

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS

OPEN PUBLIC MEETING

June 27, 2025

9:00 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-AND-

Via Zoom Webinar

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

Bean & Associates, Inc.

Professional Court Reporting Service

201 Third Street, NW, Suite 1950

Albuquerque, New Mexico 87102

JOB NO.: 338P (CC)

<p style="text-align: right;">2</p> <p>1 APPEARANCES</p> <p>2 COMMISSIONERS:</p> <p>3 REBEKKA BURT, Chair</p> <p>4 PATRICIA GIPSON, Vice Chair</p> <p>5 STEVEN J. CARRILLO, Secretary</p> <p>6 TIMOTHY BECK, Member</p> <p>7 SHARON CLAHCHISCHILLIAGE, Member</p> <p>8 STEWART INGHAM, Member</p> <p>9 K.T. MANIS, Member</p> <p>10 SAM S. OBENSHAIN, Member</p> <p>11 MICHAEL TAYLOR, Member</p> <p>12</p> <p>13 STAFF:</p> <p>14</p> <p>15 DR. BRIGETTE RUSSELL Interim Director</p> <p>16 Charter School/Options for</p> <p>17 Parents and Families Division</p> <p>18</p> <p>19 LUCY VALENZUELA Authorizing Practices</p> <p>20 Administrator</p> <p>21 Charter School/Options for Parents</p> <p>22 and Families Division</p> <p>23 MELISSA BROWN Interim Deputy Director</p> <p>24 (MISSY) Charter School/Options for</p> <p>25 Parents and Families Division</p> <p>NICOLA DAVIS Technical Assistance and</p> <p>Training Coordinator</p> <p>Charter School/Options for Parents</p> <p>and Families Division</p> <p>GREG BUTZ Authorizing Practices</p> <p>Administrator</p> <p>Charter School/Options for Parents</p> <p>and Families Division</p> <p>COUNSEL TO THE PEC:</p> <p>JULIA HOSFORD BARNES, ESQ.</p> <p>Barnes Mediation and Law, PC</p> <p>200 W. DeVargas Street, Suite 7</p> <p>Santa Fe, New Mexico 87501</p>	<p style="text-align: right;">4</p> <p>1 INDEX TO PROCEEDINGS, Continued</p> <p>2 PAGE</p> <p>3 15 Discussion and Possible Action to 292</p> <p>4 Authorize New Schools to Commence Operation</p> <p>5</p> <p>6 16 Discussion and Possible Action to Approve 284</p> <p>7 Contract and Associated Documents</p> <p>8 for 2025-2030 Contract Term</p> <p>9</p> <p>10 17 Discussion and Possible Action on Forms, 333</p> <p>11 Protocols, and Budget</p> <p>12 18 Report from Charter Schools Division 342</p> <p>13 and Discussion</p> <p>14</p> <p>15 19 Report from the Chair and Discussion 345</p> <p>16</p> <p>17 20 Discussion and Possible Action to 351</p> <p>18 Provide Input to Chair or Liaisons</p> <p>19 to Speak on Behalf of the PEC</p> <p>20</p> <p>21 21 PEC Comments - No Discussion or 351</p> <p>22 Action Taken</p> <p>23 22 Discussion of New Business Topics 351</p> <p>24 for the Next Agenda</p> <p>25</p> <p>23 Adjourn 352</p> <p>REPORTER'S CERTIFICATE 353</p> <p>ATTACHMENT:</p> <p>1 List of Attendees</p>
<p style="text-align: right;">3</p> <p>1 INDEX TO PROCEEDINGS</p> <p>2 PAGE</p> <p>3 1 Call to Order and Roll Call 5</p> <p>4 2 Approval of Agenda 6</p> <p>5 3 Public Comment 7</p> <p>6 4 School Highlights and Spotlight 16</p> <p>7 5 Introduction of New Head Administrator 16</p> <p>8 6 Consent Agenda 22</p> <p>9 7 Discussion and Possible Action on Item(s) 23</p> <p>10 Removed from the Consent Agenda or</p> <p>11 that are Monitored to Ensure Compliance with</p> <p>12 Minimum Contract Requirements</p> <p>13</p> <p>14 8 Discussion and Possible Action on 25</p> <p>15 Dream Diné Charter School Mission Statement</p> <p>16 Amendment Request</p> <p>17</p> <p>18 9 Discussion and Possible Action on 27</p> <p>19 Explore Academy</p> <p>20 10 Discussion and Possible Action on Explore 134</p> <p>21 Academy-Rio Rancho Additional Square Footage</p> <p>22 Amendment Request</p> <p>23 11 Discussion and Possible Action on McCurdy 139</p> <p>24 Charter School's School-Specific Goal</p> <p>25 Amendment Request</p> <p>12 Discussion and Possible Action 143</p> <p>on Renaissance Academy Charter School</p> <p>Educational Amendment Request</p> <p>13 Discussion and Possible Action on Roots 149</p> <p>and Wings Community School Educational</p> <p>Program Amendment Request</p> <p>14 Presentation by Schools Showing 154</p> <p>End-of-Year Academic Data Results As</p> <p>Required by the Academic Condition of the</p> <p>Charter Contract, and Discussion and Possible</p> <p>Action under the Intervention Ladder</p>	<p style="text-align: right;">5</p> <p>1 THE CHAIR: Good morning, everybody. It</p> <p>2 is 9:02 a.m., and I'm going to go ahead and call</p> <p>3 this meeting to order.</p> <p>4 Secretary Carrillo, if you could take</p> <p>5 roll.</p> <p>6 SECRETARY CARRILLO: Of course.</p> <p>7 Commissioner Taylor.</p> <p>8 COMMISSIONER TAYLOR: Here.</p> <p>9 SECRETARY CARRILLO: Commissioner Manis.</p> <p>10 COMMISSIONER MANIS: Here.</p> <p>11 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>12 VICE CHAIR GIPSON: Here.</p> <p>13 SECRETARY CARRILLO: Chair Burt.</p> <p>14 THE CHAIR: Here.</p> <p>15 SECRETARY CARRILLO: Secretary is here.</p> <p>16 Commissioner Beck.</p> <p>17 COMMISSIONER BECK: Here.</p> <p>18 SECRETARY CARRILLO: Commissioner</p> <p>19 Clahchischilliage.</p> <p>20 COMMISSIONER CLAHCHISCHILLIAGE: Here.</p> <p>21 SECRETARY CARRILLO: Commissioner</p> <p>22 Obenshain.</p> <p>23 COMMISSIONER OBENSHAIN: Here.</p> <p>24 SECRETARY CARRILLO: And Commissioner</p> <p>25 Ingham.</p>

<p style="text-align: right;">6</p> <p>1 Is he Zooming in?</p> <p>2 MS. NICOLA DAVIS: I don't see him on yet.</p> <p>3 SECRETARY CARRILLO: That means we have a</p> <p>4 quorum of eight.</p> <p>5 THE CHAIR: But until then, we don't have</p> <p>6 to do roll-call votes.</p> <p>7 SECRETARY CARRILLO: Correct.</p> <p>8 THE CHAIR: So if I could ask everyone to</p> <p>9 stand up for the Pledge of Allegiance and Salute to</p> <p>10 the New Mexico Flag.</p> <p>11 (Pledge of Allegiance and Salute to the</p> <p>12 New Mexico Flag conducted.)</p> <p>13 THE CHAIR: Thank you. That takes us to</p> <p>14 Item 2, Approval of Agenda.</p> <p>15 I move to approve the agenda.</p> <p>16 VICE CHAIR GIPSON: Second.</p> <p>17 THE CHAIR: Any --</p> <p>18 SECRETARY CARRILLO: All those in favor?</p> <p>19 Oh, sorry.</p> <p>20 THE CHAIR: Any comment?</p> <p>21 (No response.)</p> <p>22 THE CHAIR: All right. We don't need to</p> <p>23 do roll-call votes until Commissioner Ingham is on.</p> <p>24 So all in favor, say aye.</p> <p>25 (Commissioners so indicate.)</p>	<p style="text-align: right;">8</p> <p>1 Last name is Hernandez, H-e-r-n-a-n-d-e-z.</p> <p>2 THE CHAIR: Thank you. Go ahead.</p> <p>3 FROM THE PUBLIC: Good morning, Chair Burt</p> <p>4 and esteemed members of the Public Education</p> <p>5 committee. My name is Melissa Hernandez, and I</p> <p>6 support the proposed increase in Explore Academy's</p> <p>7 enrollment cap.</p> <p>8 The school's choice-based learning model</p> <p>9 has become a beacon of educational innovation,</p> <p>10 offering a personalized individual experience for</p> <p>11 students.</p> <p>12 Explore Academy's success is evident in</p> <p>13 its continued growth and high academic performance.</p> <p>14 It consistently exceeds district and state</p> <p>15 proficiency levels in core subjects, demonstrating</p> <p>16 its commitment to student success.</p> <p>17 The demand for an Explore Academy</p> <p>18 education is undeniable, as evidenced by its</p> <p>19 substantiated waitlist. This is about expanding</p> <p>20 opportunity and allowing more students to thrive in</p> <p>21 a learning environment that nurtures their</p> <p>22 individual potential.</p> <p>23 Explore Academy is a valuable asset to the</p> <p>24 community. By supporting this enrollment cap</p> <p>25 increase, the future of students is being invested</p>
<p style="text-align: right;">7</p> <p>1 THE CHAIR: All opposed?</p> <p>2 (No response.)</p> <p>3 THE CHAIR: All right. The ayes have it.</p> <p>4 Public Comment.</p> <p>5 MS. NICOLA DAVIS: I have five people on</p> <p>6 line who would like to speak.</p> <p>7 THE CHAIR: Okay.</p> <p>8 MS. NICOLA DAVIS: The first is Melissa</p> <p>9 Hernandez.</p> <p>10 THE CHAIR: If I could ask those of you</p> <p>11 coming on, if you could make sure to turn on your</p> <p>12 camera so that we can see both ways. And please,</p> <p>13 stick to two minutes, because we will cut off the</p> <p>14 microphone at two minutes.</p> <p>15 And we do have Commissioner Ingham online</p> <p>16 now.</p> <p>17 SECRETARY CARRILLO: Swell.</p> <p>18 THE CHAIR: We got through one. We saved</p> <p>19 30 seconds.</p> <p>20 We should have Melissa Hernandez.</p> <p>21 Melissa, you can speak now, if you'd turn</p> <p>22 on your camera and audio, please.</p> <p>23 MS. NICOLA DAVIS: And please spell your</p> <p>24 name.</p> <p>25 FROM THE PUBLIC: Yes. M-e-l-i-s-s-a.</p>	<p style="text-align: right;">9</p> <p>1 in, ensuring that more families have access to a</p> <p>2 high-quality educational experience.</p> <p>3 This request should be approved to empower</p> <p>4 Explore Academy to continue its mission of providing</p> <p>5 a personalized and engaging education that prepares</p> <p>6 students for success. And I selfishly am excited for</p> <p>7 my nephew and niece to come back from serving in the</p> <p>8 Marine Corps, and I'm hoping my great-niece will</p> <p>9 attend this school.</p> <p>10 Thank you for your consideration.</p> <p>11 MS. NICOLA DAVIS: Thank you. Next, I</p> <p>12 have Maddie Kersey.</p> <p>13 Maddie, if you'd turn on your video and</p> <p>14 audio, you may go ahead and speak.</p> <p>15 THE CHAIR: Maddie, we can't hear you.</p> <p>16 Check your microphone attachment. We can't hear</p> <p>17 you. I can see your lips moving. You're very clear</p> <p>18 picture-wise.</p> <p>19 No. Still can't hear you.</p> <p>20 FROM THE PUBLIC: How about now?</p> <p>21 THE CHAIR: Yes. We can hear you.</p> <p>22 FROM THE PUBLIC: Okay. Madam Chair,</p> <p>23 Secretary, and Public Education Commissioners, my</p> <p>24 name is Madison Kersey. I am not only an alumni of</p> <p>25 Explore Academy, but I'm also a new hire as a sixth-</p>

<p style="text-align: right;">10</p> <p>1 to seventh-grade science teacher.</p> <p>2 I stand before you as a legacy student</p> <p>3 whose desire to give back to the school has led me</p> <p>4 to get my master's in secondary science education</p> <p>5 with the help of the Robert Noyce scholarship.</p> <p>6 Explore Academy is a unique school that</p> <p>7 should be allowed to offer more students its</p> <p>8 one-of-a-kind educational experience. It allows</p> <p>9 students who are faster-paced learners like myself</p> <p>10 to thrive.</p> <p>11 Traditional school systems are a struggle</p> <p>12 for those with these faster learning capabilities,</p> <p>13 leading them to sometimes get in trouble or not --</p> <p>14 because they are simply bored. I know because I was</p> <p>15 one of those students.</p> <p>16 I would also like to mention that without</p> <p>17 our unique school set-up, foreign students who are</p> <p>18 looking to only come for a short time, such as eight</p> <p>19 weeks, may not be able to have the experience of</p> <p>20 coming to our great state.</p> <p>21 I ask that you please approve Explore</p> <p>22 Academy's application to expand our enrollment cap</p> <p>23 and square footage amendment request so that we can</p> <p>24 offer this next generation of students the</p> <p>25 opportunity to attend Explore Academy so they can</p>	<p style="text-align: right;">12</p> <p>1 is choosing to overlook the many areas where Alma</p> <p>2 remains actively out of compliance.</p> <p>3 Why is that? Is it because PEC allowed</p> <p>4 these issues to fester for so long now that holding</p> <p>5 Alma accountable would expose your own lack of</p> <p>6 oversight?</p> <p>7 It appears the strategy is to push it</p> <p>8 aside and hope the voices speaking out eventually</p> <p>9 stop and quietly sweep it under the rug.</p> <p>10 That's a dangerous precedent to set as the</p> <p>11 State's authorizing and compliance body. What</p> <p>12 message does this send to the other charter schools?</p> <p>13 And what are the families, students, and staff who</p> <p>14 have repeatedly brought concerns to you supposed to</p> <p>15 take from the fact that things do not get addressed?</p> <p>16 For the PEC Chair to claim nothing</p> <p>17 happened that was worth what's been going on at Alma</p> <p>18 is disheartening. Families and students have been</p> <p>19 harmed by Alma's administration and board; yet many</p> <p>20 are terrified to speak publicly.</p> <p>21 One Commissioner admitted not wanting to</p> <p>22 confront Alma on its violations because the school</p> <p>23 might say they were being picked on and bring up</p> <p>24 their attorney.</p> <p>25 So what? If a school is out of</p>
<p style="text-align: right;">11</p> <p>1 thrive like I did.</p> <p>2 Thank you.</p> <p>3 MS. NICOLA DAVIS: Thank you. Next I have</p> <p>4 Mark Robinson.</p> <p>5 Mark, you may go ahead if you turn on your</p> <p>6 camera and audio microphone. Thank you.</p> <p>7 FROM THE PUBLIC: My name is Mark</p> <p>8 Robinson. M-a-r-k R-o-b-i-n-s-o-n.</p> <p>9 I'm a 2017 New Mexico Golden Apple Teacher</p> <p>10 of the Year, and I teach math at Explore Academy</p> <p>11 Charter School in Albuquerque. I believe the</p> <p>12 school's mastery learning model emphasis on student</p> <p>13 choice and student accountability gives students an</p> <p>14 excellent learning opportunity in math.</p> <p>15 I would love for the school to be able to</p> <p>16 expand so we can bring these opportunities to other</p> <p>17 students. Thank you.</p> <p>18 MS. NICOLA DAVIS: Thank you. Next I have</p> <p>19 Jana Holguin. Jana, you may go ahead.</p> <p>20 FROM THE PUBLIC: Good morning. My name</p> <p>21 is Jana Holguin. J-a-n-a. Last name,</p> <p>22 H-o-l-g-u-i-n, Holguin.</p> <p>23 It is imperative that the PEC take its</p> <p>24 oversight role seriously. It seems that because</p> <p>25 Alma is (incomprehensible) delayed compliance, PEC</p>	<p style="text-align: right;">13</p> <p>1 compliance, it's your legal responsibility to act,</p> <p>2 regardless of their reaction.</p> <p>3 As someone who has attended every PEC</p> <p>4 meeting and Alma GC meeting for the last year and a</p> <p>5 half, it is extremely frustrating to be dismissed</p> <p>6 and gaslit by both entities, despite proving</p> <p>7 factual, documented evidence of serious and ongoing</p> <p>8 concerns.</p> <p>9 Once again, Alma has removed public</p> <p>10 comment from the GC meetings; yet in response to a</p> <p>11 formal complaint, their board president said, quote,</p> <p>12 "Public input at GC meetings is valued as an</p> <p>13 opportune time for communicating concerns directly</p> <p>14 to the GC president."</p> <p>15 So which is it? Alma cannot claim to</p> <p>16 value input and then remove the only avenue for it.</p> <p>17 Alma's leadership continues to gaslight and mislead</p> <p>18 the public. They claim students are being</p> <p>19 threatened and bullied at board meetings; yet not</p> <p>20 one student has attended a GC meeting for the last</p> <p>21 fourteen months.</p> <p>22 I know this, because I've been at every</p> <p>23 single one. How can bullying occur if no students</p> <p>24 are there?</p> <p>25 This tactic is nothing more than a</p>

<p style="text-align: right;">14</p> <p>1 deflection, an attempt to divert attention from the 2 administration and board to avoid accountability. 3 And so far, it's worked. Alma has faced 4 no real consequences for its repeated lies, deceit, 5 and lack of transparency. 6 MS. NICOLA DAVIS: Sorry. Time is up. 7 FROM THE PUBLIC: Thank you. 8 THE CHAIR: Thank you. 9 MS. NICOLA DAVIS: Next, I have Janet van 10 Coblijn. 11 Go ahead, Janet. 12 FROM THE PUBLIC: Janet van Coblijn. 13 J-a-n-e-t, space -- last name is two words, v-a-n 14 space C-o-b-l-i-j-n. 15 Greetings and good morning to 16 Commissioners and PED representatives and attendees. 17 I'm going to continue the statement. 18 The administrator has claimed that they 19 invited us to meet, but that we refused. That is 20 simply false. Multiple people asked the GC 21 president to meet over the past year. She refused, 22 stating that the full board would need to be 23 present; yet no such meeting was ever convened. 24 Alma remains out of compliance with the 25 Open Meetings Act and is violating the webcasting</p>	<p style="text-align: right;">16</p> <p>1 FROM THE PUBLIC: And it's a disgrace that 2 you all are being brainwashed or gaslit. 3 THE CHAIR: Time is up. Thank you. 4 FROM THE PUBLIC: You're welcome. 5 MS. NICOLA DAVIS: That's everyone for 6 public speaking. 7 THE CHAIR: Thank you, Ms. Davis. 8 All right. That'll move us to Item 4, 9 School Highlights and Spotlight, No Discussion or 10 Action Taken. 11 Commissioners? 12 (No response.) 13 THE CHAIR: All right. The next item, 14 Item 5, Introduction of New Head Administrators. 15 Chris Jones from the New Mexico Academy 16 for Media Arts. 17 Do you see him online, Ms. Davis? 18 MS. NICOLA DAVIS: Let's see. Sorry. Who 19 was that? 20 THE CHAIR: Chris Jones. And, Chris 21 Jones, if you want to raise your little digital 22 hand? 23 MR. CHRIS JONES: Good morning, everyone. 24 My apologies. This camera isn't functioning. It's 25 a newly issued laptop, so I'm having some issues,</p>
<p style="text-align: right;">15</p> <p>1 and archiving statute. The webcasting is 2 deplorable. 3 And -- and this is only from Ms. Holguin 4 going and recording that people are actually able to 5 see what's going on, as no one attends, which falls 6 under your jurisdiction as the authorizing and 7 compliance body. 8 The public is still being denied access to 9 cyber meetings despite repeated complaints, 10 discussions, and demands for resolution. And yet 11 there's still no accountability nor attempt to 12 extract accountability. 13 Alma claims openness and transparency, but 14 webcasts are inaudible, reposted. Duplicates and 15 others are missing entirely. Financial reports are 16 nonexistent for this year. Last year's reports 17 include three consecutive months of identical 18 reports. 19 As you can hear, the dog is also upset 20 about this. 21 Posted agendas and minutes exclude the 22 actual contracts and policies being discussed or 23 voted on, in direct violation -- 24 MS. NICOLA DAVIS: Sorry. Your time is 25 up.</p>	<p style="text-align: right;">17</p> <p>1 and for whatever reason the device's camera 2 continues to turn off on video meetings. So I do 3 apologize. 4 THE CHAIR: No problem. I know we won't 5 be able to recognize you when we run into you in the 6 grocery store now. But we would still love for you 7 to introduce yourself. And congratulations on your 8 new role. And if you want to tell us a little bit 9 about yourself? 10 MR. CHRIS JONES: Thank you, everyone. 11 Good morning again. 12 Thank you, Madam Chair Burt, members of 13 the Commission. Thank you to Director Dr. Russell 14 and her team as well. 15 I'm very grateful and excited about the 16 opportunity to lead the New Mexico Academy for the 17 Media Arts. Board President Carlson and the rest of 18 the board have been extremely supportive and a 19 pleasure to work with thus far. I look forward to 20 working with all of you, working with the school, to 21 try to restore their status. 22 When former Commissioner Voigt was there 23 leading the school, she did such a good job. Great 24 enrollment. I'm looking forward to bringing the 25 school back to that state.</p>

<p style="text-align: right;">18</p> <p>1 Thank you for allowing me to introduce 2 myself.</p> <p>3 A little bit about myself. Twenty years 4 of experience in education. I've been in the 5 charter school system since 2005. I started as an 6 educational assistant in 2005. I was the senior 7 director for Albuquerque Public Schools Digital 8 Learning. I helped found the virtual school model 9 that we used during COVID.</p> <p>10 I led my previous school from a revocation 11 scare. We went from an "F" to a "C" during that 12 time, regained our Board of Finance, ended up in a 13 lease-purchase arrangement. In 2021, I was a 14 Top 100 Visionary in Education, an award given by 15 the Global Forum for Educational Learning.</p> <p>16 In 2019, I was the Albuquerque Journal's 17 top CPO in education.</p> <p>18 So I have experience in charter schools. 19 I'm really excited about the opportunity to get back 20 to doing this work.</p> <p>21 Last year, I was the elementary school 22 principal with JoAnn at MAS. I'm excited about the 23 prospects, excited to work with you all. Thank you 24 again for allowing me to introduce myself.</p> <p>25 THE CHAIR: Thank you, Commissioners. Any</p>	<p style="text-align: right;">20</p> <p>1 and I am looking forward to continuing to help the 2 school grow and thrive.</p> <p>3 A little bit about myself: 4 I've been at the school the last two years 5 as the lead special education teacher. And, prior 6 to that, I worked for the past year in Colorado 7 at -- in Jefferson County school district, where I 8 was administrator at charter schools both during the 9 pandemic and then afterwards before moving down to 10 the Questa area, and have more than 20 years 11 educational experience in the classroom, and, as I 12 said, as -- as a school administrator.</p> <p>13 So just really looking forward to working 14 with the students and the state and community to 15 continue to support the school and allow it to 16 thrive.</p> <p>17 THE CHAIR: Thank you, Ms. Allen. 18 Commissioner input? Commissioner 19 Carrillo.</p> <p>20 SECRETARY CARRILLO: Hi, Ms. Allen. This 21 is Commissioner Steve Carrillo.</p> <p>22 MS. NICOLA DAVIS: Let me put her back. 23 Sorry.</p> <p>24 MS. ALICE ALLEN: Yes, I'm here again. 25 SECRETARY CARRILLO: Well, hello.</p>
<p style="text-align: right;">19</p> <p>1 comments? 2 (No response.)</p> <p>3 THE CHAIR: I just want to say, like, 4 Mr. Jones, I'm -- once again, congratulations on 5 this role. It will be exciting to see what you do 6 with it. And, I do hear, every once in a while, 7 that New Mexico doesn't have a very big talent pool. 8 But your accolades and your history sound like 9 that's a pretty good talent pool find for this 10 school.</p> <p>11 So, yeah, looking forward to seeing you, 12 hopefully for some good reason, in person, and being 13 able to meet you.</p> <p>14 So congratulations on your role, and we 15 wish you all the best, and we'll see you on our 16 consent agenda coming up next. Thank you.</p> <p>17 All right.</p> <p>18 And now we have Alice Allen for Roots &amp; 19 Wings Community School.</p> <p>20 Good morning, Ms. Allen.</p> <p>21 MS. ALICE ALLEN: Good morning. Thank 22 you.</p> <p>23 Yes, I'm Alice Allen. I'm stepping in as 24 director at Roots &amp; Wings Community School. I would 25 like to thank everyone so much for this opportunity,</p>	<p style="text-align: right;">21</p> <p>1 Welcome, for one.</p> <p>2 Do you live in Questa or that area? Or do 3 you live in Taos?</p> <p>4 MS. ALICE ALLEN: I do. I live in Questa, 5 yes.</p> <p>6 SECRETARY CARRILLO: It's just so amazing 7 up there.</p> <p>8 You're in my district, which is pretty 9 much Santa Fe/Taos County/Rio Arriba to the Colorado 10 border.</p> <p>11 So I love visiting the school, and I'll 12 look forward to coming up this fall. And, you know, 13 absolutely, please get my information from the 14 website. When you have special things going on, 15 reach out and say, "Steve, come on up. We're doing 16 this great thing on Friday for our harvest day," or 17 whatever. You know what I mean.</p> <p>18 I love that stuff, and I love your little 19 school. I'm looking forward to meeting you in 20 person and seeing you at the school. Thank you for 21 joining us.</p> <p>22 MS. ALICE ALLEN: Great. Thank you so 23 much.</p> <p>24 THE CHAIR: All right. Thank you, 25 Ms. Allen. Congratulations on your role, and we're</p>

<p style="text-align: right;">22</p> <p>1 looking forward to -- I would assume you're an</p> <p>2 outdoorsy person.</p> <p>3 MS. ALICE ALLEN: Yes.</p> <p>4 THE CHAIR: So glad that you'll be in a</p> <p>5 space where that's really celebrated.</p> <p>6 MS. ALICE ALLEN: Thank you.</p> <p>7 THE CHAIR: All right. Thank you.</p> <p>8 All right. Thank you, Commissioners.</p> <p>9 All right. That moves us to Item No. 6,</p> <p>10 the approval of the Consent Agenda.</p> <p>11 Anything need to be pulled off?</p> <p>12 (No response.)</p> <p>13 THE CHAIR: All right. Then I'll move to</p> <p>14 approve the Consent Agenda.</p> <p>15 VICE CHAIR GIPSON: Second.</p> <p>16 THE CHAIR: Thank you. There's a motion</p> <p>17 and a second.</p> <p>18 Any -- we have no discussion.</p> <p>19 Roll call, Commissioner Carrillo?</p> <p>20 SECRETARY CARRILLO: Yes. All-righty.</p> <p>21 Commissioner Ingham.</p> <p>22 COMMISSIONER INGHAM: Yes.</p> <p>23 SECRETARY CARRILLO: Commissioner</p> <p>24 Clahchischilliaage.</p> <p>25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>	<p style="text-align: right;">24</p> <p>1 end of April, bringing their board below the -- the</p> <p>2 five-member minimum. They elected a new member at</p> <p>3 the board meeting on May 8th, and they will be</p> <p>4 submitting a notification of that fifth member for</p> <p>5 the July agenda.</p> <p>6 THE CHAIR: Perfect. Thank you.</p> <p>7 Any questions, Commissioners?</p> <p>8 (No response.)</p> <p>9 THE CHAIR: All right. Then I'll move to</p> <p>10 accept the governing board member change for</p> <p>11 Aldo Leopold Charter School.</p> <p>12 VICE CHAIR GIPSON: Second.</p> <p>13 THE CHAIR: There's a motion and a second.</p> <p>14 Any further discussion?</p> <p>15 (No response.)</p> <p>16 THE CHAIR: Seeing none, Secretary</p> <p>17 Carrillo.</p> <p>18 SECRETARY CARRILLO: Yes.</p> <p>19 Commissioner Taylor.</p> <p>20 COMMISSIONER TAYLOR: Yes.</p> <p>21 SECRETARY CARRILLO: Commissioner Manis.</p> <p>22 COMMISSIONER MANIS: Yes.</p> <p>23 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>24 COMMISSIONER INGHAM: Yes.</p> <p>25 SECRETARY CARRILLO: Commissioner</p>
<p style="text-align: right;">23</p> <p>1 SECRETARY CARRILLO: Commissioner Beck.</p> <p>2 COMMISSIONER BECK: Yes.</p> <p>3 SECRETARY CARRILLO: Commissioner</p> <p>4 Obenshain.</p> <p>5 COMMISSIONER OBENSHAIN: Yes.</p> <p>6 SECRETARY CARRILLO: Commissioner Manis.</p> <p>7 COMMISSIONER MANIS: Yes.</p> <p>8 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>9 COMMISSIONER TAYLOR: Yes.</p> <p>10 SECRETARY CARRILLO: Secretary votes yes.</p> <p>11 Chair Burt.</p> <p>12 THE CHAIR: Yes.</p> <p>13 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>14 VICE CHAIR GIPSON: Yes.</p> <p>15 THE CHAIR: And that passes unanimously.</p> <p>16 Thank you. That'll move us on to Item 7,</p> <p>17 which is governing board member changes for</p> <p>18 Aldo Leopold Charter School. If there's someone</p> <p>19 from -- Director Russell will present them.</p> <p>20 MS. NICOLA DAVIS: I'm sorry. What are</p> <p>21 you saying?</p> <p>22 THE CHAIR: That someone needs to present</p> <p>23 it from CSD.</p> <p>24 DR. BRIGETTE RUSSELL: Madam Chair and</p> <p>25 Commissioners, Aldo Leopold had a resignation at the</p>	<p style="text-align: right;">25</p> <p>1 Clahchischilliaage.</p> <p>2 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>3 SECRETARY CARRILLO: Secretary votes yes.</p> <p>4 Chair Burt.</p> <p>5 THE CHAIR: Yes.</p> <p>6 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>7 VICE CHAIR GIPSON: Yes.</p> <p>8 SECRETARY CARRILLO: Commissioner</p> <p>9 Obenshain.</p> <p>10 COMMISSIONER OBENSHAIN: Yes.</p> <p>11 SECRETARY CARRILLO: And Commissioner</p> <p>12 Beck.</p> <p>13 COMMISSIONER BECK: Yes.</p> <p>14 SECRETARY CARRILLO: Passes unanimously.</p> <p>15 THE CHAIR: That will take us to Item</p> <p>16 No. 8, Discussion and Possible Action on Dream Diné</p> <p>17 Charter School Mission Statement Amendment Request.</p> <p>18 And if I'm correct, Mr. Butz, if you can</p> <p>19 start us off.</p> <p>20 MR. GREG BUTZ: Good morning,</p> <p>21 Commissioners. My name is Greg Butz. B-u-t-z.</p> <p>22 Dream Diné submitted a -- an amendment</p> <p>23 request for changing their mission statement. The</p> <p>24 changes of the mission statement just really</p> <p>25 provided more succinct language for what they're</p>

<p style="text-align: right;">26</p> <p>1 doing.</p> <p>2 It doesn't affect their dual language, but</p> <p>3 they really wanted to create a more memorable</p> <p>4 mission statement that could be communicated easier</p> <p>5 to all of its constituents. And so CSD recommends</p> <p>6 this change.</p> <p>7 THE CHAIR: Thank you. And I do see a</p> <p>8 couple of the team members from Dream Diné if we</p> <p>9 have any questions.</p> <p>10 So, Commissioners, any questions or</p> <p>11 comments on this item?</p> <p>12 SECRETARY CARRILLO: Well, just to say</p> <p>13 thanks so much for coming down. You're probably one</p> <p>14 of the schools that's the furthest away from</p> <p>15 Santa Fe, so I appreciate very much your being here.</p> <p>16 THE CHAIR: All right. Then I will move</p> <p>17 that the PEC accept the revised mission statement of</p> <p>18 Dream Diné Charter School as set out in</p> <p>19 Document 8.a. and make it part of the charter</p> <p>20 contract.</p> <p>21 VICE CHAIR GIPSON: Second.</p> <p>22 THE CHAIR: There's a motion and a second.</p> <p>23 Any discussion on the motion?</p> <p>24 (No response.)</p> <p>25 THE CHAIR: Seeing none, Secretary</p>	<p style="text-align: right;">28</p> <p>1 And we're going to do each of these</p> <p>2 separately. So the a., additional square footage</p> <p>3 amendment request first.</p> <p>4 MS. LUCY VALENZUELA: Great. Good</p> <p>5 morning, Commissioners. My name is Lucy Valenzuela.</p> <p>6 V-a-l-e-n-z-u-e-l-a. And I will be doing the PEC</p> <p>7 presentation on the additional square footage</p> <p>8 amendment request that Explore submitted for today's</p> <p>9 meeting.</p> <p>10 Their request is just simply to add</p> <p>11 12,113 square feet for their gym and black box</p> <p>12 theater, and 8,245 square feet for classrooms and</p> <p>13 another restroom bank at their location,</p> <p>14 respectively.</p> <p>15 And so after reviewing the amendment, the</p> <p>16 Charter Schools Division recommends approving the</p> <p>17 change request.</p> <p>18 And then I know Chair Molina is here, and</p> <p>19 various other members of Explore Academy-Albuquerque</p> <p>20 are here as well.</p> <p>21 THE CHAIR: All right. Thank you,</p> <p>22 Ms. Valenzuela.</p> <p>23 Any questions for CSD or for Explore on</p> <p>24 just the square footage?</p> <p>25 All right. Then I will move that the PEC</p>
<p style="text-align: right;">27</p> <p>1 Carrillo.</p> <p>2 SECRETARY CARRILLO: Yes.</p> <p>3 Commissioner Beck.</p> <p>4 COMMISSIONER BECK: Yes.</p> <p>5 SECRETARY CARRILLO: Commissioner</p> <p>6 Clahchischillia.</p> <p>7 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>8 SECRETARY CARRILLO: Commissioner</p> <p>9 Obenshain.</p> <p>10 COMMISSIONER OBENSHAIN: Yes.</p> <p>11 SECRETARY CARRILLO: Commissioner Manis.</p> <p>12 COMMISSIONER MANIS: Yes.</p> <p>13 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>14 COMMISSIONER TAYLOR: Yes.</p> <p>15 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>16 VICE CHAIR GIPSON: Yes.</p> <p>17 SECRETARY CARRILLO: Chair Burt.</p> <p>18 THE CHAIR: Yes.</p> <p>19 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>20 COMMISSIONER INGHAM: Yes.</p> <p>21 SECRETARY CARRILLO: And Secretary</p> <p>22 Carrillo votes yes. That passes unanimously.</p> <p>23 THE CHAIR: Thank you. All right. That</p> <p>24 will take us to Item 9, Discussion and Possible</p> <p>25 Action on Explore Academy.</p>	<p style="text-align: right;">29</p> <p>1 accept the additional square footage amendment</p> <p>2 request of Explore Academy, Document 9.a.1., and</p> <p>3 make it part of the charter contract.</p> <p>4 SECRETARY CARRILLO: Second.</p> <p>5 THE CHAIR: Thank you. There's a motion</p> <p>6 and a second.</p> <p>7 Any discussion on the motion? Seeing</p> <p>8 none, Secretary Carrillo, if you would call roll.</p> <p>9 SECRETARY CARRILLO: Commissioner</p> <p>10 Obenshain.</p> <p>11 COMMISSIONER OBENSHAIN: Yes.</p> <p>12 SECRETARY CARRILLO: Commissioner Manis.</p> <p>13 COMMISSIONER MANIS: Yes.</p> <p>14 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>15 VICE CHAIR GIPSON: Yes.</p> <p>16 SECRETARY CARRILLO: Chair Burt.</p> <p>17 THE CHAIR: Yes.</p> <p>18 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>19 COMMISSIONER INGHAM: Yes.</p> <p>20 SECRETARY CARRILLO: Commissioner</p> <p>21 Clahchischillia.</p> <p>22 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>23 SECRETARY CARRILLO: Commissioner Beck.</p> <p>24 COMMISSIONER BECK: Yes.</p> <p>25 SECRETARY CARRILLO: Secretary votes yes.</p>



<p style="text-align: right;">30</p> <p>1 Commissioner Taylor.</p> <p>2 COMMISSIONER TAYLOR: Yes.</p> <p>3 SECRETARY CARRILLO: Passes unanimously,</p> <p>4 nine-zero.</p> <p>5 THE CHAIR: Thank you. That'll move us to</p> <p>6 b., which is the enrollment cap amendment request.</p> <p>7 Dr. Russell.</p> <p>8 DR. BRIGETTE RUSSELL: Thank you,</p> <p>9 Madam Chair and Commissioners. Explore Academy</p> <p>10 requests PEC approval to increase its enrollment cap</p> <p>11 from 1,702 students to 3,750 students.</p> <p>12 Our authorizing team members are</p> <p>13 presenting all of the other amendments today. This</p> <p>14 is the only one that I'm presenting, because this</p> <p>15 is -- this is a very, very large request.</p> <p>16 This is a request for a 121 percent</p> <p>17 enrollment cap increase. And it was the amendment</p> <p>18 that required the most research, the most</p> <p>19 reflection. And it was a difficult -- it was a</p> <p>20 difficult recommendation for me to make on CSD's</p> <p>21 behalf.</p> <p>22 Explore Academy opened as a high school</p> <p>23 serving grades 9 through 12 in 2014. The Commission</p> <p>24 has approved two grade-level increases for the</p> <p>25 school so far, first, adding grades 6 through 8, and</p>	<p style="text-align: right;">32</p> <p>1 at its status in the top 25 percent of schools in</p> <p>2 the state, it's understandable that the Explore team</p> <p>3 would want to expand its enrollment to offer more</p> <p>4 students the Explore Academy education that hundreds</p> <p>5 of them are seeking by the size of their waitlist.</p> <p>6 Nevertheless, the request for a</p> <p>7 121 percent increase is something that the CSD</p> <p>8 cannot recommend. Half of 3,750 students would make</p> <p>9 explore the single largest charter school in the</p> <p>10 state, more than double the size of any other</p> <p>11 Albuquerque charter, 88 percent larger than either</p> <p>12 of the virtual charters that pull enrollment from</p> <p>13 the entire state, and 81 percent larger than the</p> <p>14 largest school in the state, Volcano Vista High</p> <p>15 School in APS.</p> <p>16 The school leader and board chair assure</p> <p>17 CSD that that class sizes will remain small, even</p> <p>18 with the enrollment more than doubling, and they</p> <p>19 believe they can maintain the present level of</p> <p>20 quality, even at a scale unprecedented at any</p> <p>21 New Mexico school.</p> <p>22 The PED School Budget Bureau director</p> <p>23 informed the CSD that School Budget Bureau has</p> <p>24 concerns about the viability of the requested</p> <p>25 expansion.</p>
<p style="text-align: right;">31</p> <p>1 then adding grades K through 5, and has granted the</p> <p>2 school three other enrollment cap increases,</p> <p>3 increasing the cap from the original 500 to</p> <p>4 600 students, then from 600 to 1100 students, and,</p> <p>5 finally, from 1,100 to 1,700 students.</p> <p>6 The school's tremendous growth into a K-12</p> <p>7 school with an enrollment cap 240 percent greater</p> <p>8 than the one in the first contract eleven years ago,</p> <p>9 with a waitlist of 748 students for the coming</p> <p>10 school year demonstrates the clear and continuing</p> <p>11 demand for an Explore Academy education among</p> <p>12 Albuquerque families.</p> <p>13 Even more impressive than the school's</p> <p>14 expansion is its continued high performance</p> <p>15 academically. Explore was a Spotlight School in</p> <p>16 '23-'24, with proficiencies exceeding the district</p> <p>17 and State in all core academic subject areas.</p> <p>18 The '23-'24 proficiencies are included in</p> <p>19 CSD's amendment analysis, and you can see that the</p> <p>20 school is consistently outperforming Albuquerque</p> <p>21 Public Schools and New Mexico as a whole.</p> <p>22 The school has been a Spotlight School for</p> <p>23 every year that it's been open, or an "A" school</p> <p>24 when the State did "A" through "F" grading.</p> <p>25 Given the high demand for space at Explore</p>	<p style="text-align: right;">33</p> <p>1 School Budget Bureau cited the school's</p> <p>2 FY24 audit, which included a going concern</p> <p>3 disclosure tied to deficit fund balance and low cash</p> <p>4 reserves. The School Budgets director believes that</p> <p>5 approval of the cap presents serious cash flow risks</p> <p>6 for the school.</p> <p>7 Budget entities are expected to operate</p> <p>8 within their allocation and maintain adequate</p> <p>9 reserves. And School Budget Bureau believes that</p> <p>10 the FY26 shift to a four-day week appears to be a</p> <p>11 short-term strategy to increase SEG funding.</p> <p>12 This is something beyond CSD's -- this is</p> <p>13 from School Budget. CSD does not -- cannot comment</p> <p>14 on whether that is accurate or not. I am simply</p> <p>15 reporting what School Budget has advised.</p> <p>16 The school has seen -- and CSD has seen</p> <p>17 this -- an increase in audit findings during the two</p> <p>18 most recent audits, including several material</p> <p>19 weakness findings and several repeat findings.</p> <p>20 Those findings are listed in the analysis report.</p> <p>21 School Budget Bureau recommends a phased</p> <p>22 pathway towards growth, contingent on the school</p> <p>23 demonstrating sustained financial stability,</p> <p>24 including the ability to pay short-term obligations,</p> <p>25 number of days the school can operate using only</p>

<p style="text-align: right;">34</p> <p>1 available cash, the availability to cover debt 2 payments from operations, financial sustainability, 3 and the ability to generate a surplus. 4 Actual budgeted enrollment: Actual 5 budgeted enrollment has been less than 95 percent 6 for the past two years and resolving the going 7 concern. 8 CSD agrees that an increase in the 9 enrollment cap is reasonable, given the high 10 academic performance and obvious demand in the 11 community for Explore's admittedly outstanding 12 academic offerings. But given the financial 13 concerns, CSD can't recommend the 121 percent 14 increase that the school is -- is requesting. 15 We understand that there are -- there are 16 talks in progress for a new facility, and, in order 17 to obtain a facility, they need the enrollment cap, 18 and that's understandable. 19 But with regret, CSD cannot recommend the 20 change requested, and, instead, could recommend 21 approving a more modest enrollment cap increase, 22 perhaps 20 percent, which would raise the cap by 23 340 students to 2,040. This would still make 24 Explore the largest charter school in the state and 25 the second largest public school in the state.</p>	<p style="text-align: right;">36</p> <p>1 director of marketing and community engagement, 2 Katia Pride; and Ms. Karen Woerner, who's in the 3 back and our director of compliance. 4 The CSD did their due diligence as they 5 should have, but I think their picture might be a 6 little bit off. 7 So we're going to start with program 8 offerings, which is truly the reason we are here 9 today. It isn't about getting a new building. It 10 isn't about anything other than taking the model 11 that the CSD showed you today and expanding it. 12 We're going to show you the enrollment 13 numbers and why we think 3,750 is actually right, 14 and show how we're going to engage the community to 15 eventually hit 3,750. By no means do we think we're 16 going to get to 3,750 students in the next year or 17 two. 18 So having said that, I would like to turn 19 is over to Mr. Jacob Kolander. 20 MR. JACOB KOLANDER: Thank you, Chairman. 21 I appreciate it. 22 Thank you Commissioners, Chair Burt. I 23 hope everybody can hear me. 24 THE CHAIR: Yes. We can hear you well. 25 MR. JACOB KOLANDER: Wonderful. I got</p>
<p style="text-align: right;">35</p> <p>1 THE CHAIR: Thank you. 2 And I do know we have Explore folks here 3 for questions as well. 4 And I wouldn't mind at this time -- yeah, 5 if you want to come up. And if you want to give 6 a -- like, talk about a little bit more -- we have 7 your request. But if there's anything else you'd 8 like to say before we give you direct questions, 9 you're welcome to. 10 If you don't mind introducing yourself, of 11 course. 12 MR. PATRICK MOLINA: Good morning, 13 Madam Chair, distinguished committee members. My 14 name is Patrick Molina. P-a-t-r-i-c-k M-o-l-i-n-a. 15 Thank you so much for your time and consideration 16 this morning. 17 I am currently the governing council chair 18 for Explore Academy and serve with deep humility and 19 honor. 20 We do have a presentation that hopefully 21 you will be able to see, but I will speak to it 22 here. 23 Joining me today is our head administrator 24 virtually Mr. Jacob Kolander. We have our high 25 school principal here, Mr. Anthony Branch; our</p>	<p style="text-align: right;">37</p> <p>1 some nods from the audience, so I appreciate that. 2 Thank you for taking the time today. I had sent out 3 something to apologize for not being physically 4 present, but did want to join virtually this 5 morning. 6 Something I would like to start off with 7 is just talking about the mission of Explore 8 Academy. In general, to summarize, is that, for us, 9 providing students, regardless of background, with 10 personalized educational experiences and the power 11 of student choice is what is core to drawing that 12 kind of interest we've seen in our school. 13 And as you all know, when you start to 14 individualize and support student choice as an 15 option, you need to be able to offer expansions that 16 hit the things that kids are interested in. 17 As a school that is also part of our 18 mission is preparing an educational pathway in 19 preparation for college, we need to be cognizant of 20 the shifts and changes that we are seeing in 21 universities and the kinds of programs that they're 22 offering so that we can ensure that our students are 23 in the up-and-coming fields and have opportunities 24 to pursue those throughout their time at our school. 25 As was mentioned earlier, one thing I</p>

<p style="text-align: right;">38</p> <p>1 think is important to think about is I think, as  2 Chair Molina shared, what the CSD presented, I  3 think, was well researched and thought out, and I  4 appreciate their work behind it.  5 I think what it boils down to, in my  6 opinion, is that it demonstrates that we are a  7 charter school that has, of course, areas of  8 improvement, like every school does. We have things  9 that we can get better at. That's part of being a  10 public school. We've been at it, as was mentioned,  11 since 2014.  12 So in the eleven years of operation we've  13 been in, we've shown improvement year to year in  14 things that we've faced as challenges. The one  15 thing that stood out from the report, which is the  16 most essential thing for a public school in  17 New Mexico to do, is to have those high academic  18 achievements.  19 Those gains that we're seeing for our  20 students in outperforming the district and the state  21 demonstrates that the most critical thing a charter  22 school can do, in my opinion, part of the inception  23 of charter schools, was can you do, in the programs  24 that you offer, not the same, but, actually, better,  25 than the schools around you, because, if not, then</p>	<p style="text-align: right;">40</p> <p>1 initially -- that initially applied to the school  2 based on our acceptance rate for them.  3 So what we currently see as people who are  4 applying to just our elementary school, that  5 20 percent increase wouldn't even meet that demand.  6 But on top of that, we also are seeing an  7 increased demand in our middle school and high  8 school because we are looking to find those  9 innovative approaches.  10 So, for instance, not only keeping  11 classroom sizes small, but we have begun the work of  12 offering on-site dual credit options. We are in  13 meetings with some program coordinators from CNM to  14 offer intros to health careers processes; so  15 conversations of having opportunities for kids to  16 start doing that search into their college  17 experience while they're on campus. They don't have  18 to ave school or miss classes to be able to do that.  19 We would love to expand the athletic  20 facilities, including potential NMAA participation,  21 which is one of those sort of push-backers. When  22 students attend public charter schools, we know that  23 they can participate in the charter league, but they  24 oftentimes will participate in their home district  25 so they can play at little bit more competitive</p>
<p style="text-align: right;">39</p> <p>1 the district schools should be serving the needs.  2 And at Explore Academy, when we think  3 about our expansion, we think about how we are  4 collectively engaged -- along with the Public  5 Education Commission, the Charter Schools Division,  6 the PED, all of us are collectively engaged with  7 lifting up students in New Mexico. That's what we  8 want to see.  9 And I think in terms of that and the way  10 our mission is set up to achieve, we've done so very  11 well, including facing the challenges that many  12 schools faced in the year of COVID, following the  13 challenges both to the curriculum access our  14 students had, as well as to finances.  15 What we're looking to do is to expand  16 offerings to students, because, as I mentioned,  17 number one we have this need. So our K-5, we went  18 ahead and ran the numbers. Ms. Pride will be able  19 to speak to this a little bit more succinctly, with  20 numbers for you all. But expanding in our  21 elementary school is one of those significant  22 choices that we had to make.  23 Given the CSD's recommendation for a  24 20 percent increase, that 20 percent increase would  25 not even meet the need of the applicant pool that</p>	<p style="text-align: right;">41</p> <p>1 level when it comes to athletics. And to be able to  2 offer that opportunity for them as a charter to  3 attend for us would be important.  4 Some things we're looking for for program  5 options:  6 Things like mechanical and chemical  7 engineering courses, which are not widespread in  8 charter schools in New Mexico.  9 Looking for the ability to offer something  10 like a machining shop, so students can develop the  11 process of developing and designing and being able  12 to actually build the things that they're interested  13 in.  14 Expansion of things like performing in  15 fine arts.  16 And that's something that I think New  17 Mexico has done a great job of is when we face  18 financial challenges, our schools, large and wide,  19 do not talk about cutting the arts programs. And  20 our school is wanting to continue seeing that  21 increase, as those continue to be a popular draw for  22 students.  23 You know, things that are happening at  24 universities, expansions of generalism programs,  25 digital and media arts programs, entrepreneurship</p>

<p style="text-align: right;">42</p> <p>1 courses, these are all things that Explore Academy 2 would like to start offering for students. 3 Where we are right now with the kind of 4 enrollment we have now, the enrollment cap we're 5 requesting, would give us the opportunity to explore 6 those kinds of things. 7 On top of that, what was mentioned was 8 something that Director Russell brought out was 9 about the procurement of a facility. 10 And as Chair Molina said, like, we were 11 interested in the increase in the enrollment cap 12 because it provides us the opportunity to offer some 13 programmatic expansion, not only at our elementary 14 school, but our mid-high, to offer greater options 15 for kids like that to be able to access. 16 But in addition to that, of course, it 17 would require some facilities changes for us. And 18 it's happened to sort of coincide with some 19 possibilities that became available that aren't 20 always going to be. 21 So we did look at something like being 22 able to expand our bus feed. For example, I know 23 that when we got our charter renewal, I believe 24 Commissioner Brauer asking specifically, "How are 25 you reaching out to communities to better diversify</p>	<p style="text-align: right;">44</p> <p>1 We are looking and have started already 2 working on things like building partnerships with 3 kids -- we are the second school in the state to be 4 partnering with the American Exchange Project, which 5 provides free travel for students who are graduates 6 of our school, partnering with, as I mentioned, CNM 7 for dual credit, Girl Scouts, RGEC for after-school 8 care. 9 We have a growing list of local businesses 10 and partnerships for internships that are 11 specifically designed for students of Explore 12 Academy. They are offered to our school only, 13 because we are doing the draft work to build those 14 partnerships and reach out to those businesses. 15 The more we can expand those things -- and 16 I honestly believe this -- that our model thrives on 17 choice. And the larger the population we have, that 18 request for the cap increase would allow us to offer 19 those choices in a more robust way and it would 20 allow us to continue building some of those 21 partnerships, because they, of course, are looking 22 for their places to grow, and they want to look for 23 a place that that's happening. 24 As was mentioned by the CSD, combining all 25 the things, I think something that's unique about</p>
<p style="text-align: right;">43</p> <p>1 the population?" 2 One way we can definitely make that 3 happen, given the geographic location of our school, 4 is to expand our transportation opportunities for 5 kids. 6 This year, we were approved for 20 buses. 7 We are only funded for 17 from the State. They said 8 three of them will need to come from Operational. 9 And so we are building that into our operational 10 budget to do, because we're not receiving any kind 11 of reimbursement for those. 12 But being able to offer broader 13 transportation options, bring students in that might 14 not otherwise have viable access to a school like 15 ours, we are looking for a potential site in the 16 same ZIP Code, but has less of an impact on local 17 traffic and businesses, because it's a little bit 18 further away from where that major intersection is 19 that both our locations are currently housed. 20 We are wanting to see what kinds of 21 cost-effectiveness measures could be implemented if 22 our entire K-12 program is under one roof together, 23 sort of separate -- I shouldn't say one roof. It's 24 two -- a facility that would allow them to be 25 separated, but essentially on one campus.</p>	<p style="text-align: right;">45</p> <p>1 our school is the model and delivery of our 2 educational program is not unique for the sake of 3 being unique. It doesn't become, to me, interesting 4 in public education to have a performative model of 5 education if you can't get the academic results that 6 we're looking for as a state. 7 As was presented, we're getting those. In 8 fact, one of the most recent reports we got for our 9 PSAT scores is the students at Explore Academy 10 outperformed on the PSAT. They outperformed the 11 national average, and they outperformed the 12 international average. 13 So kids at Explore Academy are doing 14 exceedingly well. And with the kind of applications 15 coming in and with the kinds of interests, we 16 believe, of course, it's twofold. We have more kids 17 wanting to come than we have room to provide. But 18 we also know that when we continue to explore these 19 options for programmatic changes and shifts, that 20 will, in turn, draw more students to want to come 21 and get those opportunities. 22 Our school really does believe in serving 23 all students. That is something that's core to us. 24 It's the reason why -- again, I mentioned the 25 transportation issue -- is the reason we're looking</p>

<p style="text-align: right;">46</p> <p>1 at the operational budget to fund those additional 2 three bus routes is because we want to make sure 3 every student has access to a rigorous innovative 4 educational experience.</p> <p>5 Because our goal, much like all of us who 6 are in this room, and virtually, you-all who are all 7 physically there, those of us who are joining 8 (incomprehensible) -- we're all in it to make sure 9 kids in New Mexico are doing better, have better 10 opportunities for achievement, and have better 11 access to the kind of education that their parents 12 want.</p> <p>13 So we are looking at things like diversity 14 instructional things, culturally relevant curriculum 15 materials, and activities, as built out through our 16 equity council, which that work has been going on at 17 our school for years now. And we continue to try 18 and develop in those areas.</p> <p>19 We have strong support for special 20 populations, to include special education students, 21 ELL learners, at-risk students.</p> <p>22 We are looking for continuing to design 23 and innovate remediation and enrichment 24 opportunities, so that those who need additional 25 support have access to resources to be able to get</p>	<p style="text-align: right;">48</p> <p>1 as a school, are able to support.</p> <p>2 I mentioned to Director Russell when we 3 met with her, I said, "Of course, we know that our 4 homework is cut out for us. We're going to have to 5 prove the things we said."</p> <p>6 And that's why, for us, starting with this 7 kind of a request says, "Let's get on paper the fact 8 that what we're asking for is the permission to do 9 the work. And then it's on us to do the work."</p> <p>10 And as you know, charter schools are held, 11 I believe, to a much higher standard than even 12 district schools are. And that standard means that 13 your oversight will be checking in on us to say, 14 "You made these promises, and we agreed to approve 15 this enrollment cap increase. Are you following up 16 on those? Have you gotten the outcomes you're 17 looking for, and have you provided the things that 18 you wanted to do?"</p> <p>19 I'm here to say, absolutely, we support 20 that. Our team is behind it. That's why the 21 members of the community spoke this morning. That's 22 why we have many here present in the audience today, 23 because we're behind this work, and that's what we 24 aim to do.</p> <p>25 So I thank you for your time today. I</p>
<p style="text-align: right;">47</p> <p>1 that more one-on-one support. But also those 2 wanting enrichment opportunities find ways to do 3 that.</p> <p>4 And, ultimately, our role as a school is 5 to try to eliminate as many barriers as possible for 6 kids to be able to receive the best education they 7 can, regardless of where they live, regardless of 8 their ability to transport themselves to our school, 9 provide their lunch; those are things as a school 10 that we want to embrace.</p> <p>11 But as you all know, in the last several 12 years, things have gone up in price. So there is a 13 balance between what a school can afford to do and 14 the kinds of enrollment they need to be able to do 15 it.</p> <p>16 So as we request the cap increase, which I 17 think is a fair cap that increase -- I know that 18 Chair Molina is going to follow up after me and 19 explain a little bit more. But I just did want to 20 echo that sentiment.</p> <p>21 Our school believes that we are in the 22 work of helping kids in New Mexico achieve, and we 23 want to make that happen for as many families as we 24 can. We felt the number we requested was not only 25 fair, but entirely feasible, and something that we,</p>	<p style="text-align: right;">49</p> <p>1 will pass it to Chair Molina.</p> <p>2 MR. PATRICK MOLINA: So if you're not 3 thinking the question why the large increase, well, 4 then, let me bring it up.</p> <p>5 We were compared, in the CSD report, to 6 Volcano Vista High School. Currently has, according 7 to the 2023-2024 information I could find from APS, 8 2,171 students enrolled, so -- last school year. 9 That would be wonderful. Thank you.</p> <p>10 However, we're a K through 12, not a 9 11 through 12. So then when I started digging and 12 looked at the elementary schools and mid-schools 13 that feed Volcano Vista, this is what I came up 14 with.</p> <p>15 We have Ventana Ranch, Tierra Antigua, 16 Marie Hughes, and Chamisa Elementaries. When you 17 combine their enrollment, it is 1,748 students. 18 Those students then feed into two middle schools: 19 Tony Hillerman and J.D. Johnson (verbatim). They 20 had 1,502 students enrolled in that same year. 21 If I take the high schools, the middle schools, and 22 the elementary schools, their combined enrollment is 23 5,691, considerably larger than the 3,750 that we're 24 asking for.</p> <p>25 And, remember, we're feeding into</p>

<p style="text-align: right;">50</p> <p>1 ourselves.</p> <p>2 Currently, our elementary which caps out</p> <p>3 at 600, feeds into our mid and feeds into our high.</p> <p>4 We have to sing for our own supper internally. And</p> <p>5 we've got the entire city, the entire metro area to</p> <p>6 go after.</p> <p>7 So when you look at the numbers, compared</p> <p>8 to just the high school, it is a large increase.</p> <p>9 When I'm comparing our school to the Volcano Vista</p> <p>10 community, we're only 65 percent of that.</p> <p>11 And if you look at the results from all of</p> <p>12 those schools, the elementary, mid, and high, and</p> <p>13 compare them to Explore Academy, I think you'll see</p> <p>14 a rather interesting gap between our performance and</p> <p>15 theirs, and, yet, they have 35 percent more students</p> <p>16 than we do or that we're asking for, much more than</p> <p>17 we have currently.</p> <p>18 Our enrollment, year over year, per the</p> <p>19 CSD, has increased and, you have been generous and</p> <p>20 kind in your continued support of increasing our</p> <p>21 enrollment caps. And that's what you see on the</p> <p>22 slides in front of you.</p> <p>23 So we are -- we have budgeted for</p> <p>24 1,510 students. But we are in for 1,655 in our</p> <p>25 upcoming school year. And I've been assured that we</p>	<p style="text-align: right;">52</p> <p>1 to demonstrate what can be, not what is today and</p> <p>2 what certainly isn't going to be in the next one or</p> <p>3 two school years. But over a series of time and</p> <p>4 acquisition of new programs and real estate, I think</p> <p>5 it will give us that. And the number is just a</p> <p>6 number you heard Mr. Kolander say.</p> <p>7 We are willing to do the work; we want to</p> <p>8 do the work. We just need the ability to do the</p> <p>9 work.</p> <p>10 The financial piece came up in two</p> <p>11 flavors: One was our four-day week, and the other</p> <p>12 was our financial findings. So let me address</p> <p>13 those.</p> <p>14 The four-day week was not our best</p> <p>15 solution. And if you go back and look at our</p> <p>16 minutes, we have a board of five. Two of our board</p> <p>17 members voted against it. We still got it passed</p> <p>18 because of our quorum, but it was not our favorite</p> <p>19 solution. So why did we go to that?</p> <p>20 Fair question. And I think you're going</p> <p>21 to see a lot of other high-performing charter</p> <p>22 schools doing the same thing. And that's because</p> <p>23 the math didn't work out.</p> <p>24 For those of you who ever worked for a</p> <p>25 major employer, isn't it fun when you get a</p>
<p style="text-align: right;">51</p> <p>1 are going to hit that, or very, very close to that,</p> <p>2 which is extremely exciting.</p> <p>3 However, that is starting to bump up</p> <p>4 against our physical ability to deliver the programs</p> <p>5 we currently deliver, not including the programs</p> <p>6 that our head administrator showed you that we want</p> <p>7 to expand into by providing opportunities for</p> <p>8 students that don't currently exist in the charter</p> <p>9 school environment.</p> <p>10 I'm hoping -- I'm hoping that we're the</p> <p>11 first of many who come to you with such ambitious</p> <p>12 ideas.</p> <p>13 Why not?</p> <p>14 Well, this is an inflection point for us.</p> <p>15 We are at a point where we need to demonstrate to</p> <p>16 the community and to the commercial property folks</p> <p>17 in Albuquerque that we can do this. And we are at</p> <p>18 the point now where your support is critical for</p> <p>19 that, because they're asking the hard questions:</p> <p>20 "Well, do you have the State support on</p> <p>21 this?"</p> <p>22 That is a fair question. And our answer</p> <p>23 is, "We're going to try to go get that."</p> <p>24 And that's what we're doing here today.</p> <p>25 So what we're asking for is -- the cap is</p>	<p style="text-align: right;">53</p> <p>1 5 percent increase on your paycheck? That's</p> <p>2 awesome.</p> <p>3 But when your health care expenses go up</p> <p>4 so high in that same year, your 5 percent turns into</p> <p>5 1. And that's what we have here. Expenses are</p> <p>6 outstripping some of the multipliers that are in the</p> <p>7 budget. I don't want to get into the nitty-gritty</p> <p>8 of the numbers.</p> <p>9 So this conversation, this entire</p> <p>10 conversation is about the quality of education and</p> <p>11 the service we provide to our students. And we will</p> <p>12 do whatever we have to do to keep our classroom</p> <p>13 sizes small. That is an absolute, critical</p> <p>14 nonnegotiable for our faculty, our staff, and our</p> <p>15 families.</p> <p>16 So we will, if you'll pardon the phrase,</p> <p>17 beg, steal, and borrow to keep that model in place.</p> <p>18 That is how important it is to us.</p> <p>19 However, the incredible amount of work</p> <p>20 that we've done to make that Friday a powerful and</p> <p>21 useful opportunity for our students to grow is</p> <p>22 amazing, and I would challenge all of you to ask us</p> <p>23 for the details, because some of those innovations</p> <p>24 are absolutely mind-blowing to me, because I didn't</p> <p>25 even think those were possible.</p>

<p style="text-align: right;">54</p> <p>1 So we're turning this challenge from the</p> <p>2 budget into an opportunity for students to get extra</p> <p>3 help on the areas where they struggle, to do things</p> <p>4 outside of the classroom environment that are of</p> <p>5 interest to them and help not only grow them</p> <p>6 academically, but as citizens and contributors to</p> <p>7 our society.</p> <p>8 So a different conversation.</p> <p>9 So that's the four-day week. And what</p> <p>10 motivated us to do it? The quality of the education</p> <p>11 we promise our community and we will die on that</p> <p>12 hill for.</p> <p>13 The financial reporting and the findings</p> <p>14 are unacceptable to the board, so much so that we</p> <p>15 have changed our business management provider. We</p> <p>16 are going with a new one starting next month. And</p> <p>17 we are also looking very strongly at bringing all of</p> <p>18 those in-house so that we have better controls over</p> <p>19 that. The board no longer has an appetite for</p> <p>20 material findings. And, yes, one of them which was</p> <p>21 a material finding was repeated.</p> <p>22 Absolutely unacceptable. But that falls</p> <p>23 on me. That falls on my other four board members</p> <p>24 and the business manager. Our students have no clue</p> <p>25 what that means. They have no idea. And this</p>	<p style="text-align: right;">56</p> <p>1 So first one is information, like, do</p> <p>2 families see our message? That was the first thing</p> <p>3 we had to look at. Are all different families</p> <p>4 seeing our message, not just those who have social</p> <p>5 media, not just those who are able to see a</p> <p>6 billboard driving around in their car? We want to</p> <p>7 make sure everyone can see our message.</p> <p>8 Enrollment: Our enrollment process. Do</p> <p>9 families have access to our enrollment process?</p> <p>10 What tools can you provide for them to fully enroll</p> <p>11 with us? Since we do have a fully, like, digital</p> <p>12 enrollment process, it can be harder for some</p> <p>13 families to have access to that technology, be able</p> <p>14 to fill out those forms, understand those forms</p> <p>15 making sure that they're accessible in different</p> <p>16 languages, things like that.</p> <p>17 And then lastly was transportation and</p> <p>18 school resources. So making it -- I know our head</p> <p>19 administrator spoke a little bit on the buses and</p> <p>20 making sure we can get families into our facility.</p> <p>21 But I'm going to touch on those three</p> <p>22 things really quickly, just give a brief rundown on</p> <p>23 how we're doing that.</p> <p>24 So when we started with information</p> <p>25 representation, do families see our message, we are</p>
<p style="text-align: right;">55</p> <p>1 conversation is about our students and our</p> <p>2 community.</p> <p>3 That piece, the budget piece, which we</p> <p>4 take very seriously, will get resolved. And I stand</p> <p>5 here -- or sit here in front of you to promise you</p> <p>6 that. Unacceptable. And I agree wholeheartedly.</p> <p>7 But that should not be a roadblock to providing what</p> <p>8 we provide to our community.</p> <p>9 I'd like to hand it over to Ms. Katia</p> <p>10 Pride to share with us how are we going to show this</p> <p>11 to the community, and how do we get them on board</p> <p>12 with supporting what we're about to do?</p> <p>13 MS. KATIA PRIDE: Okay. Hello, everyone.</p> <p>14 So looking at our marketing and outreach</p> <p>15 plan, we're always looking to expand out into</p> <p>16 different areas; obviously, the city and further,</p> <p>17 you know -- and beyond, outside the city limits.</p> <p>18 One question we always look at is how can</p> <p>19 we reach those families that are within an</p> <p>20 underserved community, areas that, you know, might</p> <p>21 not always see our message or feel that a charter</p> <p>22 school is even possible.</p> <p>23 So when we look at that, we started this</p> <p>24 enrollment adventure, I'm going to call it, looking</p> <p>25 at three target areas that we wanted to hit.</p>	<p style="text-align: right;">57</p> <p>1 utilizing digital marketing, obviously, a variety of</p> <p>2 sites. We're utilizing an algorithm -- or I am</p> <p>3 using an algorithm -- that shows us exactly what</p> <p>4 families are accessing in what ZIP Codes. We are</p> <p>5 reaching out to those ZIP Codes that we typically</p> <p>6 have seen in the past.</p> <p>7 We looked at the data, and we have not</p> <p>8 seen a lot of return on interested families in those</p> <p>9 particular ZIP Codes. So we are targeting those ZIP</p> <p>10 Codes with digital marketing. When I say digital</p> <p>11 marketing, it is not just, again, those social media</p> <p>12 and online, only things like that.</p> <p>13 This is families of all different levels</p> <p>14 of technology in the house, anywhere from an Amazon</p> <p>15 Fire tablet to a TV, even down to radio.</p> <p>16 So we are making sure we are covering all</p> <p>17 different levels of technology that is available.</p> <p>18 We are also utilizing direct marketing.</p> <p>19 So looking at, you know, placing flyers in specific</p> <p>20 places, right? You probably hear that a lot.</p> <p>21 When we started off with this campaign, we</p> <p>22 started putting direct marketing in places that also</p> <p>23 allowed those families resources. What I mean by</p> <p>24 that is places like public libraries, community</p> <p>25 centers, places where families could see our flyer</p>

<p style="text-align: right;">58</p> <p>1 and then have resources to follow up.</p> <p>2 So if you're at a public library and you</p> <p>3 see our flyer, we have our phone number; we have our</p> <p>4 website; we have all those.</p> <p>5 But you also have access to free Internet</p> <p>6 and phone to follow up immediately with where you're</p> <p>7 at. So those families who may go home, not have</p> <p>8 Internet service, not have a phone, we are placing</p> <p>9 these flyers and making ourselves accessible to</p> <p>10 them, with the resource that they need to follow up</p> <p>11 with us.</p> <p>12 Lastly, community relations and events.</p> <p>13 We are building community relationships with a lot</p> <p>14 of local businesses not just in the surrounding</p> <p>15 areas. We are working with different outreach</p> <p>16 groups on social media; "ABQ Mom" is one of them</p> <p>17 that we've plugged into. We are looking at several</p> <p>18 events. We do go to the School Choice Fair.</p> <p>19 One change we have made with those events</p> <p>20 is making sure we have technology and the ability to</p> <p>21 enroll right there at our fingertips. When we're</p> <p>22 meeting face-to-face with these parents, we are</p> <p>23 making sure that they are able to fill out</p> <p>24 enrollment forms if they've already been accepted,</p> <p>25 apply right there with us on a computer, and just</p>	<p style="text-align: right;">60</p> <p>1 face out in the community, all to make sure we are</p> <p>2 reaching all different types of families.</p> <p>3 Transportation and school resources.</p> <p>4 As Head Administrator Kolander said, since</p> <p>5 we're spread all over the city, we do have a variety</p> <p>6 of buses, 20 bus routes to be exact, three routes</p> <p>7 that are not funded by PED at all, including routes</p> <p>8 outside the city limits. So providing that</p> <p>9 transportation in each of those towns is how do we</p> <p>10 get their students to our school.</p> <p>11 And then resources for support. We are</p> <p>12 marketing. And in our marketing, our information</p> <p>13 sessions, all those sorts of things, we are</p> <p>14 presenting that we do offer uniform assistance; we</p> <p>15 do offer Chromebook assistance. And we are letting</p> <p>16 families know that we want to make sure this model</p> <p>17 is available for any family at any stage of where</p> <p>18 they're at in life.</p> <p>19 Recently, we have seen -- since expanding</p> <p>20 our digital marketing, we have seen a 30 percent --</p> <p>21 our applications for our south area ZIP Codes</p> <p>22 increased by 31 percent from our previous year. So</p> <p>23 we are showing an increase, for example, in the</p> <p>24 87105, which, if you don't know, that's the</p> <p>25 South Valley.</p>
<p style="text-align: right;">59</p> <p>1 ensure that these families that we are supporting</p> <p>2 them and giving them the resources that they need.</p> <p>3 Rolling into enrollment, we have moved</p> <p>4 into a enrollment process where families can call in</p> <p>5 for support over the phone. Families are able to do</p> <p>6 it online if they choose, like, a virtual option.</p> <p>7 They can come in in office hours in person and fill</p> <p>8 out the forms, as well as we are now offering</p> <p>9 enrollment support via text message, which actually</p> <p>10 has gone a long way with our single parents</p> <p>11 population.</p> <p>12 We notice that they -- because they work</p> <p>13 odd hours, they work a lot of hours, they are able</p> <p>14 to text in and say, "We're working on this," or, "I</p> <p>15 need help with this form," and we're able to provide</p> <p>16 that support via text message.</p> <p>17 Enrollment forms. All of our support</p> <p>18 videos have been translated into multiple languages,</p> <p>19 so you can see all of our enrollment process, all of</p> <p>20 the support videos, everything, in a multitude of</p> <p>21 languages.</p> <p>22 And then lastly, engaging families and</p> <p>23 following up. We are making sure that we are using</p> <p>24 that text messaging, that -- phone calls. They can</p> <p>25 come in and meet with us, they're meeting us face to</p>	<p style="text-align: right;">61</p> <p>1 We show a 53.25% increase in applicants</p> <p>2 for this past session. So quite a nice -- we are</p> <p>3 seeing those increases come in.</p> <p>4 We currently have, at this time, after --</p> <p>5 after our lottery and everything, at this direct</p> <p>6 moment, we have about 310 people still waiting to</p> <p>7 get into our school.</p> <p>8 Unfortunately, some of those are siblings</p> <p>9 to students who are currently enrolled at Explore.</p> <p>10 So that is one area we are seeing quite a holdup is</p> <p>11 siblings -- some siblings getting in where we have</p> <p>12 space, and then the other siblings are put on a</p> <p>13 waitlist. So that is one area that we are --</p> <p>14 (inaudible) at this time.</p> <p>15 MR. PATRICK MOLINA: Thank you.</p> <p>16 So if you recall, a couple of weeks ago,</p> <p>17 we were all at the Embassy Suites, and we saw three</p> <p>18 of the four words you see on the screen: "Dream,"</p> <p>19 "Design," and "Deliver."</p> <p>20 I'm asking today for your yes and dream</p> <p>21 along with us, design along with us, deliver along</p> <p>22 with us, and let's discover what we can do for our</p> <p>23 students, our families, and our community.</p> <p>24 That is our ask today.</p> <p>25 Thank you so much for your time. We will</p>



62

1 happily entertain your questions, comments, and  
2 curiosities.

3 THE CHAIR: Thank you. All right.  
4 Commissioners, questions?

5 Commissioner Obenshain, and then  
6 Commissioner Taylor.

7 COMMISSIONER OBENSHAIN: So, first of all,  
8 I appreciate your presentation. Clearly, the  
9 passion in that school and that community runs deep.

10 I just wanted to give a shout-out to  
11 Mr. Branch. We worked together way back in the day,  
12 so it's good to see you.

13 I guess I have some questions about just  
14 the overall legality of an enrollment cap issue.

15 So my understanding -- and this was,  
16 again, back in the day, so bear with me -- but is  
17 that your enrollment cap is not the same as your  
18 targeted enrollment; right? Your enrollment cap  
19 means you cannot exceed that number; right?

20 So it's not -- you're not asking for  
21 121 percent or whatever the percentage was,  
22 immediately. You're talking about a phased-in  
23 enrollment plan that would potentially need a new  
24 facility or an expansion of whatever you're in right  
25 now.

63

1 MR. PATRICK MOLINA: Yes, sir.

2 COMMISSIONER OBENSHAIN: So one of the  
3 things that I had dealt with when I was acquiring --  
4 trying to acquire more space and funding for that  
5 space in the school where I was a director, when we  
6 went out looking for funds, one of the critical  
7 pieces was do we have -- will we have the SEG to  
8 support this facility expansion? And what is our  
9 plan for making sure that that happens?

10 and I'm just wondering if you all are that  
11 far down the discussion with facility funding, where  
12 that -- potentially, your enrollment cap would limit  
13 your ability to access funds or loans or other  
14 financial resources.

15 MR. PATRICK MOLINA: In one word, yes,  
16 sir. We are having some discussions. We are  
17 discussing that with our foundation. And it does  
18 pivot around, all right, this is your current  
19 enrollment cap, right?

20 And the same question from them. How do  
21 you get funded when your enrollment cap is 1,700,  
22 versus what it needs to be? Which is the -- the  
23 whole motivation of being here today is getting that  
24 so we can demonstrate, yes, we can get to that  
25 number, with the Commission's permission. So that's

64

1 off the table. Now we can discuss planning,  
2 funding, financing, and so forth.

3 So, yes, sir, thank you for the question.

4 COMMISSIONER OBENSHAIN: Thank you for  
5 that. So -- and in your -- in your conversation  
6 about your -- I'd like to hear just a little bit  
7 about what your phased-in plan is in terms of  
8 enrollment. Like, what are you looking at for next  
9 year, the following year, the year after?

10 MR. PATRICK MOLINA: That's an excellent  
11 question. I'm going to hand it over to our head  
12 administrator, Jake Kolander, to help fill that out.

13 MR. JACOB KOLANDER: Thank you,  
14 Chair Molina. I was ready to pull those numbers  
15 off. Because that is within our amendment request.  
16 That information is laid out.

17 I don't have the numbers in front of me  
18 right now. What it looked like was a 40 percent  
19 increase for next year that we were looking for  
20 specifically. Sorry. Not for next year, for the  
21 following year.

22 So we can do next year's work on  
23 increasing our K-5; that's our first step is  
24 increasing the K-5 for two school years from now.

25 And then following that, it was 150

65

1 students. That was the initial jump, 150 students  
2 per year, up until the number we're looking for.

3 I see that Ms. Woerner is in the audience.  
4 She probably has those numbers, because she helped  
5 construct that particular plan. So I don't know if  
6 she's able to share those specifics out with you.

7 But I'll also get those pulled up so I can  
8 reference back. But that's what it looks like.  
9 There is an initial jump for the 2000- -- see --  
10 where are we at in time? -- 2026-2027 school year,  
11 an initial jump for our elementary school, and  
12 gradually and incrementally over the next few years.

13 What we're looking for, by the time we get  
14 our -- I don't believe we are intending to hit  
15 something like 3,700, as you mentioned is our cap --  
16 I don't think we are looking to hit that by the time  
17 we hit our charter renewal process, because that's  
18 only four more years down the road, and we are at  
19 least two before we start the growth period. But  
20 it's something that we wanted to have overall  
21 defined as the cap increase that we could -- as  
22 Chair Molina mentioned, that we could be able to  
23 present, "This is long term what our strategy is and  
24 where we intend to get."

25 COMMISSIONER OBENSHAIN: Thank you. I did

66

1 see the percentages. I wasn't sure where that  
 2 matched in terms of grade levels and numbers.  
 3 The other question I would have is what,  
 4 historically -- it may be in here somewhere -- I may  
 5 have missed it somewhere. But, historically, what  
 6 has been your waitlist? What are your waitlist  
 7 numbers like?  
 8 MS. KATIA PRIDE: I can take that one. So  
 9 in the past two years that I've been in this  
 10 position and that we've looked at, we've moved -- I  
 11 don't have exact numbers pulled up from last year.  
 12 But we have -- last year, we ended on -- I  
 13 believe we ended on a -- I want to say the waitlist  
 14 was around 206. It was around 206.  
 15 Like I said, at this moment, we have 304.  
 16 Majority do tend to be our K to 5, just because our  
 17 K to 5 is so much smaller than our 6 to 12.  
 18 MR. PATRICK MOLINA: While she looks at  
 19 that, I can tell you that we had 600 applicants for  
 20 the elementary school, and we could only take 13.  
 21 So if that shows you the -- the attraction and  
 22 magnetism we have and the most difficult  
 23 conversations that have with the remaining 500  
 24 families to say, "You're on a waiting list," and off  
 25 they go into the community and find something else.

