <p>9 our students. They know who our children are, not</p> <p>10 just within the framework of that class time period.</p> <p>11 And it is this incredibly strong community."</p> <p>12 And Commissioner Beck asked about the</p> <p>13 transportation. And I saw that you didn't do</p> <p>14 transportation. And you don't do food?</p> <p>15 MR. EDWARD GARCIA: That's correct. We</p> <p>16 don't have -- we don't have a cafeteria,</p> <p>17 necessarily, to offer food services. So what we do</p> <p>18 have is a food truck on campus Monday through</p> <p>19 Wednesday. And then our parent support committee</p> <p>20 offers Dion's pizza on Thursdays.</p> <p>21 THE CHAIR: Okay. Because when I look</p> <p>22 at -- when I look at your demographics, you fall</p> <p>23 substantially short with economically disadvantaged</p> <p>24 and your students with disabilities. And I'm just</p> <p>25 wondering if the fact that there's not food and</p>	<p style="text-align: right;">61</p> <p>1 the -- you know, the lunch opportunities aren't</p> <p>2 there," because they need the availability of the</p> <p>3 free lunch program.</p> <p>4 And, therefore, also, the breakfast,</p> <p>5 because we know that kids learn when they're not</p> <p>6 hungry. And that's certainly a common unfortunate</p> <p>7 problem in New Mexico.</p> <p>8 So that's my only somewhat concern with</p> <p>9 this, you know, that there's not that -- I wish more</p> <p>10 kids would see this school as that opportunity to be</p> <p>11 able to go there, to be able to, you know, engage in</p> <p>12 this incredibly successful program, which I guess</p> <p>13 leads to the question, too, what are you looking at</p> <p>14 in terms of the next five years in terms of</p> <p>15 expansion?</p> <p>16 MR. EDWARD GARCIA: Expansion around the</p> <p>17 food program? Or --</p> <p>18 THE CHAIR: No, your student population,</p> <p>19 your building, so that maybe that would also help</p> <p>20 with you being able to provide food services better.</p> <p>21 MR. EDWARD GARCIA: Okay. So when we look</p> <p>22 at our expansion options, we are currently in the</p> <p>23 process of adding another building to our property,</p> <p>24 which would include a cafeteria and a gymnasium.</p> <p>25 We're currently looking at cost and design to</p>

<p style="text-align: right;">62</p> <p>1 possibly have something like a warming kitchen 2 there, which may give us some more flexibility to 3 participate in different lunch programs. 4 When it comes to our enrollment number, 5 we're going to stay right around this 550 to 600 6 number. 7 But I do see your point, Madam Chair, 8 about, well, with these lunch options, it may change 9 the dynamics of that lottery process for students 10 who may say, "Oh, well, there is a free lunch and 11 breakfast or a transportation option going forward." 12 So over the next five years, that's the 13 path we would like to get on with the additional 14 facilities all on the same property, which will 15 given us some more flexibility. 16 THE CHAIR: Thank you so much. Yeah. 17 Did you want to go? Okay. Alan wants to 18 go also. I didn't know if your hand was up or not. 19 So Commissioner Burt and then Commissioner 20 Brauer and then Commissioner Carrillo. 21 COMMISSIONER BURT: Hey. Good morning, 22 Dr. Garcia and ASK Academy team. It's good to see 23 you all. 24 I mean, yeah, this -- it's -- this is -- 25 once again, I appreciate schools like this, because</p>	<p style="text-align: right;">64</p> <p>1 see internally with project-based learning and the 2 outcomes that you're seeing on those rubrics that 3 are developed internally? And is that -- like, do 4 you see -- if it gets -- you know, trends across 5 that, does that equal trends across your assessment 6 results? 7 Or can you talk about any correlation 8 between how the project-based learning -- and does 9 it correlate to those outcomes you're seeing on the 10 State assessment? 11 MS. JANISSE VAZQUEZ: Certainly. Great 12 question. So I think often when we think of 13 project-based learning, we forget that there is a 14 standard that has to align with each project. 15 Sometimes in a more traditional school, which I 16 worked at for many years, some of these projects are 17 the fun projects that teachers are interested in and 18 don't necessarily equate to, "Hey, I learned this 19 content as required by the State." 20 And so here, when we are creating these 21 projects, the first thing we're looking at is those 22 standards. What content will these scholars gain? 23 But, then, again, along with that content, what 24 other skills? And the great thing about 25 project-based learning -- right? -- as was stated is</p>
<p style="text-align: right;">63</p> <p>1 it makes the job as an authorizer really easy to be 2 able to continue supporting a renewal, no 3 conditions. So it is just going to be questions 4 that I have. 5 And I do appreciate -- Dr. Garcia walked 6 me around the school. I got to see some of the 7 kids, the classrooms, the robotics -- some of the 8 cool equipment they have in their school. I mean, 9 it is incredible and a great benefit to my district 10 and to the community around here. 11 Okay. So one of the things I want to -- 12 this is actually, like, a really positive thing -- 13 is oftentimes I'll hear people -- or schools who 14 really have that focus on project-based learning, 15 they -- oftentimes I'll hear them struggle with 16 accountability because I -- they -- they -- I just 17 hear that, you know, it just doesn't quite translate 18 to standardized assessments, and, you know, it's 19 hard to capture the learning in project-based 20 learning, and it doesn't really translate to, you 21 know, outcomes on the State assessment or things 22 like that, which, obviously, is not the case for 23 your school at all. 24 Can you talk a little bit about how you 25 see -- or is there any correlation between what you</p>	<p style="text-align: right;">65</p> <p>1 that you can work with so many different contents to 2 bring it to life. 3 So, regardless, if you're doing PBL in a 4 science course or in a math course, you are going to 5 bring in communication. You're going to bring in 6 reading and writing, and so many other skills that 7 they will then showcase on those assessments. So 8 there is a 100 percent correlation between PBL and 9 our scores. 10 COMMISSIONER BURT: Okay. I appreciate 11 that, because I do think -- would like to explain, 12 "Yeah, focus on the standards, teach the standards, 13 teach them however you want." 14 Honestly, that's how I do the autonomy of 15 charter schools. Teach the standards however you 16 want to do it, and then it should just show up -- 17 you shouldn't have to stress about the test. Those 18 outcomes just naturally show up when they get 19 assessed generally. 20 So I appreciate that. And I look forward 21 to being able to use you as an example of heavy 22 project-based learning. That's the primary method 23 of instruction, so much so that their teachers are 24 called project managers; right? Like, just to 25 reinforce, which also, as a former English teacher,</p>

66

1 you know, language is so important.
 2 And so it does set an attitude and tone
 3 around the relationship of, you know, teachers and
 4 students being project managers and scholars. Just
 5 the -- the language alone really is indicative of
 6 the demeanor of the school and the students. And it
 7 makes sense, and I appreciate it.
 8 Okay. So my only -- the one thing that I
 9 saw in your data -- I mean, it's not concern,
 10 because it's high. But it's the one space where the
 11 district is outperforming ASK Academy. And that's
 12 in your graduation rates.
 13 So can you talk a little bit about --
 14 which, once again, you're not super low by any
 15 means. But, also, I mean, 2022 is 79 percent, which
 16 is barely above the State average and significantly
 17 lower than Rio Rancho schools, which I won't -- can
 18 you talk a little bit about -- and then I did see
 19 your five-year graduation rate go up pretty well.
 20 So I don't know if it's just the higher
 21 expectations and the passing classes? Or maybe I
 22 shouldn't give pretend reasons and let you tell me
 23 about your graduation rates.
 24 MR. EDWARD GARCIA: Sure. So there are a
 25 couple of different reasons. I think one of the

67

1 things, when you take a look at the academy, as
 2 Madam Chair mentioned, our pass rate of 70 percent
 3 impacts sometimes students' plans after their
 4 sophomore year as to what may be next.
 5 When we look at supporting our scholars,
 6 that support starts in the sixth grade on up. But
 7 there comes a point where, when you look at those
 8 electives, as I mentioned earlier in the
 9 presentation, sometimes there's a realization that,
 10 if biology wasn't for me, I don't see how Medical
 11 Detectives works next; like, that's just those
 12 conversations that are being had.
 13 I also think when you look at our
 14 graduation rate, it's not always impacted by
 15 something negative. Sometimes there are scholars
 16 that are excelling in athletics that do decide that
 17 they need to go to a Cleveland or a Rio Rancho to be
 18 in their district for their zero-hour sports and
 19 those different things as they become juniors and
 20 seniors in later years.
 21 That is why we do see that increase in the
 22 fifth year, and there is a little bit of a
 23 difference.
 24 So it's a mixed bag. It's not always
 25 something negative. It's sometimes what's best for

68

1 scholars as well in a positive way.
 2 Also, I would just want to, for the
 3 record, make clear. I do not have a doctorate in
 4 education. I do have a master's degree in
 5 educational leadership that I am proud of. And I
 6 will consider a doctorate down the road. But I do
 7 not have one yet.
 8 COMMISSIONER BURT: I'm putting it into
 9 the universe then. Okay.
 10 MR. EDWARD GARCIA: Create the positive
 11 energy.
 12 COMMISSIONER BURT: So that's what I -- I
 13 do think a lot of times context does help with
 14 numbers, and especially because it -- like, to me,
 15 generally, a school like yours, I would expect all
 16 of your seniors to be graduat- -- like, I don't see
 17 kids dropping out of this school generally.
 18 So -- and I know the shared accountability
 19 is what your model of graduation rates is, what
 20 you're kind of alluding to. So if a student is in
 21 your school senior year, how many of those kids are
 22 you generally graduating?
 23 MR. EDWARD GARCIA: Oh. When they
 24 start --
 25 COMMISSIONER BURT: Yeah. Or if they

69

1 continue all the way through, they're there senior
 2 year, what does that graduation rate look like of
 3 students who kind of stay at ASK and don't leave?
 4 Do you know?
 5 MR. EDWARD GARCIA: Yeah, sure. With our
 6 senior class, there may be a small number that may
 7 not and may be pushed to the fifth-year plan. What
 8 we're talking about are seniors that started on
 9 August 1st.
 10 Let's say there's 55. We will get 50 to
 11 51 across the stage for that year, and then two or
 12 three maybe on the fifth-year plan or an Edgenuity
 13 course over the summer, where we'll do a graduation
 14 ceremony for them in August or something like that.
 15 COMMISSIONER BURT: Yeah. Okay. That
 16 makes sense. Yeah, that was it. I mean, once
 17 again, I'm just -- this is a school I'm incredibly
 18 proud of. Ditto everything that Chair Gipson said
 19 about the -- you know, the perception of families
 20 feeling like they have that opportunity to be at the
 21 school, that it's not so elite for them to be able
 22 to attend as well.
 23 Because I know those kids that are
 24 furthest from opportunity could benefit maybe the
 25 most from a school like yours that really actualizes

<p style="text-align: right;">70</p> <p>1 their dreams and turns it into reality. And so just 2 making sure every family in the area really feels 3 like they have a space as long as their number gets 4 drawn in the lottery; right? 5 So not wanting to preclude anyone from 6 wanting to even apply to your lottery because they 7 feel like they can't fit in this some way or 8 another. 9 So I'm glad the equity council is looking 10 at that, considering that, and providing 11 recommendations, really, through that lens, which is 12 the point of them. And I know the administration 13 and the governing board are very receptive to 14 recommendations and grateful for that as well. 15 So congratulations on another great five 16 years. To have that clean slate this last -- you 17 know, this last school year, you know, just complete 18 greens, makes -- once again, thank you for making 19 the job so easy on this side to be able to 20 confidently support you into the future. 21 MR. EDWARD GARCIA: Thank you. 22 THE CHAIR: Thanks. Commissioner Brauer. 23 COMMISSIONER BRAUER: Thank you, ASK team. 24 I'm in between microphones. I'm not sure which one 25 I should use, kind of like how you all feel.</p>	<p style="text-align: right;">72</p> <p>1 with disabilities as part of your school as is seen 2 in Rio Rancho Public Schools. 3 I think that's a fair goal to make that 4 happen. And the moral imperative that I feel is 5 that when I look at your most recent data with 6 economically disadvantaged students especially, 7 you're tracking above the State and above Rio Rancho 8 in almost all three of the areas. I think one, 9 you're above in math for economically disadvantaged, 10 but slightly below Rio Rancho. So above the State, 11 slightly below. But you're above the State and 12 Rio Rancho proficiency scores in economically 13 disadvantaged students. 14 With Native American students, the only 15 one that's not masked, you're above State averages 16 for that as well. 17 So there is a moral obligation there. I 18 think that I would -- and it's awesome for you all 19 to do true tribal consultation and go beyond what's 20 asked or -- there's very little that's being asked 21 for schools to reach out to tribal leaders and do 22 consultation. 23 And so true partnership and true 24 co-creation I think is what really is the -- the 25 request and the spirit behind consultation. So I'm</p>
<p style="text-align: right;">71</p> <p>1 Thanks so much for the work you all do. 2 So this is the first time in my -- in my work that I 3 actually work with a person that works at my farm 4 that all three of his children go to your school. 5 And so I have had a chance to work with him and hear 6 about why he chose ASK. He speaks very highly of 7 the impact that you all as leaders have on the 8 welcoming his -- his -- his kiddos into your school. 9 And just the overall communication and the focus in 10 on the academics is something that really drives him 11 and his wife to have his children go to your school. 12 And this is a person who I entrust a lot 13 with -- you know, because he's doing the work I 14 normally do right now so I can be up here with 15 ya'll. So that means a lot to me. 16 I think your school -- and as Commissioner 17 Burt cut to the chase, five years, I wish we could 18 do an extended time with you all, but also an 19 opportunity to think about, like, what's next. So I 20 have a couple of questions. I won't beat around the 21 bush. I'll echo the Chair and Commissioner Burt. I 22 think there is a moral obligation for y'all to think 23 about how do you increase -- at least get to the 24 level of percentage of students of economically 25 disadvantaged, Native American students, students</p>	<p style="text-align: right;">73</p> <p>1 really -- thank you very much for taking that on. 2 So one question I have -- well -- and the 3 other thing I just want to say, I think it's awesome 4 that 70 percent is the passing. Because, you know, 5 that's -- that's what -- I -- you know, when we set 6 an expectation like that, you reach that 7 expectation. 8 So my first question is how many students 9 do you feel don't reach that expectation and then 10 kind of move on, versus -- it seems like almost 11 everyone kind of meets that. I'm assuming there's 12 not very many students who choose not to come back 13 to you during their time because they're, like, 14 failing out, or it's not the right fit. 15 So I wanted to just -- you mentioned a 16 little bit earlier, Mr. Garc- -- or Dr. Garcia -- 17 MR. EDWARD GARCIA: No, no, no. 18 COMMISSIONER BRAUER: -- some of the 19 students choose, in tenth grade, to go to another 20 school. But I'm assuming, just given what your 21 enrollment is, it doesn't seem like -- that's not 22 the norm. I wanted to hear a little bit more 23 about -- is that an issue that students aren't 24 meeting the bar? Or given all the resources that 25 you're providing to them, you meet them where they</p>

<p style="text-align: right;">74</p> <p>1 have are, and they excel? 2 MR. EDWARD GARCIA: Sure. So our 3 intention is always to meet all of our scholars 4 where they are and to help them excel. 5 Now, there are situations where, like I 6 mentioned, sometimes there is a situation where the 7 scholar really is struggling with the content. 8 Because of the way the electives are set up, it is 9 heavy in STEM. 10 There are a few history teachers here. 11 When I was a history teacher -- I was a history 12 major in college, I have my bachelor's degree in 13 history -- STEM was not my forte. It -- it was not. 14 So as you go through the process, and you 15 see all of the work that a scholar may be putting in 16 and finding success, they may say, you know, I'm 17 really looking more for, like, the criminal justice 18 classes or a social issues class, and that may be 19 one reason why they decide to transfer. 20 There are other scenarios where the 21 scholars may participate in band and orchestra. We 22 heard from a parent earlier today where their 23 scholar plays an instrument. 24 As you get into the upper grade levels in 25 the district, there is more asked of you to where</p>	<p style="text-align: right;">76</p> <p>1 help them find the success that they want for 2 whatever their future might be. 3 And then there are some of them that want 4 to be the best history teacher in the world, and 5 it's really hard to get them into flight and 6 engineering. 7 COMMISSIONER BRAUER: Thank you for that. 8 Thank for you that description. 9 The other question I had -- I love the 10 work-based learning, or the internships that you 11 have, the different models. 12 I was just curious. Why not Intel and why 13 not Sandia? 14 I was just curious -- not to give you more 15 work. But I didn't see them -- when I looked at 16 your slide and your information -- actually, before 17 I asked this question I did a Control-Find. 18 Am I missing this? Because it seems those 19 two would be ones I would expect, because I know 20 both of them have good programming with schools. So 21 I just wanted to hear -- 22 MR. EDWARD GARCIA: That's a problem in 23 our engineering pathway. We're still working on 24 that. When we're looking at the labs and Intel, the 25 security problems to grant the shadowing is really</p>
<p style="text-align: right;">75</p> <p>1 band practice happens during the school day now, and 2 marching band has trips, and athletics has zero-hour 3 practice, to where they look at it and they say, 4 "Well, I'm doing all right here at ASK. But 5 scholarship does pay college tuition, too, and 6 there's an opportunity for me to do that somewhere 7 else." 8 There are a handful of scholars where it 9 may be difficult. The amount of extra help we're 10 giving, the tutoring, the peer-to-peer tutoring, the 11 one-on-one, where it's not the right fit, because 12 mathematically, 70 is the pass score for credit. 13 And the district, it's 60. 14 If you've been working really hard and 15 you've got 64s and 67s, numerically, and you start 16 to do the math towards graduation, it's, like, you 17 know what? You can graduate on time. 18 So those are some of the challenges we 19 face. 20 But I don't -- I shouldn't use the term 21 "challenges." I think those are some of the 22 realities that we deal with. And we do our best to 23 meet each of those students where they are, whether 24 it's to meet their needs and desires for the 25 extracurricular or support them in the content to</p>	<p style="text-align: right;">77</p> <p>1 difficult to get through security clearances to do 2 that. 3 When we look at the bio-med shadowing, the 4 scholars have an opportunity to see bio-med from top 5 to bottom. It's not always about patient 6 confidentiality, but it's about how are they 7 structuring hospitals, layouts, operations of a 8 hospital, procedures, radiology? We've been working 9 into this concept of getting into the labs, whether 10 it's through Sandia and through Intel and working 11 with the Intel Corporation, which is right down the 12 street from us. 13 It's been an uphill battle. But there's 14 been a lot of effort in support with our governing 15 council members and connections in some engineering 16 firms. We are trying to expand that more on the 17 engineering side as well; so... 18 COMMISSIONER BRAUER: Okay. Thank you. 19 Awesome. That's my only other question. 20 I wanted to say -- your scholars just 21 left, and I should have started with this, to thank 22 them for their courage and their smarts to come up 23 and speak with us today. So, please -- I know 24 that's on the record. But please share that from 25 the Commission, that we really appreciate it.</p>

<p style="text-align: right;">78</p> <p>1 MR. EDWARD GARCIA: Thank you.</p> <p>2 COMMISSIONER BRAUER: We're used to having</p> <p>3 a full room this week of students, but they did</p> <p>4 their fair share. So thank you.</p> <p>5 SECRETARY BECK: I want to say real quick,</p> <p>6 Pat, if you're having challenges with getting into</p> <p>7 Intel, my son-in-law is pretty high up there at</p> <p>8 Intel. He might be able to help this out a little</p> <p>9 bit. Contact me if you need to.</p> <p>10 THE CHAIR: Commissioner Carrillo.</p> <p>11 VICE CHAIR CARRILLO: Thank you. Thank</p> <p>12 you very much for coming up. One of the families</p> <p>13 that left, I made a point to thank them, the Madsen</p> <p>14 family. Just -- it means so much to us when kids</p> <p>15 come, and parents, and talk to us. Big deal.</p> <p>16 The -- so -- and when Ms. Burt was asking</p> <p>17 about the grad rate and everything else, I said,</p> <p>18 "Sure, it's higher in these districts." You can</p> <p>19 graduate with a D, you know. You can walk.</p> <p>20 I mean, I know schools and districts that,</p> <p>21 to get kids across the stage during COVID, they</p> <p>22 basically just took F kids, had them take some</p> <p>23 Edgenuity to get a D so they could walk.</p> <p>24 I mean, that's deplorable that we allowed</p> <p>25 that to happen. And I know factually that that</p>	<p style="text-align: right;">80</p> <p>1 really upsetting everybody, because teachers are now</p> <p>2 having to learn a whole new thing, and parents are</p> <p>3 angry because the way something is done, they can't</p> <p>4 help their kid. Not that they could at your school,</p> <p>5 anyway, because it's so -- I couldn't.</p> <p>6 But it's -- so thank you. Because it's</p> <p>7 the continuity. And it sounds like -- let's see. I</p> <p>8 know I wrote down your name, Dr. Forrester. It</p> <p>9 sounds like you have a good deal of continuity on</p> <p>10 your board. Is that -- okay.</p> <p>11 Just -- you're never on our agenda. So</p> <p>12 anytime that's -- that's good, you know. So if we</p> <p>13 only get to see you once every five years, that's</p> <p>14 fantastic. And we'll see you at conferences. So</p> <p>15 I'm always happy to hear that.</p> <p>16 So the lunch -- well, I'm -- I'm on your</p> <p>17 website right now. And there is the page that is</p> <p>18 the ASK STEM -- I'm laughing because you and Ohio</p> <p>19 State. "The ASK Academy" because Ohio State</p> <p>20 trademarked the "The" at Ohio State. "The ASK</p> <p>21 Academy."</p> <p>22 So I'm on your website. And the page</p> <p>23 that, "Is the ASK STEM program right for your</p> <p>24 child?"</p> <p>25 We've had some schools, one in</p>
<p style="text-align: right;">79</p> <p>1 happened and schools that it happened at.</p> <p>2 So I love that it's a C.</p> <p>3 When I was on -- before I did this this</p> <p>4 last four years -- and Lord have mercy, I have four</p> <p>5 more -- I was on the school board for Santa Fe</p> <p>6 public schools. And I floated the idea for a while</p> <p>7 of eliminating D's in the district. Because that's</p> <p>8 been done in different places in the country. Just</p> <p>9 raise the damn bar.</p> <p>10 People go -- they'll get better. They'll</p> <p>11 do what's expected of them. It didn't go over very</p> <p>12 well. Hence -- needless to say.</p> <p>13 So, Ms. Vazquez, you -- I -- I am glad</p> <p>14 that, straightaway, you said, "No Flavor of the</p> <p>15 Month."</p> <p>16 I mean, I see that as being a huge problem</p> <p>17 in public ed in general is that some new curriculum</p> <p>18 comes along. We're doing -- I remember it was</p> <p>19 Treasures. When my son was in the fifth grade --</p> <p>20 no -- when I started to get involved on the board, I</p> <p>21 guess he was even younger. But there's the</p> <p>22 Treasures program in schools.</p> <p>23 Everybody hated it. But it's, like, it</p> <p>24 came along, and just as quickly as it came along,</p> <p>25 people really hated it, and then it left. So you're</p>	<p style="text-align: right;">81</p> <p>1 particular -- I don't mind naming them -- the AIMS</p> <p>2 school -- where the lottery process is such that it</p> <p>3 really does dissuade a family from getting -- you</p> <p>4 know, applying to the school.</p> <p>5 And the term that was used, the chilling</p> <p>6 effect. And that's a term that's used within civil</p> <p>7 rights; right?</p> <p>8 And I'd just ask you to be -- there's</p> <p>9 nothing in here that -- you know -- and they're</p> <p>10 leaving the State, by the way. They're going to</p> <p>11 Albuquerque to get recertified.</p> <p>12 But be cognizant of that, because,</p> <p>13 especially in the lottery process, you know, a</p> <p>14 parent might read this and think, "Oh, I don't know</p> <p>15 if my child is up for this," even though their</p> <p>16 child, in another type of district school, might be</p> <p>17 gifted and doing really well, I would just want</p> <p>18 somebody not to go through the lottery because of</p> <p>19 anything that may be on your website.</p> <p>20 And you'll just make that judgment. Could</p> <p>21 this be kind of dissuading somebody from -- just</p> <p>22 taking the step to see if this could be right.</p> <p>23 Because it's amazing sometimes what happens with a</p> <p>24 kid when they're a scholar, when they're treated a</p> <p>25 certain way and given a certain opportunity. And</p>

<p style="text-align: right;">82</p> <p>1 they -- they flourish, like, become who they are. 2 So I just ask you to be conscious of that. 3 What are you planning to do on a lunch 4 program? 5 Ms. Russell, don't you have -- isn't this, 6 like, next year, not this fall, but maybe where 7 you've got to have -- oh, that's -- oh, my gosh. 8 That's in a month. 9 (Off-mic discussion.) 10 SECRETARY BECK: So for the following 11 year, that's mandated, isn't that, for all schools? 12 DR. BRIGETTE RUSSELL: Yes, Commissioner 13 Carrillo. 14 VICE CHAIR CARRILLO: So do you have a 15 plan for that yet? 16 MR. EDWARD GARCIA: It's a mandate? 17 No, it's not a mandate. 18 DR. BRIGETTE RUSSELL: Okay. Chair 19 Gipson, Commissioner Carrillo, if -- Ms. Rowe, do 20 you have more? 21 MS. CHERYL ROWE: I don't have it in front 22 of me. Sorry. But there's a little bit of a -- 23 there's a little bit of confusion around it. 24 Because if you've already got a federal 25 school lunch program, then you're required. But if</p>	<p style="text-align: right;">84</p> <p>1 the house, they can pick up this person on the 2 way -- we're making transportation an issue in this 3 next legislature, this body is, as well as many 4 New Mexico school boards. 5 So if that's something that interests you, 6 it would be great to come to a hearing or two and 7 come to the Legislature and say, you know, "Every 8 kid -- it's an equity issue. Every kid should be 9 able to get to school." 10 Parents have kids all over the valley; 11 right? It becomes challenging. So maybe take a 12 look at that. I was really happy that you said kids 13 in band and music at your school. I was going ask 14 about. 15 MR. EDWARD GARCIA: We don't offer a music 16 program. We offer art in the eighth grade, as well 17 as in the high school this year, we offered art as 18 an elective. When students want to participate in 19 band or orchestra, they do that in their home 20 district. 21 VICE CHAIR CARRILLO: Excellent. So in 22 the -- refer to my notes for public comment right 23 now. 24 There was definitely a theme around 25 scholars feeling very supported by their project</p>
<p style="text-align: right;">83</p> <p>1 you don't, then you're not. Anyway, it's not clear, 2 to me at this point, in the way it's written. 3 DR. BRIGETTE RUSSELL: I don't believe 4 it's -- and I think this is something that -- I 5 don't know how recently the PEC's food service 6 subcommittee has met. But I think CSD needs to do 7 our research next week, and that subcommittee should 8 probably meet fairly soon. 9 VICE CHAIR CARRILLO: Okay. 10 DR. BRIGETTE RUSSELL: We can clarify -- 11 we can try to clarify it by the end of this hearing, 12 if you'd like. 13 VICE CHAIR CARRILLO: I would like that. 14 DR. BRIGETTE RUSSELL: Thank you. 15 VICE CHAIR CARRILLO: I would suggest for 16 you, then, to just stay on top of whatever the 17 State's going to mandate or not. 18 MR. EDWARD GARCIA: We track it. Yes, 19 we'll be on top. 20 VICE CHAIR CARRILLO: There's no question 21 that for some families, the lunch and transpo issue 22 is a hardship. On the transportation side, if 23 that's something you want to have, like, a hub 24 system or whatever, or partner with Rio Rancho 25 Schools, I mean, where if they're driving right by</p>	<p style="text-align: right;">85</p> <p>1 managers. And that's just very impressive, because, 2 all too often -- I don't know -- you get people that 3 have been in the profession for so long, they're 4 just -- they're numb to what other people may need. 5 So just to hear that as being really 6 consistent in -- in public comment, people feeling 7 supported. And then parents also feeling very 8 supported in your program. So I made a special note 9 on that as well. 10 And Pat -- Pat; right? Mr. Kelly? Just, 11 I'm impressed by what you've said relative to -- 12 because there were those financial things way back. 13 But just that because you're on campus now and 14 you're there, I wrote down "pivot quickly." The 15 idea if something comes up, boom, you can adjust it, 16 pivot quickly. 17 You can do that with math. Even when your 18 math scores went down, they were still above 19 everybody else. It's impressive that you said, 20 "It's just not good enough for us. We know we have 21 to do something different." 22 Have you -- I'm curious about this. You 23 know our program, the \$10,000 special project 24 program that we have? Have you applied for that? 25 \$10,000 bucks of free money, and it's your money.</p>

<p style="text-align: right;">86</p> <p>1 This is coming from our 2 percent for us to give 2 back. 3 I know the Chair is going to resend out an 4 e-mail. There are so many e-mails from us and the 5 PED, it's like ay-yi-yi. This was sent out in 6 October. 7 If there was an area where you want to 8 take this money for extra support that relates to 9 your performance framework, it's money on the table. 10 Just needs you to grab it. 11 MR. EDWARD GARCIA: Okay. 12 VICE CHAIR CARRILLO: Okay? And, yes, 13 Dr. Russell. 14 DR. BRIGETTE RUSSELL: Chair Gipson and 15 Commissioner Carrillo, the -- the newly revised 16 New Mexico Administrative Code refers only to 17 schools that operate the Healthy Universal School 18 Meals program. It doesn't mandate schools that do 19 not currently operate it to implement it by 2025. 20 VICE CHAIR CARRILLO: Huh. I mean, I 21 would say there's -- I mean, we are on top of things 22 on this body. And I -- I don't think that's our 23 impression. 24 I mean, I just -- you're either going to 25 feed kids in the state or not. That's a whole other</p>	<p style="text-align: right;">88</p> <p>1 support them. 2 I can tell you with my children, I had 3 kids that gravitated toward a challenge and others 4 that avoided it like the plague. And they felt like 5 if they -- that 70 percent, that would have been 6 enough to, just, "Never mind, I don't even want to 7 try that." 8 And they didn't -- I know that they could 9 have really benefited from somebody that challenged 10 them and made them -- gave them not only the 11 challenge, but the support to make that challenge 12 work. 13 And I think there's a lot of kids in mid 14 school that if they experienced your school, they 15 would recognize that they have that ability and that 16 they would be willing to -- they'd start achieving 17 toward that goal when they see that they're -- they 18 can do it. 19 I think there's so many kids anymore that 20 haven't -- they have just been beat down enough to 21 where they don't think they can do it, and that 22 70 percent would scare them to death. 23 So I think your challenge, I can imagine, 24 as parents, we all really want our kids to go to 25 schools like yours. But our kids are highly</p>
<p style="text-align: right;">87</p> <p>1 issue I won't get into. I won't get into it with 2 you, my disappointment on things on that level. 3 Very impressed with your school and all of 4 you, and thank you so much for coming up here. I 5 mean, I'm obviously supporting a -- a five-year with 6 no conditions. 7 MR. EDWARD GARCIA: Thank you. 8 THE CHAIR: Commissioner Burt. Oh, I'm 9 sorry. Commissioner Stewart -- "Commissioner 10 Stewart" -- Commissioner Ingham. So Commissioner 11 Ingham. 12 COMMISSIONER INGHAM: Well, hi. And I am 13 very -- I normally am there all the time. I'm 14 really sorry that I can't attend in person. It 15 doesn't suit me. 16 I want to congratulate you guys. I know 17 you -- your school, it seems to me, has -- you 18 recognize where you're going and that you're -- you 19 have picked out some specific pathways that are 20 wonderful. 21 And I am going to say that not every kid 22 is going to pick that pathway. And so I don't think 23 you need to be ashamed that somebody doesn't pick 24 that. I think that it would be hugely advantageous 25 for -- for kids to get the understanding that you do</p>	<p style="text-align: right;">89</p> <p>1 resistant when it comes down to that effort that 2 they're going to have to put in. 3 So I think your challenge is, probably, 4 when you got some potential applicants, or where 5 you're talking to parents and stuff about -- to 6 engage with some of those kids before their -- you 7 know, when they're in mid school, to -- to somehow 8 get them to understand that it is possible for them 9 to achieve in a highly -- a real -- lost the word -- 10 a rigorous environment, I think that there's so many 11 kids that just don't think they can survive in that. 12 And it's the kids, not the parents. The 13 parents want that to happen. But the kids are, 14 like, "Nah, not on your life." 15 We give our kids a lot of autonomy 16 anymore. We -- in the old days, you know, "Do what 17 I say," you know. It doesn't work that well so much 18 anymore. Believe me. I can attest to that. 19 But I think you guys have a challenge in 20 relating to the -- to the kids that it is -- this is 21 something that can be fun and really enjoyable. And 22 being challenged is not a bad thing. It's a 23 wonderful thing. 24 So I really appreciate how the kids talked 25 about your -- no matter what their challenges were,</p>

90	<p>1 you guys related to them. And my daughter, who is a 2 teacher, told me that -- gave me that understanding, 3 that when she has a class and it gets too big, she 4 can't give that individual time to 28, 29 kids. She 5 can -- she can function very well to a certain 6 extent. But if you overwhelm them with too many 7 students, they can't have that individual 8 relationship with each kid.</p> <p>9 So I applaud what you're doing, and I 10 thank you. I am super impressed. And, like I said, 11 if -- I would have been pushing my kids to go to 12 your school if I could have ever -- but thank you 13 for everything you're doing. And this is really a 14 thrill to be able to renew your charter for another 15 five years.</p> <p>16 THE CHAIR: Commissioner Burt.</p> <p>17 COMMISSIONER BURT: Thanks. I'm going to 18 go ahead and make a motion. I move that the Public 19 Education Commission approve the renewal application 20 for The ASK Academy for a five-year term without 21 conditions.</p> <p>22 THE CHAIR: Second.</p> <p>23 There's a motion by Commissioner Burt and 24 a second by Commissioner. Roll, please.</p> <p>25 SECRETARY BECK: Commissioner Brauer.</p>	92	<p>1 the audience that came. We appreciate your time and 2 effort. Looking forward to what you all have to 3 say.</p> <p>4 So what we will do is the Charter School 5 Division will -- is that going to be you, Lucy? -- 6 will give their report and their recommendation. 7 And if there is any entity that's here that wants to 8 offer tribal input, there's time allotted in the 9 agenda, always, for that, just in case. And then 10 the school will have their opportunity to present 11 whatever you want to. And then we'll go to public 12 comment. And then it'll be our questions. Okay?</p> <p>13 So, Lucy, whatever you're ready.</p> <p>14 MS. LUCY VALENZUELA: Okay. Thank you.</p> <p>15 Good morning, Chair Gipson and 16 Commissioners. As you know, my name is Lucy 17 Valenzuela, Authorizing Practices Administrator for 18 the Charter Schools Division.</p> <p>19 I am here to provide the CSD/PED 20 evaluation for Sandoval Academy of Bilingual 21 Education.</p> <p>22 SABE opened its doors in 2013 with the 23 Public Education Commission as its authorizer. This 24 is their second renewal with the PEC.</p> <p>25 The mission of SABE is to enable students</p>
91	<p>1 COMMISSIONER BRAUER: Yes.</p> <p>2 SECRETARY BECK: Commissioner Manis.</p> <p>3 COMMISSIONER MANIS: Yes.</p> <p>4 SECRETARY BECK: Commissioner Burt.</p> <p>5 COMMISSIONER BURT: Yes.</p> <p>6 SECRETARY BECK: Commissioner 7 Clahchischillige.</p> <p>8 (No response.)</p> <p>9 SECRETARY BECK: Commissioner Ingham.</p> <p>10 COMMISSIONER INGHAM: Absolutely.</p> <p>11 SECRETARY BECK: Vice Chair Carrillo.</p> <p>12 VICE CHAIR CARRILLO: Yes.</p> <p>13 SECRETARY BECK: Chair Gipson.</p> <p>14 THE CHAIR: Yes.</p> <p>15 SECRETARY BECK: Secretary Beck. Yes. 16 There are seven votes for, zero votes against. The 17 motion passes. Congratulations.</p> <p>18 THE CHAIR: Thank you very much. 19 We'll pause till 11:00. 20 (Recess taken, 10:00 a.m. to 11:00 a.m.)</p> <p>21 THE CHAIR: Good morning, everyone. And 22 we are back for our second renewal hearing of the 23 day. And this is Sandoval Academy of Bilingual 24 Education.</p> <p>25 So good morning. Thanks everyone here in</p>	93	<p>1 to maintain their native language, reconnect with 2 their heritage language, or discover a new, 3 enriching language.</p> <p>4 Students attain Spanish and English 5 fluency and literacy through two-way immersion, 6 which will expand their world view and education and 7 career opportunities.</p> <p>8 Ms. Jackie Rodriguez is the school's 9 executive director, and Ms. Felicitas Reyes is the 10 school's principal. Both leaders have over 20 years 11 of education experience combined and are strong and 12 proud advocates of bilingual education.</p> <p>13 The CSD visited the school on Tuesday, 14 October 8th, 2024. The renewal visit team consisted 15 of myself as team lead, Ted Farnath and Kelli 16 Renken.</p> <p>17 The Charter Schools Division recommends 18 that Sandoval Academy of Bilingual Education be 19 renewed for a term of five years without conditions.</p> <p>20 The recommendation is based on the record 21 of the school's performance over the course of the 22 contract term, the renewal application, which 23 highlights adult actions and programs in the service 24 of student progress, and verification of those 25 programs and adult actions during our renewal visit</p>

94	<p>1 and annual visits.</p> <p>2 SABE has been designated as a Traditional</p> <p>3 school for the last two years through NM Vistas.</p> <p>4 Additionally, the PED has published the</p> <p>5 Spring 2024 assessment results. The school's Vista</p> <p>6 designation is Traditional, with a score of 56.4.</p> <p>7 The school's proficiencies are 46 percent,</p> <p>8 ELA; 37 percent, science; and 20 percent in math.</p> <p>9 This indicates that the school saw some</p> <p>10 gains in ELA and math, but they did see a small</p> <p>11 decrease in science. Their ELA and math</p> <p>12 proficiencies for English Learners exceeded both the</p> <p>13 district and the State.</p> <p>14 As a reminder, according to the PED</p> <p>15 NM Vistas web page, point totals from school year</p> <p>16 '22-'23 and school year '23-'24 cannot be compared</p> <p>17 due to changes in business rules.</p> <p>18 The school's growth and performance</p> <p>19 suggests that the school is making gains from year</p> <p>20 to year.</p> <p>21 For their finance and their organizational</p> <p>22 ratings, throughout its contract SABE had four</p> <p>23 repeat findings of Working To Meet or Does Not Meet</p> <p>24 ratings. One involved Indicator 2.c., responses to</p> <p>25 audit findings, where the school had a repeat</p>	96	<p>1 In conclusion, leadership and teachers at</p> <p>2 SABE are committed to making SABE a true bilingual</p> <p>3 focused school in the Rio Rancho community. Many</p> <p>4 students commute to the school because of the robust</p> <p>5 bilingual program they offer.</p> <p>6 Students are extremely satisfied and happy</p> <p>7 at SABE. During the student focus group, one</p> <p>8 student mentioned that they enjoyed attending SABE</p> <p>9 because it gives them the opportunity to learn</p> <p>10 Spanish and not become a "Yo no sabo" kid, which is</p> <p>11 referring to an "I don't know" kid, which means many</p> <p>12 of their peers or others are not fluent in Spanish.</p> <p>13 Families are also very happy with the</p> <p>14 educational experience that their students are</p> <p>15 receiving. Many families that are at SABE have</p> <p>16 known Ms. Rodriguez from her time at a local</p> <p>17 Albuquerque charter school. So they know her</p> <p>18 commitment to bilingual education.</p> <p>19 Many adult actions have taken place to</p> <p>20 increase proficiencies, correct audit findings, and</p> <p>21 all other findings that the CSD has rated as Working</p> <p>22 To Meet or Does Not Meet throughout the performance</p> <p>23 framework.</p> <p>24 It is for these reasons that the CSD</p> <p>25 recommends the school be renewed for a five-year</p>
95	<p>1 finding in 2021 plus a new finding.</p> <p>2 However, they took immediate actions and</p> <p>3 were rated Meets Standard in the last two years.</p> <p>4 For Indicator 3.c., reporting</p> <p>5 requirements, the executive director developed a</p> <p>6 successful tracking system earning a Meets Standard</p> <p>7 rating in '23-'24.</p> <p>8 For Indicator 4.b., attendance and</p> <p>9 retention, they received a Working To Meet rating in</p> <p>10 '21-'22 and '22-'23 school years (audio distortion)</p> <p>11 State attendance rate by less than 5 percent.</p> <p>12 Efforts like home visits, incentives, and</p> <p>13 parent meetings have been implemented to improve</p> <p>14 attendance.</p> <p>15 Part B ratings. The school's ratings for</p> <p>16 Part B are as follows:</p> <p>17 They met the standards for</p> <p>18 mission-specific goals, education program, equity</p> <p>19 and identity, and other performance indicators.</p> <p>20 They were rated Demonstrates Substantial</p> <p>21 Progress under student outcomes, financial</p> <p>22 compliance, and governance responsibilities.</p> <p>23 The school has also submitted requests for</p> <p>24 an enrollment cap increase and school relocation</p> <p>25 that will be implemented in the next contract term.</p>	97	<p>1 contract term without conditions.</p> <p>2 MS. MELISSA BROWN: If anyone is here to</p> <p>3 speak on behalf of a tribal entity, please raise</p> <p>4 your hand.</p> <p>5 All of our official tribal entities seem</p> <p>6 to be in the room and in the kindergarten. We don't</p> <p>7 have any.</p> <p>8 THE CHAIR: Thank you. Whenever you're</p> <p>9 ready.</p> <p>10 MS. JACKIE RODRIGUEZ: Good morning. Good</p> <p>11 morning, Chair Gipson, Commissioners, and our</p> <p>12 Charter School Division team. I am Jackie</p> <p>13 Rodriguez, the head of school. Last name,</p> <p>14 R-o-d-r-i-g-u-e-z. Ms. Reyes, I'll let her</p> <p>15 introduce herself.</p> <p>16 MS. FELICITAS REYES: Buenos días. My name</p> <p>17 is Felicitas Reyes. Last name is R-e-y-e-s. I am</p> <p>18 the principal and the special services director at</p> <p>19 SABE.</p> <p>20 MS. JACKIE RODRIGUEZ: And I wanted to</p> <p>21 just add, between Mrs. Reyes and myself, we have</p> <p>22 62 years of education combined.</p> <p>23 I wish it was just 20, because that means</p> <p>24 I'd be really young still.</p> <p>25 Some members we have as part of our school</p>

<p style="text-align: right;">98</p> <p>1 team with us is Ms. Becky Torres, our governing 2 board chair.</p> <p>3 We have Ms. Ashley Wolfel and Mr. Mike 4 Vigil, our business management representatives. And 5 we also have Sue Fox, our legal representative, and 6 many students and parents and community that are 7 here to speak during public comment.</p> <p>8 So I was fortunate to join Sandoval 9 Academy in 2017, which was the third year of its 10 charter.</p> <p>11 I'm a big, passionate -- my passion lies 12 with bilingual and multicultural education. Growing 13 up as a child in Northern New Mexico who was not 14 offered the opportunity to learn Spanish, I fit our 15 mission. And I know Lucy already read our mission. 16 But I'm a heritage learner. I'm a student who was 17 not offered an opportunity to learn both her 18 languages in a bilingual state. And my passion grew 19 which I chose to become an educator in New Mexico.</p> <p>20 I have worked in the state for 27 years -- 21 or 28? -- 27 years. And SABE is my -- my new home, 22 which I take a lot of pride in, and a lot of time 23 and effort is put into this school.</p> <p>24 The story starts with SABE being -- and I 25 think it's important to state that because our video</p>	<p style="text-align: right;">100</p> <p>1 If you look at our traditional districts 2 around us, we have a higher percentage of students 3 at risk that we serve within our school system. And 4 with that does come the challenges, but also the 5 successes in serving students, especially our 6 English Language Learners that are bilingual and 7 emergent -- or simultaneous bilinguals that are 8 learning both English and Spanish from home. And 9 they have come into our school, and it's a natural 10 flow for them to continue learning in two languages.</p> <p>11 We proudly serve families from Rio Rancho, 12 Bernalillo, Algodones, Albuquerque, Jemez Pueblo, 13 Placitas, and Santa Ana Pueblo. We continue to try 14 to expand our reach to other smaller communities 15 around us, and we are constantly in the recruitment 16 mode, where we are trying to fill our seats and 17 continue to see that enrollment grow for us.</p> <p>18 Great staff makeup as well. We have -- 19 during our term, we've had teachers from Mexico, 20 Peru, Honduras, Ecuador, Chile, Spain, and, of 21 course, the U.S. We find that a huge success for 22 our students to be learning from native speakers of 23 the Spanish language. But it also builds the family 24 that we have at SABE.</p> <p>25 And that's one of the biggest highlights</p>
<p style="text-align: right;">99</p> <p>1 will reintroduce our founders. It was a 2 brother/sister team that lived in the city of 3 Rio Rancho that wanted the opportunity of 4 bilingualism in their school and their city.</p> <p>5 Mr. Brennan Divett is still on the board. 6 He's our governing board vice chair. He's a 7 bilingual educator and the parent of two young 8 ladies.</p> <p>9 Ms. Gonzales is a bilingual educator and 10 parent. And I actually worked with her son in a 11 dual-language program that I started with a 12 traditional district that since no longer has that 13 program. But you'll see in their messaging there 14 that everyone deserves a bilingual education, 15 regardless of what language they speak. In 16 New Mexico, it's important to maintain the language 17 because the minority language is always in danger of 18 being lost. And when you lose the language, you 19 lose the culture as well.</p> <p>20 Speaking to our scholar demographics, 21 SABE, we have a very diverse group of students and 22 staff. If you notice, that quick graphic just kind 23 of points out that we have over 84 percent Hispanic 24 students, 23 percent English Language Learners, and 25 over 42 percent of economically disadvantaged.</p>	<p style="text-align: right;">101</p> <p>1 of SABE is we are a family, and we have 2 conversations of the differences in Spanish from 3 everybody's different region, even from Northern 4 New Mexico. Because if you know Northern 5 New Mexico, you know our Spanish is -- it has its 6 uniqueness.</p> <p>7 Twelve of our sixteen classroom support 8 teachers, so over 75 percent of our staff, hold 9 their TESOL, their Teachers of English or Other 10 Languages, or bilingual endorsements. We continue 11 to encourage our bilingual teachers and our teachers 12 new to us to take part. And we use title funds to 13 support the teachers that would like to get their 14 TESOL endorsement specifically.</p> <p>15 Student outcomes. Lucy did speak about 16 some of our gains. And I'll kind of hit some of 17 those things as well.</p> <p>18 We're continuing to develop bilingual and 19 biliterate kids. So everything we do in our day to 20 day is teach in English and Spanish. The way our 21 day is broken down is students receive English 22 language arts with science and social studies within 23 that, and math in English.</p> <p>24 Our Spanish is Spanish language arts with 25 science and social studies, the content taught</p>

<p style="text-align: right;">102</p> <p>1 within that.</p> <p>2 We use something called Guided Language</p> <p>3 Acquisition Design, which is units that are built</p> <p>4 around science and social studies that build</p> <p>5 language skills, or ways students can learn the</p> <p>6 second language to cover all the content.</p> <p>7 She spoke a lot to this, so I don't want</p> <p>8 to repeat everything. But we have exceeded the</p> <p>9 standards in our mission-specific goal every year.</p> <p>10 We created -- I think Chair Gipson was on that team</p> <p>11 five years ago when we renewed. We actually have a</p> <p>12 teacher and staff developed biliteracy trajectory</p> <p>13 tool that uses research from WIDA and the Center For</p> <p>14 Applied Linguistics and Dual Education of New Mexico</p> <p>15 that actually helps guide our -- our measurement of</p> <p>16 how students are learning both English and Spanish.</p> <p>17 We use that trajectory tool at the</p> <p>18 beginning of the year, middle of the year and end of</p> <p>19 the year to gauge that every child is growing in</p> <p>20 both languages. So it's not strictly proficiency,</p> <p>21 reading proficiency, math proficiency; it's also</p> <p>22 language proficiency that we focus our work on.</p> <p>23 Again, we are designated Traditional in</p> <p>24 New Mexico Vistas for the last three years. We were</p> <p>25 identified as a school -- and I lost it right there</p>	<p style="text-align: right;">104</p> <p>1 with disabilities, we are exceeding, if not both</p> <p>2 districts, at least one of the districts, and either</p> <p>3 meeting or exceeding the State expecta- -- or the</p> <p>4 State levels.</p> <p>5 This is English Language Arts. And the</p> <p>6 arrow is just pointing out that growth over the</p> <p>7 years. You do see that increase every year. That's</p> <p>8 20- -- can't see the years -- '21 -- '22 and '23 --</p> <p>9 or '23-'24.</p> <p>10 MS. FELICITAS REYES: The first one is</p> <p>11 '21-'22, '22-'23.</p> <p>12 MS. JACKIE RODRIGUEZ: So '21-'22, and</p> <p>13 then '23. That's last year's included in there. We</p> <p>14 do see growth. Across those bar graphs are the</p> <p>15 subgroups of growth.</p> <p>16 This is the State assessments in English</p> <p>17 Language Arts compared to our local districts. So</p> <p>18 you'll see that teal band in the first graph. It</p> <p>19 does show our Hispanic growth.</p> <p>20 The next arrow shows our students with</p> <p>21 disabilities and English Language Learners and our</p> <p>22 economically disadvantaged.</p> <p>23 I also want to remind the Commissioners</p> <p>24 that we're teaching in two languages. So not only</p> <p>25 are our kids taking these tests in English, they are</p>
<p style="text-align: right;">103</p> <p>1 in the -- I'll get to it.</p> <p>2 Annual growth in both ELA and math, we</p> <p>3 know it's not enough. But we continue our efforts</p> <p>4 in supporting our staff to support our students to</p> <p>5 continue to see those rates go up, of proficiency,</p> <p>6 but, most importantly, also look at growth over</p> <p>7 time.</p> <p>8 We know science is definitely an area of</p> <p>9 focus for us, because we see that a lot of -- it</p> <p>10 seems as if the attention has been put on math and</p> <p>11 reading. We will be implementing assessment -- a</p> <p>12 progress monitoring assessment with NWEA to include</p> <p>13 science next year so we can start gauging and using</p> <p>14 that data during our Professional Learning Community</p> <p>15 meetings, when our teachers are collaborating and</p> <p>16 talking about test scores and student data, to make</p> <p>17 sure we're considering that as well.</p> <p>18 We surpassed the State and local</p> <p>19 districts -- when I say "local districts," we look</p> <p>20 at Rio Rancho Public Schools and Bernalillo Public</p> <p>21 Schools, because our demographics are very different</p> <p>22 from both, but that gives us a good gauge.</p> <p>23 But as far as our English Language</p> <p>24 Learners, our economically disadvantaged, our</p> <p>25 Hispanic cases, and, in some cases, our students</p>	<p style="text-align: right;">105</p> <p>1 learning in Spanish, and they are making these gains</p> <p>2 and showing these results.</p> <p>3 Here's our math. A couple of things to</p> <p>4 point out: our students with disabilities, our</p> <p>5 English Language Learners, and our economically</p> <p>6 disadvantaged.</p> <p>7 And then for '23-'24, you see the same.</p> <p>8 Our Hispanic students are -- students with</p> <p>9 disabilities and our English Language Learners.</p> <p>10 In science, of course, we want to present</p> <p>11 it and not just hide it. But we do have some work</p> <p>12 to do. But, again, our hope and focus is to really</p> <p>13 use some data to guide our development of our units</p> <p>14 and specifically hit our science and social studies</p> <p>15 content areas so that we can make sure that we're</p> <p>16 addressing that concern in those tests.</p> <p>17 I also want to remind the Commissioners</p> <p>18 we're a very small school. So for our fifth- and</p> <p>19 eighth-graders, last year that would have been about</p> <p>20 45 students that took that test. So that's -- those</p> <p>21 scores are hard to kind of swallow because it takes</p> <p>22 a couple of kids that may not do well in the test,</p> <p>23 and it really affects our scores.</p> <p>24 MS. FELICITAS REYES: So the three goals</p> <p>25 of our dual language program:</p>

