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GOVERNOR

**Charter Schools Division  
2023-24 Renewal Application Part A  
Revised  
December 11, 2023**

**School Name:** San Diego Riverside Charter School

**School Address:** Jemez Pueblo, NM 87024

**Head Administrator:** Cliff Tompson

**Governing Board Chair:** Margie Creel

**Business Manager:** K12 Accounting: Angela Lerner

**Authorized Grade Levels:** K-8

**Authorized Enrollment:** 136

**Current Enrollment:** 59

**Current Authorizer:** Jemez Valley Public Schools

**Contract Term:** 2019-2024

**Weighted NMCI:** 33.45

**Mission (from school website and SDRCS Renewal Application 2019; the contract itself has not been provided to CSD by the school or the authorizer):** SDRCS is a K-8 charter school committed to strengthening and sustaining pride in the unique cultural identity of our students. As a community-based charter school, we encourage involvement of the entire community in developing a quality education for our students by connecting learning with community values and traditions. Through this commitment our students will be academically and socially prepared for high school.

## **Educational Program (from SDRCS Renewal Application 2019):**

The target population is children from the Pueblo of Jemez who reside within the boundaries of the Jemez Valley school district. The Towa language is an essential element of the rich heritage, culture, and identity of the Jemez people. Jemez Pueblo leaders and tribal officials recognize the importance of preserving and perpetuating the Towa language for the continuing survival of the community and its members. Instruction in the Towa language, which is only orally transmitted, is the sole domain of the Tribe and community members.

A basic tenet of San Diego Riverside Charter School sets out the importance of and respect for culture and language, thus contributing to a student's positive self-concept and continuing positive self-development, which are both ingredients for academic success. SDRCS and Walatowa Charter High School administrators and teachers are working with other tribal educators and leaders to develop a new paradigm for retaining primary (Towa) language skills and traditional knowledge and culture.

Research indicates that there is a correlation between language/culture/tradition and academic achievement and student success. Our school program is designed to address specific needs of Jemez Pueblo children who learn more effectively in a nontraditional setting. The educational pillars of our school are language, culture, and tradition.

### **Learning Strategies:**

Effective instructional practices are essential to student learning and increased student participation. Recognizing that most students at SDRCS have Towa as their first language, Sheltered Instruction Observation Protocol (SIOP) strategies for teaching English language learners are incorporated. These include:

- High levels of comprehensibility, context-rich environment, emphasis on building prior knowledge; primary focus on meaning; negotiation of meaning between student and teacher; expansion and reinforcement of important concepts; collaborative learning techniques to promote context and language learning, extensive use of student teams working together on projects; comprehensive language support and use of quality literature; oral discussions if readings are too difficult to comprehend; and adaptation of reading materials to meet the needs of students.
- Use of questioning techniques, emphasis on multiple problem-solving activities; activity-based instruction; connections with students' own experiences and interests; field trips; interviews; projects; daily oral reading by adults; silent reading daily; paired readings; tutors (peers and adults); independent study; research process learning; use of calculators and computers; flexible scheduling; and community service. These learning strategies become more detailed as the teams of teachers plan the courses.

### **An Environment for Successful Learning:**

We aim to produce healthy, successful, highly motivated citizens. Educational research studies have shown that if teachers hold high expectations of their students, that alone can increase student achievement. We also encourage mentoring to focus students' goals and treat student-initiated plans for growth as completely achievable by the student with proper planning, skill development, and