67

1 MS. KATIA PRIDE: We ended up with 205 --  
 2 but close -- last year. And as I said previously,  
 3 this year, it's 304 at this time.  
 4 COMMISSIONER OBENSHAIN: The only other  
 5 thing. I guess I'm in favor of increasing cap space  
 6 to schools that are performing the way that Explore  
 7 is. I feel like Explore is an example of what  
 8 charter schools should be: innovative, meeting  
 9 needs.  
 10 For me, a four-day week, I don't really  
 11 care either way if the results are there and if  
 12 they're using that schedule to the benefit of the  
 13 kids.  
 14 So I'm in favor of just -- personally --  
 15 of increasing caps for schools that are performing.  
 16 So I probably would not be able to support CSD's  
 17 recommendation right now.  
 18 THE CHAIR: Commissioner Taylor.  
 19 COMMISSIONER TAYLOR: Thank you,  
 20 obviously, for being here. Thank you for your  
 21 continued excellence in educating kids. I  
 22 appreciate the excellence you're putting into this.  
 23 I have a couple of questions on just numbers just to  
 24 clarify my brain.  
 25 Enrollment cap is currently 1,700. School

68

1 year -- enrollment was 1,324. All right?  
 2 With how many people on the waitlist?  
 3 MS. KATIA PRIDE: At this time, we have  
 4 304.  
 5 COMMISSIONER TAYLOR: But last year, end  
 6 of the year, were 200?  
 7 MS. KATIA PRIDE: Oh. 205.  
 8 COMMISSIONER TAYLOR: What percentage of  
 9 that waitlist was the K-5 or the younger grades?  
 10 MS. KATIA PRIDE: Let me -- give me a  
 11 moment. Let me pull that up.  
 12 MR. PATRICK MOLINA: Mr. Kolander might  
 13 have that.  
 14 MS. KATIA PRIDE: He might have that  
 15 percentage.  
 16 COMMISSIONER TAYLOR: Just curious. I  
 17 know that, even if you took everybody -- if you  
 18 could put everybody on the waitlist that was on the  
 19 current waitlist into your school year attendance,  
 20 your '25 attendance, you still wouldn't be at that  
 21 1,700 cap; right?  
 22 MR. PATRICK MOLINA: Correct.  
 23 COMMISSIONER TAYLOR: And you couldn't put  
 24 them all in there, anyway, because they're in  
 25 different grades and they're heavy in some areas and

69

1 so forth; right? You're operating at 78 percent of  
 2 cap is what it looks like, based on -- the numbers  
 3 were a little different. On the application, it  
 4 said 1,324 for the school year '25. For the chart  
 5 you gave us, there were 1412 on Day 40. So, I mean,  
 6 yeah, there was a little bit of difference in that,  
 7 and that's understandable.  
 8 What -- I -- let me look here. Again, for  
 9 your -- for your waitlist for this upcoming year,  
 10 what is your projected enrollment? Based on the  
 11 applications that you have and the lottery, what is  
 12 your enrollment projected at the beginning of the  
 13 year?  
 14 MS. KATIA PRIDE: So right now with our --  
 15 I tend to over-enroll with a little bit of a  
 16 percentage, just because we do tend to see sometimes  
 17 a drop. We did get hit with the four-day week,  
 18 which we still -- I mean, we haven't seen a very big  
 19 drop in families. We're anticipating that.  
 20 So, right now, fully enrolled, we have  
 21 around are 1,610, fully enrolled.  
 22 COMMISSIONER TAYLOR: 1,610. That's with  
 23 the increase -- a little bit of a buffer zone.  
 24 MS. KATIA PRIDE: Yes. Yes.  
 25 COMMISSIONER TAYLOR: Okay. With, you

<p style="text-align: right;">70</p> <p>1 said, 300 on the waitlist.</p> <p>2 MS. KATIA PRIDE: Yes. 300.</p> <p>3 COMMISSIONER TAYLOR: Okay. All right.</p> <p>4 You know, I feel like the -- the 3,700 cap</p> <p>5 is -- is too big, honestly, in one step. I'm not</p> <p>6 saying that it can't get there at some point. But</p> <p>7 I -- I like CSD's recommendation for a more moderate</p> <p>8 asking in the beginning.</p> <p>9 And if -- if that progresses, and you get</p> <p>10 to a point where, in two years, you're, like,</p> <p>11 "Seriously, we can't -- we need this cap, we need to</p> <p>12 go more," then I think that's -- that's an okay time</p> <p>13 to come back.</p> <p>14 But I just think that's too -- more than</p> <p>15 doubling your enrollment cap is -- is just pretty</p> <p>16 ambitious, you know. I'm not saying that it can't</p> <p>17 be done. I'm just saying that it -- I think we</p> <p>18 need -- I would recommend a more moderate ask for</p> <p>19 enrollment cap.</p> <p>20 MR. PATRICK MOLINA: Thank you, sir.</p> <p>21 COMMISSIONER TAYLOR: Uh-huh.</p> <p>22 THE CHAIR: Commissioner Carrillo -- oh,</p> <p>23 Gipson.</p> <p>24 SECRETARY CARRILLO: Me or her?</p> <p>25 THE CHAIR: Commissioner Carrillo right</p>	<p style="text-align: right;">72</p> <p>1 The reason we're asking now is to demonstrate to the</p> <p>2 folks with the money that we are cleared to take</p> <p>3 off.</p> <p>4 So if we were to come back every year and</p> <p>5 ask for 200 students at a time, it doesn't feed the</p> <p>6 proverbial bulldog. It looks timid, and it looks</p> <p>7 like there's no support for the model.</p> <p>8 So we are asking for a rather ambitious</p> <p>9 number.</p> <p>10 However, you and I have had some wonderful</p> <p>11 conversations. And we are more than willing to</p> <p>12 offer a different number if 3,750 is a little too</p> <p>13 high. It's still ambitious, and it absolutely</p> <p>14 embraces Dream, Design, and Deliver.</p> <p>15 SECRETARY CARRILLO: What was the last D?</p> <p>16 Discover?</p> <p>17 MR. PATRICK MOLINA: Discover. Yes, sir.</p> <p>18 SECRETARY CARRILLO: I appreciate,</p> <p>19 Mr. Kolander, not only your presentation, but</p> <p>20 hearing from you. And I think you pulled something</p> <p>21 from one of the speakers in the conference about --</p> <p>22 had to do with risk-taking. It had to do with</p> <p>23 getting out of the box, you know. If you don't</p> <p>24 think big, nothing big is ever going to happen;</p> <p>25 right? So -- and I appreciate that.</p>
<p style="text-align: right;">71</p> <p>1 now.</p> <p>2 SECRETARY CARRILLO: Thank you for a very</p> <p>3 thorough, well thought-out, passionate presentation.</p> <p>4 Mr. Molina -- may I call you Patrick? We</p> <p>5 know each other. Can I call you that?</p> <p>6 MR. PATRICK MOLINA: Yes, please.</p> <p>7 SECRETARY CARRILLO: I just always</p> <p>8 appreciate the passion with which you speak of your</p> <p>9 school and the public schools and education in</p> <p>10 general. Just a tremendous asset to New Mexico.</p> <p>11 I -- I hear Commissioner Obenshain and</p> <p>12 Commissioner Taylor and elements of what they're</p> <p>13 saying, and I embrace, you know, a good part of what</p> <p>14 each of you are saying. But I want to make -- but</p> <p>15 in terms of the enrollment cap, that's a ceiling we</p> <p>16 expect maybe to grow even past this next renewal</p> <p>17 cycle -- right? -- which is -- we just renewed you</p> <p>18 in December; right?</p> <p>19 So it's four and a half or however many</p> <p>20 years, you'll be growing even at that point. It's</p> <p>21 not going to happen at once. But I heard you</p> <p>22 say -- and correct me if I'm wrong -- gradually,</p> <p>23 every year, until you get to be this incredibly huge</p> <p>24 school in Albuquerque.</p> <p>25 MR. PATRICK MOLINA: Yes, sir. Yes, sir.</p>	<p style="text-align: right;">73</p> <p>1 A couple of things.</p> <p>2 Has there been any feedback to CSD from a</p> <p>3 district? Because creating a school obviously this</p> <p>4 large -- I know the districts are frequently just</p> <p>5 absent. They're just out to lunch entirely on so</p> <p>6 many things. But I'm just wondering if there's been</p> <p>7 any feedback from the district on eventually having</p> <p>8 a school this large and an increase like this.</p> <p>9 MR. PATRICK MOLINA: Are you asking the</p> <p>10 CSD or me, sir?</p> <p>11 SECRETARY CARRILLO: You.</p> <p>12 MR. PATRICK MOLINA: No, sir. I have not</p> <p>13 heard anything from the APS school district. I'm</p> <p>14 not sure that they're even aware we're here today</p> <p>15 having this conversation.</p> <p>16 SECRETARY CARRILLO: No, probably not.</p> <p>17 And then that is not to say I don't love my own</p> <p>18 district here up in Santa Fe, because I do. But I</p> <p>19 realize the shortcomings districts face.</p> <p>20 I don't know if it has to be on the record</p> <p>21 or something. But have you heard anything,</p> <p>22 Ms. Russell, from the district about the request?</p> <p>23 DR. BRIGETTE RUSSELL: Commissioner</p> <p>24 Carrillo, no. I have not been contacted by</p> <p>25 Albuquerque Public Schools. But I did not reach out</p>

<p style="text-align: right;">74</p> <p>1 to Albuquerque Public Schools, either.</p> <p>2 SECRETARY CARRILLO: Okay. Well, I think</p> <p>3 it's more incumbent upon them to reach out to you</p> <p>4 and to ask if there's anything about that. Cross</p> <p>5 that off my little list.</p> <p>6 Just curious, Patrick. You mentioned</p> <p>7 something about your amazing, explosive Fridays.</p> <p>8 Can you just give us just a sense of what's going on</p> <p>9 now on Friday?</p> <p>10 MR. PATRICK MOLINA: It's amazing how much</p> <p>11 \$5.00 can get you. I paid Commissioner Carrillo to</p> <p>12 ask that, because Mr. Kolander is dying to answer</p> <p>13 that question. So, Mr. Kolander.</p> <p>14 MR. JACOB KOLANDER: Thank you. Thank</p> <p>15 you, Commissioner Carrillo, for the question.</p> <p>16 So, you know, when we started looking at</p> <p>17 what sort of Friday options were available for</p> <p>18 students, we got ambitious. We applied for the</p> <p>19 grant for the high-dosage tutoring. We were told</p> <p>20 that that grant money no longer exists, so there</p> <p>21 would be no awards this coming year.</p> <p>22 So we also were doing the footwork on our</p> <p>23 own, where we had a conversation with Rio Grande</p> <p>24 Educational Collaborative about what we could be</p> <p>25 offering on Fridays. They're essentially interested</p>	<p style="text-align: right;">76</p> <p>1 shows how four-day school weeks can impact</p> <p>2 outcomes?"</p> <p>3 And we sort of patterned that and said,</p> <p>4 "The research that we're finding, the NWEA research,</p> <p>5 all indicates that's it's wholly dependent on the</p> <p>6 program of instruction that you provide and how you</p> <p>7 model towards it."</p> <p>8 So as an example, one way to curb any</p> <p>9 potential negative impact is to increase time in</p> <p>10 those classrooms during those four days. The</p> <p>11 recommended time is 50 minutes. We have 62 minutes</p> <p>12 in our classes during the week.</p> <p>13 In addition to that, what are our kids</p> <p>14 doing on Fridays? We didn't want them just not</p> <p>15 there. So we are designing that program with RGEC.</p> <p>16 And on the 6-to-12 side, Mr. Branch and I</p> <p>17 just met with a couple of parents and said, "How do</p> <p>18 we get a parent volunteer to offer critical life</p> <p>19 skills that kids have not been having the</p> <p>20 opportunity to learn as part of what they do in</p> <p>21 public high school?"</p> <p>22 How do you change a tire? Check your oil?</p> <p>23 How do you do personal financing? Balance your bank</p> <p>24 account so that you know you're on a pathway?</p> <p>25 Those things. How do we provide CPR</p>
<p style="text-align: right;">75</p> <p>1 in partnering with us to design what that looks</p> <p>2 like. They've not had an all-day program where they</p> <p>3 work with kids.</p> <p>4 And they said, "What could that be?"</p> <p>5 And so conversations with Explora Museum,</p> <p>6 conversations with Instituto Cervantes,</p> <p>7 conversations with different organizations around</p> <p>8 the city that are wanting to pair with us.</p> <p>9 We've made connections with Girl Scouts,</p> <p>10 especially for our K-5 area, because we would like</p> <p>11 to be able to offer some more learning</p> <p>12 opportunities.</p> <p>13 In addition to that, I'm so happy that</p> <p>14 Principal Branch is here in the audience with us,</p> <p>15 because he also has been doing his work on diving</p> <p>16 into things for our 6-to-12 students.</p> <p>17 So our K-5 program, what we're looking</p> <p>18 into is what does that look like for not only</p> <p>19 childcare -- you know, there's an essential</p> <p>20 logistical need that our parents have, where they</p> <p>21 are saying, "If we are not in classes Friday, but I</p> <p>22 am at work Friday, where does my child go, where</p> <p>23 they're not just playing video games all day?"</p> <p>24 And one of the challenges given to us by</p> <p>25 the State, they said, "What about the research that</p>	<p style="text-align: right;">77</p> <p>1 training? First aid opportunities for kids? All</p> <p>2 kinds of things for them to be able to learn and</p> <p>3 these opportunities that we would make available for</p> <p>4 all our students on Fridays.</p> <p>5 In addition, we've had a couple of</p> <p>6 different presentations from staff and faculty at</p> <p>7 CNM who are interested in expanding dual-credit</p> <p>8 opportunities for kids on Fridays.</p> <p>9 There are internships, again, exclusive to</p> <p>10 our students, where they are saying, "Wow, if we can</p> <p>11 have some of your kids on Fridays to come do an</p> <p>12 internship with us, that would be amazing," one of</p> <p>13 which is, actually, a parent of one of our students</p> <p>14 who has invited our kids to join her.</p> <p>15 She has a warehouse for costuming and</p> <p>16 props for the film studios. And she's, like, "We</p> <p>17 need some hands here for kids to not only learn what</p> <p>18 that department in the studios looks like, but to</p> <p>19 help us in the organization of over 2 million</p> <p>20 articles that we loan out to Netflix and to the</p> <p>21 studios that come out to Albuquerque."</p> <p>22 So those are the kinds of things we're</p> <p>23 talking about, where we say, "What can we do if kids</p> <p>24 aren't sitting in the traditional classroom space on</p> <p>25 Fridays," which we felt that we were always nailing</p>

<p style="text-align: right;">78</p> <p>1 on our five-day school week. But when the four-day  2 school week presented itself as essentially the  3 fiscally viable option for our school for next year,  4 we said, "How do we not just take that easy route?  5 How do we capitalize on the opportunities that kids  6 could have on Fridays?"</p> <p>7 So there's a lot that's out there. I  8 appreciate Mr. Branch is here in the audience. He's  9 doing a lot of his work as well to coordinate with  10 families to say, "What can we do that's off the  11 beaten path that schools aren't doing now?"</p> <p>12 And all of those things are in need of  13 becoming accessible to add programs that we don't  14 offer.</p> <p>15 NDI. We reached out to NDI and said,  16 "Could you bring your dance program to our school?"  17 They do partner with public schools to be present  18 and offer those opportunities. So those are the  19 kinds of things that we're exploring.</p> <p>20 SECRETARY CARRILLO: NDI is one of my  21 favorite programs ever. And they're up here in  22 Santa Fe. Mr. Kolander, that sounds incredibly  23 exciting.</p> <p>24 On the CTE piece, one of things I would  25 encourage your crew to look at is high-tech</p>	<p style="text-align: right;">80</p> <p>1 material findings.</p> <p>2 I have a very quick question probably  3 Pattie can answer, or maybe Julia. If -- when we do  4 an amendment -- approve an amendment request, can  5 that come with a condition? Or no?</p> <p>6 THE CHAIR: Ms. Barnes?</p> <p>7 MS. JULIA BARNES: That's a good question.  8 I'm -- I'm not thinking why there couldn't be a  9 condition. But I'm not sure how that would work.  10 Like, you get a cap increase on the condition that  11 you have -- like audit findings or something?</p> <p>12 SECRETARY CARRILLO: Oh, no. If we  13 continue to see your growth in the population and  14 everything else. But if you keep having the  15 material weaknesses and repeat findings doesn't bode  16 well -- doesn't give us a lot of confidence. And  17 especially if you're already operating at -- you  18 have a very low cash balance and you have a lot of  19 high overhead in lease payments and everything else  20 and a contract with your LLC.</p> <p>21 To me, it creates challenges if you  22 continue on that very gray financial path while  23 you're asking for more.</p> <p>24 MR. PATRICK MOLINA: Yes, sir.</p> <p>25 SECRETARY CARRILLO: So another question I</p>
<p style="text-align: right;">79</p> <p>1 machining. I know there are a lot of schools that  2 do have a lot of programs in CTE. I'm specifically  3 saying high-tech machining because it's often left  4 out.</p> <p>5 The head of the company I'm friends with  6 here, he says frequently, he has to go outside of  7 New Mexico to find kids that can do this work. Jobs  8 start at around \$65,000 a year, and they can't find  9 people in New Mexico to fill them, so they're going  10 out of state.</p> <p>11 Some of our CTE programs, they focus on --  12 I'm all for the film industry, and I'm all for  13 culinary. I love movies, and I love food. But you  14 know something? I love it when things work. And  15 they work, like jet airplanes and cars, because of  16 high-tech machining.</p> <p>17 I just wish we'd focus on what's really  18 needed. And it's those kinds of things as well as  19 health care. As opposed to everyone watches the  20 Food Channel and thinks they're going to be a chef.  21 That's not the way it works. You're going to be  22 washing the lettuce, my friend, because that's where  23 you start.</p> <p>24 Okay. So a concern that I had that was  25 brought up by CSD was money and audit findings,</p>	<p style="text-align: right;">81</p> <p>1 have. So I'm assuming that we can unless someone  2 tells us we can't; right? There's nothing that says  3 we --</p> <p>4 MS. JULIA BARNES: Just the thinking, for  5 me right now, just to give you kind of the overview,  6 is when either party to the contract wants to come  7 forward and ask for an amendment, the other entity,  8 school or the PEC, needs to consider it in good  9 faith, which is, of course, exactly what's happening  10 here. And, you know, you're having a really  11 interesting discussion around that topic.</p> <p>12 So you need to make a decision on it. The  13 school can accept it or not. For example, I already  14 heard Mr. Molina talking about that he has  15 potentially another proposal so you can consider  16 that.</p> <p>17 And then the range all the way to the  18 other end is if you reject or do a condition -- I'd  19 have to double-check -- but it could be appealable  20 to the Secretary. So just giving you the range of  21 all of the things that could happen.</p> <p>22 Finally, I don't see why you couldn't do  23 an amendment that said you have a cap increase for  24 2020- -- school year 2027 of this, and then another  25 cap increase of this.</p>

<p style="text-align: right;">82</p> <p>1           So I'm not thinking that you are limited 2 to a number. I think you can do a number and years. 3 And I think the parties to the contract can agree to 4 almost anything you want. So sometimes we take a 5 break, and you all talk about what you want in the 6 motion. I think you can also take a break, or you 7 can also discuss it right here and see what might 8 work. 9           So I mean, going back to Commissioner 10 Obenshain, who didn't quite ask the question -- but 11 there's -- there's not any limitations to caps. 12 There's just not. You know, there are some cap 13 limitations at the very beginning when a school 14 applies. There's a requirement to reach out to a 15 district when a school applies, and then there's 16 not. 17           So I think that you have a great deal of 18 flexibility, particularly if the school is in 19 agreement with this. 20           SECRETARY CARRILLO: And I think just my 21 bringing this up, I think -- and I imagine others 22 have the same concern as well -- it's the ongoing 23 audit findings. So, I mean, I don't need to 24 necessarily say we need to have something on the 25 amendment. But it's just a very serious thing --</p>	<p style="text-align: right;">84</p> <p>1           you going to get all the new staff? Because there's 2 a staff -- they're going to come from other areas 3 because you're doing something different and 4 excellent. But it's just a concern of mine. 5           Where are you getting your staff? Have 6 you, as part of your marketing campaign, Ms. Pride, 7 done research in that area? 8           MS. KATIA PRIDE: Yeah. We're going to 9 look to expand our staffing. Basically, in the way 10 kind of -- this is going to sound funny -- but kind 11 of the way they found me. 12           I was burned out. I was a teacher. I was 13 done. I was getting completely out. I was actually 14 going into marketing, oddly enough. And then 15 Explore Academy found me and brought me back in, 16 brought my passion for education. So really 17 showcasing and highlighting and allocate some of 18 those marketing funds to highlight what teachers 19 really experience at Explore and reigniting that 20 passion for education. 21           I believe Mr. Kolander can also touch on 22 this a little bit. But, yes, that's part of our 23 marketing plan as we move forward. It's what we've 24 been doing now with some short videos, some short 25 reviews, things like that, of teachers saying how</p>
<p style="text-align: right;">83</p> <p>1           MR. PATRICK MOLINA: Yes, sir. 2           SECRETARY CARRILLO: -- when there are 3 serious audit findings and there are repeats. 4           Ms. Price. 5           MS. KATIA PRIDE: Pride. 6           SECRETARY CARRILLO: Oh, Pride, like 7 P-r-i-d-e. 8           THE CHAIR: Oh. Let me make a change in 9 my notes. Sorry about that. 10          MS. KATIA PRIDE: That's okay. 11          SECRETARY CARRILLO: I appreciate your 12 presentation and getting information out. And I 13 don't doubt that -- I mean, just word of mouth on 14 the school and the community and how excellent it 15 is, how well you're doing. Commissioner Obenshain 16 pointed that out. 17          Transportation. I think it's really 18 unfortunate that probably for no real reason 19 whatsoever, the State just said, "No, we're just 20 going to give you 17 instead of 20. Just because. 21 We don't want to give you everything." 22          That's how I feel, like, that's what goes 23 on upstairs, and it's unfortunate. However, this is 24 big what you're doing. More teachers. That's the 25 first thing I wanted to ask was teachers. Where are</p>	<p style="text-align: right;">85</p> <p>1           happy they are at Explore. 2           And then if Mr. Kolander wants to say -- 3           SECRETARY CARRILLO: No, that's great. We 4 know how happy they are at Explore. When I talk 5 about people -- about charters in general, I say, 6 "You know, people are happy at charter schools 7 because they're listened to, because it's 8 autonomous, and they're heard, and they're part of 9 something." So it's a great marketing piece. 10          THE CHAIR: Mr. Kolander has his hand up. 11          SECRETARY CARRILLO: Absolutely. Call on 12 Mr. Kolander. I imagine you want to comment. 13          THE CHAIR: Go ahead, Mr. Kolander. 14          SECRETARY CARRILLO: Thank you. 15          MR. JACOB KOLANDER: Thank you, Chair. 16 Thank you, Commissioner Carrillo. 17          To comment on two things that you 18 mentioned. I'm going to lower my hand. Sorry. 19          In terms of CTE, you exactly hit the nail 20 on the head in what the challenge is when trying to 21 present these options, is when you look at 22 opportunities that you know are up and coming and 23 emerging in fields, as well as we have to keep our 24 eyes on where universities are going if we're 25 preparing our students to attend those and what</p>

<p style="text-align: right;">86</p> <p>1 fields are lacking applicants for them, and you know  2 that -- you know, you offer more programs, that  3 requires the proper facilities to do a machine shop.  4 It requires the safety precautions.  5 All that is a per-square-foot amount of  6 money that the school has to find and a facility  7 that can support the infrastructure to do it.  8 That's one of the things that Chair Molina  9 was talking about is when you find some facilities  10 and places that say, "We want to work with you but,  11 we want to see that you have the permission to begin  12 pursuing this," you start getting into the -- you  13 know, we're -- we did some homework to see if  14 there's something available. There is.  15 Our goal is to expand programmatic options  16 as you're suggesting, and, granted, the enrollment  17 cap that we're looking for. Those are exactly the  18 kinds of opportunities that we want to see that we  19 feel not only we can provide, but will draw more  20 applicants into our school.  21 And just in terms of your second question  22 about the teachers. We did have sixteen positions  23 that we are hiring for this year in our teaching  24 pool. For those 16 positions we had 92 applicants.  25 SECRETARY CARRILLO: God.</p>	<p style="text-align: right;">88</p> <p>1 people from New Mexico. Same thing with the labs;  2 they've just got to go outside of state.  3 And this will just be my -- I'll probably  4 have a Columbo moment later.  5 But I just remember just public education  6 in general, meeting somebody when I was on the -- at  7 the commencement at Capital High School. And he was  8 the first to graduate from school, any school,  9 immigrant parents. And he was going off -- it  10 chills me to just think about him. He was going off  11 to Princeton on a full ride. First to graduate high  12 school.  13 And when he gave his valedictorian  14 address, the one he stressed was he -- he wants to  15 be a doctor. He wanted to come back to Santa Fe and  16 the community that gave him so much.  17 I just love that people graduate from your  18 school, and they want to come back, and they want to  19 give. That's huge.  20 So you've addressed my concerns. I'll  21 probably have a Columbo moment. Those of us over a  22 certain age know what I'm talking about. So I'm  23 good for now.  24 THE CHAIR: Thank you.  25 Commissioner Gipson.</p>
<p style="text-align: right;">87</p> <p>1 THE CHAIR: No teacher shortage there.  2 SECRETARY CARRILLO: Congratulations.  3 That's fantastic.  4 MR. PATRICK MOLINA: Commissioner  5 Carrillo, if I may.  6 If you recall from the conference that we  7 had a couple of students present who are now  8 teachers. One of our commenters earlier is a  9 student who is now a teacher. So I would like to  10 think that the charter school system is now starting  11 to pay itself.  12 The charter school program is starting to  13 develop instructors and teachers who want to come  14 back and pay it back with the same energy, the same  15 passion. So I think that's rather exciting. And we  16 might be able to feed ourselves going forward.  17 SECRETARY CARRILLO: I think it's very  18 exciting.  19 And for Mr. Kolander, I mean, we can talk  20 offline about the high-tech machining companies and  21 stuff I'm referring to. They would probably even  22 sponsor part of a facility, part of getting  23 together, knowing they can have kids graduating from  24 a school that can do the work.  25 Because it's not they don't want to hire</p>	<p style="text-align: right;">89</p> <p>1 VICE CHAIR GIPSON: Thanks. So I guess my  2 greatest concern is there is -- if I'm reading this  3 correctly, you're anticipating, over a two-year  4 period, an 80 percent increase in your K-5, as I  5 read this.  6 So that kind of growth does concern me.  7 And that's what Budget Bureau expressed.  8 So let me -- and I appreciate the fact  9 that you've got this five-year rollout. But it  10 is -- with that K-5, there's an 80 percent. So it's  11 really not slow-growth K-5; it's slow-growth K-12.  12 But that K-5 is a big jump in a two-year time  13 period.  14 When is your anticipation that you would  15 need to go into that second facility?  16 MR. PATRICK MOLINA: That's a really good  17 question.  18 VICE CHAIR GIPSON: That's why I asked  19 that.  20 MR. PATRICK MOLINA: Our projections are  21 right now, not this coming school year, but the  22 following school year.  23 VICE CHAIR GIPSON: So the start of when  24 the amendment would go into effect, so that it's  25 immediately upon this amendment going into effect.</p>

<p style="text-align: right;">90</p> <p>1 MR. PATRICK MOLINA: Yes, ma'am.</p> <p>2 VICE CHAIR GIPSON: So I do have concerns.</p> <p>3 I share -- for me, I need a little more financial</p> <p>4 information. I have concerns with what School</p> <p>5 Budget has expressed.</p> <p>6 I don't -- I've always been supportive of</p> <p>7 the model. This is just a -- to me, a big jump</p> <p>8 really soon when there are financial concerns. And</p> <p>9 the Budget Bureau has expressed this.</p> <p>10 I would prefer to have more time to look</p> <p>11 at this if I had to vote today. Honestly, I have to</p> <p>12 say I can't support this at this moment, because I</p> <p>13 have -- there's still too many questions nagging at</p> <p>14 me that I think I'd need Budget Bureau to be able to</p> <p>15 answer for me and to be able to look at it. So</p> <p>16 that's -- you know, that's my number one concern</p> <p>17 right now.</p> <p>18 Can I ask you? Have you applied for the</p> <p>19 waiver to the cabinet secretary?</p> <p>20 MR. PATRICK MOLINA: That's a --</p> <p>21 VICE CHAIR GIPSON: That's another really</p> <p>22 good question.</p> <p>23 MR. PATRICK MOLINA: Mr. Kolander, have we</p> <p>24 done that?</p> <p>25 MR. JACOB KOLANDER: I'm sorry. Could you</p>	<p style="text-align: right;">92</p> <p>1 wonderful school.</p> <p>2 I share the exact same concerns that</p> <p>3 Vice Chair Gipson -- that's the first thing I looked</p> <p>4 at was the 40 percent increase in K through 5, in</p> <p>5 parentheses, each year.</p> <p>6 I come from a business background. I</p> <p>7 owned my own business with my wife for 25-30 years.</p> <p>8 I saw many, many businesses in my industry. And the</p> <p>9 industry was really taking off in the '80s and '90s,</p> <p>10 and grew too fast. And it -- they couldn't keep up</p> <p>11 with the growth.</p> <p>12 So I'm deeply concerned about how fast</p> <p>13 you're growing at that level. And I would be deeply</p> <p>14 concerned, growing at that level K through 5 to the</p> <p>15 point of the amount of teachers, I understand that.</p> <p>16 But just once you get the teachers in, you</p> <p>17 have to train them; you have to organize them.</p> <p>18 You're going to have -- for your cap right now,</p> <p>19 where you're at, 1,324, you theoretically would have</p> <p>20 6.4 classes per grade.</p> <p>21 I know this is just general. The 3,750,</p> <p>22 you go from 6.4 to 18.3. Three times. I know</p> <p>23 you're not going to go there. I get that. I</p> <p>24 understand all that.</p> <p>25 But I share the concern of that size. In</p>
<p style="text-align: right;">91</p> <p>1 repeat the question again?</p> <p>2 VICE CHAIR GIPSON: Have you have applied</p> <p>3 for the waiver to the cabinet secretary? We don't</p> <p>4 weigh in on this. I'm just asking.</p> <p>5 MR. JACOB KOLANDER: I don't believe we</p> <p>6 have.</p> <p>7 THE CHAIR: Brigitte? Dr. Russell? You</p> <p>8 can --</p> <p>9 DR. BRIGETTE RUSSELL: Thank you, Chair</p> <p>10 Burt and Vice Chair Gipson. They are not required</p> <p>11 to submit a reorganization waiver. It's only</p> <p>12 required if they're changing to -- they're adding</p> <p>13 grade levels that they don't currently serve or that</p> <p>14 it's going to change their funding through school</p> <p>15 budget. But this will not.</p> <p>16 VICE CHAIR GIPSON: Got you. Thanks for</p> <p>17 the clarification. Okay. I'm good.</p> <p>18 MR. PATRICK MOLINA: Thank you,</p> <p>19 Commissioner.</p> <p>20 VICE CHAIR GIPSON: I'm good.</p> <p>21 THE CHAIR: Commissioner Beck.</p> <p>22 COMMISSIONER BECK: Thank you. Yeah,</p> <p>23 there -- thank you for the presentation. We all</p> <p>24 know what a great school you are and how innovative</p> <p>25 and unique your curriculum base is. It's a</p>	<p style="text-align: right;">93</p> <p>1 the business world, nothing is ever successful at</p> <p>2 122 percent growth. It's just -- you can't keep up</p> <p>3 with it.</p> <p>4 And then I'd be concerned with that</p> <p>5 without some of the financial issues that you're</p> <p>6 currently dealing with, and fixing.</p> <p>7 MR. PATRICK MOLINA: Yes, sir.</p> <p>8 COMMISSIONER BECK: That's great. That's</p> <p>9 awesome. So I don't really have a question. I</p> <p>10 just -- and I know we have a million things to do</p> <p>11 today. I just -- I would love to have you come back</p> <p>12 with maybe a little bit more -- as you were talking</p> <p>13 about a little earlier -- conservative enrollment</p> <p>14 numbers. Thank you.</p> <p>15 THE CHAIR: Commissioner Ingham and</p> <p>16 Commissioner Clahchischilliage. Commissioner Ingham</p> <p>17 first.</p> <p>18 COMMISSIONER INGHAM: Thank you. I -- I</p> <p>19 think I understand your dilemma with needing to get</p> <p>20 the financing community to take your plan seriously</p> <p>21 if they don't feel like the State is or we are not</p> <p>22 supporting.</p> <p>23 I think, personally, that you can take a</p> <p>24 different tack with that. I think you can point out</p> <p>25 to those entities that we have not hesitated to</p>



<p style="text-align: right;">94</p> <p>1 increase your enrollment cap every time you've  2 asked. And so that -- and, in fact, we are, I  3 believe -- I'm speaking for myself, I guess -- but  4 committed to increasing your enrollment cap every  5 time, as much as is feasible.  6 I think it puts us in a very difficult  7 position to make that huge a jump in one fell swoop.  8 But I think you have the opportunity to show those  9 individuals that you have our support. You don't --  10 you don't need to be cautious about that.  11 We have -- we have and will support your  12 school. We know that it's an absolutely wonderful  13 opportunity in our community. And I think that  14 having to -- I know that you said -- you remarked  15 about having to come to us with 200, 300 enrollment  16 increases over and over gives them a different  17 impression.  18 But I don't think you should assume that.  19 I think you should assume that means we're willing  20 to support your school regularly and appropriately.  21 I do have -- it is difficult for us to be  22 put into the position to make it a one-time  23 enrollment increase of twice your size. That's --  24 that's -- I recognize that's bold, and it's -- I  25 guess I would do the same thing. But it's also --</p>	<p style="text-align: right;">96</p> <p>1 As a result, you were told, as a charter  2 school, that in order to exist, in order to  3 continue, there are certain areas that have to be  4 fulfilled, and that -- and as long as the same base  5 is completed, such as the statistics with the  6 enrollment, et cetera, the standards are fulfilled.  7 Charter schools do that.  8 And so I look at the 240 percent  9 enrollment cap that you're looking at -- increase --  10 and it's exciting to me. It's exciting to me,  11 because it's challenging how we basically function  12 as a state entity, state school entity.  13 Each -- the funding within the state is  14 based on a year-to-year plan; in other words, the  15 academic year. And, basically, 240 challenges that,  16 because it's saying, "We want to separate and look  17 at what we have to face as charter schools."  18 And that is the financing of your schools.  19 You look at the people who are financing,  20 or the entities that are financing charter schools.  21 They're want- -- they don't think year to year.  22 They don't think academic year to academic year.  23 They understand the standards of what had to be  24 fulfilled.  25 So I'm looking at this, listening to</p>
<p style="text-align: right;">95</p> <p>1 from our place, it makes it a very difficult  2 approval to make.  3 I think I myself would fall in between  4 your expectations and the Charter Schools'  5 recommendations. We could increase your enrollment  6 more than 20 percent but we need to be somewhere in  7 between in order for us to not be taking an undue  8 risk in our environment.  9 And so that's just what I would ask is  10 that we talk some more about what could be -- what  11 enrollment would support you during these next few  12 years, and recognizing that we do not hinder you  13 from coming back to us as you see necessary.  14 So thank you very much. And I do  15 appreciate your school. It's a remarkable place,  16 and I'm really supportive of your school.  17 MR. PATRICK MOLINA: Thank you, sir.  18 THE CHAIR: Commissioner  19 Clahchischilliaige.  20 COMMISSIONER CLAHCHISCHILLIAGE: Thank  21 you. Thank you. I support the 240 percent  22 enrollment cap, and here's why.  23 I feel like charter schools have exceeded  24 and have moved past the traditional thinking of  25 curriculum delivery. That's hurdle one.</p>	<p style="text-align: right;">97</p> <p>1 everything. And, basically, I think what we're  2 talking about right now is going against the  3 existing -- New Mexico public school mold. That's  4 what's going on.  5 And I think charter schools that have  6 already jumped over and completed the first hurdle,  7 this would be the second hurdle.  8 And so I can see on one hand why the State  9 looks at this with a lot of heartburn, because  10 they -- this goes beyond the year-to-year academic  11 year planning. And looking at it from your  12 financing standpoint, the financiers are saying,  13 "Hey, if you -- we're looking at your plans; we know  14 what you all want to do; we're looking at enrollment  15 and everything."  16 This makes sense to them like you said.  17 It makes sense, because it helps with your financial  18 planning with them.  19 So on one hand, we're -- the State is  20 telling you, "Okay, you can leave the traditional  21 way of curriculum delivery if all these standards  22 are met. However, your funding has to follow what  23 the State says."  24 And that contradicts the basis of what the  25 charter schools exist on.</p>

<p style="text-align: right;">98</p> <p>1 So I can hear what's going on right now.  2 This is a real challenge to the State to accept the  3 240 percent increase. So I think -- and this -- and  4 I'm saying this because it's for my understanding as  5 well.  6 And so I don't see this as a challenge. I  7 feel like we can do it. I feel like that, as  8 Commissioners, we can go into this, because this  9 fits the charter school mission. It fits the  10 charter school vision for charter schools -- I mean  11 the Commissioners.  12 So I think it's wonderful. It excites me.  13 It excites me. Because in your planning for the  14 people that are financing your school, you can say,  15 "Yeah, we have the support of the Commission, and  16 they believe we can do this."  17 Now, for safe-sake reasons, I think that  18 what we as Commissioners would have to do, if we  19 were to accept this, is we'd have to hold your feet  20 to the ground and say, "Wait a minute. If we're  21 going to accept this, then there are conditions that  22 have to benefit us as well."  23 MR. PATRICK MOLINA: Absolutely.  24 COMMISSIONER CLAHCHISCHILLIAGE: But then  25 it is my hope that what benefits us is what has</p>	<p style="text-align: right;">100</p> <p>1 to say, because I do think -- I mean, inherently,  2 the goal of charter schools is not just to find  3 different ways of doing education, but finding out  4 if they're successful; right? They're all, like,  5 these little mini trials.  6 And then the goal is to expand what's  7 working. In full disclosure, I have two children.  8 They both went to Explore-Albuquerque for middle  9 school. So I don't have just knowledge as a  10 Commissioner -- neither of them go to the school  11 now. One just graduated high school, and the other  12 one is at a different high school. So not a current  13 parent.  14 But I do have intimate knowledge of the  15 school from this perspective, but also from the  16 family side as well.  17 And I am -- it's easy to support Explore.  18 It's so easy. Out of the eight years that this  19 school has had any kind of accountability from the  20 State, it's been an "A" school or a Spotlight  21 school. It's that simple. That's a simple measure  22 for us to look and be, like, this school is doing  23 what it's supposed to be doing and at a very high  24 level.  25 It is not a mediocre school. Like,</p>
<p style="text-align: right;">99</p> <p>1 existed, like the traditional public school funding  2 conditions. I would hope that we stray from that  3 and we say, "Okay, how do we make this happen," and  4 be realistic about what we'd hold your feet to the  5 ground with.  6 And so I'm excited about this. But, like  7 I say, I think what we would really have to develop  8 and think about is how we help you make this is a  9 success, how we help you complete some of the  10 parameters.  11 But there's definitely two streams of  12 thought here, two almost opposing ways of thinking  13 here.  14 But I can see that it's workable. So  15 thank you for this, because it's definitely a  16 challenge to the status quo in New Mexico public  17 school education, but it's something I think that's  18 very real and something that we need to think about.  19 So thank you.  20 MR. PATRICK MOLINA: Thank you,  21 Commissioner.  22 THE CHAIR: Thank you. Before I go back  23 around to Round two, I'm going to speak.  24 So thanks. Thanks for being here. I  25 actually really appreciate listening to what you had</p>	<p style="text-align: right;">101</p> <p>1 compared to the whole state, it is an excellent  2 schooling option for families.  3 It -- my frustration is that there's  4 always been this, like, little churning of the  5 financials at Explore, just in how it's done  6 business over the course of -- basically, I think  7 since inception. It's always felt like it's, like,  8 one step behind on the financials, understanding  9 that there are issues with how finances is done,  10 with timeliness. From the State area, too.  11 But it has always felt like Explore has  12 had a unique issue with finances and timeliness of  13 being -- it always feels like it's one step behind.  14 And that's frustrating, because I love the  15 model. I chose it for my own students; right?  16 So it's frustrating, because that's what,  17 to me, is the four-day week because the  18 administration was, like, "You know what? This is  19 what's going to be best for the kids, this is what  20 we're going to do, we're going to plan it out, we're  21 going to make sure it all is," or is it one step  22 behind again?  23 And, "Okay. Well, now we have to do it  24 because of all these other options. We're going to  25 lose teachers. We're going to end up in the red.</p>

<p style="text-align: right;">102</p> <p>1 We're going to do this. So we're going to patch 2 together something and make it brilliant." 3 And I believe fully you will 100 percent 4 serve these students very well. But it's one step 5 behind again. 6 And so that's what my frustration is right 7 now is because I actually do agree with Commissioner 8 Clahchischillia. I don't believe this is a crazy 9 number. 10 I actually appreciate that, like, Volcano 11 Vista has over 2,100 kids in four grades. And 12 you're saying you want this much for 13 grade 13 levels. It's actually not alarming. 14 But my worry is more money, more problems 15 with this school. That's my worry. If you can't 16 manage what you have right now in order to 17 adequately provide the students the programs they 18 need today without going into the red, my worry is 19 it's just going to be a perpetual issue. 20 And you're going to add more students. 21 You're going to serve more students. But your 22 finances are always going to be this asterisk on 23 Explore-Albuquerque. That's what bothers me. 24 I've had conversation over years. "Now we 25 can't pay our vendors."</p>	<p style="text-align: right;">104</p> <p>1 Commissioner Obenshain. I actually do -- we should 2 be expanding good charters. You have an incredible 3 waitlist. And I don't mind it actually being 4 focused on the elementary to start, because that's 5 where it looks like almost all your applicants are 6 really coming from. 7 600 applicants for 13 slots? You need 8 more elementary seats. Once again, the numbers 9 don't lie there. 10 But help me out with making me believe 11 that next school year, the school year after that, 12 you aren't going to be in the red again, or you're 13 not going to be a step behind in not being able to 14 pay your vendors, because you still have cash flow 15 issues that, once again, somehow other schools have 16 seemed to manage and figure out but this school 17 hasn't. Talk to me. 18 MR. PATRICK MOLINA: So the one year that 19 we did end in the red was invisible to the board. 20 We hold our finance committee meetings in the open. 21 So it's during our monthly meeting. 22 The month before we were in the red, we 23 were shown a forecast. Everything was in the black. 24 We were tight. And some sort of -- pardon me for 25 not having the details -- some timing thing that was</p>
<p style="text-align: right;">103</p> <p>1 "Oh, my gosh. That's a terrible -- let me 2 go look." 3 Yeah. Things are running behind in 4 reimbursements. But it seems like almost every 5 other school has learned how to be up front, to have 6 the cash balances, to understand that, yeah, your 7 reimbursements come slow in this state. 8 It's not right that the reimbursements go 9 slow. However, this feels like it ended up becoming 10 a more unique problem to this school that other 11 schools have figured out how to manage it. And it 12 feels like Explore has never quite gotten ahead of 13 the game; it's always behind. 14 So that's my worry is how -- what can you 15 tell me today to tell me, as you have more students, 16 you're not going to be a step behind in finances 17 and, that instead of adjusting your program due to 18 whatever your finances are, you're going to adjust 19 your finances to what your programs are? 20 Like, you're actually able to think 21 opposite; right? Like, not "Here's our money, what 22 can we do it with it?" 23 It's, like, "Here's our program, let's 24 manipulate to make sure we're funding the programs." 25 So I, actually -- and the same thing with</p>	<p style="text-align: right;">105</p> <p>1 not anticipated, according to our business manager, 2 happened which caused it. 3 So your concern, absolutely valid. When 4 you look at the larger picture, it almost seems like 5 we're always trying to catch up, right? 6 THE CHAIR: Yes. 7 MR. PATRICK MOLINA: And to get around it, 8 because I, as a businessman, like Mr. Beck, have no 9 tolerance for that. Absolutely none. 10 I worked at Intel, and I currently work at 11 Presbyterian Health Plan. And it is tight. It is 12 so tight. But we're managing. And PHP is turning a 13 profit, and we are helping the community. That's 14 what I want to see here. 15 What has been missing, in my humble 16 opinion -- and Dr. Russell has invited me to speak 17 again next year at the conference -- is I've spent a 18 lot of time on Robert's Rules of Order and the 19 performance framework. I'd like to shift it over to 20 the finance piece; and that is to train our boards 21 to ask more finance questions and then show them 22 what to do with the answer. 23 I think a lot of times, you do a great job 24 asking the question, and I give you an answer, and 25 then you don't know what to do with it. I want to</p>

<p style="text-align: right;">106</p> <p>1 fix that. I'm starting with my backyard; right? We  2 are hiring -- we have hired a new organization.  3 Want to do more of that in house. Not only do I  4 have the right questions and the right answers, but  5 the board can make those numbers wiggle.  6 So many charter schools hire that out, and  7 they get surprised when things that they were told  8 weren't going to happen do happen.  9 No longer have that appetite. So I sit  10 here before you saying yes, we do have some broken  11 elements.  12 I would propose that a lot of schools,  13 charter districts and otherwise, have similar issues  14 in different areas.  15 But when I look at the finance piece, that  16 is a bunch of adults doing a bunch of math in Excel  17 and in proprietary information systems. And my job  18 as a board member is to make sure that I see that.  19 I'm not tolerating it again. So the point where we  20 changed horses in this race is because I can't sit  21 on this one anymore.  22 My expectations are that not only I, but  23 the rest of my board members, ask the right  24 questions, get timely answers, and make prudent  25 decisions. I do want to get in front of this. I do</p>	<p style="text-align: right;">108</p> <p>1 little personal just for a second. My kid went to  2 ninth grade at a new high school after leaving  3 Explore and was so over-prepared that she said, "I  4 think I want to go back because this is boring."  5 She ended up at one of the top high schools in the  6 state.  7 "I kind of want to go back to Explore."  8 Not only do you help with community -- she  9 felt very included, inclusive at Explore -- but also  10 just the rigor and the environment is very  11 different.  12 So for a ninth-grader, "I kind of want to  13 go back to where I had middle school," that's not  14 normal. It's not normal at all.  15 So just to say how -- like, the depths at  16 which I understand how it can positively affect  17 students in our state is very deep with me.  18 However, my wonder, again, is adding these  19 students and saying you're going to maintain these  20 small class sizes, which, once, again, I think is  21 one of the core tenets of your school, if you  22 continue keeping that small of class size, which is  23 one of the reasons why I would support this, how are  24 you going to have extra money for program that you  25 don't have now?</p>
<p style="text-align: right;">107</p> <p>1 want a nice bank account, so that when timing from  2 the federal government does wiggle, we can wiggle  3 from this.  4 Right now you are correct. We do react a  5 little more than we should as opposed to, "I know  6 that's going to be late. What am I saving today to  7 plan for that?"  8 That is the next step, because it has been  9 so reactionary. And the board and I have no more  10 tolerance for that. It is a promise. That's all I  11 can offer you today is a promise that we will get  12 this fixed.  13 THE CHAIR: Okay. I appreciate that. I  14 actually -- once again, taking a step back from  15 looking at, like, that financial concern piece and  16 just looking at your proposal, it does make a lot of  17 sense to me what you're wanting to add.  18 What I'm also wondering about is -- I --  19 it's actually one of the reasons why my child chose  20 a different high school is because there wasn't a  21 ton of access to the dual credits. And my kid is,  22 "I want to get an associate's degree while I'm in  23 school."  24 And Explore is really rigorous. And,  25 actually, I've probably been -- I'm going to be a</p>	<p style="text-align: right;">109</p> <p>1 MR. PATRICK MOLINA: Mr. Kolander has his  2 hand up. He might have something to say.  3 MR. JACOB KOLANDER: Thank you, Chair  4 Burt, and thank you for asking that question,  5 because I do think that that's something as a school  6 we've had to continually look to navigate for  7 various reasons, you know.  8 I think when we were right at the point --  9 I was just thinking about our recent expansion that  10 was the first item on the agenda for Explore Academy  11 today was approving that additional square footage.  12 Where we began the design process to where  13 we are now, I think about the difference in the  14 construction costs, the fees that have gone up, the  15 things that are completely outside the school's  16 control to try to adjust to those items that we have  17 had to figure out.  18 As you know, and I think was made  19 relatively public, much to the chagrin of the  20 school, of course, was the challenge that we faced  21 with the gym roof and what happened there.  22 Again, not an Explore Academy issue in the  23 sense that I don't know how to get up -- I wasn't up  24 there welding rafters and those kinds of things.  25 But it's been well over a year since that occurred.</p>

<p style="text-align: right;">110</p> <p>1 We're still waiting for some kind of  2 return for us to be able to start addressing that  3 issue. So that process delay meant that we had to  4 cash up front a lot of the expenses that were not  5 anticipated on our budget that we had to come up  6 with in order to cover those costs, because this has  7 been a year and a couple of months in the  8 deliberation process to determine what we --  9 essentially, what Explore Academy is going to be  10 able to do financially to deal with that.  11 But this is also a year where we ended.  12 You know, we just had our board meeting on Tuesday,  13 and our business office came to us and said, "You're  14 going to be ending with an operating budget of over  15 \$400,000."  16 So we are in the black this year. We have  17 made improvements vastly. When I did my planning  18 back in February with Chair Molina, and we talked  19 about, "What are we going to change? Because you  20 can't do the same thing year to year and expect  21 different results."  22 So we said, "What do we change about our  23 hiring and recruitment practices for next year so  24 that we are ahead of the game on this?"  25 So actually, the hiring that we did for</p>	<p style="text-align: right;">112</p> <p>1 sizes in there. All that model work with, like,  2 let's have a space in for advisory things, all of  3 that was gone, chairs and chairs without tables.  4 Because how small schools address large budget  5 concerns is typically you up the class size.  6 And Explore Academy has held as firm as we  7 possibly could to say, "If you want to look at what  8 the research shows, let's look at the research on  9 small class size and what that means."  10 But that return on investment is not being  11 matched to what we're hoping the State will bring  12 back to us.  13 So, as an example, (incomprehensible)  14 three buses. If a student applies from Rio Rancho  15 or Bernalillo and applies to come to our school, we  16 can't deny them based on where they're located. But  17 we've been denied funding to get them to our school.  18 "We can't provide money for buses because you're  19 going outside of Albuquerque."  20 But we're a state charter. We're an  21 Albuquerque charter. And as such, we respond to the  22 needs of the applicants to our school, and often at  23 our own financial expense. And that -- I hear what  24 you're saying.  25 A lot of schools have faced similar</p>
<p style="text-align: right;">111</p> <p>1 this year, essentially, for the positions that we  2 had, it came down to where do we begin to find  3 positions where there is enough crossover that we  4 can combine two people into one person that can  5 oversee both, where you maximize the fact that as a  6 K-12 school that was functioning on two separate  7 campuses, sometimes we're doubling our efforts to  8 cover what's happening on one campus and to cover it  9 differently on another campus.  10 Let's get rid of some of that duplicate  11 work that we were doing, and let's make sure that  12 our hiring with our teaching and our staff is smart  13 hiring, so that we're leaning into the fact that  14 small class sizes are always going to be a  15 challenge.  16 I just finished my 23rd year in public  17 education in New Mexico. And the schools that I had  18 worked with previous to Explore Academy, every one  19 of these, the answer was increase class sizes.  20 And I was in a charter school where  21 classes were built for 16 kids, no more, that met a  22 model that was designed to include advisory space.  23 And this is what we were doing.  24 And by the time I ended up leaving that  25 school, I had 28 students in a class for the class</p>	<p style="text-align: right;">113</p> <p>1 challenges, and they've been able to figure it out.  2 And I know Chair Molina -- you heard him  3 very passionately speak -- that that is evidently an  4 area we are working to figure out. That included  5 changing business offices. It included adjusting  6 our hiring practices. It included reevaluating our  7 job duties, so that we made sure that we were not  8 having reduplicated efforts to lower overhead costs.  9 And we're doing what we can to figure out how to  10 respond to, essentially -- you know, we asked -- I  11 think our request was actually to go up to 21 buses  12 to match the need. And, again, we were told no.  13 "Stick to twenty, and three of those are on your own  14 bank account."  15 So those are the kinds of challenges that  16 we have faced.  17 And as you said, we need to get creative  18 in how we fix them. You're telling -- you're  19 frustrated from your end. Imagine on our end the  20 frustration of saying -- the work we're doing and  21 the effort that we're putting into this, and  22 sometimes we're being hit with things that are  23 outside of our capacity to plan for, but that we  24 need to pay for.  25 And we need to come -- and those expenses</p>

<p style="text-align: right;">114</p> <p>1 are going up. You know, we had a plumbing issue  2 that came up, and that was something that we had to  3 bring in an overnight plumber. Then I asked people,  4 "Make a ballpark guess of what it costs to bring an  5 overnight plumber to a school to ensure that we  6 don't disrupt the educational services to our  7 students."  8 It's astronomical what those things cost.  9 And we do our best that we can with that.  10 All I can say is that is clearly a  11 sticking point, I think, for Chair Molina, in the  12 sense that that is part of the work of the board;  13 it's part of the work of the administration; and  14 it's the work we're already actively engaged in,  15 figuring out better solutions. And I think we're  16 beginning to see the reaping of those rewards, in  17 that we're ending as positively as we are this year  18 with our budget.  19 THE CHAIR: I appreciate that. And,  20 Mr. Kolander, I have an enormous amount of respect  21 for you. I've known you for a long time. I knew  22 you as a fiery teacher and have always been grateful  23 to watch your progression through the education  24 space.  25 You didn't quite answer my question. So</p>	<p style="text-align: right;">116</p> <p>1 before the budget was due. We had 24 hours to turn  2 around a budget from that document that determined  3 the calculator for it. That's where it begins.  4 THE CHAIR: Okay. All right.  5 And so the budget is created between you  6 and the budget office, and then that gets presented  7 to the board.  8 MR. JACOB KOLANDER: Correct.  9 THE CHAIR: Okay. So if your -- let's say  10 you do add students, and you keep the low teacher  11 sizes (verbatim), do you have any idea of how much  12 additional funding those additional students will  13 bring in, still pay for the teachers that you need,  14 but have access in order to start adding programs  15 that right now you can't afford?  16 MR. JACOB KOLANDER: Chair Burt, I don't  17 have that number in terms of what it looks like.  18 When we're looking at hiring, for example, the way  19 we build out our section sizes. This year, for  20 instance, we initially had said -- I think last  21 year, actually, they had projected for something  22 like 1,600 students.  23 When we projected for this year, we said,  24 "Let's do a more reasonable estimate at 1,450."  25 We then were able to see what that number</p>
<p style="text-align: right;">115</p> <p>1 what -- I do understand where you guys have been. I  2 actually think this school has a habit of  3 over-projecting early on, and that causes a lot of  4 issues as well.  5 So, once again, my worry is two-pronged.  6 If we give you a larger enrollment cap  7 with more space to over-project, and you keep your  8 class sizes small, how -- what is going to change in  9 order -- so you can add all these programs?  10 Because when I think -- what could happen  11 is you add these students, you add the teachers, and  12 you ended up flatlining again, and then you don't  13 get any of the programs you're saying you want to  14 add because you don't have it in your -- well,  15 actually, let me ask a different question.  16 Who starts the draft budget? Who's  17 responsible for starting a budget? Like, who's the  18 one that starts the draft budget?  19 MR. JACOB KOLANDER: So it starts with  20 when I look at drafting out what our current  21 expenses are as well as what we're looking at and  22 projecting for hiring for next year. And the  23 business office is the one -- when they got that --  24 this year is an example.  25 When they got that 910B5, it was the day</p>	<p style="text-align: right;">117</p> <p>1 would get us, and we projected out to 1,510  2 students.  3 If we were to get -- as an example, I  4 think with the projected number that Ms. Pride  5 presents today was 1,650 was the possible amount.  6 It's something to the effect of, like, when  7 50 students allows you to hire five more teachers,  8 we're still in excess in budget. So it would allow  9 us to be able to expand programming in that sense.  10 I think the other thing is the partnership  11 piece. And that's one part that I failed to mention  12 is, you know, when we were talking to CNM, it's not  13 on Explore Academy's dime to provide that  14 dual-credit opportunity, because it's not in our  15 staff. We're needing to bring in -- what they're  16 wanting is space.  17 "If we could come into your classroom and  18 offer that course," that's not something that  19 Explore Academy has to pay for. It's covered  20 through the State. The CNM staff is covered through  21 CNM. They're making their money on their end.  22 They're providing a service to our students on the  23 site that we're providing for them.  24 And what they're saying is, "Just give us  25 a room, and we can be present to be able to provide</p>

<p style="text-align: right;">118</p> <p>1 that."</p> <p>2 When we looked at what our -- as an</p> <p>3 example, even in our K-5 classes, the overhead is</p> <p>4 big, as you know. When you have a K-5 school, you</p> <p>5 have a dean of students, you have a principal, you</p> <p>6 need an interventionist. There's an overhead cost</p> <p>7 that you don't have to increase (inaudible) when you</p> <p>8 increase student size.</p> <p>9 So we were -- minimal numbers, let's say.</p> <p>10 We added 100 students to our K-5. Budgetarily,</p> <p>11 that's significant. What it means for our overhead</p> <p>12 is very little. I don't need to add a second dean</p> <p>13 of students. I can still function with the one.</p> <p>14 I don't need to add an additional</p> <p>15 principal of the school.</p> <p>16 We don't need -- so the overall effect is</p> <p>17 there's an exponential growth to some of the things</p> <p>18 you're able to do when you bring in more students</p> <p>19 because your overall costs aren't -- it's not a</p> <p>20 parallel line moving up of what the income is for</p> <p>21 bringing up student growth as well as what your</p> <p>22 expenses are to match it. It's a -- it's a</p> <p>23 different trajectory for that.</p> <p>24 THE CHAIR: Okay. Yeah. That makes</p> <p>25 sense. I appreciate it.</p>	<p style="text-align: right;">120</p> <p>1 class sizes then become like I described before.</p> <p>2 Kids are sitting shoulder to shoulder in a classroom</p> <p>3 that was really designed to make sure our</p> <p>4 student-teacher ratio is where it's at. And the</p> <p>5 number of classrooms that we have right now are</p> <p>6 matched by the number of teachers that are in that</p> <p>7 space. So (Inaudible) same space would just need</p> <p>8 increased class sizes. That's the fail.</p> <p>9 THE CHAIR: So if this amendment were</p> <p>10 approved, and you wanted to accomplish that</p> <p>11 40 percent more K-to-5 could be included, not this</p> <p>12 upcoming year but this year after, what would that</p> <p>13 classically look like? Mr. Kolander?</p> <p>14 MR. JACOB KOLANDER: What it would look</p> <p>15 like is -- and I apologize.</p> <p>16 THE CHAIR: No, go ahead.</p> <p>17 MR. JACOB KOLANDER: Thank you, Chair</p> <p>18 Burt.</p> <p>19 As an example, one of the facilities we</p> <p>20 looked into would also be a phased-in construction</p> <p>21 process. So to answer the question, would we need</p> <p>22 to be in a new facility for that school year</p> <p>23 '26-'27?</p> <p>24 We would, for the K-5. But we don't</p> <p>25 necessarily have to have the entire facility built</p>
<p style="text-align: right;">119</p> <p>1 Okay. Let me see. There was one more --</p> <p>2 oh.</p> <p>3 If -- with this enrollment cap increase,</p> <p>4 let's say any future building just doesn't quite</p> <p>5 work out -- right? -- and you're going to stay where</p> <p>6 you're at, your current capacity for the two</p> <p>7 buildings, is it correct it's like 5,000-something?</p> <p>8 Or I did misread something? Like, could you stay in</p> <p>9 your current facilities even with the enrollment cap</p> <p>10 increase? Or would you be required to go find new</p> <p>11 facilities as you increase in enrollment?</p> <p>12 MR. JACOB KOLANDER: I think, as a good</p> <p>13 example -- I'm sorry. I didn't know if -- the -- as</p> <p>14 an example, right now our K-5, we would need to</p> <p>15 just -- if we were to increase really at all --</p> <p>16 like, when we have 1,425 students, that building is</p> <p>17 pretty packed -- a different facility would be</p> <p>18 required to make the kind of increases in the K-5</p> <p>19 that I think the demand matches.</p> <p>20 I think it would behoove us to say, yes,</p> <p>21 there is growth that we could do in the existing</p> <p>22 buildings that we have. It's relatively minimal,</p> <p>23 and it essentially cuts down on -- it cuts down on</p> <p>24 space; right?</p> <p>25 Like, we could add more kids. But our</p>	<p style="text-align: right;">121</p> <p>1 out, because we have time built into that trajectory</p> <p>2 to build out at the mid-high. And so as we go over</p> <p>3 time to expand and get that facility fixed,</p> <p>4 practically, what it would look like is the K-5</p> <p>5 component in that facility, we would want to be up</p> <p>6 and ready to go for school year '26-'27. That is</p> <p>7 completely within the trajectory of what we would</p> <p>8 see with that particular facility and would allow</p> <p>9 that immediate expansion for the K-5.</p> <p>10 They can move into that, and the 6-12 part</p> <p>11 of it can begin its expansion/renovation process, so</p> <p>12 when we're ready to grow into that mid-high, maybe</p> <p>13 even the following year, we've got the space</p> <p>14 relevant for that.</p> <p>15 THE CHAIR: So just kind of hearing what</p> <p>16 you're saying, even if we did give an enrollment cap</p> <p>17 increase today, there's actually no way for you to</p> <p>18 increase quickly because of space alone.</p> <p>19 MR. JACOB KOLANDER: It would match what</p> <p>20 we had put on the application, in the sense that a</p> <p>21 40 percent increase for school year '26-'27,</p> <p>22 absolutely, we can get there.</p> <p>23 I think what we were intending in terms of</p> <p>24 the one-fell-swoop request for the enrollment cap</p> <p>25 increase is this essentially lays out the right map</p>

122

1 for us for the investors for facilities to people,  
2 so they can all look at and say, "This is where  
3 you're going, and, therefore, the space can be  
4 provided."

5 THE CHAIR: That's what I -- if you don't  
6 have the full increase, you also won't be able to  
7 ever do it. Like, you have -- at any point, to grow  
8 bigger, you have to have the full increase to where  
9 you want to get it in order to even start it.

10 MR. PATRICK MOLINA: Yes, ma'am. It's a  
11 chicken-and-egg situation.

12 THE CHAIR: Correct. Correct. So the  
13 other thing that I'm thinking is -- like, to do --  
14 so let's say we did a lower increase, and you were  
15 able to just add some seats, like even at 20 percent  
16 or something like that, would you be able to put --  
17 like, let's say -- what I'm hearing is that that  
18 K-to-5 is where you have a lot of kids waiting and a  
19 lot of kids who aren't siblings who really would  
20 like to come to this school, and you only are able  
21 to accept thirteen essentially non-siblings --  
22 right? -- and maybe some siblings can even come,  
23 too, because I know that's happened before, too.

24 So if you got the 240 more students, would  
25 you put those towards elementary? Or could you even

123

1 fit them into the elementary campus? Would it even  
2 be helpful at all to get a 20 percent increase?

3 MR. JACOB KOLANDER: Thank you, Chair  
4 Burt, for that question. Our school's assessment  
5 was that that is not a helpful increase. Because  
6 where we see the demand is not only in the  
7 elementary, but also a big demand in our middle  
8 school. And, again, it's -- the middle school  
9 population size and what we're offering there, it  
10 starts tilting the balance where, then, we couldn't  
11 support students moving forward.

12 So if we have students matriculating up  
13 our grade levels and maintain retention, we need  
14 that K-12 capacity for it.

15 And, of course, what we want to do is  
16 decrease the burden of -- you know, Explore Academy,  
17 this is -- I have not been there obviously for the  
18 full duration of the school. I have heard legends  
19 of the times that we have had to change facilities.

20 And our intent is to say, "Can we get  
21 something that is our long-term growth plan, matches  
22 what our need is for the programmatic designs that  
23 we want to do?"

24 That would mean, as an example, if the  
25 only approval would be given for the elementary, the

124

1 space that we feel could hold the entire capacity of  
2 long-term of where we want to go, that would no  
3 longer be feasible and would require a facility move  
4 temporarily before we get the full increase for yet  
5 another facility move. And that is one of the  
6 things we're trying also to avoid, is to say if we  
7 get the full cap, then we now have our five-year  
8 plan in front of us and can make all the pieces fit  
9 where they need to.

10 THE CHAIR: Okay. I think that's all the  
11 questions I have. And I'm still just thinking.

12 Commissioner Carrillo?

13 Sure. We'll go ahead -- we'll do a quick  
14 break. We've been going for a while, and I know I  
15 stress Cindy's fingers out.

16 We'll do a quick break, and we'll come  
17 back. And, Commissioner Carrillo, I do have you  
18 next on questions. We'll be back at 11:30.

19 (Recess taken, 11:18 a.m. to 11:34 a.m.)

20 THE CHAIR: Commissioner Carrillo, over to  
21 you.

22 SECRETARY CARRILLO: Okay. A couple of  
23 things that have been running through my mind and  
24 that I was thinking about.

25 VICE CHAIR GIPSON: So I'm not doing that

125

1 motion. Okay. I'm going to take my break.

2 SECRETARY CARRILLO: What I'm saying is  
3 it's so important you have to be here to hear it.

4 I'll just wait -- I'm out. So, anyways,  
5 in listening to what Commissioner Clahchischilliage  
6 said, just -- why we have a Charter Act, what's the  
7 whole point of this entire exercise, and why we have  
8 sixty charter schools right now that on average are  
9 doing better than district schools all over the  
10 state?

11 So I pulled up the Charter School Act with  
12 the assistance of -- I didn't pull it up, because I  
13 didn't know the number. Ms. Barnes pulled it up.

14 And the lines -- there's a lot of it. But  
15 "To improve student achievement, to provide parents  
16 and students with an educational alternative to  
17 create new, innovative, and more flexible ways of  
18 educating children within the public school system."

19 And I remember -- and that's huge; right?  
20 And if the districts just did that, they'd be  
21 knocking it out of the park, too.

22 And I remember when we were doing -- it  
23 was Rio Rancho. That's the token. I remember  
24 saying to them when they came to us that I wish my  
25 son would have had a school like this to attend. It



126

1 sounded like so nailed to, like, who he was and  
2 everything.

3 And it's just -- and, yeah, I love the  
4 model. Absolutely.

5 And so I just wanted to say that piece on  
6 the statute.

7 When I first heard that you were coming to  
8 us for an increase to 3,750, I mean, that's, like --  
9 the percentage was what? It was, like, 121 percent;  
10 right? "What?" I really was, like -- that's what I  
11 kind of said to myself. "Are they crazy?" You  
12 know. "And why? Why do they need this?"

13 And I think you've done a really excellent  
14 job today of explaining it. But I really was kind  
15 off taken aback.

16 One thing that's happened during this  
17 break -- and I'm not saying that's the direction I'm  
18 going, by any means. But if you thought before  
19 coming here, like, somebody is opening a business,  
20 and they want \$3 million capital to get started  
21 because they want this to have 6,000 square feet or  
22 whatever, can they start smaller, you're thinking  
23 about where you might be able to go if you're not  
24 getting everything you want initially.

25 I understand completely and agree with

127

1 Mr. Kolander's -- I'm not calling you "Jake" yet,  
2 because we haven't met in person --  
3 Mr. Kolander's -- what he said relative to  
4 demonstrating capacity.

5 You know, "If the PEC says this, then we  
6 get a lot of other people that sign on. We're  
7 showing confidence."

8 And it's the same thing -- and it's a  
9 challenge for -- and Commissioner Obenshain and I  
10 just talked about this. It's a challenge when  
11 someone wants to open a charter. They're searching  
12 for space, but they're not going to get a lease  
13 until they get approval from us, and it just becomes  
14 very, very difficult.

15 And so many things are like that that  
16 people need to take a leap of faith. And I think  
17 that this Commission knows that, on the whole, I  
18 tend to err on the side of, "If you build it, they  
19 will come."

20 When somebody is doing something  
21 excellent, people want to emulate it, they want to  
22 repeat it, and, especially, in this case, with the  
23 value you're providing to kids.

24 This is going to be a sandwich thing;  
25 right? That's the good part first.

128

1 The second is -- I know you have -- it's  
2 not a management contract, because we don't have  
3 those in this state. But I know that you have  
4 somebody, a provider for you that you pay  
5 contractually to provide services -- isn't that what  
6 AllyOp is?

7 MR. PATRICK MOLINA: They provide that to  
8 other schools, but they're on our payroll. They  
9 work for Explore Academy. But AllyOp services other  
10 schools. We're not in a contractual agreement with  
11 AllyOp.

12 SECRETARY CARRILLO: And so you just said  
13 they're not on a contractual agreement with the  
14 school. So it's just staff at the school providing  
15 services.

16 Okay. I want to be clear about that.  
17 Because I was curious. I was curious about whether  
18 there was going to be an increase in the contract,  
19 if there was one. That was just something I was  
20 curious about.

21 I would tend to disagree with Commissioner  
22 Beck on this one, where, when you -- I agree on the  
23 notion if you're going from, you know -- if you were  
24 going from 1,700 kids to 3,700 kids -- boom -- that  
25 quickly. But I'm satisfied that you're doing this

129

1 incrementally. Because if a business is going to  
2 open multiple units, I would agree with you on that,  
3 that they're biting off way more than they can chew,  
4 given what the history may have been financially.  
5 But in this case, it's the gradual piece moving  
6 forward that satisfies me.

7 The -- and I think that's what I had for  
8 now. I would just -- I'm not sure where the winds  
9 are blowing on this here. I'm really not on this  
10 one.

11 But I imagine that somewhere, you all have  
12 thought of a second number or a second timeline. I  
13 don't know if that's the case but I'm just -- there  
14 you have it. So I don't even think I'm going to  
15 have a Columbo moment now. I just think that I'm  
16 good, I'm --

17 COMMISSIONER BECK: You're having your  
18 Columbo moment now.

19 SECRETARY CARRILLO: Is this my Columbo?

20 COMMISSIONER BECK: Yes, Columbo was, "One  
21 more thing."

22 SECRETARY CARRILLO: Okay, you're right.  
23 So I appreciate the robust conversation and your  
24 school, and I appreciate everything that lies ahead.

25 MR. PATRICK MOLINA: Thank you, sir.

<p style="text-align: right;">130</p> <p>1 THE CHAIR: Any other Commissioners?</p> <p>2 VICE CHAIR GIPSON: Unh-unh.</p> <p>3 THE CHAIR: Okay. Is there a motion?</p> <p>4 SECRETARY CARRILLO: There will be.</p> <p>5 THE CHAIR: Do we need to take a</p> <p>6 five-minute break?</p> <p>7 VICE CHAIR GIPSON: I would make --</p> <p>8 someone needs to make --</p> <p>9 SECRETARY CARRILLO: I'm happy to do that.</p> <p>10 Let me just bring up the motion there.</p> <p>11 You know, I'm bringing the motion up now.</p> <p>12 But in my time on this Commission, sometimes I get</p> <p>13 eternally optimistic and then let down. And it's a</p> <p>14 drag when that happens, you know?</p> <p>15 COMMISSIONER BECK: I got it right here.</p> <p>16 SECRETARY CARRILLO: I got it right here.</p> <p>17 This is 9.b.; right?</p> <p>18 Okay. And we -- okay. Just going to make</p> <p>19 it straight out.</p> <p>20 I move that the PEC accept the enrollment</p> <p>21 cap amendment request of Explore Academy in Document</p> <p>22 9.b.1. and make it part of the charter contract.</p> <p>23 COMMISSIONER OBENSHAIN: Second.</p> <p>24 THE CHAIR: Thank you. There's a motion</p> <p>25 and a second.</p>	<p style="text-align: right;">132</p> <p>1 COMMISSIONER INGHAM: No. Right now.</p> <p>2 SECRETARY CARRILLO: Commissioner Beck.</p> <p>3 COMMISSIONER BECK: Yes.</p> <p>4 SECRETARY CARRILLO: Commissioner</p> <p>5 Obenshain.</p> <p>6 COMMISSIONER OBENSHAIN: Yes.</p> <p>7 SECRETARY CARRILLO: Commissioner Burt.</p> <p>8 THE CHAIR: Yes.</p> <p>9 SECRETARY CARRILLO: It passes, five to</p> <p>10 four.</p> <p>11 In my almost -- in my four-plus years,</p> <p>12 it's very, very seldom that we've had any split</p> <p>13 votes like this.</p> <p>14 And, to me, what that's indicating,</p> <p>15 sometimes -- sometimes when it doesn't pass, it</p> <p>16 indicates regret. But it indicates that the</p> <p>17 concerns, I believe, that were brought up need to be</p> <p>18 taken very seriously, especially as it relates to</p> <p>19 financial oversight, not over-projecting,</p> <p>20 pie-in-the-sky, things that you want to happen, but</p> <p>21 being where you are now.</p> <p>22 I don't think there's any question also</p> <p>23 that all of us believe in your school and what</p> <p>24 you're doing. This is a huge deal. And, "If you</p> <p>25 build it, they will come" sometimes is how I tend to</p>
<p style="text-align: right;">131</p> <p>1 Any discussion on the motion?</p> <p>2 (No response.)</p> <p>3 THE CHAIR: All right. Seeing none, if</p> <p>4 you could call roll, Secretary Carrillo.</p> <p>5 SECRETARY CARRILLO: I will do that.</p> <p>6 All-righty.</p> <p>7 Secretary Carrillo votes yes.</p> <p>8 Chair Gipson.</p> <p>9 VICE CHAIR GIPSON: Vice Chair.</p> <p>10 SECRETARY CARRILLO: Oh, I'm sorry, My</p> <p>11 Liege.</p> <p>12 Vice Chair Gipson.</p> <p>13 VICE CHAIR GIPSON: No.</p> <p>14 THE CHAIR: Commissioner Taylor.</p> <p>15 COMMISSIONER TAYLOR: No.</p> <p>16 SECRETARY CARRILLO: Commissioner Manis.</p> <p>17 COMMISSIONER MANIS: No.</p> <p>18 SECRETARY CARRILLO: Commissioner</p> <p>19 Clahchischillia.</p> <p>20 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>21 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>22 COMMISSIONER INGHAM: Did you just call</p> <p>23 me?</p> <p>24 SECRETARY CARRILLO: Yes, sir, on the</p> <p>25 motion.</p>	<p style="text-align: right;">133</p> <p>1 approach things.</p> <p>2 And, Mr. Kolander, things that you said</p> <p>3 were foundational to my decision. And I look</p> <p>4 forward to what's next. Congratulations.</p> <p>5 MR. PATRICK MOLINA: Thank you so very</p> <p>6 much for your time and consideration.</p> <p>7 THE CHAIR: One second. Commissioner</p> <p>8 Beck.</p> <p>9 COMMISSIONER BECK: I want to say my vote</p> <p>10 reflects the people that I believe in. And I</p> <p>11 appreciate Commissioner Clahchischillia and her</p> <p>12 perspective. That definitely had an influence on</p> <p>13 the way that my vote went. Thank you.</p> <p>14 COMMISSIONER INGHAM: Can I also comment</p> <p>15 that my vote is not in any way dismissive of what</p> <p>16 you guys want to do. And I support you 100 percent.</p> <p>17 And I'm actually thankful that that was</p> <p>18 the outcome. I just -- I sometimes feel like we</p> <p>19 have to be a little more cautious. But that might</p> <p>20 be my problem. But I sure appreciate what you're</p> <p>21 doing and I'm expecting great things from you.</p> <p>22 Thank you.</p> <p>23 MR. PATRICK MOLINA: Thank you, all.</p> <p>24 MR. JACOB KOLANDER: Thank you all very</p> <p>25 much, Commission. We take the charge that you all</p>

<p style="text-align: right;">134</p> <p>1 have given to us very seriously. Thank you.</p> <p>2 THE CHAIR: Do you all want to get through</p> <p>3 a couple more of these amendments, so we can break</p> <p>4 for lunch --</p> <p>5 (A discussion was held off the record.)</p> <p>6 THE CHAIR: You know, I like that. I like</p> <p>7 that. This will be Ms. Valenzuela presenting.</p> <p>8 Discussion and Possible Action on Explore</p> <p>9 Academy-Rio Rancho Additional Square Footage.</p> <p>10 MS. LUCY VALENZUELA: Hi, again,</p> <p>11 Commissioners.</p> <p>12 I am here to present Item No. 10, as Chair</p> <p>13 Burt mentioned.</p> <p>14 And this request is from Explore</p> <p>15 Academy-Rio Rancho. And they are requesting an</p> <p>16 approval to add 35,000 square feet space to their</p> <p>17 already existing 40,000 square feet building space.</p> <p>18 The purpose of their expansion is to provide</p> <p>19 additional classrooms, student and adult restrooms,</p> <p>20 a larger cafeteria, and gym space for the students.</p> <p>21 The justification for this is, as you</p> <p>22 know, the school is experiencing growth with</p> <p>23 400 students enrolled at the end of this school</p> <p>24 year, the '24-'25 school year. And they have a</p> <p>25 projected increase -- they have a projected increase</p>	<p style="text-align: right;">136</p> <p>1 So we're celebrating the last day.</p> <p>2 We are growing. As you guys know, we are</p> <p>3 starting year three. I think I was in this very</p> <p>4 room a couple of years ago right before my summer</p> <p>5 started.</p> <p>6 And we have grown rapidly. I do want to</p> <p>7 say we're adding eighth grade next year, so we're</p> <p>8 not going to be at the full 1,200 capacity just yet.</p> <p>9 Our current location on 6090 Zenith, we will be</p> <p>10 holding approximately 520 students, which is going</p> <p>11 to be a very tight squeeze.</p> <p>12 I keep telling everybody we're going to be</p> <p>13 very cozy and comfortable with one another.</p> <p>14 We are dealing with some lack of bathroom</p> <p>15 space. Cafeteria is pretty small, as you can</p> <p>16 imagine, with the bigger bodies fitting all the kids</p> <p>17 in a space. So we are going to be having five</p> <p>18 lunches to try to feed all 520 students, which is --</p> <p>19 it's fun.</p> <p>20 I am a former APS principal. My school in</p> <p>21 APS had 1,000 students when I was an APS elementary</p> <p>22 principal. And I faced these challenges when we had</p> <p>23 ten kindergarten teachers. And space is always a</p> <p>24 challenge when you're trying to navigate lunches,</p> <p>25 recess, specials, PE, all those things.</p>
<p style="text-align: right;">135</p> <p>1 to -- they project to increase their student</p> <p>2 enrollment to 1,200 in this upcoming school year</p> <p>3 with grades K to 12.</p> <p>4 During the site visit this spring, we</p> <p>5 observed the need for the expansion, and especially</p> <p>6 needed classroom spaces.</p> <p>7 Currently, there is a 165-student waiting</p> <p>8 list for the upcoming school year. And this shows a</p> <p>9 growing interest in the school community.</p> <p>10 The school's business designation is</p> <p>11 traditional, with their proficiencies of 47 percent</p> <p>12 in reading, 28 percent in math, and 50 percent in</p> <p>13 science.</p> <p>14 The Charter Schools Division recommends</p> <p>15 approving the request for -- approving this request.</p> <p>16 And their head administrator, Jackie Bogue, is</p> <p>17 online as well, if you have any questions.</p> <p>18 THE CHAIR: Thank you. Jackie, would you</p> <p>19 like to say anything before we ask questions?</p> <p>20 MS. JACLYN BOGUE: Yeah. Good morning,</p> <p>21 guys, Commissioners and Chairs. I'm sorry I can't</p> <p>22 be there. We are hosting the New Mexico Literacy</p> <p>23 Reading Program. This is our last day. And Kona</p> <p>24 Ice just pulled up to reward all the students who</p> <p>25 participated and got attendance, was here on time.</p>	<p style="text-align: right;">137</p> <p>1 So we are going to need to expand to</p> <p>2 accommodate our growth, and, of course, the larger</p> <p>3 bodies. Having all K-8 next year on one campus will</p> <p>4 be tight. We're going to make do, and it's going to</p> <p>5 be, like I said, really comfortable and cozy for all</p> <p>6 students.</p> <p>7 But the additional square footage, by</p> <p>8 '26-'27, will greatly help us out, as we can start</p> <p>9 having just more adequate space for our students, as</p> <p>10 we are seeing a big need for enrollment over here at</p> <p>11 Rio Rancho.</p> <p>12 We are one of three charter schools in the</p> <p>13 Rio Rancho community, and space just is in need. So</p> <p>14 thank you, guys.</p> <p>15 THE CHAIR: Thank you.</p> <p>16 Commissioners, any questions?</p> <p>17 All right. Commissioner Carrillo.</p> <p>18 SECRETARY CARRILLO: I'll go ahead and</p> <p>19 make a motion.</p> <p>20 Congratulations on your growth and</p> <p>21 everything. It's exciting.</p> <p>22 I'm looking at you down here, but you're</p> <p>23 up there.</p> <p>24 So I move that the PEC accept the</p> <p>25 additional square footage amendment request of</p>

<p style="text-align: right;">138</p> <p>1 Explore Academy-Rio Rancho, in Document 10.a., and 2 make it part of the charter contract. 3 COMMISSIONER TAYLOR: Second. 4 THE CHAIR: There's a motion by 5 Commissioner Carrillo, a second by Commissioner 6 Taylor. 7 Any discussion on the motion? 8 (No response.) 9 THE CHAIR: Seeing none, if you could call 10 roll, Secretary Carrillo. 11 SECRETARY CARRILLO: Of course. 12 Secretary -- I mean -- sure. Secretary 13 Carrillo votes yes. 14 Commissioner Ingham. 15 COMMISSIONER INGHAM: Yes. 16 SECRETARY CARRILLO: Commissioner 17 Clahchischilliage. 18 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 19 SECRETARY CARRILLO: Commissioner Beck. 20 COMMISSIONER BECK: Yes. 21 SECRETARY CARRILLO: Commissioner 22 Obenshain. 23 COMMISSIONER OBENSHAIN: Yes. 24 SECRETARY CARRILLO: Commissioner Manis. 25 COMMISSIONER MANIS: Yes.</p>	<p style="text-align: right;">140</p> <p>1 beginning and then the end, which, as you know, 2 students can appear and disappear at different times 3 in the growth -- their growth scores. 4 What this amendment does is it really just 5 demonstrates growth between any two testing windows; 6 for example, from beginning of the year to the MOY, 7 the MOY to the EOY, or BOY to EOY. So what it does 8 is it allows the school to show or demonstrate that 9 growth, which is better in alignment with what the 10 School-Specific Goals 1 and 2 are really set up to 11 do. 12 THE CHAIR: Great. Thank you. 13 Ms. Tario, thanks for joining us. I'll 14 let you, if you want to say anything before we ask 15 any questions, I'd be happy to have you start us 16 off. We can't hear you. I can see your mouth 17 moving. 18 Still no. 19 It seems like we've had some of our 20 speakers have trouble with their, like, headsets 21 matching up with the Zoom. 22 MS. SARAH TARIO: All right. Awesome. I 23 don't really have much to add, except just to remind 24 you that I did come to talk to you guys in February 25 about this issue, and that you had a recommendation</p>
<p style="text-align: right;">139</p> <p>1 SECRETARY CARRILLO: Commissioner Taylor. 2 COMMISSIONER TAYLOR: Yes. 3 SECRETARY CARRILLO: Vice Chair Gipson. 4 VICE CHAIR GIPSON: Yes. 5 SECRETARY CARRILLO: Chair Burt. 6 THE CHAIR: Yes. 7 SECRETARY CARRILLO: That passes 8 unanimously, nine-zero. 9 THE CHAIR: All right. That takes us to 10 Item -- thank you, Jackie. I hope you get some Kona 11 Ice yourself now. 12 MS. JACLYN BOGUE: I'm headed out. Thank 13 you so much. Have a good day. 14 THE CHAIR: Bye. 15 Discussion and Possible Action on McCurdy 16 Charter School's School-Specific Goal Amendment 17 Request. Looks like it will be Mr. Butz. 18 MR. GREG BUTZ: Hello, Commissioners, 19 Chair Burt. McCurdy's request, it boils down to two 20 things. 21 They're -- when they compiled the data, 22 they really want -- they wanted to make sure that it 23 accurately reflected the growth of the students. 24 And so when they were looking at how it 25 was set up before, it would measure from the</p>	<p style="text-align: right;">141</p> <p>1 at that time that we look at revising our school 2 mission goals. 3 And so this is part of that effort, to 4 make sure that what we're reporting to you is more 5 accurate, more objective, and really does capture 6 efforts that we're making, as he stated so 7 eloquently on my behalf, that we're trying to be 8 really objective and accurate with our data. 9 That's why we made -- it's not a huge 10 revision to the goal; it's just a tweak of a little 11 bit of the language. 12 THE CHAIR: Thank you. 13 Commissioners, any questions. 14 (No response.) 15 THE CHAIR: All right. 16 VICE CHAIR GIPSON: You ready? 17 I move that the PEC accept the change to 18 the school-specific goal at McCurdy Charter School, 19 in Document 11.a., and make it part of the charter 20 contract. 21 SECRETARY CARRILLO: Second. 22 THE CHAIR: There's a motion and a second. 23 Any discussion on the motion? 24 (No response.) 25 THE CHAIR: Seeing none, Secretary</p>

<p style="text-align: right;">142</p> <p>1 Carrillo, you can call roll.</p> <p>2 SECRETARY CARRILLO: Of course.</p> <p>3 Commissioner Beck.</p> <p>4 COMMISSIONER BECK: Yes.</p> <p>5 SECRETARY CARRILLO: Commissioner</p> <p>6 Clahchischillia.</p> <p>7 COMMISSIONER CLAHCHISCHILLIA: Yes.</p> <p>8 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>9 COMMISSIONER INGHAM: Yes.</p> <p>10 SECRETARY CARRILLO: Commissioner Manis.</p> <p>11 COMMISSIONER MANIS: Yes.</p> <p>12 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>13 COMMISSIONER TAYLOR: Yes.</p> <p>14 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>15 VICE CHAIR GIPSON: Yes.</p> <p>16 SECRETARY CARRILLO: Chair Burt.</p> <p>17 THE CHAIR: Yes.</p> <p>18 SECRETARY CARRILLO: Secretary votes yes.</p> <p>19 And Commissioner Obenshain.</p> <p>20 COMMISSIONER OBENSHAIN: Yes.</p> <p>21 SECRETARY CARRILLO: Swell.</p> <p>22 Passes unanimously, nine-zero.</p> <p>23 THE CHAIR: Thank you, Ms. Tario. Enjoy</p> <p>24 your summer.</p> <p>25 MS. SARAH TARIO: Thanks, you guys.</p>	<p style="text-align: right;">144</p> <p>1 And so -- and as well, the school seeks a</p> <p>2 mixed-grade provision in its contract, because they</p> <p>3 have observed positive outcomes for students when</p> <p>4 they are grouped with peers of similar age and</p> <p>5 intellectual capacity.</p> <p>6 The school currently employs an</p> <p>7 instructional model in which the fourth- and</p> <p>8 fifth-grade instructors teach both grades by</p> <p>9 combining their students for either math or language</p> <p>10 arts.</p> <p>11 Renaissance Academy was a Spotlight school</p> <p>12 for the '23-'24 school year.</p> <p>13 And the CSD recommends approving the</p> <p>14 change to this request.</p> <p>15 THE CHAIR: Thank you.</p> <p>16 MS. LUCY VALENZUELA: And Mr. Cossey is</p> <p>17 online.</p> <p>18 THE CHAIR: Good morning, almost good</p> <p>19 afternoon, Mr. Cossey. Do you want to explain a</p> <p>20 little bit more, if there's anything more you want</p> <p>21 to let us know before we ask you questions?</p> <p>22 You're still on mute.</p> <p>23 MR. JONAS COSSEY: All right. Are we</p> <p>24 better there?</p> <p>25 THE CHAIR: We can hear you now.</p>
<p style="text-align: right;">143</p> <p>1 SECRETARY CARRILLO: Nice to see you.</p> <p>2 THE CHAIR: That will take us to Item 12,</p> <p>3 Discussion and Possible Action on Renaissance</p> <p>4 Academy Charter School Educational Program Amendment</p> <p>5 Request.</p> <p>6 MS. LUCY VALENZUELA: Hi. I'm back.</p> <p>7 So for this request, Renaissance Academy</p> <p>8 is requesting that their educational program be</p> <p>9 amended. And so the amendment is to amend their</p> <p>10 Section 3.4 of the school's contract, which is, one,</p> <p>11 to provide a Humanities course rather than a Spanish</p> <p>12 course for all students; and, number two, to allow</p> <p>13 the school to use mixed grade or mixed-age</p> <p>14 education.</p> <p>15 The change from a required Spanish class</p> <p>16 to a required Humanities class is driven by the</p> <p>17 school's mission statement, which specifically</p> <p>18 includes Humanities, but not Spanish. The school</p> <p>19 plans to develop a mission-specific goal focused on</p> <p>20 Humanities by the end of the contract term,</p> <p>21 2024-2029.</p> <p>22 Their aim is to provide all students with</p> <p>23 a more comprehensive and vertically aligned</p> <p>24 curriculum that can be implemented across all grade</p> <p>25 levels.</p>	<p style="text-align: right;">145</p> <p>1 MR. JONAS COSSEY: As you said, still good</p> <p>2 morning, Commissioners, CSD staff, and attendees to</p> <p>3 this meeting.</p> <p>4 I think that the Humanities amendment is</p> <p>5 very straightforward.</p> <p>6 We did seek to expand our mission. The</p> <p>7 school has had a longstanding and very successful</p> <p>8 STEAM program, and we wanted to balance that with --</p> <p>9 with the Humanities courses.</p> <p>10 And it was simply something I feel like</p> <p>11 maybe was overlooked at renewal. We were in for</p> <p>12 renewal last year. This is the first year inside</p> <p>13 the new performance framework.</p> <p>14 And at that time, I believe it was thought</p> <p>15 that we could implement this across classrooms, core</p> <p>16 subjects. And that has simply proven to be very</p> <p>17 difficult and, in a small school, to collaborate</p> <p>18 those efforts. So this is an attempt to deliver a</p> <p>19 class that an instructor can reach all students in</p> <p>20 grades 4 through 8 and just make for the vertical</p> <p>21 alignment and cohesive instruction that would allow</p> <p>22 us to create a mission specific goal to track</p> <p>23 students as they progress in the curriculum from</p> <p>24 fourth through eighth grade.</p> <p>25 THE CHAIR: Great. Thank you.</p>

<p style="text-align: right;">146</p> <p>1 Commissioner Beck?</p> <p>2 COMMISSIONER BECK: Yeah. I had the</p> <p>3 pleasure of going with him at his school and walking</p> <p>4 around. Discussing this makes all the sense in the</p> <p>5 world. And the kids love him, and he loves the</p> <p>6 kids.</p> <p>7 THE CHAIR: Any other questions,</p> <p>8 Commissioners? Well, I'll have you do it.</p> <p>9 The only question I had for the mixed</p> <p>10 grade levels: Is it just the fourth and fifth grade</p> <p>11 that you're looking at at mixing? Or is it the</p> <p>12 middle school as well?</p> <p>13 It made it seem like it was going to be</p> <p>14 just the fourth and fifth. Instead of looping, that</p> <p>15 you would do a mixed grade level off of ability?</p> <p>16 MR. JONAS COSSEY: To be clear, this is</p> <p>17 kind of a minor amendment. I just wanted to make</p> <p>18 sure that we did have this in the charter contract.</p> <p>19 Currently, our fourth- and fifth-grade students</p> <p>20 switch between -- they have a predominantly just</p> <p>21 traditional homeroom/fourth, a homeroom/fifth. And</p> <p>22 they switch between teachers the two core classes,</p> <p>23 mathematics and language arts. So we have a math</p> <p>24 specialist who happens to be currently our</p> <p>25 fourth-grade teacher, an ELA specialist in fifth</p>	<p style="text-align: right;">148</p> <p>1 and, again, social outcomes for it.</p> <p>2 THE CHAIR: No problem. As soon as you</p> <p>3 said it, like, it's kind of a technical thing, it</p> <p>4 totally made sense.</p> <p>5 There's a lot of research to support it,</p> <p>6 especially in those early grade levels, that</p> <p>7 grouping students by ability is actually an</p> <p>8 incredible boon to all students.</p> <p>9 It's actually -- you have a lot of</p> <p>10 research to support what you're doing if you ever</p> <p>11 needed it.</p> <p>12 So, yeah, it was just -- I appreciate that</p> <p>13 it's just aligning to what's already happening on</p> <p>14 the ground. So I'm good.</p> <p>15 Commissioner Beck.</p> <p>16 COMMISSIONER BECK: I move that the PEC</p> <p>17 accept the change to the educational program of</p> <p>18 Renaissance Academy Charter School, in Document</p> <p>19 12.a., and make it a part of the charter contract.</p> <p>20 VICE CHAIR GIPSON: Second.</p> <p>21 THE CHAIR: There's a motion and a second.</p> <p>22 Any discussion on the motion?</p> <p>23 (No response.)</p> <p>24 THE CHAIR: Seeing none, Secretary</p> <p>25 Carrillo, if you would call roll.</p>
<p style="text-align: right;">147</p> <p>1 grade.</p> <p>2 What we notice sometimes when we are</p> <p>3 switching those kids across for both academic, and,</p> <p>4 I would say, social reasons, in a small school --</p> <p>5 fourth and fifth is our smallest enrollment -- we</p> <p>6 have one class each, whereas, we have two classes</p> <p>7 per sixth; two classes, seventh; two classes,</p> <p>8 eighth -- is that those students -- it enables us to</p> <p>9 reach all students for differentiation,</p> <p>10 acceleration, things like that.</p> <p>11 So when CSD comes in to do our site visits</p> <p>12 I wanted to make sure that this is clear, when we're</p> <p>13 showing schedules and rosters and things of that</p> <p>14 nature, that we've made this slight change. And</p> <p>15 that's just based on enrollment.</p> <p>16 And I would say that developmentally</p> <p>17 appropriate for kiddos this young, we're going to</p> <p>18 have ages anywhere from nine to eleven, based on</p> <p>19 birth and entry into the school system.</p> <p>20 So we've just found it really profitable.</p> <p>21 And I just wanted to be very clear with the</p> <p>22 Commission and in our contract as to what we're</p> <p>23 doing on the ground, day to day, and, occasionally,</p> <p>24 that includes keeping students in one group versus</p> <p>25 the other so that we can provide better academic</p>	<p style="text-align: right;">149</p> <p>1 SECRETARY CARRILLO: Commissioner Manis.</p> <p>2 COMMISSIONER MANIS: Yes.</p> <p>3 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>4 COMMISSIONER TAYLOR: Yes.</p> <p>5 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>6 COMMISSIONER INGHAM: Yes.</p> <p>7 SECRETARY CARRILLO: Commissioner Beck.</p> <p>8 COMMISSIONER BECK: Yes.</p> <p>9 SECRETARY CARRILLO: Commissioner</p> <p>10 Clahchischilliage.</p> <p>11 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>12 SECRETARY CARRILLO: Secretary votes yes.</p> <p>13 Chair Burt.</p> <p>14 THE CHAIR: Yes.</p> <p>15 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>16 VICE CHAIR GIPSON: Yes.</p> <p>17 THE CHAIR: And Commissioner Obenshain.</p> <p>18 COMMISSIONER OBENSHAIN: Yes.</p> <p>19 SECRETARY CARRILLO: Passes unanimously,</p> <p>20 nine-zero.</p> <p>21 THE CHAIR: Thank you. Thank you for</p> <p>22 coming, Mr. Cossey.</p> <p>23 MR. JONAS COSSEY: Thank you for your</p> <p>24 time.</p> <p>25 THE CHAIR: All right. That'll bring us</p>

<p style="text-align: right;">150</p> <p>1 to No. 13, Discussion and Possible Action on Roots 2 and Wings Community School Educational Program 3 Amendment Request. 4 I see Mr. Butz coming back up, and 5 Ms. Allen back on Zoom. 6 MR. GREG BUTZ: Good afternoon, 7 Commissioners, Chair Burt. 8 This amendment analysis was a little bit 9 more interesting. 10 Myself and Dr. Russell went back and forth 11 with Alice to try to really understand what Roots 12 and Wings Community School was trying to do. This 13 was all precipitated by School Budget requiring 14 this. 15 In their last year, they had eleven 16 asynchronous days. So at the heart of this request 17 is adding a single additional asynchronous day to 18 their school calendar, which would enable them to do 19 the educational program that they're already doing. 20 So it is the position of CSD that the 21 change that they are proposing is in line with 22 providing school choice for that type of educational 23 opportunities for students, and is not the heavy 24 lift of adding nine additional days. 25 So when we looked at that, we thought,</p>	<p style="text-align: right;">152</p> <p>1 creative, you know, write, draw, whatever is in 2 their mind. 3 So, you know, I think this -- like, I 4 said, these remote days give us just another tool to 5 evaluate the student with where they are in their 6 independence and the timing. 7 And, again, we're looking just to add one 8 day more than last year; so -- so thank you. 9 And also Susan Fox is -- is on if you have 10 questions for her. 11 THE CHAIR: Thank you, Ms. Allen. 12 MS. ALICE ALLEN: Thank you. 13 THE CHAIR: Commissioners, any questions 14 for this school? 15 All right. Commissioner Carrillo. 16 SECRETARY CARRILLO: In looking at the 17 analysis, on Page 2 of the analysis, there are a 18 couple of things that are challenging. And I know 19 that, Ms. Allen, you just got there. And you know 20 the work that you have cut out for you. 21 But the third bullet says -- and I 22 chuckled, but in a good way -- "Proficiencies are 23 higher than those in the local district." 24 Well, you have one of the lowest local 25 districts in the entire state, so that's not really</p>
<p style="text-align: right;">151</p> <p>1 wow, that seems like a lot. 2 So the analysis does have other 3 information about proficiencies in comparison to the 4 State and the other -- there in the local area. 5 But it is our opinion -- of CSD -- that 6 this is in line with the charter school -- the 7 premise behind charter schools, to provide that 8 choice. 9 THE CHAIR: Thank you. 10 Ms. Allen, would you like to add anything 11 before we go to Commissioner questions? 12 MS. ALICE ALLEN: Yes. I just wanted to 13 just reiterate that, you know, we are a unique 14 school in that we do these outdoor wilderness trips. 15 And one aspect of these remote days is it really 16 does allow us to do an evaluation with where the 17 student is in his or her independence and 18 problem-solving skills. 19 For example, by the time the student is in 20 middle school, when they are out on their camping 21 trips, their backcountry trips, they are -- part of 22 that curriculum is to do solos, which is, you know, 23 eight hours where they -- you know, obviously, staff 24 is there -- but where they are expected to, you 25 know, be on their own, problem-solve, you know, be</p>	<p style="text-align: right;">153</p> <p>1 hard to do. Just observing that, you know. 2 And I know Questa, they're starved for 3 resources in the northern part of the state. But -- 4 I don't know. I'm hoping the additional day makes a 5 difference. 6 I know that you know what you have cut out 7 for you, especially relative to math, and I'm 8 looking forward to what's next for your sweet little 9 school up there. 10 THE CHAIR: Thank you. Anyone else? 11 (No response.) 12 THE CHAIR: All right. Go ahead, 13 Commissioner Carrillo. 14 SECRETARY CARRILLO: Let's see. 15 And here we go. 16 I move that the PEC accept the change to 17 the educational program of Roots and Wings Community 18 School, in Document 13.a., and make it part of the 19 charter contract. 20 COMMISSIONER TAYLOR: Second. 21 THE CHAIR: Thank you. There's a motion 22 and a second. 23 Any discussion on the motion? 24 (No response.) 25 THE CHAIR: Seeing none, if you could call</p>

<p style="text-align: right;">154</p> <p>1 roll, Secretary Carrillo.  2 SECRETARY CARRILLO: Of course.  3 Commissioner Beck.  4 COMMISSIONER BECK: Yes.  5 SECRETARY CARRILLO: Commissioner  6 Obenshain.  7 COMMISSIONER OBENSHAIN: Yes.  8 SECRETARY CARRILLO: Commissioner Ingham.  9 COMMISSIONER INGHAM: Yes.  10 SECRETARY CARRILLO: Commissioner Manis.  11 COMMISSIONER MANIS: Yes.  12 SECRETARY CARRILLO: Commissioner Taylor.  13 COMMISSIONER TAYLOR: Yes.  14 SECRETARY CARRILLO: Commissioner  15 Clahchischillage.  16 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  17 SECRETARY CARRILLO: Vice Chair Gipson.  18 VICE CHAIR GIPSON: Yes.  19 SECRETARY CARRILLO: Secretary votes yes.  20 Chair Burt.  21 THE CHAIR: Yes.  22 SECRETARY CARRILLO: Unanimously, nine to  23 zero.  24 THE CHAIR: Thank you.  25 And thank you, Ms. Allen.</p>	<p style="text-align: right;">156</p> <p>1 Next year, just to let you know, if these  2 schools are reporting again next year, you should  3 see a drop. And at the time, CSD will make it clear  4 that that's because targets increased, rather than  5 the schools became dramatically worse.  6 So all four schools submitted their data  7 timely. Because of the different ways the condition  8 documents in their contracts were phrased, their  9 reporting was different.  10 But CSD did review all of the data. And  11 all of the -- I am not recommending an Intervention  12 Ladder for any of these four schools.  13 One of the schools -- and I'll let the  14 schools present their data, because they'll do it in  15 a -- you know, a nuanced way. I will note, however,  16 that Dream Diné, because of their enrollment  17 numbers, they do not meet the threshold for  18 20 students for when they submit their data in a  19 template.  20 So, you know, when you -- when you hear  21 their data -- and one of their metrics is low; their  22 math growth metric is low. Bear in mind that this  23 is a very small N-size that is not statistically  24 significant. But I will let Ms. Chatto cover --  25 cover that.</p>
<p style="text-align: right;">155</p> <p>1 MS. ALICE ALLEN: Thank you.  2 THE CHAIR: All right. We're going to go  3 ahead and go to Item No. 14, Presentation by Schools  4 Showing End-of-Year Academic Data Results as  5 Required by the Academic Condition of the Charter  6 Contract, and Discussion and Possible Action Under  7 the Intervention Ladder.  8 Thank you, Director Russell, and we'll  9 start with Cesar Chavez.  10 DR. BRIGETTE RUSSELL: Thank you,  11 Madam Chair and Commissioners.  12 I'd like to -- prior to speaking about  13 Cesar Chavez specifically, I'd like to make a couple  14 of general comments about the condition data.  15 So as Dr. Faulkner and I worked with  16 vendors to clarify assessment targets, some of the  17 assessment vendor targets changed -- the vendors  18 raised their targets during this year.  19 But to maintain the baselines established,  20 any -- no school was held to a higher target than  21 they had at the beginning of this school year.  22 So even though NWEA raised their -- this  23 year, their -- one of their growth targets, we had  24 the schools analyze it in a template using the same  25 targets that they used for baseline data.</p>	<p style="text-align: right;">157</p> <p>1 But, yes, no, it is not CSD's  2 recommendation that any of these schools should be  3 placed on the Intervention Ladder. Whether PEC  4 wants them to report again next year, you know, the  5 Commissioners can make that decision.  6 I will say, however, that I think, due to  7 when schools take their vacations, I would recommend  8 giving the schools next year the option of being on  9 the June agenda or the July agenda. Because it's  10 difficult.  11 One head administrator left her vacation  12 and came down here specifically to be at this  13 meeting.  14 THE CHAIR: Thank you, Dr. Russell.  15 DR. BRIGETTE RUSSELL: No questions?  16 THE CHAIR: Any questions about the  17 overall --  18 (No response.)  19 THE CHAIR: Okay. So we'll go ahead and  20 start.  21 MS. TANI ARNESS: Thank you, Chair Burt.  22 Thank you, Commissioners.  23 THE CHAIR: You're mic isn't on yet. And  24 we'll have you introduce yourselves first and  25 then...</p>



<p style="text-align: right;">158</p> <p>1 MS. TANI ARNESS: Yeah. Thank you so 2 much. Thanks, everybody, for being here. My name 3 is Tani Arness. I am the principal at Cesar Chavez 4 Community School. Nate is on vacation. Many of you 5 know Nate. 6 Amanda here can introduce herself. She's 7 been in our school for a few years and is helping a 8 lot. She is a -- I'll tell you -- she won't -- 9 she's an Excel whiz and has been working a lot with 10 our data. 11 MS. AMANDA ALTON: Thank you. Hello. My 12 name is Amanda Alton. It's wonderful to be here 13 today in my hometown. I hardly ever get to visit up 14 here anymore. 15 It is truly an honor to be here 16 representing this school. I'm entering my third 17 year at Cesar Chavez, 15 years total in education. 18 And the environment at Cesar Chavez is just so 19 supportive and a very, very strong community, and 20 I'm just proud to be a part of it and here today. 21 THE CHAIR: Great. If you want to walk us 22 through -- 23 MS. TANI ARNESS: Yeah, I would love to. 24 So we brought a few slides just to kind of report 25 out on the year -- this is the first year of our new</p>	<p style="text-align: right;">160</p> <p>1 for the opportunity of being able to work with you 2 on that. 3 This year we saw what a heavy lift some of 4 this was in terms of how to do the data collection 5 in a streamlined way. So we're, I think, 500 hours 6 in on this, and we have some take-aways that I think 7 are going to help us moving forward. 8 Just as a refresher for anyone who's not 9 familiar with our school, the demographics and the 10 population that we serve continues to be pretty 11 consistent. 12 The 88 percent direct certification, of 13 course, does not include students who are 14 undocumented. So it won't capture all of the 15 low-income, but it's a pretty good reflection of who 16 we're serving: 27 percent students with 17 disabilities; 33 percent English Learners; and a 18 high Hispanic population, as well as Native American 19 and African-American. 20 And this year, we looked again at kind of 21 incoming test scores and the academic needs of 22 students. We had a little bit higher than normal -- 23 34 percent -- of students with a first- to 24 fourth-grade level in math. 25 So as you can imagine, that's not a</p>
<p style="text-align: right;">159</p> <p>1 contract. And we put a lot of focus and emphasis 2 this year onto our academic growth and our 3 interventions. 4 We brought in another math teacher. Math 5 is always a challenge. And so you'll see some of 6 the statistics around that. 7 We really did a deep dive this year into 8 layers of data on a new level with this new 9 performance framework. It -- it really allowed us 10 to go deep. 11 We'll talk about the template. There were 12 some issues with trying to get the template, which 13 we all anticipated that that was going to be a bit 14 of a challenge. But we made a lot of progress on 15 that as well. 16 So I'll walk you through just some 17 highlights of the year. 18 So, first, regardless, I want to say I 19 understand we were the first school to do the 20 Option 3. And so we have taken that seriously as a 21 challenge, and also an honor, because it's something 22 I've been really passionate about for my whole 23 20 years working in alternative education is that we 24 need better measurements for how to look at the 25 success of alternative schools. So we're grateful</p>	<p style="text-align: right;">161</p> <p>1 handful of students; that's a critical mass of 2 students. 3 So we're really looking at restructuring 4 our math program to make sure we're hitting that 5 group of students and meeting them where they're at 6 as we move forward. 7 And then a little bit more typical: 8 25 percent of students in the first-grade level in 9 reading. 10 In terms of the condition, we really 11 focused on academic growth and our short-cycle 12 assessments. And we are proud of the growth that 13 we've seen overall with students -- as you know, a 14 lot of these students come in with long history of 15 disengagement. So just getting a student to care 16 about the test and to want to show growth is a big 17 success. And so we have students, we've really been 18 integrating it into our mentoring program to 19 celebrate the growth and the successes. And 20 students are excited about that. So that's nice to 21 see. 22 And this is a reflection of our 23 performance framework focus areas. So we went -- 24 we've been -- that's what we mainly were looking at 25 on our performance framework template is crunching</p>

<p style="text-align: right;">162</p> <p>1 these numbers. As you can see, really high 2 participation, excellent growth in terms of meeting 3 those goals in the framework. 4 So it looks so unsubstantial to see one 5 page here. But this was a lot of hard work by all 6 of our staff who really committed to our -- so they 7 deserve a huge thank you. 8 And you can see we also looked into 9 students who are two years or more growth in reading 10 and math, and a substantial number hitting those -- 11 those goals as well. 12 We believe, again, this is a big part of 13 that is the culture of the school. Our students 14 need to feel support. They need to build trust. 15 And they need to dip a toe in and say, "Can I find 16 some success here," and then, you know, go in a 17 little further. So that's really -- these are 18 exciting numbers for us. 19 And this is the panorama statewide survey 20 that was used around school culture, school safety, 21 belonging, school climate. And you can see we're in 22 the 91st percentile for the nation. So we -- we are 23 staying strong in that area as well. 24 And I love this quote because I think it's 25 really true. "Nothing has more impact on the life</p>	<p style="text-align: right;">164</p> <p>1 they're at and making it applicable. I think that's 2 especially pressing for reengagement students. They 3 want to see where the real world application of this 4 is. So we continue to focus on that in our 5 teacher-created curriculum, and also as we are 6 building out more CTE pathways. 7 And our lowest growth area was in math. 8 And so we continue to focus on how we can best 9 structure our math program to get as much support to 10 students as possible. We are, again -- because the 11 template ended up taking a lot of time away from 12 planning that we would normally be doing focusing on 13 instruction, we really -- one of our goals coming up 14 is to really streamline that template a little bit 15 more, so not having to put so many hours into that 16 piece. 17 We think we've made great progress on 18 that. This, and increasing high-impact instruction, 19 just our focus on Tier 1 instruction, that's what 20 our DASH is focused on as we continue to move 21 forward. 22 And that's it. Thank you. 23 (Applause.) 24 THE CHAIR: Commissioner Beck. 25 COMMISSIONER BECK: Real quickly. I</p>
<p style="text-align: right;">163</p> <p>1 of a child than positive relationships." 2 And so we wanted to quickly review. I 3 know not every school is a reengagement school. 4 We'd like to review what we know works for 5 reengagement schools. 6 So if you go to the next slide, this is 7 backed up by the What Works Clearing House. I think 8 it was 10,000 different research studies, they 9 summarized to come to these points, and really 10 aligns with what our school has also found in terms 11 of experience on the ground, is that you need 12 intensive individualized supports, which includes a 13 lot of flexibility, a lot of getting to know 14 students to be able to personalize supports. 15 You need that relationship and 16 trust-building piece that comes with our mentoring 17 program. And also the progress monitoring and early 18 intervention that is largely done through our 19 mentoring program. 20 I think across the board, what we see in 21 studies is that highly qualified teachers are, along 22 with family engagement, probably the biggest contact 23 point. So we continue to prioritize getting really 24 high-quality teachers. 25 And then keeping -- meeting students where</p>	<p style="text-align: right;">165</p> <p>1 believe -- I think it was two years ago, we were 2 discussing the idea of bringing more students onto 3 the campus, bringing more teachers. A -- I mean, 4 real quickly -- A, has that happened and increased? 5 And, B, do you think that that's a piece of your 6 success? 7 MS. TANI ARNESS: So, A, it has increased. 8 I think last year, we had about -- on the report, if 9 you look at the condition form, it was an average of 10 about 30 students; this year, it was up to an 11 average of close to 60. 12 Those numbers do change throughout the 13 year. So it's a moving point, so the data gets a 14 little strange on those. 15 But -- so it has increased. It's still 16 not the majority of our school. And what we're 17 seeing is that the -- the growth seems to be tied to 18 the students' relationship-building and the 19 personalized interventions more than whether they're 20 on campus or off campus. 21 However, having the option to come on 22 campus as needed is a really nice option. 23 COMMISSIONER BECK: Yeah. I mean, that 24 obviously contributed to your 78 percent school 25 culture, yeah, for sure. Great, thank you.</p>

166

1 MS. TANI ARNESS: Yeah.

2 VICE CHAIR GIPSON: I just -- we've had a  
3 long journey together, so I appreciate this, and  
4 I've always appreciated everything that you do. I  
5 just wanted to say thank you for your continued  
6 efforts. I mean, it really does show, and has shown  
7 always, that students have always come first.