<p style="text-align: right;">106</p> <p>1 We emphasize the importance of 2 bilingualism and the developing of high levels of 3 proficiency in both languages. Also developing 4 biliteracy, expecting -- having the expectation and 5 high academic achievement in both languages. 6 And we do have students that are at or 7 above grade level in their achievement in both 8 languages. 9 One of the biggest things is also the 10 multicultural competence, where children are 11 learning or demonstrating a positive attitude and 12 behavior towards different cultures. Because we all 13 come from different parts of Latin America and our 14 backgrounds. So we all have different traditions 15 and customs, and then also here living in the U.S. 16 So we really push that with the students. 17 And the next one is really emphasizing the 18 importance and the research in dual language 19 programs. Part of our Professional Learning 20 Communities is also maintaining the -- and -- the 21 teachers informed of best practices in the 22 development of the two languages. 23 Also, the research in dual language 24 programs, we do make sure that our teachers are 25 professionally trained in this area. And also</p>	<p style="text-align: right;">108</p> <p>1 our facility is not in the best of locations. It's 2 not horrible, but it's not great. It is in a 3 commercial area, where we do share a building with 4 U.S. Cotton, a movie production company, and another 5 nonprofit in the building. 6 We house 25,000 square feet, where we have 7 very little room to grow. 8 Our new building is closer to 9 30,000 square feet with room to expand. It's on our 10 own parcel of acreage, and it's right across from 11 the police office, and it's also next to a park and 12 some other opportunities for partnerships with the 13 local gym and some other things that we have in 14 mind. 15 You all are very aware of the challenges 16 of facilities. It's even more challenging, and it's 17 one of our largest challenges at SABE. We do not 18 get -- receive House Bill 33 funding because the 19 city is at bond capacity. So we just get SB 19. 20 So we've had to plan. And we were 21 fortunate to find an investor that we're able to 22 move forward with a lease purchase agreement for our 23 next term. 24 We also hope to expand our program 25 through -- we're going to apply for the grant for</p>
<p style="text-align: right;">107</p> <p>1 knowing of the best -- best practices and working 2 with the students to have stronger academic outcomes 3 for the students. 4 And some of this information was already 5 mentioned. As far as our finance and governance of 6 the school, we have had zero findings in the last 7 audit that our school went through. We had minor 8 findings previously, but those were addressed 9 immediately. 10 And then also consistent membership in our 11 governing board. And these are parents, retired 12 educators, and one of them is the founder of the 13 school. 14 And also we just received the Public 15 Charter Schools New Mexico's Excellence Award for 16 our governance, for our governing board. 17 MS. JACKIE RODRIGUEZ: So one point. This 18 has been a huge move for me. That's kind of pun 19 intended. 20 So we have presented the amendments -- or 21 for consideration for our next charter is we have 22 moved into a lease-purchase agreement to move to a 23 new facility. 24 This is huge for us, because the current 25 building is under a traditional lease, and we are --</p>	<p style="text-align: right;">109</p> <p>1 the pre-kindergarten option. And this building is 2 just more conducive to learning. It's built out 3 specifically as a school, a total remodel on the 4 inside, an increase of about six classrooms. 5 It has a small multipurpose room, so it's 6 still lacking in some of the resources that we 7 absolutely need. And we hope our legislators 8 continue to support us, as they have in the last two 9 or three legislative sessions. 10 The other thing, that it will allow us to 11 have a playground. You can ask every kiddo behind 12 me and everybody would say yes, they would love a 13 playground. 14 Right now that's in the works, and we do 15 have some set-aside funds for that. But at our 16 current facility, it was -- it was -- when I came 17 in, Chair Gipson, you might remember, we were not in 18 great financial standing. We have since turned that 19 around. We have built up our school population. 20 When I came in in 2017, we had 85 kids, 21 82 kids. We're at 222. 22 We are losing opportunities to have more 23 kids, because we don't have a playground, because we 24 don't have our own building. 25 We are fortunate -- I was smart enough to</p>

<p style="text-align: right;">110</p> <p>1 add in our ARP application, during that CARES money, 2 to add transportation. So we do have our own bus. 3 We contract with Herrera Bus, and we actually got a 4 new bus last spring.</p> <p>5 We also have food -- a food program. We 6 were recognized as a Community Eligibility 7 Provisional school last year, so we provide free 8 breakfast, lunch, and snack for all our students.</p> <p>9 Continued that partnership, and we were 10 very fortunate to develop that partnership with 11 Bernalillo Public Schools. So they provide us our 12 lunch service.</p> <p>13 But we are very excited for the move, hope 14 that we can wrap that into our new contract, our new 15 charter, and include that increase in cap. So we 16 are currently at a 280 cap and, we know we can serve 17 more students from our community and the surrounding 18 communities.</p> <p>19 We're hoping to -- and the reason to do 20 that is, one, serve more students from our 21 community; two, it would allow us to have two 22 classrooms per grade level, K-8, and allow us to 23 fill that space; and continue to grow and continue 24 to have funding so that we can expand our 25 facilities, expand our offerings and have -- provide</p>	<p style="text-align: right;">112</p> <p>1 We have intervention support in the 2 student's dominant home language. So if we have 3 students that are native Spanish speakers and are 4 are in need of intervention, we are able to provide 5 that for them.</p> <p>6 We also have a social-emotional curriculum 7 that the teachers have access to to best support our 8 students.</p> <p>9 We provide before- and after-school 10 programs with extracurricular options.</p> <p>11 We have a PTA, a parent-teacher 12 association, and also a student leadership program, 13 which we call our "Student Ambassadors," which some 14 of them are here this morning. And we also have 15 parent councils that incorporate our equity council 16 and other parent committees.</p> <p>17 We also have been able to have a parent 18 liaison that helps us with providing families with 19 community resources, if needed.</p> <p>20 Some of our other highlights is that we 21 also have an on-site counseling option. This is an 22 outside community agency that uses some of our space 23 to help support some of our students' emotional 24 needs.</p> <p>25 We also have our family engagements night.</p>
<p style="text-align: right;">111</p> <p>1 more to our students as far as interventions and 2 other things that we continue to see as successful 3 in building up our school.</p> <p>4 At SABE, we truly are a family. Our kids 5 are dropped off, and we open the doors for them -- 6 well, actually Ms. Wilder and Ms. Farrell do. 7 They're our morning teachers. We go and help. And 8 the kids are loaded into cars at the end of the day 9 if they're not going in the bus.</p> <p>10 We strongly believe it truly takes a 11 village, and we're part of that village. We know 12 our kids by name. We know our parents by cars if we 13 don't know their names.</p> <p>14 But we absolutely -- having a small school 15 community has been wonderful for the efforts that we 16 make and the things that we do.</p> <p>17 MS. FELICITAS REYES: Some of the other 18 highlights. We are a full inclusion school. And, 19 again, making sure that we serve our -- our students 20 with special needs. So we are a full inclusion 21 school.</p> <p>22 Like Ms. Rodriguez mentioned, we do have a 23 lunch program and a breakfast program in partnership 24 with Bernalillo Public Schools.</p> <p>25 We are -- we do provide transportation.</p>	<p style="text-align: right;">113</p> <p>1 This is "SOMOS SABE." It's a once-a-month evening 2 event that we hold for parents. And the teachers 3 have different activities that the parents visit 4 different classrooms. And each month has a 5 different theme that is addressed.</p> <p>6 We've also participated as a site for La 7 Cosecha, for the national dual language conference. 8 This is our second year that we've hosted a school 9 visit.</p> <p>10 We are a Professional Learning Community, 11 so we meet regularly with the teachers to discuss 12 student data.</p> <p>13 One of our pride and joys is we won first 14 place in the Film Prize Junior out of 180-some 15 schools. And it was the first time we participated. 16 So that was very exciting when we got the news about 17 that.</p> <p>18 Also National Schools Week's Choice 19 (verbatim), we're a participant in that event. We 20 had two Ben Ray Lujan fellows, and one of them is 21 teaching kindergarten at our school this year.</p> <p>22 We also have Wild Friends. Our student 23 ambassadors are partnered with Wild Friends of 24 New Mexico. And this is the second year that we 25 participate with them.</p>

<p style="text-align: right;">114</p> <p>1 Also we have a partnership with the 2 Isotopes, Watermelon Ranch, and also our -- one of 3 our community jujitsu resources. They come to the 4 school, and the students are able to participate in 5 jujitsu as well. 6 MS. JACKIE RODRIGUEZ: Can you play the 7 video? 8 (Video played.) 9 MS. JACKIE RODRIGUEZ: That is our 10 presentation, and move to public comment. 11 MS. NICOLA DAVIS: Okay. For public 12 comment, we do have 23 in the room. If you did not 13 sign up, please let us know. 14 Kids, please speak in a loud voice. 15 You're speaking in a large room, about this far from 16 the microphone. 17 The first person for public comment is 18 Michael Rodriguez. And, officially, there's a 19 two-minute limit. 20 FROM THE FLOOR: Good morning. My name is 21 Michael Rodriguez, R-o-d-r-i-g-u-e-z. I'm executive 22 director for Dual Language Education of New Mexico. 23 We're a local nonprofit that's been around for 24 23 years. And we specialize in providing support to 25 SEAs, LEAs, and schools around the country in</p>	<p style="text-align: right;">116</p> <p>1 their renewal for those reasons. And, long term, 2 dual language education is a long-term investment. 3 When I say "investment," it's an investment both in 4 programs like SABE, the students, and the future of 5 our state. 6 Thank you. 7 MS. NICOLA DAVIS: Thank you. Next I have 8 Michelle Owusu Nkwantabisah. 9 FROM THE FLOOR: Hello. My name is -- how 10 I spell my last name is O-w-u-s-u 11 N-k-w-a-n-t-a-b-i-s-a-h. 12 Why I like my school is because they have 13 SOMOS SABE nights, and they teach me more English 14 and Spanish. 15 I also like it because I have lots and 16 lots of friends. Teachers help me a lot. 17 During math, Ms. Crain helps me. During 18 PE, Ms. Wilder teaches me how to get stronger. 19 Ms. Farrell helps me with the ukulele. 20 When someone says stop and they don't 21 stop, I tell the teacher, and they will get in 22 trouble. For example, they'll take recess. 23 We do (incomprehensible) dance, and that 24 is why I like my school. 25 MS. NICOLA DAVIS: Thank you. Next I have</p>
<p style="text-align: right;">115</p> <p>1 support of dual language and multilingual learner 2 programming. 3 We also host the national La Cosecha dual 4 language conference. We had it three weeks ago here 5 in Santa Fe with over 3,000 educators, pre-K to 20, 6 from around the country. 7 With over four years -- 40 years of dual 8 language research, we know PED knows that there are 9 no better programs than dual language when it comes 10 to students being able to access their second 11 language, whether it be English or Spanish, as well 12 as retain their home language, culture, and 13 identity. 14 So with that, the three goals that 15 Mrs. Reyes referenced, bilingualism, biliteracy, 16 high academic achievement in two languages, and 17 social competence are critical for students, not to 18 mention the many benefits of -- cognitive, you know, 19 being able to negotiate meanings and all the 20 different things students gain from it as well. 21 We've been involved with SABE for a number 22 of years, and they have been providing -- we've been 23 providing professional development to them in this 24 area. 25 So we definitely stand in strong favor of</p>	<p style="text-align: right;">117</p> <p>1 Tanya Anderson. 2 FROM THE FLOOR: Hello. My name is Tanya 3 Anderson. A-n-d-e-r-s-o-n. 4 One of the reasons why I like the school 5 is the ability to tailor curriculum to specific 6 student needs. The parent involvement and 7 participation, for example. I'm a parent. I'm a 8 substitute teacher. And I'm the PTA president at 9 SABE. And I like the focus the school has on 10 language immersion. Thank you. 11 MS. NICOLA DAVIS: Thank you. We also 12 have a standing -- stand-up microphone for adults if 13 you'd prefer. Sorry. 14 Next we have Ibrahim Morales. 15 FROM THE FLOOR: Ibrahim Morales. 16 M-o-r-a-l-e-s. I will be talking about why I 17 love -- why I love SABE. I love SABE because I can 18 come to school every day feeling safe, knowing I 19 have good teachers and good friends. (Spanish 20 spoken.) 21 MS. MARTICA DAVIS: Thank you. Next we 22 have Ilys Morales. 23 FROM THE FLOOR: Buenos días. My name is 24 Ilys Morales. Would you like me to say how to spell 25 my last name? M- -- M-o-r-a-l-e-s. And I will be</p>

118	<p>1 talking about why I love my school.</p> <p>2 The teachers are nice, and I have -- and I</p> <p>3 have good friends. I also learn a lot of Spanish.</p> <p>4 We also have family nights. I like family nights.</p> <p>5 They have games to play and parents meet the</p> <p>6 teachers.</p> <p>7 And also, when it's October, we get to do</p> <p>8 trick-or-treat.</p> <p>9 MS. NICOLA DAVIS: Thank you. Next we</p> <p>10 have -- I'm sorry if I mispronounce -- is it Gerardo</p> <p>11 Gonzales?</p> <p>12 FROM THE FLOOR: Good morning,</p> <p>13 Commissioners. My name is Gerardo Gonzales.</p> <p>14 G-o-n-z-a-l-e-s.</p> <p>15 My favorite thing about SABE is the food,</p> <p>16 the teachers, and my school, because it's very fun</p> <p>17 and it's (incomprehensible).</p> <p>18 THE CHAIR: Thank you.</p> <p>19 MS. NICOLA DAVIS: Next I have Dylan</p> <p>20 Gonzales.</p> <p>21 FROM THE FLOOR: Good morning,</p> <p>22 Commissioners. (Spanish spoken.) G-o-n-z-a-l-e-s.</p> <p>23 My school is really fun. And my favorite thing</p> <p>24 about SABE is that I'm not alone. I have brothers</p> <p>25 with me. And we have recess. And I also like my</p>	120	<p>1 one of them with special needs. And one of them is</p> <p>2 in a regular class setting. I love SABE just</p> <p>3 because it has -- provides a lot of support for my</p> <p>4 special needs students. And not only is it</p> <p>5 welcoming, but they also understand and take the</p> <p>6 time to listen to you in anything that you might</p> <p>7 want to contribute.</p> <p>8 So given the opportunity to have a</p> <p>9 bilingual setting for my kids is definitely</p> <p>10 important as I do have an awkward [ph] child, and he</p> <p>11 does -- he used to be in a bilingual setting.</p> <p>12 Moving him to a non-bilingual setting, he has lots</p> <p>13 of Spanish. So giving them that opportunity for all</p> <p>14 of our students is amazing. Thank you.</p> <p>15 MS. NICOLA DAVIS: Next we have Isaiah</p> <p>16 Serratos.</p> <p>17 FROM THE FLOOR: Hi. My name is Isaiah</p> <p>18 Serratos. How you spell Serratos is</p> <p>19 S-e-r-r-a-t-o-s. I like SABE 'cause I have recess,</p> <p>20 and I have good teachers, and I have a safe school.</p> <p>21 MS. NICOLA DAVIS: Thank you. Next we</p> <p>22 have Sandra Easton.</p> <p>23 FROM THE FLOOR: Great. To begin, I could</p> <p>24 keep you here all day. I have an adopted son. His</p> <p>25 name is Talin. And when he reached SABE, he had</p>
119	<p>1 teacher from English and Spanish.</p> <p>2 MS. NICOLA DAVIS: Thank you. Next I have</p> <p>3 Laila Martinez.</p> <p>4 FROM THE FLOOR: Good morning,</p> <p>5 Commissioners. Laila Martinez. M-a-r-t-i-n-e-z.</p> <p>6 I've been a student at SABE for six years,</p> <p>7 and I have two siblings with me. (Spanish spoken.)</p> <p>8 SABE has helped me speak, write, and read</p> <p>9 my English and Spanish more fluently. (Spanish</p> <p>10 spoken.)</p> <p>11 MS. NICOLA DAVIS: Thank you. Next I</p> <p>12 have -- last name, Serratos. So I'm not sure about</p> <p>13 the first name. Is it Jessica or -- if you could</p> <p>14 let us know.</p> <p>15 FROM THE FLOOR: Hi. My name is Josiah</p> <p>16 Serratos. How to spell Serratos is S-e-r-r-a-t-o-s.</p> <p>17 I like about my school is that I have safe teachers,</p> <p>18 and I know my school is safe. And I have lots of</p> <p>19 friends. And they have good lunch. And I am in</p> <p>20 fourth grade. Thank you.</p> <p>21 MS. NICOLA DAVIS: Thank you.</p> <p>22 Next we have Kitty Sandoval.</p> <p>23 FROM THE FLOOR: Hi. My name is Kitty</p> <p>24 Sandoval. You spell Sandoval S-a-n-d-o-v-a-l.</p> <p>25 I am a parent of two students for SABE,</p>	121	<p>1 severe ADH (verbatim) and was throwing books at his</p> <p>2 old school and giving the teachers a hard time. And</p> <p>3 I had to pull out what little hair I have left.</p> <p>4 So, eventually, they told me to go to</p> <p>5 SABE. And from day one, I never heard anything.</p> <p>6 Two weeks later -- one week later, I</p> <p>7 called Ms. Reyes. I said, "Is he alive? Or has he</p> <p>8 damaged the classroom?"</p> <p>9 And they said no.</p> <p>10 And from that day on, my son has</p> <p>11 flourished.</p> <p>12 I can't even begin to tell you. He</p> <p>13 graduated IEP. And the other day I went to his</p> <p>14 classroom. And he read a whole long paragraph in</p> <p>15 Spanish.</p> <p>16 And I looked. And I said, "Is this my</p> <p>17 son?" And it is.</p> <p>18 And I am so thankful to these teachers.</p> <p>19 The one he has now is Ms. Cruz. She's just</p> <p>20 absolutely a wonderful teacher.</p> <p>21 And then I've -- Ms. Rodriguez and</p> <p>22 Ms. Reyes have been so fabulous with him.</p> <p>23 He's not the same boy. He's growing up.</p> <p>24 And the one thing -- I come from the old school</p> <p>25 where you say "thank you" and "please." And he</p>

<p style="text-align: right;">122</p> <p>1 didn't even have to learn that from me. He got it 2 from the teachers. 3 And they are wonderful. I feel so safe 4 with him there. So -- and when eighth grade comes, 5 I wish they had twelfth grade. But we'll see what 6 happens in the future. Thank you very much for 7 listening to me. 8 MS. NICOLA DAVIS: Thank you. Next we 9 have Rain [ph] Sarracino. 10 FROM THE FLOOR: Hello. My name is Rain 11 Sarracino. S-a-r-r-a-c-i-n-o. 12 Some of the things that I like to do are 13 Film Prize Junior. I like doing arts and crafts and 14 stuff. And writing stories are one of my things 15 that I like to do. So I love to cooperate with my 16 friends and, you know, share stories. 17 Last year we did a documentary about 18 New Mexico and what culture meant to New Mexico 19 residents. 20 This school lets me explore my creativity 21 and curiosity for music. The teachers are always 22 open for suggestions. And they encourage the 23 creativity a lot of the kids have. The teacher -- 24 the teachers genuinely care about us. And if you 25 ever have a hard time, they are open to talking.</p>	<p style="text-align: right;">124</p> <p>1 with just everything at school. 2 One of the things that I'm a part of is 3 Ambassadors. I have been an Ambassador for my whole 4 middle school; so sixth, seventh, and eighth. I've 5 been there since fourth, so five years. 6 And Ambassadors has been a fun experience 7 as well, because I get to do not just learning, but 8 extra activities that support my school. 9 I get to learn Spanish and I get to do 10 projects that my school makes possible. And they're 11 not just about learning and supporting the school, 12 but they're also fun activities to hang out with my 13 friends. And I enjoy it a lot. Thank you. 14 MS. NICOLA DAVIS: Next I have Franco 15 Owusa Nkwantabisah. 16 FROM THE FLOOR: (Spanish spoken.) 17 O-w-u-s-u N-k-w-a-n-t-a-b-i-s-a-h. 18 (Spanish spoken.) 19 MS. NICOLA DAVIS: Thank you. 20 Next we have Sarah Farrell. 21 FROM THE FLOOR: Hi. My name is Sarah 22 Farrell. F-a-r-r-e-l-l. I'm the music teacher at 23 SABE. This is my fourth year and my twentieth year 24 of teaching. 25 I have been fortunate that all but two of</p>
<p style="text-align: right;">123</p> <p>1 This is a place I feel safe talking and 2 communicating. Everyone here is very sweet and -- 3 yeah. 4 MS. NICOLA DAVIS: Thank you. Next we 5 have Javier Garcia. 6 FROM THE FLOOR: Hi. My name is Javier 7 Garcia. How you spell my last name is G-a-r-c-i-a. 8 And I -- I love SABE because you can make a lot of 9 friends, and you can read. And also you can learn 10 about bugs. 11 MS. NICOLA DAVIS: Next we have Anai [ph] 12 Garcia. 13 FROM THE FLOOR: (Spanish spoken.) 14 Garcia. G-a-r-c-i-a. (Spanish spoken.) 15 MS. NICOLA DAVIS: Thank you. Next we 16 have Novea [ph] Sarracino. 17 FROM THE FLOOR: Hello. My name is Novea 18 Sarracino. S-a-r-r-a-c-i-n-o. I love my school 19 because it's -- it's just been a really nice 20 experience. I've created relationships with the 21 people who work there, like my teachers. I get to 22 talk to them. 23 It's great. I love it. They understand 24 me, and it's something that I enjoy. I enjoy 25 talking to them. I enjoy learning from them, along</p>	<p style="text-align: right;">125</p> <p>1 my years have been in bilingual education. And I 2 really enjoy SABE, because it gives us the 3 opportunity to ensure that our students -- some of 4 the times when kids go to school, they learn that 5 they should stop speaking their native language. In 6 our school, not only do they get to keep speaking 7 it, but we encourage it and make sure that everybody 8 knows both languages and knows that all languages 9 and all cultures are vitally important. Thank you. 10 MS. NICOLA DAVIS: Thank you. Next we 11 have Salome Anderson. 12 FROM THE FLOOR: (Spanish spoken.) And 13 how you spell my last name is A-n-d-e-r-s-o-n. And 14 what I like about SABE is (Spanish spoken) and how 15 the school teaches me Spanish. And that's all. 16 MS. NICOLA DAVIS: Thank you. Next, Daisy 17 Romero. 18 FROM THE FLOOR: Hello. My name is Daisy 19 Romero. And I'm going to talk about the 20 bilingualism at SABE. 21 I have been at SABE for about eight years. 22 Our classes are in Spanish and English. The reason 23 I like it is because when I speak the Spanish at 24 SABE, it helps me connect to my family, 'cause I 25 had, like, half of them are in Spanish; so it helps</p>

<p style="text-align: right;">126</p> <p>1 me connect with them. And it's also beneficial for 2 my academic career and, like, the future, 'cause 3 bilingualism helps a little more pay. 4 I'm sorry. My last name is Romero. 5 R-o-m-e-r-o. 6 (Spanish spoken.) 7 MS. NICOLA DAVIS: Thank you. Next we 8 have Talin Easton. 9 FROM THE FLOOR: Hello. My name is Talin 10 Easton. E-a-s-t-o-n. I am eleven years old and 11 have been in SABE since first grade. 12 SABE also has improved my social skills to 13 make more friends. And one reason why I like SABE 14 very much is because the teachers are kind, 15 considerate, and helpful. 16 MS. NICOLA DAVIS: Thank you. Next we 17 have Jasmine Garcia. 18 FROM THE FLOOR: Hello. My name is 19 Jasmine Garcia. G-a-r-c-i-a. And what I like about 20 SABE is that it's a very welcoming place. It helps 21 you feel like you're part of the family. It has 22 taught me how to keep my language, which is Spanish 23 and it has helped me not forget my language. 24 (Spanish spoken.) 25 MS. NICOLA DAVIS: Thank you. Last, but</p>	<p style="text-align: right;">128</p> <p>1 others, it's about finding the care and attention 2 their child didn't receive at a traditional school. 3 It's amazing to hear each family's story 4 and see how the school has impacted every student, 5 family, teacher, and staff member who walks through 6 its doors. 7 SABE is about creating a true sense of 8 belonging. It is a place where students become 9 compassionate, curious, and culturally aware 10 individuals. 11 Over the past ten years, SABE has stayed 12 true to its mission of bilingual education. What 13 has grown from that is a passionate community that 14 stands behind the mission and implements it every 15 day. 16 SABE continues to provide a home for 17 bilingual individuals, English learners and Spanish 18 learners alike, proving that everyone has a place 19 there. 20 I'm proud to be part of a school that 21 celebrates every child, every family, and every 22 culture. SABE is a family, and it's a vital part of 23 our community. 24 MS. NICOLA DAVIS: Thank you. And one 25 more.</p>
<p style="text-align: right;">127</p> <p>1 not least on our list is Christie Herrera. 2 FROM THE FLOOR: Hi. My name is Christie 3 Herrera. It's H-e-r-r-e-r-a. I've been part of the 4 SABE familia for seven years now. SABE has been 5 more than a school for my son and myself. It's been 6 a home. 7 As the son of an immigrant father and a 8 New Mexican mother, Ben found a place where he could 9 embrace and take pride in his full identity. At 10 SABE, he didn't feel self-conscious about being 11 different as he might have at a traditional school. 12 Instead, he developed a sense of pride in his 13 ability to speak two languages. 14 At SABE, my son has incredible bilingual 15 role models from diverse backgrounds who reflect his 16 own experiences and remind him every day that his 17 upbringing isn't something to hide; it's something 18 to stand up and be proud of. 19 He found a place where he could thrive and 20 a community that welcomed and supported us every 21 step of the way. 22 What makes SABE so special is that it 23 means something different to every family. 24 For some, it's about preserving a language 25 and strengthening connections with family. For</p>	<p style="text-align: right;">129</p> <p>1 FROM THE FLOOR: Buenos días. My name is 2 Ysa [ph] Morales. (Spanish spoken.) 3 MS. MARTICA DAVIS: Today, I'm also 4 grateful for my bilingual education. That concludes 5 public speaking. Thank you. 6 THE CHAIR: I just want to say thank you. 7 (Off-mic.) 8 Commissioner Beck. 9 SECRETARY BECK: Yeah. What a beautiful 10 last half hour -- I mean hour. Sorry. You guys are 11 good, too. But the last half hour especially has 12 been pretty amazing. 13 You know, I grew up in Cleveland, Ohio. 14 And I took French as a foreign language; right? And 15 how many times do I wish I would have taken Spanish. 16 You know, I feel humbled and inadequate compared to 17 your students who are -- do a remarkable job. 18 And it's just so much fun to see all the 19 very different kinds of charter schools we have and 20 how hard they work and how meaningful their work is. 21 It's really -- it reminds me why I did 22 this in the first place, for sure. 23 Beautiful. Great stuff. 24 I love your mission goal. I think that's 25 great. I love that not only is it directed toward</p>

<p style="text-align: right;">130</p> <p>1 what your school means, but also it's quantifiable.</p> <p>2 So many -- one of the things that I have a</p> <p>3 hard time with in many mission goals is they tend to</p> <p>4 be nebulous, or they -- you know, they're</p> <p>5 qualitative or, you know, feel good or something</p> <p>6 like that. This really is something that you can</p> <p>7 sink your teeth into and know the status of how well</p> <p>8 you're doing.</p> <p>9 So I really appreciate the thought that</p> <p>10 went behind, five years ago, I guess, with Chair</p> <p>11 Gipson, the -- the mission goal you did. It's</p> <p>12 wonderful.</p> <p>13 I've got a few questions. Obviously,</p> <p>14 you're somewhat challenged on the math side. And</p> <p>15 you mentioned in your -- your presentation that you</p> <p>16 do math on the English side but not on the Spanish</p> <p>17 side. Is there a reason why you wouldn't</p> <p>18 incorporate math on the Spanish side?</p> <p>19 MS. JACKIE RODRIGUEZ: It's based on our</p> <p>20 population. A majority of our students are</p> <p>21 English-dominant. So when we -- actually, when I</p> <p>22 first came in during our first term, we were a</p> <p>23 different model, immersion model. We were a 90/10</p> <p>24 model. We opted to go to a 50/50 immersion model</p> <p>25 for two reasons -- three reasons. One was lack of</p>	<p style="text-align: right;">132</p> <p>1 they're coming in, they're able to have that</p> <p>2 bridging support.</p> <p>3 SECRETARY BECK: Well, you just brought up</p> <p>4 my second question, which is how is your PLC or your</p> <p>5 professional development or your collaboration</p> <p>6 structured? How does that work, real quick?</p> <p>7 MS. JACKIE RODRIGUEZ: Prior to the change</p> <p>8 in hours, it was every Friday. So we had early</p> <p>9 release on Fridays prior to last year. And we still</p> <p>10 do, but it's changed some. So we had two hours</p> <p>11 every Friday that we had our PLC time. Our "team</p> <p>12 time" is what we call it, because together,</p> <p>13 everybody achieves more.</p> <p>14 But we had that time scheduled for PLC</p> <p>15 time, PLC time, which was looking at data, really</p> <p>16 building that framework. It takes time to build</p> <p>17 that framework and really get the buy-in from</p> <p>18 teachers.</p> <p>19 When we had to extend our days due to the</p> <p>20 new regulation, we had to cut that -- into that</p> <p>21 time. So the way we structure it now is two Fridays</p> <p>22 out of every month, our teachers stay till 4:30 and</p> <p>23 leave at 2:30 their other days. So we have a</p> <p>24 two-hour chunk.</p> <p>25 SECRETARY BECK: Do you do it by grade</p>
<p style="text-align: right;">131</p> <p>1 staffing. Second was I was a teacher and</p> <p>2 coordinator within the district, the traditional</p> <p>3 district, where we started the dual language</p> <p>4 program. And the desire was to have a 50/50 model</p> <p>5 rather than 90/10.</p> <p>6 And when we recognized the number of</p> <p>7 students that were English-dominant, we saw the</p> <p>8 advantage of teaching math in English.</p> <p>9 However, that is some of the work that we</p> <p>10 hope to do when we have the funds to be able to do</p> <p>11 some trans-languaging and some bridging support with</p> <p>12 our teachers in how we're supporting our Spanish</p> <p>13 speakers with their math skills, because that is a</p> <p>14 definite opportunity that we are missing out on.</p> <p>15 But, like I said, some of our challenges</p> <p>16 is fiscally is having enough money to do all that we</p> <p>17 know we need to do.</p> <p>18 We do have -- we do have our Professional</p> <p>19 Learning Community time where we have our teachers</p> <p>20 do some collaboration. Our hope is to continue to</p> <p>21 build that up so that we can have those</p> <p>22 conversations of what's working for you, what do</p> <p>23 students need, especially when we're looking at the</p> <p>24 bridging of the two languages in all content areas</p> <p>25 so that students, regardless of what language</p>	<p style="text-align: right;">133</p> <p>1 level? Is that how you're structured with that?</p> <p>2 MS. JACKIE RODRIGUEZ: We did. In years</p> <p>3 past, we did a K-1-2 team --</p> <p>4 MS. FELICITAS REYES: Originally, it was,</p> <p>5 like, kindergarten, like, by grade levels.</p> <p>6 But then we found that because we have</p> <p>7 such a small staff, it's K -- K-1 and then 2-3. And</p> <p>8 then because we have single teachers, like, teaching</p> <p>9 both English and Spanish in a grade, so it's fourth</p> <p>10 through eighth grade.</p> <p>11 But now it's K-2, 3-5, and then middle</p> <p>12 school. So we've -- we look at what the needs of</p> <p>13 our staff and the kids are. And that way, they can</p> <p>14 collaborate a little bit more.</p> <p>15 So we have changed it depending on what</p> <p>16 the needs of the school are.</p> <p>17 MS. JACKIE RODRIGUEZ: And that has been a</p> <p>18 huge challenge, because we've essentially taken away</p> <p>19 time to those efforts and trying to still maintain</p> <p>20 with the traditional district and times and</p> <p>21 salaries, all of that kind of shifts us to be</p> <p>22 creative.</p> <p>23 But we do dedicate that time, two Fridays</p> <p>24 a month, while the other two Fridays are an exchange</p> <p>25 for time.</p>

<p style="text-align: right;">134</p> <p>1 Additionally, teachers have common 2 planning time with their grade-level team. So 3 they'll have music and PE. So during that time, 4 they have the opportunity to do planning. It's not 5 really scripted by administration; it's kind of left 6 to them. But definitely building -- and every year 7 is different, because you get a new teacher or extra 8 support staff or extra staff that we need to build 9 them up back to that.</p> <p>10 But PLC is one of our -- one of our 11 efforts to address the lack of funding or lack of 12 time for the amount of professional development that 13 we know we all need; us, as administrators, as well. 14 So we use the strength in our team, the experience 15 of our team, the strategies of the team, and really 16 looking at assessment and building it from there.</p> <p>17 SECRETARY BECK: Yeah. I was a teacher 18 for 13 years at Sandia High School. There's a huge 19 difference between quantity of time and quality of 20 time. I'm not so concerned about quantity of time. 21 I'm more concerned about quality of time. It seems 22 like you've got that.</p> <p>23 On the Vista reports, in the Early 24 Literacy Assessments results, the State average for 25 K through 2, Early Literacy was 34.6 percent</p>	<p style="text-align: right;">136</p> <p>1 question on -- you talked that you interact a lot 2 with the pueblos, the Santa Ana and all that. But 3 yet in your enrollment by subgroup, you have a very, 4 very small subgroup of Native American Indigenous.</p> <p>5 MS. JACKIE RODRIGUEZ: We've had a number 6 of families that come to us. And we -- I remember 7 our first years, we had a student from Santa Ana was 8 a student who had an IEP as well. And I think it's 9 the sense of family that we truly know our families 10 and they are open about their circumstances or 11 situations.</p> <p>12 In that case, very supportive with the 13 educational team from the pueblo, support of the 14 governor's office and the parents and the special -- 15 the social workers that were supportive of that 16 student's IEP.</p> <p>17 But we have also some students from Jemez 18 Pueblo, and it's by choice that they come to our 19 school.</p> <p>20 We do have a number of Hawaiian students. 21 And there's a family from -- a Navajo family who's 22 been part of our SOMOS SABE nights, and who 23 actually, in the kindergarten program last year, was 24 part of the SOMOS SABE, the parent night, and read a 25 book in Diné and spoke about their traditions.</p>
<p style="text-align: right;">135</p> <p>1 proficient, and you guys were 5.5 percent 2 proficient. Do you have any idea why you --</p> <p>3 MS. JACKIE RODRIGUEZ: Is that this 4 year's?</p> <p>5 SECRETARY BECK: That was this year's. Do 6 you have any idea why that was so challenging? 7 Vistas, we take with a grain of salt. 8 We've seen some weird numbers come out of Vistas. 9 But I was wondering if you had any thoughts on that 10 or --</p> <p>11 MS. JACKIE RODRIGUEZ: The only thing we 12 can --</p> <p>13 SECRETARY BECK: I'll check and make sure 14 that's correct.</p> <p>15 MS. JACKIE RODRIGUEZ: I don't have it in 16 front of me. My apologies.</p> <p>17 SECRETARY BECK: Let me see. Toggle 18 table. Wait a minute. No. Hold on. Wrong school. 19 You guys did great.</p> <p>20 MS. FELICITAS REYES: Yeah. We --</p> <p>21 SECRETARY BECK: You guys did great. 22 17.5 percent, New Mexico; 27.7, Sandoval Bilingual. 23 I applaud you. I don't applaud myself, but I 24 applaud you.</p> <p>25 And last quick -- well, one other quick</p>	<p style="text-align: right;">137</p> <p>1 That just kind of goes to who we are as a 2 culture of a school is that parents -- and they hear 3 about us. You know, we constantly hear from 4 families that come to us, both students that have 5 IEPs, because we have a very high success rate for 6 our students in the inclusion model, and students 7 from other communities that come knowing that the 8 education is supportive and supportive of their 9 culture.</p> <p>10 SECRETARY BECK: It says here in the Part 11 A renewal that 1 percent of your population is 12 Native American.</p> <p>13 MS. FELICITAS REYES: Prior to COVID, it 14 was a little bit higher. But because of COVID, 15 that's when we started seeing the decrease. And 16 some of the families actually came back after COVID.</p> <p>17 SECRETARY BECK: Last quick question. 18 What's Wild Friends?</p> <p>19 MS. JACKIE RODRIGUEZ: It's -- the girls 20 can probably speak to it better than I can. It's 21 part of our Student Ambassador group. They advocate 22 for some wildlife preservation.</p> <p>23 SECRETARY BECK: Wildlife preservation? 24 Okay.</p> <p>25 MS. JACKIE RODRIGUEZ: So through our --</p>

<p style="text-align: right;">138</p> <p>1 through our Student Ambassador group, that's one of 2 the activities they take part in. We actually had 3 two students through our Ambassadors program with 4 Wild Friends advocated for the program in the 5 Legislature last year.</p> <p>6 SECRETARY BECK: I had a completely 7 different visual of what I thought Wild Friends was. 8 I appreciate you letting me know that. Wonderful 9 stuff. Wonderful.</p> <p>10 And, kids, thank you so much. Gracias. 11 That's -- gracias. It was beautiful. So thank you.</p> <p>12 THE CHAIR: Commissioner Carrillo.</p> <p>13 VICE CHAIR CARRILLO: Thank you as well. 14 So I -- you know, I mean, I took -- what -- a few 15 years of Spanish in high school and two years in 16 college. And I didn't use it very much. And I 17 remember one summer going to Peru, and I tried my 18 best, and he said that, "It's pathetic." 19 I said, "At least I'm trying." 20 Muchas gracias. (Spanish spoken.) Was 21 that okay? All right. 22 So, anyway, clearly, you serve a nice 23 lunch. So what do you do? I mean, singling out 24 lunch as a favorite, what do you do that's different 25 and wonderful?</p>	<p style="text-align: right;">140</p> <p>1 VICE CHAIR CARRILLO: That's wonderful to 2 hear, that partnership. Is that how you handle 3 transportation is a partnership with the district? 4 MS. JACKIE RODRIGUEZ: No. We partner 5 with Herrera Bus. We contract directly with Herrera 6 Bus. 7 VICE CHAIR CARRILLO: All-righty. Have 8 you applied for our special project grant yet? 9 MS. JACKIE RODRIGUEZ: (Indicates.) 10 VICE CHAIR CARRILLO: Excellent. You'd be 11 surprised how many schools, when they saw an e-mail 12 from the PEC, didn't answer it. Now they're, 13 like -- I'm so glad that you are taking advantage of 14 that. 15 Very happy to hear about full inclusion as 16 your methodology, and on-site counseling, that you 17 have that in the budget, and that's very -- a 18 priority for you. 19 The -- can you -- and, actually, maybe she 20 would like to -- is it Isabel Sarracino? Did I get 21 the first name right? -- is it Ycel [ph] -- on the 22 Ambassador side, to tell us a little bit more about 23 what the program -- the Ambassador program is -- 24 FROM THE FLOOR: So from the things that 25 I've done as an Ambassador for the three years that</p>
<p style="text-align: right;">139</p> <p>1 MS. JACKIE RODRIGUEZ: Commissioner 2 Carrillo and Chair, we are fortunate. First year, I 3 went in and made a connection with the director of 4 nutrition at Bernalillo Public Schools. We contract 5 with them. We have since then. They are a huge 6 supporter of the school as far as nutrition. 7 We've had a continuing partnership since I 8 came in in 2017. We kicked off with the 9 Thanksgiving meal in November. It's been great ever 10 since. 11 We're one of their Seamless Summer Option 12 sites during the summer. They provide meals to our 13 students during the holidays as one of their site 14 programs. 15 And I would just go off to that -- they're 16 not here and listening -- but they are a true model 17 of scratch kitchen, fresh-made foods. And the kids 18 know it. Their favorites are the -- well, my 19 favorites, too. Frito pie day and any day that they 20 have the fresh bread. 21 VICE CHAIR CARRILLO: My gosh, it sounds 22 great. 23 MS. JACKIE RODRIGUEZ: Their menu is built 24 around the community as well. Their menu was 25 developed around the community as well.</p>	<p style="text-align: right;">141</p> <p>1 I've been in the middle school, it's a lot. And 2 it's really fun. 3 We've done some fundraisers; right? Some 4 fundraisers include food for holidays, along with 5 just giving out candy for Valentine's Day. Instead 6 of calling it Valentine's Day, we say "Friends 7 Month." It's really fun. 8 You get to go to places which -- like, the 9 La Cosecha. You got to represent your school. You 10 also got to learn by going to a few classes that I, 11 in my opinion, found very fun. 12 So as an Ambassador, I enjoy it, because I 13 can, one, support my school; two, just have fun with 14 my friends; three, make connections with the 15 principal, because she's a big part of it, as well 16 along with my teachers, who also help with it. 17 And with Wild Friends, it's another thing 18 you get to go to places like this, even the 19 Roundhouse, and you get to talk to legislators. And 20 it's just so fun, because some people would be, 21 like, they're so -- it would be so scary talking to 22 them. And then you talk to them, and they're so 23 sweet. They're just normal people. Like, you just 24 realize that. And I enjoy it a lot. 25 Getting to go around my school and have</p>

<p style="text-align: right;">142</p> <p>1 kids see me, and they're, "Oh, my gosh, I want to do 2 that. That sounds so cool." 3 Or, "I want to support my school. I want 4 to talk about my school," all this and that, you 5 know. And I enjoy it a lot. 6 VICE CHAIR CARRILLO: Thank you very much. 7 I imagine you represent your school very well when 8 you're across the street. Certainly here. We're 9 not a scary bunch. I don't think we're a scary 10 bunch anyway. Yeah. 11 And, you know, I don't have a lot of 12 questions about what you do. I'm very -- you know, 13 it's funny -- not kind of "funny" laughing, but 14 sometimes I'm skeptical, especially more at the high 15 school level in districts, of different bilingual 16 programs and bilingual seal. And it's something 17 that's prestigious to have, but then with all these 18 questions, are they getting -- this is at the high 19 school level. 20 Are there -- is there fidelity to the 21 program and to the language, and are they really 22 getting what they need in terms of the academic 23 instruction? But what I'm hearing here is, because 24 it's starting at K -- at the early levels, and I'm 25 so just happy that all of you kids came to see us,</p>	<p style="text-align: right;">144</p> <p>1 their own assessment scores and such. But they also 2 present in both English and Spanish to their parents 3 and show what they're learning. 4 Instead of the teachers talking about what 5 the kids are learning, the kids actually get to show 6 their parents, "For the past two years, we've been 7 doing this." And they do it in both languages when 8 they meet with their parents to present their data. 9 VICE CHAIR CARRILLO: That's fantastic, 10 just -- in terms of building their self-confidence 11 and self-esteem. And that's huge, because you take 12 that -- you know, after eighth grade, and when 13 you've developed those skills of speaking publicly 14 to a group, looking people in the eye when you shake 15 their hand, things like that, it goes -- those soft 16 skills, we call them, sometimes go a very long way. 17 So thank you for doing that as well. I 18 don't really have any questions about your finances 19 or anything else. I'm just -- I see just a sea of 20 green in all the different categories, which we 21 love. 22 You're never on our agenda, so that's 23 always a good sign. 24 So thank you for all you do. 25 MS. JACKIE RODRIGUEZ: Thank you.</p>
<p style="text-align: right;">143</p> <p>1 that you're kind of laying the groundwork in a much 2 more foundational way, so that there's the dual 3 language success, and tri-language success, because 4 there could be the native language, but also Spanish 5 and English. So kudos. 6 MS. JACKIE RODRIGUEZ: Commissioner 7 Carrillo, if I can add, we in the process of 8 developing a committee for the biliteracy seal for 9 our eighth-grade students and possibly for our 10 fifth-grade students. Same -- two reasons is one, 11 to have our students be able to celebrate their 12 bilingualism, but definitely aligned to what you're 13 saying that they are truly bilingual and biliterate. 14 Ms. Easton did speak to I wish we could do 15 K-12. That would be an ideal situation. But we 16 feel it's important to recognize the efforts of even 17 our kinder through the fifth grade, or our kinder 18 through eighth grade of our students who are truly 19 bilingual and can take that to the high school level 20 as well. 21 MS. FELICITAS REYES: If I may add 22 something. One of the things we forgot to mention 23 is we do student-led conferences from kinder through 24 eighth grade. And so they're basically data 25 presentations. So the kids are very familiar with</p>	<p style="text-align: right;">145</p> <p>1 THE CHAIR: I -- you know, I'll just echo. 2 Thank you once again. I, too, four years of high 3 school Spanish and three years of college. 4 Didn't -- and taught in a school that had -- I was 5 able to practice it a little bit in the school that 6 I taught in. 7 I went to a governance council meeting not 8 that long ago. And most -- the majority of the 9 families were Spanish-speaking. And the one clear 10 message I got out of that was they hated the lunch. 11 I mean, by and large, every one of them thought it 12 was -- I didn't need to know. They hated that 13 lunch. And it was provided by the local school 14 district. 15 So, you know, great that the school 16 district is, I think, being a little more thoughtful 17 and preparing what students are familiar with, and 18 comfortable with and recognizing and helping to 19 celebrate their cultures. I don't think ours is as 20 well. Thank you for that. 21 I just wanted to talk a little bit more 22 about the build. It's really not a build, but the 23 move. 24 So, like, five years from now, where do 25 you -- what do you see that looking like?</p>

146	<p>1 MS. JACKIE RODRIGUEZ: I already have a</p> <p>2 phase two in mind, building out for middle school</p> <p>3 program and multipurpose room to serve as a PE room,</p> <p>4 stage area, gym area.</p> <p>5 But, ultimately, the amount of space that</p> <p>6 we have currently will allow a</p> <p>7 kinder-through-eighth-grade program; tight, but we</p> <p>8 will need to expand to fully house that request of</p> <p>9 380 students -- or is it 360?</p> <p>10 But we -- a playground. Again, we're in a</p> <p>11 great location. It's really close to law</p> <p>12 enforcement, so we have some advantages of being</p> <p>13 there. It's more central Rio Rancho.</p> <p>14 We will continue to advocate and get the</p> <p>15 word out there for some of the residents of</p> <p>16 Albuquerque, some areas we haven't tapped into to</p> <p>17 increase our enrollment.</p> <p>18 But probably a phase two, and I think that</p> <p>19 would serve a great size school. Those are the only</p> <p>20 two things we're lacking is more classrooms and a</p> <p>21 great multi-purpose room.</p> <p>22 THE CHAIR: So is there any thought about</p> <p>23 pre-K?</p> <p>24 MS. JACKIE RODRIGUEZ: Yes. Absolutely.</p> <p>25 The classrooms are already built out for two pre-K</p>	148	<p>1 to come up? I'm curious as to what that program is.</p> <p>2 And I know I'm totally calling you out.</p> <p>3 You weren't ready for this. And I'm very grateful</p> <p>4 that you're coming up.</p> <p>5 FROM THE FLOOR: Well, Film Prize -- they</p> <p>6 have different categories of what films you can</p> <p>7 make, which gives the students a lot of, like,</p> <p>8 different things to make films about and expand</p> <p>9 their creativity towards things.</p> <p>10 Like I said, last year, we did a</p> <p>11 documentary. This year, we wanted to do animation,</p> <p>12 because a lot of the students love drawing. And,</p> <p>13 like, my sister, she loves drawing. She draws all</p> <p>14 the time. She's been drawing since she was little.</p> <p>15 Some of the other schools also do acting,</p> <p>16 and they just create their own stories and share</p> <p>17 stories.</p> <p>18 There's comedy ones, thriller ones,</p> <p>19 documentaries, a whole bunch load of things.</p> <p>20 And I saw a couple of them, and they are</p> <p>21 really nice.</p> <p>22 VICE CHAIR CARRILLO: So this is something</p> <p>23 that all the different schools, if they have</p> <p>24 students that want to participate, can participate</p> <p>25 in this.</p>
147	<p>1 classrooms, and we are applying for the grant once</p> <p>2 that becomes available. We considered even starting</p> <p>3 it early because the building will actually be</p> <p>4 available in February. But because the grant -- the</p> <p>5 way the grant runs, we'll have to wait till the</p> <p>6 pre-K grant.</p> <p>7 THE CHAIR: Yeah. Yeah. And you have to</p> <p>8 have time, I guess, for the build-up of the</p> <p>9 playground.</p> <p>10 MS. JACKIE RODRIGUEZ: Yeah.</p> <p>11 THE CHAIR: I know there are separate --</p> <p>12 allotted separate playground requirements with the</p> <p>13 real tiny tykes.</p> <p>14 So thanks for that. And when you say</p> <p>15 "building out," does that mean physically having to</p> <p>16 add on to that?</p> <p>17 MS. JACKIE RODRIGUEZ: Yes. Additional</p> <p>18 structure. Correct.</p> <p>19 THE CHAIR: Thanks. That's all I have.</p> <p>20 MS. JACKIE RODRIGUEZ: Thank you.</p> <p>21 VICE CHAIR CARRILLO: I have a question.</p> <p>22 THE CHAIR: Sure.</p> <p>23 VICE CHAIR CARRILLO: And it's great to be</p> <p>24 able to hear from the students. So, Ms. Sarracino,</p> <p>25 you mentioned Film Prize. And would -- do you want</p>	149	<p>1 FROM THE FLOOR: Yeah. There's -- I think</p> <p>2 there's a high school. And then there's middle</p> <p>3 school, dual credit class.</p> <p>4 VICE CHAIR CARRILLO: Is why this is</p> <p>5 called Film Prize Junior; is that --</p> <p>6 FROM THE FLOOR: Yeah.</p> <p>7 VICE CHAIR CARRILLO: That's really cool.</p> <p>8 I didn't know this went on in schools. I'm</p> <p>9 certainly happy you're in that program and doing</p> <p>10 well in it. Thank you very much.</p> <p>11 THE CHAIR: Commissioner Brauer.</p> <p>12 COMMISSIONER BRAUER: Thank you,</p> <p>13 Madam Chair. Thank you, team. Thank you, Ms. Reyes</p> <p>14 and Ms. Rodriguez.</p> <p>15 I -- the Commission has already shared a</p> <p>16 lot of the good graces, and I didn't want to take up</p> <p>17 our time before lunch, especially for the kiddos,</p> <p>18 since they need to get back, hopefully, and have</p> <p>19 some of that beautiful lunch. Probably not today,</p> <p>20 but -- you know.</p> <p>21 I -- I just want -- I just want to just</p> <p>22 share that we have so many charter schools start</p> <p>23 from a place of deep personal connection to a</p> <p>24 problem in our education system. And we talk about</p> <p>25 a lot of our other schools when we see this.</p>

150	<p>1 And the uniqueness of your school does 2 that, does that same exact thing. And because 3 sometimes we are a very large, majority-Hispanic 4 potentially, quote-unquote, Spanish-speaking 5 community, I think it kind of goes unaddressed, and 6 heritage becomes the norm for many of our students 7 who have that specific background.</p> <p>8 And so I think that what you all do, 9 sometimes it could potentially go under the radar in 10 terms of the uniqueness and the importance.</p> <p>11 And then when we see these young children 12 and our young -- our future leaders that come up and 13 speak with such clarity and confidence and courage, 14 it's just a -- it's a beautiful thing to see that. 15 And we need more of these opportunities.</p> <p>16 And so thank you so much for all that you 17 do. It's really awesome to see, not that the 18 red-yellow-green thing matters everything to us. 19 But it's great to see not just everything is in 20 green, but the story of having a couple of different 21 colors at the beginning of this cycle through now, 22 there's a -- there's a clear growth that's happened, 23 as well as within your -- your proficiency scores.</p> <p>24 And to think about how beautiful it is to 25 think about our young people. And, again, I'm</p>	152	<p>1 But there is an opportunity -- just, like, 2 you know, sometimes students opt -- you know, you 3 can even start taking, like, Algebra 1 now in 4 seventh grade, probably -- right? -- and you can 5 fulfill a lot of your requirements. What would it 6 mean, like -- maybe it's a possibility already. I 7 don't know.</p> <p>8 MS. JACKIE RODRIGUEZ: It is.</p> <p>9 COMMISSIONER BRAUER: That would be so 10 awesome to have our young students be 11 bilingual-sealed, if that's the noun that we use, 12 and frequent.</p> <p>13 MS. JACKIE RODRIGUEZ: Thank you, 14 Commissioner. And to add, there is that option. So 15 we are pursuing that. Additionally, there is 16 another charter school -- but I don't think they're 17 State-authorized -- that, actually, they do AP 18 classes for eighth-graders, so that they have a 19 Spanish credit or even more that they go into high 20 school with.</p> <p>21 So I pick that directors's brain all the 22 time. And we're friends and colleagues. So we 23 absolutely talk about our schools and the 24 comparisons and differences and challenges and all 25 of it. So, absolutely.</p>
151	<p>1 mono-lingual, even though I'm -- like many of the 2 other Commissioners, my undergrad actually got 3 placed on the Spanish-speaking floor. I don't know 4 why this Appalachian kid was in with a bunch of kids 5 from Puerto Rico and the Dominican Republic. But 6 that's where they put me when I transferred in. I 7 learned a lot of Spanish almost through an immersion 8 experience; right?</p> <p>9 And I just think about how beautiful it is 10 to see our young people, not just speaking, but 11 reading off of their papers. I think that's just, 12 like, a beautiful thing. And thinking about how 13 they're reading and speaking and writing in both 14 languages is such a great -- such a great thing.</p> <p>15 So I wanted to make sure it didn't go 16 unannounced, because it is -- in the state we live 17 in, it almost seems like a given. And we know it's 18 not. We know it's not, no matter what the efforts 19 are happening to do so.</p> <p>20 The one thing I just think about -- and 21 this is probably -- I always think about this when I 22 see you come up. I wonder how we can get some type 23 of bilingual seal for, like, elementary school as 24 well, and middle school, and not just for the high 25 school level.</p>	153	<p>1 COMMISSIONER BRAUER: Awesome. That 2 sounds like that's your goal for contract 3 negotiations for 2000-and -- not really. I'm just 4 kidding. Thank you for that. That's really 5 awesome.</p> <p>6 THE CHAIR: So I move that the Public 7 Education Commission approve the renewal application 8 for the Sandoval Academy of Bilingual Education for 9 a five-year term without conditions.</p> <p>10 VICE CHAIR CARRILLO: Second.</p> <p>11 THE CHAIR: There's a motion by 12 Commissioner Gipson and a second by Commissioner 13 Carrillo.</p> <p>14 SECRETARY BECK: Chair Gipson.</p> <p>15 THE CHAIR: Yes.</p> <p>16 SECRETARY BECK: Vice Chair Carrillo.</p> <p>17 VICE CHAIR CARRILLO: Yes.</p> <p>18 SECRETARY BECK: Commissioner Ingham.</p> <p>19 COMMISSIONER INGHAM: Yes.</p> <p>20 SECRETARY BECK: Commissioner 21 Clahchischilliage.</p> <p>22 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>23 SECRETARY BECK: Commissioner Burt. (No response.)</p> <p>24 SECRETARY BECK: Commissioner Manis.</p>