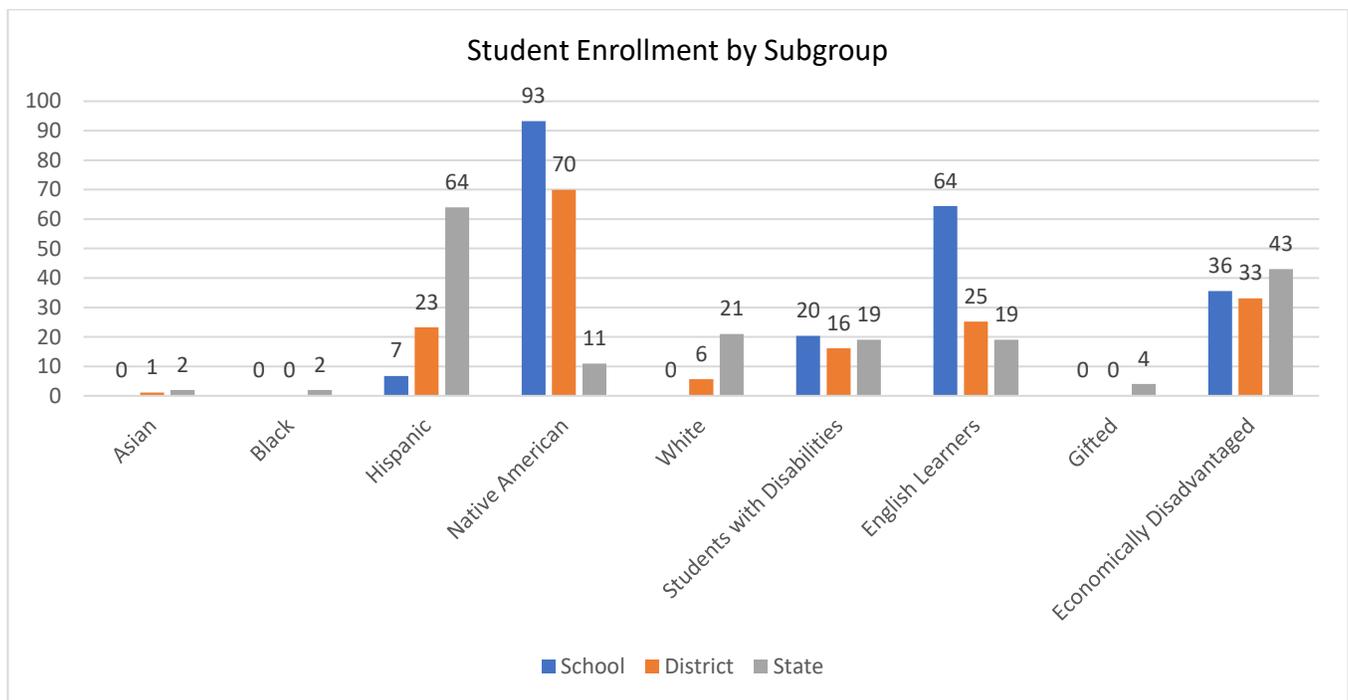
support. By integrating these following instructional and programmatic strategies into our charter school, we believe we can allow all students to develop to their maximum potential, and acquire a lifetime love of learning:

- A. Supporting Every Student’s Potential: All students have the same opportunity to achieve maximum learning in all subject areas, and are not placed in “tracks” based upon perceived learning ability. However, SDRCS receives Title I funding to provide targeted services to students identified for remediation. We develop site-based programs to support all students reaching their full promise and also work collaboratively with Jemez Valley Public Schools Special Education Dept. to serve identified students and their parents. Through this collaboration, both parents and educators are helped in methods to maximize effectiveness in students.
- B. PDSA (Plan-Do-Study-Act) within a Supportive Environment: Our students are our community’s most valuable resource and must be nurtured to reach their highest potential. Students are being trained in the use of selected quality school improvement strategies (PDSA plans, personal mission statements and measurement tools) to critique their own work and be responsible for making changes that will help them become more academically successful. Regarding behavioral issues that impact school climate, SDRCS also employs selected techniques and strategies, based on classroom and school-wide behavioral management approaches such as Positive Behavioral Support (PBS). These approaches aim to introduce students to self-discipline and self-responsibility strategies for their behavior in an effort to improve their academic achievement. Additionally, the school also networks extensively with community programs such as Tribal Head Start, Tribal Youth Program, Jemez Behavioral Health Unit and other mental health, clinical and tribal administrative support services that assist students, as well as their families, to address personal and/or family issues that may create challenges to effective learning.
- C. Interdisciplinary and Project Approaches to Learning: Educators are encouraged to find opportunities in their regular curriculum to incorporate interdisciplinary, project-based learning for their subjects. Research shows that interdisciplinary themes allow for greater assimilation of knowledge and more appreciation of how subjects integrate with other fields. Project-based, inductive learning encourages creativity, provides students with hands-on experiences, opportunities to enhance problem solving and leadership skills and the chance for all students to make their education more related to their future careers and interests. Our programs include themes based on local events.
- D. Integration of Computer Technology into the Learning Environment: Our students and educators are presently using computer and internet technology for many learning tasks. The school’s technological infrastructure was extensively updated last year [2018], as capital improvement funds became available. Our middle school teacher and technology instructor uses technology as a catalyst to motivate students and foster relevant, project-based learning across disciplines. The creative process is reinforced through the students’ use and development of interactive electronic media to complete and submit project assignments. Distance learning may be used in the future to expand the range of course offerings beyond what any one school can provide. Multimedia can facilitate learning that is tailored to individual learning styles, taking advantage of the differing “multiple intelligences” of all students.
- E. Community-Based Learning: The whole community serves as a classroom; elders and tribal community members help shape students’ educational experiences. Community members are