8 And these are, we know, really  
9 extraordinarily challenged students with multiple  
10 challenges, you know. They've got -- you know,  
11 life, very often, has not given them a good start.

12 And the fact that they've found a safe  
13 place, people that they can trust, and people that  
14 are helping them, really solidify a good future for  
15 themselves. That's all we can ask people to do is  
16 to have kids -- you know, these are often, as I'm  
17 sure -- I don't have to tell you -- they've lost  
18 hope, you know.

19 And if we can instill hope back into them  
20 that there are positives in life and there's  
21 positives for their future, that helps. And that's  
22 what we're hoping to do. And that's certainly what  
23 you do.

24 So thank you so much for your continued  
25 efforts.

167

1 MS. TANI ARNESS: Thank you. Yeah, I  
2 just -- I have to reiterate. It's all about the  
3 students. And the people here love the students.  
4 And that's what we're all doing. So thanks.

5 THE CHAIR: Commissioner Taylor.

6 COMMISSIONER TAYLOR: I want to echo some  
7 of these things really briefly. The improvement  
8 numbers that you've shown, that's pretty -- those  
9 are pretty dramatic. I think you all have done an  
10 excellent job with a difficult population.

11 But I say that. Just difficult  
12 circumstances, not difficult people. So I  
13 appreciate -- I appreciate you just -- y'all just  
14 being in there and continuing that battle to not --  
15 to not leave these people behind. So good job.

16 MS. TANI ARNESS: Thank you.

17 THE CHAIR: Commissioner Carrillo.

18 SECRETARY CARRILLO: Thanks for all the  
19 work you do. And you know that I've been, over the  
20 years -- we've sat across like this -- and not just  
21 your school, but others -- wanting to -- wanting to  
22 demand more, not taking enough into account, as  
23 Vice Chair Gipson stated, the life challenges people  
24 face.

25 And we see that even now, in this climate

168

1 in this country, it's going to get worse before it  
2 gets better. And at least in your little school,  
3 you can do everything you can to support them.

4 I have a question. This might pertain  
5 more to Ms. Barnes and Chair Burt.

6 I know we discussed, in general, how these  
7 four schools are here. And we want to be more  
8 consistent as a Commission into who comes before us  
9 and when to talk about the progress or not.

10 And I wanted to still keep that on our  
11 radar -- right? -- okay? Because the thing I was  
12 looking at was the -- you know, the condition of  
13 asking to come back in 2026.

14 And -- but I don't want to single you out.  
15 I want to single out all the schools that are -- and  
16 they know who they are -- that are not meeting the  
17 academic environments that they want to meet. So we  
18 want to be kept informed of that on what progress is  
19 being made and where are the deficiencies, what the  
20 plan is.

21 So I guess -- I can make a motion. But I  
22 wanted to bring that up, because I want us, as a  
23 Commission, as we discussed -- I think -- I don't  
24 know if it was in (inaudible) or whatever it was --  
25 being more consistent with who's called up and who's

169

1 not.

2 Do I make sense?

3 Okay. Then I am going to make a motion,  
4 unless there's more.

5 THE CHAIR: Yeah, there's more.

6 SECRETARY CARRILLO: Sorry.

7 THE CHAIR: Okay. Commissioner Obenshain.

8 COMMISSIONER OBENSHAIN: Thank you for  
9 being here. I always have appreciated the work that  
10 you've done for the most disenfranchised kids in our  
11 system. So I just note that, appreciate that.

12 I'm really more interested in your  
13 becoming the guinea pig for Option 3. And what I  
14 really am impressed with is the data you're using  
15 and looking at that for the mission and the heart of  
16 your school. And I'm hoping that it becomes a model  
17 for others to emulate, because I think, really,  
18 there's so much more to what we do in schools than  
19 is demonstrated in particular metrics.

20 So I just applaud you for that, and keep  
21 doing the great work.

22 MS. TANI ARNESS: Thank you. Appreciate  
23 it.

24 THE CHAIR: And that's more along the  
25 lines of what I wanted to say, too, is I know when

<p style="text-align: right;">170</p> <p>1 we were creating Option 3 as an option, we were  2 thinking of schools like yours. And we were, like,  3 we hope that they can fit -- so to know what that  4 actually translated to for you actually having  5 chosen it and the amount of work. And I imagine the  6 amount of Excel sheets that you have and the tabs on  7 all the Excel -- like, 500 hours of Excel work.  8 That's a lot of tabs going on.  9 And I do -- I mean, my hope now, also, is  10 that, you know, moving into year after year is a  11 little bit -- it doesn't feel so heavy.  12 But I am grateful that you took on the  13 challenge of picking Option 3, because it was  14 schools like yours, and leaders like you, who would  15 come up and say, "This isn't the story of our  16 school. Like, this isn't -- the state  17 accountability system is never going to make it look  18 like our school is good. Our school looks  19 horrible."  20 And it's not -- it's demeaning to the  21 people doing the work on the ground every day --  22 right? -- when you're, like, "We feel like we're  23 doing good work. We don't have anything to show you  24 that we are, because everything that you see looks  25 bad."</p>	<p style="text-align: right;">172</p> <p>1 So my hypothesis is the really low kids  2 are the easiest ones to get to. You're doing it  3 with all of them.  4 78 percent -- I'll never forget the first  5 year I taught 70 percent of my students met their  6 NWEA growth in reading. I was, like, "No, that's  7 awful." And all the other teachers were, like, "No,  8 that's difficult to do."  9 So the numbers you're putting for growth,  10 they are phenomenal. And I appreciate the  11 reflection you had on, "Okay, great. This is also  12 what we need to do now."  13 You're using the numbers to inform your  14 program, which is exactly -- that's the point of it.  15 And that's what was always hard for me with  16 standardized testing -- right? -- because it's used  17 as, like, this -- but you're using it the way it's  18 meant to be used of, "Okay. We see where the kids  19 are. We're not going to fight it. This is where  20 we're coming in. So we're going to change our  21 program to adjust to that. We're not going to say  22 the test is bad." We're going to say, "Okay, that's  23 where it is. What can we do about it?"  24 So thank you for taking some of the lower  25 numbers and being, like, "That's not great." And</p>
<p style="text-align: right;">171</p> <p>1 So this -- I mean, I do hope, after your  2 20 years of fighting that fight, that you presenting  3 this data today was hopefully a little bit of  4 consolation for all of that fight that you put up  5 for so long that, like, "This is the work that our  6 charter school is doing"; right? To feel like,  7 "This is the reflection of the boots on the ground  8 and what our teachers are providing to these  9 students."  10 So thank you for going through the  11 struggle and putting in those hours. And I hope, at  12 least, by creating this presentation, you felt  13 different than any other presentation that you had  14 to create that shows data from your school.  15 I do think -- incredible. I mean, that --  16 it really is incredible data. It really is. I  17 often do say a lot of the students who are very low  18 are the easiest to show growth in. You know,  19 like -- and -- and I hope -- not only is your school  20 proving that your teachers are focusing on that  21 growth, no matter where the students are coming in.  22 You know, 'cause you have that 35 percent of the  23 students are coming in at the first- to fourth-grade  24 level. But 78 percent are reaching their individual  25 growth targets in that, still.</p>	<p style="text-align: right;">173</p> <p>1 being, like, "Okay. Then how can we inform our  2 program about it?"  3 I'm grateful. I'm grateful to use your  4 school as the guinea pig. So thank you for that.  5 I'm excited to go -- there's national conferences  6 happening next week. Reengagement schools and how  7 authorizers are looking at reengagement schools or  8 alternative schools is a hot topic nationwide.  9 And I do think our model is a model that  10 we're looking at to say, "Actually, this could be a  11 way to do that that's a little bit creative and  12 flexible and innovative."  13 Once again, I'm going to keep, like, in my  14 heart the 500 hours you put into it. It is a lot.  15 I don't like that. But the fact that you did it and  16 are able to come up with it, now, it gives me --  17 I've always had a pause of trying to talk about our  18 performance framework with other states or telling  19 other states.  20 Like, some of the other states have  21 adopted it already and are using it. But we don't  22 have data to show that it's actually going to come  23 out. So for you all to be able to show us this,  24 this quickly, like, right after the school year,  25 thank you for lowering my blood pressure on</p>

<p style="text-align: right;">174</p> <p>1 considering that.</p> <p>2 Because I do think, once again, now</p> <p>3 your -- the idea -- the concept of it that we</p> <p>4 created to what you-all developed to now what the</p> <p>5 data shows, it feels connected and meaningful.</p> <p>6 Like, actually meaningful data, not data where</p> <p>7 you're like, "Well, here you go, have at it."</p> <p>8 "Like, we don't look at that. We're not</p> <p>9 using that. That's not how we treat our kids."</p> <p>10 So sorry for the soliloquy here. It's</p> <p>11 really meaningful. It's really meaningful.</p> <p>12 MS. TANI ARNESS: I agree with you 100</p> <p>13 percent. We've never had data that's this</p> <p>14 meaningful. It's, like, whoa, it's a whole new</p> <p>15 world. It really is -- like I said, you have to</p> <p>16 kind of figure out the logistics of how to do it.</p> <p>17 But it's nice to have data that make sense</p> <p>18 in terms of what we actually see every day. So</p> <p>19 that's invaluable. And in terms of the nationwide</p> <p>20 push for this, it's true that the whole nation is</p> <p>21 looking for something that will work for</p> <p>22 reengagement schools. And there's a growing body of</p> <p>23 kind of collective data over the past several years</p> <p>24 that allows us to get a little closer in terms of,</p> <p>25 like, national norms in this area and that kind</p>	<p style="text-align: right;">176</p> <p>1 excuse-stopper, if you will.</p> <p>2 You know, like, people who say, "We can't</p> <p>3 test all of our kids. We can't do all our..." --</p> <p>4 you did it.</p> <p>5 People say, "Asking for one-year growth is</p> <p>6 a lot, much less two."</p> <p>7 You're doing it.</p> <p>8 Like, it allows for the space to stay,</p> <p>9 "Yeah, you know what? We can say whatever we want</p> <p>10 about the students coming to our school."</p> <p>11 But you don't let that stop you. And I</p> <p>12 think there's a lot of attitudes in our state that</p> <p>13 that does let them stop them -- right? -- of, like,</p> <p>14 "Well, they're coming, and they don't have what they</p> <p>15 need, so what am I supposed to do with them for</p> <p>16 eight hours?"</p> <p>17 You're, like, "No, we got them for eight</p> <p>18 hours. Actually, give them to us. Give us all the</p> <p>19 hours with them. We'll take them. We want to do</p> <p>20 it."</p> <p>21 So I'm just always grateful to have those</p> <p>22 exceptions to where people who feel like it can't</p> <p>23 happen, I'm, like, "No, it does. It happens."</p> <p>24 So thanks.</p> <p>25 MS. TANI ARNESS: Thank you. Appreciate</p>
<p style="text-align: right;">175</p> <p>1 thing, too.</p> <p>2 So I think it's a welcome sight to see</p> <p>3 that moving forward.</p> <p>4 I don't know if, when you go to the</p> <p>5 National Charter Authorizers, I feel like RAPSA, the</p> <p>6 Reaching At-Promise Students Association, has been a</p> <p>7 big piece of trying to help reengagement schools</p> <p>8 with this. I don't know if they can partner in on</p> <p>9 this. They've been some of the instigators around</p> <p>10 getting more data and more ideas flowing around this</p> <p>11 topic.</p> <p>12 THE CHAIR: Thanks for being connected in</p> <p>13 that realm as well.</p> <p>14 No. I just -- like, it was such a happy,</p> <p>15 like, overwhelming emotion to read through your</p> <p>16 presentation when I read through it this weekend. I</p> <p>17 was, like -- it's so great. It's just great. And</p> <p>18 it's, like -- once again, it's not just data. Those</p> <p>19 are actual people that are learning, that are</p> <p>20 growing, that are growing more than two years in one</p> <p>21 year in your school. Like, that was a lot of</p> <p>22 students that had more than two years of growth.</p> <p>23 Like, that's -- which is what, in all</p> <p>24 honesty, is what we need to happen. We need that.</p> <p>25 So I am grateful to use you all as a kind of an</p>	<p style="text-align: right;">177</p> <p>1 that. I do want to -- I'm moved to share one story,</p> <p>2 so you can get a sense, too, of some of the things</p> <p>3 that we see that indicate some of the complications.</p> <p>4 We had a student come in this year,</p> <p>5 sixteen years old, had a reputation of being angry,</p> <p>6 refusing to work, skipping school, not attending,</p> <p>7 conflicts with teachers, cussing people out and the</p> <p>8 whole thing.</p> <p>9 So we set about building relationship,</p> <p>10 building some trust, got to know the student, was</p> <p>11 able to get him -- refused to do any work for the</p> <p>12 whole first part of that year, finally got him to</p> <p>13 sit down and work with somebody one-on-one. Found</p> <p>14 out he could not read at all, and ended up going</p> <p>15 through the whole evaluation process.</p> <p>16 The student had been in our schools for</p> <p>17 ten years and had not ever been identified as ADHD,</p> <p>18 intellectual disability.</p> <p>19 Once the modifications and accommodations</p> <p>20 were in place, whole new person, started smiling,</p> <p>21 getting along with people, passing classes, feeling</p> <p>22 really good about himself.</p> <p>23 I mean, it's just that I say that because</p> <p>24 I want us to remember that the relationship-building</p> <p>25 piece is absolutely essential, especially with these</p>

<p style="text-align: right;">178</p> <p>1 really tough cases.</p> <p>2 There were English Learner layers; there</p> <p>3 were all kinds of layers in there that had</p> <p>4 complicated that case for this student.</p> <p>5 And so I just -- you know, I want to make</p> <p>6 sure that we're reaching those folks.</p> <p>7 THE CHAIR: I appreciate it. I actually</p> <p>8 appreciate recognizing, as a teacher, most of my</p> <p>9 naughty students couldn't read. Most of their</p> <p>10 behavior wasn't frustration. "I want to act out, so</p> <p>11 I don't have to read and be embarrassed because I</p> <p>12 can't read."</p> <p>13 Commissioner Beck, were you going to make</p> <p>14 a motion?</p> <p>15 COMMISSIONER BECK: I certainly can.</p> <p>16 I move that the PEC identify the school</p> <p>17 academic progress of Cesar Chavez Community School</p> <p>18 as satisfactory and deem the condition satisfied.</p> <p>19 COMMISSIONER OBENSHAIN: Second.</p> <p>20 THE CHAIR: There's a motion and a second.</p> <p>21 Any discussion on the motion?</p> <p>22 Commissioner Carrillo?</p> <p>23 SECRETARY CARRILLO: No, I knew I would</p> <p>24 get it, the no, but I just want to make a comment</p> <p>25 after.</p>	<p style="text-align: right;">180</p> <p>1 COMMISSIONER TAYLOR: Yes.</p> <p>2 THE CHAIR: That passes, obviously, nine</p> <p>3 to zero.</p> <p>4 My comment relative to the Commission is I</p> <p>5 want that to stay on our radar in terms of who we</p> <p>6 call and what and when.</p> <p>7 VICE CHAIR GIPSON: I want to add to that</p> <p>8 comment. Because I'd like to live in a world</p> <p>9 where -- I love to hear from you. But I understand</p> <p>10 the challenges of coming up and having to come up.</p> <p>11 I'm living in a world where if the school</p> <p>12 is meeting, it's optional. If you want to come up</p> <p>13 and a make presentation, that's great. We get the</p> <p>14 information, and we get to celebrate, for you, with</p> <p>15 you, but that you don't have to take the time out to</p> <p>16 come, you know. And we can celebrate it another</p> <p>17 time.</p> <p>18 And -- but if the school is not meeting,</p> <p>19 then that's a whole different conversation to have.</p> <p>20 Yeah.</p> <p>21 But thank you, 'cause I know the</p> <p>22 challenges of it being the end of the -- school's</p> <p>23 over, and we need some time to --</p> <p>24 SECRETARY CARRILLO: You can go back to</p> <p>25 Cancun.</p>
<p style="text-align: right;">179</p> <p>1 THE CHAIR: Okay. But I can -- any</p> <p>2 discussion on the motion?</p> <p>3 (No response.)</p> <p>4 THE CHAIR: Seeing none, roll.</p> <p>5 SECRETARY CARRILLO: Commissioner Beck.</p> <p>6 COMMISSIONER BECK: Yes.</p> <p>7 SECRETARY CARRILLO: Commissioner</p> <p>8 Clahchischilliaage.</p> <p>9 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>10 SECRETARY CARRILLO: Commissioner Ingham.</p> <p>11 COMMISSIONER INGHAM: Did you call me?</p> <p>12 SECRETARY CARRILLO: I did. I'm sorry my</p> <p>13 mic isn't on.</p> <p>14 Commissioner Ingham.</p> <p>15 COMMISSIONER INGHAM: Yes.</p> <p>16 SECRETARY CARRILLO: Chair Burt.</p> <p>17 THE CHAIR: Yes.</p> <p>18 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>19 VICE CHAIR GIPSON: Yes.</p> <p>20 SECRETARY CARRILLO: Commissioner</p> <p>21 Obenshain.</p> <p>22 COMMISSIONER OBENSHAIN: Yes.</p> <p>23 SECRETARY CARRILLO: Commissioner Manis.</p> <p>24 COMMISSIONER MANIS: Yes.</p> <p>25 SECRETARY CARRILLO: Commissioner Taylor.</p>	<p style="text-align: right;">181</p> <p>1 THE CHAIR: You need time to recreate.</p> <p>2 MS. TANI ARNESS: Some of your best ideas</p> <p>3 come when you're relaxed.</p> <p>4 SECRETARY CARRILLO: There you go. Thank</p> <p>5 you.</p> <p>6 THE CHAIR: All right. The next one will</p> <p>7 be Dream Diné. Good afternoon, if you want to just</p> <p>8 introduce yourself for the record, since we know</p> <p>9 you. But introduce yourselves and take us through</p> <p>10 it.</p> <p>11 MS. NADINE CHATTO: Good afternoon. My</p> <p>12 name is Nadine Chatto. My last name is spelled</p> <p>13 C-h-a-t-t-o, and I'm the head administrator.</p> <p>14 MS. ANDREA THOMAS: Hi. Good afternoon.</p> <p>15 My name is Andrea Thomas, T-h-o-m-a-s, and I am the</p> <p>16 reading interventionist and teacher.</p> <p>17 MS. NADINE CHATTO: Okay. Well,</p> <p>18 Dream Diné Charter School has had quite a number of</p> <p>19 challenges and also has experienced meaningful</p> <p>20 successes.</p> <p>21 So this is our first year as a State</p> <p>22 charter. What we want to deliver and want you to</p> <p>23 understand is that we're meeting those challenges</p> <p>24 head-on, especially when we're looking at root</p> <p>25 causes.</p>

<p style="text-align: right;">182</p> <p>1 So we're building partnerships, we're</p> <p>2 incorporating native literature, and we're also</p> <p>3 taking into consideration the wellness and the</p> <p>4 culture of our students.</p> <p>5 So with that, we had a presentation -- or</p> <p>6 a -- it's up there. Good.</p> <p>7 So I'm going to go ahead and just stop</p> <p>8 there, and I'm going to let Andrea go ahead and give</p> <p>9 the NWEA data. Sorry.</p> <p>10 I'm -- it's been a long day. Okay. Go</p> <p>11 ahead. Thank you.</p> <p>12 MS. ANDREA THOMAS: So we, because of our</p> <p>13 small numbers, as mentioned before, we didn't --</p> <p>14 decided not to put slides together, because then it</p> <p>15 would demonstrate our students' -- we have some</p> <p>16 grade levels that have one student.</p> <p>17 So it would be very clear to know who</p> <p>18 would be -- just before we begin, we also have a</p> <p>19 governing council member online in Kerby Johnson,</p> <p>20 and maybe a parent, Marla Lansing and Nina (ph). So</p> <p>21 just a heads-up.</p> <p>22 So just to start, I -- when we look at,</p> <p>23 initially, our short-cycle assessment, we think it</p> <p>24 doesn't look the greatest in the coloring of the</p> <p>25 students' progress. But when we dive deep -- and,</p>	<p style="text-align: right;">184</p> <p>1 one student in each of those grade levels. And so</p> <p>2 at our school, we do multi-grade-level classrooms.</p> <p>3 This year, we started out with two certified</p> <p>4 instructors. But that quickly changed to just one</p> <p>5 certified instructor.</p> <p>6 And we have educational assistants with</p> <p>7 sub license, EAs' license, that are going to school</p> <p>8 in their college prep programs to become teachers.</p> <p>9 So we -- as mentioned last year we talked</p> <p>10 about how we were going to support them moving</p> <p>11 forward in the profession by giving them coaching,</p> <p>12 professional development. So unfortunately, by</p> <p>13 Quarter 2, our lower grade level, K-1, had a</p> <p>14 permanent substitute.</p> <p>15 So with that, I think that is a big --</p> <p>16 kind of contributes to the challenges that we have</p> <p>17 had with our students. But there were less than</p> <p>18 five students in the class, so we felt like the</p> <p>19 need, especially with the testing grades, the</p> <p>20 priority needed to be third, fourth, and fifth.</p> <p>21 We also made a change to increase our</p> <p>22 second-grader to -- that we have one -- to the</p> <p>23 second, third, fourth, and fifth. And it ended up</p> <p>24 working out really well, because after the initial</p> <p>25 beginning-of-the-year assessment, looking at them,</p>
<p style="text-align: right;">183</p> <p>1 you know, for us, as Diné people, our big thing is</p> <p>2 our students, their wellness, and then being proud</p> <p>3 of who they are and their identity.</p> <p>4 And that's the core -- that's the most</p> <p>5 important thing, because students are not going to</p> <p>6 learn if they are not supported and they're not</p> <p>7 happy.</p> <p>8 So as -- if you're not familiar, Shiprock</p> <p>9 is on the Navajo Nation, the Four Corners, a border</p> <p>10 town, real community. Many of our students live in</p> <p>11 multi-generation homes and are cared for by their</p> <p>12 grandparents and single families.</p> <p>13 So there's just a lot of challenges that</p> <p>14 come up. But we -- and so for that, it's essential</p> <p>15 that we really focus on the emotional wellness,</p> <p>16 social-emotional wellness, of our students.</p> <p>17 And so with that, I'm going to start the</p> <p>18 data, because I feel like, as I reviewed it today in</p> <p>19 preparation, I was really -- I was really proud of</p> <p>20 our students. And thinking about the individual</p> <p>21 behind the number, and thinking about the stuff we</p> <p>22 went through in our first year as a charter were</p> <p>23 really good successes for me.</p> <p>24 I'll go ahead and start with the reading.</p> <p>25 We had three grade levels that had only</p>	<p style="text-align: right;">185</p> <p>1 we were better able to group students because we had</p> <p>2 noticed that the majority of our third-graders were</p> <p>3 more on grade level and had higher Lexile levels,</p> <p>4 where they were -- and there were more of them in</p> <p>5 that group.</p> <p>6 So that was our target. So we were able</p> <p>7 to take our fourth- and fifth-graders and put them</p> <p>8 into our groups. But we were also mindful we had to</p> <p>9 deliver them their grade-level instruction.</p> <p>10 So at times, we had students from the</p> <p>11 third grade be bumped to the fourth-, fifth-grade</p> <p>12 tasks and would use small group intervention with</p> <p>13 that.</p> <p>14 Overall, for our reading, we had the</p> <p>15 majority of our students make at least 10-point</p> <p>16 growth overall from where they started from the</p> <p>17 beginning of the year to the end of the year.</p> <p>18 So they --</p> <p>19 MS. NICOLA DAVIS: I'm going to take him</p> <p>20 off. Sorry.</p> <p>21 MS. ANDREA THOMAS: He's not needed. He's</p> <p>22 traveling.</p> <p>23 So with that, they made their increases.</p> <p>24 We had two SpEd students and one EL</p> <p>25 student. And our SpEd students were actually the</p>

<p style="text-align: right;">186</p> <p>1 ones who had made the 10-point growth. So that was</p> <p>2 really helpful to see.</p> <p>3 Other than that, again, I think the</p> <p>4 challenges for the reading, overall, looking at even</p> <p>5 Istation, going between Istation for the monthly</p> <p>6 monitoring, looking at the Lexile as well as the</p> <p>7 short-cycle NWEA Lexile level, all the students</p> <p>8 made -- like, I would say, like, our third grade</p> <p>9 ended in the 50th percentile for the Lexile. They</p> <p>10 made almost 100-point Lexile gain.</p> <p>11 Our fourth-graders made almost a 60-point</p> <p>12 Lexile gain.</p> <p>13 And our fifth-graders were -- made 100</p> <p>14 Lexile gains. (Verbatim.)</p> <p>15 And I think that what contributed to the</p> <p>16 students making their increase is one of the</p> <p>17 practices -- or one of the things -- or initiatives</p> <p>18 that we have had this past year was to integrate</p> <p>19 Native literature. We are part of a network called</p> <p>20 NISN, NACA Inspired School Network.</p> <p>21 So with them, we really focused on how do</p> <p>22 we get indigenous texts in front of students? How</p> <p>23 do we use our standards? How do we use high-quality</p> <p>24 questioning, you know, increase the rigor of what</p> <p>25 we're doing with students to put books that reflect</p>	<p style="text-align: right;">188</p> <p>1 our math, again, keeping in mind everything I shared</p> <p>2 about the grade levels and the overall students, all</p> <p>3 of our students, the majority of our students made</p> <p>4 at least 10 percent -- or 10 points -- 10-point</p> <p>5 growth from the beginning of the year to the end of</p> <p>6 the year.</p> <p>7 Our third grade was really our impressive</p> <p>8 grade, because we kind of knew, because we'd had</p> <p>9 these students since kindergarten. So since they</p> <p>10 went back into person, they started at a hybrid.</p> <p>11 But once we really focused on helping to get them</p> <p>12 the instruction that they need, with the phonics</p> <p>13 program and just getting them to be confident in who</p> <p>14 they are so that, at third grade, knowing that there</p> <p>15 would be more of a spotlight on them, especially</p> <p>16 with the State testing, that that would be something</p> <p>17 that we really put a lot of effort to -- into.</p> <p>18 Our -- and then our fifth-graders were --</p> <p>19 in math, I think they were the ones who it was a</p> <p>20 challenge for them overall. That was where we did</p> <p>21 not make growth, within our fifth grade. And there</p> <p>22 was a number of -- just -- we tried different</p> <p>23 interventions. We tried small groups, modeling,</p> <p>24 tried to see where they were at, giving them the</p> <p>25 skills. But they were just really missing</p>
<p style="text-align: right;">187</p> <p>1 the students themselves?</p> <p>2 And I feel like that really increased an</p> <p>3 engagement of students to be really into wanting to</p> <p>4 have reading, to participate in close reading, to</p> <p>5 use their skills, and just build a culture of</p> <p>6 reading in our classroom, but all across the school.</p> <p>7 With teachers, when we did utilize our EAs</p> <p>8 in small group interventions, we definitely saw a</p> <p>9 need, where students were wanting to -- where they</p> <p>10 had free time, to go read a book, who wanted to grab</p> <p>11 their graphic novels. So just that investment</p> <p>12 really helped for the reading scores.</p> <p>13 As well as the previous years, our math</p> <p>14 was good. So reading not so much, but just the</p> <p>15 efforts overall to utilize (incomprehensible). So</p> <p>16 the phonics instruction that was happening, I think</p> <p>17 really helped to support the students.</p> <p>18 For the lower level -- for the lower grade</p> <p>19 levels, again, for the third, fourth, and fifth,</p> <p>20 especially our older grades, we knew it was going to</p> <p>21 be a challenge, because previously, we had noticed</p> <p>22 they were struggling to be on target, just continued</p> <p>23 to just -- they would make growth, but not as much</p> <p>24 as we wanted them to.</p> <p>25 So with that, I'll go to math. So with</p>	<p style="text-align: right;">189</p> <p>1 foundational skills.</p> <p>2 That was really -- it was just so much for</p> <p>3 them to catch up on, especially with math vocabulary</p> <p>4 that we identified later. That was the challenge</p> <p>5 that they were having.</p> <p>6 We did end the school year with 16</p> <p>7 students, but, unfortunately, two of those students</p> <p>8 came later in the year. So they were not included</p> <p>9 in our data. So that's why we only have our</p> <p>10 "14" numbers on our data spreadsheet.</p> <p>11 I think that's about it. I do have, you</p> <p>12 know, one really promising -- just, you know,</p> <p>13 thinking of a student we had, who, in our math, out</p> <p>14 of all of our students in third grade, had made a</p> <p>15 22-point gain. And he's our SpEd and EL student.</p> <p>16 So, like, he -- like, with everything we</p> <p>17 were doing or working on -- but it started with the</p> <p>18 social-emotional piece and helping to support and</p> <p>19 get him what he needed. I think really helped to</p> <p>20 make those engagements, to make those improvements.</p> <p>21 And so -- sorry. And so they made -- so,</p> <p>22 overall, I won't talk about it anymore. Sorry.</p> <p>23 And so, overall, just like everybody else,</p> <p>24 I just think that what we put in place was a start.</p> <p>25 There was a lot in our State charter status in this</p>



<p style="text-align: right;">190</p> <p>1 first year. And knew that we needed to really 2 prioritize how we were going to get our students to 3 grow. 4 We would love for them to be proficient, 5 but that's just not the case. We get our students 6 where they come in, and we meet them where they are. 7 And our attendance increased, about 8 90 percent daily attendance. But, overall, the 9 students wanted to be there. They liked the 10 challenge. They grew to understand the expectations 11 that we had for them. And their parents, throughout 12 the school year, helped to support us in 13 understanding what we were trying to do. 14 And that helped with the partnerships that 15 we have created and increased their involvement, I 16 think helped them to contribute to become data- -- 17 like, data-minded with their data binders and 18 watching their students' progress throughout the 19 month; but also knowing that that's not the only 20 thing we were seeing in their individual child. 21 So it was great to go throughout the 22 school year and not have to talk about grades, like, 23 in A, B, C, D, grades with students, but more, "What 24 does my child need help with? How can I support 25 them?"</p>	<p style="text-align: right;">192</p> <p>1 So we decided we would go with a four-day 2 schedule. Brought that up, decided that was what we 3 wanted. And it wasn't just the school's -- it just 4 wasn't the school's decision. We brought it to the 5 community; we brought it to the parents; and we 6 brought it to the students. And the majority of the 7 vote was for a four-day plan. 8 The fifth day of those four days is going 9 to be geared more toward land-based learning. So 10 we're going to try to build on it to bring more 11 field trips, more opportunities for students to go 12 out to the farms. 13 As you all know, Shiprock is a land of 14 farms. We want the students to understand that, 15 and, of course, embed our academics as well. 16 So that's one of the things we decided to 17 move forward with. 18 We just got through with working with NACA 19 Inspired Schools. This past Monday, Tuesday, 20 Wednesday, we decided that we were -- can you hear 21 me? 22 We decided we were going to go ahead and 23 work on our capstones. I know the State is working 24 on capstones and graduate profiles. That's where we 25 have come back from. This is a way to support them</p>
<p style="text-align: right;">191</p> <p>1 So I think seeing the monthly progress was 2 really promising in helping the students make the 3 growth that I think everybody did with considering 4 the challenges that they come to school with every 5 day. So...thank you. Sorry. 6 MS. NADINE CHATTO: So the other part to 7 this, too, is I'm pretty sure that everybody has 8 read the report; right? So in adding to the report, 9 our enrollments is still ongoing. We're recruiting 10 at every opportunity we can get. As a matter of 11 fact, one of our biggest initiatives this summer was 12 to implement the summer reading program. 13 So at this time, we have 21 students in 14 the June program and 25 students. And we're using 15 that opportunity to gain more enrollment. So far, 16 so good. We've got some really good numbers. 17 The other part, too, is that we went 18 through our strategic plan. We had -- I think I 19 included that as well. And just finding out we need 20 more professional development. 21 And we realized that professional 22 development last year just wasn't a great 23 opportunity. We didn't have the time. And the 24 majority of the time, our school was really honing 25 in on those interventions.</p>	<p style="text-align: right;">193</p> <p>1 moving through their educational journeys. 2 We want to emphasize Native lit. Native 3 literature is important for our students. We are 4 finding out more and more best practices throughout 5 the years for Indian lit. 6 What is your student involved in? What is 7 their interest? And that's usually the key to 8 bringing the students to wanting to read. 9 For us now, it's who's writing those 10 books? And what do we see in these books when we 11 read them? If you can identify with your readers, 12 that's key. 13 So authors. We talk about the Native 14 American authors who write these books. And not 15 only do we want to expand with our students to read; 16 we also want them to be inspired to be writers as 17 well. So we're using these books to promote 18 interest in our school. 19 We understand our school is very unique. 20 We looked at the recent report about our school, 21 about the nation, New Mexico being the 50th again. 22 And, apparently, what's happening in public school 23 is not working, and so we want to do something 24 different. 25 So I want to end with that. If you have</p>

194

1 any questions, feel free to ask. Thank you.

2 THE CHAIR: Thank you.

3 Commissioner Gipson.

4 VICE CHAIR GIPSON: So thanks for all of  
5 this. And I appreciate you. You know, I know the  
6 effort it takes to come here. So I really do  
7 appreciate that.

8 But when School Budget did a short report  
9 to us earlier in the year that indicated that you  
10 really -- with the student population of 17 and,  
11 evidently, a loss of -- a grant was expiring at  
12 the -- I guess at the end of this school year. So  
13 that with the loss of that grant, you really weren't  
14 going to be able to be sustainable.

15 So I -- can you just talk to me about how  
16 your budget process went with School Budget this  
17 year? And even when you talk about -- I understand  
18 some savings with going to a four-day week. But  
19 then you add in that we're going to have field trips  
20 and things like that, which cost money to do that.

21 So can you walk me through a little bit  
22 about what -- you know, about being able to increase  
23 your recall student population? How is this going  
24 to work?

25 MS. NADINE CHATTO: So, originally, when

195

1 we became a CSI-designated school we were told that  
2 we were going to be getting some funding. That  
3 funding never came through. So we had to, of  
4 course, use other alternatives, Operational. And so  
5 it really dug into our funding.

6 Then, again, when the students all  
7 withdrew after our board members withdrew, that  
8 really -- we took a hit on there. And we thought we  
9 were going to have some really dire discussions  
10 about it.

11 But, apparently, we regained our funding,  
12 and we're going to be getting more funding again  
13 next year. They told us that whatever we didn't get  
14 this past year, we're going to be -- it's going to  
15 be forwarded to the next year.

16 VICE CHAIR GIPSON: Oh. Okay.

17 MS. NADINE CHATTO: They just barely let  
18 us know about that one. So we're looking forward to  
19 working with that.

20 And then -- I can't remember what else you  
21 had asked.

22 VICE CHAIR GIPSON: That the budget  
23 (incomprehensible due to simultaneous speaking),  
24 that they didn't have any concerns when you went  
25 through the budget process this year because all of

196

1 the past and future funding.

2 MS. NADINE CHATTO: Yes, yes.

3 VICE CHAIR GIPSON: You answered it.

4 MS. NADINE CHATTO: Right. And we brought  
5 that to Secretary Padilla's attention, too. So  
6 maybe that's kind of the push.

7 MS. ANDREA THOMAS: So with that, with  
8 actually just thinking in mind, we actually have  
9 18 enrolled for next year. So we're, like, excited  
10 about that, and we have other questions to answer  
11 about enrollments efforts.

12 For our field trips and in regards to  
13 that, we're trying to get our parents more involved.  
14 So having the Friday off would be more of the  
15 parents bringing the kids to the activities that are  
16 free within the community, partnering up in the  
17 community where they're not necessarily charging us,  
18 but it's more of their partnership they are  
19 interested in wanting to establish with our school.

20 We've learned to be really resourceful. I  
21 think, as Navajos, like most of us, we just have to  
22 learn to work to get what we need, and we can't  
23 always depend on Navajo Nation sometimes. And so  
24 we're really creative and looking at additional  
25 funding, friends, having conversations, really

197

1 getting our governing council to help to do their  
2 part in utilizing their networks, and being --  
3 thinking of what we're going to do moving forward,  
4 knowing that as long as our numbers are under 30,  
5 like, that's always going to be something that is  
6 going to come up as -- which is understandable,  
7 because it's a lot of money for a school, like, to  
8 run a school.

9 But I think everyone's committed to  
10 wanting to do that work for Dream Diné and what we  
11 are trying to create.

12 VICE CHAIR GIPSON: Okay. Thanks. I  
13 appreciate that.

14 THE CHAIR: Any other comments or  
15 questions from the Commissioners? Well, I'll just  
16 say thanks for providing it.

17 The one thing I'm wondering is based off  
18 of what you found this year. Because I actually  
19 totally understand what this is based on. Now you  
20 know where you're starting from.

21 You talked about what you guys did  
22 throughout the year to try to like course-correct  
23 over and over and over again.

24 Starting fresh with this school year, what  
25 are some of the things -- based off of what you

<p style="text-align: right;">198</p> <p>1 learned this year, what are some things you know for 2 sure, "We're definitely going this route to not do 3 that again?"</p> <p>4 MS. NADINE CHATTO: I think the four-day 5 plan. That's something we're really going to 6 stress --</p> <p>7 THE CHAIR: How are you going to use the 8 time in those four days to do -- like, I'm all about 9 quality over quantity. Honestly. Like, the number 10 of hours that are needed in school is pretend to me. 11 Give me quality time, and I don't know if you need 12 as much. So I'm good with it.</p> <p>13 But four days or -- I don't care if you do 14 seven days a week. If it's not quality, you can add 15 however many days or take however many -- so how are 16 you going to increase quality?</p> <p>17 MS. ANDREA THOMAS: Okay. A couple of 18 things -- I think that one of the -- the push that 19 we have and what we noticed in learning was the lack 20 of professional development and PLCs that we were 21 having conversations around data.</p> <p>22 You know, we, as Dream Diné, understand 23 the importance of the -- the data we see in our 24 students' numbers, but also the balance of looking 25 at street data and everything we collect from our</p>	<p style="text-align: right;">200</p> <p>1 utilizing -- a lot of the Native literature books 2 they have, we already have in our classroom. So 3 we're going to build upon that.</p> <p>4 Last year, we were really reluctant, 5 because we knew we had to get our numbers up. But 6 this year, we're really committed to trying to 7 continue with that.</p> <p>8 And with that, we also just finished -- we 9 helped to go through the mission statement. It 10 doesn't seem like it's -- probably, it's a small 11 task. But to us, it meant a lot.</p> <p>12 We have been working on changing our 13 mission for two years. That would help to increase 14 our enrollment. We know we were recruiting. We're 15 trying to get people within our community, 16 surrounding areas, to try to understand who we are 17 as Dream Diné Charter.</p> <p>18 How do we set ourselves apart from CCSD, 19 from tribally-controlled schools in the area? And I 20 think there was kind of a misconception that we only 21 spoke Navajo at our school. And when you look at 22 our mission statement, what we're doing, it kind of 23 alludes to that. That came up from parents in the 24 community, that that's why people were hesitant to 25 join our community.</p>
<p style="text-align: right;">199</p> <p>1 students and the conversations we hear from our 2 teachers, the conversations we hear from the 3 students to the teachers, students and their 4 parents, all of those things were the reasons we 5 decided to do the four-day, with the emphasis on 6 let's have more days where teachers, because they're 7 doing so much and they're having to take on that 8 responsibility of creating -- we're trying to use 9 the Native literature -- we're trying to develop our 10 small groups -- that we need more time together to 11 collaborate.</p> <p>12 And they need more time to plan out the -- 13 their weeks, their months, and just get into on 14 discussions and have some dialogue with 15 understanding how we can exactly have quality 16 instruction on those four days so those students -- 17 the idea is that what we would focus on that week, 18 Friday, Saturday, and Sunday, would be the days that 19 they're taking what they learn throughout that week 20 and applying it to the real world.</p> <p>21 So another connection with our 22 professional development that Ms. Chatto had just 23 mentioned, we were working with NISN, who have 24 really, really been supportive. We attended a 25 Native lit symposium we had last week. We're really</p>	<p style="text-align: right;">201</p> <p>1 Also, we wanted our students to be the 2 ones to be proud and talk about their schools. If 3 you read our last mission statement, it was really, 4 really lengthy. We took the same ideas; we had 5 discussions; we brought it into parent meetings; we 6 took a survey, where we sent it out to families. 7 They got to vote on three options, and that was the 8 option we chose.</p> <p>9 But that helped us to lead us into 10 developing a grad profile, a graduate profile would 11 help us, as Dream Diné, about what do we want our 12 students to leave Dream Diné with? What tools? 13 What knowledge? Of course, we want them to be on 14 grade level, to be proficient. We would love that. 15 But that's not going to be the ideal thing that we 16 all are saying we're proud of that where our 17 students are leading.</p> <p>18 We want them to have a sense of identity 19 and who they are as Diné. We want them to take 20 their learning, their academic success and their 21 learning and how can you apply that into your 22 community? How can you take that and utilize those 23 tools to make the purpose of what it is that you're 24 learning, not just go on to the next grade? How to 25 become advocates for your community.</p>

<p style="text-align: right;">202</p> <p>1           So with that, we had a long discussion 2 throughout the year with our community, our 3 families, our staff, to create a graduate profile. 4           The graduate profile helped us to decide 5 how we were going to develop our capstones. So with 6 that, all the planning and process helped us to kind 7 of figure out, okay, moving forward now, how are we 8 going to look at -- how are we going to plan our 9 professional developments for the next six months, 10 for a retreat -- never had that with our staff -- 11 thankful to the funding that you guys helped to 12 provide the governing council. 13           But we got together, and we just dug down 14 that we have to strengthen our strategic plan, what 15 we wanted to do and what was needed, where we needed 16 to prioritize our time, and just -- I think at the 17 end of it, it came down to having a day where 18 teachers could work and could plan and for us to 19 talk. 20           On the other days, how can we figure out 21 how we can better support our students, whether 22 that's the land-based learning, whether, you know, 23 to have extracurricular activities, partnering with 24 the local Office of Diné Youth, and helping them to 25 see what they can do to support us.</p>	<p style="text-align: right;">204</p> <p>1           them to transition from the A-to-F mindset to what 2 their students are actually doing is a big shift. 3 It's very difficult to get families to be, like, a C 4 is not the most important thing. And, like, an A -- 5 we need you to look at, like, what they're actually 6 learning, like, the actual skill sets, not just the 7 overall A-B-C-D; right? 8           In all honesty, a lot of times in a lot of 9 schools, they give out a lot of As and Bs out, and 10 so families think their students are doing well. 11           So for you all to be drilling down on 12 these are the actual skills your student is learning 13 and if they are doing them well is a culture shift. 14 It's a huge mindset shift that's actually very 15 helpful for families. 16           Because I do think it's easy to rely on, 17 "Oh, they got a C, so they're fine." There's a lot 18 more to it than what their grade is. So thanks for 19 doing that work. That is transformational work with 20 the family and with the school. 21           THE CHAIR: 22 Commissioner Clahchischilliage. 23 COMMISSIONER CLAHCHISCHILLIAGE: Thank 24 you. I just want to thank you for being here. A 25 lot of what you're going through is just monumental.</p>
<p style="text-align: right;">203</p> <p>1           Social-emotional wellness within the Indian Health 2 Service. Just trying to figure out how to be a 3 little more innovative, where students aren't just 4 working in their classroom walls, but they're taking 5 it beyond and making it practical for themselves. 6           And I think -- yeah. So I think -- we 7 learned a lot. And it's just to strengthen and 8 tighten up on some of the things that we've already 9 done, like the skills in the lower levels, and 10 especially because, this year, we're going to be 11 getting more kindergarteners, is that we need to 12 strengthen those skills, because we know we are 13 struggling in that. So maybe the priority -- and 14 since we don't -- we don't have fourth- and 15 fifth-graders enrolled right now, just our 16 third-graders going to fourth. 17           So I think we will be able to be a little 18 bit more creative with how we can work within what 19 has worked within this past year, but then to 20 strengthen what didn't work with the teacher 21 development. Thank you. 22           THE CHAIR: One other thing that I 23 recognize that you said, and it was, like, a small 24 thing that you said, but it actually is a big deal. 25 And the work you've done with your families to get</p>	<p style="text-align: right;">205</p> <p>1           You're dealing with rural education. Basically, 2 rural education means doing without in a lot of 3 ways. 4           You're -- you can't provide a lot of what 5 is needed within the community of "ruralness." 6           And, like, the basics, water, the 7 infrastructure. Utility infrastructure is a basic. 8 But yet in the rural communities you deal with, that 9 isn't there. 10           So you tend to be the parent during the 11 day to a lot of your students within rural 12 education. So you're really trailblazers. So in 13 being trailblazers, you're having to educate 14 everybody. You're one unit, and you're having to 15 educate the systems within the public school, 16 Central Consolidated, parents, your teachers, your 17 board, and the students. 18           And so in doing that, you're finding less 19 time in implementing, implementing the curriculum, 20 implementing all the factors required to meet the 21 standards that we're talking about now. 22           And in doing that, sometimes you feel very 23 schizophrenic, because you're wondering, "What am I 24 doing right now? What am I doing? Is this what we 25 should be doing?"</p>

<p style="text-align: right;">206</p> <p>1 And then you start on another path, and  2 then you see all the deficiencies in other areas.  3 So in order to implement the -- what is  4 required of you as a charter school, as a public  5 school, it's very difficult without some of the  6 basic factors in play within your school system -- I  7 mean, within your community.  8 So I guess I'm looking at all of this, and  9 I'm thinking, you're a small percentage of what the  10 public -- Central Consolidated is experiencing.  11 They're not saying it, but you're saying it.  12 And, like, they're talking about the  13 attendance. Central Consolidated has the same  14 thing, but they can cover more because they have  15 more students.  16 You have, in some instances, like you  17 mentioned, one student attending class.  18 And then you look at your students who  19 come to go to school hungry. You look at your  20 population, where transportation is an issue. You  21 look at your population, where they can't get to  22 school on time.  23 I mean, these are all factors that aren't  24 a big deal in the public school system.  25 So I look at that. And it seems like it's</p>	<p style="text-align: right;">208</p> <p>1 I think a lot of that can be implemented  2 easier, maybe, than you realize. And even if it's  3 one student, that's one-on-one that you can develop.  4 And a lot of times, it's hard to see the positive  5 when you're overloaded with negative. And negative,  6 a lot of times, isn't negative. It's negative to  7 maybe a different system. But within your system,  8 it looks different.  9 So what I'm trying to say is that I'm  10 encouraged to have both of you there. Because you  11 see it; you're dealing with it. And, like you  12 mentioned, dealing with it head-on.  13 And so I feel like you're dealing -- like,  14 you know, like we were talking earlier about  15 reengagement schools, that's basically what you're  16 doing is learning how to reengage the students, the  17 parents, the teachers, the boards that you deal with  18 into the school system. You're reengaging  19 everybody.  20 And so I guess I'm mentioning this so that  21 everyone kind of hears what you're up against and  22 what you're working with. And it's a lot of work.  23 Rural-educating is a lot of work.  24 If you want to meet people who are kind of  25 going through the same thing you're going through,</p>
<p style="text-align: right;">207</p> <p>1 one big special education program that you're  2 dealing with. You're dealing with a lot of the  3 social-emotional issues that the public schools  4 aren't dealing with at the scale that you're dealing  5 with. So I look at this, and I feel like you're  6 doing a tremendous job. I mean, you really are.  7 You're tired every day, because you're  8 dealing with a lot of these factors that don't --  9 well, exist, but on a small scale within the public  10 systems.  11 So I'm looking at this, and I'm looking --  12 listening to you, and it feels like you're very  13 brave to be saying what you're saying, because I can  14 hear more to what you're presenting.  15 And so you definitely have a challenge.  16 And I feel like you're meeting it the best way you  17 can. And I'm sure there are times when you sit  18 there crying, wondering what the heck is going on  19 here, and how do I address this?  20 Well, I -- in looking at all that the  21 Commission has and with documentation, there's a lot  22 of help there. I'm just looking at the different --  23 I've looked at the different systems that the other  24 schools, charter schools, are working with and  25 dealing with.</p>	<p style="text-align: right;">209</p> <p>1 go to Northern New Mexico up here and meet some of  2 the ranchers, the farmers who are experiencing the  3 same thing. So you're not alone in this.  4 There's a lot of help. But we can give  5 you a lot of help, too, through the staff who are  6 here. And, like I say, sometime, take the time to  7 look at all the documentation that we have.  8 It's amazing. I go through, and I think,  9 "Oh, my god. What do we have to do to get to that  10 point?" And I think that's kind of where you are.  11 "How do we get there when we're dealing  12 with this and this and this?"  13 Sometimes it means just doing it, just  14 doing it and see what happens.  15 Because I'm looking at a lot of  16 evaluating, a lot of the levels that we have  17 documentation on, as a Commission. Look at those.  18 And you can get ideas from them. Because I look at  19 them. I'm like, "Oh, my gosh." It'll take us how  20 many more years to get to that point, because we  21 have don't have this, this, this, within  22 rural-educating.  23 So I just want to extend my thanks to you,  24 because you're really -- you're really challenged,  25 very challenged. Because Navajo Education is saying</p>

<p style="text-align: right;">210</p> <p>1 one thing. The State is saying something. The 2 public schools are saying something. The parents 3 are saying something. The onlookers are saying 4 something. 5 So you're the experts. Remember, you're 6 the experts. So thank you again for being here. 7 Thank you for your brave heart, your brave mind. 8 And I can see what you're doing. And I 9 think you're -- I feel like you're doing a 10 tremendous job. You're doing a tremendous amount 11 for the community. 12 And I say this because, at your school, I 13 have talked to some of the parents who are picking 14 up their children. 15 And one mother, I think, said it all. She 16 said -- I asked her. I said, "Why do you have your 17 children coming here when there's a public school 18 right across the road?" 19 She said this: 20 "The teachers listen. You don't have to 21 go through an appointment process to talk with the 22 principal or the teacher. I can come here, and I 23 get immediate information. Public school is 24 different." 25 So she said that's what she really liked</p>	<p style="text-align: right;">212</p> <p>1 MS. ANDREA THOMAS: Commissioner, may I 2 respond or make comment? I appreciate you saying 3 that. Everything you said and highlighted are 4 things that we talk to our students about. 5 We understand all of these challenges. 6 They know. They don't need to be told -- you can 7 talk about it. But we utilize it in a way to 8 empower them about how important it is for them to 9 get an education, about how important it is for them 10 to have the skills and the ability to communicate 11 with the people who will implement change to make 12 sure their community gets improvements. 13 How are you going to help and speak up for 14 your grandparents or maybe for your parents in times 15 when they may need that academic language and being 16 able to have a conversation with someone to speak up 17 and to ask for help or to ask for something? 18 So despite the challenges that they're 19 dealing with, when they come in, it's, like, that's 20 left at the door. And now you're here to find ways 21 to better yourself so that you improve your life, 22 and, ultimately, will help your family in that 23 process. 24 So thank you for that. (Navajo spoken.) 25 THE CHAIR: Any other Commissioners?</p>
<p style="text-align: right;">211</p> <p>1 was attention. And she said her son was getting 2 ready to go on to college. He graduated from the 3 school. And she said -- and that's what she thought 4 of when he was wanting to come to UNM. 5 She said it's similar to the charter 6 school. So I told him to go to San Juan College, 7 because of the attention and all. She said that's 8 why she has her children there because they get the 9 attention. 10 She said, "I know sometimes kids don't 11 show up." She said, "You know how we are here. 12 Some of us parents, we can't -- we have -- we have 13 two of us working, barely. And we can't take the 14 kids to school every day." 15 And, see, there's a lot to be said when 16 you have the parents speaking honestly like that. 17 So I want to share that with you, too, 18 because I thought that was a very encouraging amount 19 of information that she gave me. I mean, she's 20 looking at you all as being very positive. 21 Continue the work. Eventually, I think 22 the community will get it and understand what 23 charter-schooling is all about. And it is different 24 from your different public school. So thank you. 25 MS. NADINE CHATTO: Thank you.</p>	<p style="text-align: right;">213</p> <p>1 (No response.) 2 THE CHAIR: All right. I'll make a 3 motion. 4 I move that the PEC identify the school 5 progress -- academic progress -- of Dream Diné 6 Charter School as satisfactory, and that the school 7 provide academic data showing continued improvement 8 to the PEC in the summer of 2026. 9 COMMISSIONER BECK: Second. 10 THE CHAIR: There's a motion and a second. 11 Any discussion on the motion? 12 All right. Seeing none, if you could call 13 roll. 14 SECRETARY CARRILLO: Let the record show 15 that Chair Gipson has left. 16 THE CHAIR: She might be online soon. But 17 she's not here right now. 18 SECRETARY CARRILLO: Okay. Commissioner 19 Obenshain. 20 COMMISSIONER OBENSHAIN: Yes. 21 SECRETARY CARRILLO: Commissioner Manis. 22 COMMISSIONER MANIS: Yes. 23 SECRETARY CARRILLO: Commissioner Taylor. 24 COMMISSIONER TAYLOR: Yes. 25 SECRETARY CARRILLO: She's not on right</p>

<p style="text-align: right;">214</p> <p>1 now. But Chair Gipson.  2 Chair Burt.  3 THE CHAIR: Yes.  4 SECRETARY CARRILLO: Secretary Carrillo is  5 yes.  6 Commissioner Beck.  7 COMMISSIONER BECK: Yes.  8 SECRETARY CARRILLO: Commissioner  9 Clahchischilliage.  10 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  11 SECRETARY CARRILLO: Commissioner Ingham.  12 COMMISSIONER INGHAM: Yes.  13 SECRETARY CARRILLO: And that's unanimous  14 at eight-zero.  15 THE CHAIR: Thank you. I appreciate you  16 all coming.  17 SECRETARY CARRILLO: Thank you so much for  18 coming down.  19 THE CHAIR: We'll be keeping lots of  20 wishes for many students to find you this summer.  21 We just want you to have more kids, so you can do  22 the work you're doing with more and have more.  23 MS. ANDREA THOMAS: In May of next year,  24 we will be inviting you to our students' capstone.  25 It will be the first year. So we hope to see you</p>	<p style="text-align: right;">216</p> <p>1 can introduce yourself and then lead us through your  2 results.  3 MS. LISA MORA: Hi. I'm Lisa Mora,  4 M-o-r-a, the executive director at Northpoint  5 Charter School.  6 Thank you, first of all, Commissioners,  7 for powering through. I'm glad to wait. I want  8 happy and well-fed Commissioners here for my  9 presentation as well.  10 I will, however, endeavor to respect time  11 and be brief, while providing you with all the  12 relevant information.  13 So as we go through, we may skip a few  14 slides, Missy.  15 So we'll jump right in -- I'm really  16 excited to share some of our successes from this  17 past year with you.  18 We've been tracking our course progress  19 data. That's the percentage of our classes that are  20 completed for credit. We've been doing that since  21 2018.  22 And this last year, we've continued to see  23 an increase. We've moved to 90 percent in the fall  24 of '24, which is up from 65 percent in 2018.  25 And in the spring, we keep thinking we've</p>
<p style="text-align: right;">215</p> <p>1 guys.  2 THE CHAIR: We'll be looking forward to  3 that.  4 SECRETARY CARRILLO: Take care.  5 (A discussion was held off the record.)  6 THE CHAIR: All right. Right. We'll go  7 ahead to 14.c.  8 Lisa?  9 SECRETARY CARRILLO: Sorry. I've got to  10 eat. I've got to eat. I've been here since 8:00 in  11 the morning, and I haven't eaten. This happens.  12 People wait. It's what happens. Something may take  13 15 minutes, and it may take 40. It's the way our  14 days go.  15 THE CHAIR: Yeah. I think we're going to  16 take a little break in a second. We can do  17 30 minutes. We'll come -- we'll be back at 2:00.  18 We'll take a break till 2:00.  19 (A recess was taken at 1:29 p.m., and  20 reconvened at 2:03 p.m., as follows:)  21 THE CHAIR: All right. So we'll -- thank  22 you. I appreciate it. I promise I'll be much more  23 bubbly and happy than if we had kept on going  24 through it.  25 We're on to Northpoint. Ms. Mora, if you</p>	<p style="text-align: right;">217</p> <p>1 got to level out here. When we've got 90 percent  2 being completed we're anticipating a drop at any  3 moment. And we increased it to 93 percent complete  4 this spring. So we were quite pleased with that.  5 We also endeavored the Cognia  6 re-accreditation this year. As you know, that's a  7 deeply reflective process, focused on continuous  8 improvement. We finalized that in March, so we're  9 very proud of that.  10 One thing I'd like to share that came out  11 of that is our stakeholder surveys that came from  12 our students, parents. And all of our staff members  13 across the board, our highest scores were in support  14 of culture. And our students and our parents and  15 our staff members all made comments about the  16 incredibly supportive nature of the school, the  17 "open door" policies and the collaboration that  18 exists. So we're quite pleased with that.  19 We took our conditions quite seriously  20 when we went through renewal last year, and we've  21 made a lot of changes for improvement. We've  22 expanded our ninth-grade direct instruction. We  23 noticed that our scores in English and our English  24 course completion rates had dropped. And so we  25 focused very heavily on expanding that and building</p>

<p style="text-align: right;">218</p> <p>1 a strong foundation.</p> <p>2 (Commissioner Ingham reported audio</p> <p>3 issues.)</p> <p>4 MS. LISA MORA: So we've expanded our</p> <p>5 ninth-grade English direct instruction courses to</p> <p>6 supplement the online learning to develop a strong</p> <p>7 writing foundation.</p> <p>8 We've also added student-specific</p> <p>9 individualized interventions in reading. And in</p> <p>10 math, we've added high-dosage tutoring and on-demand</p> <p>11 tutoring for students.</p> <p>12 As we looked at our math scores and tried</p> <p>13 to improve there, a major change we made in our</p> <p>14 blended learning environment is to transition to</p> <p>15 paper math tests for all our math courses, which</p> <p>16 requires our students to be more engaged in our</p> <p>17 material, to have to show all of their work to</p> <p>18 identify exactly where students are going wrong and</p> <p>19 help them correct that.</p> <p>20 A few successes I wanted to share: This</p> <p>21 year, our senior class that just graduated -- and</p> <p>22 Commissioner Beck, we were very pleased to have him</p> <p>23 join us at our graduation ceremony this year. But</p> <p>24 we had our seniors earn 435 college credit hours</p> <p>25 over the course of their time at Northpoint.</p>	<p style="text-align: right;">220</p> <p>1 success rate.</p> <p>2 And I just put in a snapshot of the</p> <p>3 template that's included. That's not new data. So</p> <p>4 we'll keep going.</p> <p>5 For Performance Framework 1.b.2. on our</p> <p>6 subgroup population, we have six subgroups with an</p> <p>7 N-score above 20 that are included in the data. And</p> <p>8 we saw success above -- excuse me -- I apologize.</p> <p>9 We saw success in all of those areas.</p> <p>10 And we had a 95 percent participation rate</p> <p>11 for our subgroups.</p> <p>12 And it translates -- I'm just skipping</p> <p>13 ahead here. It translates to all six of our</p> <p>14 eligible subgroups had more than 70 percent</p> <p>15 successful students, which would earn us a rating of</p> <p>16 "Exceeds" on the performance framework.</p> <p>17 So -- I gave you some overall scores on</p> <p>18 our NWEA. And if we want to skip ahead a little</p> <p>19 bit -- told you I'd try to be brief and respect your</p> <p>20 time.</p> <p>21 This just shows our data over the course</p> <p>22 of the year. In math, we had -- using their best</p> <p>23 test, we had 51 percent of students score proficient</p> <p>24 or advanced in math.</p> <p>25 On the next slide, it shows that we had</p>
<p style="text-align: right;">219</p> <p>1 62 percent of our senior class took</p> <p>2 advantage of the dual-credit opportunity, and we</p> <p>3 graduated two seniors with an associate degree this</p> <p>4 year.</p> <p>5 And then, just for fun, I threw in that we</p> <p>6 also attended the English Expo this year with 18</p> <p>7 students. We took home 11 medals, including the</p> <p>8 Poetry Slam championship. And our boy's basketball</p> <p>9 team heartbreakingly took second place in the</p> <p>10 charter league tournament. We're quite proud of</p> <p>11 them, but I know that wasn't what they were striving</p> <p>12 for.</p> <p>13 Thank you for celebrating that with us.</p> <p>14 And let's jump into our performance framework data.</p> <p>15 We met our participation rates in reading</p> <p>16 and in math. And if you want to jump ahead a few</p> <p>17 slides -- thank you, ma'am. One more.</p> <p>18 Our math and reading participation rate</p> <p>19 for our short-cycle assessments in the NWEA was</p> <p>20 almost 98 percent.</p> <p>21 In math, we had a 95.4 percent success</p> <p>22 rate. That means 95 percent of our students either</p> <p>23 scored proficient or advanced, or they met their</p> <p>24 growth goal.</p> <p>25 And in reading, we saw a 96 percent</p>	<p style="text-align: right;">221</p> <p>1 59 percent of our students score proficient or</p> <p>2 advanced in reading.</p> <p>3 We'll skip over -- I don't know if you had</p> <p>4 access to the PowerPoint or not, but this was just</p> <p>5 the detailed, grade-level NWEA scores.</p> <p>6 So we'll skip over that and we'll go right</p> <p>7 into our conditions.</p> <p>8 The school was renewed last year with two</p> <p>9 conditions:</p> <p>10 The first one was that we show growth in</p> <p>11 reading, in math, and in graduation rate, with</p> <p>12 specific immediate action.</p> <p>13 So for academic growth, our proficiency on</p> <p>14 the eleventh-grade SAT did increase last year.</p> <p>15 In math, we went from 10.5 percent to</p> <p>16 11 percent proficient in 2024, which is, obviously,</p> <p>17 not the amount of growth we would like to see. But</p> <p>18 growth is growth.</p> <p>19 In reading, we improved from 19 percent up</p> <p>20 to 41 percent in the next year.</p> <p>21 Now, I do want to note that I'm not able</p> <p>22 to discuss in detail our 2025 scores because they</p> <p>23 remain embargoed. But they show significant growth,</p> <p>24 both in reading and in math. So I can't wait to</p> <p>25 share those with you in the future.</p>



<p style="text-align: right;">222</p> <p>1 I also pulled this data directly from the</p> <p>2 College Board website, where it compares only the</p> <p>3 eleventh-grade SAT and doesn't mix in any other</p> <p>4 grade levels, as you see in NM Vistas.</p> <p>5 So for 2024, Northpoint had a mean score</p> <p>6 on the SAT of 880, which is higher than the state</p> <p>7 average of 866. We also out-performed the State in</p> <p>8 reading, and we're right there with math, slightly</p> <p>9 below in math, at the 416 versus the State at 419.</p> <p>10 But I appreciate looking at only the</p> <p>11 eleventh grade, because when you look at it at</p> <p>12 New Mexico Vistas, it mixes in the three through</p> <p>13 eight as well. So it's nice to have that direct</p> <p>14 comparison.</p> <p>15 So some of the things that we did to</p> <p>16 address academic growth in reading and math:</p> <p>17 We implemented those ninth-grade</p> <p>18 direct-instruction classes to build a strong</p> <p>19 foundation for our students.</p> <p>20 We also continued and expanded support</p> <p>21 classes to accompany our online curriculum in</p> <p>22 Algebra I, Geometry, Algebra II, and math skills,</p> <p>23 which seeks to help bring up some gaps that students</p> <p>24 may have in their math proficiency.</p> <p>25 We implemented the paper math test, as I</p>	<p style="text-align: right;">224</p> <p>1 course, was published in 2024 -- it improved to</p> <p>2 71.9 percent, with fully validated data, as it</p> <p>3 should have been. And we did unfortunately see a</p> <p>4 drop with our new graduation rate. It went down to</p> <p>5 62.16 percent. The data was fully validated, and</p> <p>6 it's correct. However, as we dug deeply into why</p> <p>7 our numbers dropped, remember. We're a small</p> <p>8 school. And we found that we had three students</p> <p>9 that were in the 2024 cohort that graduated this</p> <p>10 May in 2025. Had those three students graduated on</p> <p>11 time in 2024, our graduation rate would have been</p> <p>12 71.3, which was holding steady, still below the</p> <p>13 State average, but holding steady. And we're</p> <p>14 looking to improve that.</p> <p>15 We will be continuing, of course, proper</p> <p>16 data validation and that ongoing communication with</p> <p>17 our families on the impact of even one failed course</p> <p>18 in graduation progress.</p> <p>19 And we do -- I've done the math a hundred</p> <p>20 times. And I do expect us to exit the CSI grad rate</p> <p>21 designation when calculated again by PED in October.</p> <p>22 So the action steps we took to address our</p> <p>23 graduation rate was, first of all, proper data</p> <p>24 validation. We do internal cohort tracking, which</p> <p>25 you'll see next.</p>
<p style="text-align: right;">223</p> <p>1 explained, for all of our math classes, requiring</p> <p>2 students to more fully engage with the material.</p> <p>3 We added on-demand and high-dosage</p> <p>4 tutoring in both reading and math, available to all</p> <p>5 students.</p> <p>6 And we also implemented an individualized</p> <p>7 intervention curriculum in reading and math so that</p> <p>8 students take a placement test, and then their exact</p> <p>9 skill deficits are targeted through that</p> <p>10 intervention program.</p> <p>11 So we did a lot to work to increase our</p> <p>12 reading and math performance.</p> <p>13 Now let's talk about graduation.</p> <p>14 When I came to you for renewal last year,</p> <p>15 we were in its process of working with PED on some</p> <p>16 incorrect data, because our graduation rate had been</p> <p>17 published at 16 percent.</p> <p>18 We were able to get some of that</p> <p>19 corrected. It was through the school's fault of not</p> <p>20 properly validating data before I came on board.</p> <p>21 And we've made a number of changes to improve that,</p> <p>22 including some staffing changes.</p> <p>23 After the data was validated, it improved</p> <p>24 from the 16 to 61 percent.</p> <p>25 Last year, for cohort 2023 -- then, of</p>	<p style="text-align: right;">225</p> <p>1 We've continued with our sponsor teacher</p> <p>2 system. We hold Next Step Plans with families to</p> <p>3 plan for courses they'll take next.</p> <p>4 Every student that is at risk of failing</p> <p>5 by mid-semester, even one class, receives a written</p> <p>6 notification. And then they're referred to a credit</p> <p>7 recovery manager, and the student and their family</p> <p>8 are required to meet with the credit recovery</p> <p>9 manager to make a plan for success.</p> <p>10 It may be a way they can still earn credit</p> <p>11 in that course. It may require summer school. But</p> <p>12 everyone is required to meet to create a plan so</p> <p>13 that they can be successful and on track for on-time</p> <p>14 graduation.</p> <p>15 We also offer a free summer session to all</p> <p>16 of our students, either for credit recovery, or for</p> <p>17 those that are wanting to get ahead.</p> <p>18 Today is the last day of the summer</p> <p>19 session for 2025. So I don't have data to report.</p> <p>20 But last year, we had 61 students enrolled in</p> <p>21 83 classes over the summer, and 89 percent of those</p> <p>22 classes received credit.</p> <p>23 This graph is our own internal tracking</p> <p>24 data so that we can keep an eye on where our</p> <p>25 students are on graduation progress. Now, this is</p>

<p style="text-align: right;">226</p> <p>1 at the close of the semester, so it was done in May.</p> <p>2 You can see that we have three students in</p> <p>3 the 2024 cohort. And 100 percent of them are on</p> <p>4 track, and they did graduate.</p> <p>5 For our seniors this year in 2025, we had</p> <p>6 94 percent of our enrolled students that graduated</p> <p>7 on time.</p> <p>8 For our juniors, they're at 93 percent of</p> <p>9 them. That's next year's seniors that are on track</p> <p>10 to graduate.</p> <p>11 But we saw quite a drop in our first</p> <p>12 semester for our sophomores this year. 72 percent</p> <p>13 of them are on track. We've got nine students that</p> <p>14 failed some classes and are falling behind. And, of</p> <p>15 course, this data will be updated at the close of</p> <p>16 the summer session, because most of those students</p> <p>17 were enrolled in mandatory credit recovery this</p> <p>18 summer.</p> <p>19 And then our freshmen are currently at</p> <p>20 86 percent of them are on track to graduate. And,</p> <p>21 again, the same holds true with credit recovery.</p> <p>22 We'll recalculate this in the fall.</p> <p>23 This school's second condition centered on</p> <p>24 our professional development.</p> <p>25 So the school has contracted for regular</p>	<p style="text-align: right;">228</p> <p>1 continue our support classes and the paper math</p> <p>2 assessments and a tutoring program. We found those</p> <p>3 to be very effective.</p> <p>4 We will continue and expand our</p> <p>5 intervention implementation. We were very strong</p> <p>6 this year in getting the math implemented. And the</p> <p>7 English intervention was more sluggish to get</p> <p>8 started. So we will be fully implementing that.</p> <p>9 We will, of course, be continuing the</p> <p>10 credit recovery manager program, because we're</p> <p>11 finding that to be very helpful in making sure</p> <p>12 families and students are aware of exactly where</p> <p>13 they are in graduation progress and what they need</p> <p>14 to do to graduate on time.</p> <p>15 For professional development, we are</p> <p>16 continuing those data coaching sessions, where we do</p> <p>17 the deep-dive analysis. We're engaging additional</p> <p>18 intervention professional development as it's</p> <p>19 needed. Some of it is already scheduled, as I</p> <p>20 mentioned, for the intervention analysis. And we're</p> <p>21 upgrading our platform this year so we have</p> <p>22 professional development planned for that as well on</p> <p>23 July 31st.</p> <p>24 I felt like I just sped through that like</p> <p>25 crazy. I'd love to answer any questions you have.</p>
<p style="text-align: right;">227</p> <p>1 professional development. We use a data coach and</p> <p>2 do a deep-dive analysis in our NWEA short-cycle</p> <p>3 scores that includes identifying strengths and</p> <p>4 weaknesses that we're seeing in our students'</p> <p>5 scores. We analyze the alignment between the NWEA</p> <p>6 score and their projected SAT proficiency. And</p> <p>7 we've added student meetings for both, setting</p> <p>8 before and after each assessment window in our NWEA</p> <p>9 scores. So students understand exactly where they</p> <p>10 are and what they're striving for.</p> <p>11 We've also added additional professional</p> <p>12 development for our curriculum. We've created those</p> <p>13 new intervention courses, and we needed some</p> <p>14 professional development on that. That occurred</p> <p>15 twice this year and was scheduled again in July, and</p> <p>16 we'll be continuing that, as needed, as we get</p> <p>17 deeper into the intervention curriculum.</p> <p>18 Of course, we have other ongoing PD plans</p> <p>19 for all of our staff. This year that we just</p> <p>20 completed, they underwent training in</p> <p>21 trauma-informed classroom and adolescent</p> <p>22 neuroscience, and then a variety of our more</p> <p>23 targeted development according to individual</p> <p>24 interest and need.</p> <p>25 As we look towards '25-'26, we do plan to</p>	<p style="text-align: right;">229</p> <p>1 THE CHAIR: Commissioner Beck.</p> <p>2 COMMISSIONER BECK: I enjoyed the</p> <p>3 graduation.</p> <p>4 MS. LISA MORA: Thank you.</p> <p>5 COMMISSIONER BECK: This is going to be</p> <p>6 your third year as the head administrator?</p> <p>7 MS. LISA MORA: Yes, sir.</p> <p>8 COMMISSIONER BECK: Obviously, I've been</p> <p>9 to your school and been able to talk to you and do</p> <p>10 all that.</p> <p>11 And you talk a good game and you act a</p> <p>12 good game. Everything you talk about works. And</p> <p>13 you're doing it. And I've seen it firsthand there.</p> <p>14 So I commend you on your improvement on</p> <p>15 the academic side. That's great. You talked to me</p> <p>16 when we were there about your math, you know, the</p> <p>17 intensity of improving your math and the steps that</p> <p>18 you're going to do. And you've done these steps.</p> <p>19 And I don't want to know. But I would assume your</p> <p>20 math, 2025, will be much better, no doubt.</p> <p>21 I feel good about the academic side.</p> <p>22 I think we should just keep an eye on the</p> <p>23 graduation. You got -- you have all those</p> <p>24 interventions planned out and being executed. But,</p> <p>25 hopefully, we'll get to see the fruit of that labor</p>

<p style="text-align: right;">230</p> <p>1 next year. So congratulations. I know how hard 2 you're working on it. So...</p> <p>3 MS. LISA MORA: Thank you, Commissioner 4 Beck.</p> <p>5 COMMISSIONER BECK: In 30 seconds, where 6 are you at with the kitchen?</p> <p>7 MS. LISA MORA: The kitchen is paused. We 8 do have a kitchen renovation grant and are working 9 on the sustainability of the program. We're 10 partnering with another school in the building and 11 planning to serve lunch this year under their 12 program, because I've done a stakeholder survey and 13 I have 20 kids that have said they would eat from 14 our school lunch program.</p> <p>15 COMMISSIONER BECK: Thank you.</p> <p>16 MS. LISA MORA: Yes, sir.</p> <p>17 THE CHAIR: Commissioner Obenshain.</p> <p>18 COMMISSIONER OBENSHAIN: Sure.</p> <p>19 Thank you for your presentation and thank 20 you for your speeding that up. We still got a lot 21 of good data.</p> <p>22 I'm just curious about two things.</p> <p>23 One is it seems to me -- and I'm not a 24 math teacher -- but that using paper tests would not 25 necessarily be something that is -- we would come up</p>	<p style="text-align: right;">232</p> <p>1 intervention.</p> <p>2 COMMISSIONER OBENSHAIN: Yes. It seems 3 like it's not aligned with an online curriculum. I 4 was just curious, and I'm tickled with it. Glad 5 it's working.</p> <p>6 The other thing I was wondering is the 7 credit recovery manager. Is that an additional 8 staff member? Or is that a current staff member 9 that's taking on those responsibilities?</p> <p>10 MS. LISA MORA: It's current staff members 11 that are taking on added responsibilities.</p> <p>12 COMMISSIONER OBENSHAIN: I love that 13 title.</p> <p>14 MS. LISA MORA: Thank you.</p> <p>15 THE CHAIR: Thank you.</p> <p>16 COMMISSIONER OBENSHAIN: That's all.</p> <p>17 THE CHAIR: Commissioner Carrillo?</p> <p>18 COMMISSIONER OBENSHAIN: 19 "Counterintuitive" is what I was thinking 20 of.</p> <p>21 SECRETARY CARRILLO: I was thinking 22 "retro." We're thinking a piece of paper. And I 23 love that.</p> <p>24 MS. LISA MORA: It's vintage.</p> <p>25 SECRETARY CARRILLO: I'm very impressed</p>
<p style="text-align: right;">231</p> <p>1 with as an intervention for improving math, versus, 2 you know, how most everything now is on online and 3 we're doing that.</p> <p>4 I'm just curious. Why that? Is that 5 something that you brainstormed out? Is there some 6 research base behind that?</p> <p>7 MS. LISA MORA: It's more of a 8 collaborative effort and brainstorming, if you will, 9 on behalf of the staff. If you're not aware, we use 10 a blended model, where we use a fully online 11 curriculum for all of our core curriculum.</p> <p>12 We've noticed over time that students were 13 not engaging with math the way we would like them 14 to. They were going with multiple-guess.</p> <p>15 The program remains online, sir. But by 16 transitioning with a paper math test, they are 17 required to engage more with it, to show all of 18 their work. As I stated, we can see exactly where 19 they're going wrong. Did you not understand the 20 formula? Or did you make a simple computation 21 error?</p> <p>22 COMMISSIONER OBENSHAIN: I love the idea. 23 I was kind of -- what's the word? -- I can't think 24 of it right now.</p> <p>25 MS. LISA MORA: It seems an odd</p>	<p style="text-align: right;">233</p> <p>1 with the progress that you made and thank you for 2 your report and your patience.</p> <p>3 And, just, that's it, really. I just 4 appreciate very much what you inherited and what you 5 knew you had to do and you're doing it. And so, I 6 mean, for us as a Commission, what else could we ask 7 for?</p> <p>8 And we know that you're going to monitor 9 things and get different rates up. For me, 10 personally, the strides you've made in proficiency 11 is more important than graduation. I don't care if 12 people get a diploma; I care if they can read and 13 write and spell "diploma." And that's the most 14 important thing. Thank you for what you're doing 15 and the strides you've made at your school.</p> <p>16 MS. LISA MORA: Thank you, Commissioner.</p> <p>17 THE CHAIR: I mean, ditto. I would 18 also -- I like them to read and write and do math 19 and get a diploma.</p> <p>20 SECRETARY CARRILLO: Of course.</p> <p>21 THE CHAIR: No, I know. A couple of 22 things I thought were really cool, obviously, 23 congratulations, because your data makes it very 24 clear all the inputs that you have been focusing on 25 are leading to really great outputs.</p>

234

1 And that's not just meaningful, I know,  
2 for your students, because that's who's benefiting  
3 the most from it; but I imagine that feels pretty  
4 good for your staff, too.

5 I looked at your professional development  
6 list. And the intention behind it, the structure of  
7 it, the timing of the different things, a lot of it  
8 was commonsense professional development. A lot of  
9 commonsense leadership is what it felt like.

10 But thank you for making it common sense,  
11 in that it can just lead to good outcomes when you  
12 put all the inputs that are necessary.

13 Doing things like the -- before you put it  
14 up there, I was going to talk to you about that.

15 Analysts and neuroscience in the  
16 classroom? It is so cool. It is so meaningful.  
17 And I know teachers come into the classroom and they  
18 learn the pedagogy. But the actual neuroscience of  
19 why kids are behaving the way they are, what their  
20 developmental process is, that's, like -- once  
21 again, there is science to explain children's  
22 behavior, like, 99 percent of the time.

23 So for you to have been like, "Yeah, we're  
24 going to go ahead and look at that in... -- I think  
25 November -- yeah -- "...November of this year, just

235

1 a professional development list. And I'm sure you  
2 have a whole team, but you're here today.

3 I also imagine your leadership has --  
4 like, this kind of stuff doesn't come about without  
5 a really strong leader. So it made me feel some  
6 sort of way towards you right away. So, like, oh,  
7 there's, like, so many pieces in place that were not  
8 in place before. They weren't.

9 So if just felt very structured. It felt  
10 thoughtful and commonsense, like there's nothing in  
11 here that's, like, this groundbreaking -- you know.  
12 And these are -- nothing is, like, super  
13 groundbreaking; nothing is like you're really trying  
14 to reinvent the wheel by doing these different  
15 things.

16 You're doing commonsense education for  
17 students who deserve it. And I just appreciate  
18 that.

19 The other thing that you mentioned a  
20 couple of times and I saw is the level of family  
21 engagement that you're encouraging, where your  
22 families feel like they can come to the school.  
23 They feel like it's open.

24 That is not common nowadays, either. That  
25 is not common. Schools are very closed off to

236

1 families. Schools are very, like, "Families, stay  
2 out. Here's literally the lock."

3 Schools are locked. And I think when  
4 those measures started coming, I think an unintended  
5 consequence of school safety is families felt  
6 excluded, literally, physically, off the property.