<p style="text-align: right;">154</p> <p>1 COMMISSIONER MANIS: Yes. 2 SECRETARY BECK: Commissioner Brauer. 3 COMMISSIONER BRAUER: Yes. 4 SECRETARY BECK: Commissioner Taylor. 5 (No response.) 6 SECRETARY BECK: Yeah. She already 7 said -- okay. We have one, two, three, four, five, 8 six, seven votes for, and no votes against. The 9 motion passes. Congratulations. Thank you, 10 everybody who came. 11 THE CHAIR: We will pause till 2:00. 12 (Luncheon recess taken, 12:30 p.m. 13 to 2:00 p.m.) 14 THE CHAIR: Okay. Thank you very much for 15 your patience. We are here for our third hearing -- 16 third hearing of the day. And this is Tierra 17 Encantada Charter School. 18 So our agenda goes Charter School Division 19 will do their presentation and recommendation. If 20 there's any entity that's here, by chance, for a 21 tribal consultation, there's time on the agenda for 22 that. 23 You'll have your opportunity to present 24 your information. 25 We'll do public comment after that.</p>	<p style="text-align: right;">156</p> <p>1 students as citizen scholars with a dual language 2 environment through a rigorous learning curriculum 3 which will prepare students for post-secondary 4 success. 5 The head administrator, Daniel Peña, has 6 been at the school for many years as its leader. 7 The renewal visit took place on 8 October 23rd, with Cheryl Rowe as lead, Lucy 9 Valenzuela, and Kristen LaVolpa. I was not on the 10 renewal visit team, but I visited the school for 11 their annual visit this past spring. 12 The Charter Schools Division recommends 13 that Tierra Encantada Charter School be renewed for 14 a term of five years with the following conditions: 15 First, that the school's Record of 16 Performance demonstrates improved academic growth, 17 beginning with specific -- a specific immediate 18 action to offer students two semesters of ELA and 19 math each year. 20 And, second, that the school identifies a 21 robust strategic educational plan to improve student 22 outcomes with appropriate staff professional 23 development related to content instruction, 24 including plans to strengthen the bilingual program. 25 The recommendation is based on the record</p>
<p style="text-align: right;">155</p> <p>1 And then questions from us. 2 So -- and just a reminder, when you first 3 speak, if you state your name -- and for everyone in 4 the audience, if you're doing public comment -- 5 because we have a court reporter doing -- 6 transcribing for us, and she's virtual. 7 If you state your name, spell your last 8 name, and for you folks, the role that you have in 9 the -- in the school, and then we'll be good. So 10 thank you. 11 And welcome once again. I don't know 12 who's doing it. 13 DR. BRIGETTE RUSSELL: I am, Chair Gipson. 14 Good afternoon, Chair Gipson and 15 Commissioners. I'm Brigette Russell, Deputy 16 Director in the Charter Schools Division, here to 17 provide the PED evaluation for Tierra Encantada 18 Charter School. 19 Tierra Encantada opened in 2006 with 20 Santa Fe Public Schools as their authorizer. The 21 school remained with Santa Fe until renewing with 22 the PEC in 2015. 23 This is their second renewal application 24 with the Commission. 25 The mission of the school is to empower</p>	<p style="text-align: right;">157</p> <p>1 of the school's performance over the course of the 2 contract term, the renewal application, which 3 highlights adult actions and programs in the service 4 of student progress, and verification of those 5 programs and adult actions during the CSD renewal 6 site visit and annual visits. 7 The school's ratings on Part B of the 8 renewal application are as follows: 9 The school rated Demonstrates Substantial 10 Progress in financial compliance, in governance, in 11 equity and identity, and on other performance 12 framework indicators. 13 The school rated Failing to Demonstrate 14 Progress in three areas: Student outcomes, 15 mission-specific goals, and educational program. 16 I'll address those three first, and then come back 17 to the areas where they demonstrated progress. 18 In terms of academics, the school has been 19 designated Traditional on Vistas for the past three 20 years. But CSD does have concerns about the 21 school's academic outcomes. 22 For '22 -- for '23-'24, proficiency 23 percentages were 29 percent in reading, 5 percent in 24 math, and 30 percent in science, all below district 25 and state averages, which are themselves low.</p>

<p style="text-align: right;">158</p> <p>1 The math proficiency rate is particularly 2 concerning. 3 A bright spot in this school's academic 4 outcomes is proficiencies for students with 5 disabilities: 33 percent in reading and 44 percent 6 in science. Both of these are more than double the 7 district and the state rates. 8 Math proficiency for students with 9 disabilities is masked, but is less than or equal to 10 20 percent. 11 CSD learned during the renewal visits this 12 fall and the annual visit last spring that the 13 school only offers math and language arts for one 14 semester instead of the whole school year. And CSD 15 believes this likely contributes to the low 16 proficiencies. 17 The school has had challenges meeting 18 their mission-specific goals over the charter term, 19 meeting the target less than half of the time. 20 The dual credit goal was a challenge 21 because students were not ready for college-level 22 classes. The school is now collaborating with 23 Santa Fe Community College, its dual credit partner, 24 to offer intervention to support students with their 25 college classes.</p>	<p style="text-align: right;">160</p> <p>1 So in terms of their educational program, 2 they are fully implementing with fidelity one 3 element. And the other two are -- are incomplete in 4 their implementation resulting in the rating. 5 The four areas where the school 6 Demonstrated Substantial Progress: First, financial 7 compliance. They have a very strong financial 8 compliance record, a clean record for most of the 9 charter term, with the exception of one Working to 10 Meet rating the first year and one Does Not Meet 11 indicator rating last year. 12 They have clear systematic processes, and 13 CSD has no concerns in this area. On the contrary, 14 I was very impressed by the school's financial 15 management. We couldn't rate them Meets because of 16 the way the rubric is, but their finances are very 17 strong. 18 In terms of governance, they are also very 19 close to Meets with only one Working to Meet rating 20 in '22-'23 when board members did not complete all 21 training hours. 22 They have corrected this by arranging to 23 have required on-site training and have met all 24 requirements since then. 25 Equity and identity, they have created a</p>
<p style="text-align: right;">159</p> <p>1 The Spanish language proficiency mission 2 goal was met only once. But a growing number of 3 students are earning the bilingual seal every year. 4 The three main components of 5 Tierra Encantada's educational program are dual 6 language immersion, project-based learning, and 7 college and career pathways. 8 The strongest of these is college and 9 career pathways through the dual credit program. 10 The school has collaborated with Santa Fe Community 11 College to expand their offerings in this area. 12 Dual language, which requires students 13 receive half of their instruction in Spanish, has 14 been a challenge to implement due to difficulty 15 retaining bilingual teachers. 16 The PED language and culture division 17 believes that the school's program more closely fits 18 a Spanish Heritage model, and has suggested that the 19 school may wish to switch to that for their next 20 charter term if dual language can't be implemented 21 with fidelity. 22 A return to true project-based learning 23 has been slow since the post-pandemic return to 24 in-person instruction. But cross-curricular 25 projects are being incorporated into the curriculum.</p>	<p style="text-align: right;">161</p> <p>1 model program to address equity and identity issues 2 called "The Empathy Project." This school-wide 3 project faces equity and identity issues head on and 4 ensures that students feel seen, respected, 5 supported, and included. 6 They would be Meets in this area, except 7 that they are working toward creating an equity 8 council that meets all PED definitions and 9 requirements. 10 For other performance framework 11 indicators, the school has adequately addressed any 12 ratings of Does Not Meet or repeated Working to Meet 13 and explained the actions being taken to remedy any 14 issues. 15 All the licensure issues have been 16 resolved. 17 They are working with Language and Culture 18 to resolve concerns from a technical assistance and 19 monitoring letter, and have hired a student success 20 coordinator who actively monitors attendance and 21 works to ensure that students remain engaged and 22 regularly attend school. 23 Thank you. 24 MS. MELISSA BROWN: Do we have anybody on 25 our virtual audience or in the actual audience that</p>

<p style="text-align: right;">162</p> <p>1 is here to represent a tribal entity? 2 (No response.) 3 MS. MELISSA BROWN: We do not. 4 THE CHAIR: Thank you. 5 Last school, we had little tykes up, and 6 we had a whole row raise their hand. It's, like, 7 "No, not yet." 8 So welcome once again. And you have to 9 press hard the first time. It should go -- there 10 you go. And you don't have to keep your finger on 11 it. 12 Welcome once again. Introduce yourselves 13 and anyone else that's going to speak, and you can 14 start when you're ready. 15 MR. DANIEL PEÑA: You guys are ready now? 16 Thank you very much. First of all, I want to thank 17 everybody for having us here. It's great to be 18 here. Yesterday and today, I had a conversation 19 with people. It's exactly five years to the day 20 that we were sitting here. It was Wednesday, 21 December 11th, 2019. 22 We took it as a sign. We thank everybody 23 for being here. 24 I also want to thank the Charter School 25 Division. Cheryl Rowe has been very, very helpful</p>	<p style="text-align: right;">164</p> <p>1 passage. And we're hoping that, you know, we -- I 2 know I've got some students here. I hope we score 3 well on our passage and that they give us a good 4 mark at the end of our passage. 5 So welcome again, Tierra Encantada Charter 6 School. This is our passage. 7 So if we can go on to the next slide. 8 A little bit about us. 9 Next slide. And -- I'm sorry -- next 10 slide. 11 So we've already heard about the mission. 12 So our students prepare for college and careers. We 13 give them the -- the opportunities to earn up to 14 twelve college credit hours, a degree, or a 15 certificate before graduating high school. 16 Next slide. 17 So I'm going to talk a little bit about 18 our mission-specific goals. 19 Next. 20 So our mission-specific goals is that 21 70 percent of our students enrolled on the 40th and 22 120th day will earn college credit. That is, in the 23 ninth grade, students will take one introductory 24 college class, and in grades 10 and 11, a minimum of 25 two classes, and in grade 12, they take a minimum of</p>
<p style="text-align: right;">163</p> <p>1 with us in providing technical assistance and 2 guidance throughout the last few years with us. And 3 she's always a phone call away and an e-mail away. 4 I want to thank you for always being there and 5 guiding us and helping us out. 6 We can start our -- oh, I'm so sorry. My 7 name is Daniel Peña, I am the school director for 8 Tierra Encantada Charter School. Oh. P-e-n-a. 9 Thank you. 10 So we're going to start our presentation. 11 I want to explain a little something first, is that 12 our -- Tierra Encantada follows what's called a 13 "passages" model. And at the end of the year, 14 seniors have to present a passage to the community 15 of teachers or representatives; a panel, if you 16 will. 17 So the passage presentations are benchmark 18 presentations at the end of pivotal transitional 19 years, like the twelfth grade. During the passage 20 presentations, students use their portfolios as 21 evidence to demonstrate their readiness to move on 22 to the next level of education. 23 So what we're doing here today is we're 24 trying to put our -- you know, do what we have asked 25 our students to do. So we have prepared our own</p>	<p style="text-align: right;">165</p> <p>1 three college classes. 2 A recent analysis of student outcomes 3 revealed a passing rate of over 73 percent. This 4 strong performance has attributed to our school's 5 structured approach, which includes integrated 6 academic support built into our master schedule, 7 which I'll talk about in a little bit. 8 Next slide, please. 9 In our passages, we always talk about the 10 challenges we've had and that we've faced over the 11 years as we grow within Tierra Encantada Charter 12 School. 13 These are some of the challenges we've 14 faced over the years. 15 Colleges have indicated that there's a 16 lack of soft skills, which are crucial for success 17 in both academic and professional settings. 18 We saw more need to -- more support for 19 our students that need it. So students required 20 ongoing support throughout the day to help them 21 navigate their coursework and responsibilities 22 effectively. 23 We also found the need for continuous 24 monitoring of students' progress to assure they're 25 maintaining success and addressing any challenges</p>

<p style="text-align: right;">166</p> <p>1 they may encounter.</p> <p>2 Next slide, please.</p> <p>3 Some of our successes.</p> <p>4 As mentioned earlier, we have developed</p> <p>5 direct partners with colleges. We establish direct</p> <p>6 collaborations with colleges to facilitate smoother</p> <p>7 transitions for students in higher education,</p> <p>8 ensuring that they receive resources and guidance.</p> <p>9 Colleges now come to Tierra Encantada, set</p> <p>10 up shop, and work with students and provide support</p> <p>11 and technical assistance.</p> <p>12 We developed a college and career pathways</p> <p>13 manual. So our students are now following career</p> <p>14 pathways. When we first started with the dual</p> <p>15 credit program, we were trying to help students</p> <p>16 figure out which path to go on. And we realized,</p> <p>17 wait a minute. They can't do this because they need</p> <p>18 something -- they need a college catalog in order</p> <p>19 for them to follow.</p> <p>20 So they are now following college and</p> <p>21 career pathways. And we worked with the community</p> <p>22 college, our direct partner, in developing that</p> <p>23 college and career pathway guide for our students.</p> <p>24 We also saw a need for designated dual</p> <p>25 credit hours within our schedule. And within that</p>	<p style="text-align: right;">168</p> <p>1 haven't met our mark with our mission-specific</p> <p>2 goals. But with all the courses that our students</p> <p>3 are taking, whether due to scheduling conflicts or</p> <p>4 the workload, that they couldn't meet the criteria</p> <p>5 for our mission-specific goal, so within all the</p> <p>6 courses that they're taking, we do have a 79 percent</p> <p>7 pass rate with all college courses that the students</p> <p>8 are taking, nine through the twelve.</p> <p>9 And what you're seeing on the screen --</p> <p>10 I'm sorry. What you saw on the screen was a copy of</p> <p>11 our dual credit pathway catalog that our students</p> <p>12 use when they're signing up for -- for courses. And</p> <p>13 on the right side is just a sample of some of the</p> <p>14 pathways that our students can choose from.</p> <p>15 And that's a table of contents that we</p> <p>16 wanted you to see.</p> <p>17 Next slide, please.</p> <p>18 One more time.</p> <p>19 So our second mission-specific goal was</p> <p>20 under dual language. So we stated that 50 percent</p> <p>21 of our students in grade 8 will increase one level</p> <p>22 on the State assessment for Spanish language</p> <p>23 proficiency.</p> <p>24 Although we have not met this goal every</p> <p>25 year, the progress made in meeting it during the</p>
<p style="text-align: right;">167</p> <p>1 schedule, students now have a period called "dual</p> <p>2 credit," where the students go and receive support</p> <p>3 and guidance with a designated staff member in that</p> <p>4 period.</p> <p>5 So they're not taking the courses outside</p> <p>6 of the day or when they can. We now have designated</p> <p>7 periods within the day that we -- we've blocked off</p> <p>8 for them to sign up for -- well, in the master</p> <p>9 schedule, they have a dual credit hour where they go</p> <p>10 and receive continued guidance.</p> <p>11 We've also moved dual credit to -- to our</p> <p>12 crews for further monitoring. A crew class is a</p> <p>13 class of students who are assigned to in the seventh</p> <p>14 grade. They stay with that teacher until they</p> <p>15 graduate. In other words, that teacher becomes</p> <p>16 their in-school parent, their person they can go to.</p> <p>17 And one of those areas we've done is we've moved</p> <p>18 dual credit monitoring into crew classes for</p> <p>19 additional support in dual credit.</p> <p>20 TECS students have demonstrated a</p> <p>21 73 percent pass rate from 2020 to 2024. But from</p> <p>22 '21 to '23, it was a 76 percent pass rate and a</p> <p>23 passing average grade of 79 percent.</p> <p>24 This includes all courses taken.</p> <p>25 I know we've talked a little bit about we</p>	<p style="text-align: right;">169</p> <p>1 most recent academic year reflects the ongoing</p> <p>2 efforts to enhance student outcomes in areas</p> <p>3 identified as priority to the school. We are making</p> <p>4 some improvements in that area.</p> <p>5 Next slide, please.</p> <p>6 One more time.</p> <p>7 So here were some of the challenges that</p> <p>8 we faced with our second mission-specific goal.</p> <p>9 That first bullet point, where it says</p> <p>10 "Testing Limitations," what we're trying to say here</p> <p>11 is that the students' data we reported was limited</p> <p>12 to only eighth grade. TECS did have other grade</p> <p>13 levels that showed improvement and ending the year</p> <p>14 with 98 percent participation rate, further</p> <p>15 demonstrating proficiency in all grade levels.</p> <p>16 We had -- some of the challenges we had</p> <p>17 were students transferring from other schools. And</p> <p>18 some of that posed challenges, as often they were</p> <p>19 varied in their Spanish language proficiency, maybe</p> <p>20 coming from different bilingual programs or dual</p> <p>21 language programs.</p> <p>22 As mentioned earlier, we've had a</p> <p>23 challenge with staffing, either in core content or</p> <p>24 Spanish language arts. So every year, we've had</p> <p>25 some change in those areas as far as staffing,</p>

170	<p>1 creating inconsistency and instructional approaches, 2 curriculum continuity, and relationship building 3 with students. 4 And then, finally, our -- we had limited 5 dual language environment. Staffing shortages 6 reduced the number of hours that we could provide in 7 a dual language setting, limited immersive Spanish 8 instruction, and necessitating a shift to a 9 different model rather than full immersion approach. 10 But we still maintain a strand of dual -- 11 of dual language within our bilingual program. 12 And our successes. 13 So in -- Tierra Encantada has received two 14 awards from the Bilingual Multicultural Program. 15 It's a bilingual multicultural education recognition 16 award for excellence, in '22-'23 and in '23-'24 17 school years, showing our efforts and commitment to 18 bilingual education. 19 We've also had a steady increase of State 20 bilingual participation. In bilingual seal 21 participation, a growing number of students pursued 22 and received the bilingual seal, reflecting 23 consistent success in promoting bilingualism and 24 biliteracy among students. 25 So in 2020 and '21, 59 percent of our</p>	172	<p>1 participate in community service projects conducted 2 in Spanish throughout the community, or within the 3 school, whether it's tutoring or going out to the 4 community. 5 They are actively involved in the Model UN 6 in English, and they are actively involved in Model 7 UN in Spanish. They present at the La Cosecha 8 conference. And they have to present their 9 end-of-the-year passage in Spanish, which requires a 10 high level of linguistic competency. 11 We feel this is in alignment with our 12 mission goals. The success of the bilingual program 13 aligns closely with our mission of bilingualism and 14 biliteracy. 15 Students achieve progress on the State 16 assessment and develop long-term Spanish 17 proficiency. By fostering high standards and 18 encouraging student participation in the bilingual 19 seal program, we have established a track record of 20 success in meeting or exceeding our mission-specific 21 goals for Spanish language proficiency, we feel. 22 One of the components of a passage is we 23 have to talk about what action are we going to be 24 taking. Once it was determined that we had some 25 concerns about the bilingual program for</p>
171	<p>1 graduating twelfth-graders received the bilingual 2 seal. 3 In 2022, 70 percent of our students 4 graduating received the bilingual seal. 5 In 2023, 75 percent of our students 6 received the bilingual seal. 7 And in 2024, 74 percent of our students 8 received the bilingual seal. 9 Next slide, please. Thank you. 10 I want to talk a little bit about the 11 bilingual seal program. So students -- and what it 12 takes to even earn the State bilingual seal at 13 Tierra Encantada. 14 Students who -- and we have a couple of 15 students here in our bilingual seal program. 16 Students who successfully earn the State bilingual 17 seal, they have to demonstrate proficiency in 18 multiple areas. 19 They have to pass the CLEP test in 20 Spanish. We know they are able to pass the Avant 21 and be eligible for the bilingual seal. But we have 22 been working with the college to have them take the 23 CLEP test in Spanish, and they have to pass that. 24 They have to attend regular bilingual seal 25 classes within the school. And they have to</p>	173	<p>1 Tierra Encantada, we began working closely with the 2 Language and Cultural Division. We've been 3 receiving technical assistance from them and 4 providing and maximizing dual language support 5 within our limited resources that we have as far as 6 staffing. 7 We also, within our -- within our school, 8 we developed our own Corrective Action Plan. We 9 develop and implement a Corrective Action Plan to 10 address compliance issues and improve the 11 effectiveness of our bilingual program and its focus 12 on increasing and aligning with bilingual education 13 standards, enhancing teacher training, and 14 addressing gaps in program delivery. 15 For reading, we've had some improvement in 16 reading, and this improvement highlights the 17 school's commitment to literacy, our focused -- I'm 18 sorry -- I'm a little bit nervous. 19 This improvement highlights the school's 20 commitment to literacy and our focused intervention 21 periods to support students -- to support students. 22 The integration of structured literacy programs, 23 interventions have played a role in achieving these 24 gains. 25 So our challenges that we faced and that</p>

<p style="text-align: right;">174</p> <p>1 we learned from in reading is the development of an 2 ELA curriculum. We needed to identify a 3 comprehensive program. 4 We had ELA staff turnovers. Turnover 5 among ELA teachers disrupted continuity in 6 instruction. 7 And as mentioned earlier, we -- we use a 8 block -- a block schedule modeled on 9 college-based -- on a college-based system. It 10 presented a challenge for students who were in 11 classes for longer periods of time and maybe had 12 problems retaining or engaging in ELA instruction. 13 Varied reading proficiency levels, of 14 course, addressing a wide range of reading 15 proficiency levels within the same classrooms 16 required differentiated instruction and additional 17 resources, placing a strain on instructional 18 planning and delivery. 19 Despite these challenges, Tierra Encantada 20 demonstrated its commitment to literacy by receiving 21 a 10 percent increase in reading proficiency through 22 targeted interventions and structured support. 23 Next slide. 24 What were some of our successes in the 25 area of reading?</p>	<p style="text-align: right;">176</p> <p>1 10 percent increase in reading proficiency, 2 underscoring Tierra Encantada's commitment to 3 fostering a strong foundation in literacy and its 4 students. 5 So our next step is what are our actions, 6 what are we going to be doing? 7 Well, we're going to be looking at 8 transitioning into a traditional schedule, move from 9 a block schedule to a traditional schedule to 10 improve more consistent and frequent exposure to ELA 11 instruction, fostering better retention and skill 12 development. 13 We're going to maintain our ELA staffing. 14 We're prioritizing and retaining current ELA staff 15 to ensure instructional continuity and to build on 16 the progress already made in reading proficiency, 17 more focus on data-driven instruction, and enhanced 18 structured professional development of Professional 19 Learning Communities. Use PLCs carry -- we're going 20 to use PLCs to facilitate discussions on student 21 performance, share best practices, and address 22 challenges for addressing literacy challenges across 23 grade levels. 24 Next slide, please. 25 So in math, there's been a steady</p>
<p style="text-align: right;">175</p> <p>1 Well, we adopted a comprehensive ELA 2 curriculum, CommonLit, with -- which included 3 professional development and included the addition 4 of common and formative assessments within that 5 program. 6 We improved staff retention in ELA, and we 7 introduced weekly structured Professional Learning 8 Communities, established meetings that focused on 9 analyzing student performance data, identifying 10 trends and planning targeted interventions to 11 support literacy improvement. And there's more 12 focus on data-driven instruction within those PLCs. 13 There's some cross-content collaboration 14 and planning. So we've also seen that happening. 15 And we've also seen adherence to what we call the 16 "text curriculum framework," which we developed a 17 few years ago. So our ELA teachers follow the 18 curriculum framework to ensure consistency, 19 alignment, and structured approach to literacy 20 instruction. 21 And as mentioned earlier, we did 22 outperform the State of New Mexico in some areas. 23 In special ed, we outperformed the State in our 24 recent Vistas data that was released about a month 25 ago. These successes collectively contributed to a</p>	<p style="text-align: right;">177</p> <p>1 growth -- this steady growth that we've had has been 2 a testament of our emphasis on strengthening the 3 math instruction, adopting evidence-based practices, 4 and providing additional academic support to 5 students through our intervention period and 6 personalized learning strategies. 7 So some of the challenges that we face and 8 we learned throughout the years is one of the 9 challenges is math department turnover. 10 Frequent turnover among math teachers 11 disrupted our instructional consistency. Again, 12 block scheduling model. The college-based block 13 schedule presented challenges for math instruction, 14 as longer periods were not always effective for 15 subjects requiring consistent practice and skill 16 reinforcement. 17 We had some limited professional 18 development opportunities. Professional development 19 specific to math instruction was limited, reducing 20 opportunities for teachers to enhance their skills. 21 And then we had an inconsistent comprehensive 22 curriculum across the department as well. 23 Next slide. 24 One more time. 25 What were some of our successes in math?</p>

<p style="text-align: right;">178</p> <p>1 We introduced the introduction of the Alex 2 math program, an adaptive online learning platform 3 that personalizes instruction based on each 4 student's unique learning needs.</p> <p>5 Alex offers targeted practice, identifies 6 knowledge gaps, and adjusts to curriculum as 7 students progress, promoting deeper understanding 8 and mastery of math concepts.</p> <p>9 Teachers are attending more professional 10 development in the area of math, focused on 11 evidence-based instructional practices and 12 strategies.</p> <p>13 We have enhanced our academic support and 14 intervention periods. We strengthened the use of 15 the intervention periods to provide targeted support 16 for students who need additional assistance.</p> <p>17 And, again, compared to New Mexico in the 18 area of special education, we were higher. We 19 scored higher. We had 20 percent proficiency versus 20 the 7.5 percent overall proficiency for New Mexico.</p> <p>21 The success highlights TECS's dedicated 22 approach, contributing to the steady 5 percent 23 increase in student performance.</p> <p>24 In our actions, this is what we're going 25 to be doing. So we're going to be transitioning to</p>	<p style="text-align: right;">180</p> <p>1 need to foster understanding and positive 2 communication within the school and beyond.</p> <p>3 The goal of The Empathy Project is to 4 educate others with a profound impact that words and 5 actions have on individuals and the larger 6 community.</p> <p>7 The project seeks to promote empathy as a 8 core value by engaging the TECS community in 9 discussions, activities, and initiatives that 10 emphasize the importance of kind and considerate 11 communication by encouraging members to be more 12 mindful of their words and how they affect others.</p> <p>13 The Empathy Project aims to reduce conflict and 14 build a more supportive and inclusive environment at 15 TECS and throughout the wider community.</p> <p>16 If you can go one more. There we go.</p> <p>17 So The Empathy Project at Tierra Encantada 18 Charter School has been an integral part of the 19 school's academic and social learning framework, 20 permeating various classes and gradually being 21 introduced into the curriculum.</p> <p>22 This approach helps ensure that the values 23 of empathy, cultural awareness, and respectful 24 communication are not just stand-alone initiatives, 25 but essential components of the TECS educational</p>
<p style="text-align: right;">179</p> <p>1 a traditional yearlong schedule. We're making a 2 decision to move away from the college-based block 3 schedule to a traditional yearlong schedule, 4 providing more consistency and sustained math 5 instruction.</p> <p>6 We're going to be working at adopting a 7 comprehensive math curriculum, begin the adoption of 8 and integration of more comprehensive curriculum 9 across math departments -- the math department -- to 10 create a cohesive, structured approach.</p> <p>11 I also want to add that, as a staff, we 12 recognize that we all are ELA and math teachers, 13 and, thus, are working on our PLCs to support both 14 math and reading strategies across all content areas 15 with the guidance of both ELA and math departments.</p> <p>16 Our Empathy Project.</p> <p>17 It's a school-wide project. It's a 18 project-based element. It's something that we're 19 very, very proud of.</p> <p>20 The Empathy Project at Tierra Encantada 21 Charter School was initiated as a response to a 22 troubling rise in violent and harmful events 23 involving community members.</p> <p>24 The project was created by a collaborative 25 group of teachers and students who recognized the</p>	<p style="text-align: right;">181</p> <p>1 experience.</p> <p>2 Here's how the project has been woven 3 throughout TECS: Through classroom activities, 4 literature across all contents, into our curriculum 5 framework.</p> <p>6 We also provide professional development. 7 Before teachers go in and work with students, we 8 have meetings with our teachers to prepare them for 9 that, cross-content collaboration, and project-based 10 learning.</p> <p>11 It's also -- we also consider empathy as a 12 cultural pillar at TECS. The empathy isn't confined 13 to individual classrooms. It is supported 14 school-wide through events, workshops, and special 15 days dedicated to empathy-building activities. This 16 helps solidify a school culture where empathy is a 17 shared value.</p> <p>18 We also see student leadership coming out 19 from The Empathy Project. Students are encouraged 20 to take leading roles in promoting empathy 21 throughout the school, such as organizing events, 22 leading discussions, and helping with 23 empathy-focused projects.</p> <p>24 Through these efforts, The Empathy Project 25 has become a fundamental part of TECS' educational</p>

<p style="text-align: right;">182</p> <p>1 approach, contributing to a learning environment 2 where students are not only academically equipped, 3 but also emotionally intelligent and socially aware. 4 Successes. 5 Some of the successes we've seen as 6 successful components of The Empathy Project. 7 We hit the area of protection of student 8 rights. The Empathy Project has strengthened TECS' 9 commitment to creating an inclusive school 10 environment where every student feels seen, 11 respected, and supported. 12 Activity within the project -- activities 13 within the project have helped reduce incidents of 14 bullying and promote mutual respect among students. 15 We've seen a decrease in student referrals 16 for discipline. 17 The project celebrates diversity, 18 fostering a school culture where students from all 19 backgrounds are valued. And, again, as mentioned 20 earlier, we've met several areas -- through The 21 Empathy Project, as you can see there, we've met 22 several areas of compliance for the State of New 23 Mexico. 24 Next slide, please. 25 So key activities of The Empathy Project.</p>	<p style="text-align: right;">184</p> <p>1 with other charter schools. 2 There was entertainment and interactive 3 booths. 4 The Empathy Take-A-Stand Rally was a 5 powerful event that reinforced the school's mission 6 to create an environment where empathy, respect, and 7 cultural awareness are central to education. By 8 bringing together students and educators and 9 community members, we fostered a shared commitment 10 to building more -- building a more compassionate 11 and socially aware society. 12 Next slide. 13 And the final component to any passage is 14 an art piece. And all students have to develop an 15 art piece. 16 So we -- if you could pause just for a 17 second? I want to introduce this art piece. This 18 art piece was made by a former student of ours named 19 Fin. She graduated -- she graduated a little bit 20 early. 21 She was very tied to The Empathy Project 22 and was one of the student leaders for The Empathy 23 Project and has made it a goal to document The 24 Empathy Project and is creating a documentary. 25 I reached out to Fin and asked Fin if I</p>
<p style="text-align: right;">183</p> <p>1 I won't read through all these. But The Empathy 2 Project at TECS has significantly contributed to a 3 school environment where students' rights are 4 protected through inclusivity, respect, and cultural 5 validation. This initiative aligns with various 6 educational mandates and reinforces our dedication 7 to supporting the identities and well-being of all 8 students. 9 Next slide. 10 So what action have we taken with The 11 Empathy Project? 12 Well, The Empathy Project launched, last 13 year, our inaugural Empathy Take-A-Stand Rally, part 14 of the Tierra Encantada Charter School 15 social-emotional learning initiative. 16 It took place on April 5th of 2024, 17 bringing together students from TECS, other charter 18 schools, and various community organizations to 19 champion the importance of empathy and emotional 20 awareness in education. 21 This event aimed to inspire students, 22 educators, and community members to foster empathy, 23 build stronger connections, and promote social 24 responsibility. The rally featured public speakers, 25 community programs and organizations, collaboration</p>	<p style="text-align: right;">185</p> <p>1 could use some of the footage. 2 Right now the program is about 20 minutes 3 long. You're going to see about four minutes of 4 that. So we were able to whittle it down. You're 5 going to see last year's yearlong project of The 6 Empathy Project, under the title, "The History of 7 Hate." 8 This year's project is -- we're running 9 History of Hate now with our middle school, and our 10 high school is now using, under the unit of 11 "Empowering Women." So if you could play the video 12 now. Thank you. 13 (Video plays.) 14 MR. DANIEL PEÑA: And with that, that is 15 our passage. We want to thank you for being present 16 at our passage. Students, I hope we did okay. 17 MS. MELISSA BROWN: So if I could just 18 share with the Commissioners. I'm trying to get -- 19 Commissioner Ingham is here. He's just not on the 20 panel. I'm working on that. We do have one 21 speaker, public speaker, online and two in the room. 22 So right now, what Commissioner Manis and 23 Commissioner Ingham have is the ability to talk, but 24 we can't see them on screen. 25 All right. So the first -- first person</p>

<p style="text-align: right;">186</p> <p>1 is Esmeralda Sanchez. You can unmute yourself and 2 please spell your last name and try to keep your 3 comments to about two minutes. 4 FROM THE PUBLIC: (Spanish spoken.) 5 THE CHAIR: There's no translation for the 6 transcript. 7 MS. LUCY VALENZUELA: Brigitte, am I 8 allowed to translate? Or should we have somebody 9 from the school do it? 10 DR. BRIGETTE RUSSELL: If Commissioner 11 Gipson agrees, you can translate. 12 Thank you, Lucy. 13 MS. LUCY VALENZUELA: (For Ms. Esmeralda 14 Sanchez) 15 Okay. If I would have known, I would have 16 had her stop. But I'll try my best to summarize 17 what she said. 18 She just said she's very thankful and 19 grateful to Tierra Encantada, as well as to Ms. -- 20 oh, I can't -- Angela for the support that she 21 provides her students, and, overall, the overall 22 support that the school provides, not just to the 23 parents, even if they're not English speaking, but 24 as well to the students, and that they're always 25 there and willing to help the students.</p>	<p style="text-align: right;">188</p> <p>1 Tierra Encantada. We liked the fact that Mr. Peña 2 was the head of school. 3 We also loved the curriculum of the school 4 and the dual credit program for our son. Also, we 5 appreciated the smaller class sizes and smaller 6 school setting. We were fortunate enough to get 7 into the school. 8 It has been the best decision we have ever 9 made. My son is excelling in school, not just with 10 his grades, but him growing up to be a great 11 individual. There's no bullying, no social cliques, 12 and no disrespect of one another. Tierra Encantada 13 has taught him he can do anything he puts his mind 14 to. He is now taking college courses as a 15 15-year-old and on his way to becoming an engineer, 16 which has been his childhood dream. 17 All of his teachers and his school 18 counselors helped guide him towards his dream. 19 One thing that all of you may not know 20 about Tierra Encantada is the compassion that the 21 staff has towards each student at their school. It 22 is a lower-income school where many of the students 23 work to help supplement their family incomes. 24 The school does everything to work with 25 the students to assure they can succeed in school</p>
<p style="text-align: right;">187</p> <p>1 You're welcome. 2 MS. MELISSA BROWN: So now in the room, 3 and you'll come up to the microphone here, we have 4 Edith Martinez. 5 FROM THE FLOOR: Good afternoon. My name 6 is Edith Martinez. I am a parent of a tenth-grader 7 at Tierra Encantada Charter School. 8 My son, Eric Holmes, has been attending 9 the school since he was in the seventh grade. My 10 older three girls graduated from the public schools 11 and completed their higher education. My husband 12 and I were both coaches in the school system, and I 13 also ran the largest youth and after-school program 14 in the city. 15 I was able to talk to the youth about 16 their experiences in the public schools, 17 specifically in the middle and high school. Many 18 students were having trouble with larger schools and 19 the larger class sizes. They felt they were not 20 getting the attention they needed or deserved. 21 My husband and I had to decide where we 22 wanted to send our son to middle school. We were 23 not comfortable sending him to a public school, so 24 we started looking at charter schools. 25 After much research, we decided on</p>	<p style="text-align: right;">189</p> <p>1 and take care of their family responsibilities. 2 They take the time to work with the students one on 3 one if they need extra support in their schoolwork. 4 It is truly a family. 5 Every teacher knows every student by name 6 and circumstance, no students are left behind. 7 Tierra Encantada has a great 8 parents-school communication system. We are updated 9 by texts, e-mails, and phone calls. I did not 10 receive this type of constant communication from the 11 public schools. 12 I have gotten to know a lot of the parents 13 over my career. Parents ask me where to send their 14 children for middle school. They are afraid of 15 what's going on with the public schools and in our 16 world and want their children to be safe. I 17 encourage them to look and consider 18 Tierra Encantada. 19 I love dropping off my son each day, 20 knowing he's going to be respected by all, and to 21 continue to have the ability to get the education he 22 deserves. We are truly blessed to have such a great 23 charter school option for students in Santa Fe. 24 I'm not discounting the public school 25 system, as my older children, my husband and I, we</p>

<p style="text-align: right;">190</p> <p>1 all attended the public schools. I just know our 2 charter school is a way for our youth to feel that 3 they are truly a part of our living community, and 4 they can pursue whatever dreams they have. 5 Please help keep the educational jewel in 6 Santa Fe, a special school that is inclusive for all 7 students and gives them a place to be their true 8 selves. 9 Thank you. 10 MS. MELISSA BROWN: Thank you. Our next 11 speaker is -- excuse me -- Kimberly -- and I'm not 12 sure how to pronounce your last name, so I'm not 13 going to try. 14 FROM THE FLOOR: Good afternoon. My name 15 is Kimberly Niceley. N-i-c-e-l-e-y. We received a 16 letter from a parent who couldn't be here today, so 17 I'm speaking on behalf of Christina Sandoval. 18 "Tierra Encantada Charter School is truly 19 a gem in the realm of education. As a family of two 20 sparkling stars currently shining in the school and 21 a plan to add a third, we've witnessed firsthand the 22 enchanting impact of their educational approach. 23 "Our history with Tierra Encantada is 24 deep-rooted, as several family members have walked 25 the halls and proudly graduated with dreams in their</p>	<p style="text-align: right;">192</p> <p>1 and resources, we are confident that our children's 2 dreams are as limitless as the skies. We couldn't 3 wish for a more supportive and innovative school 4 community to guide our aspiring scholars. 5 "The school's robust (incomprehensible) 6 policy and proactive preventative programs create an 7 atmosphere where our children feel both safe and 8 supported, nurturing their minds in an environment 9 built on respect and kindness. With their dual 10 language option, not only are we raising bilingual 11 learners, we are also giving our kids the gift of 12 cultural connection and global understanding. 13 "Every day spent at Tierra Encantada is a 14 step towards become compassionate, informed citizens 15 of the world, pouring inspiration into their 16 educational adventure. 17 "Tierra Encantada isn't just a school; 18 it's a place where dreams are cultivated and futures 19 are brightened. We couldn't be happier or more 20 grateful for the gift of this learning community. 21 Thank you for your time. Christina Sandoval. 22 MS. MELISSA BROWN: That concludes public 23 comment. 24 THE CHAIR: Welcome once again. Thank you 25 for all the time and effort that you put into the</p>
<p style="text-align: right;">191</p> <p>1 pockets. 2 "Our eldest has a gifted IEP in place, 3 thriving under the guidance of remarkable educators 4 who tirelessly navigate uncharted waters with us, 5 dedicated to crafting a personalized academic 6 adventure tailored to his growing mind. 7 "The teachers here are more than just 8 instructors. They are mentors, always at the ready, 9 like wizards always conjuring solutions to ensure 10 our children soar to new heights. 11 "Navigating our eldest child's gifted IEP 12 journey could have been daunting. But 13 Tierra Encantada stepped up like a true partner in 14 education. Their commitment to amplifying his 15 potential through advanced classes show they 16 prioritize the individual strengths and needs of 17 each student. 18 "Each step of the way, the dedicated staff 19 has collaborated with us, paving pathways for our 20 child's success that go beyond the ordinary. 21 "Tierra Encantada's dual credit program 22 feels like access to treasure maps leading to 23 knowledge from both the high school experience and 24 the collegiate oceans beyond. 25 "Thanks to the school's blend of support</p>	<p style="text-align: right;">193</p> <p>1 application. We really do appreciate it. And all 2 the folks that spoke, we appreciate your time and 3 efforts. 4 I need a little bit of a clarification. I 5 heard you say that the school was fulfilling one of 6 its -- one of the three ed programs. Which one are 7 they doing? One, two, or three? 8 DR. BRIGETTE RUSSELL: They are completely 9 and fully implementing one of the three components 10 of their ed program: The career pathways, dual 11 credit. They are partially implementing the other 12 two components. 13 THE CHAIR: Okay. Okay. So it's No. -- 14 it's the third -- I'm looking at their contract. So 15 it's the third one. Okay. Thanks. 16 So I'm a little challenged here, only 17 because I appreciate the creation of an environment 18 that is safe and secure and is respectful for staff 19 and students and everyone. There is -- there's no 20 amount of value that you can really put on that. 21 That is absolutely important. 22 And there's no doubt that you're serving 23 those families, and families are comfortable, and 24 they are comfortable in knowing that their students 25 there are safe and secure.</p>

<p style="text-align: right;">194</p> <p>1 But when you mentioned that we were -- 2 it's almost five years to the date that we were 3 here, I'm also looking at the data from five years 4 ago. And we're just about exactly at the same 5 place. And that's what challenges me at this point 6 in time, that there hasn't been a really -- a 7 significant growth. And, in some cases, I think 8 there's been a little bit of backtracking. 9 Because I am concerned that a school that 10 has a mission for dual language and the dual 11 language isn't being accomplished, because that's -- 12 you know, that's -- that is your mission. So -- and 13 I -- I understand staffing issues. And I -- your 14 staff retention isn't great. So can you talk to me 15 a little bit about what's happening in regards to 16 staff retention? 17 MR. DANIEL PEÑA: As in how are we hoping 18 to retain staff? 19 THE CHAIR: Right. So what's the 20 challenges in trying to retain staff? That's -- you 21 know -- 22 MR. DANIEL PEÑA: Well, one of the things 23 we've done to retain them is that we've increased 24 our -- we've increased our stipends for staff to 25 come -- our bilingual stipends. Because we weren't</p>	<p style="text-align: right;">196</p> <p>1 Spanish Language Arts and two courses. 2 What's happening right now is because we 3 don't have a fully staffed Spanish Language Arts, we 4 can't count those students -- we're missing, like, 5 two sections of a group of kids that would be 6 receiving the Spanish Language Arts and -- from two 7 other teachers. So we're limited to one section 8 right now. 9 THE CHAIR: Okay. And can you -- because 10 you mentioned you're moving to a yearlong versus the 11 block schedule. So I guess I saw block scheduling. 12 I don't understand. What do you mean a yearlong 13 versus block scheduling? 14 MR. DANIEL PEÑA: So we teach in a -- our 15 block schedule is like a college schedule. 16 Students -- let's take English Language Arts. They 17 take English Language Arts semester one. Semester 18 two, they may take math. Spanish Language Arts is 19 taken all year. But -- so they would take English 20 in the fall and not take it in the spring. 21 THE CHAIR: So you're -- you're going to 22 go to a more traditional, like, 40-minute class all 23 yearlong. 24 MR. DANIEL PEÑA: Yes, ma'am. We're 25 looking at that model right now.</p>
<p style="text-align: right;">195</p> <p>1 competitive with the surrounding schools and 2 districts. 3 And so a lot of times if they came here 4 and they wanted to move to another school, the pay 5 was the same. So what we did, we've increased those 6 stipends, which has helped us retain staff as well. 7 So that was an area that we saw we 8 probably needed to look at our finances and see if 9 that's something that we could do to help recruit 10 and retain. And it has been working, because, as I 11 said, we are starting to get staff in and start to 12 main- -- I don't think I said that, but we are 13 starting to maintain them. 14 We are now staffed across our content 15 areas. As far as our bilingual teachers, we are 16 still struggling to get Spanish Language Arts 17 teachers in. But as far as our content, we are 18 fully staffed now. 19 THE CHAIR: So what does your dual 20 language model look like now? 21 MR. DANIEL PEÑA: Right now, they take 22 Spanish Language Arts, okay? And then they would 23 need to take two -- two classes to complete the 24 three hours. They need to take either science or 25 math or social studies and science. It has to be</p>	<p style="text-align: right;">197</p> <p>1 THE CHAIR: You're not sure if you're 2 going? 3 MR. DANIEL PEÑA: No. Yes, we are. We're 4 looking at what that model is going to look like. 5 What I do want to emphasize is in our -- if a 6 student takes English Language Arts in the fall, in 7 the spring, we have our intervention periods, and we 8 try to place them in intervention periods that would 9 address English and reading skills. 10 You wanted to say something? And I 11 believe Ms. -- is that okay with 12 Ms. Esquibel-Martinez, our principal, would like to 13 say something as well. 14 MS. ANGELA ESQUIBEL-MARTINEZ: My name is 15 Angela Esquibel-Martinez. Last name is 16 E-s-q-u-i-b-e-l hyphen M-a-r-t-i-n-e-z. 17 Madam Chair, Commissioners, Public 18 Education Department members, audience, I'd like to 19 go back to the question regarding retention of our 20 bilingual staff. 21 One of our unique challenges in attracting 22 and retaining bilingual staff is the credentialing 23 requirements. We call them "golden unicorns," our 24 staff, the Spanish Language Arts teachers. They're 25 not just teachers of a foreign language. That poses</p>

198	<p>1 a challenge, in that they have to have bilingual 2 certification on also modern classical languages. 3 We have attracted in our past the finest from other 4 countries; from Argentina, from Spain, from Mexico. 5 At one point, we had several Latin American 6 countries represented in our school by our teaching 7 staff. 8 The turnover in our bilingual department 9 from our Spanish Language Arts teachers has resulted 10 not by our own lack of incentivizing or lofty salary 11 packages, but because families will often stay for a 12 couple of years, their visas expire, they move back 13 to their -- for example, we lost a teacher back to 14 Argentina. We lost a teacher back to Spain. It's 15 not for lack of trying to retain. 16 I feel like when we did have a strong, 17 like, three-member Spanish Language Arts team was 18 when we saw the most benefit to our dual language 19 program. We've had a hard time for the last three 20 to four years keeping a team of four. We're down to 21 a one-person team. 22 We've done our best to hold that together 23 by mitigating, by coming up with technological 24 curriculums to continue to reinforce Spanish 25 language instruction.</p>	200	<p>1 that person that's holding our Spanish Language Arts 2 department together. 3 We -- in addition to attracting highly 4 qualified Spanish Language Arts teachers, we also 5 need to incentivize and find teachers who are highly 6 qualified in science who are also bilingual; highly 7 qualified in math who are also bilingual; highly 8 qualified in social studies. That has been an 9 absolute challenge. 10 It is hard to find teachers in Spanish or 11 math as it is; although easier in humanities and 12 social studies. But to find them with a bilingual 13 credential is often a challenge. 14 Thank you for the time explaining. 15 THE CHAIR: Thanks. So if I go back a 16 little bit to what I said before with your -- the 17 data in terms of your -- well, I don't see anything 18 really significant in your application that really 19 speaks to -- you spoke to proficiency. But you 20 don't really speak to growth. 21 So, you know, if I look at the data from 22 five years ago and today, it's pretty flat in terms 23 of -- there hasn't been a whole lot of movement. 24 But can you talk to me a little bit 25 about -- 'cause I see all the NM-MSSA scores and so</p>
199	<p>1 You can imagine without highly qualified, 2 trained personnel to do so, we're not, again, 3 enforcing the teaching of a language. We need to be 4 teaching Spanish Language Arts. That's been a 5 unique challenge for us. 6 Another challenge for us has been often 7 when we do find teachers interested in our school, 8 they're incentivized by our calendar, by our salary 9 package, by our mission, in that we're dual 10 language -- that we have a dual language mission. 11 One of the hindrances is often having visa 12 sponsorship, which is a unique challenge for us 13 being a very small charter. 14 We have reached out to agencies at the PED 15 for support to no avail. And we've communicated 16 that to the multicultural division, department. 17 So, again, no excuses. This is hard to 18 retain bilingual staff with that type of 19 credentialing and retain them when, through no fault 20 of their own, they tend to be here for short periods 21 of time. 22 Kudos to those who have stayed with us who 23 have chosen to make New Mexico home and not go to -- 24 for example, our one teacher that has hung on for 25 six years is from Argentina and has chosen to be</p>	201	<p>1 on. 2 Are you doing -- and I apologize if it's 3 in there, if you mentioned it, and I'm missing it 4 now. Do you do NWEA or anything like that? 5 MR. DANIEL PEÑA: We do. We do NWEA. 6 THE CHAIR: Because I don't see anything 7 in here in terms of scores. So, you know, I think 8 we all recognize the proficiency levels across the 9 board in -- in New Mexico; although -- but I don't 10 see -- you know, I don't see any information in 11 regards to student growth data. 12 So if you do do it, obviously, I can't see 13 it now. 14 But can you talk to me about how you're 15 using that data to try to -- to drive your 16 instruction? 17 MR. DANIEL PEÑA: Yes. We -- so we do -- 18 we do administer NWEA, Madam Chair. And we do use 19 the data. 20 Our teachers take that data into their 21 learning communities, and they look at how are we 22 going to address this, what are we going to do. And 23 we just started doing Professional Learning 24 Communities over the last couple of years, where 25 they're actually drilling down on that. Not that</p>

<p style="text-align: right;">202</p> <p>1 they haven't been, and I apologize for saying it 2 that way.</p> <p>3 We started doing Professional Learning 4 Communities within all the departments. Their job 5 is to look at the data and start figuring out how 6 are we going to address these issues.</p> <p>7 And so it helps us with the intervention 8 periods. We have an intervention, in other words, 9 within our master schedule. It helps us decide how 10 many math intervention periods are we going to have, 11 how many reading math intervention periods are we 12 going to have, what are they going to look like.</p> <p>13 It also helps us across the board. as I 14 mentioned earlier, our teachers are looking at that 15 data now. How can we address reading and math 16 within our other content areas? How can we provide 17 support in that area?</p> <p>18 So all of our teachers are using that data 19 to drive instruction. All of our teachers are using 20 it to identify areas where there is some lacking. 21 And we put that within our intervention periods and 22 within other content areas.</p> <p>23 THE CHAIR: So without putting you on the 24 spot, can you -- can you, at this point in time, 25 talk to me a little bit about how students are doing</p>	<p style="text-align: right;">204</p> <p>1 recently taken college courses, it is not going 2 down.</p> <p>3 But when you address the soft skills 4 issues as early as seventh and eighth grade, become 5 organized, become better communicators, understand 6 how to read a syllabi, for example, when we take 7 care of the soft skills need and you look over a 8 period of time, we're confident that they've gained 9 the skills by eleventh and twelfth grade, even by 10 ninth grade, enough to pass high-level college 11 courses such as calculus, such as trigonometry.</p> <p>12 We've got several kids who have earned 13 certificates. And it begs, like, where is that 14 anomaly, that little gap where there's a moment of 15 time where they look like they're not doing well, 16 but, yet, they demonstrate competency in college 17 courses that are demanding, rigorous.</p> <p>18 And they don't take what people would 19 call, like, the lowest level of courses. Some kids 20 choose to forgo their English Language Arts classes, 21 for example, and take Composition 1 and 2 in high 22 school, which suggests that they've gained the 23 skills in seventh, eighth, and ninth grade in order 24 to take Composition 1 and 2 with success and with a 25 high pass rate.</p>
<p style="text-align: right;">203</p> <p>1 in terms of reaching their targets towards 2 proficiency on the NW- -- I don't know if you -- you 3 may not be prepared to do that. I don't want to put 4 you on the spot. But if you can, that would be 5 helpful.</p> <p>6 MR. DANIEL PEÑA: Yeah. I don't -- I was 7 looking through my folder, and I didn't bring that 8 piece of data with me, and I apologize for that, 9 being able to tell you. But, yeah, I don't have it 10 with me.</p> <p>11 Yeah, go ahead.</p> <p>12 MS. ANGELA ESQUIBEL-MARTINEZ: Madam 13 Chair, thank you for the question.</p> <p>14 You know, we struggled with this 15 particular concept, and you'll recognize this. When 16 you see that -- okay. So we -- so the high stakes 17 tests occur at eighth and eleventh grade. So we 18 have these moments of time where we're measuring 19 proficiency.</p> <p>20 What we're seeing is, yes, we're making 21 gains in growth over the time. And the greatest 22 measure and identifier of that is how well students 23 are faring in college classes. It's begged the 24 question is the rigor and demand in college going 25 down? And we're sure it's not; those of us who have</p>	<p style="text-align: right;">205</p> <p>1 When we hear 73 or 79 percent, it depends 2 on what span of time we're looking at: 2020 to 2024, 3 2021 to 20- -- the idea is over this period of time 4 when kids have increased their capacity to take 5 courses from ninth grade to twelfth grade, and then 6 you multiply that over time, when you've taken more 7 than 700 college courses collectively, and you get a 8 79 or 73 percent pass rate, not just participation 9 rate, it begs the question why are those moments in 10 time being the only matrices for success?</p> <p>11 And we're confident in that our kids are 12 making the gains, because we see it in their 13 college-level performance.</p> <p>14 We also see it in the number -- in our 15 dual language program. Overall, we see it in the 16 number of kids who have exponentially obtained 17 bilingual seal, which is very demanding. You have 18 to demonstrate competency in English Language Arts, 19 in Spanish Language Arts, and all academic 20 proficiency in other content areas in order to 21 demonstrate that you are a student who has earned 22 the bilingual seal upon graduation.</p> <p>23 So we're confident -- we've learned this 24 about ourselves. The longer a student stays with 25 us, the better their proficiency rate. It's those</p>