7 So for you to talk about how your families  
8 feel included, they feel they can come to the  
9 school, they feel they have a space, that, once  
10 again, is like, common sense.

11 But it's not happening. It's not the norm  
12 anymore. I'm just grateful to have seen it.

13 And then to see all the inputs, like I  
14 said, lead to 90 plus percent of your students  
15 making their academic growth targets; I mean, it's a  
16 little crazy, actually. It's actually a little  
17 like, that's a lot. It's amazing.

18 And your students deserve it. Obviously,  
19 your teachers are putting in the work, doing the  
20 heavy lifting. But to actually get those outcomes  
21 makes it feel like, "Okay, I can put in this work.  
22 I can do the heavy lifting, because it's actually  
23 showing increases."

24 I'm going to agree with Commissioner Beck  
25 that I do agree that the academic condition, the

237

1 professional development condition, I'd be happy to  
2 clear those off your plate and just have you  
3 continue focusing on the things -- don't stop any of  
4 this.

5 MS. LISA MORA: Oh, no.

6 THE CHAIR: Keep going, because it really  
7 is impressive. And not only are your students going  
8 to leave more prepared, but word will get around  
9 that your students are leaving more prepared. I  
10 mean, that also starts happening. Like, they go to  
11 college, and they don't need remediation. That's  
12 not common anymore. Like, things like that, to  
13 where the increases in your academia, in the  
14 numeracy, in the literacy, will create massive gains  
15 for them outside of -- after they're done with your  
16 school.

17 So thank you for putting it together, for  
18 showing it, and thanks mostly for the work that you  
19 did to show that you don't have to take a long time  
20 to make a big turnaround.

21 I mean, you didn't take forever; right?  
22 You didn't take a long time to make significant  
23 strides in the school. So I'm just -- I'm always  
24 grateful for schools that I can, like, prove that  
25 what I hear the challenges are, that those are the

<p style="text-align: right;">238</p> <p>1 same challenges you have. I mean, the challenges in  2 education, your school has them, too. But you're  3 looking at them, refocusing it, figuring out how to  4 address it, and still moving your students forward.  5 And I can't imagine any one of your  6 95 percent of students that are meeting their growth  7 targets are -- they're better off for it. They're  8 just better off for it. So very grateful for that.  9 Okay. Great.  10 Let me see. I had one more.  11 Oh, yeah. And then the cool professional  12 development. Cool professional development.  13 MS. LISA MORA: May I comment back?  14 THE CHAIR: Sure, please. I didn't ask  15 you a question. I thought about them in question  16 form, but it came out as comments. Go ahead.  17 MS. LISA MORA: That's just fine. We  18 also -- the individual that provided that adolescent  19 neuroscience course provided that to our governing  20 council. We have continuing PD with her planned  21 throughout '25-'26.  22 Because it's easy when you're in the  23 moment, like, "Can you get it?" And they're  24 teenagers, and their brain science is different.  25 It's been a good reminder for all of us. While I</p>	<p style="text-align: right;">240</p> <p>1 benefit from that.  2 MS. LISA MORA: I love that. It's not  3 something we considered, but it would be an easy  4 thing to add to the Parents University nights  5 already held. It was really insightful information.  6 THE CHAIR: I believe it.  7 Commissioner Beck.  8 COMMISSIONER BECK: I forgot to mention,  9 too, that at the graduation, I was very impressed  10 with the interaction you have with your staff, your  11 staff had with you, the kids with you, and the kids  12 have with each other. It's obvious you've built  13 really a strong culture in the last 780 days. So  14 that's pretty impressive. I wanted to mention that  15 to you.  16 MS. LISA MORA: Well, I appreciate that  17 very much, Commissioner Beck. The bones for the  18 strong culture were already there. It was just  19 expanding on them.  20 You may recall that I've been a parent at  21 this school since 2007. All three of my own kids  22 came through the program, which is how I ended up  23 teaching there, and then to administration. So I  24 have a heartfelt commitment to seeing our school  25 succeed and letting other people be part of what my</p>
<p style="text-align: right;">239</p> <p>1 get to be the one that's here presenting this now,  2 I do have a whole team behind me. None of this is  3 possible without them.  4 The governing council president was unable  5 to attend today. My academic dean is in Florida.  6 I'm here. And I get to pull this all together.  7 THE CHAIR: Relay it for us, though.  8 MS. LISA MORA: Yes, ma'am.  9 THE CHAIR: Just wondering if it's  10 something that your community would be interested  11 in. I wonder if your families would appreciate that  12 kind of information. Like, as parents of teenagers,  13 to get access to something like that, to support  14 your families in that space as well -- I mean, I  15 have two teenagers. They're lucky, because I do get  16 into the neuroscience.  17 They get annoyed, because when they start  18 acting certain ways, I say, "You are being so  19 developmentally appropriate right now."  20 Then they say, "It's very invalidating,  21 Mom." Then we move on.  22 It's difficult when you're a parent. "why  23 don't you just get this?"  24 But they don't -- they genuine -- they  25 actually don't. So I wonder if your families would</p>	<p style="text-align: right;">241</p> <p>1 own family experienced. I'm glad that that came  2 through. Thank you for sharing that.  3 COMMISSIONER BECK: I'm almost 70. I  4 forgot that piece. Senior moment.  5 THE CHAIR: Commissioner Carrillo?  6 SECRETARY CARRILLO: Parent University  7 Night. How cool. That's great.  8 Quick question for you, because there's a  9 number of kids that are doing summer classes.  10 And I imagine throughout -- through the  11 year, after, certainly, the first semester, you're  12 sharing with kids where -- where they are and where  13 they are not on track.  14 So -- and then do they -- I mean, given  15 that you're sharing this information, do you find  16 there's resentment having to take a summer class?  17 MS. LISA MORA: There are certainly some  18 students that have resentment about taking summer  19 classes. But because it's communicated to them well  20 in advance -- we're holding those meetings  21 mid-semester and saying, "You're on track to fail  22 this class, which is going to put you behind in  23 progress. We need to plan for this now. You can do  24 these things and still earn credit this semester or  25 you can do summer school."</p>

242

1 The families are understanding that in  
2 those meetings; the kids are understanding that.

3 Only time will tell. This is the first  
4 year of that program. Only time will tell if that  
5 reduces resentment overall. At least half of the  
6 students -- I don't have an exact number for you,  
7 sir -- a number of the students are in summer school  
8 right now by choice, because they're choosing to get  
9 ahead. The others are there because they were told,  
10 "You have to because you failed a class."

11 SECRETARY CARRILLO: That's cool. They're  
12 taking responsibility for themselves. "You are  
13 here. You did this."

14 MS. LISA MORA: That's part of what we're  
15 trying to do at our school, empower them to take  
16 charge of their own education.

17 COMMISSIONER BECK: Okay. I move that the  
18 PEC identify, No. 1, the academic and professional  
19 development progress of Northpoint Charter School to  
20 be satisfactory, and that these conditions are  
21 deemed satisfied.

22 COMMISSIONER TAYLOR: Second.

23 COMMISSIONER BECK: No. 2.

24 COMMISSIONER TAYLOR: Oh, sorry. Second  
25 again.

243

1 COMMISSIONER BECK: -- you can say -- the  
2 improvements in graduation to be satisfactory and,  
3 that the school provide graduation data showing  
4 continued improvement to the PEC in the summer of  
5 2026.

6 COMMISSIONER TAYLOR: Second.

7 THE CHAIR: There's a motion by  
8 Commissioner Beck, second by Commissioner Taylor,  
9 twice.

10 Any discussion on the motion?  
11 (No response.)

12 THE CHAIR: All right. Seeing none, if  
13 you could call roll, Secretary Carrillo.

14 SECRETARY CARRILLO: Chair Burt.

15 THE CHAIR: Yes.

16 SECRETARY CARRILLO: Secretary votes yes.  
17 Commissioner Beck.

18 COMMISSIONER BECK: Yes.

19 SECRETARY CARRILLO: Commissioner  
20 Clahchischilliage.

21 COMMISSIONER CLAHCHISCHILLIAGE: Yes.

22 SECRETARY CARRILLO: Commissioner Ingham.

23 COMMISSIONER INGHAM: Yes.

24 SECRETARY CARRILLO: Commissioner  
25 Obenshain.

244

1 COMMISSIONER OBENSHAIN: Yes.

2 SECRETARY CARRILLO: Commissioner Taylor.

3 COMMISSIONER TAYLOR: Yes.

4 MS. NICOLA DAVIS: Sorry. Vice Chair

5 Gipson is on, and just not --

6 SECRETARY CARRILLO: And Vice Chair

7 Gipson.

8 MS. NICOLA DAVIS: Let's see. She isn't  
9 responding. Where did she go?

10 THE CHAIR: That's okay. We'll come back  
11 to her on another vote. You keep working on getting  
12 her back in.

13 So what was the final count?

14 SECRETARY CARRILLO: Eight-zero.

15 THE CHAIR: Thank you.

16 MS. LISA MORA: Thank you very much,  
17 Commissioners.

18 THE CHAIR: All right. And that will  
19 bring us to School of Dreams.

20 MR. MICHAEL OGAS: Good afternoon,  
21 Commissioners. I truly appreciate the opportunity  
22 to be here today. And, actually, I really  
23 appreciate it -- and I mean this with all my  
24 heart -- the opportunity to sit and listen to  
25 everything that was said before us.

245

1 Because I'm -- I finished my 47th year in  
2 education this year and my 17th year with SODA. My  
3 wife and I are the founders of the school. And it  
4 just makes me very proud to be with a group of  
5 people who actually care about changing the  
6 educational model and making a difference with  
7 children.

8 And I've never had a chance to say that on  
9 the record in public with this -- with this group,  
10 because, you know, we've had different things going  
11 on over the years.

12 But I truly mean that. And I'm going to  
13 try to be brief. But I want to make sure to tell  
14 you about our school a little bit, because I just --  
15 School of Dreams Academy and the work that's being  
16 done over there.

17 Today I have -- Mike Ogas, by the way --  
18 I'm sorry -- Mike Ogas. O-g-a-s.

19 THE CHAIR: If you don't mind, do you want  
20 to do introductions of the rest of the team first?

21 MR. MICHAEL OGAS: Yes.

22 I'm here today with Kim Johnson, who is  
23 our data analyst, and also with Miguel Ogas, who is  
24 our academic adviser, and, actually, he's turned  
25 into a grant writer and some other really cool

246

1 things, so I'm very proud of him, too, by the way.  
 2 MR. MIGUEL OGAS: O-g-a-s.  
 3 MR. MICHAEL OGAS: So we've been given the  
 4 opportunity to come over here because there are some  
 5 conditions that we had tied to our renewal. And I  
 6 want to let you know, although we're only going to  
 7 be mostly speaking about our academic progress and  
 8 our graduation rate -- and there has been progress  
 9 there, too -- the other conditions that were placed  
 10 on us, we have met them all.  
 11 They've all been taken care of. Up till  
 12 now, you know, schools are an ever-changing  
 13 atmosphere, so there's always something that could  
 14 come around the horizon. But right now, I feel very  
 15 confident that we are in compliance with conditions  
 16 that were set before in our renewal.  
 17 Just some -- before I let Kim talk about  
 18 our numbers and our academic progress, I just wanted  
 19 to give you an overview of some really cool things  
 20 that have happened over the year.  
 21 We've had some pretty significant wins.  
 22 We started off the year as MRI graduation  
 23 designation. And by mid-year, we moved to  
 24 traditional, because we came down, we got monitored,  
 25 and we skipped two levels up.

247

1 And I'm very proud of the work that was  
 2 done, and Miguel will tell you a little bit about  
 3 the systems we put in place about that.  
 4 Our pre-K program. We were one of the  
 5 first charters that offered a full-blown pre-K  
 6 program, both through the New Mexico Pre-K  
 7 Initiative through the ECCD, as well as the DD pre-K  
 8 programs that I've been involved in -- so has my  
 9 wife -- for the past 40-plus years.  
 10 Anyway, that program got Exemplar  
 11 designation, and just recently received an up on  
 12 their grant, their added programs, a \$1.6 million  
 13 deal over four years to increase our pre-K award  
 14 program. So great parent support in that area.  
 15 CTE. Our FFA program is one of the best  
 16 in the state. I can give you an example. Last  
 17 year, our dairy judging program, which is highly  
 18 scientific, extremely competitive, went to  
 19 nationals. They worked on this for, like, years.  
 20 They were learning this process.  
 21 They went to nationals, and out of the  
 22 50 states that competed, they ended up fourth in the  
 23 country, which I'm very proud of them for that.  
 24 That's a lot of work.  
 25 This program is taught -- our FFA teacher

248

1 is a national ambassador. She's actually in  
 2 Nashville right now, I believe, as part of that  
 3 program, coming back to -- and she's also very  
 4 active in developing our CTE program.  
 5 We've been an Innovation Zone school for  
 6 the last three years, and that has helped us move  
 7 forward with our pathways in CTE and that kind of  
 8 thing.  
 9 We just got re-upped for another five  
 10 years as a designated Early College high school.  
 11 Miguel will tell you about the relationships we have  
 12 right now, not just with UNM-Valencia, but with a  
 13 few other schools we're very excited about.  
 14 Oh, goodness.  
 15 We are designated -- we just -- we were  
 16 designated last year as a Community School, and now,  
 17 we are a full-blown Community School. We have a  
 18 coordinator and the work that's been done.  
 19 We had a fire last week. You might have  
 20 seen it on the news; it was really intense. It got  
 21 about within 200 yards from our school, actually.  
 22 I've never seen the kind of response with  
 23 the helicopters, the big helicopters, planes flying  
 24 at treetop level. That went on for two and a half  
 25 days. I think the last count was almost 20- or

249

1 40,000 acres on the north side of the river.  
 2 Actually, where our school was on the  
 3 riverfront property was where the second one  
 4 started. It went north because of the wind.  
 5 Anyway, we have a lot of things.  
 6 Our TSA program right now is in Nashville  
 7 at a national competition. They go every year.  
 8 They do wonderful things in terms of coding and  
 9 robotics and that kind of deal.  
 10 One of the things we did last year --  
 11 because one of the designations was -- one of the  
 12 conditions was that we provide standards-based,  
 13 in-service training and PD to our staff. We did  
 14 that at the beginning of the year our first two  
 15 days. That turned into a whole different thing.  
 16 Miguel is going to touch on that.  
 17 But through that, we have purchased a  
 18 full-blown curriculum in ELA and math and science  
 19 for sixth grade through twelfth grade. It's all  
 20 standards-based. It's a hybrid, written and online.  
 21 So we're really excited to implement that.  
 22 It's all sitting in Portable 24 right now,  
 23 I think. 24 or 12. But there's a bunch of stuff  
 24 we're going to be getting those out to the teachers  
 25 now in a week or so, so they can start looking at

<p style="text-align: right;">250</p> <p>1 the teacher editions.</p> <p>2 I'm going to leave it at that. There's</p> <p>3 probably going to be more questions about it. We're</p> <p>4 really big into lots of those areas.</p> <p>5 Oh. By the way, we're still a bilingual,</p> <p>6 dual-language program, K through 8.</p> <p>7 So lots of things going on at our little</p> <p>8 school. We have about 460 kids enrolled. About 80</p> <p>9 of those kids are ELL. About 38 percent of those</p> <p>10 kids have IEPs, for lots of different reasons.</p> <p>11 Our graduation rate over the last three</p> <p>12 years, two out of the last three years, we have the</p> <p>13 highest graduation rate in Valencia County of all</p> <p>14 the high schools.</p> <p>15 Proud of what's going on at our school.</p> <p>16 We're moving forward.</p> <p>17 The reason I brought these notebooks</p> <p>18 here, not to go over everything that's in them.</p> <p>19 Just an example. Commissioner Brauer, when we were</p> <p>20 re-upped for five years, he told me something that</p> <p>21 has resonated with me. I really appreciated it.</p> <p>22 He said, "Mike, you're a dreamer. You</p> <p>23 needs a lot of doers around you." And believe me.</p> <p>24 Over the last year, the ones probably watching from</p> <p>25 Building 24 right now, they are all doers. So when</p>	<p style="text-align: right;">252</p> <p>1 MR. KIM JOHNSON: Okay. Many of you have</p> <p>2 seen me before. But my -- my job is basically to</p> <p>3 take data, reduce it, and analyze it. And so this</p> <p>4 stuff falls kind right in my lap.</p> <p>5 And this is a long presentation. If you</p> <p>6 want to see data, I've got tons of it, on this</p> <p>7 machine, home, and all over the place.</p> <p>8 What you do with the data is what counts.</p> <p>9 So that's been said several times, and I'm</p> <p>10 glad you all say that and understand it.</p> <p>11 Okay. The first slide there is a little</p> <p>12 summary. I'm going to say, first of all, that last</p> <p>13 year, we hit a baseline on NWEA and Istation. We're</p> <p>14 using Istation, six through eight, and NWEA, nine</p> <p>15 through twelve.</p> <p>16 And this year, we have slightly different</p> <p>17 conditions. Like, the numbers really probably</p> <p>18 aren't -- I know they are not one-on-one comparable,</p> <p>19 but they're ballpark. That's what counts.</p> <p>20 We're very proud of a program that Miguel</p> <p>21 Ogas over here who's going to talk in a minute came</p> <p>22 up with called "Walk Toward Your Dreams."</p> <p>23 This was in direct response to how on</p> <p>24 earth do we make sure our kids, students, graduate?</p> <p>25 And I personally believe that it also really, really</p>
<p style="text-align: right;">251</p> <p>1 they see something that needs to be done by the</p> <p>2 State, they see rubrics that need to be done, we end</p> <p>3 up with notebooks like this. We have stacks of</p> <p>4 notebooks everywhere.</p> <p>5 To me, it's the most rewarding thing in</p> <p>6 the world. I'm most grateful for all those people</p> <p>7 that do that, because that's not in my DNA to do</p> <p>8 that. I can tell you what's going on in my head.</p> <p>9 Those people prove it with the documentation.</p> <p>10 And I feel very comfortable telling you</p> <p>11 that, in a way, the conditions sort of have been a</p> <p>12 blessing, a blessing to us and to our school.</p> <p>13 Because it's kind of helped give us a little bit of</p> <p>14 direction, a little push in the right direction.</p> <p>15 And the last thing, before I give it over</p> <p>16 to Kim, I think, in the 17 or 18 years I've been</p> <p>17 involved or had the opportunity to work with the</p> <p>18 PEC, I've never seen a group of individuals more</p> <p>19 committed to actually what's going on with student</p> <p>20 growth, with individual student kinds of things.</p> <p>21 And I want to -- I appreciate that from</p> <p>22 all of you, just to let you know.</p> <p>23 So I'm going to let Mr. Johnson go ahead</p> <p>24 and give a little presentation on our academic</p> <p>25 growth.</p>	<p style="text-align: right;">253</p> <p>1 helps them with staying focused and getting the job</p> <p>2 done.</p> <p>3 Mike can tell you about it. Miguel, I</p> <p>4 should say. With dos Miguel Ogases, I get confused</p> <p>5 all the time.</p> <p>6 Okay. We see -- the most obvious thing --</p> <p>7 and I want to show you as an example -- is the</p> <p>8 problem with twelfth grade using NWEA.</p> <p>9 Next slide, please. Okay. Here's the</p> <p>10 comparison down here.</p> <p>11 No, go back one. Okay.</p> <p>12 For '24-'25, the results -- and these are</p> <p>13 the roll-up results for both K through 8 and 9</p> <p>14 through 12. 77.6 percent of students showing growth</p> <p>15 in ELA. 74.3 showing growth in mathematics.</p> <p>16 Last year, it was 86.4 percent compared to</p> <p>17 70.5 percent. And to, me these numbers are roughly</p> <p>18 comparable. They're slowing growth, and they're</p> <p>19 showing growth at a high percentage.</p> <p>20 Again, I say these are not directly</p> <p>21 comparable one-on-one, but they're close. So I</p> <p>22 think these -- I would say this is a good result for</p> <p>23 a whole school.</p> <p>24 Next slide.</p> <p>25 Okay. This is breaking it down by grade</p>



254

1 level. And if you're looking at it on your screen  
2 there, you see on the top left, percentages -- this  
3 is for math, K through 8 -- there's -- we can see  
4 there may be a problem fifth grade here, maybe a  
5 problem sixth grade and so forth.

6 We do look at the -- I think Mr. Ogas  
7 intends on looking at these one by one. We just got  
8 these results last week, just processed them last  
9 week. But I want to draw your attention to what's  
10 going on in math in twelfth grade.

11 The math percentage is 48.4. That, by  
12 itself, is not a good number. But on the other side  
13 of that, all these students that started twelfth  
14 grade graduated except one. And that student left  
15 after ten days. So it's not counted as an FAY  
16 student.

17 That tells -- these students, they're  
18 going to college. Many of them are. They're taking  
19 courses in college.

20 What this tells me is there's something  
21 wrong with the way they're being tested. They're  
22 not retaining their math.

23 I don't know -- this is a point, let's go  
24 find out what's going on right here. That means  
25 changing the test. And I think that may be what we

255

1 do to have a more comprehensive test. I don't know.  
2 This is just on our doorsteps, hot off the press  
3 here.

4 Next slide. I'm trying to hurry a little  
5 bit.

6 These are pulled right off the Excel  
7 spreadsheets and templates. So I'm not going to go  
8 through them. Here they are.

9 And there's one thing notable here. This  
10 breaks them out into demographic subgroups.

11 The one thing missing here, the student  
12 with disabilities. Almost 40 percent of SODA is a  
13 student with disabilities. That is a very  
14 significant number, far more than most schools. I  
15 think most schools are running half that, 15,  
16 20 percent in that region.

17 And what I want to do was -- I figured out  
18 how to do it sitting up here. I want to pull the  
19 students with disabilities out, give them growth  
20 numbers, figure them with the non-disabilities  
21 students. And I think that might tell us something  
22 about why -- what's going on here a little bit.

23 Next slide, please.

24 MR. MICHAEL OGAS: We are seeing quite a  
25 bit of growth with all the students, including the

256

1 students (inaudible.)

2 (Reporter requests repetition.)

3 MR. KIM JOHNSON: That was ninth through  
4 twelfth grade.

5 And the K through eighth. And you can  
6 look at them in the Excel spreadsheets. Nothing  
7 that I saw here that's different. Again, you know,  
8 we have the students with disabilities. Special ed  
9 students are not on here, not broken out, but I know  
10 how to do it now.

11 Now, here. This is -- that is the -- as I  
12 say, test and comparison. And if you look at the  
13 very top line, SODA 24-25 Raw. And I calculated  
14 this from -- go to the next slide, please.

15 I calculated these from the portal, the  
16 raw data off the portal. And I'll say they're never  
17 exactly the same as, you know, the results that come  
18 out later in the year. But they're very close.

19 The next line is New Mexico Vistas  
20 '23-'24. And we see that there is improvement for  
21 language arts, 7 percent increase; and for math, a  
22 5 percent increase. I consider that significant.

23 Let's see. Okay. Next slide, please.

24 This is graduation. And the reason we put  
25 graduation here is because when we went into this

257

1 contract, you're on MRI, because one year, you got  
2 66.4 percent instead of 66.7 percent.

3 We've been through this. You probably  
4 don't remember it all.

5 But last year, we were looking at  
6 82.6 percent -- or the next year -- then 67.8.

7 You say, "Boy, that's a big jump  
8 downward -- a big jump upward."

9 When I go through the calculation, it only  
10 takes one or two students to make a couple of  
11 difference percentage point. In fact, one  
12 student -- we had 32 students graduating this year.  
13 One student is 3 percent. So this is a small-number  
14 effect, very often. But the trending is upward.

15 In fact, I got this from Daniel Barto,  
16 Dr. Daniel Barto. I think -- you all know who he  
17 is? He's out of the assessment group, Lynn  
18 Vasquez's people.

19 The point is that this is trending upward.  
20 We know that small differences are going to make  
21 potentially a large difference. And Miguel here is  
22 going to tell you about a really neat program that  
23 he's come up with that will really smooth this out.

24 We're crossing our fingers. It's a new  
25 program. Give us a couple of years. We'll make

258

1 sure that we get the results.

2 Let's go to the last one. Is there  
3 anything -- now, what I really want to happen is I  
4 want Miguel to come up here and talk about Walk  
5 Toward Your Dreams. It's his baby. And I think  
6 it's fantastic.

7 MR. MICHAEL OGAS: So the notion is, yeah,  
8 we have access to a tremendous amount of data. So  
9 that's good. But then now that you have the access  
10 to the data and you know how to interpret it, what  
11 do you do with it?

12 So what Miguel is going to tell you is one  
13 of the things we've come up with -- mostly him and  
14 his people have come up with to do.

15 MR. MIGUEL OGAS: Good morning, everybody.  
16 Good morning, Madam Chair. Thank you for letting us  
17 talk today.

18 This wasn't something I developed on my  
19 own. I appreciate that, though. But -- so I was  
20 given, about a year ago, the task to look at our  
21 graduation rate and see how we might improve that.

22 So just like some of the other schools, we  
23 went into the What Works clearinghouses, read a lot  
24 of the articles.

25 One of them, I think was called,

259

1 "Preventing Dropouts in Secondary Schools."

2 And so it talked about an early warning  
3 system. This is nothing new. But it talked about  
4 an early warning system and implementing that in  
5 your school.

6 One of the first things they suggested was  
7 to see what the bright spots of your school were,  
8 what's really working, where are kids not dropping  
9 out.

10 So we immediately looked at our CTE  
11 programs with Ms. Watling. And a year ago, they  
12 were one of the only schools -- I think there was,  
13 like, seven or eight schools in New Mexico that had  
14 100 percent graduation rate for the kids that went  
15 through the concentrator, to the second CTE  
16 offering.

17 So I immediately became best friends with  
18 Shannon. I also asked to head our DASH team up so  
19 we could get everybody in the same room talking  
20 together.

21 We had some other big wins, like we have  
22 our Early College High School, which, like my dad  
23 was saying, we just developed MOUs for this next  
24 year with UNM-VC and CNM. So we're doing more  
25 offerings with them.

260

1 The bottom line is kids that get invested  
2 in their classes, they're going to stay in school.

3 So that was the first piece.

4 The second piece was basically determining  
5 how are we going to measure, throughout the school  
6 year, if kids were behind or not. So that took --  
7 one of the things that that took was a lot of buy-in  
8 from our staff. So it started with the DASH team,  
9 started with our leadership team.

10 But we basically asked the staff if the  
11 teachers could turn their grades in every second and  
12 fourth Friday of the month the entire school year.  
13 And the thought process behind that was, well, we  
14 can, in real time, then see how the kids are doing.  
15 So that was the first step.

16 And it wasn't a perfect process. But  
17 there was, by and large, vast buy-in from all of our  
18 teachers, because they saw the purpose behind it.

19 We were able to do that. And then we did  
20 an intervention system that I kind of loosely  
21 modeled after the Attendance for Success  
22 intervention system that they do. So they have a  
23 four-tiered, set-in-stone kind of -- Tier 1 one is  
24 what you want to get all your kids to.

25 So it was zero to 4.99 percent, like,

261

1 that's the goal. And then Tier 2 is more intensive  
2 interventions.

3 Well, we did that for what was called --  
4 we did A-B-C checks. I read that through that paper  
5 that I read. It was attendance, behavior, and  
6 coursework checks.

7 Now, attendance and coursework had set  
8 thresholds. So for coursework, we determined  
9 everybody in Tier 1, that's the goal. If a student  
10 has a D-plus or worse, we're going to put them in  
11 Tier 2. And Tier 2 is handled by our advisers. We  
12 had eight advisers in secondary high school.

13 In addition to just regular advisory that  
14 they did in Tier 1 every day with one of their  
15 students, if one of those students fell into that  
16 threshold in our early warning system in  
17 PowerSchool, they would perform Tier 2  
18 interventions.

19 And Tier 3 was where students got behind  
20 on actual credits. They met with academic advisers  
21 like me and the other academic adviser that I worked  
22 with. Tier 1 was basically -- that was more -- it  
23 was kind of like behavior, it was. It was more a  
24 play-it-by-ear type of thing. But if a couple of  
25 students had gone through a couple of Tier 3s, that

<p style="text-align: right;">262</p> <p>1 means that Tier 3 means that the advisers meet with  2 the parents, meet with the students. We have  3 tutoring options available, and we put them on a  4 plan of credit recovery as well.  5 In a nutshell, that is what the goal was.  6 And we called it Walk Toward Your Dreams, obviously,  7 because we're The School of Dreams.  8 But, obviously, one of the things we  9 believe is there's multiple pathways that people can  10 take towards graduating. Some of them, it might be  11 a CTE certification. They might go straight into  12 the workforce. I have all the certifications that  13 we did with our students this year and that we're  14 adding next year.  15 So that's one path. But the other path  16 could be going to college. And so now we have all  17 these partnerships with great universities.  18 Last thing, and then I'll be done.  19 Moving forward, we did recognize --  20 because we had a couple of really great site visits  21 this year.  22 So in the beginning of the year, Michelle  23 Starnes (inaudible) and the whole team, they came  24 for our MRI designation. They were amazing. They  25 sent me ideas of what we could do to improve.</p>	<p style="text-align: right;">264</p> <p>1 Commissioners, questions? Comments?  2 Commissioner Obenshain?  3 MR. OBENSHAIN: Yeah. I'm just -- again,  4 I'm in one of those full-circle moments. I was  5 sitting here in Dr. Russell's position when SODA  6 first came to be approved as a charter school. And  7 we did all the training and all the work and  8 developed quite a good relationship with the Ogas  9 Mafia -- can I call you that? -- the Ogas family, a  10 very well-established family in Valencia County and  11 have done just a ton of work over the years  12 supporting education.  13 And to see that come to fruition with SODA  14 was really special for me.  15 So I want to thank you. And I still can't  16 believe you're doing this after all those years.  17 And when you said it was 17 years ago...  18 MR. MICHAEL OGAS: We just finished 17  19 years in SODA.  20 COMMISSIONER OBENSHAIN: Oh, my goodness.  21 I still have a couple of questions.  22 What does TSA stand for?  23 MR. MICHAEL OGAS: Technology Student  24 Association. Yeah.  25 COMMISSIONER OBENSHAIN: The other thing I</p>
<p style="text-align: right;">263</p> <p>1 Later in the year, Greg Butz and his  2 entire team, they came as well.  3 One of the suggestions we had for people  4 was to focus more on rigor in the years to come.  5 So we did -- like they were saying, we  6 just purchased our Savvas curriculum; it's a hybrid  7 of paper and online. So we are utilizing that for  8 next year. We have professional development in  9 place for next year.  10 And that's where we're at.  11 MR. MICHAEL OGAS: One thing I would add  12 is we did have one of our students graduate with an  13 associate's degree this year. And that makes  14 30 students through our Early College high school  15 that have graduated with an associate's degree since  16 2016.  17 MR. MIGUEL OGAS: And we have one that was  18 about two classes from.  19 MR. MICHAEL OGAS: Many kids, if that's  20 the route they want to take, it's available for  21 them. Now, these online offerings are going to make  22 it even that much more of an offering if that's the  23 route they want to take.  24 So we're done.  25 THE CHAIR: Thank you.</p>	<p style="text-align: right;">265</p> <p>1 just wanted to say is, clearly, the analysis of the  2 data is happening. And I appreciate your -- your  3 opening statement about how the condition has kind  4 of focused on looking at that data and then drilling  5 down and making changes based on the raw data. So I  6 appreciate that.  7 And I'm glad that that kind of focused you  8 on what you're doing to improve the students' lives.  9 I think the other thing I really  10 appreciate is the idea that there are different  11 paths. And we have to acknowledge that. I think  12 we've heard that conversation today with a number of  13 schools. You get them where they are, and then you  14 do what you can to get them to where they want to  15 be.  16 So I just appreciate that, and good luck  17 with everything. And say hello to your wife.  18 THE CHAIR: So you said you've been in  19 education for 46 years?  20 MR. MICHAEL OGAS: Forty-seven.  21 THE CHAIR: Forty-seven. So you've spent  22 46 years being the dreamer without letting the doers  23 be the doers? I'm giving you a hard time. No, I  24 mean --  25 MR. MICHAEL OGAS: It's just a style is</p>

266

1 what it is.

2 THE CHAIR: Sure. Sure.

3 MR. MIGUEL OGAS: I want to say to you,  
4 though, real quick, he has -- I've been gone for  
5 twenty years. I moved back here about a year and a  
6 half ago. He has an amazing team around him. And  
7 they do a great job.

8 MR. MICHAEL OGAS: They are the best.  
9 I'll tell you. They are the best.

10 THE CHAIR: It does take all those parts.  
11 You need to have people who do all those different  
12 things well and to let them do what they do well.

13 I just wanted to say I'm grateful. That  
14 just struck me as someone -- I feel like, usually, I  
15 meet people who say, "I've been in education for 46  
16 years and I use the chalkboard still."

17 So for you to say, "You know what? I  
18 looked out, and I was, like, you know what? You're  
19 right. Let them figure out the notebooks. I'll  
20 keep dreaming."

21 It's great. I just appreciate that about  
22 you.

23 MR. MIGUEL OGAS: Madam Chair, I still use  
24 a chalkboard in my office.

25 THE CHAIR: All right. So I guess the

267

1 apple doesn't fall far from the tree. I don't know.  
2 No. So this is great data. It is great data. It  
3 is good data.

4 And I know -- I've got a hint of, like,  
5 maybe a little bit of worry from being like, "Oh, we  
6 had 86 percent of students in ELA last year and only  
7 77..." -- you're not going to have that kind of data  
8 year over year and it's going to be the same. To  
9 me, anything above 70 percent is exceptional. That  
10 is very difficult to do.

11 To have 70 percent of your students either  
12 be proficient or meeting their individual growth  
13 targets, that's real. That is -- that is good work.  
14 Like, that is good work.

15 So, no, I didn't think anything of it.

16 When I saw, like, the -- that it's lower  
17 this year than last year, based -- just in the --  
18 because in math, you went up. In ELA, you had a  
19 drop -- it wasn't a drop for me. That's just how it  
20 works sometimes. That's still exceptional.

21 So just wanted to say that little -- I do  
22 see that.

23 Like, the data, once again, to, me those  
24 inputs -- which is how you're talking about it,  
25 that, which I really like. Like, the Walk Your

268

1 Dreams. We've made a new input, and we just think  
2 there's going to be better outputs now. We've made  
3 a new input. We are going to make it more  
4 structured, because we think that that's going to  
5 take care of the output.

6 The way you think about it is what  
7 eventually drives it; right? Because I think if  
8 you're looking at the outcomes, and you're so  
9 focused on the outcomes, like, "How is the outcome  
10 wrong," or, "How does the outcome fit," instead of  
11 thinking about, "Okay, well, just what are the  
12 inputs we're doing," then that'll just come.

13 The growth and stuff that comes when you  
14 focus on structure and inputs that make sense, that  
15 are logical, that are not reinventing the wheel,  
16 like, once again, just looking at those basic  
17 pieces, making sure they're in place, what pieces  
18 are you missing, putting all the pieces -- usually  
19 the outcomes just kind of come. And you get to get,  
20 "Well, cool, great. That worked." You know,  
21 because you're focused on the inputs which is  
22 great --

23 MR. MICHAEL OGAS: I just wanted to say,  
24 along those lines, I'll say that anything will work  
25 if it's done with fidelity. And I can tell you this

269

1 plan that was presented to the staff was done in a  
2 way that it was completely organized; it was very  
3 easy to understand. They knew exactly how to do,  
4 told exactly how to do it. It was outlined well for  
5 them, and they all bought in.

6 The staff was wonderful. We were getting  
7 calls from parents around October, saying, "You're  
8 calling us too much."

9 THE CHAIR: And I did -- I mean, I did --  
10 I had to step out for just a second. But it made  
11 total sense that the next step I heard you got was,  
12 "Okay, now, increase rigor." Right?

13 You've got the structure in place. So  
14 now, just make sure that ninth-graders are getting  
15 ninth-grade level or above work.

16 That's the one thing. I do remember  
17 traveling around the state and visiting schools.  
18 And that is a big problem in our state. I mean, it  
19 is not just your school. If they came in -- you've  
20 got to increase -- that is all over.

21 I've been to ninth-grade classrooms that  
22 have basically fifth-grade-level worksheets being  
23 given to them; right? And they're struggling at  
24 home. Now, they're struggling here, too, because  
25 you just gave a fifth-grade worksheet to a

270

1 fifteen-year-old. It's mind-numbing and demeaning.

2 I can only imagine keeping these  
3 structures in place and then improving rigor. I  
4 mean, your students are just going to benefit from  
5 that over time. Like, increase. And your teachers  
6 are going to like it better, too, because they get  
7 to teach at a level where kids are getting -- that's  
8 where engagement comes from.

9 Engagement comes from rigor, generally,  
10 when kids feel like they're being valued and  
11 challenged. They're, like, "Yeah, I'll show up  
12 because this is actually meaningful."

13 The graduation rate being the highest in  
14 Valencia County, but also just high overall, it's  
15 just high in general that you've been able to take a  
16 look, figure out, and move on and get that up there,  
17 too.

18 And the other thing that I liked that you  
19 showed, which I wasn't expecting, but just that you  
20 did that -- the raw data for the MSSA test --  
21 because I also -- I don't generally have a problem  
22 with the interim assessments and looking at it for  
23 genuine valid data.

24 But sometimes I always wonder how are  
25 these other assessments, these other measures, are

272

1 And, once again, I think one of the  
2 things -- like you mentioning the teachers and them  
3 getting that information, I think one of the biggest  
4 travesties I know of going around talking to  
5 teachers, is they're like, "If I'm working 60 hours  
6 a week, what more do you want from me?"

7 And it's, like, okay, how do we get them  
8 to work the same 60 hours, but more efficiently --  
9 right? -- like, to where they're making the same  
10 outcomes with the same amount of time. "Don't do  
11 more. Just do it differently. Do it more  
12 efficiently."

13 That's what it sounds like you guys have  
14 really honed in on, is, like, "Here is a clear way.  
15 This is how you can be efficient. This is going to  
16 make sense to you."

17 It sounds like they picked it up. "Wait,  
18 it does make sense. Okay. Great."

19 MR. MICHAEL OGAS: One more thing we added  
20 was an academic coach at elementary and secondary.  
21 They were former teachers of ours who retired and  
22 wanted to come back part time. And they helped a  
23 lot, too. Because that's, like, hands-on in the  
24 classroom, some of our younger teachers, that kind  
25 of thing.

271

1 they aligned, or are they going to show the same  
2 thing on the State assessments?

3 For you to show, like, a 5 or 7 percent  
4 growth year over year, once again, that is  
5 significant. That is a big deal. That is a lot of  
6 percentage points in a year over the whole school.  
7 That's your whole school, too. It's not just your  
8 eleventh-graders or the third grade. That's one  
9 year. That's one year of this, like, focus, focus,  
10 focus on the inputs, do these different things, and  
11 now getting the new curriculum.

12 I just -- it really gives me a lot of,  
13 like, calm to be, like, yeah, this school is on a  
14 trajectory that's not -- there's no stagnation at  
15 this school. There is no stagnation at this school.

16 And that's what's -- that's a detriment in  
17 education, when a school can get stagnant. It gets  
18 good and gets stagnant. The world keeps changing,  
19 the kids keep changing, but the school just stays.  
20 I don't see that at this school, which makes me very  
21 grateful and excited.

22 I see a lot of good progress, a lot of  
23 significant progress, just from last year to this  
24 year. So thank you for putting this together, for  
25 doing the -- for your team, your teachers, the time.

273

1 THE CHAIR: That's huge. I'm really  
2 encouraged. Keep it up. Keep going. Your numbers  
3 are ready. Like, to me, they're good enough to  
4 satisfy the condition.

5 I'm just going to look forward now -- I'll  
6 support ending the condition, and I'll just continue  
7 looking forward to annual reports and seeing that  
8 growth continue at this school, to where, you know,  
9 you -- not only are you best in graduation rates in  
10 Valencia County, it's like every little data point  
11 you all have are going to be better than everyone.  
12 It's going to be better than everyone else, because  
13 you're looking at it; you're focused in on it;  
14 you're honing in on it.

15 I'm just grateful that -- oh, the only  
16 other thing I'll say, the twelfth-grade math --  
17 really quick.

18 I heard you say, "I think it's okay to  
19 just don't distress out about it over the test. If  
20 you think it might be the test, you should think  
21 about the test for other grades. So I would --  
22 there could be just an issue with this twelfth-grade  
23 group. There could also be an issue with the  
24 instruction in this twelfth grade.

25 MR. MIGUEL OGAS: It was done too late in

274

1 the year. Senior-itis.

2 THE CHAIR: I just had a kid graduate.  
3 And, man, those last couple of months, if I tried to  
4 go tell her to take a test and care -- and it's a  
5 test that doesn't even affect graduation; it doesn't  
6 affect a grade. It's difficult. Take it with a  
7 grain of salt.

8 See if there's any instruction that might  
9 help or any kind of engagement you can do. I  
10 wouldn't focus on the test so much as what are the  
11 surrounding things. Take it with a grain of salt.

12 Sometimes those seniors are difficult, in  
13 that last month or so, to get them to do the things  
14 they have to do is hard, much less something where  
15 they're, like, "You're telling me to do this for  
16 your stuff? Okay, yeah." I mean, like, it does  
17 happen.

18 Obviously, the rest of your students  
19 aren't doing that, so good job with that.

20 I also -- once again, your overall  
21 percentages are so high that even though it is  
22 lower -- and I love how you are already saying like  
23 "Okay, sixth grade, we notice they're a little low.  
24 So we're going to in and see what is going on in  
25 that sixth grade? Was it the students? Is it the

276

1 Commissioner, for all your support. Yeah. Thank  
2 you, Commissioner.

3 THE CHAIR: All right. Commissioner  
4 Carrillo.

5 SECRETARY CARRILLO: I'm sure you know  
6 this. But you have an amazing advocate in  
7 Commissioner Ingham for your property improvements  
8 and everything related to that. We were at a  
9 legislative committee the other day. His knowledge  
10 about all of the issues and how to work through the  
11 roadblocks that the State and some of these bodies  
12 put up, I'm just -- Stewart, are you there? Are  
13 your ears burning? I'm glad he's working on your  
14 behalf.

15 Pattie is on now. We don't see her  
16 picture, because she's driving. But she's on now.

17 Appreciate very much, as I have the last  
18 times you've visited, your passion and dedication to  
19 education. It's unmatched.

20 I appreciate your words about the  
21 Commission. I really think we have -- well, right  
22 now, it's nine people. I think we have an amazing  
23 nine people. And the best, over the course of these  
24 last 24 years, in terms of being singularly focused.  
25 I love the work that we're doing.

275

1 instruction? Like, what are the inputs that are  
2 happening, and how can we improve those?"

3 It may be that student group was lower.  
4 Who knows? I'm glad that you're looking at it now  
5 so you can inform your practice next year. That's  
6 all you're supposed to do.

7 Commissioner Ingham.

8 COMMISSIONER INGHAM: Yeah. I want to  
9 thank you, Mike, also for being there and for all  
10 that you've done this last year. And I think it's  
11 notable that you're making all these strides in the  
12 facilities that is as -- by PSFA standards, were the  
13 most -- the facility most in need of improvement as  
14 far as the capital projects.

15 It is -- it really is telling to me that  
16 your families and your students want to be there,  
17 even though you have -- are struggling with a  
18 facility that really desperately needs to be  
19 improved.

20 And so I'm -- my charge is to do the best  
21 I can to help you guys along with that, and we're  
22 going to find a way. I just want to thank you guys  
23 for all your hard work. And, of course, you've done  
24 a great job. So thank you.

25 MR. MICHAEL OGAS: Thank you,

277

1 Miguel, I wrote down -- the minute I heard  
2 it, I wrote down "Walk Towards Your Dreams." It's  
3 like, "The longest journey begins with just one  
4 step."

5 MR. MIGUEL OGAS: It's no secret my mom's  
6 one of the founders. That was her idea, not mine.

7 SECRETARY CARRILLO: There you go. You're  
8 not going to get there if you don't point yourself  
9 in the right direction, one step ahead of the other.

10 MR. MIGUEL OGAS: Well, the important  
11 thing is exactly that. Like, there's multiple roads  
12 you can take, whatever that is. And that goes into  
13 our ILPs and our MSPs; so, yeah.

14 SECRETARY CARRILLO: Thank you. I want to  
15 make sure I got this right. Is it the second and  
16 fourth Friday every month?

17 MR. MIGUEL OGAS: What's been interesting  
18 about this -- it's been troubleshooted -- is that  
19 the right word? Probably not. It's not good that  
20 I'm -- so, anyway, it's kind of changed a little bit  
21 throughout the year. But the second and fourth  
22 Friday of the month all year long was when we did  
23 the grade checks. So needed to have those in by  
24 3:30 p.m. that Friday.

25 We had a running Google sheet -- whatever

<p style="text-align: right;">278</p> <p>1 the Excel version of that is -- we had one of those  2 running where we could actually see in real time if  3 teachers were up, stayed on their PowerSchool. That  4 Monday -- so we started doing Tier 2 interventions.  5 We started by doing them twice a month.  6 So the following Monday -- so I guess it  7 would be the third and the first Monday of the  8 month -- I would assign interventions within  9 Analytics and Insights Switches, one of the  10 PowerSchool plug-ins.  11 We ended up doing -- I don't know the  12 exact number. But it was over 300 -- the exact  13 number, I don't know. But I know it was over  14 300 interventions.  15 What I realized, as we were going a few  16 months in, doing it twice a month -- so the advisers  17 of Tier 2 interventions, they had to -- they had to  18 get (inaudible) designated to them. Then they had  19 to talk to the teacher, call to the parent, and then  20 talk to the student about the path they needed to do  21 to make up their work, basically. I realized --  22 after the fall, I probably realized we were doing  23 that aspect of it too much, the advisers calling the  24 parents. So what we did was we still kept the  25 second and fourth Friday of every month checking the</p>	<p style="text-align: right;">280</p> <p>1 MR. MIGUEL OGAS: It surprised me, because  2 I thought there was going to be. The big thing was  3 because the people we had in the DASH team, they  4 were the heads of different departments and  5 everything. So getting them sold on the idea. I  6 handed everybody out documents of this early warning  7 stuff just to let them know where we were coming  8 from.  9 And most of the teachers, the feedback  10 that I got, they were actually excited to have the  11 structure in place, the consistency of that.  12 And, actually, a lot of teachers are  13 really bummed, because right now, for next year, we  14 do math, science, and English core curriculum for  15 sixth through twelfth, that's all going to be set in  16 stone in Savvas curriculum. We're using that.  17 A lot of teachers were coming to me  18 saying, "We want the set curriculum, too. We want  19 to do more."  20 So, so far -- and I could be wrong about  21 this -- but I feel this was the lowest turnover rate  22 in the history of SODA.  23 MR. MICHAEL OGAS: Everybody wants to come  24 back, it looks like. they all signed letters of  25 intent.</p>
<p style="text-align: right;">279</p> <p>1 grades.  2 Then what we did was, the first Monday of  3 every month, I assigned an intervention to the  4 advisors that they did those three steps I just told  5 you.  6 But throughout the month, every Friday,  7 they would check grades, regardless. So they would  8 just do a running tally of those grades throughout  9 the month until they were out of intervention, which  10 was a D-plus. A lot of parents would say, "Our  11 kid's not even failing."  12 And we said, "We just wanted to let you  13 know."  14 MR. MICHAEL OGAS: A little side note, we  15 had a resignation. One of our English teachers left  16 for a while. As we were trying to find somebody,  17 I'm English-certified. So I went in, and I took  18 over the class. It was senior English. How much  19 harm can you do in Senior English; right?  20 So they got the biggest kick out of when  21 they did the grade checks, who didn't turn their  22 grades in? We found a new teacher quick.  23 SECRETARY CARRILLO: Was there resistance  24 from the teachers when you wanted them to do that  25 initially?</p>	<p style="text-align: right;">281</p> <p>1 SECRETARY CARRILLO: People who are doing  2 their work don't mind being held accountable. It's  3 all of those others.  4 I'm looking at Los Lunas Schools and  5 everything else. And, you know, they're not very  6 good. And I'm looking at different scores here.  7 And I'm looking at yours as well. And I  8 am concern- -- you've made growth. This is what  9 this is all about. I want you to continue --  10 obviously -- you want to also -- continue on this  11 path.  12 For me, the question right now relative to  13 the motion is do we have you report again next year?  14 And Commissioner Beck was (inaudible) to  15 me a minute ago, he's comfortable with the annual  16 reports, that that will suffice. Because we'll know  17 if you guys start to tank for any reason. And we'll  18 want to know why and what you're going to do about  19 it.  20 So I am prepared, unless there's  21 additional --  22 THE CHAIR: Did you pick Option 2 as  23 your --  24 MR. MICHAEL OGAS: Yes.  25 THE CHAIR: So we will see this is the</p>

<p style="text-align: right;">282</p> <p>1 same exact thing --</p> <p>2 SECRETARY CARRILLO: Go ahead?</p> <p>3 THE CHAIR: Yeah.</p> <p>4 SECRETARY CARRILLO: Okay. Let's bring</p> <p>5 this up here. All right.</p> <p>6 I move that the PEC identify the</p> <p>7 academic -- the school academic progress of School</p> <p>8 of Dreams Academy as satisfactory and deem the</p> <p>9 condition as satisfied.</p> <p>10 COMMISSIONER OBENSHAIN: Second.</p> <p>11 THE CHAIR: There's a motion by</p> <p>12 Commissioner Carrillo, a second by Commissioner</p> <p>13 Obenshain. Any discussion on the motion?</p> <p>14 (No response.)</p> <p>15 THE CHAIR: All right. Seeing and hearing</p> <p>16 none -- and, Commissioner Gipson, if you do have</p> <p>17 something, you can just jump in if you need to,</p> <p>18 since I can't see you. I don't want you to have to</p> <p>19 raise your hand if you don't need to. I'll try to</p> <p>20 give a pause unless you need to jump. Until then,</p> <p>21 Commissioner Carrillo, if you can call roll.</p> <p>22 SECRETARY CARRILLO: All-righty.</p> <p>23 Commissioner Obenshain.</p> <p>24 COMMISSIONER OBENSHAIN: Yes.</p> <p>25 SECRETARY CARRILLO: Commissioner Manis.</p>	<p style="text-align: right;">284</p> <p>1 drive home.</p> <p>2 MR. KIM JOHNSON: Thank you, sincerely.</p> <p>3 Really.</p> <p>4 MR. DANIEL IVEY-SOTO: Madam Chair, do you</p> <p>5 want to do No. 16 before No. 15? Because one of my</p> <p>6 schools in No. 16 is also in 15.</p> <p>7 THE CHAIR: It doesn't matter. We can go</p> <p>8 through 16 -- we'll do 16 real quick. And --</p> <p>9 MR. DANIEL IVEY-SOTO: It just seemed --</p> <p>10 sequencing.</p> <p>11 THE CHAIR: That's fine. Yeah. So just</p> <p>12 like the other times we've done contracts, if you</p> <p>13 all are okay, I'm going to go ahead and start and do</p> <p>14 the motion. And we'll -- we'll get through these</p> <p>15 ones quickly, individually. But I'll go through all</p> <p>16 of those, a. through the f. So we'll kind of do</p> <p>17 them quick.</p> <p>18 But I will pause if anyone has any</p> <p>19 questions on the contract. But I'll just go through</p> <p>20 and do them.</p> <p>21 (A discussion was held off the record.)</p> <p>22 THE CHAIR: All right. So we're going to</p> <p>23 do 16.a. I move that the Public Education</p> <p>24 Commission approve the charter contract and</p> <p>25 exhibits, including the performance and contract</p>
<p style="text-align: right;">283</p> <p>1 COMMISSIONER MANIS: Yes.</p> <p>2 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>3 COMMISSIONER TAYLOR: I'm going to</p> <p>4 abstain, since I didn't hear most of the -- okay?</p> <p>5 SECRETARY CARRILLO: That's okay.</p> <p>6 Commissioner Burt.</p> <p>7 THE CHAIR: Yes.</p> <p>8 SECRETARY CARRILLO: Secretary votes yes.</p> <p>9 Commissioner Beck.</p> <p>10 COMMISSIONER BECK: Yes.</p> <p>11 SECRETARY CARRILLO: Commissioner</p> <p>12 Clahchischilliaage.</p> <p>13 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>14 SECRETARY CARRILLO: And Commissioner</p> <p>15 Ingham.</p> <p>16 COMMISSIONER INGHAM: Yes.</p> <p>17 SECRETARY CARRILLO: And then Commissioner</p> <p>18 Gipson, are you able?</p> <p>19 VICE CHAIR GIPSON: Yes.</p> <p>20 SECRETARY CARRILLO: Outstanding.</p> <p>21 Eight-to-zero. Excellent.</p> <p>22 THE CHAIR: And thank you, team. Thanks</p> <p>23 for coming up and talking with us and --</p> <p>24 SECRETARY CARRILLO: It was eight with one</p> <p>25 abstention. Thanks very much, guys. Have a safe</p>	<p style="text-align: right;">285</p> <p>1 addendum, for ACES Technical Charter School,</p> <p>2 identified in Agenda Item 16.a., for the 2025-2030</p> <p>3 charter term.</p> <p>4 COMMISSIONER TAYLOR: Second.</p> <p>5 THE CHAIR: Any discussion?</p> <p>6 (No response.)</p> <p>7 THE CHAIR: Seeing none, roll.</p> <p>8 Your part is going to take longer.</p> <p>9 SECRETARY CARRILLO: Okay. Commissioner</p> <p>10 Obenshain.</p> <p>11 COMMISSIONER OBENSHAIN: Yes.</p> <p>12 SECRETARY CARRILLO: Commissioner Manis.</p> <p>13 COMMISSIONER MANIS: Yes.</p> <p>14 SECRETARY CARRILLO: Commissioner Taylor.</p> <p>15 COMMISSIONER TAYLOR: Yes.</p> <p>16 SECRETARY CARRILLO: Vice Chair Gipson.</p> <p>17 VICE CHAIR GIPSON: Yes.</p> <p>18 SECRETARY CARRILLO: Commissioner Burt.</p> <p>19 THE CHAIR: Yes.</p> <p>20 SECRETARY CARRILLO: Secretary votes yes.</p> <p>21 Commissioner Beck.</p> <p>22 COMMISSIONER BECK: Yes.</p> <p>23 SECRETARY CARRILLO: Commissioner</p> <p>24 Clahchischilliaage.</p> <p>25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>



<p style="text-align: right;">286</p> <p>1 SECRETARY CARRILLO: And Commissioner 2 Ingham. 3 COMMISSIONER INGHAM: Yes. 4 SECRETARY CARRILLO: Unanimous. 5 Nine-zero. 6 THE CHAIR: Thank you. 7 Item b. I move that the Public Education 8 Commission approve the charter contract and 9 exhibits, including the performance framework and 10 contract addendum, for Albuquerque Bilingual 11 Academy, identified as Agenda Item 16.b., for the 12 2025-2030 charter term. 13 SECRETARY CARRILLO: Second. 14 THE CHAIR: All right. Any discussion on 15 the motion? 16 (No response.) 17 THE CHAIR: Seeing none, Secretary 18 Carrillo. 19 SECRETARY CARRILLO: Commissioner Ingham. 20 COMMISSIONER INGHAM: Yes. 21 SECRETARY CARRILLO: Commissioner 22 Clahchischilliaage. 23 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 24 SECRETARY CARRILLO: Commissioner Beck. 25 COMMISSIONER BECK: Yes.</p>	<p style="text-align: right;">288</p> <p>1 SECRETARY CARRILLO: Chair Burt. 2 THE CHAIR: Yes. 3 SECRETARY CARRILLO: Vice Chair Gipson. 4 VICE CHAIR GIPSON: Yes. 5 SECRETARY CARRILLO: Commissioner Taylor. 6 COMMISSIONER TAYLOR: Yes. 7 SECRETARY CARRILLO: Commissioner Manis. 8 COMMISSIONER MANIS: Yes. 9 SECRETARY CARRILLO: Obenshain. 10 COMMISSIONER OBENSHAIN: Yes. 11 SECRETARY CARRILLO: Commissioner Beck. 12 COMMISSIONER BECK: Yes. 13 SECRETARY CARRILLO: Carrillo votes yes. 14 Commissioner Clahchischilliaage. 15 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 16 SECRETARY CARRILLO: Commissioner Ingham. 17 COMMISSIONER INGHAM: Yes. 18 SECRETARY CARRILLO: Terrific. Nine-zero. 19 THE CHAIR: Thank you. Item d. 20 I move that the Public Education 21 Commission approve the charter contract and 22 exhibits, including the performance framework, for 23 Sandoval Academy of Bilingual Education, identified 24 in Agenda Item 16.d., for the 2025-2030 charter 25 term.</p>
<p style="text-align: right;">287</p> <p>1 SECRETARY CARRILLO: Carrillo votes yes. 2 Chair Burt. 3 THE CHAIR: Yes. 4 SECRETARY CARRILLO: Vice Chair Gipson. 5 VICE CHAIR GIPSON: Yes. 6 SECRETARY CARRILLO: Commissioner Taylor. 7 COMMISSIONER TAYLOR: Yes. 8 SECRETARY CARRILLO: Commissioner Manis. 9 COMMISSIONER MANIS: Yes. 10 SECRETARY CARRILLO: Commissioner 11 Obenshain. 12 COMMISSIONER OBENSHAIN: Yes. 13 SECRETARY CARRILLO: That's nine-zero, 14 unanimous. 15 THE CHAIR: Good job. Item c. 16 I move that the Public Education 17 Commission approve the charter contract and 18 exhibits, including the performance framework, for 19 the Albuquerque Sign Language Academy, identified in 20 Agenda Item 16.c., for the 2025-2030 charter term. 21 COMMISSIONER TAYLOR: Second. 22 THE CHAIR: A motion and a second. Any 23 discussion? 24 (No response.) 25 THE CHAIR: Roll.</p>	<p style="text-align: right;">289</p> <p>1 COMMISSIONER TAYLOR: Second. 2 THE CHAIR: Thank you. There's a motion 3 and a second. 4 Discussion? 5 (No response.) 6 THE CHAIR: None? Roll. 7 SECRETARY CARRILLO: Carrillo votes yes. 8 Chair Burt. 9 THE CHAIR: Yes. 10 SECRETARY CARRILLO: Vice Chair Gipson. 11 VICE CHAIR GIPSON: Yes. 12 SECRETARY CARRILLO: Commissioner Taylor. 13 COMMISSIONER TAYLOR: Yes. 14 SECRETARY CARRILLO: Commissioner Manis. 15 COMMISSIONER MANIS: Yes. 16 SECRETARY CARRILLO: Commissioner 17 Obenshain. 18 COMMISSIONER OBENSHAIN: Yes. 19 SECRETARY CARRILLO: And Commissioner 20 Beck. 21 COMMISSIONER BECK: Yes. 22 SECRETARY CARRILLO: Commissioner 23 Clahchischilliaage. 24 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 25 SECRETARY CARRILLO: Commissioner Ingham.</p>

<p style="text-align: right;">290</p> <p>1 COMMISSIONER INGHAM: Yes.  2 SECRETARY CARRILLO: Great. Nine-zero.  3 THE CHAIR: Thank you. Item e.  4 I move that the Public Education  5 Commission approve the charter contract and  6 exhibits, including the performance framework and  7 contract addendum, for Sendero School of Academics  8 and Career Preparation, identified in Agenda  9 Item 16.e., for the 2025-2030 charter term.  10 COMMISSIONER OBENSHAIN: Second.  11 THE CHAIR: Thank you. Motion and a  12 second.  13 Discussion?  14 (No response.)  15 THE CHAIR: Seeing none, roll.  16 SECRETARY CARRILLO: Commissioner Beck.  17 COMMISSIONER BECK: Yes.  18 SECRETARY CARRILLO: Commissioner  19 Clahchischilliage.  20 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  21 SECRETARY CARRILLO: Commissioner Ingham.  22 COMMISSIONER INGHAM: Yes.  23 SECRETARY CARRILLO: Commissioner  24 Obenshain.  25 COMMISSIONER OBENSHAIN: Yes.</p>	<p style="text-align: right;">292</p> <p>1 SECRETARY CARRILLO: Commissioner Manis.  2 COMMISSIONER MANIS: Yes.  3 SECRETARY CARRILLO: Commissioner  4 Obenshain.  5 COMMISSIONER OBENSHAIN: Yes.  6 SECRETARY CARRILLO: Commissioner Beck.  7 COMMISSIONER BECK: Yes.  8 SECRETARY CARRILLO: Commissioner  9 Clahchischilliage.  10 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  11 SECRETARY CARRILLO: Commissioner Ingham.  12 COMMISSIONER INGHAM: Yes.  13 SECRETARY CARRILLO: Vice Chair Gipson.  14 VICE CHAIR GIPSON: Yes.  15 SECRETARY CARRILLO: Chair Burt.  16 THE CHAIR: Yes.  17 SECRETARY CARRILLO: Carrillo votes yes.  18 Nine-zero.  19 THE CHAIR: Thank you. That takes us  20 through Item 16. Thank you, all.  21 So we'll go back to Item 15 now, which is  22 Discussion and Possible Action to Authorize New  23 Schools to Commence Operation.  24 If I'm correct, Missy Brown is presenting?  25 MS. MELISSA BROWN: Yes. Why am I sharing</p>
<p style="text-align: right;">291</p> <p>1 SECRETARY CARRILLO: Commissioner Manis.  2 COMMISSIONER MANIS: Yes.  3 SECRETARY CARRILLO: Commissioner Taylor.  4 COMMISSIONER TAYLOR: Yes.  5 SECRETARY CARRILLO: Vice Chair Gipson.  6 VICE CHAIR GIPSON: Yes.  7 SECRETARY CARRILLO: Chair Burt.  8 THE CHAIR: Yes.  9 SECRETARY CARRILLO: Carrillo votes yes.  10 That's unanimous, nine-zero.  11 THE CHAIR: Thank you. That will take us  12 to Item f.  13 I move that the Public Education  14 Commission approve the charter contract and  15 exhibits, including the performance framework, for  16 the Sun Mountain Community School, identified in  17 Agenda Item 16.f., for the 2025-2030 charter term.  18 COMMISSIONER BECK: Second.  19 THE CHAIR: Thank you. A motion and a  20 second.  21 Discussion?  22 (No response.)  23 THE CHAIR: Seeing none, roll.  24 SECRETARY CARRILLO: Commissioner Taylor.  25 COMMISSIONER TAYLOR: Yes.</p>	<p style="text-align: right;">293</p> <p>1 the dais with --  2 MR. IVEY-SOTO: I can leave.  3 THE CHAIR: Just for the Commission, we're  4 going to do each school separately one at a time.  5 It's not all six of them at once.  6 So we're starting with "a."  7 MS. MELISSA BROWN: My name is Missy  8 Brown, B-r-o-w-n. So my first report is that Mercy  9 Herrera and her team have successfully completed the  10 November, March, and May checklist items. The  11 school was very receptive to feedback and worked to  12 incorporate all the discussions given to them by  13 CSD.  14 The school missed the March 1st deadline  15 completely, as they thought it was the 15th, which  16 was the deadline for the other months. November is  17 the 15th, and May is the 15th. So a very  18 understandable error to make, and we are intending  19 to make the dates -- the day of the month all the  20 same moving forwards, with the Commission's approval  21 of that.  22 Okay. So there was one item from the  23 November checklist that was not completed until  24 after the March deadline. This occurred again with  25 one item from the March checklist not being</p>

<p style="text-align: right;">294</p> <p>1 completed until after the May 15th deadline.</p> <p>2 Overall, the school did very well and is</p> <p>3 ready for your consideration for commencement of</p> <p>4 operations.</p> <p>5 Any questions?</p> <p>6 THE CHAIR: Commissioner Carrillo.</p> <p>7 SECRETARY CARRILLO: Mr. Ivey-Soto, did</p> <p>8 you want to say anything? Or did I miss it?</p> <p>9 MR. IVEY-SOTO: Nobody has spoken to me</p> <p>10 yet, so I had not.</p> <p>11 My name is Daniel Ivey-Soto, standard</p> <p>12 spelling of all three, legal counsel to each of the</p> <p>13 following schools.</p> <p>14 SECRETARY CARRILLO: Okay. So relative to</p> <p>15 a recommendation from CSD, to me, the phrase "ready</p> <p>16 for your consideration" is not a recommendation.</p> <p>17 MS. MELISSA BROWN: I recommend approval</p> <p>18 of Equip Academy.</p> <p>19 SECRETARY CARRILLO: Thank you. Is Mercy</p> <p>20 online?</p> <p>21 MR. IVEY-SOTO: Ms. Herrera is online.</p> <p>22 SECRETARY CARRILLO: I have no question</p> <p>23 for now. That is something that that sentence, I</p> <p>24 saw right away, jumped out at me.</p> <p>25 THE CHAIR: Any other questions or</p>	<p style="text-align: right;">296</p> <p>1 Hello, Commissioners. Good afternoon.</p> <p>2 THE CHAIR: I just wanted, since you were</p> <p>3 here, and since I don't think we're going to get to</p> <p>4 see you before you open your school, I wanted to</p> <p>5 kind of bring you up and let you -- what are you</p> <p>6 most excited about? What are you worried about?</p> <p>7 What's -- tell us where you're at.</p> <p>8 We haven't talked to you in a while, so I</p> <p>9 wanted to hear more about your school.</p> <p>10 MS. MERCY HERRERA: Thank you so much for</p> <p>11 this opportunity. I'm excited to share what I'm</p> <p>12 most excited about is our second in-person event</p> <p>13 tomorrow, where we have 40 families who have RSVP'd</p> <p>14 and will be in attendance. So we're excited to</p> <p>15 continue that -- our -- one of our key components of</p> <p>16 partnership with families. And we're starting in</p> <p>17 the summer. We want to ensure that families feel</p> <p>18 that they're an integral part of the community, and</p> <p>19 they're students of learning.</p> <p>20 So we're excited about that.</p> <p>21 And thank you for your consideration for</p> <p>22 the change. Ultimately, our -- we're not giving up</p> <p>23 on having our two kindergarten classes and our one</p> <p>24 first-grade class. But we just want to ensure that</p> <p>25 we can provide the education for the families who</p>
<p style="text-align: right;">295</p> <p>1 comments, Commissioners?</p> <p>2 Ms. Barnes?</p> <p>3 MS. JULIA BARNES: I just wanted to note</p> <p>4 that Daniel Ivey-Soto indicated that the school, due</p> <p>5 to low enrollment of first-graders, is going to do a</p> <p>6 combined classroom, and that the contract will just</p> <p>7 note that. I actually checked that with Vice Chair</p> <p>8 Gipson because of the minor contract issue. So</p> <p>9 that's how we will deal with that.</p> <p>10 THE CHAIR: Can you do me a favor? Can</p> <p>11 you bring Mercy on?</p> <p>12 MR. DANIEL IVEY-SOTO: While they're doing</p> <p>13 that, I want to let you-all know the current</p> <p>14 enrollment, that might change. The current</p> <p>15 enrollment is, right now, six or eight. We don't</p> <p>16 want to cancel the first grade. What we're doing is</p> <p>17 having one kindergarten classroom just be</p> <p>18 kindergarten, and the other one being a combined</p> <p>19 classroom, so that we can -- as we build up</p> <p>20 enrollment.</p> <p>21 Obviously, as we get better enrollments on</p> <p>22 the first grade, we will do a stand-alone class,</p> <p>23 because that's the intent.</p> <p>24 THE CHAIR: Hi, Mercy.</p> <p>25 MS. MERCY HERRERA: Madam Chair, hello.</p>	<p style="text-align: right;">297</p> <p>1 entrust us with their child's education.</p> <p>2 And so we will provide a combined class,</p> <p>3 if needed. And, again, we're still hoping to have</p> <p>4 those three classes as we originally planned.</p> <p>5 THE CHAIR: Do you have an idea for -- if</p> <p>6 you do combine them, like, if things stay similar</p> <p>7 and you combine them, are you going to do just,</p> <p>8 like, random who goes in the first or second? Or</p> <p>9 are you going to do, like, an assessment to see if</p> <p>10 there are certain students that maybe would fit</p> <p>11 better into the -- with the second-graders? Do you</p> <p>12 have a strategy for how to blend them?</p> <p>13 MS. MERCY HERRERA: Yes, ma'am. We -- our</p> <p>14 first course of action for the first month is to do</p> <p>15 a reading assessment. There are plenty of families</p> <p>16 who have indicated to us that their kids are</p> <p>17 reading-ready. So we want to ensure that we can</p> <p>18 potentially couple those kindergartens classes --</p> <p>19 kindergarten students with first-grade students who</p> <p>20 may need that more remedial attention, which often</p> <p>21 happens.</p> <p>22 And it's something that is part of our</p> <p>23 core curriculum when it comes to what we call</p> <p>24 flexible small-group reading. And that is to group</p> <p>25 students based on their particular level, regardless</p>

<p style="text-align: right;">298</p> <p>1 of the grade. And that can go up, and that can go 2 down. 3 So our goal is for really support and get 4 a good understanding on where they are academically 5 and continue to support them as they grow. 6 My intention is not to switch students' 7 classes later in the year, to avoid that as much as 8 possible. But if students particularly need that. 9 For example, if there's a kindergarten 10 classroom -- a student in December, who is 11 high-performing the other students and they're in 12 the full kindergarten class, we'll likely switch 13 them over with a student who might need a little 14 more remediation. 15 THE CHAIR: So that's built into your 16 program anyway. 17 MS. MERCY HERRERA: Yes, ma'am. 18 THE CHAIR: Got it. Commissioner Beck. 19 COMMISSIONER BECK: I don't have any 20 questions. I just want to be on the record to say I 21 wish you the best. I will come and visit because 22 it's right on my way to Costco and Home Depot. 23 So I wish you the best. And we started 24 this conversation, I think, two years ago. And I'm 25 glad to see it come to fruition.</p>	<p style="text-align: right;">300</p> <p>1 focused on getting kids to see what's possible. 2 Even college visits, high school visits, whatever it 3 might be. And you're at the finish line. You're at 4 the third yard line right now. This is almost like 5 a point after touchdown; right? 6 And I'm excited for you. And I'm excited 7 for our family of State charter schools, which you 8 are very likely to become an addition to. 9 I don't have any questions. You've met 10 all the challenges. I know sometimes there were -- 11 it was harder than maybe we thought it might be even 12 finding the location, having to move further east 13 than you wanted to. 14 But it is what it is; right? And you're 15 here. So good to see you. 16 MS. MERCY HERRERA: Thank you, 17 Commissioner Carrillo. 18 THE CHAIR: All right. I'm going make a 19 motion. All right. 20 I move that the PEC allow Equip Academy of 21 New Mexico to commence operations, as long as the 22 school has a lease for a building that has an 23 E-occupancy certificate and is located on the west 24 side of I-25 in the Albuquerque Public School 25 district.</p>
<p style="text-align: right;">299</p> <p>1 MS. MERCY HERRERA: Thank you, 2 Commissioner Beck. And we welcome you with open 3 arms. You will all get an invitation for our grand 4 opening, and my hope is that you all can attend. 5 COMMISSIONER BECK: When is it? 6 MS. MERCY HERRERA: We're still finalizing 7 the date. 8 COMMISSIONER BECK: Great. Okay. 9 THE CHAIR: Go ahead, Commissioner 10 Carrillo. 11 SECRETARY CARRILLO: Hi, Mercy. Thank you 12 for being here online with us. Congratulations on 13 how far you've come. It's not easy opening a 14 charter school. And it shouldn't be. And so I 15 appreciate how you've met all of the challenges to 16 get to this point. 17 Please, if you could send us an e-mail as 18 to when your opening is. Because anytime one of our 19 State charters opens, it's a super big deal. I have 20 another one possibly up north that may be opening, 21 and I just want to get this on the schedule, because 22 I'd love to come down and see your school. 23 I'm excited about your curriculum. I've 24 always been excited about your curriculum. You're 25 focused on reading, on the basics. And you're</p>	<p style="text-align: right;">301</p> <p>1 The CSD shall report to the PEC at the 2 August 2025 meeting regarding completion of the 3 final steps to open the school. 4 COMMISSIONER BECK: Second. 5 THE CHAIR: There is a motion and a 6 second. Any discussion on the motion? 7 (No response.) 8 THE CHAIR: Seeing and hearing none, roll. 9 SECRETARY CARRILLO: Commissioner 10 Obenshain. 11 COMMISSIONER OBENSHAIN: Yes. 12 SECRETARY CARRILLO: Commissioner Manis. 13 COMMISSIONER MANIS: Yes. 14 SECRETARY CARRILLO: Commissioner Taylor. 15 COMMISSIONER TAYLOR: Yes. 16 SECRETARY CARRILLO: Vice Chair Gipson. 17 VICE CHAIR GIPSON: Yes. 18 SECRETARY CARRILLO: Chair Burt. 19 THE CHAIR: Yes. 20 SECRETARY CARRILLO: Carrillo votes yes. 21 Commissioner Clahchischilliage. 22 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 23 SECRETARY CARRILLO: Commissioner Ingham. 24 COMMISSIONER INGHAM: Yes. 25 SECRETARY CARRILLO: Commissioner Beck.</p>

<p style="text-align: right;">302</p> <p>1 COMMISSIONER BECK: Yes.</p> <p>2 SECRETARY CARRILLO: Passes, nine to zero.</p> <p>3 It's a big deal. Congratulations.</p> <p>4 (Applause.)</p> <p>5 THE CHAIR: And before I pass it on to</p> <p>6 you, Missy, if we can let it -- if there's any of</p> <p>7 the folks from --</p> <p>8 MS. MELISSA BROWN: Yes. Michelle Perry</p> <p>9 and board chair, Cynthia Stong.</p> <p>10 THE CHAIR: Missy, you can start us our --</p> <p>11 MS. MELISSA BROWN: So this is a report on</p> <p>12 the Sacramento School of engineering and Science.</p> <p>13 Michelle Perry and her team have successfully</p> <p>14 completed the November, March, and May checklist</p> <p>15 items. The school was very receptive to feedback</p> <p>16 and worked through all suggestions given to them by</p> <p>17 the CSD.</p> <p>18 There were four items from their November</p> <p>19 checklist that weren't completed until after the</p> <p>20 March deadline. And the school was late on 17 items</p> <p>21 from the May checklist. However, all items were</p> <p>22 received, reviewed, and approved by June 16th.</p> <p>23 Overall, the school did well and is ready</p> <p>24 for your consideration, and the CSD recommends that</p> <p>25 you approve them.</p>	<p style="text-align: right;">304</p> <p>1 I can't wait to get the students in there and</p> <p>2 enrolled and just see how much excitement they have</p> <p>3 as well. And we have some great teachers hired as</p> <p>4 well. So I'm super excited about that.</p> <p>5 THE CHAIR: Great. Dr. Perry, if you want</p> <p>6 to try to speak, we can't see you, but maybe we can</p> <p>7 still hear you.</p> <p>8 DR. MICHELLE PERRY: I apologize. I'm not</p> <p>9 certain why I cannot achieve video status.</p> <p>10 THE CHAIR: Sometimes it just happens, but</p> <p>11 we can hear you loud and clear.</p> <p>12 DR. MICHELLE PERRY: Lovely. I also echo</p> <p>13 Cindy. Very excited and very humbled and proud to</p> <p>14 have achieved what we have so far. It has been</p> <p>15 quite a journey, and we are really excited to open</p> <p>16 up our doors on August 5th for our student</p> <p>17 orientation. Our students will begin their first</p> <p>18 day of school on August 6th.</p> <p>19 And we have an incredible staff in place.</p> <p>20 And we have incredible curriculum, scope, and</p> <p>21 sequences ready to be delivered. So all engines are</p> <p>22 firing.</p> <p>23 THE CHAIR: Commissioners, any questions</p> <p>24 or comments?</p> <p>25 Commissioner Carrillo?</p>
<p style="text-align: right;">303</p> <p>1 THE CHAIR: Thank you. Mr. Ivey-Soto, is</p> <p>2 there anything you'd like to say before --</p> <p>3 MR. IVEY-SOTO: I believe Commissioner</p> <p>4 Manis reminded me that less is more.</p> <p>5 THE CHAIR: All right.</p> <p>6 SECRETARY CARRILLO: Unless it comes to</p> <p>7 pastry.</p> <p>8 THE CHAIR: And then who do we have</p> <p>9 online? Oh, there they are. I see Dr. Perry.</p> <p>10 MR. IVEY-SOTO: Cindy and Michelle.</p> <p>11 Michelle is trying to connect with her video.</p> <p>12 MS. CYNTHIA STONG: I can start, if you</p> <p>13 guys would like.</p> <p>14 THE CHAIR: We'd love that.</p> <p>15 MS. CYNTHIA STONG: While we're getting</p> <p>16 Michelle on there, thank you all for having us. And</p> <p>17 this is super exciting.</p> <p>18 I've been watching all day along, just</p> <p>19 totally anxious to have our turn and gain approval.</p> <p>20 I appreciate everything that you've done.</p> <p>21 And I think your question earlier was, "What are you</p> <p>22 most excited about?"</p> <p>23 I've said this more than once to Michelle,</p> <p>24 I wish -- or, actually, intend -- to go back to</p> <p>25 school and learn her curriculum. It's so exciting.</p>	<p style="text-align: right;">305</p> <p>1 SECRETARY CARRILLO: So August 5th,</p> <p>2 orientation day, if -- well, you probably call that</p> <p>3 the first day of school? The opening of the school?</p> <p>4 DR. MICHELLE PERRY: Correct.</p> <p>5 SECRETARY CARRILLO: Just getting things</p> <p>6 on my calendar. I don't know that I can make it</p> <p>7 down for your opening, but it's exciting</p> <p>8 nonetheless.</p> <p>9 And I'm remembering -- I'm very excited</p> <p>10 for you, and I'm very excited for the community of</p> <p>11 Alamogordo to have available to all of these kids</p> <p>12 what you are going to provide. And it's a great</p> <p>13 opportunity. It's a great opportunity for the base,</p> <p>14 also, and parents of kids that are at the base. So</p> <p>15 this is a good thing.</p> <p>16 Were you all on earlier when we did the</p> <p>17 votes for Explore and their enormous cap?</p> <p>18 DR. MICHELLE PERRY: Yes, I was.</p> <p>19 THE CHAIR: I'm going to repeat what I</p> <p>20 said for that, and also when we approved your</p> <p>21 school.</p> <p>22 It's very rare. Probably I can count less</p> <p>23 than four times since I've been on this Commission</p> <p>24 where a decision has been a split decision. There's</p> <p>25 always very robust decision. There's always great</p>

<p style="text-align: right;">306</p> <p>1 reasons why and why not.</p> <p>2 Great information comes out and relevant</p> <p>3 information, and principled and very well-reasoned</p> <p>4 arguments are made.</p> <p>5 Like I say, with the Explore thing -- and</p> <p>6 I'm remembering when we approved your school -- it</p> <p>7 was a split vote. And I've got to tell you there,</p> <p>8 afterward -- you weren't up here -- you probably</p> <p>9 were here for that.</p> <p>10 But afterward, there was, you know, a good</p> <p>11 deal of angst. Did we do the right thing here? And</p> <p>12 I just want you to think about -- it seems like</p> <p>13 forever ago; right?</p> <p>14 But just take into consideration all of</p> <p>15 those things that were said during that meeting, and</p> <p>16 maybe even the Explore meeting, and take them --</p> <p>17 just take them to heart as you move forward. That's</p> <p>18 all.</p> <p>19 I have every confidence in what you're</p> <p>20 going to do. If it's rocky the first couple of</p> <p>21 years, that's just the nature of things; right?</p> <p>22 But once you're like, part of -- I</p> <p>23 believe, anyway, that once you're a part of the</p> <p>24 State charter family, you'll get the support you</p> <p>25 need.</p>	<p style="text-align: right;">308</p> <p>1 DR. MICHELLE PERRY: That is 9-12.</p> <p>2 THE CHAIR: So that's across all four</p> <p>3 grade levels?</p> <p>4 DR. MICHELLE PERRY: Correct.</p> <p>5 THE CHAIR: How does the staffing work for</p> <p>6 that?</p> <p>7 DR. MICHELLE PERRY: We have four</p> <p>8 positions, and we run on a four-track day so that</p> <p>9 the students can be in one of four classes. And</p> <p>10 then at the end of the day, they achieve their</p> <p>11 elective hour with the corresponding teacher.</p> <p>12 THE CHAIR: Got it. Okay. That makes</p> <p>13 sense. I know staff -- like, in high schools, it's</p> <p>14 even more difficult to staff, like, even just a full</p> <p>15 grade level.</p> <p>16 So that's -- I'm sure your teachers -- as</p> <p>17 you grow, I'm sure your teachers will be happy to</p> <p>18 be, like "Okay, now I'm just a ninth grade." "Now,</p> <p>19 I'm just a tenth grade."</p> <p>20 Teaching multiple grade levels means more</p> <p>21 lesson plans for high school teachers. I'm glad you</p> <p>22 guy also are figuring it out.</p> <p>23 DR. MICHELLE PERRY: I would like to add</p> <p>24 because of our CSP grant, I was able to contract</p> <p>25 highly professional teachers with a lot of</p>
<p style="text-align: right;">307</p> <p>1 Now, you've got to ask; right? But if you</p> <p>2 feel like there's something happening, and you need</p> <p>3 help, or you need Missy or you need Brigitte or</p> <p>4 whatever it might be, we're here for you. And that</p> <p>5 is one of the great things about being a State</p> <p>6 charter as opposed to a district charter. We really</p> <p>7 walk the talk, and we're there for you.</p> <p>8 So I'm very excited. You know, you're a</p> <p>9 long ways away. It would be nice for you to be here</p> <p>10 and to shake your hands and all that stuff.</p> <p>11 It's nice to see you, nice to hear you,</p> <p>12 looking forward to what's next. Thank you for your</p> <p>13 vision and your service.</p> <p>14 DR. MICHELLE PERRY: Thank you, sir.</p> <p>15 THE CHAIR: Commissioner Taylor?</p> <p>16 COMMISSIONER TAYLOR: Yeah. Can you tell</p> <p>17 us what your projected enrollment is for this first</p> <p>18 year?</p> <p>19 DR. MICHELLE PERRY: Our initial suggested</p> <p>20 enrollments, per our application, was 60. We have</p> <p>21 increased that to 65. And, currently, we are</p> <p>22 sitting at 42.</p> <p>23 COMMISSIONER TAYLOR: Okay. Thank you.</p> <p>24 THE CHAIR: And is that just ninth grade?</p> <p>25 Or are you doing ninth and tenth?</p>	<p style="text-align: right;">309</p> <p>1 experience and knowledge to begin their scope and</p> <p>2 sequences. So over the course of the last many</p> <p>3 months, six months, we have had teachers on board</p> <p>4 writing our scope and sequence for humanities,</p> <p>5 science, and math, nine through twelve.</p> <p>6 And what we have done is goal-oriented</p> <p>7 ourselves and backward-planned from physics and</p> <p>8 calculus and everything a student would need to</p> <p>9 achieve high proficiency in physics and calculus.</p> <p>10 That is how we built our entire</p> <p>11 instructional program, and we are more than halfway</p> <p>12 done with these 9-12 scope and sequences. They</p> <p>13 began to have ownership. Therefore, when I posted</p> <p>14 the positions, they were the first to grab them.</p> <p>15 THE CHAIR: That makes sense. That should</p> <p>16 be a good start for the school, in all honesty. I</p> <p>17 don't know if you can ask for much more than the</p> <p>18 people that did that to be actually the ones that</p> <p>19 start it out. So that's really cool.</p> <p>20 I remember one thing that stood out the</p> <p>21 most about your application hearing was the</p> <p>22 community support that you all received, not just</p> <p>23 from the entire community, but even from the local</p> <p>24 school district.</p> <p>25 And I think they all publicly made a lot</p>

<p style="text-align: right;">310</p> <p>1 of big promises to support your school. I'm just  2 wondering about how some of those maybe came to  3 fruition. I'm not trying to get you to throw anyone  4 under the bus if that didn't happen.</p> <p>5 I know the local school district was  6 willing to help with transportation. There were so  7 many pieces. The mayor was going to help out with  8 this. You had so much community support. How has  9 that felt or looked or come about in the last year?</p> <p>10 DR. MICHELLE PERRY: I really appreciate  11 that question, because I'm really glad to answer it  12 with this.</p> <p>13 Two of the school board members have been  14 actively involved with standing up our school. They  15 have volunteered their services in hours. They have  16 volunteered to help pay for t-shirts. They have  17 been around -- one of our school board -- our local  18 public school board members came to my open house  19 earlier this week.</p> <p>20 I have had open and honest conversations  21 in front of community groups with the superintendent  22 and associate superintendent declaring our support  23 for one another.</p> <p>24 I believe that everyone who spoke in our  25 favor, everyone who spoke in our support has stood</p>	<p style="text-align: right;">312</p> <p>1 the same team; these are all our students; this is  2 our whole community, and we're all going to work  3 together on this," it's good -- like I said, for the  4 health of the charter sector, it's good, but even a  5 better start for -- hopefully, you guys will become  6 the model for how new charters can integrate into a  7 new area that does not understand what charters look  8 like. Like, "I don't know what a charter is," or,  9 "I've heard bad things about charters."</p> <p>10 I think it's great that you guys have not  11 only built the connections, but then exploited them  12 for good.</p> <p>13 DR. MICHELLE PERRY: We definitely have  14 extended olive branch after olive branch. For  15 instance, I'm planning the Project Lead the Way.  16 And I asked my trainer, like, "Would it be okay if  17 we had others that joined us," and including the  18 Alamogordo Public Schools. And that's the plan.  19 That's the plan. I am a professional development  20 provider across the state. I've already been in the  21 Alamogordo Public Schools providing professional  22 development.</p> <p>23 So for us to come together with the  24 Project Lead the Way, knowing they participate in  25 that program as well, that's the real litmus test, I</p>
<p style="text-align: right;">311</p> <p>1 strong all the way this first year.</p> <p>2 THE CHAIR: That's wonderful, Dr. Perry.  3 And the one thing I will say, what's even more  4 encouraging -- I love that for your school and for  5 your community -- I also love that for the charter  6 sector as a whole.</p> <p>7 You know, I think it's been -- there's  8 been many times a new school opens in a community to  9 a lot of tension, to a lot of not helpfulness in the  10 local area.</p> <p>11 So I am grateful to be able to talk about  12 Alamogordo in such a positive way for being so  13 open -- for you to be in a charter desert, for this  14 to be the first school in that area, for you all to  15 be embraced, and for you all to have made the  16 connections you have and the relationships you have.  17 I hope that that's the way new charters get to start  18 forever, because that eliminates that tension of  19 charter school versus the traditional school. It  20 just gets rid of it.</p> <p>21 Because it really is nonsense. The  22 charter communities really know that it's silly to  23 have them go against each other. But the tradition  24 is one against the other.</p> <p>25 For you to show the example, "We're all on</p>	<p style="text-align: right;">313</p> <p>1 believe, of our support for each other is that we  2 will share information. We will share training. We  3 will share resources.</p> <p>4 And that's a commitment that I have most  5 certainly with our public schools.</p> <p>6 THE CHAIR: That's amazing. I mean, it  7 really, really is cool. So congratulations on that.</p> <p>8 Yeah. Looking forward to you just growing  9 throughout the years and producing some incredible  10 engineers going up, hopefully.</p> <p>11 DR. MICHELLE PERRY: I'll also add that  12 White Sands Missile Range has come up as a partner  13 as well for our on-the-job training and internships.</p> <p>14 THE CHAIR: That's great. Awesome.</p> <p>15 MR. DANIEL IVEY-SOTO: Madam Chair, can I  16 talk about the collaboration, to follow up on the  17 line you were discussing with Commissioner Carrillo.  18 First of all, these three schools have, at various  19 times, worked together on a variety of things  20 through the planning year, which has been great to  21 see that collaboration amongst themselves.</p> <p>22 But also they have benefited tremendously  23 from existing charter schools and existing charter  24 school leaders -- actually both of them in your  25 district -- THRIVE as well as Turquoise Trail, but</p>

<p style="text-align: right;">314</p> <p>1 from a variety of others as well, who have been very  2 generous with their time, very generous with their  3 experience with all three of these schools and  4 helping them along the way.  5 So it has really been -- you know, with  6 all of the -- the frustrations that come with trying  7 to open up a new school, it has also been an  8 incredibly rewarding experience in that respect.  9 THE CHAIR: That's what, usually, I think  10 calling anything a family that's not a family is  11 usually toxic. Like, underlying, that means it's  12 going to be -- but, I mean, let's -- but, no, that  13 is great.  14 And it just -- once again, I think one of  15 the things that we look at as authorizers isn't just  16 the health of our individual little schools, but the  17 charter sector as a whole, because it does matter  18 how the charter sector is being perceived and  19 working together and helping each other out.  20 As long as we're all doing it, as long as  21 the charter schools as a whole are doing a good job,  22 we stay out of the negative attention. And that's  23 important. We're still young. I mean, charter  24 schools are still so young. And they're still --  25 they can be politicized so easily. They can be</p>	<p style="text-align: right;">316</p> <p>1 schools."  2 Word for word, that's what they said to  3 me. I was stunned.  4 THE CHAIR: All right. Any other  5 discussion? I'm going to do the motion.  6 I move that the PEC allow Sacramento  7 School of Engineering and Science to commence  8 operations, as long as the school has a lease for a  9 building that has an E-Occupancy certificate.  10 The CSD shall report to the PEC in  11 August 2025 regarding completion of the final steps  12 to open the school.  13 SECRETARY CARRILLO: Second.  14 THE CHAIR: There is a motion and second.  15 Any discussion on the motion?  16 (No response.)  17 THE CHAIR: Seeing none, roll.  18 SECRETARY CARRILLO: Commissioner Beck.  19 COMMISSIONER BECK: Yes.  20 SECRETARY CARRILLO: Commissioner Ingham.  21 COMMISSIONER INGHAM: Yes.  22 SECRETARY CARRILLO: Commissioner  23 Clahchischilliage.  24 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  25 SECRETARY CARRILLO: Carrillo votes yes.</p>
<p style="text-align: right;">315</p> <p>1 politicized so easily throughout the course of their  2 time.  3 In New Mexico, I feel really good about --  4 and hearing this kind of stuff makes me feel good.  5 Okay, it's not just me and my hunch; it really is  6 working okay. It's in a good space. So appreciate  7 that.  8 All right. Any other Commissioners?  9 SECRETARY CARRILLO: I just having one  10 last -- I'm sorry. I just have one last thing,  11 because I know, where it said in the report, that  12 the school was late on 17 items from the  13 May checklist, the only reason I just want to say  14 that, the compliance piece -- I can't imagine what  15 you go through on the compliance piece. That it was  16 listed that 17 items were late, just really staying  17 on top of that piece, all the things that have to be  18 done, not just for us, but for PED, and seeking help  19 when you need it so you don't fall behind like that,  20 that's all.  21 And I'm going to call Sean Duncan and  22 staff and thank them. When I reached out to the  23 district at one point about helping one of the  24 charters that was going to open here, they said,  25 "We're not in the habit bit of helping charter</p>	<p style="text-align: right;">317</p> <p>1 Commissioner -- Chair Burt.  2 THE CHAIR: Yes.  3 SECRETARY CARRILLO: Vice Chair Gipson.  4 VICE CHAIR GIPSON: Yes.  5 SECRETARY CARRILLO: Commissioner Taylor.  6 COMMISSIONER TAYLOR: Yes.  7 SECRETARY CARRILLO: Commissioner Manis.  8 COMMISSIONER MANIS: Yes.  9 SECRETARY CARRILLO: And Commissioner  10 Obenshain.  11 COMMISSIONER OBENSHAIN: Yes.  12 SECRETARY CARRILLO: Unanimous, nine to  13 zero.  14 THE CHAIR: All right. Thank you.  15 SECRETARY CARRILLO: Congratulations.  16 MS. MELISSA BROWN: So, next, we have, if  17 Nicola will -- Jonathan Davis, Jayita Sahni, and Zoe  18 Wilcox, and remove Cynthia and Michelle.  19 I just want to say, as I'm starting the  20 last of my three ducklings in my flock, that ACES --  21 Jeron Campbell and Rachael Sowards also were very  22 helpful. And I have to say I was pleased with how  23 these three school leaders really have worked  24 together and supported each other.  25 We were able to say, "Hey, you know what?</p>



<p style="text-align: right;">318</p> <p>1 Sun Mountain did a great job with this policy. 2 We'll ask them if they can share it with you." 3 And they were, like, "Oh, we're already 4 working on sharing our stuff." 5 But I wasn't seeing duplicate copies of 6 policies. I was seeing school-specific policies. 7 But they were sharing and working together. 8 And when I was -- we were suggesting that 9 they look at this policy from that school or this 10 policy from Sacramento or this policy from Equip, 11 they were collegial and sharing and supportive of 12 each other. That's nice to see, and we hope to see 13 that in the future, not just from them, but from 14 other schools. 15 MS. NICOLA DAVIS: I'm sorry. Can I 16 confirm those names again? 17 MS. MELISSA BROWN: Jonathan Davis, Jayita 18 Sahni, and Zoe Wilcox. 19 Okay. Last, but especially not least, Sun 20 Mountain Community School. 21 Zoe Wilcox, Jonathan Davis, and team have 22 successfully completed the November, March, and May 23 checklist items. The school is very receptive to 24 feedback and have followed all of the suggestions 25 given to them by CSD.</p>	<p style="text-align: right;">320</p> <p>1 point, it feels like it's right around the corner. 2 It's coming up right there. 3 And what I will say is we have had the 4 great fortune, over the last week, to be up in 5 Boulder, Colorado, for a very specific training with 6 seven of our staff members in Waldorf education. So 7 for many of them, it was a refresher, because all 8 but one or two of our staff that we've hired are 9 both Waldorf teachers and public school certified 10 teachers, which is wonderful. 11 We did better than we expected in that 12 regard with hiring. We are fully hired. We're 13 not -- we don't have any vacancies with staff at 14 this point. 15 And our enrollment is even better than 16 expected. We had projected 117, but we're somewhere 17 around 122, 123, depending on the day. 18 And I feel very encouraged by our numbers. 19 All but one grade level is completely full at this 20 point, and we're doing really well. 21 THE CHAIR: Great. Zoe or Jayita, either 22 of you want to say anything before we just go to 23 Commissioner questions. 24 MR. DANIEL IVEY-SOTO: Why don't we go to 25 Commissioner questions?</p>
<p style="text-align: right;">319</p> <p>1 There were five items from the November 2 checklist that were not completed until after the 3 March deadline. This occurred again with three 4 items on the March checklist not being completed 5 until May 15th. 6 But that was it. The May checklist was 7 complete, and that was lovely. 8 And it's hard for CSD to analyze these 9 things after the end of May because of the 10 conference and the new applications. 11 Overall, the school did well and is ready 12 for your consideration for commencement of 13 operations, and the CSD approves recommendation. 14 THE CHAIR: All right. I don't know 15 who -- will the folks from Sun Mountain want to -- I 16 guess, Mr. Davis, you're the only one with your 17 camera on, so I'm going to you. There's -- hello. 18 How are you-all doing? 19 MR. JONATHAN DAVIS: Very well. How are 20 you? 21 THE CHAIR: Do you want to give us 22 information or updates? We haven't had you here in 23 a while, so anything you want to share with us. 24 MR. JONATHAN DAVIS: We are so thrilled 25 and excited to be opening in the fall. And at this</p>	<p style="text-align: right;">321</p> <p>1 THE CHAIR: All right. We go to 2 Commissioner questions. Commissioners? 3 (No response.) 4 THE CHAIR: All right. We have no 5 questions. 6 SECRETARY CARRILLO: I just wanted to give 7 people -- 8 THE CHAIR: Commissioner Carrillo. 9 SECRETARY CARRILLO: Excuse me. So I just 10 love hearing when your projected is less than what 11 you think you're going to have at 123. 12 So what did you do, and other schools that 13 may be listening can learn from this, anyone that 14 might be thinking of putting in an application at 15 some point, what do you feel was instrumental in 16 getting you over the hump on getting the enrollment 17 that you needed? And also if you could talk about 18 the diversity of the enrollment relative to, like, 19 the percentage of these kids that were already 20 Waldorfians. 21 MR. JONATHAN DAVIS: Yeah, I will happily 22 address those two questions. I'm going to start 23 with the latter. 24 We have only about 25 percent of our 25 families that are returning Waldorf families that</p>

322

1 have enrolled in Sun Mountain Community School. And  
 2 it's incredible, because, to me, what it speaks to  
 3 is us paying attention to a need in the community,  
 4 something that people are looking for that they  
 5 want, of course, an alternative, a school of choice,  
 6 and that Waldorf education is particularly  
 7 attractive to our families in Santa Fe, and that we  
 8 have an existing base of that kind of core of people  
 9 who understand Waldorf education and know it and  
 10 really want it for their children that we've drawn  
 11 upon.

12 And beyond that, what we've really done is  
 13 we have reached out to families all across the city,  
 14 not just our, kind of, well-to-do folks that might  
 15 already know about Waldorf education; we've gone on  
 16 a pretty major campaign, both through Facebook and  
 17 also through the networks that we already had in  
 18 place.

19 We're starting from the base of a private  
 20 school that had been in existence for 40 years. So,  
 21 you know, we have a large network already. We've  
 22 been able to put the word out there. And I think  
 23 people are coming to us not just because of the  
 24 education, but because we are speaking about  
 25 education as a modality for bringing community

323

1 together, you know, and that this is really --  
 2 people are seeking a -- a certain feeling and a  
 3 sense of something that they can't even quite put  
 4 their finger on for their children.

5 And I think we're going to be providing  
 6 that. We are providing that. That's a big reason  
 7 why I think our enrollment is so strong.

8 And I also firmly stand in the place of --  
 9 and I really want to hand it over to Zoe and Jayita,  
 10 if they want to respond in any way, that this  
 11 charter -- the movement to bring this charter to the  
 12 state, to you all for approval, was something that  
 13 started long before I arrived, and that the charter  
 14 itself, for Sun Mountain Community School, is  
 15 something that was really borne out of a strong  
 16 desire of a larger collective of people, and that  
 17 momentum, I believe, is what has given us the kind  
 18 of enrollment that we have.

19 SECRETARY CARRILLO: You probably heard  
 20 this earlier today, where I said, "If you build it,  
 21 they will come".

22 And I remember saying that specifically to  
 23 your school. It was the only other case where I can  
 24 remember kind of a divided vote on the Commission,  
 25 not because anyone doubted the school. I think one

324

1 of the biggest concerns was it was going to be a  
 2 bunch of rich White kids, and maybe the equity piece  
 3 wasn't there, and you weren't doing what you could  
 4 or should relative to the diversity piece.

5 And you've met that, and you've exceeded  
 6 that. And I'm super happy we're on the three-yard  
 7 line getting ready -- well, actually, a touchdown is  
 8 no longer on the three; (incomprehensible). Sports  
 9 analogies, always.

10 And I remember saying -- I don't remember  
 11 what the exact -- that was. Maybe one of you can  
 12 remind me what I said. No, I'm not taking everybody  
 13 to the Bull Ring. That wasn't part of it.

14 It was that if we open a Waldorf in  
 15 Santa Fe -- I can't remember the timeline I put on  
 16 it -- a minimum of five families are going to move  
 17 to Santa Fe specifically because there's a free  
 18 public Waldorf school.

19 Jayita, do you remember what number? I  
 20 can still remember the nature of my bet. It's  
 21 probably actually in the minutes somewhere.

22 I'm not taking everybody to the Bull Ring.

23 MS. JAYITA SAHNI: I do. You said five  
 24 families.

25 SECRETARY CARRILLO: I said five. What

325

1 was the timeline? Do you remember or --

2 MS. JAYITA SAHNI: I do.

3 SECRETARY CARRILLO: I'm excited. How  
 4 many public Waldorfs are there? I know there's none  
 5 in New Mexico. But how many are in this area,  
 6 generally?

7 MR. JONATHAN DAVIS: We were just in a  
 8 conference. And I will say, of the nine school  
 9 leaders that were there, five of the nine were  
 10 public charters from mostly from the Mountain West.  
 11 There was one from the Midwest, but the Midwest  
 12 school was private.

13 I mean, the fact that the public Waldorf  
 14 school movement had been around since the early '90s  
 15 does speak highly to the fact that this is not a new  
 16 thing. And we still have room to grow. And that's  
 17 really where we are in Santa Fe and New Mexico.  
 18 We're growing.

19 MS. ZOE WILCOX: And I can confirm,  
 20 Commissioner, you have met your bet, plus. There  
 21 are definitely people moving here for our school.

22 SECRETARY CARRILLO: I love that. I've  
 23 been friends with Melissa Coleman. And I know  
 24 stories since she was in kinder. She's the kind of  
 25 person that would come back and teach for a Waldorf

326

1 school one day. She has such a big heart and is so  
2 incredibly smart.

3 You can convey -- I'm sure Melissa -- I  
4 don't know if she's watching -- but you've done  
5 everything you're supposed to do. And now you've  
6 just got to show us; okay? Make it happen.

7 MR. JONATHAN DAVIS: Thank you,  
8 Commissioner Carrillo. Yes, we're going to put our  
9 word in front of us in our actions.

10 SECRETARY CARRILLO: Okay, cool.

11 THE CHAIR: And you have so far. I mean,  
12 just say- -- you know, like, which I talked to you  
13 all the last time you were here. 'Cause I think you  
14 had similar numbers even the last time we spoke  
15 about who was actually applying.

16 It was actually -- it was definitely less  
17 than half -- you were already seeing it was around  
18 that 25 percent who was actually of your previous  
19 community. So I've known for a while your work did  
20 pay off, because I remember talking to you about it  
21 last time.

22 The only thing I will say that  
23 Commissioner Carrillo said, that I am going to be  
24 paying attention to -- and I think you all will as  
25 well -- it is amazing, the work you all did, making

327

1 sure it wasn't everybody from your community coming  
2 to this and just refilling it -- right? -- you are  
3 giving more students access to Waldorf than before,  
4 and I think that's commendable.

5 The one thing Commissioner Carrillo said  
6 that I'm going to challenge a little bit is your  
7 school still could be full of rich White kids. And  
8 you can't control that. You can't control who  
9 applies and how the lottery runs.

10 But I still want you to keep up that  
11 momentum of targeting these families on the south  
12 side, targeting those families that you want to have  
13 access that are lower income that have never heard  
14 about it before. And I know you're doing the work.

15 After you get this first class in the  
16 first year, it's going to be interesting to see what  
17 the demographics look like to help inform you in  
18 your future. I have full faith in you that you're  
19 going to look at that, and because now I know when  
20 you put attention to making sure you're targeting  
21 certain people, they follow you.

22 They find you. They follow. They come.  
23 You all have had success behind doing that. I  
24 totally trust that you're going to get the students  
25 that you're wanting.

328

1 I don't know if that's who you're going to  
2 start with, because it's just -- that's a charter  
3 problem. That's not a your-school problem. That is  
4 a charter problem across the board. It tends to be  
5 more affluent, less people of color. That's across  
6 the state and across the country. It's just a  
7 charter problem that, once again, I'm glad that you  
8 all have seen success in targeting students and  
9 getting them to you.

10 So I know you guys will keep doing that.

11 MR. IVEY-SOTO: Madam Chair, I'll just  
12 tell you, one of the most heartbreaking days I  
13 experienced this calendar year was when I went to  
14 the campus and was there on the day that they held  
15 their lottery drawing.

16 And I say it was a heartbreaking day  
17 because of all the families who showed up who didn't  
18 get in.

19 THE CHAIR: It is hard. It's very  
20 difficult.

21 MR. IVEY-SOTO: Yes. And there were --  
22 even the very first drawing of the lottery, they  
23 were filling up grades. And you just saw these  
24 families who really wanted to be part of this  
25 community.

329

1 THE CHAIR: No. It's great. I do  
2 think -- I hope you guys keep growing. I hope you  
3 do -- I believe you will do a commendable job with  
4 this. I do believe it. I believe in the  
5 leadership. And, yeah, I think you're going to get  
6 to where you're going to get.

7 So I promise, when I see your demographics  
8 next year, I'm not going to admonish you for  
9 whatever it looks like. You'll look at it. You'll  
10 readjust and figure it out.

11 I trust you guys. Every student deserves  
12 tan education like this. So I hope you do grow. I  
13 hope you do all of your finances well. You do have  
14 all your stuff -- keep everything the way it's  
15 supposed to be so you can keep growing without any  
16 kind of concern on our part.

17 And that's my wish for your school is that  
18 you grow significantly, responsibly, and you provide  
19 this incredible educational opportunity to students  
20 who need it.

21 VICE CHAIR CARRILLO: I'm remembering what  
22 Missy said about your ducklings, the three schools  
23 this year. I mean it's kind of like that, because  
24 now you're going to be going off and doing your  
25 thing.

<p style="text-align: right;">330</p> <p>1 In keeping with what Ms. Burt said, this  2 might be funny, then, to -- when you have some sort  3 of family night or open house or whatever, to  4 challenge those families that are from different  5 parts of Santa Fe to bring a couple of guests. I  6 challenge you to have two families that bring guests  7 to your school.  8 It's hard -- it's so foreign. I grew up  9 around it, because, as you remember here that day  10 when the woman was here -- I don't remember her  11 name, and we knew the same people, because my  12 friends went to Highland Hall, okay, in Southern  13 California. It's a small community.  14 So really kind of bringing in others,  15 because I think that's where a lot of your growth is  16 going to come from when people are not exposed to  17 these kinds of things are provided. "It exists and  18 it's free?" That just kind of blows my mind.  19 THE CHAIR: Motion?  20 SECRETARY CARRILLO: Yeah. Make a motion?  21 So it's, like, with Stewart-like,  22 exuberance -- oh. Let me bring my motion page up.  23 Sorry.  24 MR. DANIEL IVEY-SOTO: Madam Chair, while  25 he's bringing it up, I do want to share one thing</p>	<p style="text-align: right;">332</p> <p>1 and a second.  2 Any discussion on the motion?  3 (No response.)  4 THE CHAIR: Seeing and hearing none, roll,  5 please.  6 SECRETARY CARRILLO: Commissioner Taylor.  7 COMMISSIONER TAYLOR: Yes.  8 SECRETARY CARRILLO: Commissioner  9 Obenshain.  10 COMMISSIONER OBENSHAIN: Yes.  11 SECRETARY CARRILLO: Commissioner Manis.  12 COMMISSIONER MANIS: Yes.  13 SECRETARY CARRILLO: Vice Chair Gipson.  14 VICE CHAIR GIPSON: Yes.  15 SECRETARY CARRILLO: Chair Burt.  16 THE CHAIR: Yes.  17 SECRETARY CARRILLO: Carrillo votes yes.  18 Commissioner Beck.  19 COMMISSIONER BECK: Yes.  20 SECRETARY CARRILLO: Commissioner Ingham.  21 COMMISSIONER INGHAM: Yes.  22 SECRETARY CARRILLO: And Commissioner  23 Clahchischilliage.  24 COMMISSIONER CLAHCHISCHILLIAGE: Yes.  25 SECRETARY CARRILLO: That passes</p>
<p style="text-align: right;">331</p> <p>1 about our head administrator which we did not know  2 when we hired. The next time you take a step out of  3 this Mabry Hall, on the wall is a picture of our  4 head administrator's father, who was the last  5 appointed superintendent of education in the State  6 of New Mexico.  7 THE CHAIR: Fascinating.  8 SECRETARY CARRILLO: Okay.  9 THE CHAIR: It's in the blood.  10 SECRETARY CARRILLO: It is. I always say  11 if I had known -- like, who I am now, if I had known  12 30 or 40 years ago, I would totally have gone into  13 education and been a high school principal of  14 approximately 1,500 kids or something.  15 That being said -- it's only 10 after  16 4:00.  17 I move that the PEC allow Sun Mountain  18 Community School to commence operations, as long as  19 the school has a lease for a building that has an  20 E-Occupancy certificate.  21 The CSD shall report to the PEC in  22 August 2025 regarding completion of the final steps  23 to open the school.  24 COMMISSIONER TAYLOR: Second.  25 THE CHAIR: Thank you. There's a motion</p>	<p style="text-align: right;">333</p> <p>1 unanimously, nine to zero. Congratulations.  2 MS. ZOE WILCOX: Thank you, Commissioners.  3 And thank you, Ms. Brown.  4 THE CHAIR: All right. That will bring us  5 to Item 17.a. So 17.a. is the 2025-'26 Annual  6 State Charter Compliance Requirements.  7 DR. BRIGETTE RUSSELL: Madam Chair and  8 Commissioners, I don't think you need anything from  9 me. There are no changes from the Work Session.  10 But if there are any questions.  11 SECRETARY CARRILLO: No. I was waving  12 goodbye to Mr. Ivey-Soto.  13 THE CHAIR: All right. So any -- this is  14 based off of what we already discussed yesterday and  15 introduced last month. So this is the second  16 reading.  17 And this is the -- this is the document  18 that we tell schools we'll have ready July 1 every  19 year. So, yes, we're sneaking it in.  20 All right. I'm going to go ahead and make  21 a motion. I move that the PEC adopt the changes to  22 the 2025-2026 Annual State Charter Compliance Form  23 provided in the meeting materials for Item 17.a.,  24 and post this document to the PEC website.  25 COMMISSIONER BECK: Second.</p>

<p style="text-align: right;">334</p> <p>1 THE CHAIR: Okay. There's a motion and a 2 second. 3 Any discussion on the motion? 4 (No response.) 5 THE CHAIR: Hearing and seeing none, roll, 6 please. 7 SECRETARY CARRILLO: Vice Chair Gipson. 8 Vice Chair Gipson. 9 (No response.) 10 SECRETARY CARRILLO: Vice Chair Gipson. 11 (No response.) 12 SECRETARY CARRILLO: And Chair Burt. 13 THE CHAIR: Yes. 14 SECRETARY CARRILLO: Carrillo votes yes. 15 Commissioner Clahchischilliaige. 16 (No response.) 17 SECRETARY CARRILLO: Has she left for the 18 day? 19 All-righty. Let the record reflect that 20 Commissioner Clahchischilliaige has left. 21 And then Commissioner Ingham. 22 COMMISSIONER INGHAM: Yes. 23 SECRETARY CARRILLO: Commissioner Beck. 24 COMMISSIONER BECK: Yes. 25 SECRETARY CARRILLO: Commissioner</p>	<p style="text-align: right;">336</p> <p>1 the number of material weaknesses found in the 2 findings in the previous year." 3 I think it works, but it is really, really 4 hard for me to fathom "more than"/"fewer than." 5 Anyway, I just wanted to bring that up and see if 6 anybody else cared about that. 7 THE CHAIR: I'm going to read it out loud. 8 It's a grammar thing. You're not talking about 9 content; you're talking about the grammar of the 10 sentence? 11 COMMISSIONER INGHAM: Yeah, it's just 12 awkward. 13 THE CHAIR: I'm going to read it out loud 14 to see if it sounds -- "The total number of material 15 weakness findings is more than 30 percent fewer than 16 the number of material weakness findings in the 17 prior year." 18 So the total number is more than 19 30 percent fewer. Or could it just be it's fewer 20 than 30 percent -- no? Okay. Dr. Russell. 21 THE CHAIR: You know what would do great? 22 Math and English. 23 DR. BRIGETTE RUSSELL: So thank you. 24 Chair Burt and Commissioners, the reason for this 25 provision was we wanted the improvement in material</p>
<p style="text-align: right;">335</p> <p>1 Obenshain. 2 COMMISSIONER OBENSHAIN: Yes. 3 SECRETARY CARRILLO: Commissioner Manis. 4 COMMISSIONER MANIS: Yes. 5 SECRETARY CARRILLO: Commissioner Taylor. 6 COMMISSIONER TAYLOR: Yes. 7 SECRETARY CARRILLO: Commissioner Gipson. 8 (No response.) 9 THE CHAIR: She may be out of service or 10 something. 11 SECRETARY CARRILLO: That passes, seven to 12 zero. 13 THE CHAIR: Seven-zero. Thank you. That 14 will take us to Item b., the Performance Framework 15 Business Rules. Again, this is the second reading 16 of them. If any of you have any questions, 17 Dr. Russell can answer. But it's the same one; 18 nothing has changed. 19 Commissioner Ingham? 20 COMMISSIONER INGHAM: I just -- I know 21 this is late. But I was just reading on 4.b. At 22 the final sentence, it says -- it's just worded -- 23 it seems hard for me to process -- "The total for 24 material..." weaknesses finding -- "...material 25 weakness findings is more than 30 percent fewer than</p>	<p style="text-align: right;">337</p> <p>1 weaknesses -- we wanted the amount of improvement to 2 be significant. So if a school had eight material 3 weaknesses, and they went down to seven, that's not 4 enough. 5 So we actually did a calculation side by 6 side of, you know, "If they have this many, you 7 know, how many would it have to be reduced?" 8 And if you can go to that section and then 9 increase the magnification... 10 THE CHAIR: It's the very top of Page 2, 11 right above 4.c., the very last sentence of 4.b. 12 And just make it bigger. 13 Can we reword that? That's what Stewart 14 is asking. Is there a way we can improve the 15 content and have you work on the grammar after? 16 Because that would then be a technical change, and 17 we don't have to sit here right now and do it in 18 this moment. So take a look at this one sentence 19 Commissioner Ingham brought up and make sure the 20 grammar is correct and -- 21 DR. BRIGETTE RUSSELL: I would be happy to 22 do a technical change to improve the clarity. 23 THE CHAIR: Is that okay, Commissioner 24 Ingham? 25 COMMISSIONER INGHAM: (Inaudible due to</p>

<p style="text-align: right;">338</p> <p>1 simultaneous speaking.) It was hard for me to 2 process. 3 THE CHAIR: We'll approve the content, and 4 I'll make sure to write it down. I know, 5 Dr. Russell, you'll write it down. And then we'll 6 talk about the performance framework, too, and make 7 the technical changes. We can follow up. 8 All right. Anything else about this 9 business rule change? Because I will make a motion 10 if there's -- Okay. 11 I move that the PEC adopt the changes to 12 the Performance Framework Business Rules, provided 13 in the meeting materials as 17.B. and post this 14 document to the PEC website. 15 SECRETARY CARRILLO: Second. 16 COMMISSIONER OBENSHAIN: Second. 17 THE CHAIR: There's a motion, two seconds. 18 Any discussion on the motion? 19 (No response.) 20 THE CHAIR: Seeing and hearing none, roll? 21 SECRETARY CARRILLO: Commissioner Beck. 22 COMMISSIONER BECK: Yes. 23 SECRETARY CARRILLO: Commissioner Ingham. 24 COMMISSIONER INGHAM: Yes. 25 SECRETARY CARRILLO: Carrillo votes yes.</p>	<p style="text-align: right;">340</p> <p>1 the 1000s, the PEC funds, and part from the CSD 2 funds. 3 But prior to my taking on this job, that 4 wasn't done. And so because we can't -- we can't 5 move money from the 400s to the 300s, we have to 6 move it between accounts between the 1000s to the 7 43- -- 8 THE CHAIR: I think that also reflects the 9 additional funds that the Budget Subcommittee put 10 there for the programs, the Indicators of Success, 11 the performance framework. That's all part of the 12 additional funds that we needed in there. 13 Thank you. Thanks for catching it ahead 14 of time. That's great. That helps a little bit. 15 DR. BRIGETTE RUSSELL: PED Budget caught 16 it. 17 THE CHAIR: Okay. Great. Any other 18 questions or comments on that? 19 (No response.) 20 THE CHAIR: I will make a motion real 21 quick. 22 I move that the PEC accept the PEC budget 23 for FY26 provided in meeting materials for Item 24 17.c., post the budget to the PEC website, and 25 transmit to the budget for -- to PED for inclusion</p>
<p style="text-align: right;">339</p> <p>1 Chair Burt. 2 THE CHAIR: Yes. 3 SECRETARY CARRILLO: Commissioner Taylor. 4 COMMISSIONER TAYLOR: Yes. 5 SECRETARY CARRILLO: Commissioner Manis. 6 COMMISSIONER MANIS: Yes. 7 SECRETARY CARRILLO: Commissioner 8 Obenshain. 9 COMMISSIONER OBENSHAIN: Yes. 10 SECRETARY CARRILLO: Passes unanimously, 11 seven to zero. 12 THE CHAIR: Thank you. 13 Item c., the PEC Budget for FY26. So, 14 once again, trying to sneak this in before the 15 fiscal year actually starts. 16 If there's any questions or any 17 modifications needed -- Dr. Russell? 18 DR. BRIGETTE RUSSELL: Chair Burt and 19 Commissioners, the only change CSD has made since 20 you've last seen it was a small adjustment from the 21 1000s to the 4320s to cover the amount of the 22 intergovernmental agreement with the SWREC. 23 So, really, what should have been done 24 earlier was -- was to make part of the IGA come 25 from -- to have part of the IGA funding come from</p>	<p style="text-align: right;">341</p> <p>1 in their budget without change. 2 COMMISSIONER TAYLOR: Second. 3 THE CHAIR: A motion and a second. 4 Any discussion on the motion? 5 (No response.) 6 THE CHAIR: Seeing none, roll. 7 SECRETARY CARRILLO: Commissioner 8 Obenshain. 9 MR. OBENSHAIN: Yes. 10 SECRETARY CARRILLO: Commissioner Manis. 11 COMMISSIONER MANIS: Yes. 12 SECRETARY CARRILLO: Commissioner Taylor. 13 COMMISSIONER TAYLOR: Yes. 14 SECRETARY CARRILLO: I thought I heard 15 Pattie on there. Was she? 16 Commissioner Gipson. 17 VICE CHAIR GIPSON: Yes. 18 SECRETARY CARRILLO: Chair Burt. 19 THE CHAIR: Yes. 20 SECRETARY CARRILLO: Carrillo votes yes. 21 Commissioner Ingham. 22 COMMISSIONER INGHAM: Yes. 23 SECRETARY CARRILLO: And Commissioner 24 Beck. 25 COMMISSIONER BECK: Yes.</p>

<p style="text-align: right;">342</p> <p>1 SECRETARY CARRILLO: That passes, 2 eight-zero. 3 THE CHAIR: Thank you. 4 SECRETARY CARRILLO: Thank you. 5 THE CHAIR: All right. And back to you, 6 Director Russell, for Item 18. 7 DR. BRIGETTE RUSSELL: Thank you, Madam 8 Chair and Commissioners. 9 SECRETARY CARRILLO: I apologize. I have 10 to leave. I've got to go. 11 DR. BRIGETTE RUSSELL: Community input 12 hearings for the two new charter school applications 13 take place July 7th and 8th. The hearing schedule 14 is in PEC meetings materials. 15 July 7th, Monday, Inspira STEAM Academy, 16 in Las Cruces. 17 July 8th, Collins Lake Outdoor School in 18 Mora. 19 Ms. Brown today has e-mailed links to the 20 peer review reports to all Commissioners and to the 21 applicant team. 22 Item 18.b., CSD staffing update. I have 23 spent a staggering proportion of my time filling out 24 HR forms. Therefore, we have -- we have a lot of 25 movement here.</p>	<p style="text-align: right;">344</p> <p>1 fully staffed. You're welcome. 2 SECRETARY CARRILLO: Yeah, it's huge. 3 Yeah. 4 THE CHAIR: And all the staff listening 5 better stay. 6 DR. BRIGETTE RUSSELL: Usually, when we 7 say -- it happened recently. And we said, "We're 8 fully staffed," and then somebody gave notice. So 9 please don't. 10 All right. And then, finally, the 11 conference report. Our conference, we had full 12 registration. We had a waiting list. We sent out a 13 survey. 14 And we didn't have a lot of survey 15 responses. But on a Likert scale of 1 to 5, 1 being 16 terrible and 5 being awesome, we had an average of 17 4.11. So they liked it, at least the ones that 18 filled out the survey. 19 What people wanted was more sessions on 20 finance, which I am all in favor of, for obvious 21 reasons. 22 And people also asked for something I've 23 been recommending for years, repeat sessions. 24 Because as it is now, if you can't go to a session 25 because the two that you really wanted to attend are</p>
<p style="text-align: right;">343</p> <p>1 We have our financial analyst, Theresa 2 Flowers, whose first day was the day of the charter 3 schools conference. We have a new authorizer 4 administrator, Yaling Hedrick. Her first day was 5 this past Monday. But she attended our conference 6 while she was still with the Office of Special Ed. 7 We selected a candidate for the financial 8 coordinator position that's been vacant a very long 9 time. I don't have approval from HR yet, so I can't 10 tell you that person's name. 11 We have interview schedules on July 9th 12 for a fourth authorizing administrator to have the 13 same position that Lucy Valenzuela, Greg Butz, and 14 Yaling Hedrick have. So we'll have four, and we'll 15 be fully staffed on the authorizing team. 16 COMMISSIONER TAYLOR: Outstanding job, by 17 the way. 18 DR. BRIGETTE RUSSELL: And so that 19 position, once we fill that, will bring the CSD to 20 full staffing, with the exception of the director's 21 position, which is vacant in the interim. So, yeah, 22 we're fully staffed. 23 SECRETARY CARRILLO: I don't think it's 24 been that way since any of us -- 25 DR. BRIGETTE RUSSELL: So, yeah, we're</p>	<p style="text-align: right;">345</p> <p>1 opposite each other, you're just out of luck. 2 And that's my report, unless Commissioners 3 have questions. 4 THE CHAIR: Anything further for the 5 Director? 6 All right. Thank you. 7 All right. Next is a report from me. 8 So New and Updated PEC School Issues. 9 So we told you last month that ACES 10 Technical had some complaints about their timeliness 11 and about behavior issues. 12 So we, actually, as the EC, we met with 13 their governing board. It was at the end of one of 14 our EC meetings. They came and met. We were able 15 to have a really frank, honest conversation about 16 what the issues were. 17 The school -- the governing council was 18 not only receptive; they were grateful to just have 19 the communication and have the information in an 20 informal setting. 21 And I actually -- I think it really went 22 really well. They had their attorney with them. We 23 had Ms. Barnes. 24 But it wasn't -- it still didn't give, 25 like, this tension -- you know, like, a</p>

<p style="text-align: right;">346</p> <p>1 tension-filled meeting. Yeah. It wasn't 2 adversarial. The governing council was very open to 3 it. 4 We keep getting reminded that governing 5 boards really want to do good work, and sometimes 6 they just don't have the information they need in 7 order to do it. 8 Dr. Campbell was also incredibly receptive 9 of the information as well. So we felt -- at the 10 end of that meeting, we felt like the -- now, the 11 school -- we felt like the school had a good plan to 12 solve the issues that the Secretary had risen. 13 They are planning on hiring another 14 administrator in the fall to help with some of those 15 administrative tasks that one person -- it's just 16 not enough to do. 17 And so they do expect that to be something 18 that's going to help them right away this next 19 school year is that a lot of the issues will be 20 handled by someone differently to begin with. 21 So we are expecting them to kind of move 22 forward with that, give them time. 23 We have communicated with PED. We know 24 Dr. Russell is very involved with it as well, and 25 with the assistant deputy secretary who is talking</p>	<p style="text-align: right;">348</p> <p>1 hearing their feedback. She's also anticipating a 2 conversation with the Secretary soon. 3 Like I told you -- I think -- was that 4 yesterday? -- yes, yesterday -- the Secretary got 5 swept up in that LFC presentation, and now the 6 Martinez-Yazzie lawsuit coming back up. So Channell 7 is working to get the Secretary back into figuring 8 out what it is. 9 I'll be meeting with Channell again on 10 Tuesday, and we're going to go line by line, so she 11 can go back, once again, to the staff, and really 12 just have not just her ducks in a row, but to make 13 sure that she understands our behind this -- our 14 intent behind those things to try to figure it out. 15 So they have started looking at it inside 16 the PED. The Secretary has not yet. I'm still 17 going to work with Channell. And, ideally, we'll 18 have something -- my hope is we'll have some kind of 19 conversation or something to report to you by next 20 month or the month after at the latest. 21 That's the update I have on it. If anyone 22 has any questions. You can ask me whatever you 23 want, but that's really all I have to give you, 24 though. 25 And then Reports from PCSNM. I don't know</p>
<p style="text-align: right;">347</p> <p>1 with PED, that if there are any more of these 2 particular issues, the governing board will kind of 3 get informed right away so they can take action 4 right away instead of waiting until it kind of 5 compounds again. That system is in place with PED. 6 They're just keeping us up to date on the 7 status of the school in the background as well. But 8 we felt like it went really well. We felt like the 9 school had a plan to address the issue. We don't 10 feel at this time that we'll be bringing it to the 11 full PEC. 12 Now we're in a place where, if it does 13 become a repeat thing, we'll be bringing it directly 14 to the PEC next time. So we did communicate that to 15 the school, that as long as we do not hear about it 16 ever again, we can just move on. But if we do hear 17 about it again, it will be an entire PEC meeting. 18 So they know what their options are. But 19 we were really encouraged by that process, actually. 20 Update. For Item b., the update on the 21 MOU between the PEC and the PED. 22 So we did -- I did provide the MOU draft 23 to Channell Segura. She started going through the 24 process of getting feedback from PED staff at the 25 cabinet level, at the different areas. She's</p>	<p style="text-align: right;">349</p> <p>1 if any of them are on today. Yeah? 2 MS. MELISSA BROWN: Valery Ratliff-Parker. 3 THE CHAIR: Yes. Valery, I hear you're 4 coming on board. 5 MS. VALERY RATLIFF-PARKER: Good 6 afternoon. Valery Ratliff-Parker, Deputy Director 7 for Public Charter Schools of New Mexico. 8 I only have three things to report on. 9 The first one is that Charter School 10 Division's conference, congratulations. It was a 11 very good conference, Dr. Russell. And I think 12 Bianca did a really good job of putting that 13 together. And thank you for inviting PCSNM to be a 14 guest speaker. Dr. Russell gave me a gold star for 15 being a guest speaker. Thank you for that. 16 And Commissioner Ingham and Greg Butz 17 asked me to be a part of the panel for the 18 Facilities section. That was very informative and 19 good for the schools to hear, so thank you for that 20 as well. 21 The other report is on Tuesday, July 1st, 22 at 4:30 in Magnolia Room 6, we will have the state 23 reception at the national conference for the charter 24 schools. I sent Commissioner Burt, Commissioner 25 Manis -- sorry -- Commissioner Ingham, and</p>



<p style="text-align: right;">350</p> <p>1 Commissioner Clahchischillage the invite, as well 2 as Lucy, Ted, Bianca, and Greg. 3 So we look forward to seeing you all in 4 Orlando. There should be a calendar invite you 5 should have received from Angela Lopez just for a 6 reminder for that reception, to set that out on 7 June 2. But if you'd like us to forward it again, 8 we'd be happy to. There's a map for the conference 9 in the convention center for where that reception is 10 going to be. 11 And the last report is on the CSP grant, 12 Round 3 happening now, with seven sub-awards 13 available. That application window will close on 14 July 10th, and we currently have 14 expansion school 15 applicants for four sub-grant awards. 16 But we also have three new school awards 17 to provide this round. But seeing there is only the 18 potential for two new schools, we will be looking to 19 speak to our federal program officer to see if we 20 can potentially offer additional expansion grants. 21 And that is all I have. 22 THE CHAIR: Great. Do you know -- I mean, 23 I honestly didn't care or pay attention because it 24 didn't involve me at the time. But were there other 25 schools that applied to local districts for the new</p>	<p style="text-align: right;">352</p> <p>1 THE CHAIR: I like you guys. 2 All right. Last item. The meeting is 3 adjourned. 4 (Proceedings adjourned at 4:40 p.m.) 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>
<p style="text-align: right;">351</p> <p>1 application that might be -- we had two, but were 2 there any that applied anywhere else? 3 MS. VALERY RATLIFF-PARKER: There were not 4 any that applied at APS. And we didn't hear about 5 any other local districts across the state that had 6 any new charter applicants. 7 THE CHAIR: Interesting. Again, I was 8 just assuming there was going to be. So that's 9 interesting. Okay. Thank you, Valery. Appreciate 10 it. We'll see you next week. 11 MS. VALERY RATLIFF-PARKER: All right. I 12 will see you. 13 THE CHAIR: All right. Item 20, 14 Discussion and Possible Action to Provide Input to 15 Chair or Liaisons to Speak on Behalf of the PEC. 16 Does anybody need that this month? 17 (No response.) 18 THE CHAIR: Great. 19 PEC Comments, No Discussion or Action 20 Taken. Anybody? 21 (No response.) 22 THE CHAIR: All right. Any discussion -- 23 Item 22, Discussion of New Business Topics for the 24 Next Agenda. 25 (No response.)</p>	<p style="text-align: right;">353</p> <p>1 BEFORE THE PUBLIC EDUCATION COMMISSION 2 STATE OF NEW MEXICO 3 4 5 6 7 REPORTER'S CERTIFICATE 8 I, Cynthia C. Chapman, RMR, CCR #219, Certified 9 Court Reporter in the State of New Mexico, do hereby 10 certify that the foregoing pages constitute a true 11 transcript of proceedings had before the said 12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the 13 State of New Mexico, County of Santa Fe, in the 14 matter therein stated. 15 In testimony whereof, I have hereunto set my 16 hand on July 14, 2025. 17 18 19 20 Cynthia C. Chapman, RMR-CRR, NM CCR #219 21 BEAN &amp; ASSOCIATES, INC. 22 201 Third Street, NW, Suite 1950 23 Albuquerque, New Mexico 87102 24 License Expires: December 31, 2025 25 26 Job No.: 338P (CC)</p>

BEFORE THE PUBLIC EDUCATION COMMISSION  
STATE OF NEW MEXICO

REPORTER'S CERTIFICATE

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

In testimony whereof, I have hereunto set my  
hand on July 14, 2025.

*Cynthia Chapman*

Cynthia C. Chapman, RMR-CRR, NM CCR #219  
BEAN & ASSOCIATES, INC.  
201 Third Street, NW, Suite 1950  
Albuquerque, New Mexico 87102  
License Expires: December 31, 2025

Job No.: 338P (CC)

MAIN OFFICE  
201 Third NW, Suite 1950  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com

**BEAN  
& ASSOCIATES, Inc.**  
PROFESSIONAL COURT  
REPORTING SERVICE

**A**

<b>A-B-C</b> 261:4	123:16 128:9 130:21 143:4,7	4:3,4,6,10,13 16:10 25:16 27:25
<b>A-B-C-D</b> 204:7	144:11 148:18 245:15 282:8	134:8 139:15 143:3 150:1 155:6
<b>A-to-F</b> 204:1	286:11 287:19 288:23 294:18	221:12 224:22 292:22 297:14
<b>a.m</b> 1:11 5:2 124:19,19	300:20 342:15	347:3 351:14,19
<b>aback</b> 126:15	<b>Academy's</b> 8:6,12 10:22 117:13	<b>actions</b> 326:9
<b>ability</b> 33:24 34:3 41:9 47:8 51:4	<b>Academy-Albuquerque</b> 28:19	<b>active</b> 248:4
52:8 58:20 63:13 146:15 148:7	<b>Academy-Rio</b> 3:15 134:9,15	<b>actively</b> 12:2 114:14 310:14
212:10	138:1	<b>activities</b> 46:15 196:15 202:23
<b>able</b> 10:19 11:15 15:4 17:5 19:13	<b>acceleration</b> 147:10	<b>actual</b> 15:22 34:4,4 175:19 204:6
35:21 37:15 39:18 40:18 41:1	<b>accept</b> 24:10 26:17 29:1 81:13	204:12 234:18 261:20
41:11 42:15,22 43:12 46:25	98:2,19,21 122:21 130:20	<b>add</b> 28:10 78:13 102:20 107:17
47:6,14 48:1 56:5,13 58:23 59:5	137:24 141:17 148:17 153:16	115:9,11,11,14 116:10 118:12
59:13,15 65:6,22 67:16 75:11	340:22	118:14 119:25 122:15 134:16
77:2 87:16 90:14,15 103:20	<b>acceptance</b> 40:2	140:23 151:10 152:7 180:7
104:13 110:2,10 113:1 116:25	<b>accepted</b> 58:24	194:19 198:14 240:4 263:11
117:9,25 118:18 122:6,15,16,20	<b>access</b> 9:1 15:8 39:13 42:15	308:23 313:11
126:23 160:1 163:14 173:16,23	43:14 46:3,11,25 56:9,13 58:5	<b>added</b> 118:10 218:8,10 223:3
177:11 185:1,6 194:14,22	63:13 107:21 116:14 221:4	227:7,11 232:11 247:12 272:19
203:17 212:16 221:21 223:18	239:13 258:8,9 327:3,13	<b>addendum</b> 285:1 286:10 290:7
229:9 260:19 270:15 283:18	<b>accessible</b> 56:15 58:9 78:13	<b>adding</b> 30:25 31:1 91:12 108:18
308:24 311:11 317:25 322:22	<b>accessing</b> 57:4	116:14 136:7 150:17,24 191:8
345:14	<b>accolades</b> 19:8	262:14
<b>ABQ</b> 58:16	<b>accommodate</b> 137:2	<b>addition</b> 42:16 75:13 76:13 77:5
<b>absent</b> 73:5	<b>accommodations</b> 177:19	261:13 300:8
<b>absolute</b> 53:13	<b>accompany</b> 222:21	<b>additional</b> 3:15 28:2,7 29:1 46:1
<b>absolutely</b> 21:13 48:19 53:24	<b>accomplish</b> 120:10	46:24 109:11 116:12,12 118:14
54:22 72:13 85:11 94:12 98:23	<b>account</b> 76:24 107:1 113:14	134:9,19 137:7,25 150:17,24
105:3,9 121:22 126:4 177:25	167:22	153:4 196:24 227:11 228:17
<b>abstain</b> 283:4	<b>accountability</b> 11:13 14:2 15:11	232:7 281:21 340:9,12 350:20
<b>abstention</b> 283:25	15:12 100:19 170:17	<b>address</b> 52:12 88:14 112:4
<b>academia</b> 237:13	<b>accountable</b> 12:5 281:2	207:19 222:16 224:22 238:4
<b>academic</b> 3:23,24 8:13 31:17	<b>accounts</b> 340:6	321:22 347:9
34:10,12 38:17 45:5 96:15,22	<b>accurate</b> 33:14 141:5,8	<b>addressed</b> 12:15 88:20
96:22 97:10 147:3,25 155:4,5	<b>accurately</b> 139:23	<b>addressing</b> 110:2
159:2 160:21 161:11 168:17	<b>ACES</b> 285:1 317:20 345:9	<b>adequate</b> 33:8 137:9
178:17 201:20 212:15 213:5,7	<b>achieve</b> 39:10 47:22 304:9	<b>adequately</b> 102:17
221:13 222:16 229:15,21	308:10 309:9	<b>ADHD</b> 177:17
236:15,25 239:5 242:18 245:24	<b>achieved</b> 304:14	<b>Adjourn</b> 4:15
246:7,18 251:24 261:20,21	<b>achievement</b> 46:10 125:15	<b>adjourned</b> 352:3,4
272:20 282:7,7	<b>achievements</b> 38:18	<b>adjust</b> 103:18 109:16 172:21
<b>academically</b> 31:15 54:6 298:4	<b>acknowledge</b> 265:11	<b>adjusting</b> 103:17 113:5
<b>academics</b> 192:15 290:7	<b>acquire</b> 63:4	<b>adjustment</b> 339:20
<b>Academy</b> 3:14,19 8:17,23 9:4,25	<b>acquiring</b> 63:3	<b>administration</b> 12:19 14:2
10:6,25 11:10 16:15 17:16	<b>acquisition</b> 52:4	101:18 114:13 240:23
27:25 29:2 30:9,22 31:11 32:4	<b>acres</b> 249:1	<b>administrative</b> 346:15
35:18 37:8 39:2 42:1 44:12	<b>act</b> 13:1 14:25 125:6,11 178:10	<b>administrator</b> 2:12,19 3:7 14:18
45:9,13 50:13 84:15 109:10,22	229:11	20:8,12 35:23 51:6 56:19 60:4
110:9 111:18 112:6 117:19	<b>acting</b> 239:18	64:12 135:16 157:11 181:13
	<b>action</b> 3:9,11,13,15,17,19,21,25	229:6 331:1 343:4,12 346:14

<b>administrator's</b> 331:4 <b>Administrators</b> 16:14 <b>admitted</b> 12:21 <b>admittedly</b> 34:11 <b>admonish</b> 329:8 <b>adolescent</b> 227:21 238:18 <b>adopt</b> 333:21 338:11 <b>adopted</b> 173:21 <b>adult</b> 134:19 <b>adults</b> 106:16 <b>advance</b> 241:20 <b>advanced</b> 219:23 220:24 221:2 <b>advantage</b> 219:2 <b>adventure</b> 55:24 <b>adversarial</b> 346:2 <b>advised</b> 33:15 <b>adviser</b> 245:24 261:21 <b>advisers</b> 261:11,12,20 262:1 278:16,23 <b>advisors</b> 279:4 <b>advisory</b> 111:22 112:2 261:13 <b>advocate</b> 276:6 <b>advocates</b> 201:25 <b>affect</b> 26:2 108:16 274:5,6 <b>affluent</b> 328:5 <b>afford</b> 47:13 116:15 <b>African-American</b> 160:19 <b>after-school</b> 44:7 <b>afternoon</b> 144:19 150:6 181:7,11 181:14 244:20 296:1 349:6 <b>afterward</b> 306:8,10 <b>age</b> 88:22 144:4 <b>agenda</b> 3:4,8,9 4:14 6:14,15 19:16 22:10,14 24:5 109:10 157:9,9 285:2 286:11 287:20 288:24 290:8 291:17 351:24 <b>agendas</b> 15:21 <b>ages</b> 147:18 <b>ago</b> 31:8 61:16 136:4 165:1 258:20 259:11 264:17 266:6 281:15 298:24 306:13 331:12 <b>agree</b> 55:6 82:3 102:7 126:25 128:22 129:2 174:12 236:24,25 <b>agreed</b> 48:14 <b>agreement</b> 82:19 128:10,13 339:22 <b>agrees</b> 34:8 <b>ahead</b> 5:2 8:2 9:14 11:5,19 14:11 39:18 85:13 103:12 110:24	120:16 124:13 129:24 137:18 153:12 155:3 157:19 182:7,8,11 183:24 192:22 215:7 219:16 220:13,18 225:17 234:24 238:16 242:9 251:23 277:9 282:2 284:13 299:9 333:20 340:13 <b>aid</b> 77:1 <b>aim</b> 48:24 143:22 <b>airplanes</b> 79:15 <b>Alamogordo</b> 305:11 311:12 312:18,21 <b>alarming</b> 102:13 <b>Albuquerque</b> 1:22 11:11 18:7,16 31:12,20 32:11 51:17 71:24 73:25 74:1 77:21 112:19,21 286:10 287:19 300:24 353:21 <b>Aldo</b> 23:18,25 24:11 <b>Algebra</b> 222:22,22 <b>algorithm</b> 57:2,3 <b>Alice</b> 19:18,21,23 20:24 21:4,22 22:3,6 150:11 151:12 152:12 155:1 <b>aligned</b> 143:23 232:3 271:1 <b>aligning</b> 148:13 <b>alignment</b> 140:9 145:21 227:5 <b>aligns</b> 163:10 <b>all-day</b> 75:2 <b>All-righty</b> 22:20 131:6 282:22 334:19 <b>Allegiance</b> 6:9,11 <b>Allen</b> 19:18,20,21,23 20:17,20,24 21:4,22,25 22:3,6 150:5 151:10 151:12 152:11,12,19 154:25 155:1 <b>allocate</b> 84:17 <b>allocation</b> 33:8 <b>allow</b> 20:15 43:24 44:18,20 117:8 121:8 143:12 145:21 151:16 300:20 316:6 331:17 <b>allowed</b> 10:7 12:3 57:23 159:9 <b>allowing</b> 8:20 18:1,24 <b>allows</b> 10:8 117:7 140:8 174:24 176:8 <b>alludes</b> 200:23 <b>AllyOp</b> 128:6,9,11 <b>Alma</b> 11:25 12:1,5,17,22 13:4,9 13:15 14:3,24 15:13 <b>Alma's</b> 12:19 13:17	<b>alternative</b> 125:16 159:23,25 173:8 322:5 <b>alternatives</b> 195:4 <b>Alton</b> 158:11,12 <b>alumni</b> 9:24 <b>Amanda</b> 158:6,11,12 <b>amazing</b> 21:6 53:22 74:7,10 77:12 209:8 236:17 262:24 266:6 276:6,22 313:6 326:25 <b>Amazon</b> 57:14 <b>ambassador</b> 248:1 <b>ambitious</b> 51:11 70:16 72:8,13 74:18 <b>amend</b> 143:9 <b>amended</b> 143:9 <b>amendment</b> 3:12,16,18,20,22 10:23 25:17,22 28:3,8,15 29:1 30:6,17 31:19 64:15 80:4,4 81:7 81:23 82:25 89:24,25 120:9 130:21 137:25 139:16 140:4 143:4,9 145:4 146:17 150:3,8 <b>amendments</b> 30:13 134:3 <b>American</b> 44:4 160:18 193:14 <b>amexcited</b> 9:6 <b>amount</b> 53:19 86:5 92:15 114:20 117:5 170:5,6 210:10 211:18 221:17 258:8 272:10 337:1 339:21 <b>analogies</b> 324:9 <b>analysis</b> 31:19 33:20 150:8 151:2 152:17,17 227:2 228:17,20 265:1 <b>analyst</b> 245:23 343:1 <b>Analysts</b> 234:15 <b>Analytics</b> 278:9 <b>analyze</b> 155:24 227:5 252:3 319:8 <b>AND-</b> 1:13 <b>Andrea</b> 181:14,15 182:8,12 185:21 196:7 198:17 212:1 214:23 <b>Angela</b> 350:5 <b>angry</b> 177:5 <b>angst</b> 306:11 <b>annoyed</b> 239:17 <b>annual</b> 273:7 281:15 333:5,22 <b>answer</b> 51:22 74:12 80:3 90:15 105:22,24 111:19 114:25 120:21 196:10 228:25 310:11
--	---	---

<p>335:17  <b>answered</b> 196:3  <b>answers</b> 106:4,24  <b>Anthony</b> 35:25  <b>anticipated</b> 105:1 110:5 159:13  <b>anticipating</b> 69:19 89:3 217:2 348:1  <b>anticipation</b> 89:14  <b>Antigua</b> 49:15  <b>anxious</b> 303:19  <b>anybody</b> 336:6 351:16,20  <b>anymore</b> 106:21 158:14 189:22 236:12 237:12  <b>anytime</b> 299:18  <b>anyway</b> 68:24 247:10 249:5 277:20 298:16 306:23 336:5  <b>anyways</b> 125:4  <b>apart</b> 200:18  <b>Apodaca</b> 1:12  <b>apologies</b> 16:24  <b>apologize</b> 17:3 37:3 120:15 220:8 304:8 342:9  <b>apparently</b> 193:22 195:11  <b>appealable</b> 81:19  <b>appear</b> 140:2  <b>appears</b> 12:7 33:10  <b>appetite</b> 54:19 106:9  <b>applaud</b> 169:20  <b>Applause</b> 164:23 302:4  <b>apple</b> 11:9 267:1  <b>applicable</b> 164:1  <b>applicant</b> 39:25 342:21  <b>applicants</b> 61:1 66:19 86:1,20,24 104:5,7 112:22 350:15 351:6  <b>application</b> 10:22 69:3 121:20 164:3 307:20 309:21 321:14 350:13 351:1  <b>applications</b> 45:14 60:21 69:11 319:10 342:12  <b>applied</b> 40:1 74:18 90:18 91:2 350:25 351:2,4  <b>applies</b> 82:14,15 112:14,15 327:9  <b>apply</b> 58:25 201:21  <b>applying</b> 40:4 199:20 326:15  <b>appointed</b> 331:5  <b>appointment</b> 210:21  <b>appreciate</b> 26:15 36:21 37:1 38:4 62:8 67:22 71:8 72:18,25 78:8 83:11 89:8 95:15 99:25 102:10</p>	<p>107:13 114:19 118:25 129:23 129:24 133:11,20 148:12 166:3 167:13,13 169:11,22 172:10 176:25 178:7,8 194:5,7 197:13 212:2 214:15 215:22 222:10 233:4 235:17 240:16 244:21,23 251:21 258:19 265:2,6,10,16 266:21 276:17,20 299:15 303:20 310:10 315:6 351:9  <b>appreciated</b> 166:4 169:9 250:21  <b>appreciatesthat</b> 239:11  <b>approach</b> 133:1  <b>approaches</b> 40:9  <b>appropriate</b> 147:17 239:19  <b>appropriately</b> 94:20  <b>approval</b> 3:4 6:14 22:10 30:10 33:5 95:2 123:25 127:13 134:16 293:20 294:17 303:19 323:12 343:9  <b>approve</b> 4:4 6:15 10:21 22:14 48:14 80:4 284:24 286:8 287:17 288:21 290:5 291:14 302:25 338:3  <b>approved</b> 9:3 30:24 43:6 120:10 264:6 302:22 305:20 306:6  <b>approves</b> 319:13  <b>approving</b> 28:16 34:21 109:11 135:15,15 144:13  <b>approximately</b> 136:10 331:14  <b>April</b> 24:1  <b>APS</b> 32:15 49:7 73:13 136:20,21 136:21 351:4  <b>archiving</b> 15:1  <b>area</b> 20:10 21:2 50:5 60:21 61:10 61:13 75:10 84:7 101:10 113:4 151:4 162:23 164:7 174:25 200:19 247:14 311:10,14 312:7 325:5  <b>areas</b> 12:1 31:17 38:7 46:18 54:3 55:16,20,25 58:15 68:25 84:2 96:3 106:14 161:23 200:16 206:2 220:9 250:4 347:25  <b>arguments</b> 306:4  <b>arms</b> 299:3  <b>Arness</b> 157:21 158:1,3,23 165:7 166:1 167:1,16 169:22 174:12 176:25 181:2  <b>arrangement</b> 18:13  <b>Arriba</b> 21:9</p>	<p><b>arrived</b> 323:13  <b>articles</b> 77:20 258:24  <b>arts</b> 16:16 17:17 41:15,19,25 144:10 146:23 256:21  <b>aside</b> 12:8  <b>asked</b> 14:20 89:18 94:2 113:10 114:3 195:21 210:16 259:18 260:10 312:16 344:22 349:17  <b>asking</b> 42:24 48:8 49:24 50:16 51:19,25 61:20 62:20 70:8 72:1 72:8 73:9 80:23 91:4 105:24 109:4 168:13 176:5 337:14  <b>aspect</b> 151:15 278:23  <b>assessment</b> 123:4 155:16,17 182:23 184:25 227:8 257:17 297:9,15  <b>assessments</b> 161:12 219:19 228:2 270:22,25 271:2  <b>asset</b> 8:23 71:10  <b>assign</b> 278:8  <b>assigned</b> 279:3  <b>assistance</b> 2:16 60:14,15 125:12  <b>assistant</b> 18:6 346:25  <b>assistants</b> 184:6  <b>associate</b> 219:3 310:22  <b>associate's</b> 107:22 263:13,15  <b>Associated</b> 4:5  <b>Associates</b> 1:20 353:20  <b>Association</b> 175:6 264:24  <b>assume</b> 22:1 94:18,19 229:19  <b>assuming</b> 81:1 351:8  <b>assure</b> 32:16  <b>assured</b> 50:25  <b>asterisk</b> 102:22  <b>astronomical</b> 114:8  <b>asynchronous</b> 150:16,17  <b>At-Promise</b> 175:6  <b>at-risk</b> 46:21  <b>athletic</b> 40:19  <b>athletics</b> 41:1  <b>atmosphere</b> 246:13  <b>attachment</b> 4:18 9:16  <b>attempt</b> 14:1 15:11 145:18  <b>attend</b> 9:9 10:25 40:22 41:3 85:25 125:25 239:5 299:4 344:25  <b>attendance</b> 68:19,20 135:25 190:7,8 206:13 260:21 261:5,7 296:14</p>
--	--	---

**attended** 13:3,20 199:24 219:6  
 343:5  
**attendeess** 4:19 14:16 145:2  
**attending** 177:6 206:17  
**attends** 15:5  
**attention** 14:1 196:5 211:1,7,9  
 254:9 297:20 314:22 322:3  
 326:24 327:20 350:23  
**attitudes** 176:12  
**attorney** 12:24 345:22  
**attraction** 66:21  
**attractive** 322:7  
**audience** 37:1 48:22 65:3 75:14  
 78:8  
**audio** 7:22 9:14 11:6 218:2  
**audit** 33:2,17 79:25 80:11 82:23  
 83:3  
**audits** 33:18  
**August** 301:2 304:16,18 305:1  
 316:11 331:22  
**Authorize** 4:3 292:22  
**authorizer** 343:3  
**authorizers** 173:7 175:5 314:15  
**authorizing** 2:11,18 12:11 15:6  
 30:12 343:12,15  
**authors** 193:13,14  
**autonomous** 85:8  
**availability** 34:1  
**available** 34:1 42:19 57:17 60:17  
 74:17 77:3 86:14 223:4 262:3  
 263:20 305:11 350:13  
**ave** 40:18  
**avenue** 1:12 13:16  
**average** 45:11,12 125:8 165:9,11  
 222:7 224:13 344:16  
**avoid** 14:2 124:6 298:7  
**award** 18:14 247:13  
**awards** 74:21 350:15,16  
**aware** 73:14 228:12 231:9  
**awesome** 53:2 93:9 140:22  
 313:14 344:16  
**awful** 172:7  
**awkward** 336:12  
**aye** 6:24  
**ayes** 7:3

---

## B

---

**b** 30:6 165:5 190:23 286:7 335:14  
 347:20

**B-r-o-w-n** 293:8  
**B-u-t-z** 25:21  
**baby** 258:5  
**back** 9:7 10:3 17:25 18:19 20:22  
 36:3 52:15 62:11,16 65:8 70:13  
 72:4 82:9 84:15 87:14,14 88:15  
 88:18 93:11 95:13 99:22 107:14  
 108:4,7,13 110:18 112:12  
 124:17,18 143:6 150:4,5,10  
 166:19 168:13 180:24 188:10  
 192:25 215:17 238:13 244:10  
 244:12 248:3 253:11 266:5  
 272:22 280:24 292:21 303:24  
 325:25 342:5 348:6,7,11  
**backcountry** 151:21  
**backed** 163:7  
**background** 37:9 92:6 347:7  
**backward-planned** 309:7  
**backyard** 106:1  
**bad** 170:25 172:22 312:9  
**balance** 33:3 47:13 76:23 80:18  
 123:10 145:8 198:24  
**balances** 103:6  
**ballpark** 114:4 252:19  
**bank** 28:13 76:23 107:1 113:14  
**barely** 195:17 211:13  
**Barnes** 2:22,22 80:6,7 81:4  
 125:13 168:5 295:2,3 345:23  
**barriers** 47:5  
**Barto** 257:15,16  
**base** 91:25 96:4 231:6 305:13,14  
 322:8,19  
**based** 40:2 69:2,10 96:14 112:16  
 147:15,18 197:17,19,25 265:5  
 267:17 297:25 333:14  
**baseline** 155:25 252:13  
**baselines** 155:19  
**basic** 205:7 206:6 268:16  
**basically** 84:9 96:11,15 97:1  
 101:6 205:1 208:15 252:2 260:4  
 260:10 261:22 269:22 278:21  
**basics** 205:6 299:25  
**basis** 97:24  
**basketball** 219:8  
**bathroom** 136:14  
**battle** 167:14  
**beacon** 8:9  
**Bean** 1:20 353:20  
**bear** 62:16 156:22

**beaten** 78:11  
**Beck** 2:4 5:16,17 23:1,2 25:12,13  
 27:3,4 29:23,24 91:21,22 93:8  
 105:8 128:22 129:17,20 130:15  
 132:2,3 133:8,9 138:19,20  
 142:3,4 146:1,2 148:15,16  
 149:7,8 154:3,4 164:24,25  
 165:23 178:13,15 179:5,6 213:9  
 214:6,7 218:22 229:1,2,5,8  
 230:4,5,15 236:24 240:7,8,17  
 241:3 242:17,23 243:1,8,17,18  
 281:14 283:9,10 285:21,22  
 286:24,25 288:11,12 289:20,21  
 290:16,17 291:18 292:6,7  
 298:18,19 299:2,5,8 301:4,25  
 302:1 316:18,19 332:18,19  
 333:25 334:23,24 338:21,22  
 341:24,25  
**becoming** 78:13 103:9 169:13  
**beg** 53:17  
**began** 109:12 309:13  
**beginning** 69:12 70:8 82:13  
 114:16 140:1,6 155:21 185:17  
 188:5 249:14 262:22  
**beginning-of-the-year** 184:25  
**begins** 116:3 277:3  
**begun** 40:11  
**behalf** 4:11 30:21 141:7 231:9  
 276:14 351:15  
**behaving** 234:19  
**behavior** 178:10 234:22 261:5,23  
 345:11  
**behoove** 119:20  
**believe** 11:11 32:19 42:23 44:16  
 45:16,22 48:11 65:14 66:13  
 84:21 91:5 94:3 98:16 102:3,8  
 104:10 132:17,23 133:10  
 145:14 162:12 165:1 240:6  
 248:2 250:23 252:25 262:9  
 264:16 303:3 306:23 310:24  
 313:1 323:17 329:3,4,4  
**believes** 33:4,9 47:21  
**belonging** 162:21  
**benefit** 67:12 98:22 240:1 270:4  
**benefited** 313:22  
**benefiting** 234:2  
**benefits** 98:25  
**Bernalillo** 112:15  
**best** 19:15 47:6 52:14 101:19

114:9 164:8 181:2 193:4 207:16 220:22 247:15 259:17 266:8,9 273:9 275:20 276:23 298:21,23 <b>bet</b> 324:20 325:20 <b>better</b> 38:9,24 42:25 46:9,9,10 54:18 114:15 125:9 140:9 144:24 147:25 159:24 168:2 185:1 202:21 212:21 229:20 238:7,8 268:2 270:6 273:11,12 295:21 297:11 312:5 320:11,15 344:5 <b>beyond</b> 33:12 55:17 97:10 203:5 322:12 <b>Bianca</b> 349:12 350:2 <b>big</b> 19:7 69:18 70:5 72:24,24 83:24 89:12 90:7 118:4 123:7 137:10 161:16 162:12 175:7 183:1 184:15 203:24 204:2 206:24 207:1 237:20 248:23 250:4 257:7,8 259:21 269:18 271:5 280:2 299:19 302:3 310:1 323:6 326:1 <b>bigger</b> 122:8 136:16 337:12 <b>biggest</b> 163:22 191:11 272:3 279:20 324:1 <b>bilingual</b> 250:5 286:10 288:23 <b>billboard</b> 56:6 <b>binders</b> 190:17 <b>birth</b> 147:19 <b>bit</b> 17:8 18:3 20:3 35:6 36:6 39:19 40:25 43:17 47:19 56:19 64:6 69:6,15,23 84:22 93:12 141:11 144:20 150:8 159:13 160:22 161:7 164:14 170:11 171:3 173:11 194:21 203:18 220:19 245:14 247:2 251:13 255:5,22,25 267:5 277:20 315:25 327:6 340:14 <b>biting</b> 129:3 <b>black</b> 28:11 104:23 110:16 <b>blend</b> 297:12 <b>blended</b> 218:14 231:10 <b>blessing</b> 251:12,12 <b>blood</b> 173:25 331:9 <b>blowing</b> 129:9 <b>blows</b> 330:18 <b>board</b> 12:19 13:11,19 14:2,22 17:17,18 18:12 23:17 24:1,3,10 32:16 52:16,16 54:14,19,23	55:11 104:19 106:5,18,23 107:9 110:12 114:12 116:7 163:20 195:7 205:17 217:13 222:2 223:20 302:9 309:3 310:13,17 310:18 328:4 345:13 347:2 349:4 <b>boards</b> 105:20 208:17 346:5 <b>bode</b> 80:15 <b>bodies</b> 136:16 137:3 276:11 <b>body</b> 12:11 15:7 174:22 <b>Bogue</b> 135:16,20 139:12 <b>boils</b> 38:5 139:19 <b>bold</b> 94:24 <b>bones</b> 240:17 <b>book</b> 187:10 <b>books</b> 186:25 193:10,10,14,17 200:1 <b>boom</b> 128:24 <b>boon</b> 148:8 <b>boots</b> 171:7 <b>border</b> 21:10 183:9 <b>bored</b> 10:14 <b>boring</b> 108:4 <b>borne</b> 323:15 <b>borrow</b> 53:17 <b>bothers</b> 102:23 <b>bottom</b> 260:1 <b>bought</b> 269:5 <b>Boulder</b> 320:5 <b>box</b> 28:11 72:23 <b>Boy</b> 140:7 257:7 <b>boy's</b> 219:8 <b>brain</b> 67:24 238:24 <b>brainstormed</b> 231:5 <b>brainstorming</b> 231:8 <b>brainwashed</b> 16:2 <b>branch</b> 35:25 62:11 75:14 76:16 78:8 312:14,14 <b>Brauer</b> 42:24 250:19 <b>brave</b> 207:13 210:7,7 <b>break</b> 82:5,6 124:14,16 125:1 126:17 130:6 134:3 215:16,18 <b>breaking</b> 253:25 <b>breaks</b> 255:10 <b>brief</b> 56:22 216:11 220:19 245:13 <b>briefly</b> 167:7 <b>Brigette</b> 2:9 23:24 30:8 73:23 91:7,9 155:10 157:15 307:3 333:7 336:23 337:21 339:18	340:15 342:7,11 343:18,25 344:6 <b>bright</b> 259:7 <b>brilliant</b> 102:2 <b>bring</b> 11:16 12:23 43:13 49:4 78:16 112:11 114:3,4 116:13 117:15 118:18 130:10 149:25 168:22 192:10 222:23 244:19 282:4 295:11 296:5 323:11 330:5,6,22 333:4 336:5 343:19 <b>bringing</b> 17:24 24:1 54:17 82:21 118:21 130:11 165:2,3 193:8 196:15 322:25 330:14,25 347:10,13 <b>broader</b> 43:12 <b>broken</b> 106:10 256:9 <b>brought</b> 12:14 42:8 79:25 84:15 84:16 132:17 158:24 159:4 192:2,4,5,6 196:4 201:5 250:17 337:19 <b>Brown</b> 2:14 292:24,25 293:7,8 294:17 302:8,11 317:16 318:17 333:3 342:19 349:2 <b>Bs</b> 204:9 <b>bubbly</b> 215:23 <b>budget</b> 4:7 32:22,23 33:1,7,9,13 33:15,21 43:10 46:1 53:7 54:2 55:3 89:7 90:5,9,14 91:15 110:5 110:14 112:4 114:18 115:16,17 115:18 116:1,2,5,6 117:8 150:13 194:8,16,16 195:22,25 339:13 340:9,15,22,24,25 341:1 <b>Budgetarily</b> 118:10 <b>budgeted</b> 34:4,5 50:23 <b>Budgets</b> 33:4 <b>buffer</b> 69:23 <b>build</b> 41:12 44:13 116:19 121:2 127:18 132:25 162:14 187:5 192:10 200:3 222:18 295:19 323:20 <b>building</b> 1:12 36:9 43:9 44:2,20 58:13 119:4,16 134:17 164:6 177:9,10 182:1 217:25 230:10 250:25 300:22 316:9 331:19 <b>buildings</b> 119:7,22 <b>built</b> 46:15 111:21 120:25 121:1 240:12 298:15 309:10 312:11 <b>Bull</b> 324:13,22 <b>bulldog</b> 72:6
--	---	---

**bullet** 152:21  
**bullied** 13:19  
**bullying** 13:23  
**bummed** 280:13  
**bump** 51:3  
**bumped** 185:11  
**bunch** 106:16,16 249:23 324:2  
**burden** 123:16  
**Bureau** 32:22,23 33:1,9,21 89:7 90:9,14  
**burned** 84:12  
**burning** 276:13  
**Burt** 2:3 5:13 8:3 17:12 23:11 25:4 27:17 29:16 36:22 91:10 109:4 116:16 120:18 123:4 132:7 134:13 139:5,19 142:16 149:13 150:7 154:20 157:21 168:5 179:16 214:2 243:14 283:6 285:18 287:2 288:1 289:8 291:7 292:15 301:18 317:1 330:1 332:15 334:12 336:24 339:1,18 341:18 349:24  
**bus** 42:22 46:2 60:6 310:4  
**buses** 43:6 56:19 60:6 112:14,18 113:11  
**business** 4:14 54:15,24 92:6,7 93:1 101:6 105:1 110:13 113:5 115:23 126:19 129:1 135:10 335:15 338:9,12 351:23  
**businesses** 43:17 44:9,14 58:14 92:8  
**businessman** 105:8  
**Butz** 2:18 25:18,20,21 139:17,18 150:4,6 263:1 343:13 349:16  
**buy-in** 260:7,17  
**Bye** 139:14

---

**C**


---

**c** 1:20 2:1 3:1 4:1 18:11 190:23 204:3,17 287:15 339:13 353:8 353:19  
**C-h-a-t-t-o** 181:13  
**C-o-b-l-i-j-n** 14:14  
**cabinet** 90:19 91:3 347:25  
**cafeteria** 134:20 136:15  
**calculated** 224:21 256:13,15  
**calculation** 257:9 337:5  
**calculator** 116:3  
**calculus** 309:8,9

**calendar** 150:18 305:6 328:13 350:4  
**California** 330:13  
**call** 3:3,3 5:2 22:19 29:8 55:24 59:4 71:4,5 85:11 131:4,22 138:9 142:1 148:25 153:25 179:11 180:6 213:12 243:13 264:9 278:19 282:21 297:23 305:2 315:21  
**called** 168:25 186:19 252:22 258:25 261:3 262:6  
**calling** 127:1 269:8 278:23 314:10  
**calls** 59:24 269:7  
**calm** 271:13  
**camera** 7:12,22 11:6 16:24 17:1 319:17  
**campaign** 57:21 84:6 322:16  
**Campbell** 317:21 346:8  
**camping** 151:20  
**campus** 40:17 43:25 111:8,9 123:1 137:3 165:3,20,20,22 328:14  
**campuses** 111:7  
**cancel** 295:16  
**Cancun** 180:25  
**candidate** 343:7  
**cap** 8:7,24 10:22 30:6,10,17 31:2 31:3,7 33:5 34:9,17,21,22 42:4 42:11 44:18 47:16,17 48:15 51:25 62:14,17,18 63:12,19,21 65:15,21 67:5,25 68:21 69:2 70:4,11,15,19 71:15 80:10 81:23,25 82:12 86:17 92:18 94:1,4 95:22 96:9 115:6 119:3,9 121:16,24 124:7 130:21 305:17  
**capabilities** 10:12  
**capacity** 113:23 119:6 123:14 124:1 127:4 136:8 144:5  
**capital** 88:7 126:20 275:14  
**capitalize** 78:5  
**caps** 50:2,21 67:15 82:11  
**capstone** 214:24  
**capstones** 192:23,24 202:5  
**capture** 141:5 160:14  
**car** 56:6  
**care** 44:8 53:3 67:11 79:19 161:15 198:13 215:4 233:11,12 245:5 246:11 268:5 274:4

350:23  
**cared** 183:11 336:6  
**Career** 290:8  
**careers** 40:14  
**Carlson** 17:17  
**Carrillo** 2:4 5:4,6,9,11,13,15,18 5:21,24 6:3,7,18 7:17 20:19,20 20:21,25 21:6 22:19,20,23 23:1 23:3,6,8,10,13 24:17,18,21,23 24:25 25:3,6,8,11,14 26:12 27:1 27:2,5,8,11,13,15,17,19,21,22 29:4,8,9,12,14,16,18,20,23,25 30:3 70:22,24,25 71:2,7 72:15 72:18 73:11,16,24 74:2,11,15 78:20 80:12,25 82:20 83:2,6,11 85:3,11,14,16 86:25 87:2,5,17 124:12,17,20,22 125:2 128:12 129:19,22 130:4,9,16 131:4,5,7 131:10,16,18,21,24 132:2,4,7,9 137:17,18 138:5,10,11,13,16,19 138:21,24 139:1,3,5,7 141:21 142:1,2,5,8,10,12,14,16,18,21 143:1 148:25 149:1,3,5,7,9,12 149:15,19 152:15,16 153:13,14 154:1,2,5,8,10,12,14,17,19,22 167:17,18 169:6 178:22,23 179:5,7,10,12,16,18,20,23,25 180:24 181:4 213:14,18,21,23 213:25 214:4,4,8,11,13,17 215:4,9 232:17,21,25 233:20 241:5,6 242:11 243:13,14,16,19 243:22,24 244:2,6,14 276:4,5 277:7,14 279:23 281:1 282:2,4 282:12,21,22,25 283:2,5,8,11 283:14,17,20,24 285:9,12,14,16 285:18,20,23 286:1,4,13,18,19 286:21,24 287:1,1,4,6,8,10,13 288:1,3,5,7,9,11,13,13,16,18 289:7,7,10,12,14,16,19,22,25 290:2,16,18,21,23 291:1,3,5,7,9 291:9,24 292:1,3,6,8,11,13,15 292:17,17 294:6,7,14,19,22 299:10,11 300:17 301:9,12,14 301:16,18,20,20,23,25 302:2 303:6 304:25 305:1,5 313:17 315:9 316:13,18,20,22,25,25 317:3,5,7,9,12,15 321:6,8,9 323:19 324:25 325:3,22 326:8 326:10,23 327:5 329:21 330:20



331:8,10 332:6,8,11,13,15,17 332:17,20,22,25 333:11 334:7 334:10,12,14,14,17,23,25 335:3 335:5,7,11 338:15,21,23,25,25 339:3,5,7,10 341:7,10,12,14,18 341:20,20,23 342:1,4,9 343:23 344:2 <b>cars</b> 79:15 <b>case</b> 127:22 129:5,13 178:4 190:5 323:23 <b>cases</b> 178:1 <b>cash</b> 33:3,5 34:1 80:18 103:6 104:14 110:4 <b>catch</b> 105:5 189:3 <b>catching</b> 340:13 <b>caught</b> 340:15 <b>cause</b> 171:22 180:21 326:13 <b>caused</b> 105:2 <b>causes</b> 115:3 181:25 <b>cautious</b> 94:10 133:19 <b>CC</b> 1:25 353:25 <b>CCR</b> 1:20 353:8,19 <b>CCSD</b> 200:18 <b>ceiling</b> 71:15 <b>celebrate</b> 161:19 180:14,16 <b>celebrated</b> 22:5 <b>celebrating</b> 136:1 219:13 <b>center</b> 350:9 <b>centered</b> 226:23 <b>centers</b> 57:25 <b>Central</b> 205:16 206:10,13 <b>ceremony</b> 218:23 <b>certain</b> 88:22 96:3 239:18 297:10 304:9 323:2 327:21 <b>certainly</b> 52:2 166:22 178:15 241:11,17 313:5 <b>certificate</b> 4:16 300:23 316:9 331:20 353:7 <b>certification</b> 160:12 262:11 <b>certifications</b> 262:12 <b>certified</b> 184:3,5 320:9 353:8 <b>certify</b> 353:10 <b>Cervantes</b> 75:6 <b>Cesar</b> 155:9,13 158:3,17,18 178:17 <b>cetera</b> 96:6 <b>chagrin</b> 109:19 <b>chair</b> 2:3,3 4:9,11 5:1,11,12,13 5:14 6:5,8,13,16,17,20,22 7:1,3	7:7,10,18 8:2,3 9:15,21,22 12:16 14:8 16:3,7,13,20 17:4,12 18:25 19:3 20:17 21:24 22:4,7 22:13,15,16 23:11,12,13,14,15 23:22,24 24:6,9,12,13,16 25:4,5 25:6,7,15 26:7,16,21,22,25 27:15,16,17,18,23 28:18,21 29:5,14,15,16,17 30:5,9 32:16 35:1,13,17 36:22,24 38:2 42:10 47:18 49:1 62:3 64:14 65:22 67:18 70:22,25 80:6 83:8 85:10 85:13,15 86:8 87:1 88:24 89:1 89:18,23 90:2,21 91:2,7,9,10,16 91:20,21 92:3 93:15 95:18 99:22 105:6 107:13 109:3 110:18 113:2 114:11,19 116:4,9 116:16 118:24 120:9,16,17 121:15 122:5,12 123:3 124:10 124:20,25 130:1,2,3,5,7,24 131:3,8,9,9,12,13,14 132:8 133:7 134:2,6,12 135:18 137:15 138:4,9 139:3,4,5,6,9,14,19 140:12 141:12,15,16,22,25 142:14,15,16,17,23 143:2 144:15,18,25 145:25 146:7 148:2,20,21,24 149:13,14,15,16 149:17,21,25 150:7 151:9 152:11,13 153:10,12,21,25 154:17,18,20,21,24 155:2,11 157:14,16,19,21,23 158:21 164:24 166:2 167:5,17,23 168:5 169:5,7,24 175:12 178:7,20 179:1,4,16,17,18,19 180:2,7 181:1,6 194:2,4 195:16,22 196:3 197:12,14 198:7 203:22 204:21 212:25 213:2,10,15,16 214:1,2,3,15,19 215:2,6,15,21 229:1 230:17 232:15,17 233:17 233:21 237:6 238:14 239:7,9 240:6 241:5 243:7,12,14,15 244:4,6,10,15,18 245:19 258:16 263:25 265:18,21 266:2,10,23 266:25 269:9 273:1 274:2 276:3 281:22,25 282:3,11,15 283:7,19 283:22 284:4,7,11,22 285:5,7 285:16,17,19 286:6,14,17 287:2 287:3,4,5,15,22,25 288:1,2,3,4 288:19 289:2,6,8,9,10,11 290:3 290:11,15 291:5,6,7,8,11,19,23	292:13,14,15,16,19 293:3 294:6 294:25 295:7,10,24,25 296:2 297:5 298:15,18 299:9 300:18 301:5,8,16,17,18,19 302:5,9,10 303:1,5,8,14 304:5,10,23 305:19 307:15,24 308:2,5,12 309:15 311:2 313:6,14,15 314:9 316:4,14,17 317:1,2,3,4,14 319:14,21 320:21 321:1,4,8 326:11 328:11,19 329:1,21 330:19,24 331:7,9,25 332:4,13 332:14,15,16 333:4,7,13 334:1 334:5,7,8,10,12,13 335:9,13 336:7,13,21,24 337:10,23 338:3 338:17,20 339:1,2,12,18 340:8 340:17,20 341:3,6,17,18,19 342:3,5,8 344:4 345:4 349:3 350:22 351:7,13,15,18,22 352:1 <b>Chairman</b> 36:20 <b>chairs</b> 112:3,3 135:21 <b>chalkboard</b> 266:16,24 <b>challenge</b> 53:22 54:1 85:20 98:2 98:6 99:16 109:20 111:15 127:9 127:10 136:24 159:5,14,21 170:13 187:21 188:20 189:4 190:10 207:15 327:6 330:4,6 <b>challenged</b> 166:9 209:24,25 270:11 <b>challenges</b> 38:14 39:11,13 41:18 75:24 80:21 96:15 113:1,15 136:22 166:10 167:23 180:10 180:22 181:19,23 183:13 184:16 186:4 191:4 212:5,18 237:25 238:1,1 299:15 300:10 <b>challenging</b> 96:11 152:18 <b>Chamisa</b> 49:16 <b>championship</b> 219:8 <b>chance</b> 245:8 <b>change</b> 24:10 26:6 28:17 34:20 58:19 76:22 83:8 91:14 110:19 110:22 115:8 123:19 141:17 143:15 144:14 147:14 148:17 150:21 153:16 165:12 172:20 184:21 212:11 218:13 295:14 296:22 337:16,22 338:9 339:19 341:1 <b>changed</b> 54:15 106:20 155:17 184:4 277:20 335:18 <b>changes</b> 23:17 25:24 37:20 42:17
---	---	--

<p>45:19 217:21 223:21,22 265:5 333:9,21 338:7,11 <b>changing</b> 25:23 91:12 113:5 200:12 245:5 254:25 271:18,19 <b>Channel</b> 79:20 <b>Channell</b> 347:23 348:6,9,17 <b>Chapman</b> 1:20 353:8,19 <b>charge</b> 133:25 242:16 275:20 <b>charging</b> 196:17 <b>chart</b> 69:4 <b>charter</b> 2:10,12,14,17,19 3:12,17 3:19,24 4:8 11:11 12:12 18:5,18 20:8 23:18 24:11 25:17 26:18 26:19 28:16 29:3 32:9,11 34:24 38:7,21,23 39:5 40:22,23 41:2,8 42:23 48:10 51:8 52:21 55:21 65:17 67:8 85:6 87:10,12 95:4 95:23 96:1,7,17,20 97:5,25 98:9 98:10,10 100:2 106:6,13 111:20 112:20,21 125:6,8,11 127:11 130:22 135:14 137:12 138:2 139:16 141:18,19 143:4 146:18 148:18,19 151:6,7 153:19 155:5 171:6 175:5 181:18,22 183:22 189:25 200:17 206:4 207:24 211:5 213:6 216:5 219:10 242:19 264:6 284:24 285:1,3 286:8,12 287:17,20 288:21,24 290:5,9 291:14,17 299:14 300:7 306:24 307:6,6 311:5,13,19,22 312:4,8 313:23,23 314:17,18,21 314:23 315:25 323:11,11,13 328:2,4,7 333:6,22 342:12 343:2 349:7,9,23 351:6 <b>charter-schooling</b> 211:23 <b>charters</b> 32:12 85:5 104:2 247:5 299:19 311:17 312:6,7,9 315:24 325:10 <b>Chatto</b> 156:24 181:11,12,17 191:6 194:25 195:17 196:2,4 198:4 199:22 211:25 <b>Chavez</b> 155:9,13 158:3,17,18 178:17 <b>check</b> 9:16 76:22 279:7 <b>checked</b> 295:7 <b>checking</b> 48:13 278:25 <b>checklist</b> 293:10,23,25 302:14,19 302:21 315:13 318:23 319:2,4,6 <b>checks</b> 261:4,6 277:23 279:21</p>	<p><b>chef</b> 79:20 <b>chemical</b> 41:6 <b>chew</b> 129:3 <b>chicken-and-egg</b> 122:11 <b>child</b> 75:22 107:19 163:1 190:20 190:24 <b>child's</b> 297:1 <b>childcare</b> 75:19 <b>children</b> 100:7 125:18 210:14,17 211:8 245:7 322:10 323:4 <b>children's</b> 234:21 <b>chills</b> 88:10 <b>choice</b> 11:13 37:11,14 44:17 58:18 150:22 151:8 242:8 322:5 <b>choice-based</b> 8:8 <b>choices</b> 39:22 44:19 <b>choose</b> 59:6 <b>choosing</b> 12:1 242:8 <b>chose</b> 101:15 107:19 201:8 <b>chosen</b> 170:5 <b>Chris</b> 16:15,20,20,23 17:10 <b>Chromebook</b> 60:15 <b>chuckled</b> 152:22 <b>churning</b> 101:4 <b>Cindy</b> 303:10 304:13 <b>Cindy's</b> 124:15 <b>circumstances</b> 167:12 <b>cited</b> 33:1 <b>citizens</b> 54:6 <b>city</b> 50:5 55:16,17 60:5,8 75:8 322:13 <b>Clahchischillage</b> 2:5 5:19,20 22:24,25 25:1,2 27:6,7 29:21,22 93:16 95:19,20 98:24 102:8 125:5 131:19,20 133:11 138:17 138:18 142:6,7 149:10,11 154:15,16 179:8,9 204:22,23 214:9,10 243:20,21 283:12,13 285:24,25 286:22,23 288:14,15 289:23,24 290:19,20 292:9,10 301:21,22 316:23,24 332:23,24 334:15,20 350:1 <b>claim</b> 12:16 13:15,18 <b>claimed</b> 14:18 <b>claims</b> 15:13 <b>clarification</b> 91:17 <b>clarify</b> 67:24 155:16 <b>clarity</b> 337:22 <b>class</b> 32:17 108:20,22 111:14,19</p>	<p>111:25,25 112:5,9 115:8 120:1 120:8 143:15,16 145:19 147:6 184:18 206:17 218:21 219:1 225:5 241:16,22 242:10 279:18 295:22 296:24 297:2 298:12 327:15 <b>classes</b> 40:18 75:21 76:12 92:20 111:21 118:3 146:22 147:6,7,7 177:21 216:19 222:18,21 223:1 225:21,22 226:14 228:1 241:9 241:19 260:2 263:18 296:23 297:4,18 298:7 308:9 <b>classically</b> 120:13 <b>classroom</b> 20:11 40:11 53:12 54:4 77:24 117:17 120:2 135:6 187:6 200:2 203:4 227:21 234:16,17 272:24 295:6,17,19 298:10 <b>classrooms</b> 28:12 76:10 120:5 134:19 145:15 184:2 269:21 <b>clear</b> 9:17 31:10 128:16 146:16 147:12,21 156:3 182:17 233:24 237:2 272:14 304:11 <b>cleared</b> 72:2 <b>Clearing</b> 163:7 <b>clearinghouses</b> 258:23 <b>clearly</b> 62:8 114:10 265:1 <b>climate</b> 162:21 167:25 <b>close</b> 51:1 67:2 165:11 187:4 226:1,15 253:21 256:18 350:13 <b>closed</b> 235:25 <b>closer</b> 174:24 <b>clue</b> 54:24 <b>CNM</b> 40:13 44:6 77:7 117:12,20 117:21 259:24 <b>coach</b> 227:1 272:20 <b>coaching</b> 184:11 228:16 <b>Coblijn</b> 14:10,12 <b>Code</b> 43:16 <b>Codes</b> 57:4,5,9,10 60:21 <b>coding</b> 249:8 <b>Cognia</b> 217:5 <b>cognizant</b> 37:19 <b>cohesive</b> 145:21 <b>cohort</b> 223:25 224:9,24 226:3 <b>coincide</b> 42:18 <b>Coleman</b> 325:23 <b>collaborate</b> 145:17 199:11 <b>collaboration</b> 217:17 313:16,21</p>
---	---	---