<p style="text-align: right;">206</p> <p>1 moments in time -- and we've got to really drill 2 down and look at -- like, what is it that we need to 3 present? 4 Like, at what moment in time -- for 5 example, we've discovered that only measuring our 6 Spanish language success rate at 50 at eighth grade 7 isn't serving us well as a mission-specific goal. 8 We need to be looking at a longer period and maybe 9 reconsider what that mission-specific goal is. 10 THE CHAIR: I appreciate that. And I 11 appreciate your focus on, you know, looking and 12 saying our kids were successful in these college 13 classes. But if I'm that English Language Arts 14 teacher, or I'm that math teacher, for my 15 instruction, the short-cycle assessments, that's 16 what I'm going to be using to help drive -- not 17 waiting till -- if I'm the seventh-grade teacher, 18 I'm not waiting for those kiddos to be in eighth 19 grade to see whether I was successful. 20 I want to be looking at my short cycles 21 now to see how am I going to -- what am I going to 22 do to change so that they've grown to the MOY and 23 then what happens at the EOY. Because once they 24 leave, I can't help them. 25 So that's what -- that's what I was asking</p>	<p style="text-align: right;">208</p> <p>1 create a curriculum framework around project-based 2 learning. We had to train everybody on that. 3 We wanted to start over. We wanted to say 4 to everybody, "This is what we're going to be 5 doing," because we used to follow a certain model. 6 So we decided we needed to all be on the same page, 7 because everybody came with different ideas in how 8 they viewed project-based learning. 9 Over the years, we've been working with 10 staff and teachers to develop project-based 11 learning. And so now that we've unpacked standards 12 together, we've looked at standards together, we 13 have tied those standards to projects, we're now 14 starting to branch out. 15 We may not be seeing it all. What you saw 16 on the screen was a school-wide, project-based 17 learning that involved a bunch of classes. 18 But I guess your question is are we doing 19 project-based learning. 20 THE CHAIR: In the individual classrooms. 21 MR. DANIEL PEÑA: And we are. 22 THE CHAIR: So what does that look like? 23 MS. ANGELA ESQUIBEL-MARTINEZ: Madam 24 Chair, Commissioners, PED members, so one of the 25 things we had to identify is what's the difference</p>
<p style="text-align: right;">207</p> <p>1 in terms of do you do the short cycles, and what 2 are -- how are those short cycles being used to help 3 to drive. Because I know one of the challenges in 4 high school is for the State -- the only thing 5 they're doing is the SATs. And it's not a growth 6 model. So that doesn't help instruction in a school 7 setting in any shape, form, or manner. 8 So that schools have -- you know, your 9 hope is that schools are creating those strategies 10 so that they -- that they're helping to drive 11 instruction sophomore year, senior year, even 12 through the junior year, through those short cycles. 13 So that was my curiosity was what are you 14 doing in terms of helping to drive instruction on a 15 day-to-day basis for -- because I don't see any data 16 for growth that's here. So I guess we'll have to 17 move on from there. 18 So you're apparently not fulfilling, with 19 fidelity, your project-based learning that's in the 20 programming. So what does your project-based 21 learning look like right now? 22 MR. DANIEL PEÑA: So as we -- as was 23 mentioned earlier, project-based learning kind of 24 came to a pause and a halt within the pandemic. And 25 when we came back, we made a concerted effort to</p>	<p style="text-align: right;">209</p> <p>1 between a task, an activity, and an actual project. 2 So with the training that the staff has had in the 3 last two years, they sorted out the difference. 4 You've got to come up with an essential 5 question. You have to determine that there's a 6 problem that needs to be solved. You need to do the 7 elements of research. You need to learn the 8 processes of a study and determining -- do a needs 9 assessment, for example. 10 So using the following project model, 11 we're -- we've asked that teachers first gain that 12 basic understanding of, like, what's the measurable 13 goal, and what does the project aim to serve? What 14 are you trying to accomplish? 15 Then they move into what's the scope of 16 the project. They're gaining this understanding. 17 We have had challenges sorting out is this an 18 activity, something nice to do, or do we plan this 19 all the way out from the beginning steps to 20 demonstrating that you are able to analyze 21 something, solve a problem, you've acquired critical 22 thinking skills. 23 So things such as describing the research 24 phase, what methodology has been applied. I have at 25 least twelve examples of projects that have been</p>

210	<p>1 done in the last year, which teachers described</p> <p>2 exactly what those steps were. We have them submit</p> <p>3 what their project looks like, all the way down to</p> <p>4 the culminating activity, or describing the feedback</p> <p>5 and revision process.</p> <p>6 We understood that we collectively didn't</p> <p>7 understand projects. What does it look like? How</p> <p>8 do you demonstrate the work along the way? Do you</p> <p>9 use documentation panels to show where you are from</p> <p>10 beginning to end?</p> <p>11 We have also established partnerships.</p> <p>12 For example, right now, we're working towards a</p> <p>13 drone project, and it's a collaboration with the</p> <p>14 New Mexico -- Northern Community College and</p> <p>15 Los Alamos chapter. We're using a particular model</p> <p>16 of -- 3-D models. And students are using drones to</p> <p>17 capture aerial imagery of buildings and landscapes.</p> <p>18 That's a project that's been established</p> <p>19 with a partnership like Los Alamos and Northern</p> <p>20 New Mexico. So that's an evolution of a project</p> <p>21 that's much more project than it is activity.</p> <p>22 So, like, anywhere where people are at</p> <p>23 different stages of learning, we realize that, yes,</p> <p>24 some are new. If you're a Level 1 or 2 teacher, you</p> <p>25 might be new to the concept of projects. If you</p>	212	<p>1 yes.</p> <p>2 MR. DANIEL PEÑA: Uh-huh.</p> <p>3 THE CHAIR: I guess my challenge is you</p> <p>4 put this in. There's only three pieces -- three</p> <p>5 components to your ed program from the last</p> <p>6 contract. So the fact that it wasn't -- you</p> <p>7 weren't -- apparently, you weren't sure what</p> <p>8 project-based learning was at that moment in time,</p> <p>9 but yet you've said, "This is what we are."</p> <p>10 And you committed to this as a -- as a</p> <p>11 core component of your ed programming. And now</p> <p>12 we're still kind of in the learning phases. That</p> <p>13 challenges me that this is what you were -- you</p> <p>14 know, you -- I have difficulties with the fact that</p> <p>15 this state is part of -- you didn't -- so was there</p> <p>16 any discussion ever that you would change your</p> <p>17 contract, and this wouldn't be a core component?</p> <p>18 Or that you just understood that you</p> <p>19 weren't abiding by a core component of your</p> <p>20 contract?</p> <p>21 You know, that's where I'm -- that's where</p> <p>22 the tension is at this point in time. This is what</p> <p>23 you came to -- we didn't say, "You're going to be a</p> <p>24 project-based school."</p> <p>25 You said, "This is what we are. And this</p>
211	<p>1 come from another school and never done projects, we</p> <p>2 realize we have to leverage the understanding first</p> <p>3 on projects.</p> <p>4 So our intent has been that we don't let</p> <p>5 projects go by the wayside, but we realized that we</p> <p>6 had to really unravel and sort out the</p> <p>7 misunderstandings of what a project is, and then</p> <p>8 those who really understand the concept would run</p> <p>9 with it, and we've monitored that along the way.</p> <p>10 But we have addressed it through training,</p> <p>11 through redefining what a project would look like,</p> <p>12 versus a task or an activity, and then just setting</p> <p>13 expectations around what projects look like.</p> <p>14 We also have one model right now. It's a</p> <p>15 garden project that is a collaboration of social</p> <p>16 studies and science. It's not just gardening; it's</p> <p>17 understanding cultivating. It's understanding</p> <p>18 history, digging down into elements of soil and</p> <p>19 elements of how a particular crop sustains a</p> <p>20 community.</p> <p>21 So it's getting better. It's definitely</p> <p>22 an area in need of improvement.</p> <p>23 THE CHAIR: So are your projects tied to</p> <p>24 content standards?</p> <p>25 MS. ANGELA ESQUIBEL-MARTINEZ: Absolutely,</p>	213	<p>1 is what CSD is going to see when they come into the</p> <p>2 school."</p> <p>3 So that have there been discussions</p> <p>4 with -- and I don't know if there's anyone from your</p> <p>5 governance council here.</p> <p>6 MR. DANIEL PEÑA: Uh-huh.</p> <p>7 THE CHAIR: Has there been discussions</p> <p>8 with the governance council that we're not doing</p> <p>9 this? We're not following what we said in the</p> <p>10 contract?</p> <p>11 MR. DANIEL PEÑA: Yeah. We've discussed,</p> <p>12 you know, what Charter School Division has come</p> <p>13 forth and said that what they've seen as far as</p> <p>14 project-based learning.</p> <p>15 You know, I had mentioned that during the</p> <p>16 pandemic, we had to put a pause. Before -- I'm</p> <p>17 trying not to sound like we're making an excuse</p> <p>18 here.</p> <p>19 We were a different staff here. We had a</p> <p>20 whole new staff that came out after the pandemic,</p> <p>21 and we made an effort to make some changes in that</p> <p>22 way. And so we had to retrain. We had to work with</p> <p>23 everybody. And we had to -- like Angela was saying,</p> <p>24 we had to decide. We had to learn what's a task and</p> <p>25 what's a project.</p>

<p style="text-align: right;">214</p> <p>1 And we had to -- I guess, for the lack of 2 a better word, we had to start over and start 3 looking at what are projects and what do they look 4 like, and what do they look like in a bilingual 5 setting, and what do they look like across the 6 school? 7 THE CHAIR: I hear that. What -- if I was 8 going to put this in my contract as a core component 9 of my contract, I would have had that discussion 10 five years ago -- 11 MR. DANIEL PEÑA: Uh-huh. 12 THE CHAIR: -- instead of saying no -- now 13 you're saying five years in -- now we're at the end 14 of this contract, and now you're saying we're having 15 these discussions about what a project looks like, 16 when you came to us and said, "We are a 17 project-based learning school." 18 So that's where I have that challenge, 19 that it was you saying, "This is what we do," not, 20 "This is what we..." -- because if you had said, 21 "We'd like to move to this," it wouldn't have 22 been -- my recommendation would have been, "Well, 23 don't make it a core component of your contract 24 because you're not there yet." 25 And there's -- everything that you do in</p>	<p style="text-align: right;">216</p> <p>1 sitting here now, and five years into this, you 2 haven't held to fidelity to the contract on this 3 component piece. 4 So -- and thank you for the time. I 5 really do. So I'm kind of done for now. 6 Commissioner Beck. 7 SECRETARY BECK: Hi. I really appreciate 8 all the work you're putting in. There were a few 9 things that I thought were really strong. I love 10 your idea of the acknowledgment of the importance of 11 soft skills. 12 I had a -- I was in the textile business, 13 had my own business for 25 years, my wife and I. 14 And we interviewed multiple, multiple people. 15 And I -- I'll be honest with you. There's 16 a bias towards soft skill management. That's an 17 important piece. Because if I'm hiring a 18 salesperson, I want to make sure that they present 19 themselves correctly. So I think that's -- that's 20 really important. 21 I have a few questions. 22 One, I don't -- I don't -- I was a teacher 23 for the last 13 years of my career. From starting 24 at the age of 52 until three years ago, I was a 25 teacher at Sandia High School. I thought -- don't</p>
<p style="text-align: right;">215</p> <p>1 your school doesn't have to be outlined as a key 2 element of your program. 3 But the educational program is -- when the 4 charter school comes in, this is what you're going 5 to see. This is what we're going to be rated on. 6 And, aspirationally, if you want to say, 7 "Hey, this is something we think could work for our 8 school, and we're going to do professional 9 development, and we're going to try to do that," 10 great, you know. We support innovation. 11 But when you come to us and say, "This is 12 absolutely what we are..." -- and I'm also going to 13 say -- 'cause I hear Commissioner Carrillo say it 14 all the time. I don't want to hear COVID as an 15 excuse. 16 But I've seen, over these now past several 17 years, so many schools that did incredible 18 project-based on Zoom. 19 MR. DANIEL PEÑA: Uh-huh. 20 THE CHAIR: That it was hard. It was. 21 But they -- because they were committed to it, and 22 their kids thrived through it. 23 So that -- but I think if you had known 24 more what a project was, you would have been more 25 able to do that. But that's where, you know, I'm</p>	<p style="text-align: right;">217</p> <p>1 English and math have to be a full year? How can it 2 be -- 3 THE CHAIR: They're on block scheduling. 4 SECRETARY BECK: We did block scheduling. 5 Okay. I get it. It's the amount of hours necessary 6 to accomplish that. 7 That concerns me, because one of the 8 things we always dealt with -- and I was -- the 9 chair of the -- whatever it was -- the curriculum 10 committee, whatever it was. It's so long ago, I 11 don't remember. And I was department chair for 12 eight years. 13 And we always had problems with students 14 coming back in September and losing a tremendous 15 amount of skill sets that they had over the summer, 16 you know. So I couldn't even imagine what it would 17 be like, you know, if you have English or math from 18 August to December, and then you don't pick it back 19 up until the next August. I would find that 20 problematic. 21 Is that going to be fixed in this new 22 system, new program that you're going to be doing? 23 MR. DANIEL PEÑA: Yes, sir. We're going 24 to be changing our schedule to a traditional 25 schedule.</p>

218	<p>1 SECRETARY BECK: Okay. Okay. Good. Do 2 you do any of kind of summer catch-up? Any type 3 of --</p> <p>4 MR. DANIEL PEÑA: We do provide -- you 5 know, with -- if the funding is available, we do 6 provide credit recovery programs.</p> <p>7 SECRETARY BECK: Okay. So they have the 8 opportunity to be able to do that through the 9 summer.</p> <p>10 MR. DANIEL PEÑA: That is correct.</p> <p>11 SECRETARY BECK: Besides -- I'm very 12 unfamiliar with this, so you can help me with it. 13 Besides Santa Fe Community College, do you interact 14 with any other colleges when you're doing these dual 15 credit?</p> <p>16 MR. DANIEL PEÑA: Yes, sir. Over the 17 course of this contract, we worked with Northern 18 New Mexico College. We worked with IAIA. Those 19 three colleges specifically, we worked with.</p> <p>20 SECRETARY BECK: All right. I'm going to 21 get to the final thing here in just a second.</p> <p>22 But I looked at your financials, because 23 that's my background. And from fiscal year 20- -- 24 and I understand you do some higher-incentive 25 salaries. I get that. I get that. But I doubt if</p>	220	<p>1 How many times a week? How is it 2 structured? Is it structured vertically? 3 Horizontally? That kind of -- are they PLCs? Do 4 you analyze student work and -- what does that look 5 like?</p> <p>6 MR. DANIEL PEÑA: PLCs meet weekly, every 7 week. It's by department. So English Language Arts 8 meets together. Spanish Language Arts. They all 9 meet together weekly for an hour.</p> <p>10 Professional development days, we have one 11 per month. And it's -- you know, honestly, 12 sometimes it's based on need. There's some 13 compliance things we have to do sometimes that take 14 up most of our PD days.</p> <p>15 We've brought -- we work real closely with 16 an organization called Kite & Associates. They've 17 done a lot of work with us as far as unpacking 18 standards, identifying standards, our standards as 19 well, because we are a block schedule.</p> <p>20 Yeah. I mean, those Fridays that we have, 21 we do a lot of that staff-wide type of training.</p> <p>22 SECRETARY BECK: Yeah. I had it at 23 Sandia. And I always had a problem with it, because 24 it was, like, quantity of professional development 25 versus quality of professional development. And,</p>
219	<p>1 it's this big.</p> <p>2 From fiscal year 2022 to fiscal year 2023, 3 your total expenses went from \$2.8 million to 4 \$3.5 million, a \$700,000 increase. But in direct 5 instruction, you went from \$1.4 million to 6 \$1.9 million, half a million dollars in direct 7 instruction. Did you add new teachers? New staff? 8 New EAs?</p> <p>9 MR. DANIEL PEÑA: Yeah. We brought in -- 10 what year was that again?</p> <p>11 SECRETARY BECK: Fiscal year 2022 to 2023.</p> <p>12 MR. DANIEL PEÑA: We made the decision to 13 bring Mr. -- using our cash balance, we brought in a 14 dean of students temporarily. And we brought in -- 15 it was an SLA teacher, I believe, if I remember 16 correctly.</p> <p>17 SECRETARY BECK: Yeah. Because it reduced 18 your cash on hand by \$330,000.</p> <p>19 MR. DANIEL PEÑA: Uh-huh.</p> <p>20 SECRETARY BECK: Putting back on my 21 teacher hat here, with the challenges you have 22 specifically in math, but also, very honestly, in 23 ELA and science, what -- what type of professional 24 development do you have for your staff? How does 25 that look? What does that look like?</p>	221	<p>1 you know, we had all the, you know, outside speakers 2 come in and do that, and everybody would fall asleep 3 because it was after school, and us old guys would 4 be going like that. (Indicates.)</p> <p>5 I think you want to look at the -- you 6 might want to relook a little bit at how you can dig 7 professional development into your educational 8 programs and do that.</p> <p>9 Do you have a specific written strategic 10 plan on how to improve your math or how to improve 11 your ELAs, like, specifically, step by step? Is 12 that -- is that in the works? Is that done? How is 13 that -- what's that look like?</p> <p>14 MR. DANIEL PEÑA: I would consider that in 15 the works. Because we've started our PLC work, and 16 we've started, just recently, looking at, within our 17 PLCs, working vertically also. So it's in the 18 works.</p> <p>19 SECRETARY BECK: You're going to do it 20 vertically as well as as horizontally.</p> <p>21 MR. DANIEL PEÑA: Uh-huh.</p> <p>22 SECRETARY BECK: Yeah. I think that's a 23 critical piece that needs to be worked on for sure. 24 So -- okay. One last question based on my history 25 as a teacher.</p>

<p style="text-align: right;">222</p> <p>1 Do you have a cell phone policy? 2 MR. DANIEL PEÑA: Yes, we do. 3 SECRETARY BECK: And what would that look 4 like? 5 MR. DANIEL PEÑA: Students have to put 6 their phones away from a classroom. We have a -- I 7 guess, a bin that they have to put them in. And we 8 don't have a problem with cell phones used in the 9 school that way. I mean, do we have the occasional 10 student who kind of keeps it? Obviously. But it is 11 not an issue as far as use -- teachers actually will 12 stand at the doorway with their baskets, and the 13 kids put them in as they walk into class. 14 SECRETARY BECK: Good. I'm all for that. 15 All right. That's all I have. Thank you. 16 THE CHAIR: Commissioner Brauer. 17 COMMISSIONER BRAUER: Thank you, Chair. 18 Thank you, Mr. Peña and team. It's good to have you 19 here. 20 I just appreciate all the work that you 21 all do for our students and our families. I -- 22 Chair Gipson, you took what I was going to say. 23 Like, I felt like I was stage left here 24 the last time that you all were up here in 2019. 25 And I did peruse the overall student academic</p>	<p style="text-align: right;">224</p> <p>1 said you were not completing the material parts of 2 your contract; correct? 3 MR. DANIEL PEÑA: Correct. 4 COMMISSIONER BRAUER: Okay. It looks like 5 there was a little bit of -- last year there was a 6 little bit of Working to Meet on that part of the 7 performance framework, because the Language and 8 Culture Division came in, and they were, like, 9 "You're more of a heritage language." 10 And then, now, we're here hearing a 11 different story. 12 So it's not a good story right now for the 13 present. But I would offer that it's not 14 necessarily for the last five years, since we've 15 seen you last up here, that it's -- that it hasn't 16 been that case. 17 MR. DANIEL PEÑA: Thank you. Correct. 18 COMMISSIONER BRAUER: And I would love to 19 hear you respond on that. And I don't know if Chair 20 heard this. But like, that's my interpretation of 21 what's going on. 22 Is that fair -- is that a fair 23 representation of, like, this -- you have been 24 fulfilling the requirements of your contract with 25 regard to the material parts of your education plan</p>
<p style="text-align: right;">223</p> <p>1 results. And they're very, very similar to what 2 they were then. 3 I do have a little bit of trepidation. I 4 won't re- -- I won't badger the witness on -- on 5 what Chair Gipson has already mentioned. 6 But I hope I give a little bit of a 7 glimmer of an offering here, too. 8 It is -- it is your material part of your 9 contract to be a dual language school, to do 10 project-based learning. I know in the past, I think 11 you all were actually an expeditionary learning 12 school, I think -- right? -- in the last contract? 13 Do I have that right? 14 MR. DANIEL PEÑA: Uh-huh. 15 COMMISSIONER BRAUER: So I'm looking -- in 16 terms of the performance framework ratings in the 17 last couple of years, I see that in 2021, 2021-'22, 18 2022-'23 were all in green, Chair. 19 So I'm thinking -- I'm assuming that the 20 Charter School Division came in and saw that you 21 were upholding the material parts of your contract. 22 I have to -- I don't know if that's true. 23 I don't need -- I could ask. I don't know if that's 24 fair right now. But I'm assuming, based on the 25 information we have, it -- there was not a flag that</p>	<p style="text-align: right;">225</p> <p>1 until recently? 2 MR. DANIEL PEÑA: Yes, sir. 3 COMMISSIONER BRAUER: Okay. So I do think 4 there's an opportunity -- I'm not sure anybody is 5 listening to me anymore. 6 But -- so I think that -- I was saying, 7 Vice Chair and Chair, that it looks like this issue 8 is a little bit more immediate as opposed to a 9 historical, all four or five years, that we've seen. 10 That's up for a different interpretation. 11 But, like, they -- when you guys were talking, they 12 did say -- like, they affirmed that. That has not 13 been happening since 2020. 14 The one thing that I just look at. You 15 mentioned growth. I still am a proficiency person. 16 I think we need to make sure we have -- and when I 17 see 5 percent for math -- and I know all the 18 reasons -- potential reasons why, and, like -- and 19 I -- and I'm not asking you to, like, not try to 20 make an excuse as has happened already. 21 I'm not -- but I just look at that, and I 22 just think -- like, my heart sinks on that. Like, 23 5 percent of the students that are taking a test in 24 the two years that you have them where it's a 25 test-taking year, they're 5 percent.</p>

<p style="text-align: right;">226</p> <p>1 And I know that's not representative of 2 the brilliance of your students. I know it can't be 3 completely representative of the teaching of your 4 students. But I've got to understand, like, what 5 the plan is. 6 When I look at that, there's only one way, 7 and it's up. And those numbers are very similar to 8 what they were from 2015 to present, not that much 9 different in math. 10 I'm not trying to bring up older contracts 11 in here. But it's hard to, like, not to see that 12 part of the story. And that's heartbreaking. 13 So I just kind of want to know, like, 14 what's the -- you know, as we move to renew you all, 15 what's going to be different? What's going to be 16 different five years from now? Are we going to see 17 something dramatically different? 18 We're going to see -- and I also want to 19 say two things can be said at the same time. 20 So 5 percent and the K-12 proficiency 21 scores is not good. It's heartbreaking. I can also 22 say I'm really glad your students are taking dual 23 credit courses, and they're getting college credit 24 while they're with you. I think that's great. I 25 think that's really good.</p>	<p style="text-align: right;">228</p> <p>1 and not take it again till August of the next year. 2 We're going to be -- I can sit here and 3 tell you we're going to see this. But that is our 4 plan is that we're going to start moving toward a 5 more -- we're going to be moving toward a 6 traditional schedule. We're going to be researching 7 more curriculum, research-based curriculum that we 8 can implement within a full-year schedule instead of 9 a block schedule. 10 COMMISSIONER BRAUER: Got it. In terms of 11 the way that you shared and characterized the 12 hardship of finding -- you didn't call them the 13 unicorns, the teachers. The golden unicorns? I 14 wonder -- I don't think that -- I don't think that 15 situation is going to be any easier in the years to 16 come, to be quite frank. 17 And so I wonder, what's Plan B? 18 And then I also wonder, you're not the 19 only dual language school. And so I'm wondering 20 what have you learned from other schools that are in 21 -- have to be in a similar situation and draw from a 22 similar pool of candidates? I'm wondering, like, 23 creative approaches that you're thinking about to 24 ensure that you have the staff that you are required 25 to have to be a dual credit school.</p>
<p style="text-align: right;">227</p> <p>1 But it doesn't change the fact that 2 5 percent is awful, and it's not truly showing the 3 brilliance of your students. What's the plan to 4 really increase that, you know? And, you know, 5 reading scores can absolutely go further than where 6 you are. Science can go further than where you are. 7 I'm just curious about what you all are thinking 8 about. 9 MR. DANIEL PEÑA: Are you asking me to 10 answer that? Or is it something to think about for 11 the next five years? 12 COMMISSIONER BRAUER: I'm asking you to 13 think about that. I know that you've -- unless you 14 haven't been aware, Mr. Peña, you're thinking about 15 this all the time. I just think that, for me, if 16 I'm going to renew -- renew you all, I just want 17 to -- I want to be convinced a little bit about 18 what's going to be different in proficiency scores 19 as your students leave you and go on to college, 20 that they're going to be ready for college math, 21 especially. If we can highlight, I like that part. 22 MR. DANIEL PEÑA: Correct. Again, like I 23 said earlier, our plan is to move to -- out of the 24 block schedule, because we know that that's an issue 25 you had mentioned earlier, if they take it in August</p>	<p style="text-align: right;">229</p> <p>1 MR. DANIEL PEÑA: Dual language school? 2 COMMISSIONER BRAUER: Dual language 3 school. Sorry. 4 MR. DANIEL PEÑA: Yeah. Angela -- I'm 5 sorry. I didn't mean to say "yeah." 6 Commissioner, we are working toward 7 working with the Language and Cultural Division, 8 working with them, saying, "With the resources that 9 we currently have, what is that going to look like? 10 Do we need to step out of a dual language program? 11 Or can we have components of a dual language program 12 within the Heritage Model?" 13 We're having those conversations with them 14 now, because you're right. Are we going to be -- I 15 can't tell you that I'm going to walk out here today 16 and say, "I will find those teachers," because we 17 don't know. 18 But given what I have right now, I'm 19 working with the Language and Culture Division and 20 saying -- and we've had great work sessions with 21 them -- "What can our program look like, given the 22 resources we have? And can we continue to 23 provide..." -- I mean, we do have a very strong, 24 within our model right now, dual language strand of 25 kids coming -- working through our system, about 25</p>

<p style="text-align: right;">230</p> <p>1 of them, 25 kids within the dual language model 2 right now. 3 We're reaching out to them and saying, 4 "This is what we have." 5 We know we have to pick one or the other. 6 But how can we continue to support students who are 7 going to come out dual-language proficient and 8 continue to provide that service that we heard 9 parents say about the program that we have? 10 How do we continue to do that with the 11 resources that we do have? 12 Now if it's impossible, it's impossible. 13 But right now, we're working with them and saying, 14 "Okay, what's this going to look like? What can we 15 do with these resources?" 16 And so that's where we're at right now, 17 working with the Language and Cultural Division. 18 COMMISSIONER BRAUER: I also think that 19 it's -- Commissioners, I do think that it's a 20 great -- do you remember the numbers again around 21 the number of students who were getting the 22 bilingual seal? But I think that's -- I think 23 that's fabulous. Like, 75, I think -- 74 or 75 for 24 the last couple of years. 25 MR. DANIEL PEÑA: 75 percent.</p>	<p style="text-align: right;">232</p> <p>1 This is not a get-you thing. This is, like -- I'm 2 also interested in, like, how. 3 MR. DANIEL PEÑA: As you had mentioned 4 earlier, it's just been the last year or so that 5 we've had these challenges within our program, 6 because in order to get the bilingual seal, as you 7 know, they have to have X number of hours in Spanish 8 language arts, X number of instructional hours in 9 core content. 10 We had that. We had that. So we were 11 able to keep running these -- our kids through those 12 programs. Even within our limited program, we were 13 able to keep a cohort going through so they could 14 continue getting the -- and working towards that 15 bilingual seal. 16 So it's been a lot of work. Ms. Angela 17 will sit there and work on the master schedule and 18 trying to figure out how do we get this and how do 19 we get this, and, at the same time, how are we 20 getting that strand of bilingual seal students 21 through so they can continue earning and receiving 22 those number of hours that we need. 23 I hope that answers your question. But 24 that's kind of how we have been -- just, like you 25 had mentioned, it's just been within the last year</p>
<p style="text-align: right;">231</p> <p>1 COMMISSIONER BRAUER: I think that is, 2 like, amazing. That's almost -- I don't know -- I 3 taught first grade, so I'm far away from where you 4 all are. And I just think about how are your 5 students coming in with, like, a really secure 6 Spanish language, as they see you. If you don't 7 have a strong dual language program, the support, 8 you know, of that, I'm just, like -- I'm in awe that 9 students are getting prepared for that. 10 And maybe those two things are not 11 connected. Maybe you could help shed light on that. 12 But I'm just thinking if they're not getting the 13 Spanish Language Arts core in there, how in the 14 world are they becoming -- like, 75 percent of them 15 are becoming the bilingual seal? Because I know 16 that is, like, really difficult. 17 I think if the school districts had that 18 number, we would be in such a different spot, you 19 know, especially the larger school districts having 20 75 percent of their students graduating with a 21 bilingual seal. So I just -- how can those two 22 things be true, you know? 23 MR. DANIEL PEÑA: If I may, Commissioner 24 Brauer? 25 COMMISSIONER BRAUER: I want to make sure.</p>	<p style="text-align: right;">233</p> <p>1 or two, we've had these challenges within the dual 2 language program. 3 COMMISSIONER BRAUER: There is, like, 4 taking -- in the seat time. But students do have to 5 pass -- what's the assessment that they have to pass 6 at the end? 7 MR. DANIEL PEÑA: CLEP, CLEP Assessment. 8 COMMISSIONER BRAUER: So I feel like I 9 have a lot -- I have some trepidation. I'm still 10 leaning towards renewal, for sure, like, I feel like 11 that's where my heart is. I think that there's 12 probably going to be some Commissioners -- I don't 13 want to speak on anyone's behalf, and I'm not 14 looking at anyone specifically -- that there might 15 be some people who might say, instead of a 16 five-year, a three-year. 17 I want to support your school. I think -- 18 I want to make sure that we have this -- what I'm 19 going to call an acute problem right now with 20 that -- with the education plan. Because we know -- 21 we know what's at stake, too. If we have 75 percent 22 of our students becoming bilingual -- and, again, I 23 just don't know of any other school or districts 24 that does that that high. I just don't know, off 25 the top of my head.</p>

<p style="text-align: right;">234</p> <p>1 I remember when I was getting my 2 leadership degree, and I had somebody who said that 3 there was 81 kids, 81 students who were graduating 4 in all of APS -- that was in 2017-'18 -- who had a 5 bilingual seal. So I think that is phenomenal. 6 So we've got to, like, right the ship on 7 this and figure out how to do that. 8 We've also got to double down and triple 9 down, quadruple down on the math proficiency and 10 really ensure that that's also an indicator of 11 student brilliance. And I just -- I really want to 12 see that happening. 13 I think we need time. But we don't have 14 time to waste. And I thank you for, like, taking my 15 questions. 16 MR. DANIEL PEÑA: Thank you, Commissioner. 17 THE CHAIR: Commissioner Carrillo. 18 VICE CHAIR CARRILLO: It's always great to 19 see you, Danny, and Angela, and to the time I spent 20 at your school. I really enjoyed being there. And 21 I remember meeting Fin and coming to the event for 22 The Empathy Project. 23 And it was really impressive. And the 24 people in the community, other charters that were 25 there and organizations.</p>	<p style="text-align: right;">236</p> <p>1 work with. 2 MR. DANIEL PEÑA: I work with Nicki [ph] 3 out there. 4 VICE CHAIR CARRILLO: So it's -- I'll come 5 back to that. 6 So I wrote down here in really big caps, 7 like if I was the former president tweeting, all 8 caps, in bold, I wrote down here with exclamation 9 marks, "Interventions." 10 So I think that Commissioner Brauer used 11 the word "acute". I would say "on fire, an 12 inferno," relative, especially, to math. 13 You know, you know that there are a lot of 14 schools who are below 15 percent on the math side. 15 Coming out of the "P" word? No, it's just that a 16 lot of people really suffered there. 17 And it's not just that only. It's the way 18 we teach math and the way we do or do not accept 19 where a student is at any given time learning math. 20 Math-phobic is what I say a lot of the times. 21 We've had a couple of our State charters 22 who have addressed that part of it. Maybe we're not 23 teaching math in a way that kids can really hear us 24 or that's relevant or that addresses their phobia 25 around math. And that can be something to look</p>
<p style="text-align: right;">235</p> <p>1 So that's a great thing that you've -- 2 that was the inaugural event, if I'm recalling 3 correctly. I was happy to be a part of that. And 4 young Fin was certainly a very impressive young 5 woman, for sure. 6 And so I echo everything said to my right 7 and to my left. And the soft skills being so 8 incredibly important. You know, just taking -- most 9 of my notes are on this other page. 10 Do you, at all -- and I imagine Marcos is 11 the person at the community college who we've worked 12 with in the past. Do you track the percentage of 13 your students who have to take remedial classes? 14 I know at SFPS, when I was on the board, 15 12 percent needed to take remedial English and math. 16 It's not just that district. I know it's all over 17 the state. It means we're failing our kids. 18 Do you have any idea what it might be at 19 your school? 20 MR. DANIEL PEÑA: I don't have that number 21 with me right now, you know. But, you know, it's 22 definitely -- we have a great working relationship 23 with them. It is something that I can reach out to 24 and get those solid -- 25 VICE CHAIR CARRILLO: They're wonderful to</p>	<p style="text-align: right;">237</p> <p>1 into. 2 I know there's really good programs around 3 that, specifically. And if you want to look at one 4 school that's knocking it out of the park that was 5 really suffering, NMSA. And they're our neighbors. 6 And I'm sure Eric would be happy if you give him a 7 call and say, "Steve mentioned you guys turned this 8 around, and this is why." 9 So I would definitely contact Eric and see 10 what their math people did. 11 While this is stuck on my list here, 12 you'll know. Did they apply for the grant? 13 Okay. So your homework -- today is what? 14 Today is Wednesday. They all blend together now. 15 Your homework honestly by Friday is to apply for 16 this, to open the e-mail we sent in October. I know 17 you get a million e-mails from PE- -- sometimes I'm 18 sure it's like, "Ay-yi-yi, another one." 19 We are taking back our part of the 20 2 percent that the State would revert back to the 21 General Fund. Because it's your money. Doesn't it 22 make sense that we have give it back to you? We're 23 doing that now, with project-based grants, \$10,000 24 for a school that applies. And it just has to be 25 used for something to improve an area from your</p>

<p style="text-align: right;">238</p> <p>1 performance framework. This could be a piece of the 2 math intervention.</p> <p>3 MR. DANIEL PEÑA: Correct.</p> <p>4 VICE CHAIR CARRILLO: Okay? And I'm going 5 to call you on Friday morning, because I can.</p> <p>6 MR. DANIEL PEÑA: I know I can.</p> <p>7 VICE CHAIR CARRILLO: Because I'll see you 8 on Friday.</p> <p>9 MR. DANIEL PEÑA: You better do it 10 before --</p> <p>11 VICE CHAIR CARRILLO: The other school 12 that -- Turquoise Trail. Ms. Behning said she's 13 putting us at the very, very top of her to-do list. 14 This is a school that was here yesterday.</p> <p>15 MR. DANIEL PEÑA: It's already there for 16 us, sir. I see Angela writing it down. So we're 17 going to take care of that.</p> <p>18 VICE CHAIR CARRILLO: Don't leave money on 19 the table. Would any (audio distortion) leave ten 20 grand sitting on the table?</p> <p>21 THE CHAIR: So, unfortunately, the e-mail, 22 when I sent it out it, it does say "PED" on it. And 23 I think that's sometimes why people just go -- 24 but -- so it went to you, and it went to the head of 25 your GC.</p>	<p style="text-align: right;">240</p> <p>1 Patty -- and who was the other person? -- and Bekka, 2 Rebekka Burt.</p> <p>3 THE CHAIR: (Inaudible due to simultaneous 4 speaking) this year so that we're using it down. So 5 that you can get it and potentially reapply. If 6 there's still money there, it will be awarded. But 7 there's no guarantee that it's going -- it's going 8 to be there next year, because we don't know what 9 that -- what that looks like.</p> <p>10 VICE CHAIR CARRILLO: Just talked about 11 this. So I have a contract up right here. And I 12 see where it's the one of the three.</p> <p>13 I think you may be in a situation where 14 you're going to have to rethink your school. 15 Because we can't get teachers, and we can't get them 16 maybe beyond the two years. They have to go back. 17 And to get teachers with the certifications. And 18 (audio distortion) of us that you need, thinking 19 about what's realistic in terms of staffing.</p> <p>20 And there's no question you and I -- I 21 went to one of the dual language classes. You 22 explained to me everything that's going on. And I 23 understand the hardships you have when, all of a 24 sudden, these people have to leave for whatever 25 reason and we can't get new people.</p>
<p style="text-align: right;">239</p> <p>1 So there's a link there for the -- to fill 2 out -- it's a short application. If, for some 3 reason you don't have it, send me an e-mail, and 4 we'll -- I'll -- so Julia is going to resend it to 5 you; okay?</p> <p>6 MR. DANIEL PEÑA: Okay. Thank you.</p> <p>7 THE CHAIR: Because it's a real, real 8 short application. It's hard to even call it an 9 application.</p> <p>10 MR. DANIEL PEÑA: Okay.</p> <p>11 VICE CHAIR CARRILLO: You're getting your 12 money back is all you're doing. Yeah.</p> <p>13 So...</p> <p>14 MR. DANIEL PEÑA: Is this a renewal grant?</p> <p>15 VICE CHAIR CARRILLO: Probably apply for 16 something else next year.</p> <p>17 The thing -- it all depends on the monies 18 that are available. But there's typically a certain 19 amount of money that's left. And it doesn't make 20 any sense at all for it to go into the General Fund 21 and revert, when, in fact, it's your money that you 22 paid out to begin with.</p> <p>23 So we want to do everything we can to 24 support you. That's why this exists now. And as 25 the brain child of -- not me, the -- it was Mike,</p>	<p style="text-align: right;">241</p> <p>1 If I'm making widgets, and I can't get 2 people to produce a certain widget, I have to 3 rethink what widget I'm making.</p> <p>4 That's a tough thing to say. And I 5 imagine you've had those conversations around the 6 table without me having to say it. But it's -- so 7 when the next contract time comes around -- and I'm 8 saying that because I fully intend to renew -- that 9 when the next contract time comes around, you're 10 shaping things in a way that you know you can live 11 up to and staff.</p> <p>12 MR. DANIEL PEÑA: Correct.</p> <p>13 VICE CHAIR CARRILLO: Okay?</p> <p>14 On the project-based learning piece, and 15 in the same way that I suggested referring out to 16 NMSA -- so -- was that this morning? Was that this 17 morning? It all blends in.</p> <p>18 The ASK Academy. Okay. They were here 19 this morning.</p> <p>20 SECRETARY BECK: It was this week.</p> <p>21 VICE CHAIR CARRILLO: But, anyway, are you 22 familiar with ASK Academy, the charter down in 23 Rio Rancho? They're, like, 100 percent 24 project-based learning. It's just what they do. 25 And they're really good at it.</p>

<p style="text-align: right;">242</p> <p>1 And, you know, I always say that one of 2 the things I love working -- about working with -- 3 in the charter movement, and, specifically, State 4 charters, is we all learn from each other. We see 5 what works. And -- 'cause all of us want all of our 6 State charters to succeed.</p> <p>7 I would say you may want to reach out to 8 them. "This is what we've been doing. These are 9 the hardships we're looking at. What's your 10 suggestion how we get over the hump?"</p> <p>11 I say that only because they are knocking 12 it out of the park on that. That's their thing; 13 right? And it's really around the bio-med fields 14 and engineering fields.</p> <p>15 I mean, like, that's it. They're 16 laser-focused, obviously having to meet core content 17 and everything else. So that that might be 18 something that you want to look at.</p> <p>19 I have a question about -- I'll get to 20 scheduling next. But a -- the curriculum 21 assessment. I'm going to tell you my perception of 22 the bilingual seal. It's much like the way we 23 graduate kids in districts. You can graduate with a 24 D; right? You can graduate with a D. So to me, the 25 diploma becomes a little bit of paper of time</p>	<p style="text-align: right;">244</p> <p>1 New Mexico? One of the things that they suggested 2 for districts in New Mexico, 'cause it's working all 3 over the country -- because you said you were going 4 back to a traditional schedule. And I was thinking 5 what may -- something to look at also is the 6 balanced schedule, not where people have ten weeks 7 off, where you're in school year-round with those 8 two- or three-week breaks so there's not the loss of 9 learning.</p> <p>10 And everywhere that's done in the country, 11 kids are doing much better. And it's the whole 12 loss-of-learning thing.</p> <p>13 And I know it seems like -- I mean, for 14 me, if I was a kid in high school, I'd be really 15 pissed if the whole concept of taking away what I've 16 learned to be my summer. My summer; right?</p> <p>17 But as schools have gotten in sync with 18 that, and parents, also, it's been really 19 successful. And -- you know, to address the loss -- 20 learning loss.</p> <p>21 And I'm saying all these things because, 22 yes, I'm going to support your renewal definitely 23 with conditions. We need to see this turn around. 24 And I'm not going to be here in five years because 25 my next term is only four. So somebody will be</p>
<p style="text-align: right;">243</p> <p>1 served, not really what was accomplished.</p> <p>2 When we started with the bilingual seal 3 when I was on the Santa Fe board, I just got the 4 sense that the rigor wasn't there, relative to 5 achieving the bilingual seal. And I know what your 6 intent is. We've talked about this in your dual 7 language program and the intensity of that.</p> <p>8 So the CLEP Assessment, what does -- is 9 that a really rigorous exam or -- it is?</p> <p>10 Okay. I'm happy that that's the case.</p> <p>11 So when someone passes the CLEP exam, it's 12 not just as though they've taken these classes; 13 they've done well.</p> <p>14 MR. DANIEL PEÑA: They've done well. And 15 they've also earned some college credit in Spanish. 16 I can't remember how many credits it is. It's 17 anywhere between four and eight, Eva? Depending on 18 their score, it's four college credits in Spanish or 19 eight college credits in Spanish.</p> <p>20 VICE CHAIR CARRILLO: I'm very happy to 21 learn that. I had no idea. I have more confidence 22 in the -- so the scheduling thing. I'm happy to 23 hear that you're going to more traditional from 24 block.</p> <p>25 Do you know the organization, Think</p>	<p style="text-align: right;">245</p> <p>1 coming around the following December and saying -- 2 holding us accountable for whatever we approved 3 contract-wise. The answer is yes.</p> <p>4 SECRETARY BECK: I just want to add one 5 little thing about the scheduling. I want you to 6 think about something. If you are in the 7 educational plan going forward with project-based 8 learning, it's really difficult to do that in a 9 40-minute period. Our block schedule was four 10 blocks Monday through Thursday, and Friday, 40 11 minutes. And that worked really -- it was called a 12 4-and-1 or whatever it was.</p> <p>13 I want you to really think through that, 14 because then that allows for project-based learning. 15 It's hard to do it in 40 minutes. Just a thought.</p> <p>16 THE CHAIR: I'll echo that. I started 17 project-based learning in the -- well, I started -- 18 so I'm going to tell you. I started project-based 19 learning in the full-year calendar. And in the 20 45 minutes that we had for each day, it was 21 extraordinarily hard to really do, because by the 22 time you start getting going, it's over.</p> <p>23 And so it is difficult.</p> <p>24 Then we switched to a block schedule, 25 which was semester-ized. So I've taught -- loved</p>

246

1 it. And we saw incredible growth when we did just
2 the semester-ized -- you know, 90 minutes. I mean,
3 90 minutes --

4 SECRETARY BECK: Like, math would be,
5 90 minutes on Tuesday, 90 minutes -- we did --

6 THE CHAIR: We did Monday through Friday,
7 90 minutes. And then we ended -- then the course
8 was over in January. And then the new courses
9 started. We did what they're doing now. So we
10 didn't do every other day.

11 SECRETARY BECK: Okay. We did.

12 THE CHAIR: So we only did -- we did every
13 day for half a year for each course. And it -- it
14 was hard with AP-1, U.S. History-1. But...

15 VICE CHAIR CARRILLO: I'm taking my floor
16 back.

17 THE CHAIR: Sorry.

18 VICE CHAIR CARRILLO: So one of the (audio
19 distortion) charter is just do what you think is
20 best; right? And there's nobody sitting at
21 610 Alta Vista Street or somebody here at
22 300 Don Gaspar that's going to tell you what to do.

23 You know what's best for your families and
24 your kids. You know what our expectation is.

25 And I want you to know that you're not

247

1 getting a school where we're saying, hey, we're
2 figuring out -- to the fire. I mean, like, on the
3 fire, the coals, because of where we are.

4 And so when it's contract time, you come
5 back with a good plan, we'll come up with
6 conditions. Usually, I'm the one that only wants to
7 give a school three years if I think they're really
8 in trouble. But I'll support a five-year contract
9 here.

10 The next section I am going to -- are
11 there any board members here? And if you are,
12 you're going to have to come up and answer a
13 question, actually. So you may as well come and
14 introduce herself and spell your last name, please.

15 We see Stewart, yeah.

16 MR. JOSEPH SALAZAR: Madam Chair, board
17 members, Commissioners, my name is Joseph Salazar.
18 S-a-l-a-z-a-r. I am the president of
19 Tierra Encantada's governance board.

20 THE CHAIR: Thank you.

21 VICE CHAIR CARRILLO: So you became the
22 board for this year? Because I remember there was
23 another gentleman who spoke at graduation. He was
24 the board president when I was there for grad?

25 FROM THE FLOOR: No.

248

1 MR. DANIEL PEÑA: He was a board member.
2 VICE CHAIR CARRILLO: I thought he was
3 board president, maybe.

4 So, oftentimes, when we see a school
5 struggling in a different area, often on the
6 academic side, it's the board. It can't only be --
7 it can't only be Mr. Peña and Ms. Martinez, because
8 you and your board have to have oversight.

9 And I would say -- and I'm not being -- it
10 is absolutely the case that when schools start to
11 swirl downhill academically, generally, it's because
12 the board is not performing their role in oversight.

13 I don't know what your board meetings look
14 like. I haven't attended one.

15 On the agenda, typically, on very
16 successful schools, there's always a section, even
17 if there's just a placeholder, there's always a
18 section on academic reporting, so you don't get to
19 this point where math is at 5 percent. You see it
20 going in a direction, and you're holding your head
21 administrator's feet to the fire really early on.

22 So for me -- and I have no problem, you
23 know -- (audio distortion) calling boards out. You
24 shouldn't be at this point. We should not be at
25 this point right now.

249

1 So I would ask you, Mr. Salazar and the
2 other members, to think about what you can do to be
3 much more supportive of admin in reaching their
4 goals and communicating regularly.

5 And I'm not just trying to scold somebody
6 for the sake -- scold you for the sake of -- I'm not
7 scolding you. I'm letting you know our experience
8 with our 58 charter schools.

9 But that's what my experience has been in
10 these last four years is that it's at the board
11 level.

12 So I really -- my wish for you is to be
13 much more hands-on with Mr. Peña and Ms. Martinez.
14 And the minute you even see an ember in an area that
15 could end up being a challenge, just stomp on that
16 ember. Get on it. This is a serious situation
17 today.

18 MR. JOSEPH SALAZAR: If I may, to
19 Mr. Peña's defense, he has kept us aware of the
20 situation. The financial and the academic aspects
21 of finding the qualified personnel to do the work
22 has always been the challenge. And, again, that
23 being said, we have a great staff, teaching,
24 facilities, admin.

25 But how do you recruit individuals to

250	<p>1 fulfill the gap that you're needing that don't come 2 forward, or you can't financially pay the higher end 3 as private schools do? 4 Now, I'm an engineer by trade. My son 5 started at this school. And I was a parent, just a 6 parent. And he's progressed to the point where he 7 graduated, got a degree at Highlands, and now he's 8 in New Zealand getting his master's because of this 9 school; all right? 10 I pulled him out of private schools 11 because of that reason. He got a better education 12 here than he did in a private school. 13 And, like parents said here -- and it -- I 14 echo what they say -- is it's a family. There's no 15 bullying. The teachers take account for the 16 students, as far as their welfare, their education. 17 The bilingual aspect of it is something 18 inherited (verbatim) to the geographic area of this 19 state. That's what is so important, that both the 20 relationship -- whether you're bilingual or not, you 21 have that cultural interface with this society and 22 this geographic area. 23 I own a business in this town, and I see 24 that all the time. And it's very important that 25 these students learn the cultural difference, as it</p>	252	<p>1 We don't change out directors in the 2 middle of a horse race. 3 VICE CHAIR CARRILLO: I agree. 4 MR. JOSEPH SALAZAR: And this is a tough 5 situation. 6 VICE CHAIR CARRILLO: I agree. I 7 remember -- and I've told you this, Danny, before -- 8 I remember where the school was when you came on. 9 You and Angela took it to the next level and to the 10 next level. 11 Because I was on the Santa Fe board when 12 we weren't going to renew you. 13 No, you -- I know that you see these 14 happening, and you're going to tackle them. I have 15 every confidence, and every confidence in you, sir. 16 MR. JOSEPH SALAZAR: I thank you for that. 17 But all the credit goes to the director. We 18 supervise the director. 19 And you're correct. Yes, we are the 20 guardians of the land, per se. But, again, we have 21 to leave it to the professionals that work with the 22 students every day. 23 VICE CHAIR CARRILLO: Absolutely. 24 MR. JOSEPH SALAZAR: All right. 25 VICE CHAIR CARRILLO: Thank you very much.</p>
251	<p>1 gives them the self-confidence to go out in society 2 and excel themselves. That's the way I see it. 3 VICE CHAIR CARRILLO: And I agree with 4 you. And I remember you. And I remember how you 5 pulled your kids. It was down at St. Mike's, wasn't 6 it? I remember our talking about that when I was at 7 The Empathy Project as well as at the graduation. 8 My saying this doesn't mean I don't 9 understand the incredible value and success on all 10 these other levels of the school. I do. I get it. 11 The kids that I spoke with, Danny, when you took me 12 around, and I understand in listening to the people 13 that came today, I get all that. And I also am 14 acutely aware of where we are on certain academic 15 levels. 16 And I'm just wanting -- anything we can do 17 to help you, we're here to help. We'll never 18 intervene, because that's the beauty of being a 19 charter. 20 MR. JOSEPH SALAZAR: At the same time, I 21 would like to say that, knowing Danny, he will focus 22 on the aspects that you have seen as something that 23 needs to be improved or as a deficiency. Knowing 24 him and why we hire him from year to year is because 25 those challenges, he does take on.</p>	253	<p>1 Thank you, sir, for your service. I'm good. 2 THE CHAIR: Yeah. Nope, it went down. 3 Commissioner Ingham, do you still want to say 4 something? 5 COMMISSIONER INGHAM: Yeah. I -- 6 actually, I was concerned if there wasn't a board 7 member there that was -- that was going to be very 8 concerning to me. 9 But -- so I was thankful that Commissioner 10 Carrillo did ask that question. 11 I am -- this is a rough situation. And we 12 do have to call schools to account when they have 13 this level of academic -- I'm just going to have to 14 say failure. 15 And so I -- I know what we're -- the 16 conditions we're going to put on you. We're going 17 to ask you to come back by your contract 18 negotiations with a strategic plan to change this. 19 And I do -- would encourage the board to 20 get involved with that -- that planning and get 21 this -- get some realistic -- 'cause Commissioner 22 Carrillo always likes to say hope is not a strategy. 23 At this point, we have to have some real 24 concrete ideas from you of how you're going to turn 25 your academic ship around.</p>

254

1 I do applaud you with the -- your
 2 bilingual -- with those students that are getting
 3 that certification. But I -- I am anxious that, as
 4 a guardian of the public money, that when we have
 5 that small of a percentage of your population
 6 proficient, that is a really challenging
 7 understanding.
 8 So I also want to challenge the students
 9 in the room. If you really like this school, and
 10 you really are -- are committed to it, then you need
 11 to be committed to your end of that bargain, and
 12 that is to be diligent about your studies and not be
 13 lackadaisical about this.
 14 Because this is a serious matter. And I
 15 just want to reiterate. Thank you.
 16 THE CHAIR: We've parsed it out. So we
 17 need a minute here to get it all set.
 18 (Brief period off the record.)
 19 THE CHAIR: Commissioner Carrillo.
 20 VICE CHAIR CARRILLO: It's that time.
 21 The -- I move that the Public Education
 22 Commission approve the renewal application for
 23 Tierra Encantada Charter School for a five-year term
 24 with the following condition:
 25 **A. That the school's Record of**

255

1 **Performance demonstrates improved student academic**
 2 **growth and proficiency in all academic areas.**
 3 **And, B. That the school identify a robust**
 4 **strategic educational plan to improve student**
 5 **outcomes, which includes:**
 6 **1. Appropriate staff professional**
 7 **development related to content instruction.**
 8 **And, 2. A specific plan to improve each**
 9 **academic area and each element of the educational**
 10 **program.**
 11 **The specific immediate actions needed**
 12 **above will be outlined in the school's negotiated**
 13 **contract documents.**
 14 **The first Annual Report will confirm**
 15 **completion of these items listed above, or, if the**
 16 **concern is not corrected, will identify the**
 17 **uncorrected unsatisfactory performance on each item**
 18 **that will be subject to further PEC action.**
 19 THE CHAIR: Second.
 20 There's a motion by Commissioner Carrillo,
 21 and a second by Commissioner Gipson.
 22 Commissioner Beck.
 23 SECRETARY BECK: Commissioner Ingham.
 24 COMMISSIONER INGHAM: Yes.
 25 SECRETARY BECK: Commissioner

256

1 Clahchischilliage.
 2 (No response.)
 3 SECRETARY BECK: Commissioner Burt.
 4 COMMISSIONER BURT: Yes.
 5 SECRETARY BECK: Commissioner Manis.
 6 COMMISSIONER MANIS: Yes.
 7 SECRETARY BECK: Commissioner Brauer.
 8 COMMISSIONER BRAUER: Yes.
 9 SECRETARY BECK: Vice Chair Carrillo.
 10 VICE CHAIR CARRILLO: Yes.
 11 SECRETARY BECK: Commissioner Gipson --
 12 Chair Gipson.
 13 THE CHAIR: Yes.
 14 SECRETARY BECK: Commissioner
 15 Clahchischilliage.
 16 (No response.)
 17 SECRETARY BECK: Secretary Beck, yes.
 18 There are eight -- seven votes for, zero
 19 goats against. The motion passes. Congratulations.
 20 MR. DANIEL PEÑA: Thank you very much.
 21 THE CHAIR: And we are in recess until
 22 8:00 a.m. tomorrow.
 23 (Proceedings in recess at 4:16 p.m.)
 24
 25

257

1 BEFORE THE PUBLIC EDUCATION COMMISSION
 2 STATE OF NEW MEXICO
 3
 4
 5
 6
 7 REPORTER'S CERTIFICATE
 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
 9 Court Reporter in the State of New Mexico, do hereby
 10 certify that the foregoing pages constitute a true
 11 transcript of proceedings had before the said
 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held
 13 virtually and in the State of New Mexico, County of
 14 Santa Fe, in the matter therein stated.
 15 In testimony whereof, I have hereunto set my
 16 hand on December 30, 2024.
 17
 18
 19
 20 _____
 21 Cynthia C. Chapman, RMR-CRR, NM CCR #219
 22 BEAN & ASSOCIATES, INC.
 23 201 Third Street, NW, Suite 1630
 24 Albuquerque, New Mexico 87102
 25 License Expires: December 31, 2025

Job No.: 9246N (CC)

1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3
4
5
6
7 REPORTER'S CERTIFICATE8 I, Cynthia C. Chapman, RMR, CCR #219, Certified
9 Court Reporter in the State of New Mexico, do hereby
10 certify that the foregoing pages constitute a true
11 transcript of proceedings had before the said
12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held
13 virtually and in the State of New Mexico, County of
14 Santa Fe, in the matter therein stated.15 In testimony whereof, I have hereunto set my
16 hand on December 30, 2024.17
18
19 *Cynthia Chapman*20 Cynthia C. Chapman, RMR-CRR, NM CCR #219
21 BEAN & ASSOCIATES, INC.
22 201 Third Street, NW, Suite 1630
23 Albuquerque, New Mexico 87102
24 License Expires: December 31, 2025

25 Job No.: 9246N (CC)

SANTA FE OFFICE
119 East Marcy, Suite 110
Santa Fe, NM 87501
(505) 989-4949
FAX (505) 843-9492**BEAN**
& ASSOCIATES, Inc.
A
PROFESSIONAL COURT
REPORTING SERVICEMAIN OFFICE
201 Third NW, Suite 1630
Albuquerque, NM 87102
(505) 843-9494
FAX (505) 843-9492
1-800-669-9492
e-mail: info@litsupport.com

A

A-l-m-a-n-z-a-r 45:12	access 37:1 40:1 112:7 115:10 191:22	200:3
A-n-d-e-r-s-o-n 117:3 125:13	accessible 38:20 39:24 40:13	additional 8:14 15:16 25:19 26:10 62:13 147:17 167:19 174:16 177:4 178:16
A-plus 46:8	accommodating 48:24	Additionally 94:4 134:1 152:15
a.m 1:12 5:6 91:20,20 256:22	accommodations 35:4	address 22:19 23:8 134:11 157:16 161:1 173:10 176:21 197:9 201:22 202:6,15 204:3 244:19
abiding 212:19	accomplish 209:14 217:6	addressed 107:8 113:5 161:11 211:10 236:22
ability 60:16 88:15 117:5 127:13 185:23 189:21	accomplished 194:11 243:1	addresses 236:24
able 20:12 21:17 27:8 28:3 30:9 30:25 36:4 44:20 50:16 55:8 56:22 58:25 60:16 61:11,11,20 63:2 65:21 69:21 70:19 78:8 84:9 90:14 108:21 112:4,17 114:4 115:10,19 131:10 132:1 143:11 145:5 147:24 171:20 185:4 187:15 203:9 209:20 215:25 218:8 232:11,13	account 12:1 250:15 253:12	addressing 25:1 50:14 105:16 165:25 173:14 174:14 176:22
absolute 200:9	accountability 63:16 68:18	adequately 161:11
absolutely 20:1 57:9 91:10 109:7 111:14 121:20 146:24 152:23 152:25 193:21 211:25 215:12 227:5 248:10 252:23	accountable 245:2	ADH 121:1
absorbs 27:3	accreditation 18:6	ADHD 41:3
abundance 24:9	accurate 57:21	adherence 175:15
abundant 9:2 12:2	achieve 89:9 172:15	adjust 35:1 36:18 85:15
academic 8:16 17:20 32:15 38:23 40:12 106:5 107:2 115:16 126:2 142:22 156:16 157:21 158:3 165:6,17 169:1 177:4 178:13 180:19 191:5 205:19 222:25 248:6,18 249:20 251:14 253:13 253:25 255:1,2,9	achievement 106:5,7 115:16	adjustments 44:19,20
academically 37:23 182:2 248:11	achieves 132:13	adjusts 178:6
academics 71:10 157:18	achieving 88:16 173:23 243:5	admin 249:3,24
academy 3:4,11 4:4 5:7 7:9,11,15 7:19,25 8:10 9:11 13:8,22,22 14:2,16 16:7 17:9 18:5 19:3,10 21:6 26:22 33:7,8,22 34:10,15 34:25 35:1,23 36:8,13 37:15,21 38:24 39:6 41:2 42:8 43:7 44:2 44:5 45:13,22 47:16,25 48:15 49:6 53:5 55:14 62:22 66:11 67:1 80:19,21 90:20 91:23 92:20 93:18 98:9 153:8 241:18 241:22	acknowledgment 216:10	administer 201:18
Academy's 37:22	acquired 209:21	administration 37:2 44:21 70:12 134:5
accents 45:9	Acquisition 102:3	Administrative 86:16
accept 236:18	acreage 108:10	administrator 2:15 7:6 11:9 92:17 156:5
	acronym 13:23	administrator's 248:21
	Act 26:8 38:22	administrators 44:8 134:13
	acted 38:5	adopted 10:19 23:16 120:24 175:1
	acting 148:15	adopting 177:3 179:6
	action 12:1 156:18 172:23 173:8 173:9 183:10 255:18	adoption 179:7
	actions 8:5,7 32:24 93:23,25 95:2 96:19 157:3,5 161:13 176:5 178:24 180:5 255:11	adult 8:5,7 93:23,25 96:19 157:3 157:5
	active 10:16 22:1 25:7 36:24 37:7 48:5	adults 117:12
	actively 8:24 161:20 172:5,6	advance 11:23
	activities 39:2 48:25 113:3 124:8 124:12 138:2 180:9 181:3,15 182:12,25	advanced 191:15
	activity 182:12 209:1,18 210:4 210:21 211:12	advantage 131:8 140:13
	actual 40:12 161:25 209:1	advantageous 87:24
	actualizes 69:25	advantages 146:12
	acute 233:19 236:11	adventure 191:6 192:16
	acutely 251:14	advice 41:19
	adamant 36:12	advisement 55:25
	adapt 28:3	advisements 26:5
	adaptive 178:2	advocate 137:21 146:14
	add 12:5 36:18,18 97:21 110:1,2 143:7,21 147:16 152:14 179:11 190:21 219:7 245:4	advocated 138:4
	adding 61:23	advocates 93:12
	addition 10:19 32:1 38:23 175:3	

aerial 210:17
aerospace 18:20 47:21
affect 180:12
affirmed 225:12
afraid 189:14
after-school 112:9 187:13
afternoon 155:14 187:5 190:14
age 216:24
agencies 199:14
agency 112:22
agenda 5:11 80:11 92:9 144:22
 154:18,21 248:15
agendas 32:17
ago 33:8 49:18 102:11 115:4
 130:10 145:8 175:17,25 194:4
 200:22 214:10 216:24 217:10
agree 251:3 252:3,6
agreement 107:22 108:22
agrees 186:11
ahead 90:18 203:11
aim 209:13
aimed 183:21
aims 81:1 180:13
Alamos 210:15,19
Alan 2:4 62:17
albeit 49:12
Albuquerque 1:22 81:11 96:17
 100:12 146:16 257:21
Alex 23:17 178:1,5
algebra 38:19 152:3
Algodones 100:12
align 64:14
aligned 143:12
aligning 173:12
alignment 172:11 175:19
aligns 172:13 183:5
alike 128:18
alive 53:6 121:7
All-righty 140:7
allied 19:1 20:13
alligator 53:10
allotted 92:8 147:12
allow 109:10 110:21,22 146:6
allowed 36:18,19 78:24 186:8
allows 15:16 16:1,5 48:3 49:8
 245:14
alluding 68:20
Almanzar 45:8,11
Alta 246:21

alternate 23:22
alumni 52:5
amazing 21:22 81:23 120:14
 128:3 129:12 231:2
Ambassador 124:3 137:21 138:1
 140:22,23,25 141:12
ambassadors 112:13 113:23
 124:3,6 138:3
amendments 107:20
America 106:13
American 54:24,25 71:25 72:14
 136:4 137:12 198:5
Americans 38:22
amount 75:9 134:12 146:5
 193:20 217:5,15 239:19
amplifying 191:14
Ana 55:1 100:13 136:2,7
Anai 123:11
analysis 165:2
analyze 209:20 220:4
analyzing 30:4 175:9
Anderson 117:1,3 125:11
Angela 186:20 197:14,15 203:12
 208:23 211:25 213:23 229:4
 232:16 234:19 238:16 252:9
angry 80:3
animation 148:11
annual 8:8 39:2 94:1 103:2
 156:11 157:6 158:12 255:14
anomaly 204:14
answer 140:12 227:10 245:3
 247:12
answers 23:22 46:13 232:23
anxious 254:3
anybody 161:24 225:4
anybody's 55:7
anymore 88:19 89:16,18 225:5
anyone's 233:13
anytime 80:12
anyway 80:5 83:1 138:22 142:10
 241:21
AP 17:9,17,18,19 50:25 52:22
 152:17
AP-1 246:14
Apodaca 1:12
apologies 135:16
apologize 19:23 201:2 202:1
 203:8
Appalachian 151:4

apparently 207:18 212:7
applaud 90:9 135:23,23,24 254:1
applicants 89:4
application 7:17 8:4 9:25 11:5
 90:19 93:22 110:1 153:7 155:23
 157:2,8 193:1 200:18 239:2,8,9
 254:22
applied 85:24 102:14 140:8
 209:24
applies 237:24
apply 28:12 46:16,21 70:6
 108:25 237:12,15 239:15
applying 81:4 147:1
appreciate 37:1,8 40:11 54:20
 57:10,25 58:18 62:25 63:5
 65:10,20 66:7 77:25 89:24 92:1
 130:9 138:8 193:1,2,17 206:10
 206:11 216:7 222:20
appreciated 40:9 188:5
appreciates 22:5
approach 16:15 37:22 52:24 53:7
 53:15 165:5 170:9 175:19
 178:22 179:10 180:22 182:1
 190:22
approaches 170:1 228:23
appropriate 156:22 255:6
approvals 29:5
approve 39:9 90:19 153:7 254:22
approved 245:2
April 183:16
APS 234:4
Architecture 18:24 38:13
area 10:11 11:23 70:2 86:7 103:8
 106:25 108:3 115:24 146:4,4
 159:11 160:13 161:6 169:4
 174:25 178:10,18 182:7 195:7
 202:17 211:22 237:25 248:5
 249:14 250:18,22 255:9
areas 31:24 72:8 105:15 131:24
 146:16 157:14,17 160:5 167:17
 169:2,25 171:18 175:22 179:14
 182:20,22 195:15 202:16,20,22
 205:20 255:2
Argentina 198:4,14 199:25
Armijo 6:9
ARP 110:1
arranging 160:22
arrow 104:6,20
art 84:16,17 184:14,15,17,18

arts 8:15 101:22,24 104:5,17
 122:13 158:13 169:24 195:16
 195:22 196:1,3,6,16,17,18
 197:6,24 198:9,17 199:4 200:1
 200:4 204:20 205:18,19 206:13
 220:7,8 231:13 232:8
ashamed 87:23
Ashley 98:3
asked 19:7 59:12 72:20,20 74:25
 76:17 163:24 184:25 209:11
asking 22:1 24:16 78:16 206:25
 225:19 227:9,12
asleep 221:2
aspect 26:21 250:17
aspects 249:20 251:22
aspirationally 215:6
aspiring 192:4
assessed 65:19
assessment 63:21 64:5,10 94:5
 103:11,12 134:16 144:1 168:22
 172:16 209:9 233:5,7 242:21
 243:8
assessments 23:24 24:2 63:18
 65:7 104:16 134:24 175:4
 206:15
assigned 8:13 43:1 167:13
assistance 2:12,15,17 15:20
 161:18 163:1 166:11 173:3
 178:16
assistant 49:18
Associates 1:20 220:16 257:20
association 52:5 112:12
assuming 12:17 73:11,20 223:19
 223:24
assure 165:24 188:25
athletics 51:18,19 67:16 75:2
atmosphere 11:7 192:7
ATTACHMENTS 4:3
attack 50:16
attacking 50:19
attain 93:4
attend 9:5 48:7 69:22 87:14
 161:22 171:24
attendance 4:4,5,6 95:8,11,14
 161:20
attended 37:17 39:1 190:1
 248:14
attending 96:8 178:9 187:8
attention 25:4 44:14 103:10

128:1 187:20
attest 89:18
attitude 13:24 66:2 106:11
attracted 198:3
attracting 197:21 200:3
attribute 44:17
attributed 165:4
attrition 5:2
audience 92:1 155:4 161:25,25
 197:18
audio 56:7 95:10 238:19 240:18
 246:18 248:23
audit 29:15 30:2 94:25 96:20
 107:7
audits 28:18 29:22,23
August 69:9,14 217:18,19 227:25
 228:1
authorizer 7:16 63:1 92:23
 155:20
Authorizing 7:6 92:17
automation 18:15
autonomy 65:14 89:15
avail 199:15
availability 61:2
available 147:2,4 218:5 239:18
Avant 171:20
average 14:7 34:16,21 53:22
 66:16 134:24 167:23
averages 72:15 157:25
avoid 21:7
avoided 88:4
award 107:15 170:16
awarded 8:13 240:6
awards 170:14
aware 108:15 128:9 182:3 184:11
 227:14 249:19 251:14
awareness 180:23 183:20 184:7
awe 231:8
awesome 72:18 73:3 77:19
 150:17 152:10 153:1,5
awful 227:2
awkward 120:10
ay-yi-yi 86:5 237:18

B

B 9:24 95:15,16 157:7 228:17
 255:3
B-a-n-g-o 39:20 41:1 42:7
bachelor's 74:12

back 5:2 24:15 26:3 33:7 36:8
 48:13 73:12 85:12 86:2 91:22
 134:9 137:16 149:18 157:16
 197:19 198:12,13,14 200:15
 207:25 217:14,18 219:20 236:5
 237:19,20,22 239:12 240:16
 244:4 246:16 247:5 253:17
back-up 30:6
back-up's 30:6
background 150:7 218:23
backgrounds 45:1 49:2 106:14
 127:15 182:19
backlog 30:24
backtracking 194:8
bad 41:4 89:22
badger 223:4
bag 67:24
balance 30:12 31:5 219:13
balanced 244:6
band 74:21 75:1,2 84:13,19
 104:18
Bango 39:15,19 40:5,23 41:1
 42:5,7
bar 73:24 79:9 104:14
barely 66:16
bargain 254:11
Barnes 2:23,23
barrier 60:3
based 8:2 26:5 54:10 93:20
 130:19 156:25 178:3 220:12
 221:24 223:24
basic 209:12
basically 42:16 78:22 143:24
basis 207:15
basketball 48:21 49:20
baskets 222:12
battle 77:13
Bean 1:20 257:20
beat 71:20 88:20
beautiful 129:9,23 138:11 149:19
 150:14,24 151:9,12
beauty 251:18
Beck 2:4 5:24 6:1,3,5,7,9,11,13
 6:15,17,17,23 42:3 49:16 51:17
 51:21 52:10 53:17 54:10 55:6
 56:12 59:12 78:5 82:10 90:25
 91:2,4,6,9,11,13,15,15 129:8,9
 132:3,25 134:17 135:5,13,17,21
 137:10,17,23 138:6 153:14,16

<p>153:18,20,23,25 154:2,4,6 216:6,7 217:4 218:1,7,11,20 219:11,17,20 220:22 221:19,22 222:3,14 241:20 245:4 246:4,11 255:22,23,25 256:3,5,7,9,11,14 256:17,17</p> <p>Becky 98:1</p> <p>becoming 188:15 231:14,15 233:22</p> <p>before- 112:9</p> <p>began 173:1</p> <p>begged 203:23</p> <p>beginning 102:18 150:21 156:17 209:19 210:10</p> <p>begins 51:14</p> <p>begs 204:13 205:9</p> <p>behalf 97:3 190:17 233:13</p> <p>behavior 106:12</p> <p>Behning 238:12</p> <p>Bekka 240:1</p> <p>believe 27:7 35:4 36:17 83:3 89:18 111:10 197:11 219:15</p> <p>believes 158:15 159:17</p> <p>belonging 128:8</p> <p>Ben 113:20 127:8</p> <p>benchmark 163:17</p> <p>beneficial 126:1</p> <p>benefit 27:7 28:5 63:9 69:24 198:18</p> <p>benefited 88:9</p> <p>benefits 15:16 39:7 115:18</p> <p>Bernalillo 100:12 103:20 110:11 111:24 139:4</p> <p>best 17:7,8 22:12 49:9 67:25 75:22 76:4 106:21 107:1,1 108:1 112:7 138:18 176:21 186:16 188:8 198:22 246:20,23</p> <p>better 16:3 20:18 26:4 30:16 31:3 45:4 52:8 57:17,24 61:20 79:10 115:9 137:20 176:11 204:5 205:25 211:21 214:2 238:9 244:11 250:11</p> <p>beyond 26:9 28:8 39:4,7 72:19 180:2 191:20,24 240:16</p> <p>bias 216:16</p> <p>big 28:5 58:9 78:15 90:3 98:11 141:15 219:1 236:6</p> <p>biggest 100:25 106:9</p> <p>bilingual 3:11 91:23 92:20 93:12</p>	<p>93:18 96:2,5,18 98:12,18 99:7,9 99:14 100:6 101:10,11,18 120:9 120:11 125:1 127:14 128:12,17 129:4 135:22 142:15,16 143:13 143:19 151:23 153:8 156:24 159:3,15 169:20 170:11,14,15 170:18,20,20,22 171:1,4,6,8,11 171:12,15,16,21,24 172:12,18 172:25 173:11,12 192:10 194:25 195:15 197:20,22 198:1 198:8 199:18 200:6,7,12 205:17 205:22 214:4 230:22 231:15,21 232:6,15,20 233:22 234:5 242:22 243:2,5 250:17,20 254:2</p> <p>bilingual-sealed 152:11</p> <p>bilingualism 99:4 106:2 115:15 125:20 126:3 143:12 170:23 172:13</p> <p>bilinguals 100:7</p> <p>biliteracy 102:12 106:4 115:15 143:8 170:24 172:14</p> <p>biliterate 101:19 143:13</p> <p>Bill 108:18</p> <p>bin 222:7</p> <p>Bio 18:25</p> <p>bio-med 11:15 14:23 77:3,4 242:13</p> <p>biology 67:10</p> <p>biomedical 14:17 18:9,22,23 20:16 45:1</p> <p>biotech 44:23</p> <p>bit 14:8 25:2 26:20 54:15 63:24 66:13,18 67:22 73:16,22 78:9 82:22,23 133:14 137:14 140:22 145:5,21 164:8,17 165:7 167:25 171:10 173:18 184:19 193:4 194:8,15 200:16,24 202:25 221:6 223:3,6 224:5,6 225:8 227:17 242:25</p> <p>Black 26:7</p> <p>blend 191:25 237:14</p> <p>blends 241:17</p> <p>blessed 189:22</p> <p>blind 35:3</p> <p>block 174:8,8 176:9 177:12,12 179:2 196:11,11,13,15 217:3,4 220:19 227:24 228:9 243:24 245:9,24</p> <p>blocked 167:7</p>	<p>blocks 245:10</p> <p>board 9:16 17:17,18 24:13 29:8 32:12 56:17 70:13 79:5,20 80:10 98:2 99:5,6 107:11,16 160:20 201:9 202:13 235:14 243:3 247:11,16,19,22,24 248:1 248:3,6,8,12,13 249:10 252:11 253:6,19</p> <p>boards 84:4 248:23</p> <p>body 18:25 84:3 86:22</p> <p>bold 236:8</p> <p>bolstered 11:18</p> <p>bomb 12:6 19:19</p> <p>bond 108:19</p> <p>book 136:25</p> <p>books 121:1</p> <p>boom 85:15</p> <p>booths 184:3</p> <p>bottom 77:5</p> <p>boy 19:9 121:23</p> <p>brain 152:21 239:25</p> <p>branch 208:14</p> <p>Brauer 2:4 6:5,6 62:20 70:22,23 73:18 76:7 77:18 78:2 90:25 91:1 149:11,12 152:9 153:1 154:2,3 222:16,17 223:15 224:4 224:18 225:3 227:12 228:10 229:2 230:18 231:1,24,25 233:3 233:8 236:10 256:7,8</p> <p>bread 139:20</p> <p>break 14:3</p> <p>breakfast 60:5,6,8,14 61:4 62:11 110:8 111:23</p> <p>breaks 244:8</p> <p>Brennan 99:5</p> <p>bridging 131:11,24 132:2</p> <p>Brief 254:18</p> <p>briefly 31:18 49:12</p> <p>Brigette 2:10 7:11 60:12 82:12 82:18 83:3,10,14 86:14 155:13 155:15 186:7,10 193:8</p> <p>bright 48:16 158:3</p> <p>brightened 192:19</p> <p>brilliance 226:2 227:3 234:11</p> <p>bring 14:8 27:10 32:17 56:6 65:2 65:5,5 203:7 219:13 226:10</p> <p>bringing 21:9 22:13 24:14 183:17 184:8</p> <p>broken 101:21</p>
---	---	---

brother/sister 99:2
brothers 118:24
brought 25:3 26:3 28:24 38:7
 55:11 132:3 219:9,13,14 220:15
BROWN 2:15 12:19,24 34:1
 35:25 37:11 39:14 40:22 42:5
 43:9,22 45:7 47:6 49:14 97:2
 161:24 162:3 185:17 187:2
 190:10 192:22
bucks 85:25
budget 27:14,16,17 28:3,10
 140:17
Buenos 97:16 117:23 129:1
bugging 35:12
bugs 123:10
build 16:1 28:7 38:15 40:20
 57:23 102:4 131:21 132:16
 134:8 145:22,22 176:15 180:14
 183:23
build-up 147:8
building 1:12 7:21 31:6 38:14
 53:10 61:19,23 107:25 108:3,5
 108:8 109:1,24 111:3 132:16
 134:6,16 144:10 146:2 147:3,15
 170:2 184:10,10
buildings 38:21 210:17
builds 100:23
built 24:11 38:10 42:8 43:2 58:23
 59:8 102:3 109:2,19 139:23
 146:25 165:6 192:9
bullet 169:9
bullying 54:16 182:14 188:11
 250:15
bunch 142:9,10 148:19 151:4
 208:17
Burt 2:5 6:13,14 49:23,25 62:19
 62:21 65:10 68:8,12,25 69:15
 71:17,21 78:16 87:8 90:16,17
 90:23 91:4,5 153:23 240:2
 256:3,4
bus 110:2,3,4 111:9 140:5,6
bush 71:21
business 26:24 27:6 94:17 98:4
 216:12,13 250:23
buy 29:18
buy-in 132:17

C

C 1:20 2:1 3:1 4:1 79:2 257:8,19

C-l-a-r-k 34:9
cafeteria 31:7 59:16 61:24
calculus 204:11
Calder 36:5,7
calendar 15:15 199:8 245:19
call 21:5 56:15 112:13 132:12
 144:16 163:3 175:15 197:23
 204:19 228:12 233:19 237:7
 238:5 239:8 253:12
called 23:17 25:15 65:24 102:2
 121:7 149:5 161:2 163:12 167:1
 220:16 245:11
calling 30:6 141:6 148:2 248:23
calls 189:9
cameras 36:3
Cameron 47:19,22 48:7,13,16,20
campus 31:6,8 44:5 59:18 85:13
candidates 228:22
candy 141:5
cap 95:24 110:15,16
capable 48:2
capacity 108:19 205:4
caps 236:6,8
capture 63:19 210:17
care 41:11,20 59:8 122:24 128:1
 189:1 204:7 238:17
career 11:13,15 15:22 31:25 32:1
 47:20 53:21 93:7 126:2 159:7,9
 166:12,13,21,23 189:13 193:10
 216:23
careers 15:9 164:12
CARES 110:1
caring 10:21 25:16 48:3
Carrillo 2:3 6:3,4 49:24 50:2
 62:20 78:10,11 82:13,14,19
 83:9,13,15,20 84:21 86:12,15
 86:20 91:11,12 138:12,13 139:2
 139:21 140:1,7,10 142:6 143:7
 144:9 147:21,23 148:22 149:4,7
 153:10,13,16,17 215:13 234:17
 234:18 235:25 236:4 238:4,7,11
 238:18 239:11,15 240:10
 241:13,21 243:20 246:15,18
 247:21 248:2 251:3 252:3,6,23
 252:25 253:10,22 254:19,20
 255:20 256:9,10
carry 176:19
cars 111:8,12
case 63:22 92:9 136:12 224:16

243:10 248:10
cases 103:25,25 194:7
cash 30:12 219:13,18
catalog 166:18 168:11
catch-up 218:2
categories 144:20 148:6
Catholic 45:15
cause 120:19 125:24 126:2
 200:25 215:13 242:5 244:2
 253:21
CC 1:25 257:25
CCR 1:20 257:8,19
celebrate 143:11 145:19
celebrates 128:21 182:17
celebrating 33:1
cell 222:1,8
Center 102:13
central 146:13 184:7
century 7:20
CEO 11:9 27:5 32:8 56:1
ceremony 69:14
certain 81:25,25 90:5 208:5
 239:18 241:2 251:14
certainly 49:25 55:20 57:9,25
 61:6 64:11 142:8 149:9 235:4
certificate 3:25 164:15 257:7
certificates 204:13
certification 198:2 254:3
certifications 240:17
Certified 257:8
certify 257:10
CFO 26:17 27:2
chair 2:3,3 5:1 6:1,2,3,4,25 7:3,4
 12:17,23 13:3,5,18 33:24 57:8
 58:5 59:21 60:11,12,15 61:18
 62:7,16 67:2 69:18 70:22 71:21
 78:10,11 82:14,18 83:9,13,15
 83:20 84:21 86:3,12,14,20 87:8
 90:16,22 91:11,12,13,14,18,21
 92:15 97:8,11 98:2 99:6 102:10
 109:17 118:18 129:6 130:10
 138:12,13 139:2,21 140:1,7,10
 142:6 144:9 145:1 146:22 147:7
 147:11,19,21,22,23 148:22
 149:4,7,11,13 153:6,10,11,14
 153:15,16,17 154:11,14 155:13
 155:14 162:4 186:5 192:24
 193:13 194:19 195:19 196:9,21
 197:1,17 200:15 201:6,18

<p>202:23 203:13 206:10 208:20 208:22,24 211:23 212:3 213:7 214:7,12 215:20 217:3,9,11 222:16,17,22 223:5,18 224:19 225:7,7 234:17,18 235:25 236:4 238:4,7,11,18,21 239:7,11,15 240:3,10 241:13,21 243:20 245:16 246:6,12,15,17,18 247:16,20,21 248:2 251:3 252:3 252:6,23,25 253:2 254:16,19,20 255:19 256:9,10,12,13,21</p> <p>challenge 23:14 24:10 88:3,11,11 88:23 89:3,19 133:18 158:20 159:14 169:23 174:10 198:1 199:5,6,12 200:9,13 212:3 214:18 249:15,22 254:8</p> <p>challenged 88:9 89:22 130:14 193:16</p> <p>challenges 11:11 22:19,22 24:7 75:18,21 78:6 89:25 100:4 108:15,17 131:15 152:24 158:17 165:10,13,25 169:7,16 169:18 173:25 174:19 176:22 176:22 177:7,9,13 194:5,20 197:21 207:3 209:17 212:13 219:21 232:5 233:1 251:25</p> <p>challenging 22:9 58:10 84:11 108:16 135:6 254:6</p> <p>champion 183:19</p> <p>championship 49:19</p> <p>chance 51:18 55:8 71:5 154:20</p> <p>change 25:24 27:13 28:2 36:18 62:8 132:7 169:25 206:22 212:16 227:1 252:1 253:18</p> <p>changed 27:1 132:10 133:15</p> <p>changes 24:24 25:8 26:2,20 94:17 213:21</p> <p>changing 8:21 217:24</p> <p>Chapman 1:20 257:8,19</p> <p>chapter 210:15</p> <p>characterized 228:11</p> <p>charge 19:22 27:17</p> <p>charter 1:10 2:9,11,13,16,18 3:3 3:18 4:5,6 5:8 7:7,24 8:9 9:10 30:13 37:21 39:3,10 46:3 65:15 90:14 92:4,18 93:17 96:17 97:12 98:10 107:15,21 110:15 129:19 149:22 152:16 154:17 154:18 155:16,18 156:12,13</p>	<p>158:18 159:20 160:9 162:24 163:8 164:5 165:11 179:21 180:18 183:14,17 184:1 187:7 187:24 189:23 190:2,18 199:13 213:12 215:4 223:20 241:22 242:3 246:19 249:8 251:19 254:23</p> <p>charters 234:24 236:21 242:4,6</p> <p>chase 42:5,6 71:17</p> <p>Chavez 2:8 7:14</p> <p>check 135:13</p> <p>Cheryl 7:4,5 82:21 156:8 162:25</p> <p>chief 13:7,16</p> <p>child 80:24 81:15,16 98:13 102:19 120:10 128:2,21 239:25</p> <p>child's 191:11,20</p> <p>childhood 188:16</p> <p>children 37:23 38:24 39:12 40:23 59:9 71:4,11 88:2 106:10 150:11 189:14,16,25 191:10 192:7</p> <p>children's 192:1</p> <p>Chile 100:20</p> <p>chilling 56:15 81:5</p> <p>choice 113:18 136:18</p> <p>choose 73:12,19 168:14 204:20</p> <p>chose 36:13 71:6 98:19</p> <p>chosen 47:20 199:23,25</p> <p>Christie 127:1,2</p> <p>Christina 190:17 192:21</p> <p>chunk 132:24</p> <p>circulation 16:5</p> <p>circumstance 189:6</p> <p>circumstances 136:10</p> <p>cited 54:3</p> <p>citizen 156:1</p> <p>citizens 192:14</p> <p>city 99:2,4 108:19 187:14</p> <p>civics 52:17,18</p> <p>civil 81:6</p> <p>Clahchischillage 2:5 6:20,21 91:7 153:21,22 256:1,15</p> <p>clarification 193:4</p> <p>clarify 83:10,11</p> <p>clarity 32:24 150:13</p> <p>Clark 34:4,9 41:6</p> <p>class 14:7,10 15:25 16:4,6 35:6 48:3 58:3 59:10 69:6 74:18 90:3 120:2 149:3 164:24 167:12</p>	<p>167:13 187:19 188:5 196:22 222:13</p> <p>classes 14:13 15:22 19:5 23:19 25:22 42:11,13 52:18 58:14 66:21 74:18 125:22 141:10 152:18 158:22,25 164:25 165:1 167:18 171:25 174:11 180:20 191:15 195:23 203:23 204:20 206:13 208:17 235:13 240:21 243:12</p> <p>classical 198:2</p> <p>classroom 11:24 21:3 24:15 38:4 39:4 40:6 101:7 121:8,14 181:3 222:6</p> <p>classrooms 15:12 37:7 53:8 63:7 109:4 110:22 113:4 146:20,25 147:1 174:15 181:13 208:20</p> <p>clean 28:17,18 29:23 70:16 160:8</p> <p>clear 11:14 68:3 83:1 145:9 150:22 160:12</p> <p>clearances 77:1</p> <p>clearly 138:22</p> <p>CLEP 171:19,23 233:7,7 243:8 243:11</p> <p>Cleveland 48:8 51:22 67:17 129:13</p> <p>clinic 38:4</p> <p>cliques 188:11</p> <p>close 10:6 33:5 46:6 146:11 160:19</p> <p>closely 159:17 172:13 173:1 220:15</p> <p>closer 108:8</p> <p>CLRI 26:13</p> <p>Club 38:25</p> <p>CNM 23:18</p> <p>co-creation 72:24</p> <p>co-teaching 58:12</p> <p>coach 8:24 24:20 27:10 49:18</p> <p>coaches 187:12</p> <p>coals 247:3</p> <p>Code 86:16</p> <p>Cognia 18:5</p> <p>cognitive 115:18</p> <p>cognizant 81:12</p> <p>cohesive 179:10</p> <p>cohort 232:13</p> <p>collaborate 133:14</p> <p>collaborated 159:10 191:19</p>
--	---	--

collaborating 103:15 158:22
collaboration 131:20 132:5
 175:13 181:9 183:25 210:13
 211:15
collaborations 166:6
collaborative 179:24
colleague 22:4
colleagues 13:10 33:14 152:22
collectively 175:25 205:7 210:6
college 11:14 17:12,17,18 35:13
 53:21 74:12 75:5 138:16 145:3
 158:23,25 159:7,8,11 164:12,14
 164:22,24 165:1 166:12,18,20
 166:22,23 168:7 171:22 188:14
 196:15 203:23,24 204:1,10,16
 205:7 206:12 210:14 218:13,18
 226:23 227:19,20 235:11
 243:15,18,19
college-based 174:9,9 177:12
 179:2
college-level 158:21 205:13
colleges 165:15 166:5,6,9 218:14
 218:19
collegiate 191:24
colors 150:21
combined 93:11 97:22
come 18:4 26:11 37:6 39:16
 41:15 46:1,14 50:2 53:6 56:17
 57:4 73:12 77:22 78:15 84:6,7
 100:4,9 106:13 114:3 117:18
 121:24 135:8 136:6,18 137:4,7
 148:1 150:12 151:22 157:16
 166:9 187:3 194:25 209:4 211:1
 213:1,12 215:11 221:2 228:16
 230:7 236:4 247:4,5,12,13
 250:1 253:17
comedy 148:18
comes 17:15 22:14 24:2 28:11
 39:25 45:15 46:10,13 62:4 67:7
 79:18 85:15 89:1 115:9 122:4
 215:4 241:7,9
comfortable 46:11 145:18
 187:23 193:23,24
coming 57:5 59:6 78:12 86:1
 87:4 132:1 148:4 169:20 181:18
 198:23 217:14 229:25 231:5
 234:21 236:15 245:1
comment 3:15,22 5:17 12:25
 13:1 34:2 49:15 59:7 84:22

85:6 92:12 98:7 114:10,12,17
 154:25 155:4 192:23
comments 3:7,8,14,21 33:24 34:6
 35:22 36:20 37:2 186:3
commercial 108:3
Commission 1:1 7:16 77:25
 90:19 92:23 149:15 153:7
 155:24 254:22 257:1,12
Commissioner 5:24 6:5,6,7,9,11
 6:13,14,15,16,20,21 49:23,24
 49:25 53:24 55:5 57:7 59:12
 62:19,19,20,21 65:10 68:8,12
 68:25 69:15 70:22,23 71:16,21
 73:18 76:7 77:18 78:2,10 82:12
 82:19 86:15 87:8,9,9,10,10,12
 90:16,17,23,24,25 91:1,2,3,4,5
 91:6,9,10 129:8 138:12 139:1
 143:6 149:11,12 152:9,14 153:1
 153:12,12,18,19,20,22,23,25
 154:1,2,3,4 185:19,22,23
 186:10 215:13 216:6 222:16,17
 223:15 224:4,18 225:3 227:12
 228:10 229:2,6 230:18 231:1,2,3
 231:25 233:3,8 234:16,17
 236:10 253:3,5,9,21 254:19
 255:20,21,22,23,24,25 256:3,4
 256:5,6,7,8,11,14
Commissioners 2:2 7:5 43:25
 45:11 92:16 97:11 104:23
 105:17 118:13,22 119:5 151:2
 155:15 185:18 197:17 208:24
 230:19 233:12 247:17
commitment 96:18 170:17
 173:17,20 174:20 176:2 182:9
 184:9 191:14
committed 12:15 31:20 32:5,23
 96:2 212:10 215:21 254:10,11
committee 10:23 36:25 40:11
 59:19 143:8 217:10
committees 112:16
common 10:21 25:16 61:6 134:1
 175:4
CommonLit 175:2
communicate 44:20,21
communicated 199:15
communicating 19:15 123:2
 249:4
communication 21:16 40:15 48:4
 65:5 71:9 180:2,11,24 189:8,10

communicators 204:5
communities 54:25 60:2 100:14
 106:20 110:18 137:7 175:8
 176:19 201:21,24 202:4
community 15:1 25:22 31:3 39:8
 42:8,24 43:2 58:22 59:8,11 60:3
 60:22 63:10 96:3 98:6 103:14
 110:6,17,21 111:15 112:19,22
 113:10 114:3 127:20 128:13,23
 131:19 139:24,25 150:5 158:23
 159:10 163:14 166:21 172:1,2,4
 179:23 180:6,8,15 183:18,22,25
 184:9 190:3 192:4,20 210:14
 211:20 218:13 234:24 235:11
commute 96:4
company 108:4
compared 41:12,24 94:16 104:17
 129:16 178:17
comparisons 152:24
compassion 188:20
compassionate 128:9 184:10
 192:14
competence 106:10 115:17
competency 172:10 204:16
 205:18
competition 20:1,6 27:25 28:1,1
competitive 54:18 195:1
complain 12:12
complete 70:17 160:20 195:23
completed 187:11
completely 29:5 36:14 138:6
 193:8 226:3
completing 31:7 224:1
completion 255:15
compliance 10:5 27:5,20 29:24
 95:22 157:10 160:7,8 173:10
 182:22 220:13
component 184:13 212:11,17,19
 214:8,23 216:3
components 159:4 172:22 180:25
 182:6 193:9,12 212:5 229:11
Composition 204:21,24
comprehensive 174:3 175:1
 177:21 179:7,8
computer 18:16
computers 18:15
concept 60:18 77:9 203:15
 210:25 211:8 244:15
concepts 17:8 21:13 24:5,17

178:8
concern 55:17 61:8 66:9 105:16
 255:16
concerned 134:20,21 194:9
 253:6
concerning 158:2 253:8
concerns 37:2 157:20 160:13
 161:18 172:25 217:7
concerted 207:25
concludes 49:14 129:4 192:22
conclusion 96:1
concrete 253:24
condition 254:24
conditions 8:1 63:3 87:6 90:21
 93:19 97:1 153:9 156:14 244:23
 247:6 253:16
conductive 109:2
conducted 7:10 172:1
conference 57:15 113:7 115:4
 172:8
conferences 80:14 143:23
confidence 150:13 243:21 252:15
 252:15
confident 36:15,22,22 192:1
 204:8 205:11,23
confidentiality 77:6
confidently 70:20
confined 181:12
confirm 255:14
conflict 180:13
conflicts 168:3
confusion 82:23
congratulate 87:16
congratulations 70:15 91:17
 154:9 256:19
conjuring 191:9
connect 25:18 55:8 125:24 126:1
connected 32:14 231:11
connection 139:3 149:23 192:12
connections 12:3 15:22 25:19
 56:3 77:15 127:25 141:14
 183:23
conscientious 9:22
conscious 82:2
consensus 43:10
conservation 38:17
consider 68:6 181:11 189:17
 221:14
considerate 126:15 180:10

consideration 33:23 39:13
 107:21
considered 147:2
considering 70:10 103:17
consisted 93:14
consistency 175:18 177:11 179:4
consistent 52:6 85:6 107:10
 170:23 176:10 177:15
constant 189:10
CONSTANTINE 2:20
constantly 100:15 137:3
constitute 257:10
constraint 56:9
CONSUELO 2:20
consultation 12:20 72:19,22,25
 154:21
contact 78:9 237:9
content 16:4 53:15 64:19,22,23
 74:7 75:25 101:25 102:6 105:15
 131:24 156:23 169:23 179:14
 195:14,17 202:16,22 205:20
 211:24 232:9 242:16 255:7
contents 65:1 168:15 181:4
context 68:13
continually 15:17
continue 17:6 29:18 45:16 47:3
 63:2 69:1 100:10,13,17 101:10
 103:3,5 109:8 110:23,23 111:2
 131:20 146:14 189:21 198:24
 229:22 230:6,8,10 232:14,21
continued 3:3 4:1 30:12 49:5
 110:9 167:10
continues 128:16
continuing 31:4 101:18 139:7
continuity 80:7,9 170:2 174:5
 176:15
continuous 165:23
continuously 8:17
contract 8:4 93:22 94:22 95:25
 97:1 110:3,14 139:4 140:5
 153:2 157:2 193:14 212:6,17,20
 213:10 214:8,9,14,23 216:2
 218:17 223:9,12,21 224:2,24
 240:11 241:7,9 247:4,8 253:17
 255:13
contract-wise 245:3
contracted 24:20 26:24
contracts 226:10
contrary 160:13

contribute 120:7
contributed 175:25 183:2
contributes 158:15
contributing 178:22 182:1
control 27:15
Control-Find 76:17
convenient 46:6
conversation 55:11 162:18
conversations 10:24 27:8 67:12
 101:2 131:22 229:13 241:5
convinced 227:17
COO 26:25 27:2
cool 48:17,18 63:8 142:2 149:7
cooperate 122:15
coordinator 2:18 13:14 131:2
 161:20
copy 168:10
core 169:23 180:8 212:11,17,19
 214:8,23 231:13 232:9 242:16
Corina 2:8 7:14
Corporation 77:11
correct 54:9,13 59:15 96:20
 135:14 147:18 218:10 224:2,3
 224:17 227:22 238:3 241:12
 252:19
corrected 160:22 255:16
Corrective 173:8,9
correctly 216:19 219:16 235:3
correlate 64:9
correlation 63:25 64:7 65:8
Cosecha 113:7 115:3 141:9 172:7
cost 61:25
Cotton 108:4
council 10:16,25 13:19 25:6,8
 26:2,13 31:16,19 32:14 55:12
 70:9 77:15 112:15 145:7 161:8
 213:5,8
councils 112:15
COUNSEL 2:22
counseling 112:21 140:16
counselors 188:18
count 196:4
countries 198:4,6
country 79:8 114:25 115:6 244:3
 244:10
County 46:18 257:13
couple 22:23 66:25 71:20 105:3
 105:22 148:20 150:20 171:14
 198:12 201:24 223:17 230:24

236:21
courage 77:22 150:13
course 8:3,9 9:23 16:9 26:7 38:2
 65:4,4 69:13 93:21 100:21
 105:10 157:1 174:14 218:17
 246:7,13
courses 15:23 17:9,10 18:13 19:4
 26:8 48:1 55:18 167:5,24 168:2
 168:6,7,12 188:14 196:1 204:1
 204:11,17,19 205:5,7 226:23
 246:8
coursework 165:21
court 1:21 34:6 155:5 257:9
cover 102:6
covered 53:18
COVID 30:25 57:11,13 78:21
 137:13,14,16 215:14
crafting 191:5
crafts 122:13
Crain 116:17
create 8:25 21:17 25:22 68:10
 148:16 179:10 184:6 192:6
 208:1
created 27:2 32:10 102:10
 123:20 160:25 179:24
creates 11:6 39:3
creating 31:20 38:8 64:20 128:7
 161:7 170:1 182:9 184:24 207:9
creation 193:17
creative 38:25 53:14 133:22
 228:23
creativity 122:20,23 148:9
credential 200:13
credentialing 197:22 199:19
credit 16:8 17:12 75:12 149:3
 152:19 158:20,23 159:9 164:14
 164:22 166:15,25 167:2,9,11,18
 167:19 168:11 188:4 191:21
 193:11 218:6,15 226:23,23
 228:25 243:15 252:17
credits 16:10 243:16,18,19
crew 167:12,18
crews 167:12
criminal 74:17
criteria 168:4
critical 37:24 48:1 115:17 209:21
 221:23
crop 211:19
cross-content 175:13 181:9

cross-curricular 159:24
crowded 42:21
crucial 165:16
Cruz 121:19
CSD 7:10 11:24 83:6 93:13 96:21
 96:24 157:5,20 158:11,14
 160:13 213:1
CSD/PED 92:19
CTE 27:23 28:2,2
culminating 210:4
cultivated 192:18
cultivating 211:17
cultural 173:2 180:23 181:12
 183:4 184:7 192:12 229:7
 230:17 250:21,25
culturally 10:13 11:20 128:9
culture 38:8 44:6,17,18 45:5
 48:19 50:8 99:19 115:12 122:18
 128:22 137:2,9 159:16 161:17
 181:16 182:18 224:8 229:19
cultures 106:12 125:9 145:19
cures 38:3
curiosity 122:21 207:13
curious 51:13,22 52:10 54:21
 76:12,14 85:22 128:9 148:1
 227:7
current 14:2 107:24 109:16
 176:14
currently 34:16 35:10 37:16
 61:22,25 86:19 110:16 146:6
 190:20 229:9
curriculum 16:13,15,16 25:18
 53:8 79:17 112:6 117:5 156:2
 159:25 170:2 174:2 175:2,16,18
 177:22 178:6 179:7,8 180:21
 181:4 188:3 208:1 217:9 228:7
 228:7 242:20
curriculums 198:24
customs 106:15
cut 71:17 132:20
cycle 150:21
cycles 206:20 207:1,2,12
Cynthia 1:20 257:8,19

D

D 3:1,1 4:1,1 78:19,23 242:24,24
D's 79:7
daily 9:3
Daisy 125:16,18

Dallas 20:3
damaged 121:8
damn 79:9
dance 116:23
dances 39:1
danger 99:17
Daniel 156:5 162:15 163:7
 185:14 194:17,22 195:21
 196:14,24 197:3 201:5,17 203:6
 207:22 208:21 212:2 213:6,11
 214:11 215:19 217:23 218:4,10
 218:16 219:9,12,19 220:6
 221:14,21 222:2,5 223:14 224:3
 224:17 225:2 227:9,22 229:1,4
 230:25 231:23 232:3 233:7
 234:16 235:20 236:2 238:3,6,9
 238:15 239:6,10,14 241:12
 243:14 248:1 256:20
Danny 234:19 251:11,21 252:7
data 30:4 53:25 54:2,4,8,9 66:9
 72:5 103:14,16 105:13 113:12
 132:15 143:24 144:8 169:11
 175:9,24 194:3 200:17,21
 201:11,15,19,20 202:5,15,18
 203:8 207:15
data-driven 175:12 176:17
date 194:2
daughter 34:13,22 35:9,11,19
 38:2,19 45:19 46:7,20 90:1
daughters 38:14
daunting 191:12
Davis 2:17 7:13 114:11 116:7,25
 117:11,21 118:9,19 119:2,11,21
 120:15,21 122:8 123:4,11,15
 124:14,19 125:10,16 126:7,16
 126:25 128:24 129:3
day 1:11 5:4 12:6 26:25 30:6
 35:19 51:16 58:3 75:1 91:23
 101:19,20,21 111:8 117:18
 120:24 121:5,10,13 127:16
 128:15 139:19,19 141:5,6
 154:16 162:19 164:22 165:20
 167:6,7 189:19 192:13 245:20
 246:10,13 252:22
day-to-day 207:15
days 18:7 51:16 89:16 132:19,23
 181:15 220:10,14
deaf 35:3
deal 75:22 78:15 80:9

<p>dealt 217:8</p> <p>dean 219:14</p> <p>death 88:22</p> <p>December 1:11 5:5 162:21 217:18 245:1 257:16,21</p> <p>decide 67:16 74:19 187:21 202:9 213:24</p> <p>decided 187:25 208:6</p> <p>decision 27:11 179:2 188:8 219:12</p> <p>decrease 94:11 137:15 182:15</p> <p>dedicate 133:23</p> <p>dedicated 178:21 181:15 191:5 191:18</p> <p>dedication 183:6</p> <p>deep 149:23</p> <p>deep-rooted 190:24</p> <p>deeper 178:7</p> <p>defense 249:19</p> <p>deficiency 251:23</p> <p>definite 131:14</p> <p>definitely 37:7 52:7 84:24 103:8 115:25 120:9 134:6 143:12 211:21 235:22 237:9 244:22</p> <p>definitions 161:8</p> <p>degree 68:4 74:12 164:14 234:2 250:7</p> <p>delay 27:9</p> <p>deliver 53:15</p> <p>delivery 173:14 174:18</p> <p>demand 203:24</p> <p>demanding 204:17 205:17</p> <p>demeanor 66:6</p> <p>demographics 54:23 59:22 99:20 103:21</p> <p>demonstrate 10:4 39:3 157:13 163:21 171:17 204:16 205:18 205:21 210:8</p> <p>demonstrated 10:8 157:17 160:6 167:20 174:20</p> <p>demonstrates 95:20 156:16 157:9 255:1</p> <p>demonstrating 106:11 169:15 209:20</p> <p>department 3:5,12,19 46:15 177:9,22 179:9 197:18 198:8 199:16 200:2 217:11 220:7</p> <p>departments 27:22 179:9,15 202:4</p>	<p>depending 133:15 243:17</p> <p>depends 53:10 205:1 239:17</p> <p>deplorable 78:24</p> <p>deposit 30:1</p> <p>Deputy 2:10 155:15</p> <p>described 210:1</p> <p>describing 209:23 210:4</p> <p>description 76:8</p> <p>deserved 187:20</p> <p>deserves 99:14 189:22</p> <p>design 18:19 38:16,20 61:25 102:3</p> <p>designated 94:2 102:23 157:19 166:24 167:3,6</p> <p>designation 8:12 94:6</p> <p>desire 16:20 131:4</p> <p>desires 75:24</p> <p>Despite 174:19</p> <p>Detectives 18:24 38:1 67:11</p> <p>determine 209:5</p> <p>determined 172:24</p> <p>determining 209:8</p> <p>DeVargas 2:24</p> <p>develop 17:6 49:8 101:18 110:10 172:16 173:9 184:14 208:10</p> <p>developed 64:3 95:5 102:12 127:12 139:25 144:13 166:4,12 173:8 175:16</p> <p>developing 52:5 106:2,3 143:8 166:22</p> <p>development 16:24,25 21:1 22:10,14,24 39:5 50:23 51:5 53:14 105:13 106:22 115:23 132:5 134:12 156:23 174:1 175:3 176:12,18 177:18,18 178:10 181:6 215:9 219:24 220:10,24,25 221:7 255:7</p> <p>diagnosed 38:6</p> <p>días 97:16 117:23 129:1</p> <p>difference 25:9 67:23 134:19 208:25 209:3 250:25</p> <p>differences 101:2 152:24</p> <p>different 15:5 21:8 25:5 34:13 44:12 62:3 65:1 66:25 67:19 76:11 79:8 85:21 101:3 103:21 106:12,13,14 113:3,4,5 115:20 127:11,23 129:19 130:23 134:7 138:7,24 142:15 144:20 148:6,8 148:23 150:20 169:20 170:9</p>	<p>208:7 210:23 213:19 224:11 225:10 226:9,15,16,17 227:18 231:18 248:5</p> <p>differentiated 174:16</p> <p>difficult 48:11 75:9 77:1 231:16 245:8,23</p> <p>difficulties 212:14</p> <p>difficulty 159:14</p> <p>dig 221:6</p> <p>digging 211:18</p> <p>digital 12:21 18:21 23:20 24:18 29:6</p> <p>digitally 23:15</p> <p>digitizing 28:25 29:2</p> <p>diligent 254:12</p> <p>Diné 136:25</p> <p>Dion's 59:20</p> <p>dip 8:20</p> <p>diploma 242:25</p> <p>diplomat 50:4</p> <p>direct 24:14 166:5,5,22 219:4,6</p> <p>directed 129:25</p> <p>direction 248:20</p> <p>directly 26:15 140:5</p> <p>director 2:8,10 7:14 32:11 93:9 95:5 97:18 114:22 139:3 155:16 163:7 252:17,18</p> <p>directors 31:24 252:1</p> <p>directors's 152:21</p> <p>disabilities 35:2 59:24 72:1 104:1 104:21 105:4,9 158:5,9</p> <p>Disability 38:22</p> <p>disadvantaged 59:23 71:25 72:6 72:9,13 99:25 103:24 104:22 105:6</p> <p>disappointment 87:2</p> <p>discipline 182:16</p> <p>discounting 189:24</p> <p>discourage 55:17</p> <p>discover 93:2</p> <p>discovered 206:5</p> <p>discuss 20:13 113:11</p> <p>discussed 52:25 213:11</p> <p>discussion 82:9 212:16 214:9</p> <p>discussions 48:14 54:7,9 176:20 180:9 181:22 213:3,7 214:15</p> <p>diseases 38:3</p> <p>dismissal 12:7 51:15</p> <p>disrespect 188:12</p>
--	---	---

disrupted 174:5 177:11
disruptive 12:6
dissecting 53:9
disseminate 27:14
dissuade 81:3
dissuading 81:21
distinctions 8:14
distortion 56:7 95:10 238:19
 240:18 246:19 248:23
district 8:10 48:7 51:20 57:16
 63:9 66:11 67:18 74:25 75:13
 79:7 81:16 84:20 94:13 99:12
 131:2,3 133:20 140:3 145:14,16
 157:24 158:7 235:16
districts 78:18,20 100:1 103:19
 103:19 104:2,2,17 142:15 195:2
 231:17,19 233:23 242:23 244:2
Ditto 69:18
diverse 49:3,7 99:21 127:15
diversity 182:17
Divett 99:5
division 2:9,11,14,16,19 5:9 7:7
 7:24 92:5,18 93:17 97:12
 154:18 155:16 156:12 159:16
 162:25 173:2 199:16 213:12
 223:20 224:8 229:7,19 230:17
docs 52:13
doctorate 68:3,6
doctors 51:25
document 184:23
documentaries 148:19
documentary 122:17 148:11
 184:24
documentation 210:9
documents 255:13
doing 20:7 22:1,14 23:11 24:1
 26:8 28:4 30:19 43:5 50:18
 55:7 57:1 58:9 65:3 71:13 75:4
 79:18 81:17 90:9,13 122:13
 130:8 144:7,17 149:9 155:4,5
 155:12 163:23 176:6 178:25
 193:7 201:2,23 202:3,25 204:15
 207:5,14 208:5,18 213:8 217:22
 218:14 237:23 239:12 242:8
 244:11 246:9
dollars 30:21,22 219:6
dominant 20:1 112:2
Dominican 151:5
Don 1:13 246:22

doors 92:22 111:5 128:6
doorway 222:12
double 158:6 234:8
doubt 193:22 218:25
downhill 248:11
Dr 7:11 26:13 31:15,17 33:4
 60:12 62:22 63:5 73:16 80:8
 82:12,18 83:3,10,14 86:13,14
 155:13 186:10 193:8
dramatically 226:17
draw 228:21
drawing 148:12,13,14
drawn 70:4
draws 33:5 148:13
dream 188:16,18
dreams 70:1 190:4,25 192:2,18
drill 206:1
drilling 201:25
drive 201:15 202:19 206:16
 207:3,10,14
drives 71:10
driving 83:25
drone 210:13
drones 210:16
drop 23:8,10
dropped 111:5
dropping 68:17 189:19
dual 17:11 35:2,3 102:14 105:25
 106:18,23 113:7 114:22 115:1,3
 115:7,9 116:2 131:3 143:2
 149:3 156:1 158:20,23 159:5,9
 159:12,20 166:14,24 167:1,9,11
 167:18,19 168:11,20 169:20
 170:5,7,10,11 173:4 188:4
 191:21 192:9 193:10 194:10,10
 195:19 198:18 199:9,10 205:15
 218:14 223:9 226:22 228:19,25
 229:1,2,10,11,24 230:1 231:7
 233:1 240:21 243:6
dual-language 99:11 230:7
dual-sensory 34:19
due 14:10 94:17 132:19 159:14
 168:3 240:3
duties 27:3,4
Dylan 118:19
dynamic 11:25 14:1
dynamics 62:9
dyslexia 43:17,18 44:13