<b>collaborative</b> 74:24 231:8 <b>collect</b> 198:25 <b>collection</b> 160:4 <b>collective</b> 174:23 323:16 <b>collectively</b> 39:4,6 <b>college</b> 37:19 40:16 184:8 211:2 211:6 218:24 222:2 237:11 248:10 254:18,19 259:22 262:16 263:14 300:2 <b>collegial</b> 318:11 <b>Collins</b> 342:17 <b>color</b> 328:5 <b>Colorado</b> 20:6 21:9 320:5 <b>coloring</b> 182:24 <b>Columbo</b> 88:4,21 129:15,18,19 129:20 <b>combine</b> 49:17 111:4 297:6,7 <b>combined</b> 49:22 295:6,18 297:2 <b>combining</b> 44:24 144:9 <b>come</b> 9:7 10:18 21:15 35:5 43:8 45:17,20 51:11 59:7,25 61:3 70:13 72:4 77:11,21 80:5 81:6 84:2 87:13 88:15,18 92:6 93:11 94:15 103:7 110:5 112:15 113:25 117:17 122:20,22 124:16 127:19 132:25 140:24 161:14 163:9 165:21 166:7 168:13 170:15 173:16,22 177:4 180:10,12,16 181:3 183:14 190:6 191:4 192:25 194:6 197:6 206:19 210:22 211:4 212:19 215:17 230:25 234:17 235:4,22 236:8 244:10 246:4,14 256:17 257:23 258:4,13,14 263:4 264:13 268:12,19 272:22 280:23 298:21,25 299:13,22 310:9 312:23 313:12 314:6 323:21 325:25 327:22 330:16 339:24,25 <b>comes</b> 41:1 147:11 163:16 168:8 268:13 270:8,9 297:23 303:6 306:2 <b>comfortable</b> 136:13 137:5 251:10 281:15 <b>coming</b> 7:11 10:20 19:16 21:12 26:13 31:9 45:15 74:21 85:22 89:21 95:13 104:6 126:7,19 149:22 150:4 164:13 171:21,23 172:20 176:10,14 180:10	210:17 214:16,18 236:4 248:3 280:7,17 283:23 320:2 322:23 327:1 348:6 349:4 <b>commence</b> 4:3 292:23 300:21 316:7 331:18 <b>commencement</b> 88:7 294:3 319:12 <b>commend</b> 229:14 <b>commendable</b> 327:4 329:3 <b>comment</b> 3:5 6:20 7:4 13:10 33:13 85:12,17 133:14 178:24 180:4,8 212:2 238:13 <b>commenters</b> 87:8 <b>comments</b> 4:12 19:1 26:11 62:1 155:14 197:14 217:15 238:16 264:1 295:1 304:24 340:18 351:19 <b>commercial</b> 51:16 <b>Commission</b> 1:1 17:13 30:23 39:5 98:15 127:17 130:12 133:25 147:22 168:8,23 180:4 207:21 209:17 233:6 276:21 284:24 286:8 287:17 288:21 290:5 291:14 293:3 305:23 323:24 353:1,12 <b>Commission's</b> 63:25 293:20 <b>Commissioner</b> 5:7,8,9,10,16,17 5:18,20,21,23,24 6:23 7:15 12:21 17:22 20:18,18,21 22:19 22:21,22,23,25 23:1,2,3,5,6,7,8 23:9 24:19,20,21,22,23,24,25 25:2,8,10,11,13 27:3,4,5,7,8,10 27:11,12,13,14,19,20 29:9,11 29:12,13,18,19,20,22,23,24 30:1,2 42:24 62:5,6,7 63:2 64:4 65:25 67:4,18,19 68:5,8,16,23 69:22,25 70:3,21,22,25 71:11 71:12 73:23 74:11,15 82:9 83:15 85:16 87:4 88:25 91:19 91:21,22 93:8,15,16,16,18 95:18,20 98:24 99:21 100:10 102:7 104:1 124:12,17,20 125:5 127:9 128:21 129:17,20 130:15 130:23 131:14,15,16,17,18,20 131:21,22 132:1,2,3,4,6,7 133:7 133:9,11,14 137:17 138:3,5,5 138:14,15,16,18,19,20,21,23,24 138:25 139:1,2 142:3,4,5,7,8,9 142:10,11,12,13,19,20 146:1,2	148:15,16 149:1,2,3,4,5,6,7,8,9 149:11,17,18 151:11 152:15 153:13,20 154:3,4,5,7,8,9,10,11 154:12,13,14,16 164:24,25 165:23 167:5,6,17 169:7,8 178:13,15,19,22 179:5,6,7,9,10 179:11,14,15,20,22,23,24,25 180:1 194:3 204:22,23 212:1 213:9,18,20,21,22,23,24 214:6 214:7,8,10,11,12 218:2,22 229:1,2,5,8 230:3,5,15,17,18 231:22 232:2,12,16,17,18 233:16 236:24 240:7,8,17 241:3 241:5 242:17,22,23,24 243:1,6 243:8,8,17,18,19,21,22,23,24 244:1,2,3 250:19 264:2,20,25 275:7,8 276:1,2,3,7 281:14 282:10,12,12,16,21,23,24,25 283:1,2,3,6,9,10,11,13,14,16,17 285:4,9,11,12,13,14,15,18,21 285:22,23,25 286:1,3,19,20,21 286:23,24,25 287:6,7,8,9,10,12 287:21 288:5,6,7,8,10,11,12,14 288:15,16,17 289:1,12,13,14,15 289:16,18,19,21,22,24,25 290:1 290:10,16,17,18,20,21,22,23,25 291:1,2,3,4,18,24,25 292:1,2,3 292:5,6,7,8,10,11,12 294:6 298:18,19 299:2,5,8,9 300:17 301:4,9,11,12,13,14,15,21,22 301:23,24,25 302:1 303:3 304:25 307:15,16,23 313:17 316:18,19,20,21,22,24 317:1,5 317:6,7,8,9,11 320:23,25 321:2 321:8 325:20 326:8,23 327:5 331:24 332:6,7,8,10,11,12,18 332:19,20,21,22,24 333:25 334:15,20,21,22,23,24,25 335:2 335:3,4,5,6,7,19,20 336:11 337:19,23,25 338:16,21,22,23 338:24 339:3,4,5,6,7,9 341:2,7 341:10,11,12,13,16,21,22,23,25 343:16 349:16,24,24,25 350:1 <b>Commissioners</b> 2:2 6:25 9:23 14:16 16:11 18:25 22:8 23:25 24:7 25:21 26:10 28:5 30:9 36:22 62:4 98:8,11,18 130:1 134:11 135:21 137:16 139:18 141:13 145:2 146:8 150:7
--	---	---

152:13 155:11 157:5,22 197:15  
 212:25 216:6,8 244:17,21 264:1  
 295:1 296:1 304:23 315:8 321:2  
 333:2,8 336:24 339:19 342:8,20  
 345:2  
**commitment** 8:16 240:24 313:4  
**committed** 94:4 162:6 197:9  
 200:6 251:19  
**committee** 8:5 35:13 104:20  
 276:9  
**common** 234:10 235:24,25  
 236:10 237:12  
**commonsense** 234:8,9 235:10,16  
**communicate** 212:10 347:14  
**communicated** 26:4 241:19  
 346:23  
**communicating** 13:13  
**communication** 224:16 345:19  
**communities** 42:25 205:8 311:22  
**community** 3:21 8:24 19:19,24  
 20:14 34:11 36:1,14 48:21  
 50:10 51:16 54:11 55:2,8,11,20  
 57:24 58:12,13 60:1 61:23 62:9  
 66:25 83:14 88:16 93:20 94:13  
 105:13 108:8 135:9 137:13  
 150:2,12 153:17 158:4,19  
 178:17 183:10 192:5 196:16,17  
 200:15,24,25 201:22,25 202:2  
 205:5 206:7 210:11 211:22  
 212:12 239:10 248:16,17  
 291:16 296:18 305:10 309:22  
 309:23 310:8,21 311:5,8 312:2  
 318:20 322:1,3,25 323:14  
 326:19 327:1 328:25 330:13  
 331:18 342:11  
**companies** 87:20  
**company** 79:5  
**comparable** 252:18 253:18,21  
**compare** 50:13  
**compared** 49:5 50:7 101:1  
 253:16  
**compares** 222:2  
**comparing** 50:9  
**comparison** 151:3 222:14 253:10  
 256:12  
**competed** 247:22  
**competition** 249:7  
**competitive** 40:25 247:18  
**compiled** 139:21

**complaint** 13:11  
**complaints** 15:9 345:10  
**complete** 99:9 217:3 319:7  
**completed** 96:5 97:6 216:20  
 217:2 227:20 293:9,23 294:1  
 302:14,19 318:22 319:2,4  
**completely** 84:13 109:15 121:7  
 126:25 269:2 293:15 320:19  
**completion** 217:24 301:2 316:11  
 331:22  
**compliance** 3:10 11:25 12:2,11  
 13:1 14:24 15:7 36:3 246:15  
 315:14,15 333:6,22  
**complicated** 178:4  
**complications** 177:3  
**component** 121:5  
**components** 296:15  
**compounds** 347:5  
**comprehensive** 143:23 255:1  
**computation** 231:20  
**computer** 58:25  
**concentrator** 259:15  
**concept** 174:3  
**concern** 33:2 34:7 79:24 82:22  
 84:4 89:2,6 90:16 92:25 105:3  
 107:15 329:16  
**concern-** 281:8  
**concerned** 92:12,14 93:4  
**concerns** 12:14 13:8,13 32:24  
 34:13 88:20 90:2,4,8 92:2 112:5  
 132:17 195:24 324:1  
**condition** 3:24 80:5,9,10 81:18  
 155:5,14 156:7 161:10 165:9  
 168:12 178:18 226:23 236:25  
 237:1 265:3 273:4,6 282:9  
**conditions** 98:21 99:2 217:19  
 221:7,9 242:20 246:5,9,15  
 249:12 251:11 252:17  
**conducted** 6:12  
**conference** 72:21 87:6 105:17  
 319:10 325:8 343:3,5 344:11,11  
 349:10,11,23 350:8  
**conferences** 173:5  
**confidence** 80:16 127:7 306:19  
**confident** 188:13 246:15  
**confirm** 318:16 325:19  
**conflicts** 177:7  
**confront** 12:22  
**confused** 253:4

**congratulations** 17:7 19:4,14  
 21:25 87:2 133:4 137:20 230:1  
 233:23 299:12 302:3 313:7  
 317:15 333:1 349:10  
**connect** 303:11  
**connected** 174:5 175:12  
**connection** 199:21  
**connections** 75:9 311:16 312:11  
**consecutive** 15:17  
**consent** 3:8,9 19:16 22:10,14  
**consequence** 236:5  
**consequences** 14:4  
**conservative** 93:13  
**consider** 81:8,15 256:22  
**considerably** 49:23  
**consideration** 9:10 35:15 133:6  
 182:3 294:3,16 296:21 302:24  
 306:14 319:12  
**considered** 240:3  
**considering** 174:1 191:3  
**consistency** 280:11  
**consistent** 160:11 168:8,25  
**consistently** 8:14 31:20  
**consolation** 171:4  
**Consolidated** 205:16 206:10,13  
**constituents** 26:5  
**constitute** 353:10  
**construct** 65:5  
**construction** 109:14 120:20  
**contact** 163:22  
**contacted** 73:24  
**content** 336:9 337:15 338:3  
**contingent** 33:22  
**continually** 109:6  
**continue** 9:4 14:17 20:15 41:20  
 41:21 44:20 45:18 46:17 80:13  
 80:22 96:3 108:22 163:23 164:4  
 164:8,20 200:7 211:21 228:1,4  
 237:3 273:6,8 281:9,10 296:15  
 298:5  
**continued** 4:1 8:13 31:14 50:20  
 67:21 166:5,24 187:22 213:7  
 216:22 222:20 225:1 243:4  
**continues** 13:17 17:2 160:10  
**continuing** 20:1 31:10 46:22  
 167:14 224:15 227:16 228:9,16  
 238:20  
**continuous** 217:7  
**contract** 3:10,24 4:5,5 26:20 29:3

31:8 80:20 81:6 82:3 128:2,18  
 130:22 138:2 141:20 143:10,20  
 144:2 146:18 147:22 148:19  
 153:19 155:6 159:1 257:1  
 284:19,24,25 286:8,10 287:17  
 288:21 290:5,7 291:14 295:6,8  
 308:24  
**contracted** 226:25  
**contracts** 15:22 156:8 284:12  
**contractual** 128:10,13  
**contractually** 128:5  
**contradicts** 97:24  
**contribute** 190:16  
**contributed** 165:24 186:15  
**contributes** 184:16  
**contributors** 54:6  
**control** 109:16 327:8,8  
**controls** 54:18  
**convened** 14:23  
**convention** 350:9  
**conversation** 53:9,10 54:8 55:1  
 64:5 73:15 74:23 102:24 129:23  
 180:19 212:16 265:12 298:24  
 345:15 348:2,19  
**conversations** 40:15 66:23 72:11  
 75:5,6,7 196:25 198:21 199:1,2  
 310:20  
**convey** 326:3  
**cool** 233:22 234:16 238:11,12  
 241:7 242:11 245:25 246:19  
 268:20 309:19 313:7 326:10  
**coordinate** 78:9  
**coordinator** 2:16 248:18 343:8  
**coordinators** 40:13  
**copies** 318:5  
**core** 8:15 31:17 37:11 45:23  
 108:21 145:15 146:22 183:4  
 231:11 280:14 297:23 322:8  
**corner** 320:1  
**Corners** 183:9  
**Corps** 9:8  
**correct** 6:7 25:18 68:22 71:22  
 107:4 116:8 119:7 122:12,12  
 218:19 224:6 292:24 305:4  
 308:4 337:20  
**corrected** 223:19  
**correctly** 89:3  
**corresponding** 308:11  
**Cossey** 144:16,19,23 145:1

146:16 149:22,23  
**cost** 114:8 118:6 194:20  
**cost-effectiveness** 43:21  
**Costco** 298:22  
**costs** 109:14 110:6 113:8 114:4  
 118:19  
**costuming** 77:15  
**council** 35:17 46:16 182:19 197:1  
 202:12 238:20 239:4 345:17  
 346:2  
**counsel** 2:21 294:12  
**count** 244:13 248:25 305:22  
**counted** 254:15  
**Counterintuitive** 232:19  
**country** 168:1 247:23 328:6  
**counts** 252:8,19  
**County** 20:7 250:13 264:10  
 270:14 273:10 353:13  
**County/Rio** 21:9  
**couple** 26:8 61:16 67:23 73:1  
 76:17 77:5 87:7 110:7 124:22  
 134:3 136:4 152:18 155:13  
 198:17 233:21 235:20 257:10  
 257:25 261:24,25 262:20  
 264:21 274:3 297:18 306:20  
 330:5  
**course** 5:6 35:11 38:7 42:16  
 44:21 45:16 48:3 81:9 101:6  
 109:20 117:18 123:15 137:2  
 138:11 142:2 143:11,12 154:2  
 160:13 192:15 195:4 201:13  
 216:18 217:24 218:25 220:21  
 224:1,15,17 225:11 226:15  
 227:18 228:9 233:20 238:19  
 275:23 276:23 297:14 309:2  
 315:1 322:5  
**course-correct** 197:22  
**courses** 41:7 42:1 145:9 218:5,15  
 225:3 227:13 254:19  
**coursework** 261:6,7,8  
**Court** 1:21 353:9  
**cover** 34:1 110:6 111:8,8 156:24  
 156:25 206:14 339:21  
**covered** 117:19,20  
**covering** 57:16  
**COVID** 18:9 39:12  
**cozy** 136:13 137:5  
**CPO** 18:17  
**CPR** 76:25

**crazy** 102:8 126:11 228:25  
 236:16  
**create** 26:3 125:17 145:22  
 171:14 197:11 202:3 225:12  
 237:14  
**created** 116:5 174:4 190:15  
 227:12  
**creates** 80:21  
**creating** 73:3 170:1 171:12 199:8  
**creative** 113:17 152:1 173:11  
 196:24 203:18  
**credit** 40:12 44:7 216:20 218:24  
 225:6,8,10,16,22 226:17,21  
 228:10 232:7 241:24 262:4  
**credits** 107:21 261:20  
**crew** 78:25  
**critical** 38:21 51:18 53:13 63:6  
 76:18 161:1  
**Cross** 74:4  
**crossing** 257:24  
**crossover** 111:3  
**Cruces** 342:16  
**crunching** 161:25  
**crying** 207:18  
**CSD** 23:23 26:5 28:23 32:7,17,23  
 33:13,16 34:8,13,19 36:4,11  
 38:2 44:24 49:5 50:19 73:2,10  
 79:25 144:13 145:2 147:11  
 150:20 151:5 156:3,10 293:13  
 294:15 301:1 302:17,24 316:10  
 318:25 319:8,13 331:21 339:19  
 340:1 342:22 343:19  
**CSD's** 30:20 31:19 33:12 39:23  
 67:16 70:7 157:1  
**CSI** 224:20  
**CSI-designated** 195:1  
**CSP** 308:24 350:11  
**CTE** 78:24 79:2,11 85:19 164:6  
 247:15 248:4,7 259:10,15  
 262:11  
**culinary** 79:13  
**culturally** 46:14  
**culture** 162:13,20 165:25 182:4  
 187:5 204:13 217:14 240:13,18  
**curb** 76:8  
**curiosities** 62:2  
**curious** 68:16 74:6 128:17,17,20  
 230:22 231:4 232:4  
**current** 63:18 68:19 100:12

115:20 119:6,9 136:9 232:8,10  
295:13,14  
**currently** 35:17 40:3 43:19 49:6  
50:2,17 51:5,8 61:4,9 67:25  
91:13 93:6 105:10 135:7 144:6  
146:19,24 226:19 307:21  
350:14  
**curriculum** 39:13 46:14 91:25  
95:25 97:21 143:24 145:23  
151:22 164:5 205:19 222:21  
223:7 227:12,17 231:11,11  
232:3 249:18 263:6 271:11  
280:14,16,18 297:23 299:23,24  
303:25 304:20  
**cussing** 177:7  
**cut** 7:13 48:4 152:20 153:6  
**cuts** 119:23,23  
**cutting** 41:19  
**cyber** 15:9  
**cycle** 71:17  
**Cynthia** 1:20 302:9 303:12,15  
317:18 353:8,19

## D

**d** 3:1,1 4:1,1 72:15 190:23 288:19  
**D-plus** 261:10 279:10  
**dad** 259:22  
**daily** 190:8  
**dairy** 247:17  
**dais** 293:1  
**dance** 78:16  
**dangerous** 12:10  
**Daniel** 257:15,16 284:4,9 294:11  
295:4,12 313:15 320:24 330:24  
**DASH** 164:20 259:18 260:8  
280:3  
**data** 3:23 57:7 139:21 141:8  
155:4,14,25 156:6,10,14,18,21  
158:10 159:8 160:4 165:13  
169:14 171:3,14,16 173:22  
174:5,6,6,13,17,23 175:10,18  
182:9 183:18 189:9,10 190:17  
198:21,23,25 213:7 216:19  
219:14 220:3,7,21 222:1 223:16  
223:20,23 224:2,5,16,23 225:19  
225:24 226:15 227:1 228:16  
230:21 233:23 243:3 245:23  
252:3,6,8 256:16 258:8,10  
265:2,4,5 267:2,2,3,7,23 270:20

270:23  
**data-** 190:16  
**data-minded** 190:17  
**date** 273:10 299:7 347:6  
**dates** 293:19  
**Davis** 2:16 6:2 7:5,8,23 9:11 11:3  
11:18 14:6,9 15:24 16:5,7,17,18  
20:22 23:20 185:19 244:4,8  
317:17 318:15,17,21 319:16,19  
319:24 321:21 325:7 326:7  
**day** 21:16 62:11,16 69:5 75:23  
115:25 135:23 136:1 139:13  
147:23,23 150:17 152:8 153:4  
170:21 174:18 182:10 191:5  
192:8 202:17 205:11 207:7  
211:14 225:18 261:14 276:9  
293:19 303:18 304:18 305:2,3  
308:8,10 320:17 326:1 328:14  
328:16 330:9 334:18 343:2,2,4  
**days** 33:25 76:10 150:16,24  
151:15 152:4 192:8 198:8,13,14  
198:15 199:6,16,18 202:20  
215:14 240:13 248:25 249:15  
254:15 328:12  
**DD** 247:7  
**deadline** 293:14,16,24 294:1  
302:20 319:3  
**deal** 82:17 110:10 132:24 203:24  
205:8 206:24 208:17 247:13  
249:9 271:5 295:9 299:19 302:3  
306:11  
**dealing** 93:6 136:14 205:1 207:2  
207:2,4,4,8,25 208:11,12,13  
209:11 212:19  
**dealt** 63:3  
**dean** 118:5,12 239:5  
**debt** 34:1  
**deceit** 14:4  
**December** 71:18 298:10 353:21  
**decide** 202:4  
**decided** 182:14 192:1,2,16,20,22  
199:5  
**decision** 81:12 133:3 157:5 192:4  
305:24,24,25  
**decisions** 106:25  
**declaring** 310:22  
**decrease** 123:16  
**dedication** 276:18  
**deem** 178:18 282:8

**deemed** 242:21  
**deep** 35:18 62:9 108:17 159:7,10  
182:25  
**deep-dive** 227:2 228:17  
**deeper** 227:17  
**deeply** 92:12,13 217:7 224:6  
**deficiencies** 168:19 206:2  
**deficit** 33:3  
**deficits** 223:9  
**defined** 65:21  
**definitely** 43:2 99:11,15 133:12  
187:8 198:2 207:15 312:13  
325:21 326:16  
**deflection** 14:1  
**degree** 107:22 219:3 263:13,15  
**delay** 110:3  
**delayed** 11:25  
**deliberation** 110:8  
**deliver** 51:4,5 61:19,21 72:14  
145:18 181:22 185:9  
**delivered** 304:21  
**delivery** 45:1 95:25 97:21  
**demand** 8:17 31:11,25 34:10  
40:5,7 119:19 123:6,7 167:22  
**demands** 15:10  
**demeaning** 170:20 270:1  
**demographic** 255:10  
**demographics** 160:9 327:17  
329:7  
**demonstrate** 51:15 52:1 63:24  
72:1 140:8 182:15  
**demonstrated** 169:19  
**demonstrates** 31:10 38:6,21  
140:5  
**demonstrating** 8:15 33:23 127:4  
**denied** 15:8 112:17  
**deny** 112:16  
**department** 77:18  
**departments** 280:4  
**depend** 196:23  
**dependent** 76:5  
**depending** 320:17  
**deplorable** 15:2  
**Depot** 298:22  
**depths** 108:15  
**deputy** 2:14 346:25 349:6  
**described** 120:1  
**desert** 311:13  
**deserve** 162:7 235:17 236:18

<p><b>deserves</b> 329:11</p> <p><b>design</b> 46:22 61:19,21 72:14 75:1 109:12</p> <p><b>designated</b> 248:10,15,16 278:18</p> <p><b>designation</b> 135:10 224:21 246:23 247:11 262:24</p> <p><b>designations</b> 249:11</p> <p><b>designed</b> 44:11 111:22 120:3</p> <p><b>designing</b> 41:11 76:15</p> <p><b>designs</b> 123:22</p> <p><b>desire</b> 10:3 323:16</p> <p><b>desperately</b> 275:18</p> <p><b>despite</b> 13:6 15:9 212:18</p> <p><b>detail</b> 221:22</p> <p><b>detailed</b> 221:5</p> <p><b>details</b> 53:23 104:25</p> <p><b>determine</b> 110:8</p> <p><b>determined</b> 116:2 261:8</p> <p><b>determining</b> 260:4</p> <p><b>detriment</b> 271:16</p> <p><b>DeVargas</b> 2:23</p> <p><b>develop</b> 41:10 46:18 87:13 99:7 143:19 199:9 202:5 208:3 218:6</p> <p><b>developed</b> 174:4 258:18 259:23 264:8</p> <p><b>developing</b> 41:11 201:10 248:4</p> <p><b>development</b> 184:12 191:20,22 198:20 199:22 203:21 226:24 227:1,12,14,23 228:15,18,22 234:5,8 235:1 237:1 238:12,12 242:19 263:8 312:19,22</p> <p><b>developmental</b> 234:20</p> <p><b>developmentally</b> 147:16 239:19</p> <p><b>developments</b> 202:9</p> <p><b>device's</b> 17:1</p> <p><b>dialogue</b> 199:14</p> <p><b>die</b> 54:11</p> <p><b>difference</b> 69:6 109:13 153:5 245:6 257:11,21</p> <p><b>differences</b> 257:20</p> <p><b>different</b> 54:8 55:16 56:3,15 57:13,17 58:15 60:2 68:25 69:3 72:12 75:7 77:6 84:3 93:24 94:16 100:3,12 106:14 107:20 108:11 110:21 115:15 118:23 119:17 140:2 156:7,9 163:8 171:13 180:19 188:22 193:24 207:22,23 208:7,8 210:24 211:23,24 233:9 234:7 235:14</p>	<p>238:24 245:10 249:15 250:10 252:16 256:7 265:10 266:11 271:10 280:4 281:6 330:4 347:25</p> <p><b>differentiation</b> 147:9</p> <p><b>differently</b> 111:9 272:11 346:20</p> <p><b>difficult</b> 30:19,20 66:22 94:6,21 95:1 127:14 145:17 157:10 167:10,11,12 172:8 204:3 206:5 239:22 267:10 274:6,12 308:14 328:20</p> <p><b>digging</b> 49:11</p> <p><b>digital</b> 16:21 18:7 41:25 56:11 57:1,10,10 60:20</p> <p><b>dilemma</b> 93:19</p> <p><b>diligence</b> 36:4</p> <p><b>dime</b> 117:13</p> <p><b>Diné</b> 3:12 25:16,22 26:8,18 156:16 181:7,18 183:1 197:10 198:22 200:17 201:11,12,19 202:24 213:5</p> <p><b>dip</b> 162:15</p> <p><b>diploma</b> 233:12,13,19</p> <p><b>dire</b> 195:9</p> <p><b>direct</b> 15:23 35:8 57:18,22 61:5 160:12 217:22 218:5 222:13 252:23</p> <p><b>direct-instruction</b> 222:18</p> <p><b>direction</b> 126:17 251:14,14 277:9</p> <p><b>directly</b> 13:13 222:1 253:20 347:13</p> <p><b>director</b> 2:9,14 17:13 18:7 19:24 23:19 32:22 33:4 36:1,3 42:8 48:2 63:5 155:8 216:4 342:6 345:5 349:6</p> <p><b>director's</b> 343:20</p> <p><b>disabilities</b> 160:17 255:12,13,19 256:8</p> <p><b>disability</b> 177:18</p> <p><b>disagree</b> 128:21</p> <p><b>disappear</b> 140:2</p> <p><b>disclosure</b> 33:3 100:7</p> <p><b>discover</b> 61:22 72:16,17</p> <p><b>discuss</b> 64:1 82:7 221:22</p> <p><b>discussed</b> 15:22 168:6,23 333:14</p> <p><b>discussing</b> 63:17 146:4 165:2 313:17</p> <p><b>discussion</b> 3:9,11,13,15,17,19,21 3:24 4:3,4,6,8,9,10,12,14 16:9</p>	<p>22:18 24:14 25:16 26:23 27:24 29:7 63:11 81:11 131:1 134:5,8 138:7 139:15 141:23 143:3 148:22 150:1 153:23 155:6 178:21 179:2 202:1 213:11 215:5 243:10 282:13 284:21 285:5 286:14 287:23 289:4 290:13 291:21 292:22 301:6 316:5,15 332:2 334:3 338:18 341:4 351:14,19,22,23</p> <p><b>discussions</b> 15:10 63:16 195:9 199:14 201:5 293:12</p> <p><b>disenfranchised</b> 169:10</p> <p><b>disengagement</b> 161:15</p> <p><b>disgrace</b> 16:1</p> <p><b>disheartening</b> 12:18</p> <p><b>dismissed</b> 13:5</p> <p><b>dismissive</b> 133:15</p> <p><b>disrupt</b> 114:6</p> <p><b>distinguished</b> 35:13</p> <p><b>distress</b> 273:19</p> <p><b>district</b> 8:14 20:7 21:8 31:16 38:20 39:1 40:24 48:12 73:3,7 73:13,18,22 82:15 125:9 152:23 300:25 307:6 309:24 310:5 313:25 315:23</p> <p><b>districts</b> 73:4,19 106:13 125:20 152:25 350:25 351:5</p> <p><b>ditto</b> 233:17</p> <p><b>dive</b> 159:7 182:25</p> <p><b>diversify</b> 42:25</p> <p><b>diversity</b> 46:13 321:18 324:4</p> <p><b>divert</b> 14:1</p> <p><b>divided</b> 323:24</p> <p><b>diving</b> 75:15</p> <p><b>Division</b> 2:10,13,15,17,20 4:8 28:16 39:5 135:14</p> <p><b>Division's</b> 349:10</p> <p><b>DNA</b> 251:7</p> <p><b>doctor</b> 88:15</p> <p><b>document</b> 26:19 29:2 116:2 130:21 138:1 141:19 148:18 153:18 333:17,24 338:14</p> <p><b>documentation</b> 207:21 209:7,17 251:9</p> <p><b>documented</b> 13:7</p> <p><b>documents</b> 4:5 156:8 280:6</p> <p><b>doers</b> 250:23,25 265:22,23</p> <p><b>dog</b> 15:19</p>
--	--	---

**doing** 18:20 21:15 26:1 28:6  
 40:16 44:13 45:13 46:9 51:24  
 52:22 56:23 74:22 75:15 76:14  
 78:9,11 83:15,24 84:3,24 100:3  
 100:22,23 106:16 111:11,23  
 113:9,20 124:25 125:9,22  
 127:20 128:25 132:24 133:21  
 147:23 148:10 150:19 164:12  
 167:4 169:21 170:21,23 171:6  
 172:2 176:7 186:25 189:17  
 199:7 200:22 204:2,10,13,19  
 205:2,18,22,24,24,25 207:6  
 208:16 209:13,14 210:8,9,10  
 214:22 216:20 229:13 231:3  
 233:5,14 234:13 235:14,16  
 236:19 241:9 259:24 260:14  
 264:16 265:8 268:12 271:25  
 274:19 276:25 278:4,5,11,16,22  
 281:1 295:12,16 307:25 314:20  
 314:21 319:18 320:20 324:3  
 327:14,23 328:10 329:24

**Don** 1:12

**door** 212:20 217:17

**doors** 304:16

**doorsteps** 255:2

**dos** 253:4

**double** 32:10

**double-check** 81:19

**doubling** 32:18 70:15 111:7

**doubt** 83:13 229:20

**doubted** 323:25

**downward** 257:8

**Dr** 2:9 17:13 23:24 30:7,8 73:23

91:7,9 105:16 150:10 155:10,15

157:14,15 257:16 264:5 303:9

304:5,8,12 305:4,18 307:14,19

308:1,4,7,23 310:10 311:2

312:13 313:11 333:7 335:17

336:20,23 337:21 338:5 339:17

339:18 340:15 342:7,11 343:18

343:25 344:6 346:8,24 349:11

349:14

**draft** 44:13 115:16,18 347:22

**drafting** 115:20

**drag** 130:14

**dramatic** 167:9

**dramatically** 156:5

**draw** 41:21 45:20 86:19 152:1

254:9

**drawing** 37:11 328:15,22

**drawn** 322:10

**dream** 3:12 25:16,22 26:8,18

61:18,20 72:14 156:16 181:7,18

197:10 198:22 200:17 201:11

201:12 213:5

**dreamer** 250:22 265:22

**dreaming** 266:20

**Dreams** 244:19 245:15 252:22

258:5 262:6,7 268:1 277:2

282:8

**drilling** 204:11 265:4

**drive** 284:1

**driven** 143:16

**drives** 268:7

**driving** 56:6 276:16

**drop** 69:17,19 156:3 217:2 224:4

226:11 267:19,19

**Dropouts** 259:1

**dropped** 217:24 224:7

**dropping** 259:8

**dual** 26:2 40:12 44:7 107:21

**dual-credit** 77:7 117:14 219:2

**dual-language** 250:6

**ducklings** 317:20 329:22

**ducks** 348:12

**due** 36:4 103:17 116:1 157:6

195:23 295:4 337:25

**dug** 195:5 202:13 224:6

**Duncan** 315:21

**duplicate** 111:10 318:5

**Duplicates** 15:14

**duration** 123:18

**duties** 113:7

**dying** 74:12

## E

**e** 2:1,1 3:1,1,1 4:1,1,1 290:3

**e-mail** 299:17

**e-mailed** 342:19

**E-occupancy** 300:23 316:9

331:20

**earlier** 37:25 87:8 93:13 194:9

208:14 303:21 305:16 310:19

323:20 339:24

**early** 115:3 148:6 163:17 248:10

259:2,4,22 261:16 263:14 280:6

325:14

**earn** 218:24 220:15 225:10

241:24

**ears** 276:13

**earth** 252:24

**EAs** 187:7

**EAs'** 184:7

**easier** 26:4 208:2

**easiest** 171:18 172:2

**easily** 314:25 315:1

**east** 300:12

**easy** 78:4 100:17,18 204:16

238:22 240:3 269:3 299:13

**eat** 215:10,10 230:13

**eaten** 215:11

**EC** 345:12,14

**ECCD** 247:7

**echo** 47:20 167:6 304:12

**ed** 256:8 343:6

**editions** 250:1

**educate** 205:13,15

**educating** 67:21 125:18

**education** 1:1,12 8:4,18 9:5,23

10:4 18:4,14,17 20:5 31:11 32:4

39:5 45:4,5 46:11,20 47:6 53:10

54:10 71:9 84:16,20 88:5 99:17

100:3 111:17 114:23 143:14

158:17 159:23 205:1,2,12 207:1

209:25 212:9 235:16 238:2

242:16 245:2 264:12 265:19

266:15 271:17 276:19 284:23

286:7 287:16 288:20,23 290:4

291:13 296:25 297:1 320:6

322:6,9,15,24,25 329:12 331:5

331:13 353:1,12

**educational** 3:20,21 8:9 9:2 10:8

18:6,15 20:11 37:10,18 45:2

46:4 74:24 114:6 125:16 143:4

143:8 148:17 150:2,19,22

153:17 184:6 193:1 245:6

329:19

**effect** 89:24,25 117:6 118:16

257:14

**effective** 228:3

**efficient** 272:15

**efficiently** 272:8,12

**effort** 113:21 141:3 188:17 194:6

231:8

**efforts** 111:7 113:8 141:6 145:18

166:6,25 187:15 196:11

**eight** 6:4 10:18 100:18 151:23



176:16,17 222:13 252:14  
 259:13 261:12 283:24 295:15  
 337:2  
**Eight-to-zero** 283:21  
**eight-zero** 214:14 244:14 342:2  
**eighth** 136:7 145:24 147:8 256:5  
**either** 32:11 67:11 74:1 81:6  
 144:9 219:22 225:16 235:24  
 267:11 320:21  
**EL** 185:24 189:15  
**ELA** 146:25 249:18 253:15 267:6  
 267:18  
**elected** 24:2  
**elective** 308:11  
**Elementaries** 49:16  
**elementary** 18:21 39:21 40:4  
 42:13 49:12,22 50:2,12 65:11  
 66:20 104:4,8 122:25 123:1,7  
 123:25 136:21 272:20  
**elements** 71:12 106:11  
**eleven** 31:8 38:12 147:18 150:15  
**eleventh** 222:11  
**eleventh-grade** 221:14 222:3  
**eleventh-graders** 271:8  
**eligible** 220:14  
**eliminate** 47:5  
**eliminates** 311:18  
**ELL** 46:21 250:9  
**eloquently** 141:7  
**embargoed** 221:23  
**embarrassed** 178:11  
**Embassy** 61:17  
**embed** 192:15  
**embrace** 47:10 71:13  
**embraced** 311:15  
**embraces** 72:14  
**emerging** 85:23  
**emotion** 175:15  
**emotional** 183:15  
**emphasis** 11:12 159:1 199:5  
**emphasize** 193:2  
**employer** 52:25  
**employs** 144:6  
**empower** 9:3 212:8 242:15  
**emulate** 127:21 169:17  
**enable** 150:18  
**enables** 147:8  
**encourage** 78:25  
**encouraged** 208:10 273:2 320:18

347:19  
**encouraging** 211:18 235:21  
 311:4  
**End-of-Year** 3:23 155:4  
**endeavor** 216:10  
**endeavored** 217:5  
**ended** 18:12 66:12,13 67:1 103:9  
 108:5 110:11 111:24 115:12  
 164:11 177:14 184:23 186:9  
 240:22 247:22 278:11  
**energy** 87:14  
**engage** 36:14 223:2 231:17  
**engaged** 39:4,6 114:14 218:16  
**engagement** 36:1 163:22 187:3  
 235:21 270:8,9 274:9  
**engagements** 189:20  
**engaging** 9:5 59:22 228:17  
 231:13  
**engineering** 41:7 302:12 316:7  
**engineers** 313:10  
**engines** 304:21  
**English** 160:17 178:2 217:23,23  
 218:5 219:6 228:7 279:15,18,19  
 280:14 336:22  
**English-certified** 279:17  
**Enjoy** 142:23  
**enjoyed** 229:2  
**enormous** 114:20 305:17  
**enrichment** 46:23 47:2  
**enroll** 56:10 58:21  
**enrolled** 49:8,20 61:9 69:20,21  
 134:23 196:9 203:15 225:20  
 226:6,17 250:8 304:2 322:1  
**enrollment** 8:7,24 10:22 17:24  
 30:6,10,17 31:2,7 32:3,12,18  
 34:4,5,9,17,21 36:12 42:4,4,11  
 47:14 48:15 49:17,22 50:18,21  
 55:24 56:8,8,9,12 58:24 59:3,4  
 59:9,17,19 62:14,17,18,18,23  
 63:12,19,21 64:8 67:25 68:1  
 69:10,12 70:15,19 71:15 86:16  
 93:13 94:1,4,15,23 95:5,11,22  
 96:6,9 97:14 115:6 119:3,9,11  
 121:16,24 130:20 135:2 137:10  
 147:5,15 156:16 191:15 200:14  
 295:5,14,15,20 307:17 320:15  
 321:16,18 323:7,18  
**enrollments** 191:9 196:11 295:21  
 307:20

**ensure** 3:10 37:22 59:1 114:5  
 296:17,24 297:17  
**ensuring** 9:1  
**entering** 158:16  
**entertain** 62:1  
**entire** 32:13 43:22 50:5,5 53:9  
 120:25 124:1 125:7 152:25  
 260:12 263:2 309:10,23 347:17  
**entirely** 15:15 47:25 73:5  
**entities** 13:6 33:7 93:25 96:20  
**entity** 81:7 96:12,12  
**entrepreneurship** 41:25  
**entrust** 297:1  
**entry** 147:19  
**environment** 8:21 51:9 54:4 95:8  
 108:10 158:18 218:14  
**environments** 168:17  
**EOY** 140:7,7  
**Equip** 294:18 300:20 318:10  
**equity** 46:16 324:2  
**err** 127:18  
**error** 231:21 293:18  
**especially** 75:10 80:17 127:22  
 132:18 135:5 148:6 153:7 164:2  
 177:25 181:24 184:19 187:20  
 188:15 189:3 203:10 318:19  
**ESQ** 2:22  
**essential** 38:16 75:19 177:25  
 183:14  
**essentially** 43:25 74:25 78:2  
 110:9 111:1 113:10 119:23  
 121:25 122:21  
**establish** 196:19  
**established** 155:19  
**estate** 52:4  
**esteemed** 8:4  
**estimate** 116:24  
**et** 96:6  
**eternally** 130:13  
**evaluate** 152:5  
**evaluating** 209:16  
**evaluation** 151:16 177:15  
**event** 296:12  
**events** 58:12,18,19  
**eventually** 12:8 36:15 73:7  
 211:21 268:7  
**ever-changing** 246:12  
**everybody** 280:6  
**everybody** 5:1 36:23 68:17,18

136:12 158:2 189:23 191:3,7  
 205:14 208:19 258:15 259:19  
 261:9 280:23 324:12,22 327:1  
**everyone's** 197:9  
**evidence** 13:7  
**evidenced** 8:18  
**evident** 8:12  
**evidently** 113:3 194:11  
**exact** 60:6 66:11 92:2 223:8  
 242:6 278:12,12 282:1 324:11  
**exactly** 57:3 81:9 85:19 86:17  
 172:14 199:15 218:18 227:9  
 228:12 231:18 256:17 269:3,4  
 277:11  
**example** 42:22 60:23 67:7 76:8  
 81:13 112:13 115:24 116:18  
 117:3 118:3 119:13,14 120:19  
 123:24 140:6 151:19 247:16  
 250:19 253:7 298:9 311:25  
**exceed** 62:19  
**exceeded** 95:23 324:5  
**exceeding** 31:16  
**exceedingly** 45:14  
**exceeds** 8:14 220:16  
**Excel** 106:16 158:9 170:6,7,7  
 255:6 256:6 278:1  
**excellence** 67:21,22  
**excellent** 11:14 64:10 83:14 84:4  
 101:1 126:13 127:21 162:2  
 167:10 283:21  
**exception** 343:20  
**exceptional** 267:9,20  
**exceptions** 176:22  
**excess** 117:8  
**Exchange** 44:4  
**excited** 17:15 18:19,22,23 99:6  
 161:20 173:5 196:9 216:16  
 248:13 249:21 271:21 280:10  
 296:6,11,12,14,20 299:23,24  
 300:6,6 303:22 304:4,13,15  
 305:9,10 307:8 319:25 325:3  
**excitement** 304:2  
**excites** 98:12,13  
**exciting** 19:5 51:2 78:23 87:15,18  
 96:10,10 137:21 162:18 303:17  
 303:25 305:7  
**exclude** 15:21  
**excluded** 236:6  
**exclusive** 77:9

**excuse** 220:8 321:9  
**excuse-stopper** 176:1  
**executed** 229:24  
**executive** 216:4  
**Exemplar** 247:10  
**exercise** 125:7  
**exhibits** 284:25 286:9 287:18  
 288:22 290:6 291:15  
**exist** 51:8 96:2 97:25 207:9  
**existed** 99:1  
**existence** 322:20  
**existing** 97:3 119:21 134:17  
 313:23,23 322:8  
**exists** 74:20 217:18 330:17  
**exit** 224:20  
**expand** 10:22 11:16 32:3 39:15  
 40:19 42:22 43:4 44:15 51:7  
 55:15 84:9 86:15 100:6 117:9  
 121:3 137:1 145:6 193:15 228:4  
**expanded** 217:22 218:4 222:20  
**expanding** 8:19 36:11 39:20  
 60:19 77:7 104:2 217:25 240:19  
**expansion** 31:14 32:25 39:3  
 41:14 42:13 62:24 63:8 109:9  
 121:9 134:18 135:5 350:14,20  
**expansion/renovation** 121:11  
**expansions** 37:15 41:24  
**expect** 71:16 110:20 224:20  
 346:17  
**expectations** 95:4 106:22 190:10  
**expected** 33:7 151:24 320:11,16  
**expecting** 133:21 270:19 346:21  
**expense** 112:23  
**expenses** 53:3,5 110:4 113:25  
 115:21 118:22  
**experience** 8:10 9:2 10:8,19 18:4  
 18:18 20:11 40:17 46:4 84:19  
 163:11 309:1 314:3,8  
**experienced** 181:19 241:1 328:13  
**experiences** 37:10  
**experiencing** 134:22 206:10  
 209:2  
**experts** 210:5,6  
**Expires** 353:21  
**expiring** 194:11  
**explain** 47:19 144:19 234:21  
**explained** 223:1  
**explaining** 126:14  
**exploited** 312:11

**Explora** 75:5  
**explore** 3:14,15 8:6,12,17,23 9:4  
 9:25 10:6,21,25 11:10 27:25  
 28:8,19,23 29:2 30:9,22 31:11  
 31:15,25 32:2,4,9 34:24 35:2,18  
 37:7 39:2 42:1,5 44:11 45:9,13  
 45:18 50:13 61:9 67:6,7 84:15  
 84:19 85:1,4 100:17 101:5,11  
 103:12 107:24 108:3,7,9 109:10  
 109:22 110:9 111:18 112:6  
 117:13,19 123:16 128:9 130:21  
 134:8,14 138:1 305:17 306:5,16  
**Explore's** 34:11  
**Explore-Albuquerque** 100:8  
 102:23  
**exploring** 78:19  
**explosive** 74:7  
**Expo** 219:6  
**exponential** 118:17  
**expose** 12:5  
**exposed** 330:16  
**expressed** 89:7 90:5,9  
**extend** 209:23  
**extended** 312:14  
**extra** 54:2 108:24  
**extract** 15:12  
**extracurricular** 202:23  
**extraordinarily** 166:9  
**extremely** 13:5 17:18 51:2  
 247:18  
**exuberance** 330:22  
**eye** 225:24 229:22  
**eyes** 85:24

---

**F**


---

**f** 18:11 31:24 284:16 291:12  
**face** 41:17 59:25 60:1 73:19  
 96:17 167:24  
**face-to-face** 58:22  
**Facebook** 322:16  
**faced** 14:3 38:14 39:12 109:20  
 112:25 113:16 136:22  
**facilities** 40:20 42:17 86:3,9  
 119:9,11 120:19 122:1 123:19  
 275:12 349:18  
**facility** 34:16,17 42:9 43:24  
 56:20 62:24 63:8,11 86:6 87:22  
 89:15 119:17 120:22,25 121:3,5  
 121:8 124:3,5 275:13,18

<p><b>facing</b> 39:11</p> <p><b>fact</b> 12:15 45:8 48:7 89:8 94:2 111:5,13 166:12 173:15 191:11 257:11,15 325:13,15</p> <p><b>factors</b> 205:20 206:6,23 207:8</p> <p><b>factual</b> 13:7</p> <p><b>faculty</b> 53:14 77:6</p> <p><b>fail</b> 120:8 241:21</p> <p><b>failed</b> 117:11 224:17 226:14 242:10</p> <p><b>failing</b> 225:4 279:11</p> <p><b>fair</b> 47:17,25 51:22 52:20 58:18</p> <p><b>faith</b> 81:9 127:16 327:18</p> <p><b>fall</b> 21:12 95:3 216:23 226:22 267:1 278:22 315:19 319:25 346:14</p> <p><b>falling</b> 226:14</p> <p><b>falls</b> 15:5 54:22,23 252:4</p> <p><b>false</b> 14:20</p> <p><b>familiar</b> 160:9 183:8</p> <p><b>families</b> 2:10,13,15,17,20 9:1 12:13,18 31:12 47:23 53:15 55:19 56:2,3,9,13,20,25 57:4,8 57:13,23,25 58:7 59:1,4,5,22 60:2,16 61:23 66:24 69:19 78:10 101:2 183:12 201:6 202:3 203:25 204:3,10,15 224:17 225:2 228:12 235:22 236:1,1,5 236:7 239:11,14,25 242:1 275:16 296:13,16,17,25 297:15 321:25,25 322:7,13 324:16,24 327:11,12 328:17,24 330:4,6</p> <p><b>family</b> 60:17 100:16 163:22 204:20 212:22 225:7 235:20 241:1 264:9,10 300:7 306:24 314:10,10 330:3</p> <p><b>fantastic</b> 87:3 258:6</p> <p><b>far</b> 14:3 17:19 30:25 63:11 191:15 255:14 267:1 275:14 280:20 299:13 304:14 326:11</p> <p><b>farmers</b> 209:2</p> <p><b>farms</b> 192:12,14</p> <p><b>Fascinating</b> 331:7</p> <p><b>fast</b> 92:10,12</p> <p><b>faster</b> 10:12</p> <p><b>faster-paced</b> 10:9</p> <p><b>father</b> 331:4</p> <p><b>fathom</b> 336:4</p> <p><b>Faulkner</b> 155:15</p>	<p><b>fault</b> 223:19</p> <p><b>favor</b> 6:18,24 67:5,14 295:10 310:25 344:20</p> <p><b>favorite</b> 52:18 78:21</p> <p><b>FAY</b> 254:15</p> <p><b>Fe</b> 1:13 2:23 26:15 73:18 78:22 88:15 322:7 324:15,17 325:17 330:5 353:13</p> <p><b>Fe/Taos</b> 21:9</p> <p><b>feasible</b> 47:25 94:5 124:3</p> <p><b>February</b> 110:18 140:24</p> <p><b>federal</b> 107:2 350:19</p> <p><b>feed</b> 42:22 49:13,18 72:5 87:16 136:18</p> <p><b>feedback</b> 73:2,7 280:9 293:11 302:15 318:24 347:24 348:1</p> <p><b>feeding</b> 49:25</p> <p><b>feeds</b> 50:3,3</p> <p><b>feel</b> 55:21 67:7 70:4 83:22 86:19 93:21 95:23 98:7,7 124:1 133:18 145:10 162:14 170:11 170:22 171:6 175:5 176:22 183:18 187:2 194:1 205:22 207:5,16 208:13 210:9 229:21 235:5,22,23 236:8,8,9,21 246:14 251:10 266:14 270:10 280:21 296:17 307:2 315:3,4 320:18 321:15 347:10</p> <p><b>feeling</b> 177:21 323:2</p> <p><b>feels</b> 101:13 103:9,12 174:5 207:12 234:3 320:1</p> <p><b>fees</b> 109:14</p> <p><b>feet</b> 28:11,12 98:19 99:4 126:21 134:16,17</p> <p><b>fell</b> 94:7 261:15</p> <p><b>felt</b> 47:24 77:25 101:7,11 108:9 171:12 184:18 228:24 234:9 235:9,9 236:5 310:9 346:9,10 346:11 347:8,8</p> <p><b>fester</b> 12:4</p> <p><b>fewer</b> 335:25 336:15,19,19</p> <p><b>FFA</b> 247:15,25</p> <p><b>fidelity</b> 268:25</p> <p><b>field</b> 192:11 194:19 196:12</p> <p><b>fields</b> 37:23 85:23 86:1</p> <p><b>fiery</b> 114:22</p> <p><b>fifteen-year-old</b> 270:1</p> <p><b>fifth</b> 24:4 146:10,14,25 147:5 184:20,23 187:19 188:21 192:8</p>	<p>254:4</p> <p><b>fifth-grade</b> 144:8 146:19 185:11 269:25</p> <p><b>fifth-grade-level</b> 269:22</p> <p><b>fifth-graders</b> 185:7 186:13 188:18 203:15</p> <p><b>fight</b> 171:2,4 172:19</p> <p><b>fighting</b> 171:2</p> <p><b>figure</b> 104:16 109:17 113:1,4,9 174:16 202:7,20 203:2 255:20 266:19 270:16 329:10 348:14</p> <p><b>figured</b> 103:11 255:17</p> <p><b>figuring</b> 114:15 238:3 308:22 348:7</p> <p><b>fill</b> 56:14 58:23 59:7 64:12 79:9 343:19</p> <p><b>filled</b> 344:18</p> <p><b>filling</b> 328:23 342:23</p> <p><b>film</b> 77:16 79:12</p> <p><b>final</b> 244:13 301:3 316:11 331:22 335:22</p> <p><b>finalized</b> 217:8</p> <p><b>finalizing</b> 299:6</p> <p><b>finally</b> 31:5 81:22 177:12 344:10</p> <p><b>finance</b> 18:12 104:20 105:20,21 106:15 344:20</p> <p><b>financers</b> 97:12</p> <p><b>finances</b> 39:14 101:9,12 102:22 103:16,18,19 329:13</p> <p><b>financial</b> 15:15 33:23 34:2,12 41:18 52:10,12 54:13 63:14 80:22 90:3,8 93:5 97:17 107:15 112:23 132:19 343:1,7</p> <p><b>financially</b> 110:10 129:4</p> <p><b>financials</b> 101:5,8</p> <p><b>financing</b> 64:2 76:23 93:20 96:18 96:19,20 97:12 98:14</p> <p><b>find</b> 19:9 40:8 47:2 49:7 66:25 79:7,8 86:6,9 100:2 111:2 119:10 162:15 212:20 214:20 241:15 254:24 275:22 279:16 327:22</p> <p><b>finding</b> 54:21 76:4 100:3 191:19 193:4 205:18 228:11 300:12 335:24</p> <p><b>findings</b> 33:17,19,19,20 52:12 54:13,20 79:25 80:1,11,15 82:23 83:3 335:25 336:2,15,16</p> <p><b>fine</b> 41:15 204:17 238:17 284:11</p>
--	--	---

<b>finger</b> 323:4 <b>fingers</b> 124:15 257:24 <b>fingertips</b> 58:21 <b>finish</b> 300:3 <b>finished</b> 111:16 200:8 245:1 264:18 <b>fire</b> 57:15 248:19 <b>firing</b> 304:22 <b>firm</b> 112:6 <b>firmly</b> 323:8 <b>first</b> 7:8 28:3 30:25 31:8 51:11 56:1,2 62:7 64:23 77:1 83:25 88:8,11 92:3 93:17 97:6 109:10 126:7 127:25 145:12 157:24 158:25 159:18,19 166:7 172:4 177:12 181:21 183:22 190:1 214:25 216:6 221:10 224:23 226:11 241:11 242:3 245:20 247:5 249:14 252:11,12 259:6 260:3,15 264:6 278:7 279:2 293:8 295:16,22 297:8,14,14 304:17 305:3 306:20 307:17 309:14 311:1,14 313:18 327:15 327:16 328:22 343:2,4 349:9 <b>first-</b> 160:23 171:23 <b>first-grade</b> 161:8 296:24 297:19 <b>first-graders</b> 295:5 <b>firsthand</b> 229:13 <b>fiscal</b> 339:15 <b>fiscally</b> 78:3 <b>fit</b> 123:1 124:8 170:3 268:10 297:10 <b>fits</b> 98:9,9 <b>fitting</b> 136:16 <b>five</b> 7:5 52:16 117:7 132:9 136:17 184:18 248:9 250:20 319:1 324:16,23,25 325:9 <b>five-day</b> 78:1 <b>five-member</b> 24:2 <b>five-minute</b> 130:6 <b>five-year</b> 89:9 124:7 <b>fix</b> 106:1 113:18 <b>fixed</b> 107:12 121:3 <b>fixing</b> 93:6 <b>Flag</b> 6:10,12 <b>flatlining</b> 115:12 <b>flavors</b> 52:11 <b>flexibility</b> 82:18 163:13 <b>flexible</b> 125:17 173:12 297:24	<b>flock</b> 317:20 <b>Florida</b> 239:5 <b>flow</b> 33:5 104:14 <b>Flowers</b> 343:2 <b>flowing</b> 175:10 <b>flyer</b> 57:25 58:3 <b>flyers</b> 57:19 58:9 <b>flying</b> 248:23 <b>focus</b> 79:11,17 159:1 161:23 164:4,8,19 183:15 199:17 263:4 268:14 271:9,9,10 274:10 <b>focused</b> 104:4 143:19 161:11 164:20 186:21 188:11 217:7,25 253:1 265:4,7 268:9,21 273:13 276:24 299:25 300:1 <b>focusing</b> 164:12 171:20 233:24 237:3 <b>folks</b> 35:2 51:16 72:2 178:6 302:7 319:15 322:14 <b>follow</b> 47:18 58:1,6,10 97:22 313:16 327:21,22 338:7 <b>followed</b> 318:24 <b>following</b> 39:12 48:15 59:23 64:9 64:21,25 89:22 121:13 278:6 294:13 <b>follows</b> 215:20 <b>food</b> 79:13,20 <b>footage</b> 3:15 10:23 28:2,7,24 29:1 109:11 134:9 137:7,25 <b>footwork</b> 74:22 <b>forecast</b> 104:23 <b>foregoing</b> 353:10 <b>foreign</b> 10:17 330:8 <b>forever</b> 237:21 306:13 311:18 <b>forget</b> 172:4 <b>forgot</b> 240:8 241:4 <b>form</b> 59:15 165:9 238:16 333:22 <b>formal</b> 13:11 <b>former</b> 17:22 136:20 272:21 <b>forms</b> 4:6 56:14,14 58:24 59:8,17 342:24 <b>formula</b> 231:20 <b>forth</b> 64:2 69:1 150:10 254:5 <b>fortune</b> 320:4 <b>Forty-seven</b> 265:20,21 <b>Forum</b> 18:15 <b>forward</b> 17:19,24 19:11 20:1,13 21:12,19 22:1 81:7 84:23 87:16 123:11 129:6 133:4 153:8 160:7	161:6 164:21 175:3 184:11 192:17 195:18 197:3 202:7 215:2 238:4 248:7 250:16 262:19 273:5,7 306:17 307:12 313:8 346:22 350:3,7 <b>forwarded</b> 195:15 <b>forwards</b> 293:20 <b>found</b> 18:8 84:11,15 147:20 163:10 166:12 177:13 197:18 224:8 228:2 279:22 336:1 <b>foundation</b> 63:17 218:1,7 222:19 <b>foundational</b> 133:3 189:1 <b>founders</b> 245:3 277:6 <b>four</b> 54:23 61:18 65:18 71:19 76:10 102:11 132:10 156:6,12 168:7 183:9 192:8 198:8,13 199:16 247:13 302:18 305:23 308:2,7,9 343:14 350:15 <b>four-day</b> 33:10 52:11,14 54:9 67:10 69:17 76:1 78:1 101:17 192:1,7 194:18 198:4 199:5 <b>four-plus</b> 132:11 <b>four-tiered</b> 260:23 <b>four-track</b> 308:8 <b>fourteen</b> 13:21 <b>fourth</b> 145:24 146:10,14 147:5 184:20,23 187:19 203:16 247:22 260:12 277:16,21 278:25 343:12 <b>fourth-</b> 144:7 146:19 185:7,11 203:14 <b>fourth-grade</b> 146:25 160:24 171:23 <b>fourth-graders</b> 186:11 <b>Fox</b> 152:9 <b>framework</b> 105:19 145:13 159:9 161:23,25 162:3 173:18 219:14 220:5,16 286:9 287:18 288:22 290:6 291:15 335:14 338:6,12 340:11 <b>frank</b> 345:15 <b>free</b> 44:5 58:5 187:10 194:1 196:16 225:15 324:17 330:18 <b>frequently</b> 73:4 79:6 <b>fresh</b> 197:24 <b>freshmen</b> 226:19 <b>Friday</b> 21:16 53:20 74:9,17 75:21,22 196:14 199:18 260:12 277:16,22,24 278:25 279:6
--	--	---

**Fridays** 74:7,25 76:14 77:4,8,11  
77:25 78:6  
**friend** 79:22  
**friends** 79:5 196:25 259:17  
325:23 330:12  
**front** 50:22 55:5 64:17 103:5  
106:25 110:4 124:8 186:22  
310:21 326:9  
**fruit** 229:25  
**fruition** 264:13 298:25 310:3  
**frustrated** 113:19  
**frustrating** 13:5 101:14,16  
**frustration** 101:3 102:6 113:20  
178:10  
**frustrations** 314:6  
**fulfilled** 96:4,6,24  
**full** 14:22 88:11 100:7 122:6,8  
123:18 124:4,7 136:8 298:12  
308:14 320:19 327:7,18 343:20  
344:11 347:11  
**full-blown** 247:5 248:17 249:18  
**full-circle** 264:4  
**fully** 56:10,11 69:20,21 102:3  
223:2 224:2,5 228:8 231:10  
320:12 343:15,22 344:1,8  
**fun** 52:25 136:19 219:5  
**function** 96:11 118:13  
**functioning** 16:24 111:6  
**fund** 33:3 46:1  
**funded** 43:7 60:7 63:21  
**funding** 33:11 63:4,11 64:2 91:14  
96:13 97:22 99:1 103:24 112:17  
116:12 195:2,3,5,11,12 196:1  
196:25 202:11 339:25  
**funds** 63:6,13 84:18 340:1,2,9,12  
**funny** 84:10 330:2  
**further** 24:14 43:18 55:16  
162:17 300:12 345:4  
**furthest** 26:14  
**future** 8:25 119:4 166:14,21  
196:1 221:25 318:13 327:18  
**FY24** 33:2  
**FY26** 33:10 339:13 340:23

## G

**G** 3:1 4:1  
**gain** 186:10,12 189:15 191:15  
303:19  
**gains** 38:19 186:14 237:14

**game** 103:13 110:24 229:11,12  
**games** 75:23  
**gap** 50:14  
**gaps** 222:23  
**gaslight** 13:17  
**gaslit** 13:6 16:2  
**Gaspar** 1:12  
**GC** 13:4,10,12,14,20 14:20  
**geared** 192:9  
**general** 37:8 71:10 85:5 88:6  
92:21 155:14 168:6 270:15  
**generalism** 41:24  
**generally** 270:9,21 325:6  
**generate** 34:3  
**generation** 10:24  
**generous** 50:19 314:2,2  
**genuine** 239:24 270:23  
**geographic** 43:3  
**Geometry** 222:22  
**getting** 36:9 45:7 61:11 63:23  
72:23 83:12 84:5,13 86:12  
87:22 126:24 161:15 163:13,23  
175:10 177:21 188:13 195:2,12  
197:1 203:11 211:1 228:6  
244:11 249:24 253:1 269:6,14  
270:7 271:11 272:3 280:5 300:1  
303:15 305:5 321:16,16 324:7  
328:9 346:4 347:24  
**Gipson** 2:3 5:11,12 6:16 22:15  
23:13,14 24:12 25:6,7 26:21  
27:15,16 29:14,15 70:23 88:25  
89:1,18,23 90:2,21 91:2,10,16  
91:20 92:3 124:25 130:2,7  
131:8,9,12,13 139:3,4 141:16  
142:14,15 148:20 149:15,16  
154:17,18 166:2 167:23 179:18  
179:19 180:7 194:3,4 195:16,22  
196:3 197:12 213:15 214:1  
244:5,7 282:16 283:18,19  
285:16,17 287:4,5 288:3,4  
289:10,11 291:5,6 292:13,14  
295:8 301:16,17 317:3,4 332:13  
332:14 334:7,8,10 335:7 341:16  
341:17  
**Girl** 44:7 75:9  
**give** 10:3 35:5,8 42:5 52:5 56:22  
62:10 68:10 74:8 80:16 81:5  
83:20,21 88:19 105:24 115:6  
117:24 121:16 152:4 176:18,18

182:8 198:11 204:9 209:4  
246:19 247:16 251:13,15,24  
255:19 257:25 282:20 319:21  
321:6 345:24 346:22 348:23  
**given** 18:14 31:25 34:9,12 39:23  
43:3 75:24 123:25 129:4 134:1  
166:11 241:14 246:3 258:20  
269:23 293:12 302:16 318:25  
323:17  
**gives** 11:13 94:16 173:16 271:12  
**giving** 59:2 81:20 157:8 184:11  
188:24 265:23 296:22 327:3  
**glad** 22:4 216:7 232:4 241:1  
252:10 265:7 275:4 276:13  
308:21 310:11 328:7  
**glads** 298:25  
**Global** 18:15  
**go** 5:2 8:2 9:14 11:5,19 14:11  
50:6 51:23 52:15,19 53:3 58:7  
58:18 66:25 70:12 75:22 79:6  
85:13 88:2 89:15,24 92:22,23  
98:8 99:22 100:10 103:2,8  
108:4,7,13 113:11 119:10  
120:16 121:2,6 124:2,13 126:23  
137:18 151:11 153:12,15 155:2  
155:3 157:19 159:10 162:16  
163:6 173:5 174:7 175:4 180:24  
181:4 182:7,8,10 183:24 187:10  
187:25 190:21 192:1,11,22  
200:9 201:24 206:19 209:1,8  
210:21 211:2,6 215:6,14 216:13  
221:6 234:24 237:10 238:16  
244:9 249:7 250:18 251:23  
253:11 254:23 255:7 256:14  
257:9 258:2 262:11 274:4 277:7  
282:2 284:7,13,15,19 292:21  
298:1,1 299:9 303:24 311:23  
315:15 320:22,24 321:1 333:20  
337:8 342:10 344:24 348:10,11  
**goal** 3:17 46:5 86:15 100:2,6  
139:16 141:10,18 143:19  
145:22 219:24 261:1,9 262:5  
298:3  
**goal-oriented** 309:6  
**goals** 140:10 141:2 162:3,11  
164:13  
**god** 86:25 209:9  
**goes** 83:22 97:10 277:12 297:8  
**going** 5:2 12:17 14:17 15:4,5

21:14 28:1 33:2 34:6 36:7,12,14  
 36:16 42:20 46:16 47:18 48:4  
 51:1,23 52:2,20 54:16 55:10,24  
 56:21 64:11 71:21 72:24 74:8  
 79:9,20,21 82:9 83:20 84:1,2,8  
 84:10,14 85:18,24 87:16 88:9  
 88:10 89:25 91:14 92:18,23  
 97:2,4 98:1,21 99:23 101:19,20  
 101:20,21,24,25 102:1,1,18,19  
 102:20,21,22 103:16,18 104:12  
 104:13 106:8 107:6,25 108:19  
 108:24 110:9,14,19 111:14  
 112:19 114:1 115:8 119:5 122:3  
 124:14 125:1 126:18 127:12,24  
 128:18,23,24 129:1,14 130:18  
 136:8,10,12,17 137:1,4,4 146:3  
 146:13 147:17 155:2 159:13  
 160:7 168:1 169:3 170:8,17  
 171:10 172:19,20,21,22 173:13  
 173:22 177:14 178:13 182:7,8  
 183:5,17 184:7,10 185:19 186:5  
 187:20 190:2 192:8,10,22  
 194:14,18,19,23 195:2,9,12,14  
 195:14 197:3,5,6 198:2,5,7,16  
 200:3 201:15 202:5,8,8 203:10  
 203:16 204:25 207:18 208:25  
 208:25 212:13 215:15,23  
 218:18 220:4 229:5,18 231:14  
 231:19 233:8 234:14,24 236:24  
 237:6,7 241:22 245:10,12 246:6  
 249:16,24 250:2,3,7,15 251:8  
 251:19,23 252:12,21 254:10,18  
 254:24 255:7,22 257:20,22  
 258:12 260:2,5 261:10 262:16  
 263:21 267:7,8 268:2,3,4 270:4  
 270:6 271:1 272:4,15 273:2,5  
 273:11,12 274:24,24 275:22  
 277:8 278:15 280:2,15 281:18  
 283:3 284:13,22 285:8 293:4  
 295:5 296:3 297:7,9 300:18  
 305:12,19 306:20 310:7 312:2  
 313:10 314:12 315:21,24 316:5  
 319:17 321:11,22 323:5 324:1  
 324:16 326:8,23 327:6,16,19,24  
 328:1 329:5,6,8,24,24 330:16  
 333:20 336:7,13 346:18 347:23  
 348:10,17 350:10 351:8  
**gold** 349:14  
**Golden** 11:9

**good** 5:1 8:3 11:20 14:15 16:23  
 17:11,23 19:9,12,20,21 25:20  
 28:4 35:12 62:12 71:13 80:7  
 81:8 88:23 89:16 90:22 91:17  
 91:20 104:2 119:12 127:25  
 129:16 135:20 139:13 144:18  
 144:18 145:1 148:14 150:6  
 152:22 160:15 166:11,14  
 167:15 170:18,23 177:22 181:7  
 181:11,14 182:6 183:23 187:14  
 191:16,16 198:12 229:11,12,21  
 230:21 234:4,11 238:25 244:20  
 253:22 254:12 258:9,15,16  
 264:8 265:16 267:3,13,14  
 271:18,22 273:3 274:19 277:19  
 281:6 287:15 296:1 298:4  
 300:15 305:15 306:10 309:16  
 312:3,4,12 314:21 315:3,4,6  
 346:5,11 349:5,11,12,19  
**goodbye** 333:12  
**goodness** 248:14 264:20  
**Google** 277:25  
**gosh** 103:1 209:19  
**gotten** 48:16 103:12  
**governing** 23:17 24:10 35:17  
 182:19 197:1 202:12 238:19  
 239:4 345:13,17 346:2,4 347:2  
**government** 107:2  
**grab** 187:10 309:14  
**grad** 201:10 224:20  
**grade** 66:2 91:13 92:20 102:12  
 108:2 123:13 136:7 143:13,24  
 145:24 146:10,10,15 147:1  
 148:6 182:16 183:25 184:1,13  
 185:3,11 186:8 187:18 188:2,7  
 188:8,14,21 189:14 201:14,24  
 204:18 222:4,11 249:19,19  
 253:8,25 254:4,5,10,14 256:4  
 271:8 273:24 274:6,23,25  
 277:23 279:21 295:16,22 298:1  
 307:24 308:3,15,18,19,20  
 320:19  
**grade-level** 30:24 185:9 221:5  
**grades** 30:23,25 31:1 68:9,25  
 102:11 135:3 144:8 145:20  
 184:19 187:20 190:22,23  
 260:11 273:21 279:1,7,8,22  
 328:23  
**grading** 31:24

**gradual** 129:5  
**gradually** 65:12 71:22  
**graduate** 88:8,11,17 192:24  
 201:10 202:3,4 226:4,10,20  
 228:14 252:24 263:12 274:2  
**graduated** 100:11 211:2 218:21  
 219:3 224:9,10 226:6 254:14  
 263:15  
**graduates** 44:5  
**graduating** 87:23 257:12 262:10  
**graduation** 218:23 221:11  
 223:13,16 224:4,11,18,23  
 225:14,25 228:13 229:3,23  
 233:11 240:9 243:2,3 246:8,22  
 250:11,13 256:24,25 258:21  
 259:14 270:13 273:9 274:5  
**grain** 274:7,11  
**grammar** 336:8,9 337:15,20  
**grand** 299:3  
**Grande** 74:23  
**grandparents** 183:12 212:14  
**grant** 74:19,20 194:11,13 230:8  
 245:25 247:12 308:24 350:11  
**granted** 31:1 86:16  
**grants** 350:20  
**graph** 225:23  
**graphic** 187:11  
**grateful** 17:15 114:22 159:25  
 170:12 173:3,3 175:25 176:21  
 236:12 237:24 238:8 251:6  
 266:13 271:21 273:15 311:11  
 345:18  
**gray** 80:22  
**great** 10:20 17:23 21:16,22 28:4  
 41:17 82:17 85:3,9 91:24 93:8  
 105:23 133:21 140:12 145:25  
 158:21 164:17 165:25 169:21  
 172:11,25 175:17,17 180:13  
 190:21 191:22 229:15 233:25  
 238:9 241:7 247:14 262:17,20  
 266:7,21 267:2,2 268:20,22  
 272:18 275:24 290:2 299:8  
 304:3,5 305:12,13,25 306:2  
 307:5 312:10 313:14,20 314:13  
 318:1 320:4,21 329:1 336:21  
 340:14,17 350:22 351:18  
**great-niece** 9:8  
**greater** 31:7 42:14  
**greatest** 89:2 182:24

**greatly** 137:8  
**Greetings** 14:15  
**Greg** 2:18 25:20,21 139:18 150:6  
 263:1 343:13 349:16 350:2  
**grew** 92:10 190:10 330:8  
**grocery** 17:6  
**ground** 98:20 99:5 147:23  
 148:14 163:11 170:21 171:7  
**groundbreaking** 235:11,13  
**group** 147:24 161:5 185:1,5,12  
 187:8 245:4,9 251:18 257:17  
 273:23 275:3 297:24  
**grouped** 144:4  
**grouping** 148:7  
**groups** 58:16 185:8 188:23  
 199:10 310:21  
**grow** 20:2 44:22 53:21 54:5  
 71:16 121:12 122:7 190:3 298:5  
 308:17 325:16 329:12,18  
**growing** 44:9 71:20 92:13,14  
 135:9 136:2 174:22 175:20,20  
 313:8 325:18 329:2,15  
**grown** 136:6  
**growth** 8:13 31:6 33:22 65:19  
 80:13 89:6 92:11 93:2 118:17  
 118:21 119:21 123:21 134:22  
 137:2,20 139:23 140:3,3,5,9  
 155:23 156:22 159:2 161:11,12  
 161:16,19 162:2,9 164:7 165:17  
 171:18,21,25 172:6,9 175:22  
 176:5 185:16 186:1 187:23  
 188:5,21 191:3 219:24 221:10  
 221:13,17,18,18,23 222:16  
 236:15 238:6 251:20,25 253:14  
 253:15,18,19 255:19,25 267:12  
 268:13 271:4 273:8 281:8  
 330:15  
**guess** 62:13 67:5 89:1 94:3,25  
 114:4 168:21 194:12 206:8  
 208:20 266:25 278:6 319:16  
**guest** 349:14,15  
**guests** 330:5,6  
**guinea** 169:13 173:4  
**guy** 308:22  
**guys** 115:1 133:16 135:21 136:2  
 137:14 140:24 142:25 197:21  
 202:11 215:1 272:13 275:21,22  
 281:17 283:25 303:13 312:5,10  
 328:10 329:2,11 352:1

**gym** 28:11 109:21 134:20

## H

**H-e-r-n-a-n-d-e-z** 8:1  
**H-o-l-g-u-i-n** 11:22  
**habit** 115:2 315:25  
**half** 13:5 32:8 71:19 242:5  
 248:24 255:15 266:6 326:17  
**halfway** 309:11  
**Hall** 1:12 330:12 331:3  
**hand** 16:22 55:9 64:11 85:10,18  
 97:8,19 109:2 282:19 323:9  
 353:16  
**handed** 280:6  
**handful** 161:1  
**handled** 261:11 346:20  
**hands** 77:17 307:10  
**hands-on** 272:23  
**happen** 43:3 47:23 71:21 72:24  
 81:21 99:3 106:8,8 115:10  
 132:20 175:24 176:23 258:3  
 274:17 310:4 326:6  
**happened** 12:17 42:18 105:2  
 109:21 122:23 126:16 165:4  
 246:20 344:7  
**happening** 41:23 44:23 81:9  
 111:8 148:13 173:6 187:16  
 193:22 236:11 237:10 265:2  
 275:2 307:2 350:12  
**happens** 63:9 130:14 146:24  
 176:23 209:14 215:11,12  
 297:21 304:10  
**happily** 62:1 321:21  
**happy** 75:13 85:1,4,6 130:9  
 140:15 175:14 183:7 215:23  
 216:8 237:1 308:17 324:6  
 337:21 350:8  
**hard** 51:19 153:1 162:5 172:15  
 208:4 230:1 265:23 274:14  
 275:23 319:8 328:19 330:8  
 335:23 336:4 338:1  
**harder** 56:12 300:11  
**harm** 279:19  
**harmed** 12:19  
**harvest** 21:16  
**head** 3:7 16:14 35:23 51:6 56:18  
 60:4 64:11 79:5 85:20 135:16  
 157:11 181:13 229:6 251:8  
 259:18 331:1,4

**head-on** 181:24 208:12  
**headed** 139:12  
**heads** 280:4  
**heads-up** 182:21  
**headsets** 140:20  
**health** 40:14 53:3 79:19 105:11  
 203:1 312:4 314:16  
**hear** 9:15,16,19,21 15:19 19:6  
 36:23,24 57:20 64:6 71:11 98:1  
 112:23 125:3 140:16 144:25  
 156:20 180:9 192:20 199:1,2  
 207:14 237:25 283:4 296:9  
 304:7,11 307:11 347:15,16  
 349:3,19 351:4  
**heard** 52:6 71:21 73:13,21 81:14  
 85:8 113:2 123:18 126:7 265:12  
 269:11 273:18 277:1 312:9  
 323:19 327:13 341:14  
**hearing** 72:20 121:15 122:17  
 282:15 301:8 309:21 315:4  
 321:10 332:4 334:5 338:20  
 342:13 348:1  
**hearings** 342:12  
**hears** 208:21  
**heart** 150:16 169:15 173:14  
 210:7 244:24 306:17 326:1  
**heartbreaking** 328:12,16  
**heartbreakingly** 219:9  
**heartburn** 97:9  
**heartfelt** 240:24  
**heavily** 217:25  
**heavy** 68:25 150:23 160:3 170:11  
 236:20,22  
**heck** 207:18  
**Hedrick** 343:4,14  
**held** 48:10 112:6 134:5 155:20  
 215:5 240:5 281:2 284:21  
 328:14 353:12  
**helicopters** 248:23,23  
**hello** 20:25 55:13 139:18 158:11  
 265:17 295:25 296:1 319:17  
**help** 10:5 20:1 54:3,5 59:15  
 64:12 77:19 99:8,9 104:10  
 108:8 137:8 160:7 175:7 190:24  
 197:1 200:13 201:11 207:22  
 209:4,5 212:13,17,22 218:19  
 222:23 274:9 275:21 307:3  
 310:6,7,16 315:18 327:17  
 346:14,18

**helped** 18:8 65:4 187:12,17  
 189:19 190:12,14,16 200:9  
 201:9 202:4,6,11 248:6 251:13  
 272:22  
**helpful** 123:2,5 186:2 204:15  
 228:11 317:22  
**helpfulness** 311:9  
**helping** 47:22 105:13 158:7  
 166:14 188:11 189:18 191:2  
 202:24 314:4,19 315:23,25  
**helps** 97:17 166:21 253:1 340:14  
**hereunto** 353:15  
**Hernandez** 7:9,20 8:1,5  
**Herrera** 293:9 294:21 295:25  
 296:10 297:13 298:17 299:1,6  
 300:16  
**hesitant** 200:24  
**hesitated** 93:25  
**Hey** 97:13 317:25  
**Hi** 20:20 134:10 143:6 181:14  
 216:3 295:24 299:11  
**high** 8:13 30:22 31:14,25 32:14  
 34:9 35:24 38:17 40:7 49:6,21  
 50:3,8,12 53:4 72:13 76:21  
 80:19 88:7,11 100:11,12,23  
 107:20 108:2,5 160:18 162:1  
 248:10 250:14 253:19 259:22  
 261:12 263:14 270:14,15  
 274:21 300:2 308:13,21 309:9  
 331:13  
**high-dosage** 74:19 218:10 223:3  
**high-impact** 164:18  
**high-performing** 52:21 298:11  
**high-quality** 9:2 163:24 186:23  
**high-tech** 78:25 79:3,16 87:20  
**higher** 48:11 152:23 155:20  
 160:22 185:3 222:6  
**highest** 217:13 250:13 270:13  
**Highland** 330:12  
**highlight** 84:18  
**highlighted** 212:3  
**highlighting** 84:17  
**highlights** 3:6 16:9 159:17  
**highly** 163:21 247:17 308:25  
 325:15  
**hill** 54:12  
**Hillerman** 49:19  
**hinder** 95:12  
**hint** 267:4

**hire** 9:25 87:25 106:6 117:7  
**hired** 106:2 304:3 320:8,12 331:2  
**hiring** 86:23 106:2 110:23,25  
 111:12,13 113:6 115:22 116:18  
 320:12 346:13  
**Hispanic** 160:18  
**historically** 66:4,5  
**history** 19:8 129:4 161:14 280:22  
**hit** 36:15 37:16 51:1 55:25 65:14  
 65:16,17 69:17 85:19 113:22  
 195:8 252:13  
**hitting** 161:4 162:10  
**hold** 98:19 99:4 104:20 124:1  
 225:2  
**holding** 12:4 136:10 224:12,13  
 241:20  
**holds** 226:21  
**holdup** 61:10  
**Holguin** 11:19,21,22 15:3  
**home** 40:24 58:7 219:7 252:7  
 269:24 284:1 298:22  
**homeroom/fifth** 146:21  
**homeroom/fourth** 146:21  
**homes** 183:11  
**hometown** 158:13  
**homework** 48:4 86:13  
**honed** 272:14  
**honest** 310:20 345:15  
**honestly** 44:16 70:5 90:11 198:9  
 211:16 350:23  
**honesty** 175:24 204:8 309:16  
**honing** 191:24 273:14  
**honor** 35:19 158:15 159:21  
**hope** 12:8 36:23 98:25 99:2  
 139:10 166:18,19 170:3,9 171:1  
 171:11,19 214:25 299:4 311:17  
 318:12 329:2,2,12,13 348:18  
**hopefully** 19:12 35:20 171:3  
 229:25 312:5 313:10  
**hoping** 9:8 51:10,10 112:11  
 153:4 166:22 169:16 297:3  
**horizon** 246:14  
**horrible** 170:19  
**horses** 106:20  
**HOSFORD** 2:22  
**hosting** 135:22  
**hot** 173:8 255:2  
**hour** 308:11  
**hours** 59:7,13,13 116:1 151:23

160:5 164:15 170:7 171:11  
 173:14 176:16,18,19 198:10  
 218:24 272:5,8 310:15  
**house** 57:14 106:3 163:7 310:18  
 330:3  
**housed** 43:19  
**HR** 342:24 343:9  
**huge** 71:23 88:19 94:7 125:19  
 132:24 141:9 162:7 204:14  
 273:1 344:2  
**Hughes** 49:16  
**humanities** 143:11,16,18,20  
 145:4,9 309:4  
**humble** 105:15  
**humbled** 304:13  
**humility** 35:18  
**hump** 321:16  
**hunch** 315:5  
**hundred** 224:19  
**hundreds** 32:4  
**hungry** 206:19  
**hurdle** 95:25 97:6,7  
**hurry** 255:4  
**hybrid** 188:10 249:20 263:6  
**hypothesis** 172:1

---

**I**


---

**I-25** 300:24  
**Ice** 135:24 139:11  
**idea** 54:25 116:11 165:2 174:3  
 199:17 231:22 265:10 277:6  
 280:5 297:5  
**ideal** 201:15  
**ideally** 348:17  
**ideas** 51:12 175:10 181:2 201:4  
 209:18 262:25  
**identical** 15:17  
**identified** 177:17 189:4 285:2  
 286:11 287:19 288:23 290:8  
 291:16  
**identify** 178:16 193:11 213:4  
 218:18 242:18 282:6  
**identifying** 227:3  
**identity** 183:3 201:18  
**IEPs** 250:10  
**IGA** 339:24,25  
**II** 222:22  
**ILPs** 277:13  
**imagine** 82:21 85:12 113:19



129:11 136:16 160:25 170:5  
 234:3 235:3 238:5 241:10 270:2  
 315:14  
**immediate** 121:9 210:23 221:12  
**immediately** 58:6 62:22 89:25  
 259:10,17  
**immigrant** 88:9  
**impact** 43:16 76:1,9 162:25  
 224:17  
**imperative** 11:23  
**implement** 145:15 191:12 206:3  
 212:11 249:21  
**implementation** 228:5  
**implemented** 43:21 143:24 208:1  
 222:17,25 223:6 228:6  
**implementing** 205:19,19,20  
 228:8 259:4  
**importance** 198:23  
**important** 38:1 41:3 53:18 125:3  
 183:5 193:3 204:4 212:8,9  
 233:11,14 277:10 314:23  
**impressed** 169:14 232:25 240:9  
**impression** 94:17  
**impressive** 31:13 188:7 237:7  
 240:14  
**improve** 125:15 212:21 218:13  
 223:21 224:14 258:21 262:25  
 265:8 275:2 337:14,22  
**improved** 221:19 223:23 224:1  
 275:19  
**improvement** 38:8,13 167:7  
 213:7 217:8,21 229:14 243:4  
 256:20 275:13 336:25 337:1  
**improvements** 110:17 189:20  
 212:12 243:2 276:7  
**improving** 229:17 231:1 270:3  
**in-house** 54:18  
**in-person** 296:12  
**in-service** 249:13  
**inaudible** 15:14 61:14 118:7  
 120:7 168:24 256:1 262:23  
 278:18 281:14 337:25  
**inception** 38:22 101:7  
**include** 15:17 46:20 111:22  
 160:13  
**included** 31:18 33:2 108:9 113:4  
 113:5,6 120:11 189:8 191:19  
 220:3,7 236:8  
**includes** 143:18 147:24 163:12

227:3  
**including** 33:18,24 39:11 40:20  
 51:5 60:7 219:7 223:22 255:25  
 284:25 286:9 287:18 288:22  
 290:6 291:15 312:17  
**inclusion** 340:25  
**inclusive** 108:9  
**income** 118:20 327:13  
**incoming** 160:21  
**incomprehensible** 11:25 46:8  
 112:13 187:15 195:23  
**incomprehensible** 324:8  
**incorporate** 293:12  
**incorporating** 182:2  
**incorrect** 223:16  
**increase** 8:6,25 30:10,17 32:7  
 33:11,17 34:8,14,21 39:24,24  
 40:5 41:21 42:11 44:18 47:16  
 47:17 48:15 49:3 50:8 53:1  
 60:23 61:1 64:19 65:21 69:23  
 73:8 76:9 80:10 81:23,25 89:4  
 92:4 94:1,23 95:5 96:9 98:3  
 111:19 118:7,8 119:3,10,11,15  
 121:17,18,21,25 122:6,8,14  
 123:2,5 124:4 126:8 128:18  
 134:25,25 135:1 184:21 186:16  
 186:24 194:22 198:16 200:13  
 216:23 221:14 223:11 247:13  
 256:21,22 269:12,20 270:5  
 337:9  
**increased** 40:7 50:19 60:22 120:8  
 156:4 165:4,7,15 187:2 190:7  
 190:15 217:3 307:21  
**increases** 30:24 31:2 61:3 94:16  
 119:18 185:23 236:23 237:13  
**increasing** 31:3 50:20 64:23,24  
 67:5,15 94:4 164:18  
**incredible** 53:19 104:2 148:8  
 171:15,16 304:19,20 313:9  
 322:2 329:19  
**incredibly** 71:23 78:22 217:16  
 314:8 326:2 346:8  
**incrementally** 65:12 129:1  
**incumbent** 74:3  
**independence** 151:17 152:6  
**Indian** 193:5 203:1  
**indicate** 6:25 177:3  
**indicated** 194:9 295:4 297:16  
**indicates** 76:5 132:16,16

**indicating** 132:14  
**Indicators** 340:10  
**indigenous** 186:22  
**individual** 8:10,22 171:24 183:20  
 190:20 227:23 238:18 251:20  
 267:12 314:16  
**individualize** 37:14  
**individualized** 163:12 218:9  
 223:6  
**individually** 284:15  
**individuals** 94:9 251:18  
**industry** 79:12 92:8,9  
**inflection** 51:14  
**influence** 133:12  
**inform** 172:13 173:1 275:5  
 327:17  
**informal** 345:20  
**information** 21:13 49:7 56:1,24  
 60:12 64:16 83:12 90:4 106:17  
 151:3 180:14 210:23 211:19  
 216:12 239:12 240:5 241:15  
 272:3 306:2,3 313:2 319:22  
 345:19 346:6,9  
**informative** 349:18  
**informed** 32:23 168:18 347:3  
**infrastructure** 86:7 205:7,7  
**Ingham** 2:5 5:25 6:23 7:15 22:21  
 22:22 24:23,24 27:19,20 29:18  
 29:19 93:15,16,18 131:21,22  
 132:1 133:14 138:14,15 142:8,9  
 149:5,6 154:8,9 179:10,11,14  
 179:15 214:11,12 218:2 243:22  
 243:23 275:7,8 276:7 283:15,16  
 286:2,3,19,20 288:16,17 289:25  
 290:1,21,22 292:11,12 301:23  
 301:24 316:20,21 332:20,21  
 334:21,22 335:19,20 336:11  
 337:19,24,25 338:23,24 341:21  
 341:22 349:16,25  
**inherently** 100:1  
**inherited** 233:4  
**initial** 65:1,9,11 184:24 307:19  
**initially** 40:1,1 116:20 126:24  
 182:23 279:25  
**Initiative** 247:7  
**initiatives** 186:17 191:11  
**innovate** 46:23  
**innovation** 8:9 248:5  
**innovations** 53:23

**innovative** 40:9 46:3 67:8 91:24  
 125:17 173:12 203:3  
**input** 4:11 13:12,16 20:18 268:1  
 268:3 342:11 351:14  
**inputs** 233:24 234:12 236:13  
 267:24 268:12,14,21 271:10  
 275:1  
**inside** 145:12 348:15  
**insightful** 240:5  
**Insights** 278:9  
**Inspira** 342:15  
**inspired** 186:20 192:19 193:16  
**instance** 40:10 116:20 312:15  
**instances** 206:16  
**instigators** 175:9  
**instill** 166:19  
**Instituto** 75:6  
**instruction** 76:6 145:21 164:13  
 164:18,19 185:9 187:16 188:12  
 199:16 217:22 218:5 273:24  
 274:8 275:1  
**instructional** 46:14 144:7 309:11  
**instructor** 145:19 184:5  
**instructors** 87:13 144:8 184:4  
**instrumental** 321:15  
**integral** 296:18  
**integrate** 186:18 312:6  
**integrating** 161:18  
**Intel** 105:10  
**intellectual** 144:5 177:18  
**intend** 65:24 303:24  
**intending** 65:14 121:23 293:18  
**intends** 254:7  
**intense** 248:20  
**intensity** 229:17  
**intensive** 163:12 261:1  
**intent** 123:20 280:25 295:23  
 348:14  
**intention** 234:6 298:6  
**interaction** 240:10  
**interest** 37:12 54:5 135:9 193:7  
 193:18 227:24  
**interested** 37:16 41:12 42:11  
 57:8 74:25 77:7 169:12 196:19  
 239:10  
**interesting** 45:3 50:14 81:11  
 150:9 277:17 327:16 351:7,9  
**interests** 45:15  
**intergovernmental** 339:22

**interim** 2:9,14 270:22 343:21  
**internal** 224:24 225:23  
**internally** 50:4  
**international** 45:12  
**Internet** 58:5,8  
**internship** 77:12  
**internships** 44:10 77:9 313:13  
**interpret** 258:10  
**intersection** 43:18  
**intervention** 3:25 155:7 156:11  
 157:3 163:18 185:12 223:7,10  
 227:13,17 228:5,7,18,20 231:1  
 232:1 260:20,22 279:3,9  
**interventionist** 118:6 181:16  
**interventions** 159:3 165:19 187:8  
 188:23 191:25 218:9 229:24  
 261:2,18 278:4,8,14,17  
**interview** 343:11  
**intimate** 100:14  
**introduce** 17:7 18:1,24 157:24  
 158:6 181:8,9 216:1  
**introduced** 333:15  
**introducing** 35:10  
**Introduction** 3:7 16:14  
**introductions** 245:20  
**intros** 40:14  
**invalidating** 239:20  
**invaluable** 174:19  
**invested** 8:25 260:1  
**investment** 112:10 187:11  
**investors** 122:1  
**invisible** 104:19  
**invitation** 299:3  
**invite** 350:1,4  
**invited** 14:19 77:14 105:16  
**inviting** 214:24 349:13  
**involve** 350:24  
**involved** 193:6 196:13 247:8  
 251:17 310:14 346:24  
**involvement** 190:15  
**issue** 45:25 62:14 101:12 102:19  
 109:22 110:3 114:1 140:25  
 206:20 273:22,23 295:8 347:9  
**issued** 16:25  
**issues** 12:4 16:25 93:5 101:9  
 104:15 106:13 115:4 159:12  
 207:3 218:3 276:10 345:8,11,16  
 346:12,19 347:2  
**Istation** 186:5,5 252:13,14