E

E 2:1,1 3:1,1,1 4:1,1,1
E-a-s-t-o-n 126:10
e-mail 86:4 140:11 163:3 237:16
 238:21 239:3
e-mails 86:4 189:9 237:17
E-s-q-u-i-b-e-l 197:16
earlier 15:7,11 16:1 18:1,10
 55:12 67:8 73:16 74:22 166:4
 169:22 174:7 175:21 182:20
 202:14 207:23 227:23,25 232:4
early 12:7 17:12 27:1 132:8
 134:23,25 142:24 147:3 184:20
 204:4 248:21
earn 16:8 164:13,22 171:12,16
earned 8:11 9:14 17:17 204:12
 205:21 243:15
earning 95:6 159:3 232:21
earth 38:15
EAs 219:8
easier 16:5 200:11 228:15
Easton 120:22 126:8,10 143:14
easy 40:1 63:1 70:19
eats 35:19
echo 71:21 145:1 235:6 245:16
 250:14
eco-friendly 38:16
Econ 52:21
economically 59:23 71:24 72:6,9
 72:12 99:25 103:24 104:22
 105:5
economy 45:5
Ecuador 100:20
ed 79:17 175:23 193:6,10 212:5
 212:11
Edgenuity 69:12 78:23
Edith 187:4,6
educate 45:3 180:4
education 1:1,12 3:5,11,12,19
 7:16 10:22 25:15 26:7 39:11
 45:16,23 46:2,4 47:4 48:4 56:4
 68:4 90:19 91:24 92:21,23 93:6
 93:11,12,18 95:18 96:18 97:22
 98:12 99:14 102:14 114:22
 116:2 125:1 128:12 129:4 137:8
 149:24 153:7,8 163:22 166:7
 170:15,18 173:12 178:18
 183:20 184:7 187:11 189:21
 190:19 191:14 197:18 224:25

233:20 250:11,16 254:21 257:1 257:12	255:9	endeavor 56:24
educational 10:3 47:24 49:7 68:5 96:14 136:13 156:21 157:15 159:5 160:1 180:25 181:25 183:6 190:5,22 192:16 215:3 221:7 245:7 255:4,9	elementary 47:23 151:23	ended 246:7
educator 32:1 98:19 99:7,9	elements 209:7 211:18,19	endorsement 101:14
educators 107:12 115:5 183:22 184:8 191:3	eleven 126:10	endorsements 101:10
Edward 13:7,20 15:4 19:15,18 19:24 20:11,20 33:3,19 51:14 51:19 52:4,19 53:24 55:4 57:6 58:4 59:15 60:9 61:16,21 66:24 68:10,23 69:5 70:21 73:17 74:2 76:22 78:1 82:16 83:18 84:15 86:11 87:7	eleventh 203:17 204:9	energy 38:17 68:11
effect 11:10 56:15 81:6	Eligibility 110:6	enforcement 146:12
effective 16:22 177:14	eligible 171:21	enforcing 199:3
effectively 11:6 30:20,22 165:22	eliminating 79:7	engage 15:6 61:11 89:6
effectiveness 173:11	elite 69:21	engaged 12:1 32:11 161:21
efficiently 30:20	ember 249:14,16	engagement 58:20
effort 54:6 56:13 77:14 89:1 92:2 98:23 192:25 207:25 213:21	embrace 127:9	engagements 112:25
efforts 11:18 14:15 48:25 54:22 95:12 103:3 111:15 133:19 134:11 143:16 151:18 169:2 170:17 181:24 193:3	emergent 100:7	engaging 7:22 8:25 48:1,5 53:9 174:12 180:8
eight 125:21 217:12 243:17,19 256:18	emotional 112:23 183:19	engineer 188:15 250:4
eight-hour 51:16	emotionally 182:3	engineering 11:16 14:17,23 18:9 18:14,18,19,20 45:2 47:20,21 52:1 76:6,23 77:15,17 242:14
eighth 14:20 37:16 84:16 122:4 124:4 133:10 143:18,24 144:12 169:12 203:17 204:4,23 206:6 206:18	empathy 161:2 179:16,20 180:3 180:7,13,17,23 181:11,12,16,19 181:20,24 182:6,8,21,25 183:1 183:11,12,13,19,22 184:4,6,21 184:22,24 185:6 234:22 251:7	engineers 52:13
eighth-grade 14:18 143:9	empathy-building 181:15	English 8:14 10:17 58:13 65:25 93:4 94:12 99:24 100:6,8 101:9 101:20,21,23 102:16 103:23 104:5,16,21,25 105:5,9 115:11 116:13 119:1,9 125:22 128:17 130:16 131:8 133:9 143:5 144:2 172:6 186:23 196:16,17,19 197:6,9 204:20 205:18 206:13 217:1,17 220:7 235:15
eighth-graders 42:9,12 105:19 152:18	empathy-focused 181:23	English-dominant 130:21 131:7
either 14:23 86:24 104:2 169:23 195:24	emphasis 11:21 177:2	enhance 169:2 177:20
ELA 94:8,10,11 103:2 156:18 174:2,4,5,12 175:1,6,17 176:10 176:13,14 179:12,15 219:23	emphasize 49:1 106:1 180:10 197:5	enhanced 176:17 178:13
ELAs 221:11	emphasizes 7:19	enhancing 173:13
eldest 191:2,11	emphasizing 106:17	enjoy 123:24,24,25 124:13 125:2 141:12,24 142:5
elective 19:4 48:9 84:18	employed 8:23	enjoyable 89:21
electives 19:6 52:22 67:8 74:8	empower 155:25	enjoyed 96:8 234:20
Electronics 18:21	Empowering 185:11	enjoys 48:20
element 160:3 179:18 215:2	empowers 44:18	enriching 93:3
	enable 92:25	enrichment 47:24
	Encantada 3:18 4:6 154:17 155:17,19 156:13 163:8,12 164:5 165:11 166:9 170:13 171:13 173:1 174:19 179:20 180:17 183:14 186:19 187:7 188:1,12,20 189:7,18 190:18,23 191:13 192:13,17 254:23	enrolled 164:21
	Encantada's 159:5 176:2 191:21 247:19	enrollment 14:2 17:10,12 62:4 73:21 95:24 100:17 136:3 146:17
	enchanted 190:22	ensure 125:3 161:21 175:18 176:15 180:22 191:9 228:24 234:10
	Enchantment 38:9	ensures 161:4
	encounter 166:1	ensuring 166:8
	encourage 42:24 101:11 122:22 125:7 189:17 253:19	entering 14:22
	encouraged 37:24 46:20 181:19	entertainment 184:2
	encourages 43:2	
	encouraging 39:4 172:18 180:11	
	end-of-the-year 172:9	

enthusiastic 12:13
entire 37:17 60:3
entities 97:5
entity 92:7 97:3 154:20 162:1
entrust 71:12
entryway 38:20
environment 14:1 89:10 156:2
 170:5 180:14 182:1,10 183:3
 184:6 192:8 193:17
environmental 38:18
EOY 206:23
equal 64:5 158:9
equate 64:18
equation 24:6
equipment 63:8
equipped 182:2
equity 10:9,12,13,16,25 21:1
 25:2,6,8 26:2,12 32:14 54:14
 55:12 70:9 84:8 95:18 112:15
 157:11 160:25 161:1,3,7
Eric 187:8 237:6,9
Esmeralda 186:1,13
especially 11:15 52:24 68:14
 72:6 81:13 100:5 129:11 131:23
 142:14 149:17 227:21 231:19
 236:12
ESQ 2:23
Esquibel-Martinez 197:12,14,15
 203:12 208:23 211:25
essay 41:17 46:21
essential 22:25 180:25 209:4
essentially 133:18
establish 166:5
established 31:25 172:19 175:8
 210:11,18
Eva 243:17
evacuation 12:6
evaluation 3:5,12,19 7:8 92:20
 155:17
evening 113:1
event 113:2,19 183:21 184:5
 234:21 235:2
events 179:22 181:14,21
eventually 121:4
everybody 40:24 79:23 80:1
 85:19 109:12 125:7 132:13
 154:10 162:17,22 208:2,4,7
 213:23 221:2
everybody's 101:3

evidence 163:21
evidence-based 177:3 178:11
evident 50:7
evolution 210:20
ex-history 52:16
exact 150:2
exactly 52:8 162:19 194:4 210:2
exam 243:9,11
example 8:19 15:17 27:24 38:1
 41:17 65:21 116:22 117:7
 198:13 199:24 204:6,21 206:5
 209:9 210:12
examples 209:25
exceeded 94:12 102:8
exceeding 104:1,3 172:20
excel 74:1,4 251:2
excelled 46:7
excellence 8:14 107:15 170:16
excellent 8:16 84:21 140:10
excelling 67:16 188:9
excels 48:21
exception 9:18 160:9
exceptional 11:3 39:9 49:12
exchange 133:24
excited 19:11 20:8 31:10 35:15
 45:24 46:3 48:14 110:13
exciting 21:25 31:2,9 113:16
exclamation 236:8
excuse 51:19 190:11 213:17
 215:15 225:20
excuses 199:17
executive 13:8 93:9 95:5 114:21
existence 31:19
exists 239:24
expand 77:16 93:6 100:14 108:9
 108:24 110:24,25 146:8 148:8
 159:11
expanding 31:6
expansion 61:15,16,22
expect 68:15 76:19
expecta- 104:3
expectation 73:6,7,9 106:4
 246:24
expectations 66:21 211:13
expected 79:11
expecting 106:4
expedited 49:24
expeditionary 223:11
expenses 219:3

experience 19:11,13 38:11 39:11
 47:16 49:4 59:3 93:11 96:14
 123:20 124:6 134:14 151:8
 181:1 191:23 249:7,9
experienced 8:19 88:14
experiences 127:16 187:16
expert 27:18
expire 198:12
Expires 257:21
explain 65:11 163:11
explained 161:13 240:22
explaining 200:14
explanation 53:22
explore 122:20
explored 38:2
exponentially 205:16
exposure 176:10
express 37:20
extend 132:19
extended 71:18
extent 90:6
extra 15:19 17:5 47:23 75:9 86:8
 124:8 134:7,8 189:3
extracurricular 48:9 75:25
 112:10
extracurriculars 19:14
extraordinarily 245:21
extremely 96:6
eye 144:14

F

F 78:22
F-a-r-r-e-l-l 124:22
F-o-r-r-e-s-t-e-r 13:19
fabulous 121:22 230:23
face 75:19 177:7
faced 165:10,14 169:8 173:25
faces 161:3
facilitate 166:6 176:20
facilities 62:14 108:16 110:25
 249:24
facility 107:23 108:1 109:16
fact 59:25 188:1 212:6,14 227:1
 239:21
factually 78:25
fads 22:13
failing 73:14 157:13 235:17
failure 253:14
fair 19:21 72:3 78:4 223:24

224:22,22	feeling 69:20 84:25 85:6,7 117:18	fine 40:25
fairly 83:8	feels 7:1 36:22 41:12,20 70:2	finest 198:3
fake 51:3	182:10 191:22	finger 162:10
faking 51:4,4	feet 108:6,9 248:21	finish 33:16
fall 39:2 59:22 82:6 158:12	Felicitas 93:9 97:16,17 104:10	finished 20:4
196:20 197:6 221:2	105:24 111:17 133:4 135:20	fire 236:11 247:2,3 248:21
familia 127:4	137:13 143:21	firms 77:16
familiar 143:25 145:17 241:22	fellows 113:20	first 5:6,20 9:10 19:8 45:13 48:13
families 2:9,11,14,16,19 39:8	felt 88:4 187:19 222:23	49:19 50:8 51:14 56:2 64:21
59:6 60:4 69:19 78:12 83:21	Festival 39:2	71:2 73:8 104:10,18 113:13,15
96:13,15 100:11 112:18 136:6,9	fidelity 58:7 142:20 159:21 160:2	114:17 119:13 126:11 129:22
137:4,16 145:9 193:23,23	207:19 216:2	130:22,22 136:7 139:2 140:21
198:11 222:21 246:23	fiduciary 32:6	155:2 156:15 157:16 160:6,10
family 70:2 78:14 81:3 100:23	field 20:16 21:21	162:9,16 163:11 166:14 169:9
101:1 111:4 112:25 118:4,4	fields 11:16 20:15,15 52:8 242:13	185:25,25 209:11 211:2 231:3
125:24 126:21 127:23,25 128:5	242:14	255:14
128:21,22 136:9,21,21 188:23	fifth 67:22 79:19 143:17	firsthand 190:21
189:1,4 190:19,24 250:14	fifth- 105:18	fiscal 9:21 218:23 219:2,2,11
family's 128:3	fifth-grade 143:10	fiscally 131:16
fantastic 20:7 80:14 144:9	fifth-year 69:7,12	fit 49:2 70:7 73:14 75:11 98:14
far 8:10 103:23 107:5 111:1	figure 166:16 232:18 234:7	fits 159:17
114:15 139:6 169:25 173:5	figured 51:2 57:20	five 7:25 31:11 55:25 61:14 62:12
195:15,17 213:13 220:17	figuring 202:5 247:2	70:15 71:17 80:13 90:15 93:19
222:11 231:3 250:16	filing 29:1	102:11 124:5 130:10 145:24
faring 203:23	fill 100:16 110:23 239:1	154:7 156:14 162:19 194:2,3
farm 71:3	filled 31:23	200:22 214:10,13 216:1 224:14
Farnath 93:15	Film 113:14 122:13 147:25 148:5	225:9 226:16 227:11 244:24
Farrell 111:6 116:19 124:20,22	149:5	five-year 28:10 66:19 87:5 90:20
father 127:7	films 148:6,8	96:25 153:9 233:16 247:8
fault 199:19	filtered 27:5	254:23
favor 34:9 37:8 47:2 115:25	Fin 184:19,25,25 234:21 235:4	fixed 217:21
favorite 118:15,23 138:24	final 184:13 218:21	flag 223:25
favorites 139:18,19	finally 18:21 24:12 47:7 170:4	flat 200:22
Fe 1:13 2:24 44:25 79:5 115:5	finance 94:21 107:5	Flavor 23:4 79:14
155:20,21 158:23 159:10	finances 144:18 160:16 195:8	flaw 30:7
189:23 190:6 218:13 243:3	financial 9:8,12,15 10:5 13:16	flexibility 62:2,15
252:11 257:14	26:21 27:3 28:17,25 29:6,12	flight 18:14 76:5
featured 183:24	85:12 95:21 109:18 157:10	floated 79:6
features 11:3	160:6,7,14 249:20	floor 13:5,12,15,17 39:17 40:24
February 147:4	financially 30:10 31:12 250:2	42:6 43:12,24 45:10 47:8
federal 30:22,24 31:1 82:24	financials 218:22	114:20 116:9 117:2,15,23
feed 86:25	financing 35:12	118:12,21 119:4,15,23 120:17
feedback 40:7,13 210:4	find 21:23 23:22 46:3,13 76:1	120:23 122:10 123:6,13,17
feel 12:3 15:1 24:23 31:2 41:11	100:21 108:21 199:7 200:5,10	124:16,21 125:12,18 126:9,18
42:21 46:2,25 47:25 59:1 70:7	200:12 217:19 229:16	127:2 129:1 140:24 148:5 149:1
70:25 72:4 73:9 122:3 123:1	finding 74:16 95:1,1 128:1	149:6 151:3 187:5 190:14
126:21 127:10 129:16 130:5	228:12 249:21	246:15 247:25
143:16 161:4 172:11,21 190:2	findings 94:23,25 96:20,21 107:6	flourish 82:1
192:7 198:16 233:8,10	107:8	flourished 121:11

flow 100:10
fluency 93:5
fluent 96:12
fluently 119:9
focus 11:4,17 12:11 25:24 26:3
 63:14 65:12 71:9 96:7 102:22
 103:9 105:12 117:9 173:11
 175:12 176:17 206:11 251:21
focused 16:12 23:2 96:3 173:17
 173:20 175:8 178:10
focusing 24:13
folder 203:7
folks 24:12 60:23 155:8 193:2
follow 39:18 166:19 175:17
 208:5
following 82:10 156:14 166:13
 166:20 209:10 213:9 245:1
 254:24
follows 9:25 95:16 157:8 163:12
food 59:14,17,18,25 61:17,20
 83:5 110:5,5 118:15 141:4
foods 139:17
footage 185:1
footprint 38:18
force 41:9
foregoing 257:10
foreign 129:14 197:25
forget 64:13 126:23
forgo 204:20
forgot 36:1,2 143:22
form 207:7
formalize 32:2
formative 175:4
former 65:25 184:18 236:7
Forrester 13:18 31:15,17 33:4
 80:8
forte 74:13
forth 56:13 213:13
fortunate 31:10 47:25 58:8 59:2
 59:5 98:8 108:21 109:25 110:10
 124:25 139:2 188:6
forward 14:24 62:11 65:20 92:2
 108:22 245:7 250:2
forward-thinking 13:25
foster 180:1 183:22
fostered 184:9
fostering 172:17 176:3,11 182:18
found 23:19,22 24:3 47:25 127:8
 127:19 133:6 141:11 165:23

foundation 32:14 176:3
foundational 143:2
founder 107:12
founders 99:1
four 16:10 51:16 53:4 79:4,4
 94:22 115:7 145:2 154:7 160:5
 185:3 198:20,20 225:9 243:17
 243:18 244:25 245:9 249:10
four-day 15:14 17:4 51:11
fourth 119:20 124:5,23 133:9
Fox 98:5
framework 9:12 10:10 59:10
 86:9 96:23 132:16,17 157:12
 161:10 175:16,18 180:19 181:5
 208:1 223:16 224:7 238:1
Franco 124:14
frank 228:16
free 42:25 60:7 61:3 62:10 85:25
 110:7
French 129:14
frequent 152:12 176:10 177:10
fresh 139:20
fresh-made 139:17
freshman 14:22 48:6
Friday 9:5 15:18 41:18 132:8,11
 237:15 238:5,8 245:10 246:6
Fridays 9:3 17:3 22:21 132:9,21
 133:23,24 220:20
friendly 54:7
friends 42:13,14 43:1,3 113:22
 113:23 116:16 117:19 118:3
 119:19 122:16 123:9 124:13
 126:13 137:18 138:4,7 141:6,14
 141:17 152:22
Frito 139:19
front 23:9 82:21 135:16
fulfill 152:5 250:1
fulfilling 193:5 207:18 224:24
full 16:25 37:20 78:3 111:18,20
 127:9 140:15 170:9 217:1
full-year 228:8 245:19
fully 31:22 57:3 60:18 146:8
 160:2 193:9 195:18 196:3 241:8
fun 19:5 64:17 89:21 118:16,23
 124:6,12 129:18 141:2,7,11,13
 141:20
function 90:5
Fund 237:21 239:20
fundamental 12:2 15:22 181:25

funding 55:13 56:8 108:18
 110:24 134:11 218:5
fundraisers 141:3,4
funds 30:24 31:1 101:12 109:15
 131:10
funny 142:13,13
further 11:23 167:12 169:14
 227:5,6 255:18
furthest 69:24
future 15:8 20:17 21:12 28:14
 49:10 70:20 76:2 116:4 122:6
 126:2 150:12
future-focused 16:17
futures 192:18
FYI 49:21

G

g 3:1,4 4:1
G-a-r-c-i-a 13:7 123:7,14 126:19
G-o-n-z-a-l-e-s 118:14,22
gain 64:22 115:20 209:11
gained 204:8,22
gaining 209:16
gains 23:24 24:22,25 94:10,19
 101:16 105:1 173:24 203:21
 205:12
games 118:5
gap 204:14 250:1
gaps 173:14 178:6
Garc- 73:16
Garcia 13:7,20 15:4 19:15,18,24
 20:11,20 22:20 33:3,19 47:15
 51:14,19 52:4,19 53:24 55:4
 57:6 58:4 59:15 60:9 61:16,21
 62:22 63:5 66:24 68:10,23 69:5
 70:21 73:16,17 74:2 76:22 78:1
 82:16 83:18 84:15 86:11 87:7
 123:5,7,12,14 126:17,19
garden 211:15
gardening 211:16
Gaspar 1:13 246:22
gathering 30:4
gauge 102:19 103:22
gauging 103:13
GC 238:25
Geez 39:18
gem 190:19
general 79:17 237:21 239:20
generally 65:19 68:15,17,22

248:11
gentleman 247:23
genuinely 122:24
geographic 250:18,22
Gerardo 118:10,13
get-you 232:1
getting 15:8 17:19 27:20 33:13
 35:13 47:9,13 57:22 60:21 77:9
 78:6 81:3 141:25 142:18,22
 187:20 211:21 226:23 230:21
 231:9,12 232:14,20 234:1
 239:11 245:22 247:1 250:8
 254:2
gift 192:11,20
gifted 44:13 47:22 81:17 191:2
 191:11
Gipson 2:3 6:1 7:5 60:12 69:18
 82:19 86:14 91:13 92:15 97:11
 102:10 109:17 130:11 153:12
 153:14 155:13,14 186:11
 222:22 223:5 255:21 256:11,12
girls 37:17 137:19 187:10
Giselle 39:15,19
give 5:9 14:11 15:1 16:14 20:24
 27:21 53:6 62:2 66:22 76:14
 86:1 89:15 90:4 92:6 164:3,13
 223:6 237:6,22 247:7
given 47:1 62:15 73:20,24 81:25
 120:8 151:17 229:18,21 236:19
gives 29:7,11 96:9 103:22 125:2
 148:7 190:7 251:1
giving 11:1 75:10 120:13 121:2
 141:5 192:11
glad 52:16 55:10 70:9 79:13
 140:13 226:22
glimmer 223:7
global 14:1 192:12
go 18:7 19:8 20:12 42:10 59:3
 60:24,25 61:11 62:17,18 66:19
 67:17 71:4,11 72:19 73:19
 74:14 79:10,11 81:18 88:24
 90:11,18 92:11 103:5 111:7
 121:4 125:4 130:24 139:15
 141:8,18,25 144:16 150:9
 151:15 152:19 162:9,10 164:7
 166:16 167:2,9,16 180:16,16
 181:7 191:20 196:22 197:19
 199:23 200:15 203:11 211:5
 227:5,6,19 238:23 239:20

240:16 251:1
goal 29:22 31:6 72:3 88:17 102:9
 129:24 130:11 153:2 158:20
 159:2 168:5,19,24 169:8 180:3
 184:23 206:7,9 209:13
goals 10:2 11:15 95:18 105:24
 115:14 130:3 157:15 158:18
 164:18,20 168:2 172:12,21
 249:4
goats 256:19
goes 137:1 144:15 150:5 154:18
 252:17
going 12:11 14:23 19:7,16,22,25
 20:23 21:11,15 22:4 24:24 26:9
 26:17 28:12 29:1 36:14 39:23
 50:8 52:9 53:1,23 54:22 56:1
 62:5,11 63:3 65:4,5 81:10 83:17
 84:13 86:3,24 87:18,21,22 89:2
 90:17 92:5 108:25 111:9 125:19
 138:17 141:10 162:13 163:10
 164:17 172:3,23 176:6,7,13,19
 178:24,25 179:6 185:3,5 189:15
 189:20 190:13 196:21 197:2,4
 201:22,22 202:6,10,12,12
 203:24 204:1 206:16,21,21
 208:4 212:23 213:1 214:8 215:4
 215:5,8,9,12 217:21,22,23
 218:20 221:4,19 222:22 224:21
 226:15,15,16,18 227:16,18,20
 228:2,3,4,5,6,15 229:9,14,15
 230:7,14 232:13 233:12,19
 238:4,17 239:4 240:7,7,14,22
 242:21 243:23 244:3,22,24
 245:7,18,22 246:22 247:10,12
 248:20 252:12,14 253:7,13,16
 253:16,24
golden 197:23 228:13
Gonzales 99:9 118:11,13,20
good 5:1,22 7:4 13:6,12,17 21:2
 23:5,17 26:19 29:9 37:13 43:24
 45:10 51:2 62:21,22 76:20 80:9
 80:12 85:20 91:21,25 92:15
 97:10,10 103:22 114:20 117:19
 117:19 118:3,12,21 119:4,19
 120:20 129:11 130:5 144:23
 149:16 155:9,14 164:3 187:5
 190:14 218:1 222:14,18 224:12
 226:21,25 237:2 241:25 247:5
 253:1

good-quality 51:6
Google 40:5
gosh 82:7 139:21 142:1
gotten 34:25 189:12 244:17
governance 10:5 95:22 107:5,16
 145:7 157:10 160:18 213:5,8
 247:19
governing 9:16 13:18 31:16,19
 70:13 77:14 98:1 99:6 107:11
 107:16
Government 34:14 50:25 52:21
governor's 136:14
grab 86:10
graces 149:16
gracias 138:10,11,20
grad 78:17 247:24
grade 14:20,22 34:16,20 35:10
 37:16 43:14 45:14,21 56:21
 67:6 73:19 74:24 79:19 84:16
 106:7 110:22 119:20 122:4,5
 126:11 132:25 133:5,9,10
 143:17,18,24 144:12 152:4
 163:19 164:23,25 167:14,23
 168:21 169:12,12,15 176:23
 187:9 203:17 204:4,9,10,23
 205:5,5 206:6,19 231:3
grade-level 134:2
grades 48:11 164:24 188:10
gradually 180:20
graduate- 68:16
graduate 10:21 18:5 25:14 35:11
 52:2 75:17 78:19 167:15 242:23
 242:23,24
graduated 35:14 121:13 184:19
 184:19 187:10 190:25 250:7
graduates 14:1
graduating 68:22 164:15 171:1,4
 231:20 234:3
graduation 16:10 66:12,19,23
 67:14 68:19 69:2,13 75:16
 205:22 247:23 251:7
grain 135:7
grand 238:20
grant 76:25 108:25 140:8 147:1,4
 147:5,6 237:12 239:14
grants 237:23
graph 104:18
graphic 99:22
graphs 104:14

grasp 16:4
grateful 49:6 70:14 129:4 148:3
 186:19 192:20
gravitated 88:3
great 16:21 17:22 21:6,8 22:20
 24:1,12,12 25:21 28:18 29:19
 40:14 49:16,17,22 50:1,8,22
 51:9 57:2,3 63:9 64:11,24 70:15
 84:6 100:18 108:2 109:18
 120:23 123:23 129:23,25
 135:19,21 139:9,22 145:15
 146:11,19,21 147:23 150:19
 151:14,14 162:17 188:10 189:7
 189:22 194:14 215:10 226:24
 229:20 230:20 234:18 235:1,22
 249:23
greater 11:11
greatest 203:21
green 18:23 38:13 144:20 150:20
 223:18
greens 70:18
grew 98:18 129:13
groundwork 143:1
group 12:11 19:24 22:8 28:18
 32:15 96:7 99:21 137:21 138:1
 144:14 179:25 196:5
grow 28:23 29:2 30:9,12 31:1,4
 37:23 100:17 108:7 110:23
 165:11
growing 44:24 98:12 102:19
 121:23 159:2 170:21 188:10
 191:6
grown 31:11 128:13 206:22
growth 10:11 11:4 31:20 39:5
 94:18 103:2,6 104:6,14,15,19
 150:22 156:16 177:1,1 194:7
 200:20 201:11 203:21 207:5,16
 225:15 246:1 255:2
guarantee 240:7
guardian 254:4
guardians 252:20
guess 41:8 61:12 79:21 130:10
 147:8 196:11 207:16 208:18
 212:3 214:1 222:7
guidance 11:14 163:2 166:8
 167:3,10 179:15 191:3
guide 102:15 105:13 166:23
 188:18 192:4
Guided 102:2

guiding 163:5
guys 42:2 50:2 57:5 87:16 89:19
 90:1 129:10 135:1,19,21 162:15
 221:3 225:11 237:7
gym 108:13 146:4
gymnasium 31:6 61:24

H

h 3:11
H-e-r-r-e-r-a 127:3
habit 41:4
hair 121:3
half 125:25 129:10,11 158:19
 159:13 219:6 246:13
Hall 1:12
halls 42:22 190:25
halt 207:24
hand 12:21,22 34:24 62:18 97:4
 144:15 162:6 219:18 257:16
handful 75:8
handle 140:2
handled 12:8
hands-on 8:22 16:15 24:13 53:7
 53:15 249:13
hang 124:12
happen 5:8 56:8 72:4 78:25
 89:13
happened 79:1,1 150:22 225:20
happening 37:6 151:19 175:14
 194:15 196:2 225:13 234:12
 252:14
happens 75:1 81:23 122:6 206:23
happier 192:19
happy 12:1,15 25:7 31:21 36:14
 49:11 80:15 84:12 96:6,13
 140:15 142:25 149:9 235:3
 237:6 243:10,20,22
hard 17:14 35:1 50:23 58:6,7,8
 63:19 75:14 76:5 105:21 121:2
 122:25 129:20 130:3 162:9
 198:19 199:17 200:10 215:20
 226:11 239:8 245:15,21 246:14
hardship 83:22 228:12
hardships 240:23 242:9
harmful 179:22
Harvard 10:21 25:14
hat 219:21
Hate 185:7,9
hated 79:23,25 145:10,12

Hawaiian 136:20
head 11:9 97:13 156:5 161:3
 188:2 233:25 238:24 248:20
head-on 50:14,19 54:20
health 19:1 20:13
healthy 9:22 86:17
hear 22:4 32:21 39:23 40:14,25
 49:25 50:2 52:15 63:13,15,17
 71:5 73:22 76:21 80:15 85:5
 128:3 137:2,3 140:2,15 147:24
 205:1 214:7 215:13,14 224:19
 236:23 243:23
heard 47:12 48:23 50:9 54:11
 74:22 121:5 164:11 193:5
 224:20 230:8
hearing 40:17 83:11 84:6 91:22
 142:23 154:15,16 224:10
hearing-impaired 34:19
hearings 1:10 5:5
heart 36:21 225:22 233:11
heartbreaking 226:12,21
heaven 58:16
heavy 65:21 74:9
Heidi 37:12,14 39:14
heights 191:10
held 216:2 257:12
Hello 36:6 40:24 42:6 116:9
 117:2 122:10 123:17 125:18
 126:9,18
help 14:20 15:19 16:3,3 17:5
 21:10 24:13,22 41:3,10,15,23
 43:17,21 46:17 58:14 60:20
 61:19 68:13 74:4 75:9 76:1
 78:8 80:4 111:7 112:23 116:16
 141:16 165:20 166:15 186:25
 188:23 190:5 195:9 206:16,24
 207:2,6 218:12 231:11 251:17
 251:17
helped 35:20 37:23 41:18 47:1
 119:8 126:23 182:13 188:18
 195:6
helpful 48:24 126:15 162:25
 203:5
helping 47:4 145:18 163:5
 181:22 207:10,14
helps 14:14 50:1 51:7,8 102:15
 112:18 116:17,19 125:24,25
 126:3,20 180:22 181:16 202:7,9
 202:13

hereunto 257:15
heritage 93:2 98:16 150:6 159:18
 224:9 229:12
Herrera 110:3 127:1,3 140:5,5
hesitant 36:10
hey 27:10 40:4 62:21 64:18 215:7
 247:1
hi 87:12 119:15,23 120:17 123:6
 124:21 127:2 216:7
hide 105:11 127:17
high 14:4,5,10 16:8 17:12,23,25
 18:11 20:5,13,14 32:19 35:11
 37:19 46:4 48:6,7 49:4 50:25
 52:3 66:10 78:7 84:17 106:2,5
 115:16 134:18 137:5 138:15
 142:14,18 143:19 145:2 149:2
 151:24 152:19 164:15 172:10
 172:17 185:10 187:17 191:23
 203:16 204:21,25 207:4 216:25
 233:24 244:14
high-level 204:10
high-quality 8:25
higher 58:21 66:20 78:18 100:2
 137:14 166:7 178:18,19 187:11
 250:2
higher-incentive 218:24
Highlands 250:7
highlight 227:21
highlights 8:5 93:23 100:25
 111:18 112:20 157:3 173:16,19
 178:21
highly 48:2 50:7 54:17 71:6
 88:25 89:9 199:1 200:3,5,6,7
hindrances 199:11
hire 21:24 33:8 251:24
hired 21:15 161:19
hiring 24:8 32:7 44:25 216:17
Hispanic 99:23 103:25 104:19
 105:8
historical 53:15 225:9
history 33:9 36:8 38:7,8 52:21,21
 53:6 58:10 74:10,11,11,13 76:4
 185:6,9 190:23 211:18 221:24
History-1 246:14
hit 60:17 101:16 105:14 182:7
hitting 54:20
hold 5:22 18:1 101:8 113:2
 135:18 198:22
holding 200:1 245:2 248:20

holidays 139:13 141:4
holistically 11:18
Hollie's 26:13
Holmes 187:8
home 12:11 36:9 38:16 46:10
 51:20 84:19 95:12 98:21 100:8
 112:2 115:12 127:6 128:16
 199:23
homeschooling 36:10
homework 237:13,15
Honduras 100:20
honest 216:15
honest- 5:13
honestly 40:8 51:3 65:14 219:22
 220:11 237:15
honor 17:17,19,19 33:20 34:15
 38:25 46:8
Honors 17:9
hope 19:9 20:18 26:14 48:14
 105:12 108:24 109:7 110:13
 131:10,20 164:2 185:16 207:9
 223:6 232:23 253:22
hopefully 149:18
hoping 31:5 35:15 110:19 164:1
 194:17
horizontally 220:3 221:20
horrible 108:2
horse 252:2
HOSA 19:1 34:14
HOSFORD 2:23
hospital 77:8
hospitals 77:7
host 115:3
hosted 113:8
hour 54:12 129:10,10,11 167:9
 220:9
hours 16:23 17:2 30:1 132:8,10
 160:21 164:14 166:25 170:6
 195:24 217:5 232:7,8,22
house 84:1 108:6,18 146:8
hub 83:23
huge 25:9 40:8,8 79:16 100:21
 107:18,24 133:18 134:18 139:5
 144:11
hugely 87:24
Huh 86:20
Human 18:25
humanities 200:11
humbled 129:16

hump 242:10
hung 199:24
hungry 61:6
husband 187:11,21 189:25
hyphen 197:16

I

IAIA 218:18
Ibrahim 117:14,15
idea 79:6 85:15 135:2,6 205:3
 216:10 235:18 243:21
ideal 143:15
ideas 37:3 208:7 253:24
identified 102:25 169:3
identifier 203:22
identifies 156:20 178:5
identify 5:21 14:20 174:2 202:20
 208:25 255:3,16
identifying 175:9 220:18
identities 183:7
identity 10:9,12 95:19 115:13
 127:9 157:11 160:25 161:1,3
IEP 47:22 121:13 136:8,16 191:2
 191:11
IEPs 137:5
illnesses 38:2
Ilys 117:22,24
imagery 210:17
imagine 22:7 88:23 142:7 199:1
 217:16 235:10 241:5
immediate 95:2 156:17 225:8
 255:11
immediately 107:9
immersion 93:5 117:10 130:23
 130:24 151:7 159:6 170:9
immersive 170:7
immigrant 127:7
impact 28:14 39:6 44:10 51:17
 71:7 180:4 190:22
impacted 5:14 31:12 67:14 128:4
impacts 67:3
impediment 56:16
imperative 72:4
implement 17:7 86:19 159:14
 173:9 228:8
implementation 16:23 160:4
implemented 95:13,25 159:20
implementing 10:13 103:11
 160:2 193:9,11

implements 128:14
importance 106:1,18 150:10
 180:10 183:19 216:10
important 16:2,21 40:20 45:16
 56:13 66:1 98:25 99:16 120:10
 125:9 143:16 193:21 216:17,20
 235:8 250:19,24
importantly 33:15 103:6
impossible 230:12,12
impressed 12:9 85:11 87:3 90:10
 160:14
impression 30:14 86:23
impressive 85:1,19 234:23 235:4
improve 8:18 95:13 156:21
 173:10 176:10 221:10,10
 237:25 255:4,8
improved 126:12 156:16 175:6
 251:23 255:1
improvement 169:13 173:15,16
 173:19 175:11 211:22
improvements 10:17 169:4
improving 11:22
in-depth 20:25
in-house 27:6
in-person 159:24
in-school 167:16
inadequate 129:16
inaudible 8:24 240:3
inaugural 183:13 235:2
incentives 95:12
incentivize 200:5
incentivized 199:8
incentivizing 198:10
incident 12:8
incidents 182:13
include 8:21 61:24 103:12
 110:15 141:4
included 104:13 161:5 175:2,3
includes 165:5 167:24 255:5
including 32:3 156:24
inclusion 111:18,20 137:6 140:15
inclusive 180:14 182:9 190:6
inclusivity 183:4
incomes 188:23
incomplete 160:3
incomprehensible 116:23 118:17
 192:5
inconsistency 170:1
inconsistent 177:21

incorporate 112:15 130:18
incorporated 159:25
incorrect 53:25 54:2,4
increase 67:21 71:23 95:24 96:20
 104:7 109:4 110:15 146:17
 168:21 170:19 174:21 176:1
 178:23 219:4 227:4
increased 194:23,24 195:5 205:4
increasing 173:12
incredible 58:23 63:9 127:14
 215:17 246:1 251:9
incredibly 28:16 59:11 61:12
 69:17 235:8
indicated 165:15
indicates 94:9 140:9 221:4
indicative 66:5
indicator 94:24 95:4,8 160:11
 234:10
indicators 9:12,15 10:10 95:19
 157:12 161:11
indigenous 26:4 54:22 56:10,25
 60:2 136:4
individual 14:15 39:7 90:4,7
 181:13 188:11 191:16 208:20
individuals 128:10,17 180:5
 249:25
inferno 236:12
information 14:12 54:3 76:16
 107:4 154:24 201:10 223:25
informed 32:22 106:21 192:14
infrastructure 28:8
Ingham 2:6 6:15,16 87:10,11,12
 91:9,10 153:18,19 185:19,23
 253:3,5 255:23,24
inherited 28:17 250:18
initiated 179:21
initiative 28:7 183:5,15
initiatives 31:12 180:9,24
innovation 215:10
innovative 192:3
input 3:6,13,20 5:12 92:8
inside 109:4
insight 40:9
inspiration 192:15
inspire 183:21
instruction 9:1 24:14 65:23
 142:23 156:23 159:13,24 170:8
 174:6,12,16 175:12,20 176:11
 176:17 177:3,13,19 178:3 179:5

198:25 201:16 202:19 206:15
 207:6,11,14 219:5,7 255:7
instructional 27:17 170:1 174:17
 176:15 177:11 178:11 232:8
instructors 191:8
instrument 74:23
integral 180:18
integrated 38:21 165:5
integration 173:22 179:8
Intel 76:12,24 77:10,11 78:7,8
intelligent 23:21 182:3
intend 57:3 241:8
intended 107:19
intensity 243:7
intent 211:4 243:6
intention 74:3
intentional 10:12
interact 44:7,8 136:1 218:13
interactive 184:2
interest 20:16 48:10
interested 47:21 48:22 52:12
 64:17 199:7 232:2
interesting 52:14
interests 84:5
interface 45:1 250:21
intern 20:15
internally 64:1,3
internship 46:17
internships 76:10
interpretation 224:20 225:10
intervene 251:18
intervention 19:1 112:1,4 158:24
 173:20 177:5 178:14,15 197:7,8
 202:7,8,10,11,21 238:2
interventions 111:1 173:23
 174:22 175:10 236:9
interviewed 216:14
introduce 13:9 16:13 97:15
 162:12 184:17 247:14
introduced 175:7 178:1 180:21
introduction 18:18 178:1
introductory 23:19 164:23
investigated 38:14
investment 116:2,3,3
investor 108:21
invited 47:15
involved 79:20 94:24 115:21
 172:5,6 208:17 253:20
involvement 117:6

involving 179:23
Isabel 140:20
Isaiah 120:15,17
Isotopes 114:2
issue 54:14,16,16 73:23 83:21
 84:2,8 87:1 222:11 225:7
 227:24
issues 50:14 74:18 161:1,3,14,15
 173:10 194:13 202:6 204:4
it'll 92:12
item 255:17
items 255:15

J

J 2:3
J-o-n-e-s 47:10
Jackie 93:8 97:10,12,20 104:12
 107:17 114:6,9 130:19 132:7
 133:2,17 135:3,11,15 136:5
 137:19,25 139:1,23 140:4,9
 143:6 144:25 146:1,24 147:10
 147:17,20 152:8,13
Janisse 13:13 19:21 21:2 22:7
 55:10 64:11
January 246:8
Jasmine 126:17,19
Javier 123:5,6
Jeanne 13:17 31:17
Jeff 43:23,25
Jemez 100:12 136:17
Jerry 1:12
Jessica 119:13
jewel 190:5
job 1:25 24:1 28:19 63:1 70:19
 129:17 202:4 257:25
join 98:8
joined 7:14 31:10
Jones 47:7,8,11 50:7
Joseph 247:16,17 249:18 251:20
 252:4,16,24
Josiah 119:15
journey 37:18 191:12
joys 113:13
judgment 81:20
jujitsu 114:3,5
Julia 2:23 239:4
July 17:1
jump 29:20
junior 38:25 46:25 113:14

122:13 149:5 207:12
juniors 46:19 67:19
justice 74:17

K

K 133:7 134:25 142:24
K-1 133:7
K-1-2 133:3
K-12 143:15 226:20
K-2 133:11
K-8 110:22
K-e-l-l-y 13:16
K.T 2:6
keep 32:22 34:6 120:24 125:6
 126:22 162:10 186:2 190:5
 232:11,13
keeping 198:20
keeps 222:10
Kelli 7:12 93:15
Kelly 13:15 26:18,19 49:18 85:10
Ken 7:13
kept 249:19
key 182:25 215:1
kicked 139:8
kid 60:24,25 80:4 81:24 84:8,8
 87:21 90:8 96:10,11 151:4
 244:14
kidding 153:4
kiddo 109:11
kiddos 71:8 149:17 206:18
kids 28:4 35:20,21 44:10 57:17
 59:1 61:5,10 63:7 68:17,21
 69:23 78:14,21,22 84:10,12
 86:25 87:25 88:3,13,19,24,25
 89:6,11,12,13,15,20,24 90:4,11
 101:19 104:25 105:22 109:20
 109:21,23 111:4,8,12 114:14
 120:9 122:23 125:4 133:13
 138:10 139:17 142:1,25 143:25
 144:5,5 151:4 192:11 196:5
 204:12,19 205:4,11,16 206:12
 215:22 222:13 229:25 230:1
 232:11 234:3 235:17 236:23
 242:23 244:11 246:24 251:5,11
Kimberly 190:11,15
kind 25:13 27:21 28:25 29:2 30:2
 30:9,11,18 31:1,11 33:6 47:9
 49:23 54:16 60:17 68:20 69:3
 70:25 73:10,11 81:21 99:22

101:16 105:21 107:18 126:14
 133:21 134:5 137:1 142:13
 143:1 150:5 180:10 207:23
 212:12 216:5 218:2 220:3
 222:10 226:13 232:24
kinder 143:17,17,23
kinder-through-eighth-grade
 146:7
kindergarten 97:6 113:21 133:5
 136:23
kindness 192:9
kinds 44:12,25 45:4 129:19
kitchen 62:1 139:17
Kite 220:16
Kitty 119:22,23
knocking 237:4 242:11
know 21:13,20 22:15 23:5,12
 24:2,8 25:3 28:6,11,14 29:1,10
 29:11,17,23 30:1,19 31:7,7
 33:14 40:19 42:9,14 43:3,18
 45:8 50:10,14,24 51:2,7,8,8
 53:1 54:14,19 55:1,1 56:14,16
 56:16 57:14,22 58:6,7,12,14,18
 59:1,9 60:1,24 61:1,5,9,11
 62:18 63:17,18,21 64:4 66:1,3
 66:20 68:18 69:4,19,23 70:12
 70:17,17 71:13 73:4,5 74:16
 75:17 76:19 77:23 78:19,20,25
 80:8,12 81:4,9,13,14 83:5 84:7
 85:2,20,23 86:3 87:16 88:8 89:7
 89:16,17 92:16 96:11,17 98:15
 101:4,5 103:3,8 110:16 111:11
 111:12,13 114:13 115:8,18
 119:14,18 122:16 129:13,16
 130:4,5,7 131:17 134:13 136:9
 137:3 138:8,14 139:18 142:5,11
 142:12 144:12 145:1,12,15
 147:11 148:2 149:8,20 151:3,17
 151:18 152:2,2,7 155:11 163:24
 164:1,2 167:25 171:20 188:19
 189:12 190:1 194:12,21 200:21
 201:7,10 203:2,14 206:11 207:3
 207:8 212:14,21 213:4,12,15
 215:10,25 217:16,17 218:5
 220:11 221:1,1 223:10,22,23
 224:19 225:17 226:1,2,13,14
 227:4,4,13,24 229:17 230:5
 231:2,8,15,19,22 232:7 233:20
 233:21,23,24 235:8,14,16,21,21

236:13,13 237:2,12,16 238:6
240:8 241:10 242:1 243:5,25
244:13,19 246:2,23,24,25
248:13,23 249:7 252:13 253:15
knowing 23:21 107:1 117:18
137:7 189:20 193:24 251:21,23
knowledge 13:24 36:22 178:6
191:23
known 96:16 186:15 215:23
knows 115:8 125:8,8 189:5
Kristen 156:9
Kristina 36:5,7
kudos 143:5 199:22

L

L-a-u-g-h-l-i-n 37:14
La 113:6 115:3 141:9 172:7
labs 76:24 77:9
lack 130:25 134:11,11 165:16
198:10,15 214:1
lackadaisical 254:13
lacking 109:6 146:20 202:20
ladies 99:8
Laila 119:3,5
land 38:9 252:20
landmarks 38:10
landscapes 210:17
lane 32:6
language 8:15 66:1,5 93:1,2,3
99:15,16,17,18,24 100:6,23
101:22,24 102:2,5,6,22 103:23
104:5,17,21 105:5,9,25 106:18
106:23 112:2 113:7 114:22
115:1,4,8,9,11,12 116:2 117:10
125:5 126:22,23 127:24 129:14
131:3,25 142:21 143:3,4 156:1
158:13 159:1,6,12,16,20 161:17
168:20,22 169:19,21,24 170:5,7
170:11 172:21 173:2,4 192:10
194:10,11 195:16,20,22 196:1,3
196:6,16,17,18 197:6,24,25
198:9,17,18,25 199:3,4,10,10
200:1,4 204:20 205:15,18,19
206:6,13 220:7,8 223:9 224:7,9
228:19 229:1,2,7,10,11,19,24
230:1,17 231:6,7,13 232:8
233:2 240:21 243:7
languages 98:18 100:10 101:10
102:20 104:24 106:3,5,8,22

115:16 125:8,8 127:13 131:24
144:7 151:14 198:2
large 114:15 145:11 150:3
larger 180:5 187:18,19 231:19
largest 108:17 187:13
laser-focused 242:16
Lastly 49:1
lasts 28:8
late 43:16
lately 20:2
latest 22:13
Latin 106:13 198:5
laughing 80:18 142:13
Laughlin 37:12,14
launched 183:12
LaVolpa 156:9
law 2:23 146:11
laying 143:1
layouts 77:7
lead 18:17 25:7 93:15 156:8
leader 156:6
leaders 71:7 72:21 93:10 150:12
184:22
leadership 8:17 10:25 12:8 35:6
40:12 68:5 96:1 112:12 181:18
234:2
leading 22:8 181:20,22 191:22
leads 61:13
leaning 233:10
learn 61:5 80:2 96:9 98:14,17
102:5 118:3 122:1 123:9 124:9
125:4 141:10 209:7 213:24
242:4 243:21 250:25
learned 24:4,5 45:24 64:18 151:7
158:11 174:1 177:8 205:23
228:20 244:16
learner 10:17 98:16 115:1
learners 38:13 94:12 99:24 100:6
103:24 104:21 105:5,9 128:17
128:18 192:11
learning 7:20,23 8:22 10:14,15
10:20 11:5,19,20,21,25 13:14
15:13 21:9,13,14 22:3,5,9 32:20
36:9 37:22 38:17 43:6,20 46:22
48:5 52:23 58:6 63:14,19,20
64:1,8,13,25 65:22 76:10 100:8
100:10,22 102:16 103:14 105:1
106:11,19 109:2 113:10 123:25
124:7,11 131:19 144:3,5 156:2

159:6,22 175:7 176:19 177:6
178:2,4 180:19 181:10 182:1
183:15 192:20 201:21,23 202:3
207:19,21,23 208:2,8,11,17,19
210:23 212:8,12 213:14 214:17
223:10,11 236:19 241:14,24
244:9,20 245:8,14,17,19
LEAs 114:25
lease 107:25 108:22
lease-purchase 107:22
leave 21:19 69:3 132:23 206:24
227:19 238:18,19 240:24
252:21
leaving 81:10
led 10:16 12:7 38:19
left 77:21 78:13 79:25 121:3
134:5 189:6 222:23 235:7
239:19
legal 98:5
legally 35:3
legislative 109:9
legislators 109:7 141:19
legislature 84:3,7 138:5
lens 70:11
lessons 38:22
let's 20:18 69:10 80:7 196:16
letter 161:19 190:16
letting 138:8 249:7
level 28:12,22 46:12 57:10 71:24
87:2 106:7 110:22 133:1 142:15
142:19 143:19 151:25 163:22
168:21 172:10 204:19 210:24
249:11 252:9,10 253:13
levels 74:24 104:4 106:2 133:5
142:24 169:13,15 174:13,15
176:23 201:8 251:10,15
leverage 211:2
liaison 2:20 32:13 112:18
liaisons 55:15 56:4
license 28:13 257:21
licensure 161:15
lies 98:11
life 21:10 38:8 65:2 89:14
lifeblood 33:13
lifelike 38:4
lift 55:23
light 231:11
liked 188:1
likes 253:22

limit 114:19
Limitations 169:10
limited 34:7 169:11 170:4,7
 173:5 177:17,19 196:7 232:12
limiting 56:5
limitless 192:2
linguistic 172:10
linguistically 10:14 11:20
Linguistics 102:14
link 20:12,18 239:1
list 4:4,5,6 19:4 127:1 237:11
 238:13
listed 255:15
listen 41:24 120:6
listened 36:20 38:6
listening 37:3 122:7 139:16
 225:5 251:12
literacy 93:5 134:24,25 173:17
 173:20,22 174:20 175:11,19
 176:3,22
literature 181:4
little 14:8 20:18 26:20 50:21
 51:10 54:15 63:24 66:13,18
 67:22 72:20 73:16,22 78:8
 82:22,23 108:7 121:3 126:3
 133:14 137:14 140:22 145:5,16
 145:21 148:14 162:5 163:11
 164:8,17 165:7 167:25 171:10
 173:18 184:19 193:4,16 194:8
 194:15 200:16,24 202:25
 204:14 221:6 223:3,6 224:5,6
 225:8 227:17 242:25 245:5
live 19:8,9 20:12 47:17 151:16
 241:10
lived 99:2
living 28:10 38:9 106:15 190:3
load 148:19
loaded 111:8
local 48:7 96:16 103:18,19
 104:17 108:13 114:23 145:13
located 13:22
location 146:11
locations 108:1
lofty 198:10
Logan 40:23 41:1
long 58:2,2 70:3 85:3 116:1
 121:14 144:16 145:8 185:3
 217:10
long-term 116:2 172:16

longer 99:12 174:11 177:14
 205:24 206:8
look 8:17 15:6 16:16 18:13,22
 20:25 30:18 59:21,22 61:21
 65:20 67:1,5,7,13 69:2 72:5
 75:3 77:3 84:12 100:1 103:6,19
 133:12 189:17 195:8,20 197:4
 200:21 201:21 202:5,12 204:7
 204:15 206:2 207:21 208:22
 210:7 211:11,13 214:3,4,5
 219:25,25 220:4 221:5,13 222:3
 225:14,21 226:6 229:9,21
 230:14 236:25 237:3 242:18
 244:5 248:13
looked 30:14 76:15 121:16
 208:12 218:22
looking 17:15 54:23 61:13,25
 64:21 70:9 74:17 76:24 92:2
 131:23 132:15 134:16 144:14
 145:25 176:7 187:24 193:14
 194:3 196:25 197:4 202:14
 203:7 205:2 206:8,11,20 214:3
 221:16 223:15 233:14 242:9
looks 32:20 210:3 214:15 224:4
 225:7 240:9
Lord 79:4
Los 210:15,19
lose 99:18,19
losing 109:22 217:14
loss 244:8,19,20
loss-of-learning 244:12
lost 48:10 89:9 99:18 102:25
 198:13,14
lot 21:4 24:12 25:8 26:1 32:25
 41:7,7 42:12,14,17 44:17 46:1
 51:25 53:2 54:6,24 55:1 56:20
 56:24 58:12 68:13 71:12,15
 77:14 88:13 89:15 98:22,22
 102:7 103:9 116:16 118:3 120:3
 122:23 123:8 124:13 136:1
 141:1,24 142:5,11 148:7,12
 149:16,25 151:7 152:5 189:12
 195:3 200:23 220:17,21 232:16
 233:9 236:13,16,20
lots 116:15,16 119:18 120:12
lottery 62:9 70:4,6 81:2,13,18
loud 114:14
love 39:22 46:10 50:2,12 51:5
 76:9 79:2 109:12 117:17,17,17

118:1 120:2 122:15 123:8,18,23
 129:24,25 144:21 148:12
 189:19 216:9 224:18 242:2
loved 188:3 245:25
lovely 36:4
loves 36:18 148:13
low 66:14 157:25 158:15
lower 66:17
lower-income 188:22
lowest 204:19
Lucy 2:12 7:12 92:5,13,14,16
 98:15 101:15 156:8 186:7,12,13
Lujan 113:20
lunch 60:13 61:1,3 62:3,8,10
 80:16 82:3,25 83:21 110:8,12
 111:23 119:19 138:23,24
 145:10,13 149:17,19
Luncheon 154:12

M

M- 117:25
M-a-d-s-e-n 43:13
M-a-r-t-i-n-e-z 119:5 197:16
M-o-r-a-l-e-s 117:16,25
ma'am 196:24
Mabry 1:12
Madam 13:5 62:7 67:2 149:13
 197:17 201:18 203:12 208:23
 247:16
Madison 43:10
Madsen 43:12 78:13
main 28:24 45:25 55:11,17 159:4
main- 195:12
maintain 29:15 48:10 93:1 99:16
 133:19 170:10 176:13 195:13
maintaining 106:20 165:25
major 27:13 74:12
majority 59:5 130:20 145:8
majority-Hispanic 150:3
makeup 100:18
making 10:20 12:24,25 23:23
 25:15 26:3 29:8 56:3 70:2,18
 84:2 94:19 96:2 105:1 111:19
 169:3 179:1 203:20 205:12
 213:17 241:1,3
managed 33:10
management 9:23 26:24 98:4
 160:15 216:16
manager 27:6

managers 11:1,8 15:12,20 16:3
16:22,24 17:6 22:11 24:9 25:5
25:20 32:18,21 35:7 36:17
43:15 46:11 48:2 50:11 51:8
53:13 65:24 66:4 85:1

mandate 60:7,13 82:16,17 83:17
86:18

mandated 82:11

mandates 183:6

Manis 2:6 6:7 91:2,3 153:25
154:1 185:22 256:5,6

manner 207:7

manual 166:13

map 38:9

maps 191:22

marching 75:2

Marcos 235:10

mark 164:4 168:1

marks 236:9

Martica 7:13 117:21 129:3

Martinez 119:3,5 187:4,6 248:7
249:13

masked 72:15 158:9

master 165:6 167:8 202:9 232:17

master's 68:4 250:8

mastery 178:8

material 223:8,21 224:1,25

materials 9:1 27:17,18

math 8:11,15,20,21,22,23,24 9:1
21:13 23:9,16 24:9,15,20,22
27:9,10 38:21 50:14 65:4 72:9
75:16 85:17,18 94:8,10,11
101:23 102:21 103:2,10 105:3
116:17 130:14,16,18 131:8,13
156:19 157:24 158:1,8,13
176:25 177:3,9,10,13,19,25
178:2,8,10 179:4,7,9,9,12,14,15
195:25 196:18 200:7,11 202:10
202:11,15 206:14 217:1,17
219:22 221:10 225:17 226:9
227:20 234:9 235:15 236:12,14
236:18,19,23,25 237:10 238:2
246:4 248:19

Math-phobic 236:20

mathematically 75:12

matrices 205:10

matter 89:25 151:18 254:14
257:14

matters 150:18

maximizing 173:4

meal 139:9

meals 86:18 139:12

mean 36:1 57:8 59:4 62:24 63:8
66:9,15 69:16 78:20,24 79:16
83:25 86:20,21,24 87:5 129:10
138:14,23 145:11 147:15 152:6
196:12 220:20 222:9 229:5,23
242:15 244:13 246:2 247:2
251:8

meaningful 10:24 129:20

meanings 115:19

means 66:15 71:15 78:14 96:11
97:23 127:23 130:1 235:17

meant 122:18

measurable 209:12

measure 203:22

measurement 102:15

measuring 203:18 206:5

med 18:25 51:25

Mediation 2:23

Medical 18:24,25 38:1 67:10

meet 9:11,11,18 11:11 47:24
52:19 55:20 73:25 74:3 75:23
75:24 83:8 94:23,23 95:9 96:22
96:22 113:11 118:5 144:8
160:10,10,19 161:12,12 168:4
220:6,9 224:6 242:16

meeting 10:7 16:17 30:16 31:3
55:12 73:24 104:3 145:7 158:17
158:19 168:25 172:20 234:21

meetings 27:12 30:20 32:17
95:13 103:15 175:8 181:8
248:13

meets 9:14 22:11 73:11 95:3,6
160:15,19 161:6,8 220:8

MELISSA 12:19,24 34:1 35:25
37:11 39:14 40:22 42:5 43:9,22
45:7 47:6 49:14 97:2 161:24
162:3 185:17 187:2 190:10
192:22

member 2:4,5,5,6,6 36:25 40:11
128:5 167:3 248:1 253:7

members 13:6 26:12 39:21 77:15
97:25 160:20 179:23 180:11
183:22 184:9 190:24 197:18
208:24 247:11,17 249:2

membership 107:10

mention 115:18 143:22

mentioned 13:21 15:7,11,25 18:1
18:10 19:18 22:20,23 23:11
60:23 67:2,8 73:15 74:6 96:8
107:5 111:22 130:15 147:25
166:4 169:22 174:7 175:21
182:19 194:1 196:10 201:3
202:14 207:23 213:15 223:5
225:15 227:25 232:3,25 237:7

mentors 191:8

menu 139:23,24

mercy 79:4

message 55:19 145:10

messaging 60:21 99:13

met 9:17 10:1 83:6 95:17 159:2
160:23 168:1,24 182:20,21

method 16:14 52:6 65:22

methodology 140:16 209:24

Mexican 127:8

Mexico 1:2,13,22 2:24 13:23
17:23,24 33:9 38:7 45:4 52:20
52:20 61:7 84:4 86:16 98:13,19
99:16 100:19 101:4,5 102:14,24
113:24 114:22 122:18,18
135:22 175:22 178:17,20
182:23 198:4 199:23 201:9
210:14,20 218:18 244:1,2 257:2
257:9,12,13,21

Mexico's 38:8 107:15

Michael 114:18,21

Michelle 116:8

microphone 20:24 114:16 117:12
187:3

microphones 70:24

mid 88:13 89:7

middle 14:4,5,13 16:9 17:22 18:8
19:10,13,25 32:19 35:10 37:18
102:18 124:4 133:11 141:1
146:2 149:2 151:24 185:9
187:17,22 189:14 252:2

mightily 44:15

Mike 98:3 239:25

Mike's 251:5

million 219:3,4,5,6,6 237:17

mind 47:13 51:3 81:1 88:6
108:14 146:2 188:13 191:6

mindful 180:12

minds 49:3 192:8

mindset 11:4

minimum 164:24,25

minor 44:19 107:7
minority 99:17
minute 135:18 166:17 249:14
 254:17
minutes 34:7 54:11 58:4 185:2,3
 186:3 245:11,15,20 246:2,3,5,5
 246:7
mispronounce 118:10
missing 21:23 76:18 131:14
 196:4 201:3
mission 13:25 92:25 98:15,15
 128:12,14 129:24 130:3,11
 155:25 159:1 164:11 172:12,13
 184:5 194:10,12 199:9,10
mission-specific 10:2 95:18
 102:9 157:15 158:18 164:18,20
 168:1,5,19 169:8 172:20 206:7
 206:9
MISSY 2:15
misunderstand 54:1
misunderstandings 211:7
mitigating 198:23
mixed 67:24
mode 55:3 100:16
model 20:2 28:10 29:3 68:19
 130:23,23,24,24 131:4 137:6
 139:16 159:18 161:1 163:13
 170:9 172:5,6 177:12 195:20
 196:25 197:4 207:6 208:5
 209:10 210:15 211:14 229:12
 229:24 230:1
modeled 174:8
models 76:11 127:15 210:16
modern 198:2
moment 204:14 206:4 212:8
moments 203:18 205:9 206:1
Monday 59:18 245:10 246:6
money 30:15,17,25 85:25,25 86:8
 86:9 110:1 131:16 237:21
 238:18 239:12,19,21 240:6
 254:4
monies 239:17
monitored 211:9
monitoring 103:12 161:19
 165:24 167:12,18
monitors 161:20
mono-lingual 151:1
month 23:4 28:2 79:15 82:8
 113:4 132:22 133:24 141:7

175:24 220:11
monthly 32:17
moral 71:22 72:4,17
Morales 117:14,15,22,24 129:2
morning 5:1 7:4 13:6,12,17 21:2
 26:19 33:20 37:13 43:24 45:10
 62:21 91:21,25 92:15 97:10,11
 111:7 112:14 114:20 118:12,21
 119:4 238:5 241:16,17,19
mother 47:17 127:8
motion 90:18,23 91:17 153:11
 154:9 255:20 256:19
motivate 35:8
motivation 34:25
move 23:12,14 29:11 73:10 90:18
 107:18,22 108:22 110:13
 114:10 145:23 153:6 163:21
 176:8 179:2 195:4 198:12
 207:17 209:15 214:21 226:14
 227:23 254:21
moved 107:22 167:11,17
movement 200:23 242:3
movie 39:1 108:4
moving 120:12 196:10 228:4,5
MOY 206:22
Muchas 138:20
multi-purpose 146:21
multicultural 98:12 106:10
 170:14,15 199:16
multilingual 115:1
multiple 171:18 216:14,14
multiply 205:6
multipurpose 109:5 146:3
music 84:13,15 122:21 124:22
 134:3
mutual 182:14

 N

N 2:1 3:1,1 4:1,1
N-i-c-e-l-e-y 190:15
N-k-w-a-n-t-a-b-i-s-a-h 116:11
 124:17
NACSA 57:15
Nah 89:14
name 5:20,21 7:5 13:6,12 34:5,8
 34:9 36:6 37:13,14 39:19,19
 41:1 42:6,19 43:12,25 45:9,11
 80:8 92:16 97:13,16,17 111:12
 114:20 116:9,10 117:2,23,25
 118:13 119:12,13,15,23 120:17
 120:25 122:10 123:6,7,17
 124:21 125:13,18 126:4,9,18
 127:2 129:1 140:21 155:3,7,8
 163:7 186:2 187:5 189:5 190:12
 190:14 197:14,15 247:14,17
named 184:18
names 111:13
naming 81:1
nation 13:2 17:16,25 57:13
national 27:25 28:1 34:15 38:25
 113:7,18 115:3
native 13:2 54:24,25 71:25 72:14
 93:1 100:22 112:3 125:5 136:4
 137:12 143:4
natural 100:9
naturally 54:18 65:18
Navajo 136:21
navigate 165:21 191:4
Navigating 191:11
near-peer 15:23
nearly 9:17
nebulous 130:4
necessarily 59:17 64:18 224:14
necessary 217:5
necessitating 170:8
need 7:1 21:11,15,16,16 22:17
 23:1 25:25 27:18 41:15,23
 43:18,19 52:7 56:21 61:2 67:17
 78:9 85:4 87:23 109:7 112:4
 131:17,23 134:8,13 142:22
 145:12 146:8 149:18 150:15
 165:18,19,23 166:17,18,24
 178:16 180:1 189:3 193:4
 195:23,24 199:3 200:5 204:7
 206:2,8 209:6,7 211:22 220:12
 223:23 225:16 229:10 232:22
 234:13 240:18 244:23 254:10
 254:17
needed 16:2 17:7 27:9 112:19
 174:2 187:20 195:8 208:6
 235:15 255:11
needing 25:4 250:1
needless 54:25 79:12
needs 11:2 22:11 30:16 31:3
 34:24,24 47:24 75:24 83:6
 86:10 111:20 112:24 117:6
 120:1,4 133:12,16 178:4 191:16
 209:6,8 221:23 251:23

negative 67:15,25
negotiate 115:19
negotiated 255:12
negotiations 153:3 253:18
neighbors 237:5
nervous 173:18
never 51:1 80:11 88:6 121:5
 144:22 211:1 251:17
new 1:2,13,22 2:24 8:23 13:23
 17:23,24 22:13 27:2 33:9 38:7,8
 45:4 52:20,20 61:7 79:17 80:2
 84:4 86:16 93:2 95:1 98:13,19
 98:21 99:16 101:4,5,12 102:14
 102:24 107:15,23 108:8 110:4
 110:14,14 113:24 114:22
 122:18,18 127:8 132:20 134:7
 135:22 175:22 178:17,20
 182:22 191:10 199:23 201:9
 210:14,20,24,25 213:20 217:21
 217:22 218:18 219:7,7,8 240:25
 244:1,2 246:8 250:8 257:2,9,12
 257:13,21
newly 86:15
news 17:21 113:16
nice 28:17 43:16 118:2 123:19
 138:22 148:21 209:18
Niceley 190:15
Nicki 236:2
NICOLA 2:17 114:11 116:7,25
 117:11 118:9,19 119:2,11,21
 120:15,21 122:8 123:4,11,15
 124:14,19 125:10,16 126:7,16
 126:25 128:24
night 112:25 136:24
nights 39:2 116:13 118:4,4
 136:22
nine 168:8
ninth 14:21 20:4 164:23 204:10
 204:23 205:5
Nkwantabisah 116:8 124:15
NM 1:20 8:13 94:3,15 257:19
NM-MSSA 200:25
NMSA 237:5 241:16
non-bilingual 120:12
nonprofit 108:5 114:23
Nope 253:2
norm 73:22 150:6
normal 141:23
normally 71:14 87:13

Norris 7:13
Northern 98:13 101:3,4 210:14
 210:19 218:17
note 53:25 54:4 85:8
notes 53:3 84:22 235:9
notice 99:22
noticed 53:20
noun 152:11
Novea 123:16,17
November 139:9
Nuanes 20:22
numb 85:4
number 62:4,6 69:6 70:3 115:21
 131:6 136:5,20 159:2 170:6,21
 205:14,16 230:21 231:18 232:7
 232:8,22 235:20
numbers 68:14 135:8 226:7
 230:20
numerically 75:15
nurturing 192:8
nutrition 139:4,6
NW 1:21 257:20
NW- 203:2
NWEA 103:12 201:4,5,18

O

O 3:1,1 4:1,1
O-w-u-s-u 116:10 124:17
obligation 71:22 72:17
observations 11:24
obtained 205:16
obviously 50:17 52:19 63:22 87:5
 130:13 201:12 222:10 242:16
occasional 222:9
occupations 19:2 20:14
occur 203:17
occurred 50:18
oceans 191:24
October 7:11 86:6 93:14 118:7
 156:8 237:16
off-line 8:22
Off-mic 82:9 129:7
offer 14:16 15:18,21 17:11 18:14
 18:23 52:22 53:12 59:17 60:16
 84:15,16 92:8 96:5 156:18
 158:24 224:13
offered 18:14 84:17 98:14,17
offering 9:3 223:7
offerings 110:25 159:11

offers 11:13 17:9 59:20 158:13
 178:5
office 28:25 108:11 136:14
officer 13:8,16
officers 32:4
official 97:5
officially 114:18
oftentimes 63:13,15 248:4
oh 6:19 47:10 62:10 68:23 81:14
 82:7,7 87:8 142:1 163:6,8
 186:20
Ohio 80:18,19,20 129:13
okay 6:21 7:3 12:23 13:3 19:12
 25:13 39:18 43:9,11 51:22
 53:17 54:10 57:2 58:5 59:21
 60:15 61:21 62:17 63:11 65:10
 66:8 68:9 69:15 77:18 80:10
 82:18 83:9 86:11,12 92:12,14
 114:11 137:24 138:21 154:7,14
 185:16 186:15 193:13,13,15
 195:22 196:9 197:11 203:16
 217:5 218:1,1,7 221:24 224:4
 225:3 230:14 237:13 238:4
 239:5,6,10 241:13,18 243:10
 246:11
old 47:19 89:16 121:2,24 126:10
 221:3
older 187:10 189:25 226:10
on-site 112:21 140:16 160:23
once 13:3 17:4 62:25 66:14 69:16
 70:18 80:13 145:2 147:1 155:11
 159:2 162:8,12 172:24 192:24
 206:23
once-a-month 113:1
one-on-one 14:15 15:20 16:6
 75:11
one-person 198:21
ones 19:5 45:13 76:19 148:18,18
ongoing 165:20 169:1
online 23:17 34:2,4 36:3 178:2
 185:21
oops 36:1
open 17:10 37:3,5 111:5 122:22
 122:25 136:10 237:16
opened 7:15 45:14 92:22 155:19
operate 15:14 86:17,19
operates 31:21
operational 30:21 31:22
operations 77:7

opinion 141:11
opportunities 17:13 39:4 49:8
 61:1 93:7 108:12 109:22 150:15
 164:13 177:18,20
opportunity 5:15 15:19 16:1
 18:9 20:14 56:25 61:10 69:20
 69:24 71:19 75:6 77:4 81:25
 92:10 96:9 98:14,17 99:3 120:8
 120:13 125:3 131:14 134:4
 152:1 154:23 218:8 225:4
opposed 225:8
opt 152:2
opted 130:24
option 62:11 109:1 112:21
 139:11 152:14 189:23 192:10
options 48:9 61:22 62:8 112:10
orchestra 74:21 84:19
order 56:21 166:18 204:23
 205:20 232:6
ordinary 191:20
organization 220:16 243:25
organizational 9:9,21 94:21
organizations 183:18,25 234:25
organized 204:5
organizing 181:21
original 33:8
Originally 133:4
outcomes 10:2 52:3 63:21 64:2,9
 65:18 95:21 101:15 107:2
 156:22 157:14,21 158:4 165:2
 169:2 255:5
outlined 38:14 215:1 255:12
outperform 175:22
outperformed 8:10 175:23
outperforming 66:11
outside 24:3 112:22 167:5 221:1
over-reliant 23:20
overall 9:21 40:16 47:13 71:9
 178:20 186:21,21 205:15
 222:25
oversight 248:8,12
overwhelm 90:6
overwhelming 59:5
Owusa 124:15
Owusu 116:8

P

P 2:1,1 3:1 4:1 236:15
P-e-n-a 163:8

p.m 51:15 154:12,13 256:23
P.O 27:20
package 199:9
packages 198:11
page 3:2 4:2 80:17,22 94:15
 208:6 235:9
pages 257:10
paid 17:14 239:22
pandemic 207:24 213:16,20
panel 36:2 163:15 185:20
panels 210:9
paper 29:1 242:25
papers 151:11
paperwork 35:13
paragraph 121:14
parcel 108:10
parent 10:23 32:15 34:10 36:25
 37:15 39:20 40:10 59:19 74:22
 81:14 95:13 99:7,10 112:15,16
 112:17 117:6,7 119:25 136:24
 167:16 187:6 190:16 250:5,6
parent-teacher 112:11
parents 2:9,11,13,16,19 37:5
 38:5 78:15 80:2 84:10 85:7
 88:24 89:5,12,13 98:6 107:11
 111:12 113:2,3 118:5 136:14
 137:2 144:2,6,8 186:23 189:12
 189:13 230:9 244:18 250:13
parents-school 189:8
park 108:11 237:4 242:12
parsed 254:16
part 9:24 13:10 20:17 39:21 72:1
 95:15,16 97:25 101:12 106:19
 111:11 124:2 126:21 127:3
 128:20,22 136:22,24 137:10,21
 138:2 141:15 157:7 180:18
 181:25 183:13 190:3 212:15
 223:8 224:6 226:12 227:21
 235:3 236:22 237:19
part-time 33:9
partially 193:11
participant 113:19
participate 38:24 62:3 74:21
 84:18 113:25 114:4 148:24,24
 172:1
participated 10:24 113:6,15
participation 117:7 169:14
 170:20,21 172:18 205:8
particular 10:11 81:1 203:15

210:15 211:19
particularly 9:6 47:21 158:1
partner 83:24 140:4 158:23
 166:22 191:13
partnered 18:17 25:14 113:23
partners 166:5
partnership 7:22 72:23 110:9,10
 111:23 114:1 139:7 140:2,3
 210:19
partnerships 108:12 210:11
parts 106:13 223:21 224:1,25
pass 16:9 23:24,25 26:17 60:19
 67:2 75:12 167:21,22 168:7
 171:19,20,23 204:10,25 205:8
 233:5,5
passage 163:14,17,19 164:1,3,4,6
 172:9,22 184:13 185:15,16
passages 163:13 165:9
passes 91:17 154:9 243:11
 256:19
passing 16:7 55:18 66:21 73:4
 165:3 167:23
passion 98:11,18
passionate 98:11 128:13
Pat 26:17 57:3 78:6 85:10,10
path 62:13 166:16
pathetic 138:18
paths 31:25
pathway 14:20,23 16:20 18:12
 47:1,20 76:23 87:22 166:23
 168:11
pathways 11:13 14:11,16,19
 15:22 87:19 159:7,9 166:12,14
 166:21 168:14 191:19 193:10
patience 154:15
patient 77:5
patients 38:5
PATRICIA 2:3
Patrick 13:15 26:19
Patty 240:1
pause 19:17 91:19 154:11 184:16
 207:24 213:16
paving 191:19
pay 46:2,4 75:5 126:3 195:4
 250:2
PBL 24:15 58:9 65:3,8
PBLI 17:7
PC 2:23
PD 23:6 220:14

PE 116:18 134:3 146:3
PE- 237:17
PEC 2:20,22 3:9,16,23 7:18 13:6
 92:24 140:12 155:22 255:18
PEC's 83:5
PED 2:7 7:8 25:3,11 26:14 86:5
 94:4,14 115:8 155:17 159:16
 161:8 199:14 208:24 238:22
peer-to-peer 9:5 75:10
peers 96:12
Peña 156:5 162:15 163:7 185:14
 188:1 194:17,22 195:21 196:14
 196:24 197:3 201:5,17 203:6
 207:22 208:21 212:2 213:6,11
 214:11 215:19 217:23 218:4,10
 218:16 219:9,12,19 220:6
 221:14,21 222:2,5,18 223:14
 224:3,17 225:2 227:9,14,22
 229:1,4 230:25 231:23 232:3
 233:7 234:16 235:20 236:2
 238:3,6,9,15 239:6,10,14
 241:12 243:14 248:1,7 249:13
 256:20
Peña's 249:19
people 27:15 28:8 33:25 34:1,3
 41:13 42:17,18 43:3 44:25 45:3
 48:23 56:17 63:13 79:10,25
 85:2,4,6 123:21 141:20,23
 144:14 150:25 151:10 162:19
 204:18 210:22 216:14 233:15
 234:24 236:16 237:10 238:23
 240:24,25 241:2 244:6 251:12
people's 49:2
percent 17:24 37:5 53:21 54:24
 55:18 65:8 66:15 67:2 73:4
 86:1 88:5,22 94:7,8,8 95:11
 99:23,24,25 101:8 134:25 135:1
 135:22 137:11 157:23,23,24
 158:5,5,10 164:21 165:3 167:21
 167:22,23 168:6,20 169:14
 170:25 171:3,5,7 174:21 176:1
 178:19,20,22 205:1,8 225:17,23
 225:25 226:20 227:2 230:25
 231:14,20 233:21 235:15
 236:14 237:20 241:23 248:19
percentage 71:24 100:2 235:12
 254:5
percentages 157:23
percentile 16:8

perception 69:19 242:21
perfect 27:24 30:5
performance 8:3 9:9,12,16,22
 10:10 86:9 93:21 94:18 95:19
 96:22 156:16 157:1,11 161:10
 165:4 175:9 176:21 178:23
 205:13 223:16 224:7 238:1
 255:1,17
performing 248:12
period 16:6 28:3 51:14 59:10
 167:1,4 177:5 204:8 205:3
 206:8 245:9 254:18
periods 58:3 167:7 173:21
 174:11 177:14 178:14,15 197:7
 197:8 199:20 202:8,10,11,21
permeating 180:20
persevered 57:24
person 7:13 39:17 48:23 71:3,12
 84:1 87:14 114:17 167:16
 185:25 200:1 225:15 235:11
 240:1
personal 39:5 149:23
personalities 49:3
personalized 40:7 48:4 177:6
 191:5
personalizes 178:3
personally 42:15
personnel 199:2 249:21
Peru 100:20 138:17
peruse 222:25
ph 43:10 120:10 122:9 123:11,16
 129:2 140:21 236:2
phase 25:23 146:2,18 209:24
phases 212:12
phenomenal 46:21 234:5
philosophy 27:14
phobia 236:24
phone 163:3 189:9 222:1
phones 222:6,8
physically 147:15
pick 14:22 18:11 84:1 87:22,23
 152:21 217:18 230:5
picked 46:22,24 87:19
picture 47:9,13
pie 139:19
piece 50:21 184:14,15,17,18
 203:8 216:3,17 221:23 238:1
 241:14
pieces 21:23 27:5 212:4

pillar 181:12
pissed 244:15
pivot 85:14,16
pivotal 163:18
pizza 59:20
place 48:15,17 96:19 113:14
 123:1 126:20 127:8,19 128:8,18
 129:22 149:23 156:7 183:16
 190:7 191:2 192:18 194:5 197:8
placed 151:3
placeholder 248:17
places 79:8 141:8,18
placing 174:17
Placitas 100:13
plague 88:4
plan 38:14 50:16 69:7,12 82:15
 108:20 156:21 173:8,9 190:21
 209:18 221:10 224:25 226:5
 227:3,23 228:4,17 233:20 245:7
 247:5 253:18 255:4,8
planning 20:17 28:6 30:20 82:3
 134:2,4 174:18 175:10,14
 253:20
plans 37:19 38:3 55:7 67:3
 156:24
platform 178:2
play 114:6 118:5 185:11
played 15:3 33:18 49:20 114:8
 173:23
playground 109:11,13,23 146:10
 147:9,12
plays 22:6 74:23 185:13
PLC 132:4,11,14,15 134:10
 221:15
PLCs 175:12 176:19,20 179:13
 220:3,6 221:17
please 12:20 34:5 39:16 54:1
 77:23,24 90:24 97:3 114:13,14
 121:25 165:8 166:2 168:17
 169:5 171:9 176:24 182:24
 186:2 190:5 247:14
PLTW 18:18,25,25
PLTW's 18:20,21,24
plugging 28:13
plus 95:1
pockets 191:1
point 26:17 34:16,20 44:22 62:7
 67:7 70:12 78:13 83:2 94:15
 105:4 107:17 169:9 194:5 198:5

202:24 212:22 248:19,24,25
250:6 253:23
pointing 104:6
points 99:23
police 108:11
policies 30:8 32:3
policy 15:10 192:6 222:1
Politics 50:25
pool 228:22
popular 9:7
population 25:10 56:10 61:18
109:19 130:20 137:11 254:5
populations 26:4 56:25
portfolios 163:20
posed 169:18
poses 197:25
position 27:2,4,5 28:20,23 32:1
35:17 56:2
positions 32:10,13
positive 12:13 39:6 63:12 68:1,10
106:11 180:1
possibility 152:6
possible 89:8 124:10
possibly 62:1 143:9
post-pandemic 159:23
post-secondary 156:3
potential 51:25 89:4 191:15
225:18
potentially 150:4,9 240:5
pouring 192:15
power 27:21
powerful 184:5
practice 23:25 75:1,3 145:5
177:15 178:5
practices 7:6 17:7,8 92:17 106:21
107:1 176:21 177:3 178:11
pre-K 115:5 146:23,25 147:6
pre-kindergarten 109:1
pre-med 51:25
preclude 70:5
prefer 117:13
prepare 156:3 164:12 181:8
prepared 163:25 203:3 231:9
preparing 145:17
present 5:16 6:6 21:24 92:10
105:10 144:2,8 154:23 163:14
172:7,8 185:15 206:3 216:18
224:13 226:8
presentation 13:11 19:8 20:10,19

33:5 49:16 57:17 67:9 114:10
130:15 154:19 163:10
presentations 32:18 143:25
163:17,18,20
presented 107:20 174:10 177:13
preservation 137:22,23
preserving 127:24
president 34:14,14,15 117:8
236:7 247:18,24 248:3
Presidential 18:4
press 162:9
prestigious 142:17
presume 40:23
pretend 66:22
pretty 52:14 56:13 66:19 78:7
129:12 200:22
preventative 192:6
previous 18:3 44:16
previously 107:8
price 46:5
pride 98:22 113:13 127:9,12
primary 65:22
principal 46:21 93:10 97:18
141:15 197:12
Principles 18:19,24
prior 36:9 132:7,9 137:13
prioritize 191:16
prioritizing 176:14
priority 140:18 169:3
private 46:1 250:3,10,12
privilege 33:10,20
Prize 113:14 122:13 147:25
148:5 149:5
proactive 192:6
probably 21:3 54:12 56:20 83:8
89:3 137:20 146:18 149:19
151:21 152:4 195:8 233:12
239:15
problem 8:22 61:7 76:22 79:16
149:24 209:6,21 220:23 222:8
233:19 248:22
problem-solving 21:17 37:24
problematic 217:20
problems 50:15,16 76:25 174:12
217:13
procedures 32:3 77:8
proceedings 1:10 19:17 256:23
257:11
process 7:23 52:4 61:23 62:9

74:14 81:2,13 143:7 210:5
processes 160:12 209:8
procrastinating 41:5
procrastination 42:4
produce 241:2
production 108:4
profession 85:3
professional 1:21 11:7 13:14
16:24,25 21:1 22:10,14 50:22
51:5 53:13 103:14 106:19
113:10 115:23 131:18 132:5
134:12 156:22 165:17 175:3,7
176:18,18 177:17,18 178:9
181:6 201:23 202:3 215:8
219:23 220:10,24,25 221:7
255:6
professionally 106:25
professionals 15:8 21:20 40:19
252:21
professor 26:10
professors 40:2
proficiencies 8:20 94:7,12 96:20
158:4,16
proficiency 11:22 23:9 72:12
102:20,21,21,22 103:5 106:3
150:23 157:22 158:1,8 159:1
168:23 169:15,19 171:17
172:17,21 174:13,15,21 176:1
176:16 178:19,20 200:19 201:8
203:2,19 205:20,25 225:15
226:20 227:18 234:9 255:2
proficient 135:1,2 230:7 254:6
profound 180:4
program 7:22 8:21 10:3,20 12:3
20:25 23:17,20,23 24:3,6,18
25:15,21 43:20 46:15,23 54:18
61:3,12,17 79:22 80:23 82:4,25
84:16 85:8,23,24 86:18 95:18
96:5 99:11,13 105:25 108:24
110:5 111:23,23 112:12 131:4
136:23 138:3,4 140:23,23
142:21 146:3,7 148:1 149:9
156:24 157:15 159:5,9,17 160:1
161:1 166:15 170:11,14 171:11
171:15 172:12,19,25 173:11,14
174:3 175:5 178:2 185:2 187:13
188:4 191:21 193:10 198:19
205:15 212:5 215:2,3 217:22
229:10,11,21 230:9 231:7 232:5

232:12 233:2 243:7 255:10
programming 10:18 60:17 76:20
 115:2 207:20 212:11
programs 7:21 8:5,7 30:23 46:14
 62:3 93:23,25 106:19,24 112:10
 115:9 116:4 139:14 142:16
 157:3,5 169:20,21 173:22
 183:25 192:6 193:6 218:6 221:8
 232:12 237:2
progress 8:6 10:4,9 93:24 95:21
 103:12 157:4,10,14,17 160:6
 165:24 168:25 172:15 176:16
 178:7
progressed 250:6
project 10:25 11:8 15:12,20 16:3
 16:22,24 18:17 23:1 25:19
 32:18,21 36:17 38:21 43:15
 46:11 48:2 50:11 51:8 53:13
 64:14 65:24 66:4 84:25 85:23
 140:8 161:2,3 179:16,17,20,24
 180:3,7,13,17 181:2,19,24
 182:6,8,12,13,17,21,25 183:2
 183:11,12 184:21,23,24 185:5,6
 185:8 209:1,10,13,16 210:3,13
 210:18,20,21 211:7,11,15
 213:25 214:15 215:24 234:22
 251:7
project-based 7:20 10:15 11:19
 11:25 16:14 20:25 21:9 22:2,5,9
 23:7 32:20 37:22 43:5 52:23
 58:5 63:14,19 64:1,8,13,25
 65:22 159:6,22 179:18 181:9
 207:19,20,23 208:1,8,10,16,19
 212:8,24 213:14 214:17 215:18
 223:10 237:23 241:14,24 245:7
 245:14,17,18
project-based-learning 16:12
projects 21:10,22 36:19 38:23
 43:5 64:16,17,21 124:10 159:25
 172:1 181:23 208:13 209:25
 210:7,25 211:1,3,5,13,23 214:3
promote 36:1 180:7 182:14
 183:23
promoting 170:23 178:7 181:20
promptly 9:13
pronounce 190:12
property 61:23 62:14
protected 183:4
protection 182:7

proud 18:1 20:6 35:20 37:15
 45:12,23 68:5 69:18 93:12
 127:18 128:20 179:19
proudly 100:11 190:25
provide 7:8 23:6 41:14 55:13,23
 56:4 61:20 92:19 110:7,11,25
 111:25 112:4,9 128:16 139:12
 155:17 166:10 170:6 178:15
 181:6 202:16 218:4,6 229:23
 230:8
provided 26:14 145:13
provides 9:2 120:3 186:21,22
providing 70:10 73:25 112:18
 114:24 115:22,23 163:1 173:4
 177:4 179:4
proving 128:18
Provisional 110:7
PSC 39:21
PTA 112:11 117:8
public 1:1 3:5,8,12,15,19,22 5:17
 7:16 12:25,25 34:2,8 36:6,11
 37:13 49:4,14 59:7 72:2 79:6,17
 84:22 85:6 90:18 92:11,23 98:7
 103:20,20 107:14 110:11
 111:24 114:10,11,17 129:5
 139:4 153:6 154:25 155:4,20
 183:24 185:21 186:4 187:10,16
 187:23 189:11,15,24 190:1
 192:22 197:17 254:4,21 257:1
 257:12
publicly 144:13
published 94:4
pueblo 100:12,13 136:13,18
pueblos 55:9,16 136:2
Puerto 151:5
pull 121:3
pulled 30:2 250:10 251:5
pun 107:18
purchase 108:22
purchases 27:19
pursue 190:4
pursued 170:21
pursuing 152:15
push 35:18 41:6 106:16
pushed 35:20 69:7
pushes 34:23,23
pushing 34:24 90:11
put 11:21 36:10 43:20 45:8 49:17
 54:6 56:13 89:2 98:23 103:10

151:6 163:24 192:25 193:20
 202:21 203:3 212:4 213:16
 214:8 222:5,7,13 253:16
puts 17:24 188:13
putting 68:8 74:15 202:23 216:8
 219:20 238:13

Q

quadruple 234:9
qualified 27:25 199:1 200:4,6,7,8
 249:21
qualitative 130:5
quality 134:19,21 220:25
quantifiable 130:1
quantity 134:19,20 220:24
question 52:17 61:13 64:12 73:2
 73:8 76:9,17 77:19 83:20 132:4
 136:1 137:17 147:21 197:19
 203:13,24 205:9 208:18 209:5
 221:24 232:23 240:20 242:19
 247:13 253:10
questions 3:9,16,23 5:18 22:2
 51:10 53:19 63:3 71:20 92:12
 130:13 142:12,18 144:18 155:1
 216:21 234:15
quick 51:23 78:5 99:22 132:6
 135:25,25 137:17
quicker 29:11
quickly 8:20 9:19 79:24 85:14,16
Quincy 12:24 34:4,8
quite 25:2 35:8 63:17 228:16
quorum 6:24
quote-unquote 150:4

R

R 2:1 3:1 4:1
R-e-y-e-s 97:17
R-o-d-r-i-g-u-e-z 97:14 114:21
R-o-m-e-r-o 126:5
R-o-w-e 7:6
race 252:2
radar 150:9
radiology 77:8
Rain 122:9,10
raise 12:20 79:9 97:3 162:6
raised 12:22
raising 192:10
rally 183:13,24 184:4
ran 187:13

Ranch 114:2
Rancho 13:23 47:18 51:21 66:17
 67:17 72:2,7,10,12 83:24 96:3
 99:3 100:11 103:20 146:13
 241:23
range 174:14
ranking 18:2
rate 5:3 55:18 66:19 67:2,14 69:2
 78:17 95:11 137:5 158:1 160:15
 165:3 167:21,22 168:7 169:14
 204:25 205:8,9,25 206:6
rated 95:3,20 96:21 157:9,13
 215:5
rates 66:12,23 68:19 103:5 158:7
rating 95:7,9 160:4,10,11,19
ratings 8:13 9:18,24 94:22,24
 95:15,15 157:7 161:12 223:16
Ray 113:20
re- 223:4
reach 39:25 72:21 73:6,9 100:14
 235:23 242:7
reached 40:2 120:25 184:25
 199:14
reaching 203:1 230:3 249:3
read 19:4 47:14 81:14 98:15
 119:8 121:14 123:9 136:24
 183:1 204:6
readiness 163:21
reading 8:11 11:22 65:6 102:21
 103:11 151:11,13 157:23 158:5
 173:15,16 174:1,13,14,21,25
 176:1,16 179:14 197:9 202:11
 202:15 227:5
ready 13:4 15:8 35:13 92:13 97:9
 148:3 158:21 162:14,15 191:8
 227:20
real 12:14 16:19 51:23 52:11
 78:5 89:9 132:6 147:13 220:15
 239:7,7 253:23
real-time 27:8,11
real-world 11:4 21:9
realistic 240:19 253:21
realities 75:22
reality 70:1
realization 67:9
realize 141:24 210:23 211:2
realized 166:16 211:5
really 14:14 16:18 20:6 21:10,18
 21:25 22:10,12 23:7 24:1,11,23

25:23 32:5 40:9,18,20 42:7,19
 42:23 43:6,14,16 44:16 46:9
 47:1 49:22 50:23 51:1,4 53:14
 57:1,10,25 63:1,12,14,20 66:5
 69:25 70:2,11 71:10 72:24 73:1
 74:7,17 75:14 76:5,25 77:25
 79:25 80:1 81:3,17 84:12 85:5
 87:14 88:9,24 89:21,24 90:13
 97:24 105:12,23 106:16,17
 118:23 123:19 125:2 129:21
 130:6,9 132:15,17 134:5,15
 141:2,7 142:21 144:18 145:22
 146:11 148:21 149:7 150:17
 153:3,4 193:1,20 194:6 200:18
 200:18,20 206:1 211:6,8 216:5
 216:7,9,20 226:22,25 227:4
 231:5,16 234:10,11,20,23 236:6
 236:16,23 237:2,5 241:25
 242:13 243:1,9 244:14,18 245:8
 245:11,13,21 247:7 248:21
 249:12 254:6,9,10
realm 190:19
reapply 240:5
reason 74:19 110:19 125:22
 126:13 130:17 239:3 240:25
 250:11
reasons 45:25 66:22,25 96:24
 116:1 117:4 130:25,25 143:10
 225:18,18
Rebekka 2:5 240:2
recall 21:3 23:13
recalling 235:2
receive 101:21 108:18 128:2
 159:13 166:8 167:2,10 189:10
received 95:9 107:14 170:13,22
 171:1,4,6,8 190:15
receiving 96:15 173:3 174:20
 196:6 232:21
receptive 70:13
recertified 81:11
recess 91:20 116:22 118:25
 120:19 154:12 256:21,23
recognition 17:18 170:15
recognize 87:18 88:15 143:16
 179:12 201:8 203:15
recognized 17:15,21 50:17 110:6
 131:6 179:25
recognizing 145:18
recommend 56:1

recommendation 5:10 8:2 92:6
 93:20 154:19 156:25 214:22
recommendations 70:11,14
recommends 7:24 93:17 96:25
 156:12
reconnect 93:1
reconsider 206:9
record 8:2,16 49:17 68:3 77:24
 93:20 156:15,25 160:8,8 172:19
 254:18,25
recovery 38:3 218:6
recruit 55:16 195:9 249:25
recruiting 32:7
recruitment 100:15
recuse 7:1
red-yellow-green 150:18
redefining 211:11
reduce 180:13 182:13
reduced 170:6 219:17
reducing 38:17 177:19
redundant 47:10
refer 15:11 84:22
referenced 115:15
referrals 182:15
referred 50:6
referring 11:7 54:15 96:11
 241:15
refers 86:16
reflect 127:15
reflecting 22:2 170:22
reflects 9:22 169:1
regard 224:25
regarding 40:3 197:19
regardless 65:3 99:15 131:25
regards 27:16 194:15 201:11
region 101:3
regular 120:2 171:24
regularly 113:11 161:22 249:4
regulation 132:20
reinforce 65:25 198:24
reinforced 184:5
reinforcement 177:16
reinforces 183:6
reintroduce 99:1
reiterate 254:15
related 90:1 156:23 255:7
relates 86:8
relating 89:20
relationship 7:21 32:9 66:3 90:8

170:2 235:22 250:20
relationships 16:2 33:12,13
 39:22 40:17,18 123:20
relative 85:11 236:12 243:4
release 132:9
released 175:24
relevant 236:24
relocation 95:24
relook 221:6
remain 161:21
remained 155:21
remarkable 129:17 191:3
remedial 56:21 235:13,15
remedy 161:13
remember 5:13 34:5 52:25 79:18
 109:17 136:6 138:17 217:11
 219:15 230:20 234:1,21 243:16
 247:22 251:4,4,6 252:7,8
remind 104:23 105:17 127:16
reminder 94:14 155:2
reminds 129:21
remodel 109:3
remotely 7:14
removed 24:5
renew 90:14 226:14 227:16,16
 241:8 252:12
renewable 38:15
renewal 1:10 3:10,17,24 5:4 7:10
 7:17 8:4,7 9:25 37:8,21 39:9
 49:25 63:2 90:19 91:22 92:24
 93:14,22,25 116:1 137:11 153:7
 155:23 156:7,10 157:2,5,8
 158:11 233:10 239:14 244:22
 254:22
RENEWALS 3:3
renewed 7:25 93:19 96:25 102:11
 156:13
renewing 155:21
Renken 7:12 93:16
repeat 94:23,25 102:8
repeated 161:12
replaceable 29:8
report 5:9 12:3 17:22 31:11
 53:20 92:6 255:14
reported 1:20 169:11
reporter 34:6 155:5 257:9
REPORTER'S 3:25 257:7
reporting 1:21 95:4 248:18
reports 134:23

represent 31:24 141:9 142:7
 162:1
representation 224:23
representative 98:5 226:1,3
representatives 98:4 163:15
represented 198:6
representing 13:1
Republic 151:5
reputation 23:18
request 72:25 146:8
requests 95:23
require 48:1
required 26:8 47:23 64:19 82:25
 160:23 165:19 174:16 228:24
requirement 16:10,11
requirements 95:5 147:12 152:5
 160:24 161:9 197:23 224:24
requires 159:12 172:9
requiring 177:15
research 7:21 45:18 83:7 102:13
 106:18,23 115:8 187:25 209:7
 209:23
research-based 228:7
researched 38:10 45:19
researching 228:6
resend 86:3 239:4
residents 122:19 146:15
resistant 89:1
resolve 161:18
resolved 161:16
resources 38:15 73:24 109:6
 112:19 114:3 166:8 173:5
 174:17 192:1 229:8,22 230:11
 230:15
respect 182:14 183:4 184:6 192:9
respected 12:4 161:4 182:11
 189:20
respectful 180:23 193:18
respond 224:19
responded 8:20
response 6:8,10,12 7:2 91:8
 153:24 154:5 162:2 179:21
 256:2,16
responses 94:24
responsibilities 10:6 32:4,11
 95:22 165:21 189:1
responsibility 32:7 183:24
responsive 10:14 11:21
rest 5:23 9:4

resulted 198:9
resulting 160:4
results 29:15 58:19 64:6 94:5
 105:2 134:24 223:1
retain 115:12 194:18,20,23 195:6
 195:10 198:15 199:18,19
retaining 159:15 174:12 176:14
 197:22
retention 95:9 175:6 176:11
 194:14,16 197:19
rethink 240:14 241:3
retired 27:1 107:11
retrain 213:22
return 159:22,23
returned 20:3
revealed 165:3
revert 237:20 239:21
revised 86:15
revision 41:19 210:5
Reyes 93:9 97:14,16,17,21
 104:10 105:24 111:17 115:15
 121:7,22 133:4 135:20 137:13
 143:21 149:13
Rico 151:5
right 20:2 21:4,16 22:8 23:5
 24:14 28:21 50:18 55:17,19
 58:8 62:5 64:25 65:24 70:4
 71:14 73:14 75:4,11 77:11
 80:17,23 81:7,22 83:25 84:11
 84:22 85:10 102:25 108:10
 109:14 129:14 138:21 140:21
 141:3 151:8 152:4 168:13 185:2
 185:22,25 194:19 195:21 196:2
 196:8,25 207:21 210:12 211:14
 218:20 222:15 223:12,13,24
 224:12 229:14,18,24 230:2,13
 230:16 233:19 234:6 235:6,21
 240:11 242:13,24 244:16
 246:20 248:25 250:9 252:24
rights 81:7 182:8 183:3
rigor 203:24 243:4
rigorous 89:10 156:2 204:17
 243:9
Rio 13:23 47:18 51:21 66:17
 67:17 72:2,7,10,12 83:24 96:3
 99:3 100:11 103:20 146:13
 241:23
rise 179:22
rising 11:11

risk 100:3
RMR 257:8
RMR-CRR 1:20 257:19
road 28:15 68:6
Robin 45:8,11
robot 53:10
robotics 18:15 19:13,25 20:10
 27:23 63:7
robots 41:13
robust 96:4 156:21 192:5 255:3
Rodriguez 93:8 96:16 97:10,13
 97:20 104:12 107:17 111:22
 114:6,9,18,21 121:21 130:19
 132:7 133:2,17 135:3,11,15
 136:5 137:19,25 139:1,23 140:4
 140:9 143:6 144:25 146:1,24
 147:10,17,20 149:14 152:8,13
role 5:21 32:6 127:15 155:8
 173:23 248:12
roles 32:4 35:6 181:20
roll 5:25 17:19,19 46:8 90:24
Romero 125:17,19 126:4
room 28:9 34:2 39:15 78:3 97:6
 108:7,9 109:5 114:12,15 146:3
 146:3,21 185:21 187:2 254:9
rotate 32:19
rough 253:11
Roundhouse 141:19
row 53:2 162:6
Rowe 7:4,5 13:21 19:19 82:19,21
 156:8 162:25
rubric 51:2,6 160:16
rubrics 22:24,25 50:23 64:2
rules 94:17
run 19:20 54:19 211:8
running 185:8 232:11
runs 147:5
Russell 2:10 7:11 60:12 82:5,12
 82:18 83:3,10,14 86:13,14
 155:13,15 186:10 193:8

S

S 2:1 3:1 4:1
S-a-l-a-z-a-r 247:18
S-a-n-d-o-v-a-l 119:24
S-a-r-r-a-c-i-n-o 122:11 123:18
S-e-r-r-a-t-o-s 119:16 120:19
S-k-i-l-l-m-a-n 44:1
SABE 4:5 92:22,25 94:2,22 96:2

96:2,7,8,15 97:19 98:21,24
 99:21 100:24 101:1 108:17
 111:4 113:1 115:21 116:4,13
 117:9,17,17 118:15,24 119:6,8
 119:25 120:2,19,25 121:5 123:8
 124:23 125:2,14,20,21,24
 126:11,12,13,20 127:4,4,10,14
 127:22 128:7,11,16,22 136:22
 136:24
sabo 96:10
sadly 24:3
safe 117:18 119:17,18 120:20
 122:3 123:1 189:16 192:7
 193:18,25
sake 249:6,6
salaries 133:21 218:25
salary 198:10 199:8
Salazar 247:16,17 249:1,18
 251:20 252:4,16,24
salesperson 216:18
Salome 125:11
salt 135:7
sample 168:13
Sanchez 186:1,14
Sandia 50:25 55:1 76:13 77:10
 134:18 216:25 220:23
Sandoval 3:11 46:18 91:23 92:20
 93:18 98:8 119:22,24,24 135:22
 153:8 190:17 192:21
Sandra 120:22
Santa 1:13 2:24 44:25 55:1 79:5
 100:13 115:5 136:2,7 155:20,21
 158:23 159:10 189:23 190:6
 218:13 243:3 252:11 257:14
Sarah 124:20,21
Sarracino 122:9,11 123:16,18
 140:20 147:24
sat 43:20 53:2
satisfied 96:6
SATs 207:5
saving 30:17
saw 59:13 66:9 94:9 131:7
 140:11 148:20 165:18 166:24
 168:10 195:7 196:11 198:18
 208:15 223:20 246:1
saying 30:5 34:12 59:7 60:24
 143:13 202:1 206:12 213:23
 214:12,13,14,19 225:6 229:8,20
 230:3,13 241:8 244:21 245:1

247:1 251:8
says 28:12 116:20 137:10 169:9
SB 108:19
scaffolding 24:21
scaling 38:21
scare 88:22
scary 141:21 142:9,9
scenarios 74:20
schedule 15:14,15 17:4 51:12
 165:6 166:25 167:1,9 174:8
 176:8,9,9 177:13 179:1,3,3
 196:11,15,15 202:9 217:24,25
 220:19 227:24 228:6,8,9 232:17
 244:4,6 245:9,24
scheduled 132:14
scheduling 168:3 177:12 196:11
 196:13 217:3,4 242:20 243:22
 245:5
scholar 15:10,18 17:10 25:10
 34:14 36:7 40:8 45:12 47:17
 48:22 55:21 74:7,15,23 81:24
 99:20
scholar-to-scholar 15:24
scholars 7:22 9:3 11:8,11,14,22
 12:15 14:3,5,9,15,18 15:7,11,17
 16:2,14 17:5,13 18:4,7 19:6,10
 19:24 20:17 21:10,15,18 22:25
 23:16,21 24:16,22 25:3,4,12,13
 25:17 32:18,21 33:15 37:16
 38:5,7,10 39:20 40:3 44:2,11
 50:11 51:7,24 53:7,16 56:10
 64:22 66:4 67:5,15 68:1 74:3,21
 75:8 77:4,20 84:25 156:1 192:4
scholarship 75:5
school 1:10 3:3,7,14,18,21 4:5,6
 5:6,8,22 7:13,24 8:11,17,19 9:2
 9:8,13,19 10:15,19,21,25 11:3,6
 12:5,10,13 14:4,4,5,6,10,13
 16:8,9 17:1,12,20,22,23 18:11
 19:10,13,25 20:5,13 21:4,21
 25:15 26:15,23,25 27:7 28:7,17
 31:13,18 32:10,19,19 35:5,10
 35:11,20 37:1,5,18,19 39:1
 40:17 42:20 43:6,15 45:15,19
 46:1,3 47:2,23 48:6,8,10,15
 49:4,13 50:8,25 51:25 52:3 53:1
 55:24 56:3 57:9,16 58:9,23,25
 59:3 61:10 63:6,8,23 64:15 66:6
 68:15,17,21 69:17,21,25 70:17

71:4,8,11,16 72:1 73:20 75:1
 79:5 80:4 81:2,4,16 82:25 84:4
 84:9,13,17 86:17 87:3,17 88:14
 88:14 89:7 90:12 92:4,10 93:13
 94:3,9,15,16,19,25 95:10,23,24
 96:3,4,17,25 97:12,13,25 98:23
 99:4 100:3,9 102:25 105:18
 107:6,7,13 109:3,19 110:7
 111:3,14,18,21 113:8,21 114:4
 116:12,24 117:4,9,18 118:1,16
 118:23 119:17,18 120:20 121:2
 121:24 122:20 123:18 124:1,4,8
 124:10,11 125:4,6,15 127:5,11
 128:2,4,20 130:1 133:12,16
 134:18 135:18 136:19 137:2
 138:15 139:6 141:1,9,13,25
 142:3,4,7,15,19 143:19 145:3,4
 145:5,13,15 146:2,19 149:2,3
 150:1 151:23,24,25 152:16,20
 154:17,18 155:9,18,21,25 156:6
 156:10,13,20 157:9,13,18
 158:13,14,17,22 159:10,19
 160:5 161:11,22 162:5,24 163:7
 163:8 164:6,15 165:12 169:3
 170:17 171:25 172:3 173:7
 179:21 180:2,18 181:16,21
 182:9,18 183:3,14 185:9,10
 186:9,22 187:7,9,12,17,22,23
 188:2,3,6,7,9,17,21,22,24,25
 189:14,23,24 190:2,6,18,20
 191:23 192:3,17 193:5 194:9
 195:4 198:6 199:7 204:22 207:4
 207:6 211:1 212:24 213:2,12
 214:6,17 215:1,4,8 216:25
 221:3 222:9 223:9,12,20 228:19
 228:25 229:1,3 231:17,19
 233:17,23 234:20 235:19 237:4
 237:24 238:11,14 240:14 244:7
 244:14 247:1,7 248:4 250:5,9
 250:12 251:10 252:8 254:9,23
 255:3
school's 8:3 9:24 11:13 12:2
 39:10 93:8,10,21 94:5,7,18
 95:15 156:15 157:1,7,21 158:3
 159:17 160:14 165:4 173:17,19
 180:19 184:5 191:25 192:5
 254:25 255:12
school-wide 161:2 179:17 181:14
 208:16