**It'll** 209:19  
**it?'** 172:23  
**item** 6:14 16:8,13,14 22:9 23:16  
 25:15 26:11 27:24 109:10  
 134:12 139:10 143:2 155:3  
 285:2 286:7,11 287:15,20  
 288:19,24 290:3,9 291:12,17  
 292:20,21 293:22,25 333:5,23  
 335:14 339:13 340:23 342:6,22  
 347:20 351:13,23 352:2  
**Item(s)** 3:9  
**items** 109:16 293:10 302:15,18  
 302:20,21 315:12,16 318:23  
 319:1,4  
**Ivey-Soto** 284:4,9 293:2 294:7,9  
 294:11,21 295:4,12 303:1,3,10  
 313:15 320:24 328:11,21  
 330:24 333:12

---

**J**


---

**J** 2:4  
**J-a-n-a** 11:21  
**J-a-n-e-t** 14:13  
**J.D** 49:19  
**Jackie** 135:16,18 139:10  
**JACLYN** 135:20 139:12  
**Jacob** 35:24 36:19,20,25 64:13  
 74:14 85:15 90:25 91:5 109:3  
 115:19 116:8,16 119:12 120:14  
 120:17 121:19 123:3 133:24  
**Jake** 64:12 127:1  
**Jana** 11:19,19,21  
**Janet** 14:9,11,12  
**Jayita** 317:17 318:17 320:21  
 323:9 324:19,23 325:2  
**Jefferson** 20:7  
**Jeron** 317:21  
**Jerry** 1:12  
**jet** 79:15  
**JoAnn** 18:22  
**job** 1:25 17:23 41:17 105:23  
 106:17 113:7 126:14 167:10,15  
 207:6 210:10 252:2 253:1 266:7  
 274:19 275:24 287:15 314:21  
 318:1 329:3 340:3 343:16  
 349:12 353:25  
**Jobs** 79:7  
**Johnson** 49:19 182:19 245:22  
 251:23 252:1 256:3 284:2

**join** 37:4 77:14 200:25 218:23  
**joined** 312:17  
**joining** 21:21 35:23 46:7 140:13  
**JONAS** 144:23 145:1 146:16  
 149:23  
**Jonathan** 317:17 318:17,21  
 319:19,24 321:21 325:7 326:7  
**Jones** 16:15,20,21,23 17:10 19:4  
**Journal's** 18:16  
**journey** 166:3 277:3 304:15  
**journeys** 193:1  
**Juan** 211:6  
**judging** 247:17  
**Julia** 2:22 80:3,7 81:4 295:3  
**July** 24:5 157:9 227:15 228:23  
 333:18 342:13,15,17 343:11  
 349:21 350:14 353:16  
**jump** 65:1,9,11 89:12 90:7 94:7  
 216:15 219:14,16 257:7,8  
 282:17,20  
**jumped** 97:6 294:24  
**June** 1:11 157:9 191:14 302:22  
 350:7  
**juniors** 226:8  
**jurisdiction** 15:6  
**justification** 134:21

## K

**K** 31:1 49:10 66:16,17 92:4,14  
 135:3 250:6 253:13 254:3 256:5  
**K-1** 184:13  
**K-12** 31:6 43:22 89:11 111:6  
 123:14  
**K-5** 39:17 64:23,24 68:9 75:10  
 75:17 89:4,10,11,12 118:3,4,10  
 119:14,18 120:24 121:4,9  
**K-8** 137:3  
**K-to-5** 120:11 122:18  
**K.T** 2:6  
**Karen** 36:2  
**Katia** 36:2 55:9,13 66:8 67:1  
 68:3,7,10,14 69:14,24 70:2 83:5  
 83:10 84:8  
**keep** 53:12,17 80:14 85:23 92:10  
 93:2 115:7 116:10 136:12  
 168:10 169:20 173:13 216:25  
 220:4 225:24 229:22 237:6  
 244:11 266:20 271:19 273:2,2  
 327:10 328:10 329:2,14,15

346:4  
**keeping** 40:10 108:22 147:24  
 163:25 188:1 214:19 270:2  
 330:1 347:6  
**keeps** 271:18  
**kept** 168:18 215:23 278:24  
**Kerby** 182:19  
**Kersey** 9:12,24  
**key** 193:7,12 296:15  
**kick** 279:20  
**kid** 107:21 108:1 274:2  
**kid's** 279:11  
**kiddos** 147:17  
**kids** 37:16 40:15 42:15 43:5 44:3  
 45:13,16 46:9 47:6,22 67:13,21  
 75:3 76:13,19 77:1,8,11,14,17  
 77:23 78:5 79:7 87:23 101:19  
 102:11 111:21 119:25 120:2  
 122:18,19 127:23 128:24,24  
 136:16 146:5,6 147:3 166:16  
 169:10 172:1,18 174:9 176:3  
 196:15 211:10,14 214:21  
 230:13 234:19 240:11,11,21  
 241:9,12 242:2 250:8,9,10  
 252:24 259:8,14 260:1,6,14,24  
 263:19 270:7,10 271:19 297:16  
 300:1 305:11,14 321:19 324:2  
 327:7 331:14  
**Kim** 245:22 246:17 251:16 252:1  
 256:3 284:2  
**kind** 37:12 42:3 43:10 45:14  
 46:11 48:7 50:20 81:5 84:10,10  
 89:6 100:19 108:7,12 110:1  
 119:18 121:15 126:11,14  
 146:17 148:3 158:24 160:20  
 174:16,23,25 175:25 184:16  
 188:8 196:6 200:20,22 202:6  
 208:21,24 209:10 231:23 235:4  
 239:12 248:7,22 249:9 251:13  
 252:4 260:20,23 261:23 265:3,7  
 267:7 268:19 272:24 274:9  
 277:20 284:16 296:5 315:4  
 322:8,14 323:17,24 325:24  
 329:16,23 330:14,18 346:21  
 347:2,4 348:18  
**kinder** 325:24  
**kindergarten** 136:23 188:9  
 295:17,18 296:23 297:19 298:9  
 298:12

**kindergarteners** 203:11  
**kindergartens** 297:18  
**kinds** 37:21 42:6 43:20 45:15  
 47:14 77:2,22 78:19 79:18  
 86:18 109:24 113:15 178:3  
 251:20 330:17  
**kitchen** 230:6,7,8  
**knew** 114:21 178:23 187:20  
 188:8 190:1 200:5 233:5 269:3  
 330:11  
**knocking** 125:21  
**know** 10:14 13:22 17:4 21:12,17  
 28:18 35:2 37:13 40:22 41:23  
 42:22 45:18 47:11,17 48:3,10  
 55:17,20 56:18 57:19 60:16,24  
 65:5 68:17 70:4,16 71:5,13  
 72:23 73:4,20 74:16 75:19  
 76:24 79:1,14 81:10 82:12 85:4  
 85:6,22 86:1,2,13 88:22 90:16  
 91:24 92:21,22 93:10 94:12,14  
 97:13 101:18 105:25 107:5  
 109:7,18,23 110:12 113:2,10  
 114:1 117:12 118:4 119:13  
 122:23 123:16 124:14 125:13  
 126:12 127:5 128:1,3,23 129:13  
 130:11,14 134:6,22 136:2 140:1  
 144:21 151:13,22,23,25,25  
 152:1,3,18,19 153:1,2,4,6,6  
 156:1,15,20 157:4 158:5 161:13  
 162:16 163:3,4,13 166:8,10,10  
 166:16,18 167:19 168:6,12,16  
 168:24 169:25 170:3,10 171:18  
 171:22 175:4,8 176:2,9 177:10  
 178:5 180:16,21 181:8 182:17  
 183:1 186:24 189:12,12 192:13  
 192:23 194:5,5,22 195:18  
 197:20 198:1,11,22 200:14  
 202:22 203:12 208:14 211:10  
 211:11 212:6 217:6 219:11  
 221:3 229:16,19 230:1 231:2  
 233:8,21 234:1,17 235:11  
 245:10 246:6,12 251:22 252:18  
 254:23 255:1 256:7,9,17 257:16  
 257:20 258:10 266:17,18 267:1  
 267:4 268:20 272:4 273:8 276:5  
 278:11,13,13 279:13 280:7  
 281:5,16,18 295:13 300:10  
 305:6 306:10 307:8 308:13  
 309:17 310:5 311:7,22 312:8

314:5 315:11 317:25 319:14  
 322:9,15,21 323:1 325:4,23  
 326:4,12 327:14,19 328:1,10  
 331:1 335:20 336:21 337:6,7  
 338:4 345:25 346:23 347:18  
 348:25 350:22  
**knowing** 87:23 188:14 190:19  
 197:4 312:24  
**knowledge** 100:9,14 201:13  
 276:9 309:1  
**known** 114:21 326:19 331:11,11  
**knows** 127:17 275:4  
**Kolander** 35:24 36:19,20,25 52:6  
 60:4 64:12,13 68:12 72:19  
 74:12,13,14 78:22 84:21 85:2  
 85:10,12,13,15 87:19 90:23,25  
 91:5 109:1,3 114:20 115:19  
 116:8,16 119:12 120:13,14,17  
 121:19 123:3 133:2,24  
**Kolander's** 127:1,3  
**Kona** 135:23 139:10

---

**L**


---

**labor** 229:25  
**labs** 88:1  
**lack** 12:5 14:5 136:14 198:19  
**lacking** 86:1  
**Ladder** 3:25 155:7 156:12 157:3  
**laid** 64:16  
**Lake** 342:17  
**land** 192:13  
**land-based** 192:9 202:22  
**language** 25:25 26:2 141:11  
 144:9 146:23 212:15 256:21  
 287:19  
**languages** 56:16 59:18,21  
**Lansing** 182:20  
**lap** 252:4  
**laptop** 16:25  
**large** 30:15 41:18 49:3 50:8 73:4  
 73:8 112:4 257:21 260:17  
 322:21  
**largely** 163:18  
**larger** 32:11,13 44:17 49:23  
 105:4 115:6 134:20 137:2  
 323:16  
**largest** 32:9,14 34:24,25  
**Las** 342:16  
**lastly** 56:17 58:12 59:22

**late** 107:6 273:25 302:20 315:12  
 315:16 335:21  
**latest** 348:20  
**Law** 2:22  
**lawsuit** 348:6  
**layers** 159:8 178:2,3  
**lays** 121:25  
**lead** 17:16 20:5 201:9 216:1  
 234:11 236:14 312:15,24  
**leader** 32:16 235:5  
**leaders** 170:14 313:24 317:23  
 325:9  
**leadership** 13:17 234:9 235:3  
 260:9 329:5  
**leading** 10:13 17:23 201:17  
 233:25  
**league** 40:23 219:10  
**leaning** 111:13  
**leap** 127:16  
**learn** 76:20 77:2,17 183:6 196:22  
 199:19 234:18 303:25 321:13  
**learned** 103:5 196:20 198:1  
 203:7  
**Learner** 178:2  
**learners** 10:9 46:21 160:17  
**learning** 8:8,21 10:12 11:12,14  
 18:8,15 75:11 175:19 192:9  
 198:19 201:20,21,24 202:22  
 204:6,12 208:16 218:6,14  
 247:20 296:19  
**lease** 80:19 127:12 300:22 316:8  
 331:19  
**lease-purchase** 18:13  
**leave** 97:20 167:15 201:12 237:8  
 250:2 293:2 342:10  
**leaving** 108:2 111:24 237:9  
**led** 10:3 18:10  
**left** 79:3 157:11 212:20 213:15  
 254:2,14 279:15 334:17,20  
**legacy** 10:2  
**legal** 13:1 294:12  
**legality** 62:14  
**legends** 123:18  
**legislative** 276:9  
**lengthy** 201:4  
**Leopold** 23:18,25 24:11  
**lesson** 308:21  
**let's** 16:18 48:7 61:22 103:23  
 111:10,11 112:2,8 116:9,24

118:9 119:4 122:14,17 153:14  
 199:6 219:14 223:13 244:8  
 254:23 256:23 258:2 282:4  
 314:12  
**letters** 280:24  
**letting** 60:15 240:25 258:16  
 265:22  
**lettuce** 79:22  
**level** 32:19 41:1 92:13,14 100:24  
 146:15 159:8 160:24 161:8  
 171:24 184:13 185:3 186:7  
 187:18 201:14 217:1 235:20  
 248:24 254:1 269:15 270:7  
 297:25 308:15 320:19 347:25  
**levels** 8:15 57:13,17 66:2 91:13  
 102:13 123:13 143:25 146:10  
 148:6 182:16 183:25 184:1  
 185:3 187:19 188:2 203:9  
 209:16 222:4 246:25 308:3,20  
**Lexile** 185:3 186:6,7,9,10,12,14  
**LFC** 348:5  
**Liaisons** 4:11 351:15  
**libraries** 57:24  
**library** 58:2  
**license** 184:7,7 353:21  
**lie** 104:9  
**Liege** 131:11  
**lies** 14:4 129:24  
**life** 60:18 76:18 162:25 166:11,20  
 167:23 212:21  
**lift** 150:24 160:3  
**lifting** 39:7 236:20,22  
**liked** 190:9 210:25 270:18  
 344:17  
**Likert** 344:15  
**limit** 63:12  
**limitations** 82:11,13  
**limited** 82:1  
**limits** 55:17 60:8  
**line** 7:6 118:20 150:21 151:6  
 256:13,19 260:1 300:3,4 313:17  
 324:7 348:10,10  
**lines** 125:14 169:25 268:24  
**links** 342:19  
**lips** 9:17  
**Lisa** 215:8 216:3,3 218:4 229:4,7  
 230:3,7,16 231:7,25 232:10,14  
 232:24 233:16 237:5 238:13,17  
 239:8 240:2,16 241:17 242:14

244:16  
**list** 4:19 44:9 66:24 74:5 135:8  
 234:6 235:1 344:12  
**listed** 33:20 315:16  
**listen** 210:20 244:24  
**listened** 85:7  
**listening** 96:25 99:25 125:5  
 207:12 321:13 344:4  
**lit** 193:2,5 199:25  
**literacy** 135:22 237:14  
**literally** 236:2,6  
**literature** 182:2 186:19 193:3  
 199:9 200:1  
**litmus** 312:25  
**little** 16:21 17:8 18:3 20:3 21:18  
 35:6 36:6 39:19 40:25 43:17  
 47:19 56:19 64:6 69:3,6,15,23  
 72:12 74:5 84:22 90:3 93:12,13  
 100:5 101:4 107:5 108:1 118:12  
 133:19 141:10 144:20 150:8  
 153:8 160:22 161:7 162:17  
 164:14 165:14 168:2 170:11  
 171:3 173:11 174:24 194:21  
 203:3,17 215:16 220:18 236:16  
 236:16 245:14 247:2 250:7  
 251:13,14,24 252:11 255:4,22  
 267:5,21 273:10 274:23 277:20  
 279:14 298:13 314:16 327:6  
 340:14  
**live** 21:2,3,4 47:7 180:8 183:10  
**lives** 265:8  
**living** 180:11  
**LLC** 80:20  
**loan** 77:20  
**loans** 63:13  
**local** 43:16 44:9 58:14 151:4  
 152:23,24 202:24 309:23 310:5  
 310:17 311:10 350:25 351:5  
**located** 112:16 300:23  
**location** 28:13 43:3 136:9 300:12  
**locations** 43:19  
**lock** 236:2  
**locked** 236:3  
**logical** 268:15  
**logistical** 75:20  
**logistics** 174:16  
**long** 12:4 59:10 65:23 96:4  
 114:21 161:14 166:3 171:5  
 182:10 197:4 202:1 237:19,22

252:5 277:22 300:21 307:9  
 314:20,20 316:8 323:13 331:18  
 343:8 347:15  
**long-term** 123:21 124:2  
**longer** 54:19 74:20 106:9 124:3  
 285:8 324:8  
**longest** 277:3  
**longstanding** 145:7  
**look** 17:19 21:12 42:21 44:22  
 50:7,11 52:15 55:18,23 56:3  
 69:8 75:18 78:25 84:9 85:21  
 90:10,15 96:8,16,19 100:22  
 103:2 105:4 106:15 109:6 112:7  
 112:8 115:20 120:13,14 121:4  
 122:2 133:3 141:1 159:24 165:9  
 170:17 174:8 182:22,24 200:21  
 202:8 204:5 206:18,19,21,25  
 207:5 209:7,17,18 222:11  
 227:25 234:24 254:6 256:6,12  
 258:20 270:16 273:5 312:7  
 314:15 318:9 327:17,19 329:9  
 337:18 350:3  
**looked** 49:12 57:7 64:18 66:10  
 92:3 118:2 120:20 150:25  
 160:20 162:8 193:20 207:23  
 218:12 234:5 259:10 266:18  
 310:9  
**looking** 10:18 17:24 19:11 20:1  
 20:13 21:19 22:1 39:15 40:8  
 41:4,9 43:15 44:1,21 45:6,25  
 46:13,22 48:17 54:17 55:14,15  
 55:24 57:19 58:17 63:6 64:8,19  
 65:2,13,16 74:16 75:17 86:17  
 96:9,25 97:11,13,14 107:15,16  
 115:21 116:18 137:22 139:24  
 146:11 152:7,16 153:8 161:3,24  
 168:12 169:15 173:7,10 174:21  
 181:24 184:25 186:4,6 195:18  
 196:24 198:24 206:8 207:11,11  
 207:20,22 209:15 211:20 215:2  
 222:10 224:14 238:3 249:25  
 254:1,7 257:5 265:4 268:8,16  
 270:22 273:7,13 275:4 281:4,6  
 281:7 307:12 313:8 322:4  
 348:15 350:18  
**looks** 65:8 66:18 69:2 72:6,6 75:1  
 77:18 97:9 104:5 116:17 139:17  
 162:4 170:18,24 208:8 280:24  
 329:9

**looping** 146:14  
**loosely** 260:20  
**Lopez** 350:5  
**Los** 281:4  
**lose** 101:25  
**loss** 194:11,13  
**lost** 166:17  
**lot** 52:21 57:8,20 58:13 59:13  
 78:7,9 79:1,2 80:16,18 97:9  
 105:18,23 106:12 107:16 110:4  
 112:25 115:3 122:18,19 125:14  
 127:6 148:5,9 151:1 158:8,9  
 159:1,14 161:14 162:5 163:13  
 163:13 164:11 170:8 171:17  
 173:14 175:21 176:6,12 183:13  
 188:17 189:25 197:7 200:1,11  
 203:7 204:8,8,9,17,25 205:2,4  
 205:11 207:2,8,21 208:1,4,6,22  
 208:23 209:4,5,15,16 211:15  
 217:21 223:11 230:20 234:7,8  
 236:17 247:24 249:5 250:23  
 258:23 260:7 271:5,12,22,22  
 272:23 279:10 280:12,17  
 308:25 309:25 311:9,9 330:15  
 342:24 344:14 346:19  
**lots** 214:19 250:4,7,10  
**lottery** 61:5 69:11 327:9 328:15  
 328:22  
**loud** 304:11 336:7,13  
**love** 11:15 17:6 21:11,18,18  
 40:19 73:17 79:13,13,14 88:17  
 93:11 101:14 126:3 146:5  
 158:23 162:24 167:3 180:9  
 190:4 201:14 228:25 231:22  
 232:12,23 240:2 274:22 276:25  
 299:22 303:14 311:4,5 321:10  
 325:22  
**lovely** 304:12 319:7  
**loves** 146:5  
**low** 33:3 80:18 116:10 156:21,22  
 171:17 172:1 274:23 295:5  
**low-income** 160:15  
**lower** 85:18 113:8 122:14 172:24  
 184:13 187:18,18 203:9 267:16  
 274:22 275:3 327:13  
**lowering** 173:25  
**lowest** 152:24 164:7 280:21  
**luck** 265:16 345:1  
**lucky** 239:15

**Lucy** 2:11 28:4,5 134:10 143:6  
144:16 343:13 350:2  
**Lunas** 281:4  
**lunch** 47:9 73:5 134:4 230:11,14  
**lunches** 136:18,24  
**Lynn** 257:17

## M

**M-a-r-k** 11:8  
**M-e-l-i-s-s-a** 7:25  
**M-o-l-i-n-a** 35:14  
**M-o-r-a** 216:4  
**ma'am** 90:1 122:10 219:17 239:8  
297:13 298:17  
**Mabry** 1:12 331:3  
**machine** 86:3 252:7  
**machining** 41:10 79:1,3,16 87:20  
**Madam** 9:22 17:12 23:24 30:9  
35:13 155:11 258:16 266:23  
284:4 295:25 313:15 328:11  
330:24 333:7 342:7  
**Maddie** 9:12,13,15  
**Madison** 9:24  
**Mafia** 264:9  
**magnetism** 66:22  
**magnification** 337:9  
**Magnolia** 349:22  
**maintain** 32:19 33:8 108:19  
123:13 155:19  
**major** 43:18 52:25 218:13  
322:16  
**majority** 66:16 165:16 185:2,15  
188:3 191:24 192:6  
**making** 56:15,18,20 57:16 58:9  
58:20,23 59:23 63:9 104:10  
117:21 141:6 164:1 186:16  
203:5 228:11 234:10 236:15  
245:6 265:5 268:17 272:9  
275:11 326:25 327:20  
**man** 274:3  
**manage** 102:16 103:11 104:16  
**management** 54:15 128:2  
**manager** 54:24 105:1 225:7,9  
228:10 232:7  
**managing** 105:12  
**mandatory** 226:17  
**manipulate** 103:24  
**Manis** 2:6 5:9,10 23:6,7 24:21,22  
27:11,12 29:12,13 131:16,17

138:24,25 142:10,11 149:1,2  
154:10,11 179:23,24 213:21,22  
282:25 283:1 285:12,13 287:8,9  
288:7,8 289:14,15 291:1,2  
292:1,2 301:12,13 303:4 317:7  
317:8 332:11,12 335:3,4 339:5  
339:6 341:10,11 349:25  
**map** 121:25 350:8  
**March** 217:8 293:10,14,24,25  
302:14,20 318:22 319:3,4  
**Marie** 49:16  
**Marine** 9:8  
**Mark** 11:4,5,7  
**marketing** 36:1 55:14 57:1,10,11  
57:18,22 60:12,12,20 84:6,14  
84:18,23 85:9  
**Marla** 182:20  
**Martinez-Yazzie** 348:6  
**MAS** 18:22  
**mass** 161:1  
**massive** 237:14  
**master's** 10:4  
**mastery** 11:12  
**match** 113:12 118:22 121:19  
**matched** 66:2 112:11 120:6  
**matches** 119:19 123:21  
**matching** 140:21  
**material** 33:18 54:20,21 80:1,15  
218:17 223:2 335:24,24 336:1  
336:14,16,25 337:2  
**materials** 46:15 333:23 338:13  
340:23 342:14  
**math** 11:10,14 52:23 106:16  
135:12 144:9 146:23 153:7  
156:22 159:4,4 160:24 161:4  
162:10 164:7,9 187:13,25 188:1  
188:19 189:3,13 218:10,12,15  
218:15 219:16,18,21 220:22,24  
221:11,15,24 222:8,9,16,22,24  
222:25 223:1,4,7,12 224:19  
228:1,6 229:16,17,20 230:24  
231:1,13,16 233:18 249:18  
254:3,10,11,22 256:21 267:18  
273:16 280:14 309:5 336:22  
**mathematics** 146:23 253:15  
**matriculating** 123:12  
**matter** 171:21 191:10 284:7  
314:17 353:14  
**maximize** 111:5

**mayor** 310:7  
**McCurdy** 3:17 139:15 141:18  
**McCurdy's** 139:19  
**mean** 21:17 57:23 69:5,18 82:9  
82:23 83:13 87:19 98:10 100:1  
123:24 126:8 138:12 165:3,23  
166:6 170:9 171:1,15 177:23  
206:7,23 207:6 211:19 222:5  
233:6,17 236:15 237:10,21  
238:1 239:14 241:14 244:23  
245:12 265:24 269:9,18 270:4  
274:16 313:6 314:12,23 325:13  
326:11 329:23 350:22  
**meaningful** 174:5,6,11,11,14  
181:19 234:1,16 270:12  
**means** 6:3 36:15 48:12 54:25  
62:19 94:19 112:9 118:11  
126:18 205:2 209:13 219:22  
254:24 262:1,1 308:20 314:11  
**meant** 110:3 172:18 200:11  
**measure** 100:21 139:25 260:5  
**measurements** 159:24  
**measures** 43:21 236:4 270:25  
**mechanical** 41:6  
**medals** 219:7  
**media** 16:16 17:17 41:25 56:5  
57:11 58:16  
**Mediation** 2:22  
**mediocre** 100:25  
**meet** 14:19,21 19:13 39:25 40:5  
59:25 156:17 168:17 190:6  
205:20 208:24 209:1 225:8,12  
262:1,2 266:15  
**meeting** 1:10 5:3 13:4,4,20 14:23  
21:19 24:3 28:9 58:22 59:25  
67:8 88:6 104:21 110:12 145:3  
157:13 161:5 162:2 163:25  
168:16 180:12,18 181:23  
207:16 238:6 267:12 301:2  
306:15,16 333:23 338:13  
340:23 346:1,10 347:17 348:9  
352:2  
**meetings** 13:10,12,19 14:25 15:9  
17:2 40:13 104:20 201:5 227:7  
241:20 242:2 342:14 345:14  
**Melissa** 2:14 7:8,20,21 8:5  
292:25 293:7 294:17 302:8,11  
317:16 318:17 325:23 326:3  
349:2

**member** 2:4,5,5,6,6,7 23:17 24:2  
24:4,10 106:18 182:19 232:8,8  
**members** 8:4 17:12 26:8 28:19  
30:12 35:13 48:21 52:17 54:23  
106:23 195:7 217:12,15 232:10  
310:13,18 320:6  
**memorable** 26:3  
**mention** 10:16 117:11 240:8,14  
**mentioned** 37:25 38:10 39:16  
42:7 44:6,24 45:24 48:2 65:15  
65:22 74:6 85:18 134:13 182:13  
184:9 199:23 206:17 208:12  
228:20 235:19  
**mentioning** 208:20 272:2  
**mentoring** 161:18 163:16,19  
**Mercy** 293:8 294:19 295:11,24  
295:25 296:10 297:13 298:17  
299:1,6,11 300:16  
**message** 12:12 55:21 56:2,4,7,25  
59:9,16  
**messaging** 59:24  
**met** 48:3 76:17 97:22 111:21  
127:2 172:5 219:15,23 246:10  
261:20 299:15 300:9 324:5  
325:20 345:12,14  
**metric** 156:22  
**metrics** 156:21 169:19  
**metro** 50:5  
**Mexico** 1:2,13,22 2:23 6:10,12  
11:9 16:15 17:16 19:7 31:21  
32:21 38:17 39:7 41:8,17 46:9  
47:22 71:10 79:7,9 88:1 97:3  
99:16 111:17 135:22 193:21  
209:1 222:12 247:6 256:19  
259:13 300:21 315:3 325:5,17  
331:6 349:7 353:2,9,12,13,21  
**mic** 157:23 179:13  
**MICHAEL** 2:7 244:20 245:21  
246:3 255:24 258:7 263:11,19  
264:18,23 265:20,25 266:8  
268:23 272:19 275:25 279:14  
280:23 281:24  
**Michelle** 262:22 302:8,13 303:10  
303:11,16,23 304:8,12 305:4,18  
307:14,19 308:1,4,7,23 310:10  
312:13 313:11 317:18  
**microphone** 7:14 9:16 11:6  
**mid** 50:3,12  
**mid-high** 42:14 121:2,12

**mid-schools** 49:12  
**mid-semester** 225:5 241:21  
**mid-year** 246:23  
**middle** 40:7 49:18,21 100:8  
108:13 123:7,8 146:12 151:20  
**Midwest** 325:11,11  
**Miguel** 245:23 246:2 247:2  
248:11 249:16 252:20 253:3,4  
257:21 258:4,12,15 263:17  
266:3,23 273:25 277:1,5,10,17  
280:1  
**Mike** 245:17,18 250:22 253:3  
275:9  
**million** 77:19 93:10 126:20  
247:12  
**mind** 35:4,10 104:3 124:23 152:2  
156:22 188:1 196:8 210:7  
245:19 281:2 330:18  
**mind-blowing** 53:24  
**mind-numbing** 270:1  
**mindful** 185:8  
**mindset** 204:1,14  
**mine** 84:4 277:6  
**mini** 100:5  
**minimal** 118:9 119:22  
**minimum** 3:10 24:2 324:16  
**minor** 146:17 295:8  
**minute** 98:20 252:21 277:1  
281:15  
**minutes** 7:13,14 15:21 52:16  
76:11,11 215:13,17 324:21  
**misconception** 200:20  
**mislead** 13:17  
**misread** 119:8  
**missed** 66:5 293:14  
**Missile** 313:12  
**missing** 15:15 105:15 188:25  
255:11 268:18  
**mission** 3:12 9:4 25:17,23,24  
26:4,17 37:7,18 39:10 98:9  
141:2 143:17 145:6,22 169:15  
200:9,13,22 201:3  
**mission-specific** 143:19  
**Missy** 2:14 216:14 292:24 293:7  
302:6,10 307:3 329:22  
**mix** 222:3  
**mixed** 143:13 146:9,15  
**mixed-age** 143:13  
**mixed-grade** 144:2

**mixes** 222:12  
**mixing** 146:11  
**modality** 322:25  
**model** 8:8 11:12 18:8 36:10  
44:16 45:1,4 53:17 60:16 72:7  
76:7 90:7 101:15 111:22 112:1  
126:4 144:7 169:16 173:9,9  
231:10 245:6 312:6  
**modeled** 260:21  
**modeling** 188:23  
**moderate** 70:7,18  
**modest** 34:21  
**modifications** 177:19 339:17  
**mold** 97:3  
**Molina** 28:18 35:12,14 38:2  
42:10 47:18 49:1,2 61:15 63:1  
63:15 64:10,14 65:22 66:18  
68:12,22 70:20 71:4,6,25 72:17  
73:9,12 74:10 80:24 81:14 83:1  
86:8 87:4 89:16,20 90:1,20,23  
91:18 93:7 95:17 98:23 99:20  
104:18 105:7 109:1 110:18  
113:2 114:11 122:10 128:7  
129:25 133:5,23  
**Mom** 58:16 239:21  
**mom's** 277:5  
**moment** 61:6 66:15 68:11 88:4  
88:21 90:12 129:15,18 217:3  
238:23 241:4 337:18  
**moments** 264:4  
**momentum** 323:17 327:11  
**Monday** 192:19 278:4,6,7 279:2  
342:15 343:5  
**money** 72:2 74:20 79:25 86:6  
102:14 103:21 108:24 112:18  
117:21 194:20 197:7 340:5  
**monitor** 233:8  
**monitored** 3:10 246:24  
**monitoring** 163:17 186:6  
**month** 54:16 104:22 190:19  
260:12 274:13 277:16,22 278:5  
278:8,16,25 279:3,6,9 293:19  
297:14 333:15 345:9 348:20,20  
351:16  
**monthly** 104:21 186:5 191:1  
**months** 13:21 15:17 110:7  
199:13 202:9 274:3 278:16  
293:16 309:3,3  
**monumental** 204:25

**Mora** 215:25 216:3,3 218:4  
 229:4,7 230:3,7,16 231:7,25  
 232:10,14,24 233:16 237:5  
 238:13,17 239:8 240:2,16  
 241:17 242:14 244:16 342:18  
**morning** 5:1 8:3 11:20 14:15  
 16:23 17:11 19:20,21 25:20  
 28:5 35:12,16 37:5 48:21  
 135:20 144:18 145:2 215:11  
 258:15,16  
**mother** 210:15  
**motion** 22:16 24:13 26:22,23  
 29:5,7 82:6 125:1 130:3,10,11  
 130:24 131:1,25 137:19 138:4,7  
 141:22,23 148:21,22 153:21,23  
 168:21 169:3 178:14,20,21  
 179:2 213:3,10,11 243:7,10  
 281:13 282:11,13 284:14  
 286:15 287:22 289:2 290:11  
 291:19 300:19 301:5,6 316:5,14  
 316:15 330:19,20,22 331:25  
 332:2 333:21 334:1,3 338:9,17  
 338:18 340:20 341:3,4  
**motivated** 54:10  
**motivation** 63:23  
**MOU** 347:21,22  
**Mountain** 291:16 318:1,20  
 319:15 322:1 323:14 325:10  
 331:17  
**MOUs** 259:23  
**mouth** 83:13 140:16  
**move** 6:15 16:8 22:13 23:16 24:9  
 26:16 28:25 30:5 84:23 121:10  
 124:3,5 130:20 137:24 141:17  
 148:16 153:16 161:6 164:20  
 178:16 192:17 213:4 239:21  
 242:17 248:6 270:16 282:6  
 284:23 286:7 287:16 288:20  
 290:4 291:13 300:12,20 306:17  
 316:6 324:16 331:17 333:21  
 338:11 340:5,6,22 346:21  
 347:16  
**moved** 59:3 66:10 95:24 177:1  
 216:23 246:23 266:5  
**movement** 323:11 325:14 342:25  
**moves** 22:9  
**movies** 79:13  
**moving** 9:17 20:9 118:20 123:11  
 129:5 140:17 160:7 165:13

170:10 175:3 184:10 193:1  
 197:3 202:7 238:4 250:16  
 262:19 293:20 325:21  
**MOY** 140:6,7  
**MRI** 246:22 257:1 262:24  
**MSPs** 277:13  
**MSSA** 270:20  
**multi-generation** 183:11  
**multi-grade-level** 184:2  
**multiple** 14:20 59:18 129:2 166:9  
 262:9 277:11 308:20  
**multiple-guess** 231:14  
**multipliers** 53:6  
**multitude** 59:20  
**Museum** 75:5  
**mute** 144:22

---

## N

---

**N** 2:1 3:1,1 4:1,1  
**N-score** 220:7  
**N-size** 156:23  
**NACA** 186:20 192:18  
**Nadine** 181:11,12,17 191:6  
 194:25 195:17 196:2,4 198:4  
 211:25  
**nagging** 90:13  
**nail** 85:19  
**nailed** 126:1  
**nailing** 77:25  
**name** 7:24 8:1,5 9:24 11:7,20,21  
 14:13 25:21 28:5 35:14 158:2  
 158:12 181:12,12,15 293:7  
 294:11 330:11 343:10  
**names** 318:16  
**Nashville** 248:2 249:6  
**Nate** 158:4,5  
**nation** 162:22 174:20 183:9  
 193:21 196:23  
**national** 45:11 173:5 174:25  
 175:5 248:1 249:7 349:23  
**nationals** 247:19,21  
**nationwide** 173:8 174:19  
**native** 160:18 182:2 186:19  
 193:2,2,13 199:9,25 200:1  
**nature** 147:14 217:16 306:21  
 324:20  
**naughty** 178:9  
**Navajo** 183:9 196:23 200:21  
 209:25 212:24

**Navajos** 196:21  
**navigate** 109:6 136:24  
**NDI** 78:15,15,20  
**neat** 257:22  
**necessarily** 82:24 120:25 196:17  
 230:25  
**necessary** 95:13 234:12  
**need** 6:22 14:22 22:11 34:17  
 37:15,19 39:17,25 43:8 46:24  
 47:14 51:15 52:8 58:10 59:2,15  
 62:23 70:11,11,18 75:20 77:17  
 78:12 81:12 82:23,24 89:15  
 90:3,14 94:10 95:6 99:18  
 102:18 104:7 113:12,17,24,25  
 116:13 118:6,12,14,16 119:14  
 120:7,21 123:13,22 124:9  
 126:12 127:16 130:5 132:17  
 135:5 137:1,10,13 159:24  
 162:14,14,15 163:11,15 172:12  
 175:24,24 176:15 180:23 181:1  
 184:19 187:9 188:12 190:24  
 191:19 196:22 198:11 199:10  
 199:12 203:11 204:5 212:6,15  
 227:24 228:13 237:11 241:23  
 251:2 266:11 275:13 282:17,19  
 282:20 297:20 298:8,13 306:25  
 307:2,3,3 309:8 315:19 322:3  
 329:20 333:8 346:6 351:16  
**needed** 79:18 135:6 148:11  
 165:22 184:20 185:21 189:19  
 190:1 198:10 202:15,15 205:5  
 227:13,16 228:19 277:23  
 278:20 297:3 321:17 339:17  
 340:12  
**needing** 93:19 117:15  
**needs** 23:22 39:1 63:22 67:9 81:8  
 112:22 130:8 160:21 250:23  
 251:1 275:18  
**negative** 76:9 208:5,5,6,6 314:22  
**neither** 100:10  
**nephew** 9:7  
**Netflix** 77:20  
**network** 186:19,20 322:21  
**networks** 197:2 322:17  
**neuroscience** 227:22 234:15,18  
 238:19 239:16  
**never** 103:12 170:17 172:4  
 174:13 195:3 202:10 245:8  
 248:22 251:18 256:16 327:13



<p><b>Nevertheless</b> 32:6</p> <p><b>new</b> 1:2,13,22 2:23 3:7 4:3,14 6:10,12 9:25 11:9 16:14,15 17:8 17:16 19:7 24:2 31:21 32:21 34:16 36:9 38:17 39:7 41:8,16 46:9 47:22 52:4 54:16 62:23 71:10 79:7,9 84:1 88:1 97:3 99:16 106:2 108:2 111:17 119:10 120:22 125:17 135:22 145:13 158:25 159:8,8 174:14 177:20 193:21 209:1 220:3 222:12 224:4 227:13 247:6 256:19 257:24 259:3,13 268:1,3 271:11 279:22 292:22 300:21 311:8,17 312:6,7 314:7 315:3 319:10 325:5,15,17 331:6 342:12 343:3 345:8 349:7 350:16,18,25 351:6,23 353:2,9 353:12,13,21</p> <p><b>newly</b> 16:25</p> <p><b>news</b> 248:20</p> <p><b>nice</b> 61:2 107:1 143:1 161:20 165:22 174:17 222:13 307:9,11 307:11 318:12</p> <p><b>Nicola</b> 2:16 6:2 7:5,8,23 9:11 11:3,18 14:6,9 15:24 16:5,18 20:22 23:20 185:19 244:4,8 317:17 318:15</p> <p><b>niece</b> 9:7</p> <p><b>night</b> 241:7 330:3</p> <p><b>nights</b> 240:4</p> <p><b>Nina</b> 182:20</p> <p><b>nine</b> 147:18 150:24 154:22 180:2 226:13 252:14 276:22,23 302:2 309:5 317:12 325:8,9 333:1</p> <p><b>nine-zero</b> 30:4 139:8 142:22 149:20 286:5 287:13 288:18 290:2 291:10 292:18</p> <p><b>ninth</b> 108:2 256:3 307:24,25 308:18</p> <p><b>ninth-grade</b> 217:22 218:5 222:17 269:15,21</p> <p><b>ninth-grader</b> 108:12</p> <p><b>ninth-graders</b> 269:14</p> <p><b>NISN</b> 186:20 199:23</p> <p><b>nitty-gritty</b> 53:7</p> <p><b>NM</b> 1:20 222:4 353:19</p> <p><b>NMAA</b> 40:20</p> <p><b>nods</b> 37:1</p>	<p><b>non-disabilities</b> 255:20</p> <p><b>non-siblings</b> 122:21</p> <p><b>nonexistent</b> 15:16</p> <p><b>nonnegotiable</b> 53:14</p> <p><b>nonsense</b> 311:21</p> <p><b>norm</b> 236:11</p> <p><b>normal</b> 108:14,14 160:22</p> <p><b>normally</b> 164:12</p> <p><b>norms</b> 174:25</p> <p><b>north</b> 249:1,4 299:20</p> <p><b>northern</b> 153:3 209:1</p> <p><b>Northpoint</b> 215:25 216:4 218:25 222:5 242:19</p> <p><b>notable</b> 255:9 275:11</p> <p><b>note</b> 156:15 169:11 221:21 279:14 295:3,7</p> <p><b>notebooks</b> 250:17 251:3,4 266:19</p> <p><b>notes</b> 83:9</p> <p><b>notice</b> 59:12 147:2 274:23 344:8</p> <p><b>noticed</b> 185:2 187:21 198:19 217:23 231:12</p> <p><b>notification</b> 24:4 225:6</p> <p><b>notion</b> 128:23 258:7</p> <p><b>novels</b> 187:11</p> <p><b>November</b> 234:25,25 293:10,16 293:23 302:14,18 318:22 319:1</p> <p><b>nowadays</b> 235:24</p> <p><b>Noyce</b> 10:5</p> <p><b>nuanced</b> 156:15</p> <p><b>number</b> 33:25 39:17 47:24 52:5 52:6 58:3 62:19 63:25 65:2 72:9,12 82:2,2 90:16 102:9 116:17,25 117:4 120:5,6 125:13 129:12 143:12 162:10 181:18 183:21 188:22 198:9 223:21 241:9 242:6,7 254:12 255:14 265:12 278:12,13 324:19 336:1 336:14,16,18</p> <p><b>numbers</b> 36:13 39:18,20 50:7 53:8 64:14,17 65:4 66:2,7,11 67:23 69:2 93:14 104:8 106:5 118:9 156:17 162:1,18 165:12 167:8 172:9,13,25 182:13 189:10 191:16 197:4 198:24 200:5 224:7 246:18 252:17 253:17 255:20 273:2 320:18 326:14</p> <p><b>numeracy</b> 237:14</p> <p><b>nurtures</b> 8:21</p>	<p><b>nutshell</b> 262:5</p> <p><b>NW</b> 1:21 353:20</p> <p><b>NWEA</b> 76:4 155:22 172:6 182:9 186:7 219:19 220:18 221:5 227:2,5,8 252:13,14 253:8</p> <hr/> <p style="text-align: center;"><b>O</b></p> <hr/> <p><b>O</b> 3:1,1 4:1,1</p> <p><b>O-g-a-s</b> 245:18 246:2</p> <p><b>Obenshain</b> 2:6 5:22,23 23:4,5 25:9,10 27:9,10 29:10,11 62:5,7 63:2 64:4 65:25 67:4 71:11 82:10 83:15 104:1 127:9 130:23 132:5,6 138:22,23 142:19,20 149:17,18 154:6,7 169:7,8 178:19 179:21,22 213:19,20 230:17,18 231:22 232:2,12,16 232:18 243:25 244:1 264:2,3,20 264:25 282:10,13,23,24 285:10 285:11 287:11,12 288:9,10 289:17,18 290:10,24,25 292:4,5 301:10,11 317:10,11 332:9,10 335:1,2 338:16 339:8,9 341:8,9</p> <p><b>objective</b> 141:5,8</p> <p><b>obligations</b> 33:24</p> <p><b>observed</b> 135:5 144:3</p> <p><b>observing</b> 153:1</p> <p><b>obtain</b> 34:17</p> <p><b>obvious</b> 34:10 240:12 253:6 344:20</p> <p><b>obviously</b> 55:16 57:1 67:20 73:3 123:17 151:23 165:24 180:2 221:16 229:8 233:22 236:18 262:6,8 274:18 281:10 295:21</p> <p><b>occasionally</b> 147:23</p> <p><b>occur</b> 13:23</p> <p><b>occurred</b> 109:25 227:14 293:24 319:3</p> <p><b>October</b> 224:21 269:7</p> <p><b>odd</b> 59:13 231:25</p> <p><b>oddly</b> 84:14</p> <p><b>offer</b> 10:7,24 32:3 37:15 38:24 40:14 41:2,9 42:12,14 43:12 44:18 60:14,15 72:12 75:11 76:18 78:14,18 86:2 107:11 117:18 350:20</p> <p><b>offered</b> 44:12 247:5</p> <p><b>offering</b> 8:10 37:22 40:12 42:2 59:8 74:25 123:9 259:16 263:22</p>
---	--	--

**offerings** 34:12 36:8 39:16  
 259:25 263:21  
**office** 59:7 110:13 115:23 116:6  
 202:24 266:24 343:6  
**officer** 350:19  
**offices** 113:5  
**offline** 87:20  
**oftentimes** 40:24  
**offer** 225:15  
**Ogas** 244:20 245:17,18,21,23  
 246:2,3 252:21 254:6 255:24  
 258:7,15 263:11,17,19 264:8,9  
 264:18,23 265:20,25 266:3,8,23  
 268:23 272:19 273:25 275:25  
 277:5,10,17 279:14 280:1,23  
 281:24  
**Ogases** 253:4  
**oh** 6:19 68:7 70:22 80:12 83:6,8  
 103:1 119:2 131:10 195:16  
 204:17 209:9,19 235:6 237:5  
 238:11 242:24 248:14 250:5  
 264:20 267:5 273:15 303:9  
 318:3 330:22  
**oil** 76:22  
**okay** 7:7 9:22 55:13 69:25 70:3  
 70:12 74:2 79:24 83:10 91:17  
 97:20 99:3 101:23 107:13 116:4  
 116:9 118:24 119:1 124:10,22  
 125:1 128:16 129:22 130:3,18  
 130:18 157:19 168:11 169:3,7  
 172:11,18,22 173:1 179:1  
 181:17 182:10 195:16 197:12  
 198:17 202:7 213:18 236:21  
 238:9 242:17 244:10 252:1,11  
 253:6,9,11,25 256:23 268:11  
 269:12 272:7,18 273:18 274:16  
 274:23 282:4 283:4,5 284:13  
 285:9 293:22 294:14 299:8  
 307:23 308:12,18 312:16 315:5  
 315:6 318:19 326:6,10 330:12  
 331:8 334:1 336:20 337:23  
 338:10 340:17 351:9  
**old** 177:5  
**older** 187:20  
**olive** 312:14,14  
**on-demand** 218:10 223:3  
**on-site** 40:12  
**on-the-job** 313:13  
**on-time** 225:13

**once** 13:9 19:4,6 71:21 92:16  
 104:8,15 107:14 108:20 115:5  
 173:13 174:2 175:18 177:19  
 188:11 234:20 236:9 267:23  
 268:16 271:4 272:1 274:20  
 293:5 303:23 306:22,23 314:14  
 328:7 339:14 343:19 348:11  
**one-fell-swoop** 121:24  
**one-of-a-kind** 10:8  
**one-on-one** 47:1 177:13 208:3  
 252:18 253:21  
**one-time** 94:22  
**one-year** 176:5  
**ones** 172:2 186:1 188:19 201:2  
 250:24 284:15 309:18 344:17  
**ongoing** 13:7 82:22 191:9 224:16  
 227:18  
**online** 7:15 16:17 57:12 59:6  
 135:17 144:17 182:19 213:16  
 218:6 222:21 231:2,10,15 232:3  
 249:20 263:7,21 294:20,21  
 299:12 303:9  
**onlookers** 210:3  
**open** 1:10 14:25 31:23 104:20  
 127:11 129:2 217:17 235:23  
 296:4 299:2 301:3 304:15  
 310:18,20 311:13 314:7 315:24  
 316:12 324:14 330:3 331:23  
 346:2  
**opened** 30:22  
**opening** 126:19 265:3 299:4,13  
 299:18,20 305:3,7 319:25  
**openness** 15:13  
**opens** 299:19 311:8  
**operate** 33:7,25  
**operating** 69:1 80:17 110:14  
**operation** 4:3 38:12 292:23  
**operational** 43:8,9 46:1 195:4  
**operations** 34:2 294:4 300:21  
 316:8 319:13 331:18  
**opinion** 38:6,22 105:16 151:5  
**opportune** 13:13  
**opportunities** 11:16 37:23 40:15  
 43:4 45:21 46:10,24 47:2 51:7  
 75:12 77:1,3,8 78:5,18 85:22  
 86:18 150:23 192:11  
**opportunity** 8:20 10:25 11:14  
 17:16 18:19 19:25 41:2 42:5,12  
 53:21 54:2 76:20 94:8,13

117:14 160:1 191:10,15,23  
 219:2 244:21,24 246:4 251:17  
 296:11 305:13,13 329:19  
**opposed** 7:1 79:19 107:5 307:6  
**opposing** 99:12  
**opposite** 103:21 345:1  
**optimistic** 130:13  
**option** 37:15 59:6 78:3 101:2  
 157:8 159:20 165:21,22 169:13  
 170:1,1,13 201:8 281:22  
**optional** 180:12  
**options** 40:12 41:5 42:14 43:13  
 45:19 74:17 85:21 86:15 101:24  
 201:7 262:3 347:18  
**order** 3:3 5:3 34:16 95:7 96:2,2  
 102:16 105:18 110:6 115:9  
 116:14 122:9 206:3 346:7  
**organization** 77:19 106:2  
**organizations** 75:7  
**organize** 92:17  
**organized** 269:2  
**orientation** 304:17 305:2  
**original** 31:3  
**originally** 194:25 297:4  
**Orlando** 350:4  
**out-performed** 222:7  
**outcome** 133:18 268:9,10  
**outcomes** 48:16 76:2 144:3 148:1  
 234:11 236:20 268:8,9,19  
 272:10  
**outdoor** 151:14 342:17  
**outdoorsy** 22:2  
**outlined** 269:4  
**outperformed** 45:10,10,11  
**outperforming** 31:20 38:20  
**output** 268:5  
**outputs** 233:25 268:2  
**outreach** 55:14 58:15  
**outside** 54:4 55:17 60:8 79:6 88:2  
 109:15 112:19 113:23 237:15  
**outstanding** 34:11 283:20 343:16  
**outstripping** 53:6  
**over-enroll** 69:15  
**over-prepared** 108:3  
**over-project** 115:7  
**over-projecting** 115:3 132:19  
**overall** 62:14 65:20 118:16,19  
 157:17 161:13 185:14,16 186:4  
 187:15 188:2,20 189:22,23

190:8 204:7 220:17 242:5  
 270:14 274:20 294:2 302:23  
 319:11  
**overhead** 80:19 113:8 118:3,6,11  
**overloaded** 208:5  
**overlook** 12:1  
**overlooked** 145:11  
**overnight** 114:3,5  
**oversee** 111:5  
**oversight** 11:24 12:6 48:13  
 132:19  
**overview** 81:5 246:19  
**overwhelming** 175:15  
**owned** 92:7  
**ownership** 309:13

## P

**P** 2:1,1 3:1 4:1  
**P-a-t-r-i-c-k** 35:14  
**P-r-i-d-e** 83:7  
**p.m** 215:19,20 277:24 352:4  
**packed** 119:17  
**Padilla's** 196:5  
**page** 3:2 4:2 152:17 162:5 330:22  
 337:10  
**pages** 353:10  
**paid** 74:11  
**pair** 75:8  
**pandemic** 20:9  
**panel** 349:17  
**panorama** 162:19  
**paper** 48:7 218:15 222:25 228:1  
 230:24 231:16 232:22 261:4  
 263:7  
**parallel** 118:20  
**parameters** 99:10  
**pardon** 53:16 104:24  
**parent** 76:18 77:13 100:13  
 182:20 201:5 205:10 239:22  
 240:20 241:6 247:14 278:19  
**parentheses** 92:5  
**parents** 2:10,12,15,17,19 46:11  
 58:22 59:10 75:20 76:17 88:9  
 125:15 190:11 192:5 196:13,15  
 199:4 200:23 205:16 208:17  
 210:2,13 211:12,16 212:14  
 217:12,14 239:12 240:4 262:2  
 269:7 278:24 279:10 305:14  
**park** 125:21

**part** 26:19 29:3 37:17 38:9,22  
 71:13 76:20 84:6,22 85:8 87:22  
 87:22 114:12,13 117:11 121:10  
 127:25 130:22 138:2 141:3,19  
 148:19 151:21 153:3,18 158:20  
 162:12 177:12 186:19 191:6,17  
 197:2 240:25 242:14 248:2  
 272:22 285:8 296:18 297:22  
 306:22,23 324:13 328:24  
 329:16 339:24,25 340:1,11  
 349:17  
**participate** 40:23,24 187:4  
 312:24  
**participated** 135:25  
**participation** 40:20 162:2 219:15  
 219:18 220:10  
**particular** 57:9 65:5 121:8  
 169:19 297:25 347:2  
**particularly** 82:18 298:8 322:6  
**parties** 82:3  
**partner** 78:17 175:8 313:12  
**partnering** 44:4,6 75:1 196:16  
 202:23 230:10  
**partnership** 117:10 196:18  
 296:16  
**partnerships** 44:2,10,14,21  
 182:1 190:14 262:17  
**parts** 266:10 330:5  
**party** 81:6  
**pass** 49:1 132:15 302:5  
**passed** 52:17  
**passes** 23:15 25:14 27:22 30:3  
 132:9 139:7 142:22 149:19  
 180:2 302:2 332:25 335:11  
 339:10 342:1  
**passing** 177:21  
**passion** 62:9 71:8 84:16,20 87:15  
 276:18  
**passionate** 71:3 159:22  
**passionately** 113:3  
**pastry** 303:7  
**patch** 102:1  
**path** 78:11 80:22 206:1 262:15  
 262:15 278:20 281:11  
**paths** 265:11  
**pathway** 33:22 37:18 76:24  
**pathways** 164:6 248:7 262:9  
**patience** 233:2  
**PATRICIA** 2:3

**Patrick** 35:12,14 49:2 61:15 63:1  
 63:15 64:10 66:18 68:12,22  
 70:20 71:4,6,25 72:17 73:9,12  
 74:6,10 80:24 83:1 87:4 89:16  
 89:20 90:1,20,23 91:18 93:7  
 95:17 98:23 99:20 104:18 105:7  
 109:1 122:10 128:7 129:25  
 133:5,23  
**patterned** 76:3  
**Pattie** 80:3 276:15 341:15  
**pause** 173:17 282:20 284:18  
**paused** 230:7  
**pay** 33:24 87:11,14 102:25  
 104:14 113:24 116:13 117:19  
 128:4 310:16 326:20 350:23  
**paycheck** 53:1  
**paying** 322:3 326:24  
**payments** 34:2 80:19  
**payroll** 128:8  
**PC** 2:22  
**PCSNM** 348:25 349:13  
**PD** 227:18 238:20 249:13  
**PE** 136:25  
**PEC** 2:21 4:11,12 11:23,25 12:3  
 12:16 13:3 26:17 28:6,25 30:10  
 81:8 127:5 130:20 137:24  
 141:17 148:16 153:16 157:3  
 178:16 213:4,8 242:18 243:4  
 251:18 282:6 300:20 301:1  
 316:6,10 331:17,21 333:21,24  
 338:11,14 339:13 340:1,22,22  
 340:24 342:14 345:8 347:11,14  
 347:17,21 351:15,19  
**PED** 14:16 32:22 39:6 60:7  
 223:15 224:21 315:18 340:15  
 340:25 346:23 347:1,5,21,24  
 348:16  
**pedagogy** 234:18  
**peer** 342:20  
**peers** 144:4  
**people** 7:5 14:20 15:4 40:3 61:6  
 68:2 79:9 85:5,6 88:1,17 96:19  
 98:14 111:4 114:3 122:1 127:6  
 127:16,21 133:10 166:13,13,15  
 167:3,12,15,23 170:21 175:19  
 176:2,5,22 177:7,21 183:1  
 200:15,24 208:24 212:11  
 215:12 233:12 240:25 245:5  
 251:6,9 257:18 258:14 262:9

263:3 266:11,15 276:22,23 280:3 281:1 309:18 321:7 322:4 322:8,23 323:2,16 325:21 327:21 328:5 330:11,16 344:19 344:22 <b>per-square-foot</b> 86:5 <b>perceived</b> 314:18 <b>percent</b> 30:16 31:7 32:1,7,11,13 34:5,13,22 39:24,24 40:5 50:10 50:15 53:1,4 60:20,22 62:21 64:18 69:1 89:4,10 92:4 93:2 95:6,21 96:8 98:3 102:3 120:11 121:21 122:15 123:2 126:9 133:16 135:11,12,12 160:12,16 160:17,23 161:8 165:24 171:22 171:24 172:4,5 174:13 188:4 190:8 216:23,24 217:1,3 219:1 219:20,21,22,25 220:10,14,23 221:1,15,16,19,20 223:17,24 224:2,5 225:21 226:3,6,8,12,20 234:22 236:14 238:6 250:9 253:14,16,17 255:12,16 256:21 256:22 257:2,2,6,13 259:14 260:25 267:6,9,11 271:3 321:24 326:18 335:25 336:15,19,20 <b>percentage</b> 62:21 68:8,15 69:16 126:9 206:9 216:19 253:19 254:11 257:11 271:6 321:19 <b>percentages</b> 66:1 254:2 274:21 <b>percentile</b> 162:22 186:9 <b>perfect</b> 24:6 260:16 <b>perform</b> 261:17 <b>performance</b> 8:13 31:14 34:10 50:14 105:19 145:13 159:9 161:23,25 173:18 219:14 220:5 220:16 223:12 284:25 286:9 287:18 288:22 290:6 291:15 335:14 338:6,12 340:11 <b>performative</b> 45:4 <b>performing</b> 41:14 67:6,15 <b>period</b> 65:19 89:4,13 <b>permanent</b> 184:14 <b>permission</b> 48:8 63:25 86:11 <b>perpetual</b> 102:19 <b>Perry</b> 302:8,13 303:9 304:5,8,12 305:4,18 307:14,19 308:1,4,7 308:23 310:10 311:2 312:13 313:11 <b>person</b> 19:12 21:20 22:2 59:7	111:4 127:2 177:20 188:10 325:25 346:15 <b>person's</b> 343:10 <b>personal</b> 76:23 108:1 <b>personalize</b> 163:14 <b>personalized</b> 8:10 9:5 37:10 165:19 <b>personally</b> 67:14 93:23 233:10 252:25 <b>perspective</b> 100:15 133:12 <b>pertain</b> 168:4 <b>ph</b> 182:20 <b>phased</b> 33:21 <b>phased-in</b> 62:22 64:7 120:20 <b>phenomenal</b> 172:10 <b>phone</b> 58:3,6,8 59:5,24 <b>phonics</b> 187:16 188:12 <b>PHP</b> 105:12 <b>phrase</b> 53:16 294:15 <b>phrased</b> 156:8 <b>physical</b> 51:4 <b>physically</b> 37:3 46:7 236:6 <b>physics</b> 309:7,9 <b>pick</b> 281:22 <b>picked</b> 12:23 272:17 <b>picking</b> 170:13 210:13 <b>picture</b> 36:5 105:4 276:16 331:3 <b>picture-wise</b> 9:18 <b>pie-in-the-sky</b> 132:20 <b>piece</b> 52:10 55:3,3 78:24 85:9 105:20 106:15 107:15 117:11 126:5 129:5 163:16 164:16 165:5 175:7 177:25 189:18 232:22 241:4 260:3,4 315:14,15 315:17 324:2,4 <b>pieces</b> 63:7 124:8 235:7 268:17 268:17,18 310:7 <b>pig</b> 169:13 173:4 <b>pivot</b> 63:18 <b>place</b> 44:23 53:17 95:1,15 166:13 177:20 189:24 219:9 235:7,8 247:3 252:7 263:9 268:17 269:13 270:3 280:11 304:19 322:18 323:8 342:13 347:5,12 <b>placed</b> 157:3 246:9 <b>placement</b> 223:8 <b>places</b> 44:22 57:20,22,24,25 86:10 <b>placing</b> 57:19 58:8	<b>plan</b> 55:15 62:23 63:9 64:7 65:5 84:23 93:20 96:14 101:20 105:11 107:7 113:23 123:21 124:8 168:20 191:18 192:7 198:5 199:12 202:8,14,18 225:3 225:9,12 227:25 241:23 262:4 269:1 312:18,19 346:11 347:9 <b>planes</b> 248:23 <b>planned</b> 228:22 229:24 238:20 297:4 <b>planning</b> 64:1 97:11,18 98:13 110:17 164:12 202:6 230:11 312:15 313:20 346:13 <b>plans</b> 97:13 143:19 225:2 227:18 308:21 <b>plate</b> 237:2 <b>platform</b> 228:21 <b>play</b> 40:25 206:6 <b>play-it-by-ear</b> 261:24 <b>playing</b> 75:23 <b>PLCs</b> 198:20 <b>please</b> 7:12,22,23 10:21 21:13 71:6 238:14 253:9 255:23 256:14,23 299:17 332:5 334:6 344:9 <b>pleased</b> 217:4,18 218:22 317:22 <b>pleasure</b> 17:19 146:3 <b>Pledge</b> 6:9,11 <b>plenty</b> 297:15 <b>plug-ins</b> 278:10 <b>plugged</b> 58:17 <b>plumber</b> 114:3,5 <b>plumbing</b> 114:1 <b>plus</b> 236:14 325:20 <b>Poetry</b> 219:8 <b>point</b> 51:14,15,18 70:6,10 71:20 92:15 93:24 106:19 109:8 114:11 122:7 125:7 163:23 165:13 172:14 209:10,20 254:23 257:11,19 273:10 277:8 299:16 300:5 315:23 320:1,14 320:20 321:15 <b>pointed</b> 83:16 <b>points</b> 163:9 188:4 271:6 <b>policies</b> 15:22 217:17 318:6,6 <b>policy</b> 318:1,9,10,10 <b>politicized</b> 314:25 315:1 <b>pool</b> 19:7,9 39:25 86:24 <b>popular</b> 41:21
--	---	--

**population** 43:1 44:17 59:11  
 80:13 123:9 160:10,18 167:10  
 194:10,23 206:20,21 220:6  
**populations** 46:20  
**Portable** 249:22  
**portal** 256:15,16  
**position** 66:10 94:7,22 150:20  
 264:5 343:8,13,19,21  
**positions** 86:22,24 111:1,3 308:8  
 309:14  
**positive** 144:3 163:1 208:4  
 211:20 311:12  
**positively** 108:16 114:17  
**positives** 166:20,21  
**possibilities** 42:19  
**possible** 3:9,11,13,15,17,19,21,24  
 4:3,4,6,10 25:16 27:24 47:5  
 53:25 55:22 117:5 134:8 139:15  
 143:3 150:1 155:6 164:10 239:3  
 292:22 298:8 300:1 351:14  
**possibly** 112:7 299:20  
**post** 333:24 338:13 340:24  
**posted** 15:21 309:13  
**potential** 8:22 40:20 43:15 76:9  
 350:18  
**potentially** 62:23 63:12 81:15  
 257:21 297:18 350:20  
**power** 37:10  
**powerful** 53:20  
**powering** 216:7  
**PowerPoint** 221:4  
**PowerSchool** 261:17 278:3,10  
**practical** 203:5  
**practically** 121:4  
**practice** 275:5  
**practices** 2:11,18 110:23 113:6  
 186:17 193:4  
**pre-K** 247:4,5,6,7,13  
**precautions** 86:4  
**precedent** 12:10  
**precipitated** 150:13  
**predominantly** 146:20  
**prefer** 90:10  
**premise** 151:7  
**prep** 184:8  
**preparation** 37:19 183:19 290:8  
**prepared** 237:8,9 281:20  
**prepares** 9:5  
**preparing** 37:18 85:25

**Presbyterian** 105:11  
**present** 14:23 23:19,22 32:19  
 37:4 48:22 65:23 78:17 85:21  
 87:7 117:25 134:12 156:14  
**presentation** 3:23 28:7 35:20  
 62:8 71:3 72:19 83:12 91:23  
 155:3 171:12,13 175:16 180:13  
 182:5 216:9 230:19 251:24  
 252:5 348:5  
**presentations** 77:6  
**presented** 38:2 45:7 78:2 116:6  
 269:1  
**presenting** 30:13,14 60:14 134:7  
 171:2 207:14 239:1 292:24  
**presents** 33:5 117:5  
**president** 13:11,14 14:21 17:17  
 239:4  
**press** 255:2  
**pressing** 164:2  
**pressure** 173:25  
**pretend** 198:10  
**pretty** 19:9 21:8 70:15 119:17  
 136:15 160:10,15 167:8,9 191:7  
 234:3 240:14 246:21 322:16  
**Preventing** 259:1  
**previous** 18:10 60:22 111:18  
 187:13 326:18 336:2  
**previously** 67:2 187:21  
**price** 47:12 83:4  
**Pride** 36:2 39:18 55:10,13 66:8  
 67:1 68:3,7,10,14 69:14,24 70:2  
 83:5,5,6,10 84:6,8 117:4  
**Princeton** 88:11  
**principal** 18:22 35:25 75:14  
 118:5,15 136:20,22 158:3  
 210:22 331:13  
**principled** 306:3  
**prior** 20:5 155:12 336:17 340:3  
**prioritize** 163:23 190:2 202:16  
**priority** 184:20 203:13  
**private** 322:19 325:12  
**probably** 26:13 57:20 65:4 67:16  
 73:16 80:2 83:18 87:21 88:3,21  
 107:25 163:22 200:10 250:3,24  
 252:17 257:3 277:19 278:22  
 305:2,22 306:8 323:19 324:21  
**problem** 17:4 103:10 133:20  
 148:2 253:8 254:4,5 269:18  
 270:21 328:3,3,4,7

**problem-solve** 151:25  
**problem-solving** 151:18  
**problems** 102:14  
**proceedings** 1:10 352:4 353:11  
**process** 41:11 56:8,9,12 59:4,19  
 65:17 109:12 110:3,8 120:21  
 121:11 177:15 194:16 195:25  
 202:6 210:21 212:23 217:7  
 223:15 234:20 247:20 260:13  
 260:16 335:23 338:2 347:19,24  
**processed** 254:8  
**processes** 40:14  
**procurement** 42:9  
**producing** 313:9  
**profession** 184:11  
**professional** 1:21 184:12 191:20  
 191:21 198:20 199:22 202:9  
 226:24 227:1,11,14 228:15,18  
 228:22 234:5,8 235:1 237:1  
 238:11,12 242:18 263:8 308:25  
 312:19,21  
**proficiencies** 31:16,18 135:11  
 151:3 152:22  
**proficiency** 8:15 221:13 222:24  
 227:6 233:10 309:9  
**proficient** 190:4 201:14 219:23  
 220:23 221:1,16 267:12  
**profile** 201:10,10 202:3,4  
**profiles** 192:24  
**profit** 105:13  
**profitable** 147:20  
**program** 3:22 36:7 40:13 41:4  
 43:22 45:2 75:2,17 76:6,15  
 78:16 87:12 103:17,23 108:24  
 135:23 143:4,8 145:8 148:17  
 150:2,19 153:17 161:4,18  
 163:17,19 164:9 172:14,21  
 173:2 188:13 191:12,14 207:1  
 223:10 228:2,10 230:9,12,14  
 231:15 240:22 242:4 247:4,6,10  
 247:14,15,17,25 248:3,4 249:6  
 250:6 252:20 257:22,25 298:16  
 309:11 312:25 350:19  
**programmatic** 42:13 45:19  
 86:15 123:22  
**programming** 117:9  
**programs** 37:21 38:23 41:19,24  
 41:25 51:4,5 52:4 78:13,21 79:2  
 79:11 86:2 102:17 103:19,24

115:9,13 116:14 184:8 247:8,12  
259:11 340:10  
**progress** 34:16 145:23 159:14  
163:17 164:17 168:9,18 178:17  
182:25 190:18 191:1 213:5,5  
216:18 224:18 225:25 228:13  
233:1 241:23 242:19 246:7,8,18  
271:22,23 282:7  
**progresses** 70:9  
**progression** 114:23  
**project** 44:4 135:1 312:15,24  
**projected** 69:10,12 116:21,23  
117:1,4 134:25,25 227:6 307:17  
320:16 321:10  
**projecting** 115:22  
**projections** 89:20  
**projects** 275:14  
**promise** 54:11 55:5 107:10,11  
215:22 329:7  
**promises** 48:14 310:1  
**promising** 189:12 191:2  
**promote** 193:17  
**proper** 86:3 224:15,23  
**properly** 223:20  
**property** 51:16 236:6 249:3  
276:7  
**proportion** 342:23  
**proposal** 81:15 107:16  
**propose** 106:12  
**proposed** 8:6  
**proposing** 150:21  
**proprietary** 106:17  
**props** 77:16  
**prospects** 18:23  
**Protocols** 4:7  
**proud** 158:20 161:12 183:2,19  
201:2,16 217:9 219:10 245:4  
246:1 247:1,23 250:15 252:20  
304:13  
**prove** 48:5 237:24 251:9  
**proven** 145:16  
**proverbial** 72:6  
**provide** 4:11 45:17 47:9 53:11  
55:8 56:10 59:15 76:6,25 86:19  
102:17 112:18 117:13,25  
125:15 128:5,7 134:18 143:11  
143:22 147:25 151:7 202:12  
205:4 213:7 243:3 249:12  
296:25 297:2 305:12 329:18

347:22 350:17 351:14  
**provided** 25:25 48:17 122:4  
238:18,19 330:17 333:23  
338:12 340:23  
**provider** 54:15 128:4 312:20  
**provides** 42:12 44:5  
**providing** 9:4 37:9 51:7 55:7  
60:8 117:22,23 127:23 128:14  
150:22 171:8 197:16 216:11  
312:21 323:5,6  
**proving** 13:6 171:20  
**provision** 144:2 336:25  
**prudent** 106:24  
**PSAT** 45:9,10  
**PSFA** 275:12  
**public** 1:1,10 3:5 7:4,25 8:3,4  
9:20,22,23 11:7,20 13:9,12,18  
14:7,12 15:8 16:1,4,6 18:7  
31:21 34:25 38:10,16 39:4  
40:22 45:4 57:24 58:2 71:9  
73:25 74:1 76:21 78:17 88:5  
97:3 99:1,16 109:19 111:16  
125:18 193:22 205:15 206:4,10  
206:24 207:3,9 210:2,17,23  
211:24 245:9 284:23 286:7  
287:16 288:20 290:4 291:13  
300:24 310:18 312:18,21 313:5  
320:9 324:18 325:4,10,13 349:7  
353:1,12  
**publicly** 12:20 309:25  
**published** 223:17 224:1  
**pull** 32:12 64:14 68:11 125:12  
239:6 255:18  
**pulled** 22:11 65:7 66:11 72:20  
125:11,13 135:24 222:1 255:6  
**purchased** 249:17 263:6  
**purpose** 134:18 201:23 260:18  
**pursue** 37:24  
**pursuing** 86:12  
**push** 12:7 174:20 196:6 198:18  
251:14  
**push-backers** 40:21  
**put** 20:22 61:12 68:18,23 94:22  
121:20 122:16,25 159:1 164:15  
171:4 173:14 182:14 185:7  
186:25 188:17 189:24 220:2  
234:12,13 236:21 241:22 247:3  
256:24 261:10 262:3 276:12  
322:22 323:3 324:15 326:8

327:20 340:9  
**puts** 94:6  
**putting** 57:22 67:22 113:21  
171:11 172:9 236:19 237:17  
268:18 271:24 321:14 349:12

---

**Q**


---

**qualified** 163:21  
**quality** 32:20 53:10 54:10 198:9  
198:11,14,16 199:15  
**quantity** 198:9  
**Quarter** 184:13  
**Questa** 20:10 21:2,4 153:2  
**question** 49:3 51:22 52:20 55:18  
63:20 64:3,11 66:3 74:13,15  
80:2,7,25 82:10 86:21 89:17  
90:22 91:1 93:9 105:24 109:4  
114:25 115:15 120:21 123:4  
132:22 146:9 168:4 238:15,15  
241:8 281:12 294:22 303:21  
310:11  
**questioning** 186:24  
**questions** 24:7 26:9,10 28:23  
35:3,8 51:19 62:1,4,13 67:23  
90:13 105:21 106:4,24 124:11  
124:18 135:17,19 137:16  
140:15 141:13 144:21 146:7  
151:11 152:10,13 157:15,16  
194:1 196:10 197:15 228:25  
250:3 264:1,21 284:19 294:5,25  
298:20 300:9 304:23 320:23,25  
321:2,5,22 333:10 335:16  
339:16 340:18 345:3 348:22  
**quick** 80:2 124:13,16 241:8  
266:4 273:17 279:22 284:8,17  
340:21  
**quickly** 56:22 121:18 128:25  
163:2 164:25 165:4 173:24  
184:4 284:15  
**quietly** 12:9  
**quite** 61:2,10 82:10 103:12  
114:25 119:4 181:18 217:4,18  
217:19 219:10 226:11 255:24  
264:8 304:15 323:3  
**quo** 99:16  
**quorum** 6:4 52:18  
**quote** 13:11 162:24

---

**R**


---

**R** 2:1 3:1 4:1  
**R-o-b-i-n-s-o-n** 11:8  
**race** 106:20  
**Rachael** 317:21  
**radar** 168:11 180:5  
**radio** 57:15  
**rafters** 109:24  
**raise** 16:21 34:22 282:19  
**raised** 155:18,22  
**ran** 39:18  
**Ranch** 49:15  
**ranchers** 209:2  
**Rancho** 3:15 112:14 125:23  
 134:9,15 137:11,13 138:1  
**random** 297:8  
**range** 81:17,20 313:12  
**rapidly** 136:6  
**RAPSA** 175:5  
**rare** 305:22  
**rate** 40:2 219:18,22 220:1,10  
 221:11 223:16 224:4,11,20,23  
 246:8 250:11,13 258:21 259:14  
 270:13 280:21  
**rates** 217:24 219:15 233:9 273:9  
**rating** 220:15  
**ratio** 120:4  
**Ratliff-Parker** 349:2,5,6 351:3  
 351:11  
**raw** 256:13,16 265:5 270:20  
**re-accreditation** 217:6  
**re-upped** 248:9 250:20  
**reach** 21:15 44:14 55:19 73:25  
 74:3 82:14 145:19 147:9  
**reached** 78:15 315:22 322:13  
**reaching** 42:25 57:5 60:2 171:24  
 175:6 178:6  
**react** 107:4  
**reaction** 13:2  
**reactionary** 107:9  
**read** 89:5 175:15,16 177:14  
 178:9,11,12 187:10 191:8 193:8  
 193:11,15 201:3 233:12,18  
 258:23 261:4,5 336:7,13  
**readers** 193:11  
**reading** 89:2 135:12,23 161:9  
 162:9 172:6 181:16 183:24  
 185:14 186:4 187:4,4,6,12,14  
 191:12 218:9 219:15,18,25  
 221:2,11,19,24 222:8,16 223:4

223:7,12 297:15,24 299:25  
 333:16 335:15,21  
**reading-ready** 297:17  
**readjust** 329:10  
**ready** 64:14 121:6,12 141:16  
 211:2 273:3 294:3,15 302:23  
 304:21 319:11 324:7 333:18  
**real** 14:4 52:4 83:18 98:2 99:18  
 164:3,25 165:4 183:10 199:20  
 260:14 266:4 267:13 278:2  
 284:8 312:25 340:20  
**realistic** 99:4  
**realize** 73:19 208:2  
**realized** 191:21 278:15,21,22  
**really** 18:19 20:13 22:5 25:24  
 26:3 45:22 56:22 67:10 79:17  
 81:10 83:17 84:16,19 89:11,16  
 90:8,21 92:9 93:9 95:16 99:7,25  
 104:6 107:24 119:15 120:3  
 122:19 126:10,13,14 129:9  
 137:5 139:22 140:4,10,23 141:5  
 141:8 147:20 150:11 151:15  
 152:25 159:7,9,22 161:3,10,17  
 162:1,6,17,25 163:9,23 164:13  
 164:14 165:22 166:6,8,14 167:7  
 169:12,14,17 171:16,16 172:1  
 174:11,11,15 177:22 178:1  
 183:15,19,19,23 184:24 186:2  
 186:21 187:2,3,12,17 188:7,11  
 188:17,25 189:2,12,19 190:1  
 191:2,16,24 194:6,10,13 195:5  
 195:8,9 196:20,24,25 198:5  
 199:24,24,25 200:4,6 201:3,4  
 205:12 207:6 209:24,24 210:25  
 216:15 233:3,22,25 235:5,13  
 237:6 240:5,13 244:22 245:25  
 246:19 248:20 249:21 250:4,21  
 252:17,25,25 257:22,23 258:3  
 259:8 262:20 264:14 265:9  
 267:25 271:12 272:14 273:1,17  
 275:15,18 276:21 280:13 284:3  
 298:3 304:15 307:6 309:19  
 310:10,11 311:21,22 313:7,7  
 314:5 315:3,5,16 317:23 320:20  
 322:10,12 323:1,9,15 325:17  
 328:24 330:14 336:3,3 339:23  
 344:25 345:15,21,22 346:5  
 347:8,19 348:11,23 349:12  
**realm** 175:13

**reaping** 114:16  
**reason** 17:1 19:12 36:8 45:24,25  
 72:1 83:18 250:17 256:24  
 281:17 315:13 323:6 336:24  
**reasonable** 34:9 116:24  
**reasons** 98:17 107:19 108:23  
 109:7 147:4 199:4 250:10 306:1  
 344:21  
**REBEKKA** 2:3  
**recalculate** 226:22  
**recall** 61:16 87:6 194:23 240:20  
**receive** 47:6  
**received** 225:22 247:11 302:22  
 309:22 350:5  
**receives** 225:5  
**receiving** 43:10  
**reception** 349:23 350:6,9  
**receptive** 293:11 302:15 318:23  
 345:18 346:8  
**recess** 124:19 136:25 215:19  
**recognize** 17:5 94:24 203:23  
 262:19  
**recognizing** 95:12 178:8  
**recommend** 32:8 34:13,19,20  
 70:18 157:7 294:17  
**recommendation** 30:20 39:23  
 67:17 70:7 140:25 157:2 294:15  
 294:16 319:13  
**recommendations** 95:5  
**recommended** 76:11  
**recommending** 156:11 344:23  
**recommends** 26:5 28:16 33:21  
 135:14 144:13 302:24  
**reconvened** 215:20  
**record** 73:20 134:5 181:8 213:14  
 215:5 245:9 284:21 298:20  
 334:19  
**recording** 15:4  
**recovery** 225:7,8,16 226:17,21  
 228:10 232:7 262:4  
**recreate** 181:1  
**recruiting** 191:9 200:14  
**recruitment** 110:23  
**red** 101:25 102:18 104:12,19,22  
**reduce** 252:3  
**reduced** 337:7  
**reduces** 242:5  
**reduplicated** 113:8  
**reengage** 208:16

<b>reengagement</b> 163:3,5 164:2 173:6,7 174:22 175:7 208:15 <b>reengaging</b> 208:18 <b>reevaluating</b> 113:6 <b>reference</b> 65:8 <b>referred</b> 225:6 <b>referring</b> 87:21 <b>refilling</b> 327:2 <b>reflect</b> 186:25 334:19 <b>reflected</b> 139:23 <b>reflection</b> 30:19 160:15 161:22 171:7 172:11 <b>reflective</b> 217:7 <b>reflects</b> 133:10 340:8 <b>refocusing</b> 238:3 <b>refresher</b> 160:8 320:7 <b>refused</b> 14:19,21 177:11 <b>refusing</b> 177:6 <b>regained</b> 18:12 195:11 <b>regard</b> 320:12 <b>regarding</b> 301:2 316:11 331:22 <b>regardless</b> 13:2 37:9 47:7,7 159:18 279:7 297:25 <b>regards</b> 196:12 <b>region</b> 255:16 <b>registration</b> 344:12 <b>regret</b> 34:19 132:16 <b>regular</b> 226:25 261:13 <b>regularly</b> 94:20 <b>reigniting</b> 84:19 <b>reimbursement</b> 43:11 <b>reimbursements</b> 103:4,7,8 <b>reinvent</b> 235:14 <b>reinventing</b> 268:15 <b>reiterate</b> 151:13 167:2 <b>reject</b> 81:18 <b>related</b> 276:8 <b>relates</b> 132:18 <b>relations</b> 58:12 <b>relationship</b> 163:15 177:9 264:8 <b>relationship-building</b> 165:18 177:24 <b>relationships</b> 58:13 163:1 248:11 311:16 <b>relative</b> 127:3 153:7 180:4 281:12 294:14 321:18 324:4 <b>relatively</b> 109:19 119:22 <b>relaxed</b> 181:3 <b>Relay</b> 239:7	<b>relevant</b> 46:14 121:14 216:12 306:2 <b>reluctant</b> 200:4 <b>rely</b> 204:16 <b>remain</b> 32:17 221:23 <b>remaining</b> 66:23 <b>remains</b> 12:2 14:24 231:15 <b>remarkable</b> 95:15 <b>remarked</b> 94:14 <b>remedial</b> 297:20 <b>remediation</b> 46:23 237:11 298:14 <b>remember</b> 49:25 88:5 125:19,22 125:23 177:24 195:20 210:5 224:7 257:4 269:16 309:20 323:22,24 324:10,10,15,19,20 325:1 326:20 330:9,10 <b>remembering</b> 305:9 306:6 329:21 <b>remind</b> 140:23 324:12 <b>reminded</b> 303:4 346:4 <b>reminder</b> 238:25 350:6 <b>remote</b> 151:15 152:4 <b>remove</b> 13:16 317:18 <b>removed</b> 3:9 13:9 <b>Renaissance</b> 3:19 143:3,7 144:11 148:18 <b>renewal</b> 42:23 65:17 71:16 145:11,12 217:20 223:14 246:5 246:16 <b>renewed</b> 71:17 221:8 <b>renovation</b> 230:8 <b>reorganization</b> 91:11 <b>repeat</b> 33:19 80:15 91:1 127:22 305:19 344:23 347:13 <b>repeated</b> 14:4 15:9 54:21 <b>repeatedly</b> 12:14 <b>repeats</b> 83:3 <b>repetition</b> 256:2 <b>report</b> 4:8,9 33:20 38:15 49:5 157:4 158:24 165:8 191:8,8 193:20 194:8 225:19 233:2 281:13 293:8 301:1 302:11 315:11 316:10 331:21 344:11 345:2,7 348:19 349:8,21 350:11 <b>reported</b> 1:20 218:2 <b>Reporter</b> 256:2 353:9 <b>REPORTER'S</b> 4:16 353:7 <b>reporting</b> 1:21 33:15 54:13 141:4 156:2,9	<b>reports</b> 15:15,16,18 45:8 273:7 281:16 342:20 348:25 <b>reposted</b> 15:14 <b>representation</b> 56:25 <b>representatives</b> 14:16 <b>representing</b> 158:16 <b>reputation</b> 177:5 <b>request</b> 3:12,16,18,20,22 9:3 10:23 25:17,23 28:3,8,10,17 29:2 30:6,15,16 32:6 35:7 44:18 47:16 48:7 64:15 73:22 80:4 113:11 121:24 130:21 134:14 135:15,15 137:25 139:17,19 143:5,7 144:14 150:3,16 <b>requested</b> 32:24 34:20 47:24 <b>requesting</b> 34:14 42:5 134:15 143:8 <b>requests</b> 30:10 256:2 <b>require</b> 42:17 124:3 225:11 <b>required</b> 3:24 30:18 91:10,12 119:10,18 143:15,16 155:5 205:20 206:4 225:8,12 231:17 <b>requirement</b> 82:14 <b>Requirements</b> 3:10 333:6 <b>requires</b> 86:3,4 218:16 <b>requiring</b> 150:13 223:1 <b>research</b> 30:18 75:25 76:4,4 84:7 112:8,8 148:5,10 163:8 231:6 <b>researched</b> 38:3 <b>resentment</b> 241:16,18 242:5 <b>reserves</b> 33:4,9 <b>resignation</b> 23:25 279:15 <b>resistance</b> 279:23 <b>resolution</b> 15:10 <b>resolved</b> 55:4 <b>resolving</b> 34:6 <b>resonated</b> 250:21 <b>resource</b> 58:10 <b>resourceful</b> 196:20 <b>resources</b> 46:25 56:18 57:23 58:1 59:2 60:3,11 63:14 153:3 313:3 <b>respect</b> 114:20 216:10 220:19 314:8 <b>respectively</b> 28:14 <b>respond</b> 112:21 113:10 212:2 323:10 <b>responding</b> 244:9 <b>response</b> 6:21 7:2 13:10 16:12
--	--	---



19:2 22:12 24:8,15 26:24 131:2  
 138:8 141:14,24 148:23 153:11  
 153:24 157:18 179:3 213:1  
 243:11 248:22 252:23 282:14  
 285:6 286:16 287:24 289:5  
 290:14 291:22 301:7 316:16  
 321:3 332:3 334:4,9,11,16  
 335:8 338:19 340:19 341:5  
 351:17,21,25  
**responses** 344:15  
**responsibilities** 232:9,11  
**responsibility** 13:1 199:8 242:12  
**responsible** 115:17  
**responsibly** 329:18  
**rest** 17:17 106:23 245:20 274:18  
**restore** 17:21  
**restroom** 28:13  
**restrooms** 134:19  
**restructuring** 161:3  
**result** 96:1 253:22  
**results** 3:23 45:5 50:11 67:11  
 110:21 155:4 216:2 253:12,13  
 254:8 256:17 258:1  
**retaining** 254:22  
**retention** 123:13  
**retired** 272:21  
**retreat** 202:10  
**retro** 232:22  
**return** 57:8 110:2 112:10  
**returning** 321:25  
**review** 156:10 163:2,4 342:20  
**reviewed** 183:18 302:22  
**reviewing** 28:15  
**reviews** 84:25  
**revised** 26:17  
**revising** 141:1  
**revision** 141:10  
**revocation** 18:10  
**reward** 135:24  
**rewarding** 251:5 314:8  
**rewards** 114:16  
**reword** 337:13  
**RGEC** 44:7 76:15  
**rich** 324:2 327:7  
**rid** 111:10 311:20  
**ride** 88:11  
**right** 6:22 7:3 16:8,13 19:17  
 21:24 22:7,8,9,13 24:9 26:16  
 27:23 28:21,25 36:13 42:3

57:20 58:21,25 62:3,18,19,24  
 63:18,19 64:18 67:17 68:1,21  
 69:1,14,20 70:3,25 71:17,18  
 72:25 81:2,5 82:7 89:21 90:17  
 92:18 97:2 98:1 100:4 101:15  
 102:6,16 103:8,21 105:5 106:1  
 106:4,4,23 107:4 109:8 116:4  
 116:15 119:5,14,24 120:5  
 121:25 122:22 125:8,19 126:10  
 127:25 129:22 130:15,16,17  
 131:3 132:1 136:4 137:17 139:9  
 140:22 141:15 144:23 149:25  
 152:15 153:12 155:2 168:11  
 170:22 171:6 172:16 173:24  
 176:13 181:6 191:8 196:4  
 203:15 204:7 205:24 210:18  
 213:2,12,17,25 215:6,6,21  
 216:15 221:6 222:8 231:24  
 235:6 237:21 239:19 242:8  
 243:12 244:18 246:14 248:2,12  
 249:6,22 250:25 251:14 252:4  
 254:24 255:6 266:19,25 268:7  
 269:12,23 272:9 276:3,21 277:9  
 277:15,19 279:19 280:13  
 281:12 282:5,15 284:22 286:14  
 294:24 295:15 298:22 300:4,5  
 300:14,18,19 303:5 306:11,13  
 306:21 307:1 315:8 316:4  
 317:14 319:14 320:1,2 321:1,4  
 327:2 333:4,13,20 337:11,17  
 338:8 342:5 344:10 345:6,7  
 346:18 347:3,4 351:11,13,22  
 352:2  
**rigor** 108:10 186:24 263:4  
 269:12 270:3,9  
**rigorous** 46:3 107:24  
**Ring** 324:13,22  
**Rio** 74:23 112:14 125:23 137:11  
 137:13  
**risen** 346:12  
**risk** 95:8 225:4  
**risk-taking** 72:22  
**risks** 33:5  
**river** 249:1  
**riverfront** 249:3  
**RMR** 353:8  
**RMR-CRR** 1:20 353:19  
**road** 65:18 210:18  
**roadblock** 55:7

**roadblocks** 276:11  
**roads** 277:11  
**Robert** 10:5  
**Robert's** 105:18  
**Robinson** 11:4,8  
**robotics** 249:9  
**robust** 44:19 129:23 305:25  
**rocky** 306:20  
**role** 11:24 17:8 19:5,14 21:25  
 47:4  
**roll** 3:3 5:5 22:19 29:8 131:4  
 138:10 142:1 148:25 154:1  
 179:4 213:13 243:13 282:21  
 285:7 287:25 289:6 290:15  
 291:23 301:8 316:17 332:4  
 334:5 338:20 341:6  
**roll-call** 6:6,23  
**roll-up** 253:13  
**Rolling** 59:3  
**rollout** 89:9  
**roof** 43:22,23 109:21  
**room** 45:17 46:6 117:25 136:4  
 259:19 325:16 349:22  
**root** 181:24  
**Roots** 3:21 19:18,24 150:1,11  
 153:17  
**rosters** 147:13  
**roughly** 253:17  
**round** 99:23 350:12,17  
**route** 78:4 198:2 263:20,23  
**routes** 46:2 60:6,6,7  
**row** 348:12  
**RSVP'd** 296:13  
**rubrics** 251:2  
**rug** 12:9  
**rule** 338:9  
**Rules** 105:18 335:15 338:12  
**run** 17:5 197:8 308:8  
**rundown** 56:22  
**running** 103:3 124:23 255:15  
 277:25 278:2 279:8  
**runs** 62:9 327:9  
**rural** 205:1,2,8,11  
**rural-educating** 208:23 209:22  
**ruralness** 205:5  
**Russell** 2:9 17:13 23:19,24 30:7,8  
 42:8 48:2 73:22,23 91:7,9  
 105:16 150:10 155:8,10 157:14  
 157:15 333:7 335:17 336:20,23

337:21 338:5 339:17,18 340:15  
342:6,7,11 343:18,25 344:6  
346:24 349:11,14  
**Russell's** 264:5

## S

**S** 2:1,6 3:1 4:1  
**Sacramento** 302:12 316:6 318:10  
**safe** 166:12 283:25  
**safe-sake** 98:17  
**safety** 86:4 162:20 236:5  
**Sahni** 317:17 318:18 324:23  
325:2  
**sake** 45:2  
**salt** 274:7,11  
**Salute** 6:9,11  
**SAM** 2:6  
**San** 211:6  
**Sandoval** 288:23  
**Sands** 313:12  
**sandwich** 127:24  
**Santa** 1:13 2:23 21:9 26:15 73:18  
78:22 88:15 322:7 324:15,17  
325:17 330:5 353:13  
**SARAH** 140:22 142:25  
**sat** 167:20 221:14 222:3,6 227:6  
**satisfactory** 178:18 213:6 242:20  
243:2 282:8  
**satisfied** 128:25 178:18 242:21  
282:9  
**satisfies** 129:6  
**satisfy** 273:4  
**Saturday** 199:18  
**saved** 7:18  
**saving** 107:6  
**savings** 194:18  
**Savvas** 263:6 280:16  
**saw** 61:17 92:8 160:3 187:8  
219:25 220:8,9 226:11 235:20  
256:7 260:18 267:16 294:24  
328:23  
**say-** 326:12  
**saying** 23:21 70:6,16,17 71:13,14  
75:21 77:10 79:3 84:25 96:16  
97:12 98:4 102:12 106:10  
108:19 112:24 113:20 115:13  
117:24 121:16 125:2,24 126:17  
201:16 206:11,11 207:13,13  
209:25 210:1,2,3,3 212:2

241:21 259:23 263:5 269:7  
274:22 280:18 323:22 324:10  
**says** 48:7 79:6 81:2 97:23 127:5  
152:21 335:22  
**scale** 32:20 207:4,9 344:15  
**scare** 18:11  
**schedule** 67:12 192:2 299:21  
342:13  
**scheduled** 227:15 228:19  
**schedules** 147:13 343:11  
**schizophrenic** 205:23  
**scholarship** 10:5  
**school** 3:6,12,19,21 9:9 10:3,6,11  
10:17 11:11,15 12:22,25 16:9  
17:20,23,25 18:5,8,10,21 19:10  
19:19,24 20:2,4,7,12,15 21:11  
21:19,20 23:18 24:11 25:17  
26:18 30:22,25 31:2,7,10,15,20  
31:22,22,23 32:9,14,15,16,21  
32:22,23 33:1,4,6,9,13,15,16,21  
33:22,25 34:14,24,25 35:25  
37:12,17,24 38:7,8,10,16,22  
39:21 40:1,4,7,8,18 41:20 42:14  
43:3,14 44:3,6,12 45:1,22 46:17  
47:4,8,9,13,21 48:1 49:6,8 50:8  
50:9,25 51:9 52:3 55:22 56:18  
58:18 60:3,10 61:7 62:9 63:5  
64:24 65:10,11 66:20 67:25  
68:19 69:4 71:9,24 73:3,8,13  
76:1,21 78:1,2,3,16 81:8,13,24  
82:13,15,18 83:14 86:6,20  
87:10,12,24 88:7,8,8,12,18  
89:21,22 90:4 91:14,24 92:1  
94:12,20 95:15,16 96:2,12 97:3  
98:9,10,14 99:1,17 100:9,10,11  
100:12,15,19,20,21,22,25  
102:15 103:5,10 104:11,11,16  
107:20,23 108:2,13,21 109:5,20  
111:6,20,25 112:15,17,22 114:5  
115:2 118:4,15 120:22 121:6,21  
122:20 123:8,8,18 125:11,18,25  
128:14,14 129:24 132:23  
134:22,23,24 135:2,8,9 136:20  
140:8 141:1,18 143:4,13,18  
144:1,6,11,12 145:7,17 146:3  
146:12 147:4,19 148:18 150:2  
150:12,13,18,22 151:6,14,20  
152:14 153:9,18 155:20,21  
158:4,7,16 159:19 160:9 162:13

162:20,20,21 163:3,3,10 165:16  
165:24 167:21 168:2 169:16  
170:16,18,18 171:6,14,19 173:4  
173:24 175:21 176:10 177:6  
178:16,17 180:11,18 181:18  
184:2,7 186:20 187:6 189:6  
190:12,22 191:4,24 193:18,19  
193:20,22 194:8,12,16 195:1  
196:19 197:7,8,24 198:10  
200:21 204:20 205:15 206:4,5,6  
206:19,22,24 208:18 210:12,17  
210:23 211:3,6,14,24 213:4,6,6  
216:5 217:16 221:8 224:8  
225:11 226:25 229:9 230:10,14  
233:15 235:22 236:5,9 237:16  
237:23 238:2 240:21,24 241:25  
242:7,15,19 243:3 244:19 245:3  
245:14,15 248:5,10,16,17,21  
249:2 250:8,15 251:12 253:23  
259:5,7,22 260:2,5,12 261:12  
262:7 263:14 264:6 269:19  
271:6,7,13,15,15,17,19,20  
273:8 282:7,7 285:1 290:7  
291:16 293:4,11,14 294:2 295:4  
296:4,9 299:14,22 300:2,22,24  
301:3 302:12,15,20,23 303:25  
304:18 305:3,3,21 306:6 308:21  
309:16,24 310:1,5,13,14,17,18  
311:4,8,14,19,19 313:24 314:7  
315:12 316:7,8,12 317:23 318:9  
318:20,23 319:11 320:9 322:1,5  
322:20 323:14,23,25 324:18  
325:8,12,14,21 326:1 327:7  
329:17 330:7 331:13,18,19,23  
337:2 342:12,17 345:8,17  
346:11,11,19 347:7,9,15 349:9  
350:14,16  
**school's** 3:17 8:8 11:12 31:6,13  
33:1 109:15 123:4 135:10  
139:16 143:10,17 180:22 192:3  
192:4 223:19 226:23  
**school-specific** 3:17 139:16  
140:10 141:18 318:6  
**School/Options** 2:10,12,14,17,19  
**schooling** 101:2  
**schools** 3:23 4:3,8 12:12 18:7,18  
20:8 26:14 28:16 31:21 32:1  
38:23,25 39:1,5,12 40:22 41:8  
41:18 48:10,12 49:12,18,21,21

49:22 50:12 52:22 67:6,8,15 71:9 73:25 74:1 78:11,17 79:1 85:6 95:23 96:7,17,18,20 97:5 97:25 98:10 100:2 103:11 104:15 106:6,12 108:5 111:17 112:4,25 125:8,9 128:8,10 135:14 137:12 151:7 155:3,24 156:2,5,6,12,13,14 157:2,7,8 159:25 163:5 168:7,15 169:18 170:2,14 173:6,7,8 174:22 175:7 177:16 192:19 200:19 201:2 204:9 207:3,24,24 208:15 210:2 235:25 236:1,3 237:24 246:12 248:13 250:14 255:14 255:15 258:22 259:1,12,13 265:13 269:17 281:4 284:6 292:23 294:13 300:7 308:13 312:18,21 313:5,18,23 314:3,16 314:21,24 316:1 318:14 321:12 329:22 333:18 343:3 349:7,19 349:24 350:18,25 <b>Schools'</b> 95:4 <b>science</b> 10:1,4 135:13 234:21 238:24 249:18 280:14 302:12 309:5 316:7 <b>scientific</b> 247:18 <b>scope</b> 304:20 309:1,4,12 <b>score</b> 220:23 221:1 222:5 227:6 <b>scored</b> 219:23 <b>scores</b> 45:9 140:3 160:21 187:12 217:13,23 218:12 220:17 221:5 221:22 227:3,5,9 281:6 <b>Scouts</b> 44:7 75:9 <b>screen</b> 61:18 254:1 <b>Sean</b> 315:21 <b>search</b> 40:16 <b>searching</b> 127:11 <b>seats</b> 104:8 122:15 <b>second</b> 6:16 22:15,17 24:12,13 26:21,22 29:4,6 34:25 44:3 86:21 89:15 97:7 108:1 118:12 128:1 129:12,12 130:23,25 133:7 138:3,5 141:21,22 148:20 148:21 153:20,22 178:19,20 184:23 213:9,10 215:16 219:9 226:23 242:22,24 243:6,8 249:3 259:15 260:4,11 269:10 277:15 277:21 278:25 282:10,12 285:4 286:13 287:21,22 289:1,3 290:10,12 291:18,20 296:12 297:8 301:4,6 316:13,14 331:24 332:1 333:15,25 334:2 335:15 338:15,16 341:2,3 <b>second-grader</b> 184:22 <b>second-graders</b> 297:11 <b>secondary</b> 10:4 259:1 261:12 272:20 <b>seconds</b> 7:19 230:5 338:17 <b>secret</b> 277:5 <b>secretary</b> 2:4 5:4,6,9,11,13,15,15 5:18,21,24 6:3,7,18 7:17 9:23 20:20,25 21:6 22:20,23 23:1,3,6 23:8,10,10,13 24:16,18,21,23 24:25 25:3,3,6,8,11,14 26:12,25 27:2,5,8,11,13,15,17,19,21,21 29:4,8,9,12,14,16,18,20,23,25 29:25 30:3 70:24 71:2,7 72:15 72:18 73:11,16 74:2 78:20 80:12,25 81:20 82:20 83:2,6,11 85:3,11,14 86:25 87:2,17 90:19 91:3 124:22 125:2 128:12 129:19,22 130:4,9,16 131:4,5,7 131:10,16,18,21,24 132:2,4,7,9 137:18 138:10,11,12,12,16,19 138:21,24 139:1,3,5,7 141:21 141:25 142:2,5,8,10,12,14,16 142:18,18,21 143:1 148:24 149:1,3,5,7,9,12,12,15,19 152:16 153:14 154:1,2,5,8,10 154:12,14,17,19,19,22 167:18 169:6 178:23 179:5,7,10,12,16 179:18,20,23,25 180:24 181:4 196:5 213:14,18,21,23,25 214:4 214:4,8,11,13,17 215:4,9 232:21,25 233:20 241:6 242:11 243:13,14,16,16,19,22,24 244:2 244:6,14 276:5 277:7,14 279:23 281:1 282:2,4,22,25 283:2,5,8,8 283:11,14,17,20,24 285:9,12,14 285:16,18,20,20,23 286:1,4,13 286:17,19,21,24 287:1,4,6,8,10 287:13 288:1,3,5,7,9,11,13,16 288:18 289:7,10,12,14,16,19,22 289:25 290:2,16,18,21,23 291:1 291:3,5,7,9,24 292:1,3,6,8,11 292:13,15,17 294:7,14,19,22 299:11 301:9,12,14,16,18,20,23 301:25 302:2 303:6 305:1,5 315:9 316:13,18,20,22,25 317:3 317:5,7,9,12,15 321:6,9 323:19 324:25 325:3,22 326:10 330:20 331:8,10 332:6,8,11,13,15,17 332:20,22,25 333:11 334:7,10 334:12,14,17,23,25 335:3,5,7 335:11 338:15,21,23,25 339:3,5 339:7,10 341:7,10,12,14,18,20 341:23 342:1,4,9 343:23 344:2 346:12,25 348:2,4,7,16 <b>section</b> 116:19 143:10 337:8 349:18 <b>sector</b> 311:6 312:4 314:17,18 <b>see</b> 6:2 7:12 9:17 15:5 16:17,18 19:5,15 26:7 31:19 35:21 39:8 40:3 43:20 50:13,21 52:21 55:21 56:2,5,7,25 57:25 58:3 59:19 61:18 62:12 65:3,9 66:1 69:16 80:13 81:22 82:7 86:11 86:13,18 95:13 97:8 98:6 99:14 105:14 106:18 114:16 116:25 119:1 121:8 123:6 140:16 143:1 150:4 153:14 156:3 159:5 161:21 162:1,4,8,21 163:20 164:3 167:25 170:24 172:18 174:18 175:2 177:3 186:2 188:24 193:10 198:23 202:25 206:2 208:4,11 209:14 210:8 211:15 214:25 216:22 221:17 222:4 224:3,25 226:2 229:25 231:18 236:13 238:10 244:8 251:1,2 252:6 253:6 254:2,3 256:20,23 258:21 259:7 260:14 264:13 267:22 271:20,22 274:8 274:24 276:15 278:2 281:25 282:18 296:4 297:9 298:25 299:22 300:1,15 303:9 304:2,6 307:11 313:21 318:12,12 327:16 329:7 336:5,14 350:19 351:10,12 <b>seeing</b> 19:11 21:20 24:16 26:25 29:7 37:20 38:19 40:6 41:20 56:4 61:3,10 131:3 137:10 138:9 141:25 148:24 153:25 165:17 179:4 190:20 191:1 213:12 227:4 240:24 243:12 255:24 273:7 282:15 285:7 286:17 290:15 291:23 301:8 316:17 318:5,6 326:17 332:4
--

334:5 338:20 341:6 350:3,17  
**seek** 145:6  
**seeking** 32:5 315:18 323:2  
**seeks** 144:1 222:23  
**seen** 33:16,16 37:12 57:6,8 60:19  
 60:20 69:18 161:13 229:13  
 236:12 248:20,22 251:18 252:2  
 328:8 339:20  
**SEG** 33:11 63:7  
**Segura** 347:23  
**seldom** 132:12  
**selected** 343:7  
**selfishly** 9:6  
**semester** 226:1,12 241:11,24  
**send** 12:12 299:17  
**Sendero** 290:7  
**senior** 18:6 218:21 219:1 241:4  
 279:18,19  
**Senior-itis** 274:1  
**seniors** 218:24 219:3 226:5,9  
 274:12  
**sense** 74:8 97:16,17 107:17  
 109:23 114:12 117:9 118:25  
 121:20 146:4 148:4 169:2  
 174:17 177:2 201:18 234:10  
 236:10 268:14 269:11 272:16  
 272:18 308:13 309:15 323:3  
**sent** 37:2 201:6 262:25 344:12  
 349:24  
**sentence** 294:23 335:22 336:10  
 337:11,18  
**sentiment** 47:20  
**separate** 43:23 96:16 111:6  
**separated** 43:25  
**separately** 28:2 293:4  
**sequence** 309:4  
**sequences** 304:21 309:2,12  
**sequencing** 284:10  
**series** 52:3  
**serious** 13:7 33:5 82:25 83:3  
**seriously** 11:24 55:4 70:11 93:20  
 132:18 134:1 159:20 217:19  
**serve** 35:18 91:13 102:4,21  
 160:10 230:11  
**service** 1:21 53:11 58:8 117:22  
 203:2 307:13 335:9  
**services** 114:6 128:5,9,15 310:15  
**serving** 9:7 30:23 39:1 45:22  
 160:16

**session** 61:2 225:15,19 226:16  
 333:9 344:24  
**sessions** 60:13 228:16 344:19,23  
**set** 12:10 26:18 39:10 139:25  
 140:10 177:9 200:18 246:16  
 261:7 280:15,18 350:6 353:15  
**set-in-stone** 260:23  
**set-up** 10:17  
**sets** 204:6  
**setting** 227:7 345:20  
**seven** 198:14 259:13 320:6  
 335:11 337:3 339:11 350:12  
**Seven-zero** 335:13  
**seventh** 147:7  
**seventh-grade** 10:1  
**Sewards** 317:21  
**shake** 307:10  
**Shannon** 259:18  
**share** 55:10 65:6 90:3 92:2,25  
 177:1 211:17 216:16 217:10  
 218:20 221:25 296:11 313:2,2,3  
 318:2 319:23 330:25  
**shared** 38:2 188:1  
**sharing** 241:2,12,15 292:25  
 318:4,7,11  
**SHARON** 2:5  
**sheet** 277:25  
**sheets** 170:6  
**shift** 33:10 105:19 204:2,13,14  
**shifts** 37:20 45:19  
**Shiprock** 183:8 192:13  
**shop** 41:10 86:3  
**short** 10:18 84:24,24 194:8  
**short-cycle** 161:11 182:23 186:7  
 219:19 227:2  
**short-term** 33:11,24  
**shortage** 87:1  
**shortcomings** 73:19  
**shoulder** 120:2,2  
**shout-out** 62:10  
**show** 36:12,14 55:10 61:1 94:8  
 105:21 140:8 161:16 166:6  
 170:23 171:18 173:22,23  
 211:11 213:14 218:17 221:10  
 221:23 231:17 237:19 253:7  
 270:11 271:1,3 311:25 326:6  
**showcasing** 84:17  
**showed** 36:11 51:6 270:19  
 328:17

**showing** 3:23 60:23 127:7 147:13  
 155:4 213:7 236:23 237:18  
 243:3 253:14,15,19  
**shown** 38:13 104:23 166:6 167:8  
**shows** 57:3 66:21 76:1 112:8  
 135:8 171:14 174:5 220:21,25  
**siblings** 61:8,11,11,12 122:19,22  
**side** 76:16 100:16 127:18 229:15  
 229:21 249:1 254:12 279:14  
 300:24 327:12 337:5,6  
**sight** 175:2  
**sign** 127:6 287:19  
**signed** 280:24  
**significant** 39:21 118:11 156:24  
 221:23 237:22 246:21 255:14  
 256:22 271:5,23 337:2  
**significantly** 329:18  
**silly** 311:22  
**similar** 106:13 112:25 144:4  
 211:5 297:6 326:14  
**simple** 100:21,21 231:20  
**simply** 10:14 14:20 28:10 33:14  
 145:10,16  
**simultaneous** 195:23 338:1  
**sincerely** 284:2  
**sing** 50:4  
**single** 13:23 32:9 59:10 150:17  
 168:14,15 183:12  
**singularly** 276:24  
**sir** 63:1,16 64:3 70:20 71:25,25  
 72:17 73:10,12 80:24 83:1 93:7  
 95:17 129:25 131:24 229:7  
 230:16 231:15 242:7 307:14  
**sit** 55:5 106:9,20 177:13 207:17  
 244:24 337:17  
**site** 43:15 117:23 135:4 147:11  
 262:20  
**sites** 57:2  
**sitting** 77:24 120:2 249:22  
 255:18 264:5 307:22  
**situation** 122:11  
**six** 202:9 220:6,13 252:14 293:5  
 295:15 309:3  
**sixteen** 86:22 177:5  
**sixth** 147:7 249:19 254:5 274:23  
 274:25 280:15  
**sixth-** 9:25  
**sixty** 125:8  
**size** 32:5,10 92:25 94:23 108:22

112:5,9 118:8 123:9  
**sizes** 32:17 40:11 53:13 108:20  
 111:14,19 112:1 115:8 116:11  
 116:19 120:1,8  
**skill** 204:6 223:9  
**skills** 76:19 151:18 187:5 188:25  
 189:1 203:9,12 204:12 212:10  
 222:22  
**skip** 216:13 220:18 221:3,6  
**skipped** 246:25  
**skipping** 177:6 220:12  
**Slam** 219:8  
**slide** 163:6 220:25 252:11 253:9  
 253:24 255:4,23 256:14,23  
**slides** 50:22 158:24 182:14  
 216:14 219:17  
**slight** 147:14  
**slightly** 222:8 252:16  
**slots** 104:7  
**slow** 103:7,9  
**slow-growth** 89:11,11  
**slowing** 253:18  
**sluggish** 228:7  
**small** 32:17 40:11 53:13 108:20  
 108:22 111:14 112:4,9 115:8  
 136:15 145:17 147:4 156:23  
 182:13 185:12 187:8 188:23  
 199:10 200:10 203:23 206:9  
 207:9 224:7 257:20 330:13  
 339:20  
**small-group** 297:24  
**small-number** 257:13  
**smaller** 66:17 126:22  
**smallest** 147:5  
**smart** 111:12 326:2  
**smiling** 177:20  
**smooth** 257:23  
**snapshot** 220:2  
**sneak** 339:14  
**sneaking** 333:19  
**social** 56:4 57:11 58:16 147:4  
 148:1  
**social-emotional** 183:16 189:18  
 203:1 207:3  
**society** 54:7  
**SODA** 245:2 255:12 256:13  
 264:5,13,19 280:22  
**sold** 280:5  
**solidify** 166:14

**soliloquy** 174:10  
**solos** 151:22  
**solution** 52:15,19  
**solutions** 114:15  
**solve** 346:12  
**somebody** 88:6 126:19 127:20  
 128:4 177:13 279:16 344:8  
**son** 125:25 211:1  
**soon** 90:8 148:2 213:16 348:2  
**sophomores** 226:12  
**sorry** 6:19 14:6 15:24 16:18  
 20:23 23:20 64:20 83:9 85:18  
 90:25 119:13 131:10 135:21  
 169:6 174:10 179:12 182:9  
 185:20 189:21,22 191:5 215:9  
 242:24 244:4 245:18 315:10  
 318:15 330:23 349:25  
**sort** 40:21 42:18 43:23 74:17  
 76:3 104:24 235:6 251:11 330:2  
**sorts** 60:13  
**sound** 19:8 84:10  
**sounded** 126:1  
**sounds** 78:22 272:13,17 336:14  
**south** 60:21,25 327:11  
**Southern** 330:12  
**space** 14:13,14 22:5 31:25 61:12  
 63:4,5 67:5 77:24 111:22 112:2  
 114:24 115:7 117:16 119:24  
 120:7,7 121:13,18 122:3 124:1  
 127:12 134:16,17,20 136:15,17  
 136:23 137:9,13 176:8 236:9  
 239:14 315:6  
**spaces** 135:6  
**Spanish** 143:11,15,18  
**speak** 4:11 7:6,21 9:14 12:20  
 35:21 39:19 71:8 99:23 105:16  
 113:3 212:13,16 304:6 325:15  
 350:19 351:15  
**speaker** 349:14,15  
**speakers** 72:21 140:20  
**speaking** 12:8 16:6 94:3 155:12  
 195:23 211:16 246:7 322:24  
 338:1  
**speaks** 322:2  
**special** 20:5 21:14 46:19,20  
 207:1 256:8 264:14 343:6  
**specialist** 146:24,25  
**specials** 136:25  
**specific** 57:19 145:22 221:12

320:5  
**specifically** 42:24 44:11 64:20  
 79:2 143:17 155:13 157:12  
 323:22 324:17  
**specifics** 65:6  
**sped** 185:24,25 189:15 228:24  
**speeding** 230:20  
**spell** 7:23 233:13  
**spelled** 181:12  
**spelling** 294:12  
**spent** 105:17 265:21 342:23  
**split** 132:12 305:24 306:7  
**spoke** 48:21 56:19 200:21 310:24  
 310:25 326:14  
**spoken** 212:24 294:9  
**sponsor** 87:22 225:1  
**Sports** 324:8  
**spotlight** 3:6 16:9 31:15,22  
 100:20 144:11 188:15  
**spots** 259:7  
**spread** 60:5  
**spreadsheet** 189:10  
**spreadsheets** 255:7 256:6  
**spring** 135:4 216:25 217:4  
**square** 3:15 10:23 28:2,7,11,12  
 28:24 29:1 109:11 126:21 134:9  
 134:16,17 137:7,25  
**squeeze** 136:11  
**stability** 33:23  
**stacks** 251:3  
**staff** 2:8 12:13 53:14 77:6 84:1,2  
 84:5 111:12 117:15,20 128:14  
 145:2 151:23 162:6 202:3,10  
 209:5 217:12,15 227:19 231:9  
 232:8,8,10 234:4 240:10,11  
 249:13 260:8,10 269:1,6 304:19  
 308:13,14 315:22 320:6,8,13  
 344:4 347:24 348:11  
**staffed** 343:15,22 344:1,8  
**staffing** 84:9 223:22 308:5  
 342:22 343:20  
**stage** 60:17  
**staggering** 342:23  
**stagnant** 271:17,18  
**stagnation** 271:14,15  
**stakeholder** 217:11 230:12  
**stand** 6:9 10:2 55:4 264:22 323:8  
**stand-alone** 295:22  
**standard** 48:11,12 294:11

<p><b>standardized</b> 172:16</p> <p><b>standards</b> 96:6,23 97:21 186:23 205:21 275:12</p> <p><b>standards-based</b> 249:12,20</p> <p><b>standing</b> 310:14</p> <p><b>standpoint</b> 97:12</p> <p><b>star</b> 349:14</p> <p><b>Starnes</b> 262:23</p> <p><b>start</b> 25:19 36:7 37:6,13 40:16 42:2 65:19 79:8,23 86:12 89:23 104:4 110:2 116:14 122:9 126:22 137:8 140:15 155:9 157:20 166:11 182:22 183:17 183:24 189:24 206:1 239:17 249:25 281:17 284:13 302:10 303:12 309:16,19 311:17 312:5 321:22 328:2</p> <p><b>started</b> 18:5 44:1 49:11 55:23 56:24 57:21,22 74:16 126:20 136:5 177:20 184:3 185:16 188:10 189:17 228:8 236:4 246:22 249:4 254:13 260:8,9 278:4,5 298:23 323:13 347:23 348:15</p> <p><b>starting</b> 48:6 51:3 54:16 87:10,12 106:1 115:17 136:3 197:20,24 293:6 296:16 317:19 322:19</p> <p><b>starts</b> 115:16,18,19 123:10 237:10 339:15</p> <p><b>starved</b> 153:2</p> <p><b>state</b> 1:2 8:14 10:20 17:25 20:14 31:17,24 32:2,10,13,14 34:24 34:25 38:20 43:7 44:3 45:6 51:20 75:25 79:10 83:19 88:2 93:21 96:12,12,13 97:8,19,23 98:2 100:20 101:1,10 103:7 108:6,17 112:11,20 117:20 125:10 128:3 151:4 152:25 153:3 170:16 176:12 181:21 188:16 189:25 192:23 210:1 222:6,7,9 224:13 247:16 251:2 269:17,18 271:2 276:11 299:19 300:7 306:24 307:5 312:20 323:12 328:6 331:5 333:6,22 349:22 351:5 353:2,9,13</p> <p><b>State's</b> 12:11</p> <p><b>stated</b> 141:6 167:23 231:18 353:14</p> <p><b>statement</b> 3:12 14:17 25:17,23</p>	<p>25:24 26:4,17 143:17 200:9,22 201:3 265:3</p> <p><b>states</b> 173:18,19,20 247:22</p> <p><b>statewide</b> 162:19</p> <p><b>stating</b> 14:22</p> <p><b>statistically</b> 156:23</p> <p><b>statistics</b> 96:5 159:6</p> <p><b>status</b> 17:21 32:1 99:16 189:25 304:9 347:7</p> <p><b>statute</b> 15:1 126:6</p> <p><b>stay</b> 119:5,8 176:8 180:5 236:1 260:2 297:6 314:22 344:5</p> <p><b>stayed</b> 278:3</p> <p><b>staying</b> 162:23 253:1 315:16</p> <p><b>stays</b> 271:19</p> <p><b>steady</b> 224:12,13</p> <p><b>steal</b> 53:17</p> <p><b>STEAM</b> 145:8 342:15</p> <p><b>step</b> 64:23 70:5 101:8,13,21 102:4 103:16 104:13 107:8,14 225:2 260:15 269:10,11 277:4,9 331:2</p> <p><b>stepping</b> 19:23</p> <p><b>steps</b> 224:22 229:17,18 279:4 301:3 316:11 331:22</p> <p><b>Steve</b> 20:21 21:15</p> <p><b>STEVEN</b> 2:4</p> <p><b>Stewart</b> 2:5 276:12 337:13</p> <p><b>Stewart-like</b> 330:21</p> <p><b>stick</b> 7:13 113:13</p> <p><b>sticking</b> 114:11</p> <p><b>stone</b> 280:16</p> <p><b>Stong</b> 302:9 303:12,15</p> <p><b>stood</b> 38:15 309:20 310:25</p> <p><b>stop</b> 12:9 176:11,13 182:7 237:3</p> <p><b>store</b> 17:6</p> <p><b>stories</b> 325:24</p> <p><b>story</b> 170:15 177:1</p> <p><b>straight</b> 130:19 262:11</p> <p><b>straightforward</b> 145:5</p> <p><b>strange</b> 165:14</p> <p><b>strategic</b> 191:18 202:14</p> <p><b>strategy</b> 12:7 33:11 65:23 297:12</p> <p><b>stray</b> 99:2</p> <p><b>streamline</b> 164:14</p> <p><b>streamlined</b> 160:5</p> <p><b>streams</b> 99:11</p> <p><b>street</b> 1:21 2:23 198:25 353:20</p> <p><b>strengthen</b> 202:14 203:7,12,20</p>	<p><b>strengths</b> 227:3</p> <p><b>stress</b> 124:15 198:6</p> <p><b>stressed</b> 88:14</p> <p><b>strides</b> 233:10,15 237:23 275:11</p> <p><b>striving</b> 219:11 227:10</p> <p><b>strong</b> 46:19 158:19 162:23 218:1,6 222:18 228:5 235:5 240:13,18 311:1 323:7,15</p> <p><b>strongly</b> 54:17</p> <p><b>struck</b> 266:14</p> <p><b>structure</b> 164:9 234:6 268:14 269:13 280:11</p> <p><b>structured</b> 235:9 268:4</p> <p><b>structures</b> 270:3</p> <p><b>struggle</b> 10:11 54:3 171:11</p> <p><b>struggling</b> 187:22 203:13 269:23 269:24 275:17</p> <p><b>student</b> 8:16 10:2 11:12,13 13:20 37:11,14 46:3 87:9 112:14 118:8,21 125:15 134:19 135:1 151:17,19 152:5 161:15 177:4 177:10,16 178:4 182:16 184:1 185:25 189:13,15 193:6 194:10 194:23 204:12 206:17 208:3 225:4,7 227:7 251:19,20 254:14 254:16 255:11,13 257:12,13 261:9 264:23 275:3 278:20 298:10,13 304:16 309:8 329:11</p> <p><b>student-specific</b> 218:8</p> <p><b>student-teacher</b> 120:4</p> <p><b>students</b> 8:11,20,25 9:6 10:7,9,15 10:17,24 11:13,17 12:13,18 13:18,23 20:14 30:11,11 31:4,4 31:5,9 32:4,8 34:23 36:16 37:9 37:22 38:20 39:7,14,16 40:22 41:10,22 42:2 43:13 44:5,11 45:9,20,23 46:20,21 49:8,17,18 49:20 50:15,24 51:8 53:11,21 54:2,24 55:1 60:10 61:9,23 65:1 65:1 72:5 74:18 75:16 77:4,10 77:13 85:25 87:7 101:15 102:4 102:17,20,21 103:15 108:17,19 111:25 114:7 115:11 116:10,12 116:22 117:2,7,22 118:5,10,13 118:18 119:16 122:24 123:11 123:12 125:16 134:20,23 135:24 136:10,18,21 137:6,9 139:23 140:2 143:12,22 144:3,9 145:19,23 146:19 147:8,9,24</p>
--	---	--

148:7,8 150:23 156:18 160:13 160:16,22,23 161:1,2,5,8,13,14 161:17,20 162:9,13 163:14,25 164:2,10 165:2,10 166:7,9 167:3,3 171:9,17,21,23 172:5 175:6,22 176:10 178:9 182:4 183:2,5,10,16,20 184:17,18 185:1,10,15,24,25 186:7,16,22 186:25 187:1,3,9,17 188:2,3,3,9 189:7,7,14 190:2,5,9,23 191:2 191:13,14 192:6,11,14 193:3,8 193:15 195:6 199:1,3,3,16 201:1,12,17 202:21 203:3 204:2 204:10 205:11,17 206:15,18 208:16 212:4 214:20 217:12,14 218:11,16,18 219:7,22 220:15 220:23 221:1 222:19,23 223:2,5 223:8 224:8,10 225:16,20,25 226:2,6,13,16 227:9 228:12 231:12 234:2 235:17 236:14,18 237:7,9 238:4,6 241:18 242:6,7 252:24 253:14 254:13,17 255:19,21,25 256:1,8,9 257:10 257:12 261:15,15,19,25 262:2 262:13 263:12,14 267:6,11 270:4 274:18,25 275:16 296:19 297:10,19,19,25 298:8,11 304:1 304:17 308:9 312:1 327:3,24 328:8 329:19 <b>students'</b> 165:18 182:15,25 190:18 198:24 214:24 227:4 265:8 298:6 <b>studies</b> 163:8,21 <b>studios</b> 77:16,18,21 <b>stuff</b> 21:18 87:21 183:21 235:4 249:23 252:4 268:13 274:16 280:7 307:10 315:4 318:4 329:14 <b>stunned</b> 316:3 <b>style</b> 265:25 <b>sub</b> 184:7 <b>sub-awards</b> 350:12 <b>sub-grant</b> 350:15 <b>Subcommittee</b> 340:9 <b>subgroup</b> 220:6 <b>subgroups</b> 220:6,11,14 255:10 <b>subject</b> 31:17 <b>subjects</b> 8:15 145:16 <b>submit</b> 91:11 156:18	<b>submitted</b> 25:22 28:8 156:6 <b>submitting</b> 24:4 <b>substantial</b> 162:10 <b>substantiated</b> 8:19 <b>substitute</b> 184:14 <b>succeed</b> 240:25 <b>success</b> 8:12,16 9:6 99:9 159:25 161:17 162:16 165:6 201:20 219:21 220:1,8,9 225:9 260:21 327:23 328:8 340:10 <b>successes</b> 161:19 181:20 183:23 216:16 218:20 <b>successful</b> 93:1 100:4 145:7 220:15 225:13 <b>successfully</b> 293:9 302:13 318:22 <b>succinct</b> 25:25 <b>succinctly</b> 39:19 <b>suffice</b> 281:16 <b>suggested</b> 259:6 307:19 <b>suggesting</b> 86:16 318:8 <b>suggestions</b> 263:3 302:16 318:24 <b>Suite</b> 1:21 2:23 353:20 <b>Suites</b> 61:17 <b>summarize</b> 37:8 <b>summarized</b> 163:9 <b>summary</b> 252:12 <b>summer</b> 136:4 142:24 191:11,12 213:8 214:20 225:11,15,18,21 226:16,18 241:9,16,18,25 242:7 243:4 296:17 <b>Sun</b> 291:16 318:1,19 319:15 322:1 323:14 331:17 <b>Sunday</b> 199:18 <b>super</b> 235:12 299:19 303:17 304:4 324:6 <b>superintendent</b> 310:21,22 331:5 <b>supper</b> 50:4 <b>supplement</b> 218:6 <b>support</b> 8:6 20:15 37:14 46:19,25 47:1 48:1,19 50:20 51:18,20 59:5,9,16,17,20 60:11 63:8 67:16 72:7 86:7 90:12 94:9,11 94:20 95:11,21 98:15 100:17 108:23 123:11 133:16 148:5,10 162:14 164:9 168:3 184:10 187:17 189:18 190:12,24 192:25 202:21,25 217:13 222:20 228:1 239:13 247:14 273:6 276:1 298:3,5 306:24	309:22 310:1,8,22,25 313:1 <b>supported</b> 183:6 317:24 <b>supporting</b> 8:24 55:12 59:1 93:22 264:12 <b>supportive</b> 17:18 90:6 95:16 158:19 199:24 217:16 318:11 <b>supports</b> 163:12,14 <b>supposed</b> 12:14 100:23 176:15 275:6 326:5 329:15 <b>sure</b> 7:11 46:2,8 56:7,15,20 57:16 58:20,23 59:23 60:1,16 63:9 66:1 73:14 80:9 101:21 103:24 106:18 111:11 113:7 120:3 124:13 129:8 133:20 138:12 139:22 141:4 146:18 147:12 161:4 165:25 166:17 178:6 191:7 198:2 207:17 212:12 228:11 230:18 235:1 238:14 245:13 252:24 258:1 266:2,2 268:17 269:14 276:5 277:15 308:16,17 326:3 327:1,20 337:19 338:4 348:13 <b>surplus</b> 34:3 <b>surprised</b> 106:7 280:1 <b>surrounding</b> 58:14 200:16 274:11 <b>survey</b> 162:19 201:6 230:12 344:13,14,18 <b>surveys</b> 217:11 <b>Susan</b> 152:9 <b>sustainability</b> 34:2 230:9 <b>sustainable</b> 194:14 <b>sustained</b> 33:23 <b>sweep</b> 12:9 <b>sweet</b> 153:8 <b>Swell</b> 7:17 142:21 <b>swept</b> 348:5 <b>switch</b> 146:20,22 298:6,12 <b>Switches</b> 278:9 <b>switching</b> 147:3 <b>swoop</b> 94:7 <b>SWREC</b> 339:22 <b>symposium</b> 199:25 <b>system</b> 18:5 87:10 125:18 147:19 169:11 170:17 206:6,24 208:7,7 208:18 225:2 259:3,4 260:20,22 261:16 347:5 <b>systems</b> 10:11 106:17 205:15 207:10,23 247:3
---	--	---

T		
<p><b>T</b> 3:1 4:1  <b>T-h-o-m-a-s</b> 181:15  <b>t-shirts</b> 310:16  <b>table</b> 64:1  <b>tables</b> 112:3  <b>tablet</b> 57:15  <b>tabs</b> 170:6,8  <b>tack</b> 93:24  <b>tactic</b> 13:25  <b>take</b> 5:4 11:23 12:15 25:15 27:24 49:21 55:4 66:8,20 72:2 78:4 82:4,6 93:20,23 125:1 127:16 130:5 133:25 143:2 157:7 176:19 180:15 181:9 185:7,19 198:15 199:7 201:19,22 209:6 209:19 211:13 215:4,12,13,16 215:18 223:8 225:3 237:19,21 237:22 241:16 242:15 252:3 262:10 263:20,23 266:10 268:5 270:15 274:4,6,11 277:12 285:8 291:11 306:14,16,17 331:2 335:14 337:18 342:13 347:3  <b>take-aways</b> 160:6  <b>taken</b> 4:13 16:10 124:19 126:15 132:18 159:20 215:19 246:11 351:20  <b>takes</b> 6:13 139:9 194:6 257:10 292:19  <b>talent</b> 19:7,9  <b>talk</b> 35:6 41:19 82:5 85:4 87:19 95:10 104:17 140:24 159:11 168:9 173:17 189:22 190:22 193:13 194:15,17 201:2 202:19 210:21 212:4,7 223:13 229:9,11 229:12 234:14 236:7 246:17 252:21 258:4,17 278:19,20 307:7 311:11 313:16 321:17 338:6  <b>talked</b> 110:18 127:10 184:9 197:21 210:13 229:15 259:2,3 296:8 326:12  <b>talking</b> 37:7 62:22 77:23 81:14 86:9 88:22 93:12 97:2 117:12 205:21 206:12 208:14 259:19 267:24 272:4 283:23 326:20 336:8,9 346:25  <b>talks</b> 34:16</p>	<p><b>tally</b> 279:8  <b>tan</b> 329:12  <b>Tani</b> 157:21 158:1,3,23 165:7 166:1 167:1,16 169:22 174:12 176:25 181:2  <b>tank</b> 281:17  <b>Taos</b> 21:3  <b>target</b> 55:25 155:20 185:6 187:22  <b>targeted</b> 62:18 223:9 227:23  <b>targeting</b> 57:9 327:11,12,20 328:8  <b>targets</b> 155:16,17,18,23,25 156:4 171:25 236:15 238:7 267:13  <b>Tario</b> 140:13,22 142:23,25  <b>task</b> 200:11 258:20  <b>tasks</b> 185:12 346:15  <b>taught</b> 172:5 247:25  <b>Taylor</b> 2:7 5:7,8 23:8,9 24:19,20 27:13,14 30:1,2 62:6 67:18,19 68:5,8,16,23 69:22,25 70:3,21 71:12 131:14,15 138:3,6 139:1 139:2 142:12,13 149:3,4 153:20 154:12,13 167:5,6 179:25 180:1 213:23,24 242:22,24 243:6,8 244:2,3 283:2,3 285:4,14,15 287:6,7,21 288:5,6 289:1,12,13 291:3,4,24,25 301:14,15 307:15 307:16,23 317:5,6 331:24 332:6 332:7 335:5,6 339:3,4 341:2,12 341:13 343:16  <b>teach</b> 11:10 144:8 270:7 325:25  <b>teacher</b> 10:1 11:9 20:5 84:12 87:1,9 114:22 116:10 146:25 159:4 178:8 181:16 203:20 210:22 225:1 230:24 247:25 250:1 278:19 279:22 308:11  <b>teacher-created</b> 164:5  <b>teachers</b> 83:24,25 84:18,25 86:22 87:8,13 92:15,16 101:25 115:11 116:13 117:7 120:6 136:23 146:22 163:21,24 165:3 171:8 171:20 172:7 177:7 184:8 187:7 199:2,3,6 202:18 205:16 208:17 210:20 234:17 236:19 249:24 260:11,18 270:5 271:25 272:2,5 272:21,24 278:3 279:15,24 280:9,12,17 304:3 308:16,17,21 308:25 309:3 320:9,10  <b>teaching</b> 86:23 111:12 240:23</p>	<p>308:20  <b>team</b> 17:14 26:8 30:12 32:2 48:20 219:9 235:2 239:2 245:20 259:18 260:8,9 262:23 263:2 266:6 271:25 280:3 283:22 293:9 302:13 312:1 318:21 342:21 343:15  <b>technical</b> 2:16 148:3 285:1 337:16,22 338:7 345:10  <b>technology</b> 56:13 57:14,17 58:20 264:23  <b>Ted</b> 350:2  <b>teenagers</b> 238:24 239:12,15  <b>tell</b> 17:8 66:19 103:15,15 158:8 166:17 242:3,4 245:13 247:2 248:11 251:8 253:3 255:21 257:22 258:12 266:9 268:25 274:4 296:7 306:7 307:16 328:12 333:18 343:10  <b>telling</b> 97:20 113:18 136:12 173:18 251:10 274:15 275:15  <b>tells</b> 81:2 254:17,20  <b>template</b> 155:24 156:19 159:11 159:12 161:25 164:11,14 220:3  <b>templates</b> 255:7  <b>temporarily</b> 124:4  <b>ten</b> 136:23 177:17 254:15  <b>tend</b> 66:16 69:15,16 127:18 128:21 132:25 205:10  <b>tends</b> 328:4  <b>tenets</b> 108:21  <b>tension</b> 311:9,18 345:25  <b>tension-filled</b> 346:1  <b>tenth</b> 307:25 308:19  <b>term</b> 4:5 65:23 143:20 285:3 286:12 287:20 288:25 290:9 291:17  <b>terms</b> 39:9 64:7 66:2 71:15 85:19 86:21 116:17 121:23 160:4 161:10 162:2 163:10 174:18,19 174:24 180:5 249:8 276:24  <b>terrible</b> 103:1 344:16  <b>Terrific</b> 288:18  <b>terrified</b> 12:20  <b>test</b> 160:21 161:16 172:22 176:3 220:23 222:25 223:8 231:16 254:25 255:1 256:12 270:20 273:19,20,21 274:4,5,10 312:25  <b>tested</b> 254:21</p>



**testimony** 353:15  
**testing** 140:5 172:16 184:19  
 188:16  
**tests** 218:15 230:24  
**text** 59:9,14,16,24  
**texts** 186:22  
**than"/"fewer** 336:4  
**thank** 6:13 8:2 9:10,11 11:2,3,6  
 11:17,18 14:7,8 16:3,7 17:10,12  
 17:13 18:1,23,25 19:16,21,25  
 20:17 21:20,22,24 22:6,7,8,16  
 23:16 24:6 26:7 27:23 28:21  
 29:5 30:5,8 35:1,15 36:20,22  
 37:2 48:25 49:9 61:15,25 62:3  
 64:3,4,13 65:25 67:19,20 70:20  
 71:2 74:14,14 85:14,15,16  
 88:24 91:9,18,22,23 93:14,18  
 95:14,17,20,21 99:15,19,20,22  
 109:3,4 120:17 123:3 129:25  
 130:24 133:5,13,22,23,24 134:1  
 135:18 137:14,15 139:10,12  
 140:12 141:12 142:23 144:15  
 145:25 149:21,21,23 151:9  
 152:8,11,12 153:10,21 154:24  
 154:25 155:1,8,10 157:14,21,22  
 158:1,11 162:7 164:22 165:25  
 166:5,24 167:1,16 169:8,22  
 171:10 172:24 173:4,25 176:25  
 180:21 181:4 182:11 191:5  
 194:1,2 203:21 204:23,24 210:6  
 210:7 211:24,25 212:24 214:15  
 214:17 215:21 216:6 219:13,17  
 229:4 230:3,15,19,19 232:14,15  
 233:1,14,16 234:10 237:17  
 241:2 244:15,16 258:16 263:25  
 264:15 271:24 275:9,22,24,25  
 276:1 277:14 283:22 284:2  
 286:6 288:19 289:2 290:3,11  
 291:11,19 292:19,20 294:19  
 296:10,21 299:1,11 300:16  
 303:1,16 307:12,14,23 315:22  
 317:14 326:7 331:25 333:2,3  
 335:13 336:23 339:12 340:13  
 342:3,4,7 345:6 349:13,15,19  
 351:9  
**thankful** 133:17 202:11  
**thanks** 26:13 89:1 91:16 99:24  
 99:24 140:13 142:25 158:2  
 167:4,18 175:12 176:24 194:4

197:12,16 204:18 209:23  
 237:18 283:22,25 340:13  
**theater** 28:12  
**theirs** 50:15  
**theoretically** 92:19  
**Theresa** 343:1  
**they'd** 125:20  
**thing** 21:16 37:25 38:15,16,21  
 52:22 56:2 67:5 82:25 83:25  
 88:1 92:3 94:25 103:25 104:25  
 110:20 117:10 122:13 126:16  
 127:8,24 129:21 148:3 168:11  
 175:1 177:8 183:1,5 190:20  
 197:17 201:15 203:22,24 204:4  
 206:14 208:25 209:3 210:1  
 217:10 232:6 233:14 235:19  
 240:4 248:8 249:15 251:5,15  
 253:6 255:9,11 261:24 262:18  
 263:11 264:25 265:9 269:16  
 270:18 271:2 272:19,25 273:16  
 277:11 280:2 282:1 305:15  
 306:5,11 309:20 311:3 315:10  
 325:16 326:22 327:5 329:25  
 330:25 336:8 347:13  
**things** 12:15 21:14 37:16 38:8,14  
 41:4,6,12,14,23 42:1,6 44:2,15  
 44:25 46:13,14 47:9,12 48:5,17  
 54:3 56:16,22 57:12 60:13 63:3  
 73:1,6 75:16 76:25 77:2,22  
 78:12,19,24 79:14,18 81:21  
 84:25 85:17 86:8 93:10 103:3  
 106:7 109:15,24 112:2 113:22  
 114:8 118:17 124:6,23 127:15  
 132:20 133:1,2,21 136:25  
 139:20 147:10,13 152:18 167:7  
 177:2 186:17 192:16 194:20  
 197:25 198:1,18 199:4 203:8  
 212:4 222:15 230:22 233:9,22  
 234:7,13 235:15 237:3,12  
 241:24 245:10 246:1,19 249:5,8  
 249:10 250:7 251:20 258:13  
 259:6 260:7 262:8 266:12  
 271:10 272:2 274:11,13 297:6  
 305:5 306:15,21 307:5 312:9  
 313:19 314:15 315:17 319:9  
 330:17 348:14 349:8  
**think** 36:5,13,15 38:1,1,1,3,5  
 39:2,3,9 41:16 44:25 47:17  
 50:13 52:4,20 53:25 65:16

70:12,14,17 72:20,24 74:2 82:2  
 82:3,6,17,20,21 83:17 87:10,15  
 87:17 88:10 90:14 93:19,23,24  
 94:6,8,13,18,19 95:3 96:21,22  
 97:1,5 98:3,12,17 99:7,8,17,18  
 100:1 101:6 103:20 105:23  
 108:4,20 109:5,8,13,18 113:11  
 114:11,15 115:2,10 116:20  
 117:4,10 119:12,19,20 121:23  
 124:10 126:13 127:16 129:7,14  
 129:15 132:22 136:3 145:4  
 152:3 157:6 160:5,6 162:24  
 163:7,20 164:1,17 165:1,5,8  
 167:9 168:23 169:17 171:15  
 173:9 174:2 175:2 176:12  
 182:23 184:15 186:3,15 187:16  
 188:19 189:11,19,24 190:16  
 191:1,3,18 196:21 197:9 198:4  
 198:18 200:20 202:16 203:6,6  
 203:17 204:10,16 208:1 209:8  
 209:10 210:9,15 211:21 215:15  
 229:22 231:23 234:24 236:3,4  
 248:25 249:23 251:16 253:22  
 254:6,25 255:15,21 257:16  
 258:5,25 259:12 265:9,11  
 267:15 268:1,4,6,7 272:1,3  
 273:18,20,20 275:10 276:21,22  
 296:3 298:24 303:21 306:12  
 309:25 311:7 312:10 314:9,14  
 321:11 322:22 323:5,7,25  
 326:13,24 327:4 329:2,5 330:15  
 333:8 336:3 340:8 343:23  
 345:21 348:3 349:11  
**thinking** 49:3 80:8 81:4 82:1  
 95:24 99:12 109:9 122:13  
 124:11,24 126:22 170:2 183:20  
 183:21 189:13 196:8 197:3  
 206:9 216:25 232:19,21,22  
 268:11 321:14  
**thinks** 79:20  
**third** 1:21 152:21 158:16 184:20  
 184:23 185:11 186:8 187:19  
 188:7,14 189:14 229:6 271:8  
 278:7 300:4 353:20  
**third-graders** 185:2 203:16  
**thirteen** 122:21  
**Thomas** 181:14,15 182:12  
 185:21 196:7 198:17 212:1  
 214:23

<p><b>thorough</b> 71:3</p> <p><b>thought</b> 38:3 99:12 126:18 129:12 145:14 150:25 195:8 211:3,18 233:22 238:15 260:13 280:2 293:15 300:11 341:14</p> <p><b>thought-out</b> 71:3</p> <p><b>thoughtful</b> 235:10</p> <p><b>threatened</b> 13:19</p> <p><b>three</b> 15:17 31:2 43:8 46:2 55:25 56:21 60:6 61:17 92:22 112:14 113:13 136:3 137:12 183:25 201:7 222:12 224:8,10 226:2 240:21 248:6 250:11,12 279:4 294:12 297:4 313:18 314:3 317:20,23 319:3 324:8 329:22 349:8 350:16</p> <p><b>three-yard</b> 324:6</p> <p><b>threshold</b> 156:17 261:16</p> <p><b>thresholds</b> 261:8</p> <p><b>threw</b> 219:5</p> <p><b>thrilled</b> 319:24</p> <p><b>thrive</b> 8:20 10:10 11:1 20:2,16 313:25</p> <p><b>thrives</b> 44:16</p> <p><b>throw</b> 310:3</p> <p><b>tickled</b> 232:4</p> <p><b>tied</b> 33:3 165:17 246:5</p> <p><b>Tier</b> 164:19 260:23 261:1,9,11,11 261:14,17,19,22,25 262:1 278:4 278:17</p> <p><b>Tierra</b> 49:15</p> <p><b>tight</b> 104:24 105:11,12 136:11 137:4</p> <p><b>tighten</b> 203:8</p> <p><b>till</b> 215:18 246:11</p> <p><b>tilting</b> 123:10</p> <p><b>time</b> 10:18 13:13 14:6 15:24 16:3 18:12 35:4,15 37:2,24 48:25 52:3 61:4,14,25 65:10,13,16 67:3 68:3 70:12 72:5 76:9,11 89:12 90:10 94:1,5 105:18 111:24 114:21 121:1,3 130:12 133:6 135:25 141:1 145:14 149:24 151:19 156:3 164:11 180:15,17,23 181:1 187:10 191:13,23,24 198:8,11 199:10 199:12 202:16 205:19 206:22 209:6 216:10 218:25 220:20 224:11 226:7 228:14 231:12</p>	<p>234:22 237:19,22 242:3,4 253:5 260:14 265:23 270:5 271:25 272:10,22 278:2 293:4 314:2 315:2 326:13,14,21 331:2 340:14 342:23 343:9 346:22 347:10,14 350:24</p> <p><b>timeline</b> 129:12 324:15 325:1</p> <p><b>timeliness</b> 101:10,12 345:10</p> <p><b>timely</b> 106:24 156:7</p> <p><b>times</b> 92:22 105:23 123:19 140:2 185:10 204:8 207:17 208:4,6 212:14 224:20 235:20 252:9 276:18 284:12 305:23 311:8 313:19</p> <p><b>timid</b> 72:6</p> <p><b>timing</b> 104:25 107:1 152:6 234:7</p> <p><b>TIMOTHY</b> 2:4</p> <p><b>tire</b> 76:22</p> <p><b>tired</b> 207:7</p> <p><b>title</b> 232:13</p> <p><b>today</b> 30:13 35:23 36:9,11 37:2 48:22,25 51:24 52:1 61:20,24 63:23 73:14 90:11 93:11 102:18 103:15 107:6,11 109:11 117:5 121:17 126:14 158:13,20 171:3 183:18 225:18 235:2 239:5 244:22 245:17,22 258:17 265:12 323:20 342:19 349:1</p> <p><b>today's</b> 28:8</p> <p><b>toe</b> 162:15</p> <p><b>token</b> 125:23</p> <p><b>told</b> 74:19 96:1 106:7 113:12 195:1,13 211:6 212:6 220:19 242:9 250:20 269:4 279:4 345:9 348:3</p> <p><b>tolerance</b> 105:9 107:10</p> <p><b>tolerating</b> 106:19</p> <p><b>tomorrow</b> 296:13</p> <p><b>ton</b> 107:21 264:11</p> <p><b>tons</b> 252:6</p> <p><b>Tony</b> 49:19</p> <p><b>tool</b> 152:4</p> <p><b>tools</b> 56:10 201:12,23</p> <p><b>top</b> 18:14,17 32:1 40:6 42:7 108:5 254:2 256:13 315:17 337:10</p> <p><b>topic</b> 81:11 173:8 175:11</p> <p><b>Topics</b> 4:14 351:23</p> <p><b>total</b> 158:17 269:11 335:23</p>	<p>336:14,18</p> <p><b>totally</b> 148:4 197:19 303:19 327:24 331:12</p> <p><b>touch</b> 56:21 84:21 249:16</p> <p><b>touchdown</b> 300:5 324:7</p> <p><b>tough</b> 178:1</p> <p><b>tournament</b> 219:10</p> <p><b>town</b> 183:10</p> <p><b>towns</b> 60:9</p> <p><b>toxic</b> 314:11</p> <p><b>track</b> 145:22 225:13 226:4,9,13 226:20 241:13,21</p> <p><b>tracking</b> 216:18 224:24 225:23</p> <p><b>tradition</b> 311:23</p> <p><b>traditional</b> 10:11 77:24 95:24 97:20 99:1 135:11 146:21 246:24 311:19</p> <p><b>traffic</b> 43:17</p> <p><b>Trail</b> 313:25</p> <p><b>trailblazers</b> 205:12,13</p> <p><b>train</b> 92:17 105:20</p> <p><b>trainer</b> 312:16</p> <p><b>training</b> 2:16 77:1 227:20 249:13 264:7 313:2,13 320:5</p> <p><b>trajectory</b> 118:23 121:1,7 271:14</p> <p><b>transcript</b> 1:10 353:11</p> <p><b>transformational</b> 204:19</p> <p><b>transition</b> 204:1 218:14</p> <p><b>transitioning</b> 231:16</p> <p><b>translated</b> 59:18 170:4</p> <p><b>translates</b> 220:12,13</p> <p><b>transmit</b> 340:25</p> <p><b>transparency</b> 14:5 15:13</p> <p><b>transport</b> 47:8</p> <p><b>transportation</b> 43:4,13 45:25 56:17 60:3,9 83:17 206:20 310:6</p> <p><b>trauma-informed</b> 227:21</p> <p><b>travel</b> 44:5</p> <p><b>traveling</b> 185:22 269:17</p> <p><b>travesties</b> 272:4</p> <p><b>treat</b> 174:9</p> <p><b>tree</b> 267:1</p> <p><b>treetop</b> 248:24</p> <p><b>tremendous</b> 31:6 71:10 207:6 210:10,10 258:8</p> <p><b>tremendously</b> 313:22</p> <p><b>trending</b> 257:14,19</p> <p><b>trials</b> 100:5</p>
--	--	--

**tribally-controlled** 200:19  
**tried** 188:22,23,24 218:12 274:3  
**trips** 151:14,21,21 192:11 194:19  
 196:12  
**trouble** 10:13 140:20  
**troubleshooted** 277:18  
**true** 162:25 174:20 226:21  
 353:10  
**truly** 36:8 158:15 244:21 245:12  
**trust** 162:14 166:13 177:10  
 327:24 329:11  
**trust-building** 163:16  
**try** 17:21 46:17 47:5 51:23  
 109:16 136:18 150:11 192:10  
 197:22 200:16 220:19 245:13  
 282:19 304:6 348:14  
**trying** 63:4 85:20 105:5 124:6  
 136:24 141:7 150:12 159:12  
 173:17 175:7 190:13 196:13  
 197:11 199:8,9 200:6,15 203:2  
 208:9 235:13 242:15 255:4  
 279:16 303:11 310:3 314:6  
 339:14  
**TSA** 249:6 264:22  
**Tuesday** 110:12 192:19 348:10  
 349:21  
**turn** 7:11,21 9:13 11:5 17:2  
 36:18 45:20 116:1 260:11  
 279:21 303:19  
**turnaround** 237:20  
**turned** 245:24 249:15  
**turning** 54:1 105:12  
**turnover** 280:21  
**turns** 53:4  
**Turquoise** 313:25  
**tutoring** 74:19 218:10,11 223:4  
 228:2 262:3  
**TV** 57:15  
**tweak** 141:10  
**twelfth** 249:19 253:8 254:10,13  
 256:4 273:24 280:15  
**twelfth-grade** 273:16,22  
**twelve** 252:15 309:5  
**twenty** 18:3 113:13 266:5  
**twice** 94:23 227:15 243:9 278:5  
 278:16  
**two** 7:13,14 14:13 20:4 30:24  
 33:17 34:6 36:17 43:24 49:18  
 52:3,10,16 64:24 65:19 66:9

70:10 85:17 99:11,12,23 100:7  
 111:4,6 119:6 139:19 140:5  
 143:12 146:22 147:6,7,7 162:9  
 165:1 175:20,22 176:6 184:3  
 185:24 189:7 200:13 211:13  
 219:3 221:8 230:22 239:15  
 246:25 248:24 249:14 250:12  
 257:10 263:18 296:23 298:24  
 310:13 320:8 321:22 330:6  
 338:17 342:12 344:25 350:18  
 351:1  
**two-pronged** 115:5  
**two-year** 89:3,12  
**twofold** 45:16  
**type** 150:22 261:24  
**types** 60:2  
**typical** 161:7  
**typically** 57:5 112:5

---

## U

---

**Uh-huh** 70:21  
**ultimately** 47:4 212:22 296:22  
**unable** 239:4  
**unacceptable** 54:14,22 55:6  
**unanimous** 214:13 286:4 287:14  
 291:10 317:12  
**unanimously** 23:15 25:14 27:22  
 30:3 139:8 142:22 149:19  
 154:22 333:1 339:10  
**undeniable** 8:18  
**underlying** 314:11  
**underserved** 55:20  
**understand** 34:15 56:14 92:15  
 92:24 93:19 96:23 103:6 108:16  
 115:1 126:25 150:11 159:19  
 180:9 181:23 190:10 192:14  
 193:19 194:17 197:19 198:22  
 200:16 211:22 212:5 227:9  
 231:19 252:10 269:3 312:7  
 322:9  
**understandable** 32:2 34:18 69:7  
 197:6 293:18  
**understanding** 62:15 98:4 101:8  
 190:13 199:15 242:1,2 298:4  
**understands** 348:13  
**underwent** 227:20  
**undocumented** 160:14  
**undue** 95:7  
**unfortunate** 83:18,23

**unfortunately** 61:8 184:12 189:7  
 224:3  
**Unh-unh** 130:2  
**uniform** 60:14  
**unintended** 236:4  
**unique** 10:6,17 44:25 45:2,3  
 91:25 101:12 103:10 151:13  
 193:19  
**unit** 205:14  
**units** 129:2  
**universities** 37:21 41:24 85:24  
 262:17  
**University** 240:4 241:6  
**UNM** 211:4  
**UNM-Valencia** 248:12  
**UNM-VC** 259:24  
**unmatched** 276:19  
**unprecedented** 32:20  
**unsubstantial** 162:4  
**up-and-coming** 37:23  
**upcoming** 50:25 69:9 120:12  
 135:2,8  
**update** 342:22 347:20,20 348:21  
**updated** 226:15 345:8  
**updates** 319:22  
**upgrading** 228:21  
**upset** 15:19  
**upstairs** 83:23  
**upward** 257:8,14,19  
**use** 143:13 173:3 175:25 185:12  
 186:23,23 187:5 195:4 198:7  
 199:8 227:1 231:9,10 266:16,23  
**useful** 53:21  
**usually** 193:7 266:14 268:18  
 314:9,11 344:6  
**Utility** 205:7  
**utilize** 187:7,15 201:22 212:7  
**utilizing** 57:1,2,18 197:2 200:1  
 263:7

---

## V

---

**V-a-l-e-n-z-u-e-l-a** 28:6  
**v-a-n** 14:13  
**vacancies** 320:13  
**vacant** 343:8,21  
**vacation** 157:11 158:4  
**vacations** 157:7  
**valedictorian** 88:13  
**Valencia** 250:13 264:10 270:14

273:10  
**Valenzuela** 2:11 28:4,5,22 134:7  
 134:10 143:6 144:16 343:13  
**Valery** 349:2,3,5,6 351:3,9,11  
**valid** 105:3 270:23  
**validated** 223:23 224:2,5  
**validating** 223:20  
**validation** 224:16,24  
**Valley** 60:25  
**valuable** 8:23  
**value** 13:16 127:23  
**valued** 13:12 270:10  
**van** 14:9,12  
**variety** 57:1 60:5 227:22 313:19  
 314:1  
**various** 28:19 109:7 313:18  
**Vasquez's** 257:18  
**vast** 260:17  
**vastly** 110:17  
**vendor** 155:17  
**vendors** 102:25 104:14 155:16  
 155:17  
**Ventana** 49:15  
**verbatim** 49:19 116:11 186:14  
**version** 278:1  
**versus** 63:22 147:24 222:9 231:1  
 311:19  
**vertical** 145:20  
**vertically** 143:23  
**viability** 32:24  
**viable** 43:14 78:3  
**Vice** 2:3 5:11,12 6:16 22:15  
 23:13,14 24:12 25:6,7 26:21  
 27:15,16 29:14,15 89:1,18,23  
 90:2,21 91:2,10,16,20 92:3  
 124:25 130:2,7 131:9,9,12,13  
 139:3,4 141:16 142:14,15  
 148:20 149:15,16 154:17,18  
 166:2 167:23 179:18,19 180:7  
 194:4 195:16,22 196:3 197:12  
 244:4,6 283:19 285:16,17 287:4  
 287:5 288:3,4 289:10,11 291:5  
 291:6 292:13,14 295:7 301:16  
 301:17 317:3,4 329:21 332:13  
 332:14 334:7,8,10 341:17  
**video** 9:13 17:2 75:23 303:11  
 304:9  
**videos** 59:18,20 84:24  
**vintage** 232:24

**violating** 14:25  
**violation** 15:23  
**violations** 12:22  
**virtual** 18:8 32:12 59:6  
**virtually** 35:24 37:4 46:6  
**vision** 98:10 307:13  
**Visionary** 18:14  
**visit** 135:4 158:13 298:21  
**visited** 276:18  
**visiting** 21:11 269:17  
**visits** 147:11 262:20 300:2,2  
**Vista** 32:14 49:6,13 50:9 102:11  
**Vistas** 222:4,12 256:19  
**vocabulary** 189:3  
**voices** 12:8  
**Voigt** 17:22  
**Volcano** 32:14 49:6,13 50:9  
 102:10  
**volunteer** 76:18  
**volunteered** 310:15,16  
**vote** 90:11 133:9,13,15 192:7  
 201:7 244:11 306:7 323:24  
**voted** 15:23 52:17  
**votes** 6:6,23 23:10 25:3 27:22  
 29:25 131:7 132:13 138:13  
 142:18 149:12 154:19 243:16  
 283:8 285:20 287:1 288:13  
 289:7 291:9 292:17 301:20  
 305:17 316:25 332:17 334:14  
 338:25 341:20

---

## W

---

**W** 2:23  
**wait** 98:20 125:4 215:12 216:7  
 221:24 272:17 304:1  
**waiting** 61:6 66:24 110:1 122:18  
 135:7 344:12 347:4  
**waitlist** 8:19 31:9 32:5 61:13  
 66:6,6,13 68:2,9,18,19 69:9  
 70:1 104:3  
**waiver** 90:19 91:3,11  
**Waldorf** 320:6,9 321:25 322:6,9  
 322:15 324:14,18 325:13,25  
 327:3  
**Waldorfians** 321:20  
**Waldorfs** 325:4  
**walk** 158:21 159:16 194:21  
 252:22 258:4 262:6 267:25  
 277:2 307:7

**walking** 146:3  
**wall** 331:3  
**walls** 203:4  
**want** 16:21 17:8 19:3 32:3 35:5,5  
 37:4 39:8 44:22 45:20 46:2,12  
 47:10,19,23 51:6 52:7 53:7 56:6  
 60:16 66:13 71:14 76:14 82:4,5  
 83:21 85:12 86:10,11,18 87:13  
 87:25 88:18,18 96:16 97:14  
 102:12 105:14,25 106:3,25  
 107:1,22 108:4,7,12 112:7  
 115:13 121:5 122:9 123:15,23  
 124:2 126:20,21,24 127:21,21  
 128:16 132:20 133:9,16 134:2  
 136:6 139:22 140:14 144:19,20  
 158:21 159:18 161:16 164:3  
 167:6 168:7,14,15,17,18,22  
 176:9,19 177:1,24 178:5,10,24  
 180:5,7,12 181:7,22,22 192:14  
 193:2,15,16,23,25 201:11,13,18  
 201:19 204:24 208:24 209:23  
 211:17 214:21 216:7 219:16  
 220:18 221:21 229:19 245:13  
 245:19 246:6 251:21 252:6  
 253:7 254:9 255:17,18 258:3,4  
 260:24 263:20,23 264:15  
 265:14 266:3 272:6 275:8,16,22  
 277:14 280:18,18 281:9,10,18  
 282:18 284:5 294:8 295:13,16  
 296:17,24 297:17 298:20  
 299:21 304:5 306:12 315:13  
 317:19 319:15,21,23 320:22  
 322:5,10 323:9,10 327:10,12  
 330:25 346:5 348:23  
**want-** 96:21  
**wanted** 26:3 48:18 55:25 62:10  
 65:20 83:25 88:15 120:10 126:5  
 139:22 145:8 146:17 147:12,21  
 151:12 163:2 166:5 168:10,22  
 169:25 187:10,24 190:9 192:3  
 201:1 202:15 218:20 240:14  
 246:18 265:1 266:13 267:21  
 268:23 272:22 279:12,24 295:3  
 296:2,4,9 300:13 321:6 328:24  
 336:5,25 337:1 344:19,25  
**wanting** 12:21 41:20 43:20 45:17  
 47:2 75:8 107:17 117:16 167:21  
 167:21 187:3,9 193:8 196:19  
 197:10 211:4 225:17 327:25

<p><b>wants</b> 81:6 85:2 88:14 127:11 157:4 280:23</p> <p><b>warehouse</b> 77:15</p> <p><b>warning</b> 259:2,4 261:16 280:6</p> <p><b>washing</b> 79:22</p> <p><b>wasn't</b> 66:1 107:20 109:23 178:10 191:22 192:3,4 219:11 258:18 260:16 267:19 270:19 318:5 324:3,13 327:1 340:4 345:24 346:1</p> <p><b>watch</b> 114:23</p> <p><b>watches</b> 79:19</p> <p><b>watching</b> 190:18 250:24 303:18 326:4</p> <p><b>water</b> 205:6</p> <p><b>Watling</b> 259:11</p> <p><b>waving</b> 333:11</p> <p><b>way</b> 39:9 43:2 44:19 59:10 62:11 67:6,11 76:8 79:21 81:17 84:9 84:11 97:21 116:18 121:17 129:3 133:13,15 152:22 156:15 160:5 172:17 173:11 192:25 207:16 212:7 215:13 225:10 231:13 234:19 235:6 245:17 246:1 250:5 251:11 254:21 268:6 269:2 272:14 275:22 298:22 311:1,12,17 312:15,24 314:4 323:10 329:14 337:14 343:17,24</p> <p><b>ways</b> 7:12 47:2 99:12 100:3 125:17 156:7 205:3 212:20 239:18 307:9</p> <p><b>we'll</b> 19:15 124:13,13,16,16,18 155:8 157:19,24 159:11 176:19 214:19 215:2,6,17,17,18,21 216:15 220:4 221:3,6,6 226:22 227:16 229:25 244:10 257:25 281:16,17 284:8,14,14,16 292:21 298:12 318:2 333:18 338:3,5 343:14,14 347:10,13 348:17,18 351:10</p> <p><b>we're</b> 21:15,25 28:1 36:7,12,14 36:15 38:19 39:15 41:4 42:4 43:10 45:6,7,25 46:8 48:4,8,23 49:10,23,25 50:10,16 51:10,23 51:24,25 54:1 55:12,15 56:23 57:2 58:21 59:14,15 60:5 65:2 65:13 69:19 72:1 73:14 75:17 76:4 77:22 78:19 83:19 84:8</p>	<p>85:24 86:13,17 94:19 97:1,13 97:14,19 98:20 101:20,20,20,24 101:25 102:1,1 103:24 105:5,12 110:1 111:7,13 112:11,20,20 113:9,20,21,22 114:14,15,17 115:21 116:18 117:8,15,23 121:12 123:9 124:6 127:6 128:10 136:1,7,7,12 137:4 141:4,6,7 147:12,17,22 152:7 155:2 159:25 160:5,16 161:3,4 162:21 165:16 166:22 167:4 170:22 172:19,20,20,21,22 173:10 174:8 178:6 181:23,24 182:1,1,2 186:25 191:9,14 192:10 193:17 194:19 195:12 195:14,18 196:9,13,24 197:3 198:2,5 199:8,9,25 200:3,6,14 200:22 201:16 203:10 205:21 209:11 215:15,25 217:2,8,18 219:10 222:8 224:7,13 227:4 228:10,17,20 230:9 231:3 232:22 234:23 241:20 242:14 246:6 248:13 249:21,24 250:3,5 250:16 252:13,20 257:24 259:24 261:10 262:7,13 263:10 263:24 268:12 274:24 275:21 276:25 280:16 284:22 293:3,6 295:16 296:3,14,16,20,22 297:3 299:6 303:15 307:4,7 311:25 312:2 314:20,23 315:25 318:3 320:12,16,20 322:19 323:5 324:6 325:18 326:8 333:19 343:22,25 344:7 347:12 348:10</p> <p><b>we've</b> 37:12 38:10,12,13,14 39:10 50:5 53:20 58:17 66:10,10 75:9 77:5 84:23 109:6 112:17 121:13 124:14 132:12 140:19 147:14 147:20 161:13,17,24 164:17 166:2 167:20 174:13 191:16 196:20 203:8 216:18,20,22,23 216:25 217:1,20,21 218:4,8,10 223:21 225:1 226:13 227:7,11 227:12 231:12 245:10 246:3,21 248:5 257:3 258:13 265:12 268:1,2 284:12 320:8 322:10,12 322:15,21</p> <p><b>weakness</b> 33:19 335:25 336:15 336:16</p> <p><b>weaknesses</b> 80:15 227:4 335:24</p>	<p>336:1 337:1,3</p> <p><b>webcasting</b> 14:25 15:1</p> <p><b>webcasts</b> 15:14</p> <p><b>Webinar</b> 1:14</p> <p><b>website</b> 21:14 58:4 222:2 333:24 338:14 340:24</p> <p><b>Wednesday</b> 192:20</p> <p><b>week</b> 33:10 52:11,14 54:9 67:10 69:17 76:12 78:1,2 101:17 173:6 194:18 198:14 199:17,19 199:25 248:19 249:25 254:8,9 272:6 310:19 320:4 351:10</p> <p><b>weekend</b> 175:16</p> <p><b>weeks</b> 10:19 61:16 76:1 199:13</p> <p><b>weigh</b> 91:4</p> <p><b>welcome</b> 16:4 21:1 35:9 175:2 299:2 344:1</p> <p><b>welding</b> 109:24</p> <p><b>well-established</b> 264:10</p> <p><b>well-fed</b> 216:8</p> <p><b>well-reasoned</b> 306:3</p> <p><b>well-to-do</b> 322:14</p> <p><b>wellness</b> 182:3 183:2,15,16 203:1</p> <p><b>went</b> 18:11 39:17 63:6 100:8 108:1 133:13 150:10 161:23 183:22 188:10 191:17 194:16 195:24 217:20 221:15 224:4 247:18,21 248:24 249:4 256:25 258:23 259:14 267:18 279:17 328:13 330:12 337:3 345:21 347:8</p> <p><b>weren't</b> 106:8 194:13 235:8 302:19 306:8 324:3</p> <p><b>west</b> 300:23 325:10</p> <p><b>whatsoever</b> 83:19</p> <p><b>wheel</b> 235:14 268:15</p> <p><b>whereof</b> 353:15</p> <p><b>White</b> 313:12 324:2 327:7</p> <p><b>whiz</b> 158:9</p> <p><b>whoa</b> 174:14</p> <p><b>wholeheartedly</b> 55:6</p> <p><b>wholly</b> 76:5</p> <p><b>wide</b> 41:18</p> <p><b>widespread</b> 41:7</p> <p><b>wife</b> 92:7 245:3 247:9 265:17</p> <p><b>wiggle</b> 106:5 107:2,2</p> <p><b>Wilcox</b> 317:18 318:18,21 325:19 333:2</p> <p><b>wilderness</b> 151:14</p>
---	--	---

**willing** 52:7 72:11 94:19 310:6  
**wind** 249:4  
**window** 227:8 350:13  
**windows** 140:5  
**winds** 129:8  
**Wings** 3:21 19:19,24 150:2,12 153:17  
**wins** 246:21 259:21  
**wish** 19:15 79:17 125:24 298:21 298:23 303:24 329:17  
**wishes** 214:20  
**withdrew** 195:7,7  
**Woerner** 36:2 65:3  
**woman** 330:10  
**wonder** 108:18 239:11,25 270:24  
**wonderful** 36:25 49:9 72:10 92:1 94:12 98:12 158:12 249:8 269:6 311:2 320:10  
**wondering** 63:10 73:6 107:18 197:17 205:23 207:18 232:6 239:9 310:2  
**word** 63:15 83:13 231:23 237:8 277:19 316:2,2 322:22 326:9  
**worded** 335:22  
**words** 14:13 61:18 96:14 276:20  
**work** 17:19 18:20,23 38:4 40:11 44:13 46:16 47:22 48:9,9,23 52:7,8,9,23 53:19 59:12,13 64:22 75:3,15,22 78:9 79:7,14 79:15 80:9 82:8 86:10 87:24 105:10 111:11 112:1 113:20 114:12,13,14 119:5 128:9 152:20 160:1 162:5 167:19 169:9,21 170:5,7,21,23 171:5 174:21 177:6,11,13 192:23 194:24 196:22 197:10 202:18 203:18,20,25 204:19,19 208:22 208:23 211:21 214:22 218:17 223:11 231:18 236:19,21 237:18 245:15 247:1,24 248:18 251:17 264:7,11 267:13,14 268:24 269:15 272:8 275:23 276:10,25 278:21 281:2 308:5 312:2 326:19,25 327:14 333:9 337:15 346:5 348:17  
**workable** 99:14  
**worked** 14:3 20:6 52:24 62:11 105:10 111:18 155:15 203:19 247:19 261:21 268:20 293:11

302:16 313:19 317:23  
**workforce** 262:12  
**working** 17:20,20 20:13 44:2 58:15 59:14 100:7 113:4 158:9 159:23 184:24 189:17 192:18 192:23 193:23 195:19 199:23 200:12 203:4 207:24 208:22 211:13 223:15 230:2,8 232:5 244:11 259:8 272:5 276:13 314:19 315:6 318:4,7 348:7  
**works** 79:21 163:4,7 229:12 258:23 267:20 336:3  
**worksheet** 269:25  
**worksheets** 269:22  
**world** 93:1 146:5 164:3 174:15 180:8,11 199:20 251:6 271:18  
**worried** 296:6  
**worry** 102:14,15,18 103:14 115:5 267:5  
**worse** 156:5 168:1 261:10  
**worth** 12:17  
**wouldn't** 35:4 40:5 68:20 274:10  
**wow** 77:10 151:1  
**write** 152:1 193:14 233:13,18 338:4,5  
**writer** 245:25  
**writers** 193:16  
**writing** 193:9 218:7 309:4  
**written** 225:5 249:20  
**wrong** 71:22 218:18 231:19 254:21 268:10 280:20  
**wrote** 277:1,2

---

**X**


---

**X** 3:1 4:1

---

**Y**


---

**y'all** 167:13  
**Yaling** 343:4,14  
**yard** 300:4  
**yards** 248:21  
**yeah** 19:11 35:4 69:6 84:8 91:22 98:15 103:3,6 118:24 126:3 135:20 146:2 148:12 158:1,23 165:23,25 166:1 167:1 169:5 176:9 180:20 203:6 215:15 234:23,25 238:11 258:7 264:3 264:24 270:11 271:13 274:16 275:8 276:1 277:13 282:3

284:11 307:16 313:8 321:21 329:5 330:20 336:11 343:21,25 344:2,3 346:1 349:1  
**year** 11:10 13:4 14:21 15:16 18:21 20:6 31:10,23 36:16 38:13,13 39:12 43:6 49:8,20 50:18,18,25 53:4 60:22 64:9,9,9 64:19,20,21 65:2,10 66:11,12 67:2,3 68:1,5,6,19 69:4,9,13 71:23 72:4 74:21 78:3 79:8 81:24 86:23 89:21,22 92:5 96:15,21,21,22,22 97:11 104:11 104:11,18 105:17 109:25 110:7 110:11,16,20,20,23 111:1,16 114:17 115:22,24 116:19,21,23 120:12,12,22 121:6,13,21 134:24,24 135:2,8 136:3,7 137:3 140:6 144:12 145:12,12 150:15 152:8 155:18,21,23 156:1,2 157:4,8 158:17,25,25 159:2,7,17 160:3,20 165:8,10 165:13 170:10,10 172:5 173:24 175:21 177:4,12 181:21 183:22 184:3,9 185:17,17 186:18 188:5 188:6 189:6,8 190:1,12,22 191:22 194:9,12,17 195:13,14 195:15,25 196:9 197:18,22,24 198:1 200:4,6 202:2 203:10,19 214:23,25 216:17,22 217:6,20 218:21,23 219:4,6 220:22 221:8 221:14,20 223:14,25 225:20 226:5,12 227:15,19 228:6,21 229:6 230:1,11 234:25 241:11 242:4 245:1,2,2 246:20,22 247:17 248:16 249:7,10,14 250:24 252:13,16 253:16 256:18 257:1,5,6,12 258:20 259:11,24 260:6,12 262:13,14 262:21,22 263:1,8,9,13 266:5 267:6,8,8,17,17 271:4,4,6,9,9 271:23,24 274:1 275:5,10 277:21,22 280:13 281:13 298:7 307:18 310:9 311:1 313:20 327:16 328:13 329:8,23 333:19 336:2,17 339:15 346:19  
**year's** 15:16 64:22 226:9  
**year-to-year** 96:14 97:10  
**years** 18:3 20:4,10 31:8 34:6 38:12 46:17 47:12 52:3 64:24

65:12,18 66:9 70:10 71:20 82:2  
92:7 95:12 100:18 102:24  
132:11 136:4 158:7,17 159:23  
162:9 165:1 167:20 171:2  
174:23 175:20,22 177:5,17  
187:13 193:5 200:13 209:20  
245:11 247:9,13,19 248:6,10  
250:12,12,20 251:16 257:25  
263:4 264:11,16,17,19 265:19  
265:22 266:5,16 276:24 298:24  
306:21 313:9 322:20 331:12  
344:23

**yesterday** 333:14 348:4,4  
**you-all** 46:6 174:4 295:13 319:18  
**young** 147:17 314:23,24  
**younger** 68:9 272:24  
**your-school** 328:3  
**Youth** 202:24

---

## Z

---

**Zenith** 136:9  
**zero** 154:23 180:3 260:25 302:2  
317:13 333:1 335:12 339:11  
**ZIP** 43:16 57:4,5,9,9 60:21  
**Zoe** 317:17 318:18,21 320:21  
323:9 325:19 333:2  
**zone** 69:23 248:5  
**Zoom** 1:14 140:21 150:5  
**Zooming** 6:1

---

## 0

---



---

## 1

---

**1** 3:3 4:19 53:5 140:10 164:19  
242:18 260:23 261:9,14,22  
333:18 344:15,15  
**1,000** 136:21  
**1,100** 31:5  
**1,200** 135:2 136:8  
**1,324** 68:1 69:4 92:19  
**1,425** 119:16  
**1,450** 116:24  
**1,500** 331:14  
**1,502** 49:20  
**1,510** 50:24 117:1  
**1,600** 116:22  
**1,610** 69:21,22  
**1,650** 117:5  
**1,655** 50:24

**1,700** 31:5 63:21 67:25 68:21  
128:24  
**1,702** 30:11  
**1,748** 49:17  
**1.6** 247:12  
**1.b.2** 220:5  
**1:29** 215:19  
**10** 3:15 134:12 188:4,4 331:15  
**10-point** 185:15 186:1 188:4  
**10,000** 163:8  
**10.5** 221:15  
**10.a** 138:1  
**100** 18:14 102:3 118:10 133:16  
174:12 186:13 226:3 259:14  
**100-point** 186:10  
**1000s** 339:21 340:1,6  
**10th** 350:14  
**11** 3:17 219:7 221:16  
**11.a** 141:19  
**11:18** 124:19  
**11:30** 124:18  
**11:34** 124:19  
**1100** 31:4  
**117** 320:16  
**12** 3:19 30:23 49:10,11 66:17  
135:3 143:2 249:23 253:14  
**12,113** 28:11  
**12.a** 148:19  
**121** 30:16 32:7 34:13 62:21 126:9  
**122** 93:2 320:17  
**123** 320:17 321:11  
**13** 3:21 66:20 102:12 104:7 150:1  
**13.a** 153:18  
**134** 3:15  
**139** 3:17  
**14** 3:23 155:3 189:10 350:14  
353:16  
**14.c** 215:7  
**1412** 69:5  
**143** 3:19  
**149** 3:21  
**15** 4:3 158:17 215:13 255:15  
284:5,6 292:21  
**150** 64:25 65:1  
**154** 3:23  
**15th** 293:15,17,17 294:1 319:5  
**16** 3:6,7 4:4 86:24 111:21 189:6  
223:17,24 284:5,6,8,8 292:20  
**16.a** 284:23 285:2

**16.b** 286:11  
**16.c** 287:20  
**16.d** 288:24  
**16.e** 290:9  
**16.f** 291:17  
**165-student** 135:7  
**16th** 302:22  
**17** 4:6 43:7 83:20 194:10 251:16  
264:17,18 302:20 315:12,16  
**17.a** 333:5,5,23  
**17.B** 338:13  
**17.c** 340:24  
**17th** 245:2  
**18** 4:8 196:9 219:6 251:16 342:6  
**18.3** 92:22  
**18.b** 342:22  
**19** 4:9 221:19  
**1950** 1:21 353:20  
**1st** 293:14 349:21

---

## 2

---

**2** 3:4 6:14 77:19 140:10 152:17  
184:13 242:23 261:1,11,11,17  
278:4,17 281:22 337:10 350:7  
**2,040** 34:23  
**2,100** 102:11  
**2,171** 49:8  
**2:00** 215:17,18  
**2:03** 215:20  
**20** 4:10 20:10 34:22 39:24,24  
40:5 43:6 60:6 83:20 95:6  
122:15 123:2 156:18 159:23  
171:2 220:7 230:13 255:16  
351:13  
**20-** 248:25  
**200** 2:23 68:6 72:5 94:15 248:21  
**2000-** 65:9  
**2005** 18:5,6  
**2007** 240:21  
**201** 1:21 353:20  
**2014** 30:23 38:11  
**2016** 263:16  
**2017** 11:9  
**2018** 216:21,24  
**2019** 18:16  
**2020-** 81:24  
**2021** 18:13  
**2023** 223:25  
**2023-2024** 49:7

**2024** 221:16 222:5 224:1,9,11  
 226:3  
**2024-2029** 143:21  
**2025** 1:11 221:22 224:10 225:19  
 226:5 229:20 301:2 316:11  
 331:22 353:16,21  
**2025-'26** 333:5  
**2025-2026** 333:22  
**2025-2030** 4:5 285:2 286:12  
 287:20 288:24 290:9 291:17  
**2026** 168:13 213:8 243:5  
**2026-2027** 65:10  
**2027** 81:24  
**205** 67:1 68:7  
**206** 66:14,14  
**21** 4:12 113:11 191:13  
**219** 1:20 353:8,19  
**22** 3:8 4:14 351:23  
**22-point** 189:15  
**23** 3:9 4:15  
**23-'24** 31:16,18 144:12 256:20  
**23rd** 111:16  
**24** 116:1 216:24 249:22,23  
 250:25 276:24  
**24-'25** 134:24 253:12  
**24-25** 256:13  
**240** 31:7 95:21 96:8,15 98:3  
 122:24  
**25** 3:11 32:1 68:20 69:4 161:8  
 191:14 321:24 326:18  
**25-'26** 227:25 238:21  
**25-30** 92:7  
**26-'27** 120:23 121:6,21 137:8  
**27** 1:11 3:13 160:16  
**28** 111:25 135:12  
**284** 4:4  
**292** 4:3

---

**3**


---

**3** 3:5 126:20 159:20 169:13 170:1  
 170:13 257:13 261:19 262:1  
 350:12  
**3,700** 65:15 70:4 128:24  
**3,750** 30:11 32:8 36:13,15,16  
 49:23 72:12 92:21 126:8  
**3.4** 143:10  
**3:30** 277:24  
**30** 7:19 60:20 165:10 197:4  
 215:17 230:5 263:14 331:12

335:25 336:15,19,20  
**300** 1:12 70:1,2 94:15 278:12,14  
**300s** 340:5  
**304** 66:15 67:3 68:4  
**31** 60:22 353:21  
**310** 61:6  
**31st** 228:23  
**32** 257:12  
**33** 160:17  
**333** 4:6  
**338P** 1:25 353:25  
**34** 160:23  
**340** 34:23  
**342** 4:8  
**345** 4:9  
**35** 50:15 171:22  
**35,000** 134:16  
**351** 4:10,12,14  
**352** 4:15  
**353** 4:16  
**38** 250:9  
**3s** 261:25

---

**4**


---

**4** 3:6 16:8 145:20  
**4.11** 344:17  
**4.99** 260:25  
**4.b** 335:21 337:11  
**4.c** 337:11  
**4:00** 331:16  
**4:30** 349:22  
**4:40** 352:4  
**40** 64:18 69:5 92:4 120:11 121:21  
 215:13 255:12 296:13 322:20  
 331:12  
**40-plus** 247:9  
**40,000** 134:17 249:1  
**400** 134:23  
**400,000** 110:15  
**400s** 340:5  
**41** 221:20  
**416** 222:9  
**419** 222:9  
**42** 307:22  
**43-** 340:7  
**4320s** 339:21  
**435** 218:24  
**46** 265:19,22 266:15  
**460** 250:8

**47** 135:11  
**47th** 245:1  
**48.4** 254:11

---

**5**


---

**5** 3:3,7 16:14 31:1 53:1,4 66:16  
 66:17 92:4,14 256:22 271:3  
 344:15,16  
**5,000-something** 119:7  
**5,691** 49:23  
**5.00** 74:11  
**50** 76:11 117:7 135:12 247:22  
**500** 31:3 66:23 160:5 170:7  
 173:14  
**50th** 186:9 193:21  
**51** 220:23  
**520** 136:10,18  
**53.25** 61:1  
**59** 221:1  
**5th** 304:16 305:1

---

**6**


---

**6** 3:4,8 22:9 30:25 66:17 349:22  
**6-12** 121:10  
**6-to-12** 75:16 76:16  
**6,000** 126:21  
**6.4** 92:20,22  
**60** 165:11 272:5,8 307:20  
**60-point** 186:11  
**600** 31:4,4 50:3 66:19 104:7  
**6090** 136:9  
**61** 223:24 225:20  
**62** 76:11 219:1  
**62.16** 224:5  
**65** 50:10 216:24 307:21  
**65,000** 79:8  
**66.4** 257:2  
**66.7** 257:2  
**67.8** 257:6  
**6th** 304:18

---

**7**


---

**7** 2:23 3:5,9 23:16 256:21 271:3  
**70** 172:5 220:14 241:3 267:9,11  
**70.5** 253:17  
**71.3** 224:12  
**71.9** 224:2  
**72** 226:12  
**74.3** 253:15



**748** 31:9  
**77** 267:7  
**77.6** 253:14  
**78** 69:1 165:24 171:24 172:4  
**780** 240:13  
**7th** 342:13,15

---

**8**

---

**8** 3:11 25:16 30:25 145:20 250:6  
 253:13 254:3  
**8,245** 28:12  
**8.a** 26:19  
**8:00** 215:10  
**80** 89:4,10 250:8  
**80s** 92:9  
**81** 32:13  
**82.6** 257:6  
**83** 225:21  
**86** 226:20 267:6  
**86.4** 253:16  
**866** 222:7  
**87102** 1:22 353:21  
**87105** 60:24  
**87501** 2:23  
**88** 32:11 160:12  
**880** 222:6  
**89** 225:21  
**8th** 24:3 342:13,17

---

**9**

---

**9** 3:13 27:24 30:23 49:10 253:13  
**9-12** 308:1 309:12  
**9.a.1** 29:2  
**9.b** 130:17  
**9.b.1** 130:22  
**9:00** 1:11  
**9:02** 5:2  
**90** 190:8 216:23 217:1 236:14  
**90s** 92:9 325:14  
**910B5** 115:25  
**91st** 162:22  
**92** 86:24  
**93** 217:3 226:8  
**94** 226:6  
**95** 34:5 219:22 220:10 238:6  
**95.4** 219:21  
**96** 219:25  
**98** 219:20  
**99** 234:22

**9th** 343:11