School/Options 2:9,11,13,16,18
schoolers 18:8 20:15
schooling 36:11
schools 7:7 17:25 20:4 23:14
 41:12 43:19 44:16 46:18,25
 50:15 57:12 58:24 59:6 62:25
 63:13 65:15 66:17 72:2,21
 76:20 78:20 79:1,6,22 80:25
 82:11 83:25 86:17,18 88:25
 92:18 93:17 103:20,21 107:15
 110:11 111:24 113:15,18
 114:25 129:19 139:4 140:11
 148:15,23 149:8,22,25 152:23
 155:16,20 156:12 169:17
 183:18 184:1 187:10,16,18,24
 189:11,15 190:1 195:1 207:8,9
 215:17 228:20 236:14 244:17
 248:10,16 249:8 250:3,10
 253:12
schoolwork 189:3
science 8:15 18:16 21:14 65:4
 94:8,11 101:22,25 102:4 103:8
 103:13 105:10,14 157:24 158:6
 195:24,25 200:6 211:16 219:23
 227:6
sciences 14:17 18:10,22,23
Scientific 18:19
scold 249:5,6
scolding 249:7
scope 209:15
score 16:7 75:12 94:6 164:2
 243:18
scored 178:19
scores 23:9 57:22 65:9 72:12
 85:18 103:16 105:21,23 144:1
 150:23 200:25 201:7 226:21
 227:5,18
scoring 18:3
scorings 18:3
scratch 139:17
screen 168:9,10 185:24 208:16
screw 28:21
scripted 134:5
se 252:20
sea 144:19
seal 142:16 143:8 151:23 159:3
 170:20,22 171:2,4,6,8,11,12,15
 171:17,21,24 172:19 205:17,22
 230:22 231:15,21 232:6,15,20

234:5 242:22 243:2,5
Seamless 139:11
SEAs 114:25
seat 42:25 233:4
seating 42:25 43:1
seats 31:22 100:16
second 44:22 90:22,24 91:22
 92:24 102:6 113:8,24 115:10
 131:1 132:4 153:10,12 155:23
 156:20 168:19 169:8 184:17
 218:21 255:19,21
Secretary 2:4 6:1,3,5,7,9,11,13
 6:15,17,17,23 42:3 49:16 51:17
 51:21 52:10 53:17 54:10 55:6
 56:12 78:5 82:10 90:25 91:2,4,6
 91:9,11,13,15,15 129:9 132:3
 132:25 134:17 135:5,13,17,21
 137:10,17,23 138:6 153:14,16
 153:18,20,23,25 154:2,4,6
 216:7 217:4 218:1,7,11,20
 219:11,17,20 220:22 221:19,22
 222:3,14 241:20 245:4 246:4,11
 255:23,25 256:3,5,7,9,11,14,17
 256:17
section 196:7 247:10 248:16,18
sections 196:5
secure 193:18,25 231:5
security 76:25 77:1
see 12:9 14:9 16:18 23:9 24:25
 26:1 28:13 32:20 36:4 41:15
 42:19 44:6,7 52:2,12 53:14 57:3
 61:10 62:7,22 63:6,25 64:1,4
 66:18 67:10,21 68:16 74:15
 76:15 77:4 79:16 80:7,13,14
 81:22 88:17 94:10 99:13 100:17
 103:5,9 104:7,8,14,18 105:7
 111:2 122:5 128:4 129:18
 135:17 142:1,25 144:19 145:25
 149:25 150:11,14,17,19 151:10
 151:22 168:16 181:18 182:21
 185:3,5,24 195:8 200:17,25
 201:6,10,10,12 203:16 205:12
 205:14,15 206:19,21 207:15
 213:1 215:5 223:17 225:17
 226:11,16,18 228:3 231:6
 234:12,19 237:9 238:7,16
 240:12 242:4 244:23 247:15
 248:4,19 249:14 250:23 251:2
 252:13

seeing 64:2,9 137:15 168:9
 203:20 208:15
seeks 180:7
seen 72:1 135:8 161:4 175:14,15
 182:5,10,15 213:13 215:16
 224:15 225:9 251:22
select 14:21
self-confidence 144:10 251:1
self-conscious 127:10
self-esteem 144:11
selves 190:8
semester 158:14 196:17,17
semester-ized 245:25 246:2
semesters 156:18
send 187:22 189:13 239:3
sending 187:23
senior 34:11 46:24 68:21 69:1,6
 207:11
seniors 20:13 46:19 67:20 68:16
 69:8 163:14
Seniors' 20:19
sense 15:1 58:22 66:7 69:16
 127:12 128:7 136:9 237:22
 239:20 243:4
sent 86:5 237:16 238:22
separate 147:11,12
September 217:14
serious 249:16 254:14
seriously 11:10
Serratos 119:12,16,16 120:16,18
 120:18
serve 11:18 60:13,14 100:3,11
 110:16,20 111:19 138:22 146:3
 146:19 209:13
served 243:1
service 1:21 8:5 83:5 93:23
 110:12 157:3 172:1 230:8 253:1
services 26:24 59:17 61:20 97:18
serving 11:1 100:5 193:22 206:7
sessions 109:9 229:20
set 14:11 66:2 73:5 74:8 166:9
 254:17 257:15
set-aside 109:15
sets 217:15
setting 21:3 120:2,9,11,12 170:7
 188:6 207:7 211:12 214:5
settings 165:17
seven 6:18,23 34:2 91:16 127:4
 154:8 256:18

seventh 14:19 37:16 43:14 124:4
 152:4 167:13 187:9 204:4,23
seventh-grade 206:17
seventh-graders 42:10,11
severe 121:1
SFPS 235:14
shadowing 76:25 77:3
shake 144:14
shape 207:7
shaping 13:25 241:10
share 19:11,12 20:8,23 33:21
 47:16 77:24 78:4 108:3 122:16
 148:16 149:22 176:21 185:18
shared 68:18 149:15 181:17
 184:9 228:11
shares 46:10
SHARON 2:5
shed 231:11
shift 170:8
shifts 133:21
shining 190:20
ship 38:15 234:6 253:25
shop 166:10
short 28:3 59:23 199:20 206:20
 207:1,2,12 239:2,8
short-cycle 206:15
shortages 170:5
shortly 14:12
show 14:25 23:23 24:16 33:6
 65:16,18 104:19 144:3,5 191:15
 210:9
showcase 65:7
showed 169:13
showing 105:2 170:17 227:2
shows 29:10 104:20
shrug 41:21
siblings 119:7
sick 30:6
side 34:18 36:24 70:19 77:17
 83:22 130:14,16,17,18 140:22
 168:13 236:14 248:6
sign 19:6 114:13 144:23 162:22
 167:8
Signe 43:12 44:12
significant 15:15 23:10 26:20
 44:19 194:7 200:18
significantly 66:16 183:2
signing 168:12
similar 223:1 226:7 228:21,22

simultaneous 100:7 240:3
Siné 43:10
single 133:8
singling 138:23
sink 130:7
sinks 225:22
sir 217:23 218:16 225:2 238:16
 252:15 253:1
sister 148:13
sit 228:2 232:17
sit-and-get 21:5
site 8:7 54:5 113:6 139:13 157:6
sites 139:12
sitting 26:23 33:10 162:20 216:1
 238:20 246:20
situation 54:19 74:6 143:15
 228:15,21 240:13 249:16,20
 252:5 253:11
situations 74:5 136:11
six 18:7 56:19 109:4 119:6 154:8
 199:25
sixteen 101:7
sixth 14:19 35:10 45:14,21 56:21
 67:6 124:4
sixth- 14:18
sixth-to-twelfth-grade 13:22
Sixty-eight 58:4
size 14:7 15:25 16:5 42:20 48:3
 49:2 146:19
sizes 187:19 188:5
skeptical 142:14
skies 192:2
skill 176:11 177:15 216:16
 217:15
Skillman 43:23,25 50:6
skills 13:24 21:11,16,17 24:4
 37:25 45:4 64:24 65:6 102:5
 126:12 131:13 144:13,16
 165:16 177:20 197:9 204:3,7,9
 204:23 209:22 216:11 235:7
SLA 219:15
slate 70:16
slide 29:20 76:16 164:7,9,10,16
 165:8 166:2 168:17 169:5 171:9
 174:23 176:24 177:23 182:24
 183:9 184:12
slightly 72:10,11
slips 50:10
slow 159:23

small 15:25 44:23 48:3 69:6
 94:10 105:18 109:5 111:14
 133:7 136:4 199:13 254:5
smaller 16:4 100:14 188:5,5
smart 48:17,18 109:25
smarts 77:22
smoother 166:6
snack 110:8
soar 191:10
social 25:24 53:2 74:18 101:22
 101:25 102:4 105:14 115:17
 126:12 136:15 180:19 183:23
 188:11 195:25 200:8,12 211:15
social-emotional 10:20 11:19
 112:6 183:15
socially 182:3 184:11
society 34:15 39:1 184:11 250:21
 251:1
soft 144:15 165:16 204:3,7
 216:11,16 235:7
soil 211:18
solid 9:8 50:16 235:24
solidify 181:16
solutions 191:9
solve 209:21
solved 209:6
solving 8:23
somebody 12:19 81:18,21 87:23
 88:9 186:8 234:2 244:25 246:21
 249:5
somewhat 61:8 130:14
SOMOS 113:1 116:13 136:22,24
son 34:23 35:4,9,16 36:7 37:9
 47:19 79:19 99:10 120:24
 121:10,17 127:5,7,14 187:8,22
 188:4,9 189:19 250:4
son's 49:12
son-in-law 78:7
soon 83:8
sophomore 67:4 207:11
sorry 6:19 29:18,20 36:2 43:11
 82:22 87:9,14 117:13 118:10
 126:4 129:10 163:6 164:9
 168:10 173:18 229:3,5 246:17
sort 211:6
sorted 209:3
sorting 209:17
sound 213:17
sounds 51:24 80:7,9 139:21

142:2 153:2
space 18:14 26:4 66:10 70:3
 110:23 112:22 146:5
spaces 15:13
Spain 100:20 198:4,14
span 205:2
Spanish 93:4 96:10,12 98:14
 100:8,23 101:2,5,20,24,24
 102:16 105:1 112:3 115:11
 116:14 117:19 118:3,22 119:1,7
 119:9,9 120:13 121:15 123:13
 123:14 124:9,16,18 125:12,14
 125:15,22,23,25 126:6,22,24
 128:17 129:2,15 130:16,18
 131:12 133:9 138:15,20 143:4
 144:2 145:3 151:7 152:19 159:1
 159:13,18 168:22 169:19,24
 170:7 171:20,23 172:2,7,9,16
 172:21 186:4 195:16,22 196:1,3
 196:6,18 197:24 198:9,17,24
 199:4 200:1,4,10 205:19 206:6
 220:8 231:6,13 232:7 243:15,18
 243:19
Spanish-speaking 145:9 150:4
 151:3
sparkling 190:20
speak 5:19 12:10 36:23 49:11
 77:23 97:3 98:7 99:15 101:15
 114:14 119:8 125:23 127:13
 137:20 143:14 150:13 155:3
 162:13 200:20 233:13
speaker 185:21,21 190:11
speakers 100:22 112:3 131:13
 183:24 221:1
speaking 99:20 114:15 125:5,6
 129:5 144:13 151:10,13 186:23
 190:17 240:4
speaks 71:6 200:19
special 85:8,23 97:18 111:20
 120:1,4 127:22 136:14 140:8
 175:23 178:18 181:14 190:6
Specialist 2:13
specialize 114:24
specific 12:25 32:6 87:19 117:5
 150:7 156:17,17 177:19 221:9
 255:8,11
specifically 14:9 24:20 101:14
 105:14 109:3 187:17 218:19
 219:22 221:11 233:14 237:3

242:3
spell 5:20 34:5 116:10 117:24
 119:16,24 120:18 123:7 125:13
 155:7 186:2 247:14
spend 16:23
spending 30:15
spent 192:13 234:19
spirit 72:25
spoke 102:7 136:25 193:2 200:19
 247:23 251:11
spoken 117:20 118:22 119:7,10
 123:13,14 124:16,18 125:12,14
 126:6,24 129:2 138:20 186:4
sponsorship 199:12
sports 48:20 67:18
spot 158:3 202:24 203:4 231:18
Spotlight 8:12 18:2
spring 94:5 110:4 156:11 158:12
 196:20 197:7
square 108:6,9
St 45:21 251:5
stab 43:9
staff 2:7 8:17 12:9 22:15,17,22
 29:7,18 30:15 33:14 39:24
 99:22 100:18 101:8 102:12
 103:4 128:5 133:7,13 134:8,8
 156:22 167:3 174:4 175:6
 176:14 179:11 188:21 191:18
 193:18 194:14,16,18,20,24
 195:6,11 197:20,22,24 198:7
 199:18 208:10 209:2 213:19,20
 219:7,24 228:24 241:11 249:23
 255:6
staff-wide 220:21
staffed 195:14,18 196:3
staffing 131:1 169:23,25 170:5
 173:6 176:13 194:13 240:19
stage 69:11 78:21 146:4 222:23
stages 210:23
stake 233:21
stakeholders 11:1
stakes 203:16
stand 115:25 127:18 222:12
stand-alone 180:24
stand-up 117:12
standard 9:14 64:14 95:3,6
standardized 63:18
standards 9:17 10:1,7 16:17,18
 21:14 52:20 53:7 55:20 64:22

65:12,12,15 95:17 102:9 172:17
173:13 208:11,12,13 211:24
220:18,18,18
standing 109:18 117:12
stands 128:14
stars 190:20
start 13:4 16:25 17:1 24:24 25:24
34:3,12 51:12 68:24 75:15
88:16 103:13 149:22 152:3
162:14 163:6,10 195:11 202:5
208:3 214:2,2 228:4 245:22
248:10
started 33:7,11 45:14 69:8 77:21
79:20 99:11 131:3 137:15
166:14 187:24 201:23 202:3
221:15,16 243:2 245:16,17,18
246:9 250:5
starting 142:24 147:2 195:11,13
208:14 216:23
starts 67:6 98:24
state 1:2 8:11 16:11,17 17:16,23
27:25 28:2 38:12 49:19 52:20
53:22 60:7 63:21 64:10,19
66:16 72:7,10,11,15 80:19,19
80:20 81:10 86:25 94:13 95:11
98:18,20,25 103:18 104:3,4,16
116:5 134:24 151:16 155:3,7
157:25 158:7 168:22 170:19
171:12,16 172:15 175:22,23
182:22 207:4 212:15 235:17
236:21 237:20 242:3,6 250:19
257:2,9,13
State's 83:17
State-authorized 152:17
stated 64:25 168:20 257:14
status 130:7
stay 12:10,12 37:19 62:5 69:3
83:16 132:22 167:14 198:11
stayed 128:11 199:22
staying 32:5
stays 205:24
steady 170:19 176:25 177:1
178:22
STEM 7:19 11:17 52:18 74:9,13
80:18,23
step 40:6,6 44:5 81:22 127:21
176:5 191:18 192:14 221:11,11
229:10
stepchildren 44:2

stepped 191:13
steps 11:14 209:19 210:2
Steve 237:7
STEVEN 2:3
Stewart 2:6 87:9,10 247:15
stink 12:6 19:19
stipend 56:2
stipends 194:24,25 195:6
stomp 249:15
stop 116:20,21 125:5 186:16
stories 50:3 122:14,16 148:16,17
storm 30:5
story 98:24 128:3 150:20 224:11
224:12 226:12
straightaway 79:14
strain 174:17
strand 170:10 229:24 232:20
strategic 28:6 30:19 156:21
221:9 253:18 255:4
strategies 134:15 177:6 178:12
179:14 207:9
strategy 253:22
street 1:21 2:24 77:12 142:8
246:21 257:20
strength 17:3 29:12 134:14
strengthen 156:24
strengthened 178:14 182:8
strengthening 127:25 177:2
strengths 19:3 191:16
stress 65:17
stressed 25:11
stressing 25:12
stretches 39:7
strictly 102:20
striking 44:4
strive 34:23
strong 44:1 59:11 93:11 115:25
160:7,17 165:4 176:3 198:16
216:9 229:23 231:7
stronger 107:2 116:18 183:23
strongest 159:8
strongly 39:8 111:10
structure 27:1 132:21 147:18
structured 132:6 133:1 165:5
173:22 174:22 175:7,19 176:18
179:10 220:2,2
structuring 77:7
struggle 63:15
struggled 44:15 48:10 203:14

struggles 44:12,14
struggling 74:7 195:16 248:5
stuck 237:11
student 8:6 10:1 34:18 39:5 46:8
58:20 61:18 68:20 93:24 95:21
96:7,8 98:16 101:15 103:16
112:12,13 113:12,22 117:6
119:6 128:4 136:7,8 137:21
138:1 156:21 157:4,14 161:19
165:2 169:2 172:18 175:9
176:20 178:23 181:18 182:7,10
182:15 184:18,22 188:21 189:5
191:17 197:6 201:11 205:21,24
220:4 222:10,25 234:11 236:19
255:1,4
student's 112:2 136:16 178:4
student-led 143:23
students 9:4,7 11:2,7,10,18 12:1
12:3,7,10 15:11 18:11 34:10,13
35:7 39:7,10 41:22 44:6,9 48:16
49:7 50:9 52:2 54:17 56:20
59:9,24 60:20 62:9 66:4,6 69:3
71:24,25,25 72:6,13,14 73:8,12
73:19,23 75:23 78:3 84:18 90:7
92:25 93:4 96:4,6,14 98:6 99:21
99:24 100:2,5,22 101:21 102:5
102:16 103:4,25 104:20 105:4,8
105:8,20 106:6,16 107:2,3
110:8,17,20 111:1,19 112:3,8
114:4 115:10,17,20 116:4
119:25 120:4,14 125:3 128:8
129:17 130:20 131:7,23,25
136:17,20 137:4,6,6 138:3
139:13 143:9,10,11,18 145:17
146:9 147:24 148:7,12,24 150:6
152:2,10 156:1,3,18 158:4,8,21
158:24 159:3,12 161:4,21
163:20,25 164:2,12,21,23
165:19,19 166:7,10,13,15,23
167:1,2,13,20 168:2,7,11,14,21
169:17 170:3,21,24 171:3,5,7
171:11,14,15,16 172:15 173:21
173:21 174:10 176:4 177:5
178:7,16 179:25 181:7,19 182:2
182:14,18 183:8,17,21 184:8,14
185:16 186:21,24,25 187:18
188:22,25 189:2,6,23 190:7
193:19,24 196:4,16 202:25
203:22 210:16 217:13 219:14

222:5,21 225:23 226:2,4,22
 227:3,19 230:6,21 231:5,9,20
 232:20 233:4,22 234:3 235:13
 250:16,25 252:22 254:2,8
students' 67:3 112:23 165:24
 169:11 183:3
studies 53:2 101:22,25 102:4
 105:14 195:25 200:8,12 211:16
 254:12
study 41:10 209:8
stuff 29:2 41:4,5,8 46:16 49:22
 49:22 52:1 89:5 122:14 129:23
 138:9
style 48:5
subcommittee 83:6,7
subgroup 136:3,4
subgroups 104:15
subject 11:23 255:18
subjects 177:15
submit 210:2
submitted 95:23
Substantial 10:4,8 95:20 157:9
 160:6
substantially 59:23
substitute 117:8
succeed 188:25 242:6
success 33:13 74:16 76:1 100:21
 137:5 143:3,3 156:4 161:19
 165:16,25 170:23 172:12,20
 178:21 191:20 204:24 205:10
 206:6 251:9
successes 33:21 100:5 166:3
 170:12 174:24 175:25 177:25
 182:4,5
successful 9:6 23:7 52:12 55:24
 56:22 61:12 95:6 111:2 182:6
 206:12,19 244:19 248:16
successfully 171:16
sudden 240:24
Sue 48:8 98:5
suffered 236:16
suffering 237:5
suggest 83:15
suggested 159:18 241:15 244:1
suggesting 54:2,3
suggestion 242:10
suggestions 36:21 122:22
suggests 94:19 204:22
suit 87:15

Suite 1:21 2:24 257:20
summarize 186:16
summer 69:13 138:17 139:11,12
 217:15 218:2,9 244:16,16
super 49:22 66:14 90:10
supervise 252:18
supervising 32:8
supplement 188:23
supplementing 30:23
support 2:15 9:2 10:17,23 12:2
 14:14 15:17,21 17:5,6 36:25
 37:20 40:11 41:19 44:1,11
 49:12 53:12 57:10,11 59:19
 60:18 67:6 70:20 75:25 77:14
 86:8 88:1,11 101:7,13 103:4
 109:8 112:1,7,23 114:24 115:1
 120:3 124:8 131:11 132:2 134:8
 136:13 141:13 142:3 158:24
 165:6,18,20 166:10 167:2,19
 173:4,21,21 174:22 175:11
 177:4 178:13,15 179:13 186:20
 186:22 189:3 191:25 199:15
 202:17 215:10 230:6 231:7
 233:17 239:24 244:22 247:8
supported 12:4 49:7 84:25 85:7,8
 127:20 161:5 181:13 182:11
 192:8
supporter 139:6
supporting 32:8 63:2 67:5 87:5
 103:4 124:11 131:12 183:7
supportive 136:12,15 137:8,8
 180:14 192:3 249:3
supports 41:14 47:23 57:18,23
 60:20,22
sure 22:12 23:12 27:19 41:3,5,9
 41:10 53:18,18 57:3 66:24 69:5
 70:2,24 74:2 78:18 103:17
 105:15 106:24 111:19 119:12
 125:7 129:22 135:13 147:22
 151:15 190:12 197:1 203:25
 212:7 216:18 221:23 225:4,16
 231:25 233:10,18 235:5 237:6
 237:18
surpassed 103:18
surprised 12:9 140:11
surprising 30:13
surrounding 110:17 195:1
Survey 18:23
survive 89:11

sustainability 29:13 31:20
sustainable 28:7 38:16
sustained 179:4
sustains 211:19
swallow 105:21
sweet 123:2 141:23
swirl 248:11
switch 159:19
switched 245:24
syllabi 204:6
symptoms 38:6
sync 244:17
system 29:6,12 83:24 95:6 100:3
 149:24 174:9 187:12 189:8,25
 217:22 229:25
systematic 160:12
Systems 18:25

T

T 3:1 4:1
table 86:9 135:18 168:15 238:19
 238:20 241:6
tackle 11:23 252:14
tailor 117:5
tailored 191:6
take 5:24 14:19 16:18 17:11 18:9
 19:8,9 28:22 36:21 40:18 53:3
 67:1 78:22 84:11 86:8 98:22
 101:12 116:22 120:5 127:9
 135:7 138:2 143:19 144:11
 149:16 164:23,25 171:22
 181:20 189:1,2 195:21,23,24
 196:16,17,18,19,20 201:20
 204:6,18,21,24 205:4 220:13
 227:25 228:1 235:13,15 238:17
 250:15 251:25
Take-A-Stand 183:13 184:4
taken 91:20 96:19 129:15 133:18
 154:12 161:13 167:24 183:10
 196:19 204:1 205:6 243:12
takes 33:7 105:21 111:10 132:16
 171:12 197:6
Talin 120:25 126:8,9
talk 21:20 26:20 41:14,23 42:16
 43:4 46:12 48:23 54:14 56:14
 63:24 64:7 66:13,18 78:15
 123:22 125:19 141:19,22 142:4
 145:21 149:24 152:23 164:17
 165:7,9 171:10 172:23 185:23

187:15 194:14 200:24 201:14
202:25
talked 89:24 136:1 167:25
240:10 243:6
talking 69:8 89:5 103:16 117:16
118:1 122:25 123:1,25 141:21
144:4 225:11 251:6
Tamara 47:7,8,10
Tanya 117:1,2
tapped 146:16
target 158:19
targeted 174:22 175:10 178:5,15
targets 203:1
task 209:1 211:12 213:24
taught 101:25 126:22 145:4,6
188:13 231:3 245:25
Taylor 6:11 154:4
teach 23:15 25:10 52:18 65:12,13
65:15 101:20 116:13 196:14
236:18
teacher 28:11 33:9 41:18 50:24
52:16 58:11,13 65:25 74:11
76:4 90:2 102:12 116:21 117:8
119:1 121:20 122:23 124:22
128:5 131:1 134:7,17 167:14,15
173:13 189:5 198:13,14 199:24
206:14,14,17 210:24 216:22,25
219:15,21 221:25
teachers 8:23 11:8 15:12 41:3,13
41:25 42:23 44:8,18 50:9 64:17
65:23 66:3 74:10 80:1 96:1
100:19 101:8,9,11,11,13 103:15
106:21,24 111:7 112:7 113:2,11
116:16 117:19 118:2,6,16
119:17 120:20 121:2,18 122:2
122:21,24 123:21 126:14
131:12,19 132:18,22 133:8
134:1 141:16 144:4 159:15
163:15 174:5 175:17 177:10,20
178:9 179:12,25 181:7,8 188:17
191:7 195:15,17 196:7 197:24
197:25 198:9 199:7 200:4,5,10
201:20 202:14,18,19 208:10
209:11 210:1 219:7 222:11
228:13 229:16 240:15,17
250:15
teaches 116:18 125:15
teaching 10:14 17:8 41:22 52:20
52:24 104:24 113:21 124:24

131:8 133:8 198:6 199:3,4
226:3 236:23 249:23
teal 104:18
team 19:13,25 20:7,10 24:12,21
31:10 38:19 40:12,12 62:22
70:23 93:14,15 97:12 98:1 99:2
102:10 132:11 133:3 134:2,14
134:15,15 136:13 149:13
156:10 198:17,20,21 222:18
teams 27:24
technical 2:12,15,17 161:18
163:1 166:11 173:3
technological 198:23
technology 7:20 18:15,20 19:17
19:23 20:21
TECS 167:20 169:12 180:8,15,25
181:3,12 183:2,17
TECS' 181:25 182:8
TECS's 178:21
Ted 93:15
teeth 130:7
tell 31:21 50:3 66:22 88:2 116:21
121:12 140:22 203:9 228:3
229:15 242:21 245:18 246:22
telling 55:15
temporarily 219:14
ten 34:1 128:11 238:19 244:6
tend 130:3 199:20
tennis 48:20
tension 212:22
tenth 73:19
tenth-grade 47:17
tenth-grader 34:11 187:6
term 7:25 8:4,9 9:9,10,23 30:12
75:20 81:5,6 90:20 93:19,22
95:25 97:1 100:19 108:23 116:1
130:22 153:9 156:14 157:2
158:18 159:20 160:9 244:25
254:23
terms 9:16 10:11 49:24 61:14,14
142:22 144:10 150:10 157:18
160:1,18 200:17,22 201:7 203:1
207:1,14 223:16 228:10 240:19
TESOL 101:9,14
test 53:3 57:13 65:17 103:16
105:20,22 171:19,23 225:23
test-taking 225:25
testament 12:14 177:2
testimony 257:15

testing 57:20 169:10
tests 104:25 105:16 203:17
text 175:16
textile 216:12
texts 189:9
thank 12:16 13:5,20 20:9,20,21
20:22 26:16 31:14,17 33:2,3,19
33:22,24 35:24,25 37:10,11
39:13,14 40:21 42:1 43:8,22
45:5,7 47:5,6 49:13 57:5,6,8
62:16 70:18,21,23 73:1 76:7,8
77:18,21 78:1,4,11,11,13 80:6
83:14 87:4,7 90:10,12 91:18
92:14 97:8 116:6,7,25 117:10
117:11,21 118:9,18 119:2,11,20
119:21 120:14,21 121:25 122:6
122:8 123:4,15 124:13,19 125:9
125:10,16 126:7,16,25 128:24
129:5,6 138:10,11,13 142:6
144:17,24,25 145:2,20 147:20
149:10,12,13,13 150:16 152:13
153:4 154:9,14 155:10 161:23
162:4,16,16,22,24 163:4,9
171:9 185:12,15 186:12 190:9
190:10 192:21,24 200:14
203:13 216:4 222:15,17,18
224:17 234:14,16 239:6 247:20
252:16,25 253:1 254:15 256:20
thankful 121:18 186:18 253:9
thanks 13:2 52:23 60:15 70:22
71:1 90:17 91:25 147:14,19
191:25 193:15 200:15
Thanksgiving 139:9
Theis 44:13
theme 39:23 84:24 113:5
themselves 7:1
they'd 88:16
thing 21:6 22:20 25:1,21 27:23
28:16 29:4,9,14,19 30:11,13
44:4 50:13,18 63:12 64:21,24
66:8 73:3 80:2 89:22,23 109:10
118:15,23 121:24 135:11
141:17 150:2,14,18 151:12,14
151:20 188:19 207:4 218:21
225:14 232:1 235:1 239:17
241:4 242:12 243:22 244:12
245:5
things 16:21 21:8 23:12 25:11
26:2 27:20,21 28:24 29:11 30:3

31:1 40:10 46:9 52:13 53:5 63:11,21 67:1,19 85:12 86:21 87:2 101:17 105:3 106:9 108:13 111:2,16 115:20 122:12,14 124:2 130:2 140:24 143:22 144:15 146:20 148:8,9,19 194:22 208:25 209:23 216:9 217:8 220:13 226:19 231:10,22 241:10 242:2 244:1,21	three-member 198:17 three-week 244:8 three-year 233:16 thrill 90:14 thriller 148:18 thrive 14:1 57:1 127:19 thrived 215:22 thriving 36:15 44:16 191:3 throwing 121:1 Thursday 245:10 Thursdays 59:20 tied 184:21 208:13 211:23 Tierra 3:18 4:6 154:16 155:17,19 156:13 159:5 163:8,12 164:5 165:11 166:9 170:13 171:13 173:1 174:19 176:2 179:20 180:17 183:14 186:19 187:7 188:1,12,20 189:7,18 190:18,23 191:13,21 192:13,17 247:19 254:23 tight 146:7 till 91:19 132:22 147:5 154:11 206:17 228:1 time 5:20,23 13:9 20:23 21:18 26:16 28:3 31:2,9 33:20 39:13 40:4 49:13 51:12,12 57:18 59:10 71:2,18 73:13 75:17 87:13 90:4 92:1,8 96:16 98:22 103:7 113:15 120:6 121:2 122:25 130:3 131:19 132:11,12 132:14,15,15,16,21 133:19,23 133:25 134:2,3,12,19,20,20,21 147:8 148:14 149:17 152:22 154:21 158:19 162:9 168:18 169:6 174:11 177:24 189:2 192:21,25 193:2 194:6 198:19 199:21 200:14 202:24 203:18 203:21 204:8,15 205:2,3,6,10 206:1,4 212:8,22 215:14 216:4 222:24 226:19 227:15 232:19 233:4 234:13,14,19 236:19 241:7,9 242:25 245:22 247:4 250:24 251:20 254:20 times 21:24 46:1 68:13 125:4 129:15 133:20 195:3 220:1 236:20 TIMOTHY 2:4 tiny 147:13 tirelessly 191:4	title 101:12 185:6 titled 10:20 to-do 238:13 today 13:11 33:11 34:17,21 35:5 35:22 37:20 47:3,15 49:11 74:22 77:23 129:3 149:19 162:18 163:23 190:16 200:22 229:15 237:13,14 249:17 251:13 Toggle 135:17 told 44:12 45:18 90:2 121:4 252:7 tomorrow 256:22 tone 66:2 tool 102:13,17 tools 43:19 top 17:24 77:4 83:16,19 86:21 233:25 238:13 topics 22:13 torn 50:4,4 Torres 98:1 total 109:3 219:3 totally 47:2 148:2 totals 94:15 touched 60:1 tough 39:17 57:19 241:4 252:4 tour 38:11 town 36:15 250:23 track 51:23 52:1,12 83:18 172:19 235:12 tracking 29:25 52:6 72:7 95:6 trade 250:4 trademarked 80:20 traditional 21:3 64:15 94:2,6 99:12 100:1 102:23 107:25 127:11 128:2 131:2 133:20 157:19 176:8,9 179:1,3 196:22 217:24 228:6 243:23 244:4 traditions 106:14 136:25 Trail 238:12 train 16:22 208:2 trained 26:11 106:25 199:2 training 2:13,15,18 16:23 22:15 26:10,14 160:21,23 173:13 209:2 211:10 220:21 trajectory 102:12,17 trans-linguaging 131:11 transaction 29:24 transactions 29:5,25
--	--	--

transcribing 155:6
transcript 1:10 186:6 257:11
transfer 74:19
transferred 151:6
transferring 169:17
transformative 39:11
transforming 38:3
transitional 163:18
transitioning 176:8 178:25
transitions 166:7
translate 63:17,20 186:8,11
translation 186:5
transparency 29:7,15 32:23
transpo 83:21
transportation 55:2,3,14 56:6
 59:13,14 60:1 62:11 83:22 84:2
 110:2 111:25 140:3
treasure 191:22
Treasures 79:19,22
Treasury 46:15
treat 15:6,7
treated 81:24
tremendous 217:14
tremendously 46:7
trends 64:4,5 175:10
trepidation 223:3 233:9
tri-language 143:3
tribal 3:6,13,20 5:12 12:18,20
 72:19,21 92:8 97:3,5 154:21
 162:1
tribally 5:14
tribe 13:1
trick-or-treat 118:8
tried 138:17
trigonometry 204:11
triple 234:8
trips 75:2
trouble 116:22 187:18 247:8
troubling 179:22
truck 59:18
true 72:19,23,23 96:2 128:7,12
 139:16 159:22 190:7 191:13
 223:22 231:22 257:10
truly 32:12 111:4,10 136:9
 143:13,18 189:4,22 190:3,18
 227:2
try 21:7 34:6 53:6 83:11 88:7
 100:13 186:2,16 190:13 197:8
 201:15 215:9 225:19

trying 16:18 21:23 23:15 55:15
 77:16 100:16 133:19 138:19
 163:24 166:15 169:10 185:18
 194:20 198:15 209:14 213:17
 226:10 232:18 249:5
TSA 46:9
Tuesday 93:13 246:5
tuition 75:5
turn 31:15 36:3 43:16 244:23
 253:24
turned 9:13,20 109:18 237:7
turnover 174:4 177:9,10 198:8
turnovers 174:4
turns 70:1
Turquoise 238:12
tutoring 9:3,5,6 15:18,23,24
 75:10,10 172:3
tweeting 236:7
twelfth 14:21 122:5 163:19 204:9
 205:5
twelfth-graders 171:1
twelve 18:8 56:20 101:7 164:14
 168:8 209:25
twentieth 124:23
two 6:18 11:3 14:16 17:2 26:12
 31:24 34:7,10,12 35:16 37:15
 39:20 44:2,11 53:19 69:11
 76:19 84:6 94:3 95:3 99:7
 100:10 104:24 106:22 109:8
 110:21,21 113:20 115:16 119:7
 119:25 121:6 124:25 127:13
 130:25 131:24 132:10,21
 133:23,24 138:3,15 141:13
 143:10 144:6 146:2,18,20,25
 154:7 156:18 160:3 164:25
 170:13 185:21 186:3 190:19
 193:7,12 195:23,23 196:1,5,6
 196:18 209:3 225:24 226:19
 231:10,21 233:1 240:16
two- 244:8
two-hour 132:24
two-minute 114:19
two-way 93:5
tying 10:15
tykes 147:13 162:5
type 81:16 151:22 189:10 199:18
 218:2 219:23 220:21
types 34:13
typically 239:18 248:15

U

U.S 17:21 18:4 50:25 52:21
 100:21 106:15 108:4 246:14
Uh-huh 212:2 213:6 214:11
 215:19 219:19 221:21 223:14
ukulele 116:19
ultimately 31:5 146:5
UN 172:5,7
unaddressed 150:5
unannounced 151:16
uncharted 191:4
uncorrected 255:17
undergrad 151:2
underscoring 176:2
understand 16:4 21:11 23:1
 24:16 56:19 60:19 89:8 120:5
 123:23 194:13 196:12 204:5
 210:7 211:8 218:24 226:4
 240:23 251:9,12
understanding 52:8 54:7 55:22
 87:25 90:2 178:7 180:1 192:12
 209:12,16 211:2,17,17 254:7
understood 210:6 212:18
unfamiliar 218:12
unfortunate 61:6
unfortunately 238:21
unicorns 197:23 228:13,13
uniforms 15:10
unique 39:3 178:4 197:21 199:5
 199:12
uniqueness 101:6 150:1,10
unit 185:10
units 102:3 105:13
Universal 86:17
universe 68:9
UNM 23:18 26:10 49:20
unmute 186:1
unpacked 208:11
unpacking 220:17
unravel 211:6
unsatisfactory 255:17
upbringing 127:17
updated 189:8
uphill 77:13
upholding 223:21
upper 74:24
upsetting 80:1
urge 39:8

use 16:13 30:25 43:19 65:21
70:25 75:20 101:12 102:2,17
105:13 134:14 138:16 152:11
163:20 168:12 174:7 176:19,20
178:14 185:1 201:18 210:9
222:11
users 27:15
uses 102:13 112:22
usually 42:25 43:5 247:6

V

V-a-z-q-u-e-z 13:13
Valentine's 141:5,6
Valenzuela 2:12 7:12 92:14,17
156:9 186:7,13
validation 183:5
valley 84:10
value 180:8 181:17 193:20 251:9
valued 12:4 182:19
values 180:22
varied 169:19 174:13
various 180:20 183:5,18
Vazquez 13:13 19:21 20:9,24
21:2 22:7 27:16 52:25 54:6
55:10 64:11 79:13
verbatim 113:19 121:1 250:18
verification 8:6 93:24 157:4
version 49:9
versus 73:10 178:19 196:10,13
211:12 220:25
vertically 220:2 221:17,20
vice 2:3 6:3,4 78:11 82:14 83:9
83:13,15,20 84:21 86:12,20
91:11,12 99:6 138:13 139:21
140:1,7,10 142:6 144:9 147:21
147:23 148:22 149:4,7 153:10
153:16,17 225:7 234:18 235:25
236:4 238:4,7,11,18 239:11,15
240:10 241:13,21 243:20
246:15,18 247:21 248:2 251:3
252:3,6,23,25 254:20 256:9,10
victory 20:2
video 14:25 15:3 22:6 33:6,17,18
98:25 114:7,8 185:11,13
view 93:6
viewed 208:8
viewing 21:22
Vigil 28:18 98:4
village 111:11,11

violent 179:22
violinist 48:21
virtual 155:6 161:25
virtually 23:16 257:13
visa 199:11
visas 198:12
visit 7:10 8:8,8 12:7 19:19 57:4
93:14,25 113:3,9 156:7,10,11
157:6 158:12
visited 7:12 93:13 156:10
visits 94:1 95:12 157:6 158:11
Vista 53:20 94:5 134:23 246:21
Vistas 8:13 18:2,3,3 94:3,15
102:24 135:7,8 157:19 175:24
visual 138:7
visualize 37:6
visually-impaired 34:20
vital 128:22
vitality 125:9
voice 11:1 114:14
Vollmar 33:16
Vote 3:10,17,24
votes 91:16,16 154:8,8 256:18

W

W 2:24
wait 135:18 147:5 166:17
waiting 206:17,18
walk 40:4 78:19,23 222:13
229:15
walked 63:5 190:24
walking 38:11 42:21
walks 128:5
want 5:16 12:5 23:8 29:14 34:12
41:8 46:16 49:1 53:17 55:16
56:17 57:21 58:25 62:17 63:11
65:13,16 68:2 73:3 76:1,3 78:5
81:17 83:23 84:18 86:7 87:16
88:6,24 89:13 92:11 102:7
104:23 105:10,17 120:7 129:6
142:1,3,3 147:25 148:24 149:16
149:21,21 162:16,24 163:4,11
171:10 179:11 184:17 185:15
189:16 197:5 203:3 206:20
215:6,14 216:18 221:5,6 226:13
226:18 227:16,17 231:25
233:13,17,18 234:11 237:3
239:23 242:5,7,18 245:4,5,13
246:25 253:3 254:8,15

wanted 12:10 45:15 48:7 73:15
73:22 76:21 77:20 97:20 99:3
145:21 148:11 151:15 168:16
187:22 195:4 197:10 208:3,3
wanting 36:12,12 41:8 70:5,6
251:16
wants 5:12 62:17 92:7 247:6
warming 62:1
wasn't 35:5 57:21 58:9 67:10
212:6 243:4 251:5 253:6
waste 234:14
watched 48:9
Watermelon 114:2
waters 191:4
way 14:10 18:18 23:7 25:10
30:10 31:21 44:6,8 49:20 52:2
54:8 60:18 68:1 69:1 70:7 74:8
80:3 81:10,25 83:2 84:2 85:12
101:20 127:21 132:21 133:13
143:2 144:16 147:5 160:16
188:15 190:2 191:18 202:2
209:19 210:3,8 211:9 213:22
222:9 226:6 228:11 236:17,18
236:23 241:10,15 242:22 251:2
ways 8:18 23:22 53:14 102:5
wayside 211:5
we'll 5:17,18 20:12 33:16 69:13
80:14 83:19 91:19 92:11 122:5
147:5 154:25 155:9 207:16
239:4 247:5 251:17
we're 5:2,4,22 18:1 19:7,7,15,16
20:6,6 21:17 22:4,13 23:15
24:13,14,24 27:9 29:23,24 30:4
30:15,16,17,20,21,22,25 31:2,4
31:22 32:4,13,23 37:7 41:21
43:4 55:15 59:4 61:25 62:5
64:21 69:8 75:9 76:23,24 78:2
79:18 84:2 101:18 103:17
104:24 105:15,18 108:21,25
109:21 110:19 111:11 113:19
114:23 131:12,23 139:11 142:8
142:9 146:10,20 152:22 163:10
163:23,23 164:1 169:10 176:7
176:13,14,19 178:24,25 179:1,6
179:18 185:8 194:4 196:4,7,24
197:3 198:20 199:2,9 203:18,20
203:20,25 204:8 205:2,11,23
208:4,13 209:11 210:12,15
212:12 213:8,9,17 214:13,14

215:5,8,9 217:23 224:10 226:18
 228:2,3,4,5,6 229:13 230:3,13
 230:16 235:17 236:22 237:22
 238:16 240:4 242:9 247:1,1
 251:17 253:15,16,16
we've 17:15 18:4 19:20 24:7,11
 24:19,24 25:1 26:9 27:13 28:6
 29:5 30:9 31:11 32:10 44:23
 51:24 59:8 77:8 80:25 100:19
 108:20 113:6,8 115:21,22
 133:12,18 135:8 136:5 139:7
 141:3 144:6 164:11 165:10,10
 165:13 167:7,11,17,17,25
 169:22,24 170:19 173:2,15
 175:14,15 177:1 182:5,15,20,21
 190:21 194:23,23,24 195:5
 198:19,22 199:15 204:12
 205:23 206:1,5 208:9,11,12
 209:11 211:9 213:11 220:15
 221:15,16 224:14 225:9 229:20
 232:5 233:1 234:6,8 235:11
 236:21 242:8 243:6 254:16
weakness 50:17
web 94:15
Webinar 1:14
website 80:17,22 81:19
Wednesday 5:5 59:19 162:20
 237:14
week 9:4 15:24 16:25 41:18
 48:13 51:16 55:12 78:3 83:7
 121:6 220:1,7 241:20
Week's 113:18
weekly 15:21 17:2 22:21 25:17
 27:12 53:14 175:7 220:6,9
weeks 53:4 115:4 121:6 244:6
weird 135:8
welcome 5:2 13:3 155:11 162:8
 162:12 164:5 187:1 192:24
welcomed 127:20
welcoming 71:8 120:5 126:20
welfare 250:16
well-being 183:7
well-rounded 21:18
went 21:4 45:21 57:11,15 85:18
 107:7 121:13 130:10 139:3
 145:7 149:8 219:3,5 238:24,24
 240:21 253:2
weren't 148:3 194:25 212:7,7,19
 252:12

whereof 257:15
whittle 185:4
WIDA 102:13
wide 174:14
wider 39:8 180:15
widget 241:2,3
widgets 241:1
wife 71:11 216:13
Wild 113:22,23 137:18 138:4,7
 141:17
Wilder 111:6 116:18
wildlife 137:22,23
willing 40:14 88:16 186:25
wish 61:9 71:17 97:23 122:5
 129:15 143:14 159:19 192:3
 249:12
witness 223:4
witnessed 11:25 190:21
wizards 191:9
Wolfel 98:3
woman 235:5
Women 185:11
won 49:19 113:13
wonder 151:22 228:14,17,18
wonderful 50:11,20 57:2 87:20
 89:23 111:15 121:20 122:3
 130:12 138:8,9,25 140:1 235:25
wondering 59:25 135:9 228:19
 228:22
word 89:9 146:15 214:2 236:11
 236:15
words 167:15 180:4,12 202:8
work 17:14 20:15 22:16 24:20,21
 26:14,15 32:9,15,16,25 33:10
 41:10 48:11 50:23 56:21 65:1
 71:1,2,3,5,13 74:15 76:15 88:12
 89:17 102:22 105:11 123:21
 129:20,20 131:9 132:6 166:10
 181:7 188:23,24 189:2 210:8
 213:22 215:7 216:8 220:4,15,17
 221:15 222:20 229:20 232:16
 232:17 236:1,2 249:21 252:21
work-based 76:10
worked 32:2 35:1 54:8 64:16
 98:20 99:10 166:21 218:17,18
 218:19 221:23 235:11 245:11
workers 136:15
working 8:25 9:11,18 20:21
 22:18,18 32:12 37:3 44:23 45:1

75:14 76:23 77:8,10 94:23 95:9
 96:21 107:1 131:22 160:9,19
 161:7,12,17 171:22 173:1 179:6
 179:13 185:20 195:10 208:9
 210:12 221:17 224:6 229:6,7,8
 229:19,25 230:13,17 232:14
 235:22 242:2,2 244:2
workload 168:4
works 16:19 19:9 20:18 67:11
 71:3 109:14 161:21 221:12,15
 221:18 242:5
worksheets 24:17
workshops 181:14
world 16:19 17:22 76:4 93:6
 189:16 192:15 231:14
worthy 56:24
wouldn't 35:23 130:17 212:17
 214:21
woven 181:2
wrap 110:14
write 119:8
writing 38:25 65:6 122:14
 151:13 238:16
written 47:14 83:2 221:9
wrong 43:11 60:11 135:18
wrote 46:21 80:8 85:14 236:6,8

X

X 3:1 4:1 232:7,8

Y

y'all 71:22
ya'll 71:15
Ycel 140:21
yeah 5:19 29:21 51:21,22 54:1
 62:16,24 65:12 68:25 69:5,15
 69:16 123:3 129:9 134:17
 135:20 142:10 147:7,7,10 149:1
 149:6 154:6 203:6,9,11 213:11
 219:9,17 220:20,22 221:22
 229:4,5 239:12 247:15 253:2,5
year 9:10,19 17:1,20,20 23:13
 24:11,19 26:3,6,15 35:12 36:8
 48:6 49:19 67:4,22 68:21 69:2
 69:11 70:17 82:6,11 84:17
 94:15,16,19,20 98:9 102:9,18
 102:18,19 103:13 104:7 105:19
 110:7 113:8,21,24 122:17
 124:23,23 132:9 134:6 136:23

138:5 139:2 148:10,11 156:19
158:14 159:3 160:10,11 163:13
168:25 169:1,13,24 183:13
196:19 207:11,11,12 210:1
217:1 218:23 219:2,2,10,11
224:5 225:25 228:1 232:4,25
239:16 240:4,8 246:13 247:22
251:24,24

year's 104:13 135:4,5 185:5,8

year-round 244:7

yearlong 179:1,3 185:5 196:10
196:12,23

yearly 16:23

years 8:1,12 22:23 25:2 31:11,18
33:7 35:16 41:22 44:24 47:19
49:18 50:24 51:1 57:11 61:14
62:12 64:16 67:20 70:16 71:17
79:4 80:13 90:15 93:10,19 94:3
95:3,10 97:22 98:20,21 102:11
102:24 104:7,8 114:24 115:7,7
115:22 119:6 124:5 125:1,21
126:10 127:4 128:11 130:10
133:2 134:18 136:7 138:15,15
140:25 144:6 145:2,3,24 156:6
156:14 157:20 162:19 163:2,19
165:11,14 170:17 175:17 177:8
194:2,3 198:12,20 199:25
200:22 201:24 208:9 209:3
214:10,13 215:17 216:1,13,23
216:24 217:12 223:17 224:14
225:9,24 226:16 227:11 228:15
230:24 240:16 244:24 247:7
249:10

yesterday 162:18 238:14

Yo 96:10

young 49:2 97:24 99:7 150:11,12
150:25 151:10 152:10 235:4,4

younger 79:21

youth 187:13,15 190:2

Ysa 129:2

Z

Zealand 250:8

zero 91:16 107:6 256:18

zero-hour 67:18 75:2

Zia 55:1

Zoom 1:14 12:20 215:18

0

1

1 3:5,12,19 4:4 51:11 137:11
152:3 204:21,24 210:24 255:6

1.4 219:5

1.9 219:6

10 164:24 174:21 176:1

10,000 85:23,25 237:23

10:00 17:3 22:21 91:20

100 20:4 37:5 65:8 241:23

102 16:23

11 1:11 164:24

11:00 91:19,20

114 3:15

11th 5:5 162:21

12 3:6 164:25 235:15

12:00 17:3 22:22

12:30 154:12

120th 164:22

129 3:16

13 3:7 50:24 51:1 134:18 216:23

15 14:9 31:18 33:7 47:19 236:14

15-year-old 188:15

153 3:17

154 3:18

154-day 15:14

155 3:19

161 3:20

162 3:21

1630 1:21 257:20

17.5 135:22

180-some 113:14

185 3:22

19 108:19

192 3:23

1st 69:9

2

2 3:6,13,20 4:5 17:22 86:1 134:25
204:21,24 210:24 237:20 255:8

2-3 133:7

2.8 219:3

2.c 94:24

2:00 154:11,13

2:30 132:23

20 14:9,14 49:18 93:10 94:8

97:23 115:5 158:10 178:19

185:2

20- 104:8 205:3 218:23

200 2:24

2000-and 153:3

2006 155:19

201 1:21 257:20

2010 7:15

2013 92:22

2015 155:22 226:8

2017 98:9 109:20 139:8

2017-'18 234:4

2019 162:21 222:24

2020 23:13 167:21 170:25 205:2
225:13

2021 95:1 205:3 223:17

2021-'22 223:17

2022 66:15 171:3 219:2,11

2022-'23 9:19 17:20 223:18

2023 27:1 171:5 219:2,11

2024 1:11 7:11 93:14 94:5 167:21
171:7 183:16 205:2 257:16

2025 86:19 257:21

21 104:8 167:22 170:25

21-'22 95:10 104:11,12

219 1:20 257:8,19

21st 7:20

22 104:8 157:22

22-'23 94:16 95:10 104:11

160:20 170:16

222 109:21

23 57:15 99:24 104:8,13 114:12

114:24 167:22

23-'24 17:20

23-'24 94:16 95:7 104:9 105:7

157:22 170:16

23rd 156:8

24 30:1 44:24

243 14:5

25 14:7,14 216:13 229:25 230:1

25,000 108:6

256 3:24

258 3:25

27 98:20,21

27.7 135:22

28 16:10 90:4 98:21

280 110:16

29 90:4 157:23

3

3 3:7,14,21 4:6 17:24 54:24

3-5 133:11

3-D 210:16

3,000 115:5
3.5 219:4
3.c 95:4
30 157:24 257:16
30,000 108:9
300 1:13 246:22
31 257:21
313 14:4
33 3:8 108:18 158:5
330,000 219:18
34.6 134:25
36.2 53:21
360 146:9
37 94:8
380 146:9

4

4 3:8,15,22 17:23
4-and-1 245:12
4.0 34:20
4.2 34:16
4.b 95:8
4:00 51:15
4:16 256:23
4:30 132:22
40 115:7 245:10,15
40-minute 196:22 245:9
40th 164:21
42 99:25
44 158:5
45 54:11 105:20 245:20
46 94:7
49 3:9

5

5 3:9,16,23 95:11 157:23 178:22
 225:17,23,25 226:20 227:2
 248:19
5.5 135:1
50 69:10 168:20 206:6
50/50 130:24 131:4
51 69:11
52 216:24
53.6 53:22
55 69:10
550 62:5
556 14:3
56.4 94:6
58 249:8

59 170:25
5th 183:16

6

6 3:3,10,17,24
60 58:15 75:13
600 62:5
610 246:21
62 97:22
64s 75:15
67s 75:15

7

7 2:24 3:4,5
7.5 178:20
70 16:8 55:18 60:19 67:2 73:4
 75:12 88:5,22 164:21 171:3
700 205:7
700,000 219:4
73 165:3 167:21 205:1,8
74 171:7 230:23
75 101:8 171:5 230:23,23,25
 231:14,20 233:21
76 167:22
79 66:15 167:23 168:6 205:1,8

8

8 168:21
8:00 1:12 51:15 256:22
8:03 5:6
81 234:3,3
82 109:21
84 99:23
85 109:20
87102 1:22 257:21
87501 2:24
8th 93:14

9

90 3:10 58:15 246:2,3,5,5,7
90-minute 58:14
90/10 130:23 131:5
91 3:11 38:10
92 3:12
9246N 1:25 257:25
97 3:13,14
98 169:14
9th 7:11