frequently invited to share their expertise and to enrich classes, to serve as a source of experiential-based learning, and to validate skills developed in the classroom. Community advocates (businesses, tribal leaders, elders) meet frequently with SDRCS students. Students are encouraged and expected to participate in service projects in the local community, and to participate in outreach programs, such as bridge programs and enrichment workshops offered by postsecondary institutions and other schools, charter, public, or private. The Pueblo of Jemez Tribal Education Department organizes field trips, college familiarization events, and other student development activities and events that are invaluable to our students. SDRCS works routinely with all tribal departments and programs to organize regular, multi-generational activities, including diabetes prevention and environmental cleanup, for example. Students have opportunities for service-learning experience with elders at the Walatowa Intergenerational Center.

- F. Experiential Learning Activities: Personal and life skills opportunities such as ropes/leadership courses provide valuable training to help SDRCS students focus on personal responsibility and teamwork. The Futures for Children Leadership program materials have been used at the middle school level. This unit addresses civic and social responsibility issues; fairness, rights, ownership; tribal, state, and federal justice system; community norms and values. Pueblo of Jemez Dept. of Resource Protection staff organizes class trips to tribal sacred sites, where history, archaeology, conservation, and traditional subjects are discussed.

**Demographics as reported in STARS 2022-23 EOY:**



Source: STARS > District and Location Reports > General Reports > Enrollment Subgroup Percentages with Averages

## Academic Performance

### State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability). Schools with an overall score that places them in the top 25% of schools in the state are awarded the Spotlight designation. Schools may also receive designations of excellence in specific areas. Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

- **San Diego Riverside** ranked above **5.6%** of elementary and middle schools statewide. The school received a designation of **CSI – Low Performing**: schools scoring in the bottom 5% of all Title I schools

### Overall Standing:

Contract Year	School Year	Vistas Score	Percentile Rank	Designations
Year 1	2019-20	Not available		
Year 2	2020-21			
Year 3	2021-22	17.4	5.6%	CSI Performance
Year 4	2022-23	Available September 2023		

Source: NMVistas.org

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		Examples: In a group of 17 students, if the proficiency was 3% the chart would show < 20% and if it was 98% it would show > 80%. In a group of 59 students, if the proficiency was 3% the chart would show < 5% and if it was 98% the chart would show > 95%.
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

**Proficiency:**

2021-22 Proficiency Percentages			
	Reading	Math	Science
All	*****		*****
Asian			
Black			
Hispanic			
Native	*****		*****
White			
SwD			
EL	*****		
FRL	*****		*****

**Note:** student proficiency data has been masked by subgroup for 2021-22 reporting on NMVistas.org.

**Source:** NMVistas.org

**Academic Growth:** Growth rates are not available for Years 1 and 2 (2019-20 to 2020-21) as statewide assessments were not administered to all students in those years. The growth rate for Year 3 (2021-22) was calculated by using an expected growth trendline from 2018-19 to 2021-22. The growth rate for Year 4 (2022-23) will reflect growth from Year 3 to Year 4. Negative growth is indicated in red.

2021-22 Growth		
Improvement Percentile		
	Reading	Math
Overall	1%	-3%
Asian		
Black		
Hispanic		
Native	-1%	-3%
White		
SwD	0%	0%
EL	5%	0%
FRL	1%	-5%

Source: NMVistas.org

**English Learner Progress toward Proficiency: 6.9%**

Source: NMVistas.org

**Student Attendance/Retention/Recurrent:**

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
Year 1	99%	92%	84%
Year 2	96%	93%	87%
Year 3	94%	100%	0%*
Year 4	96%	95%	72%

\*Note: Student Recurrent Enrollment for Y3 on STARS indicating 0% may be a mistake. Verification is needed from Accountability.

**Student Attendance Source:** STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report

**Teacher Retention Rate:**

Year	Retention Rate
Year 1 to Year 2	60%
Year 2 to Year 3	100%
Year 3 to Year 4	46%

Source: STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers)

**Financial Compliance**

**Enrollment Trends as reported in STARS End of Year (EOY):**

Grades Served	FY20	FY21	FY22	FY23
K	10	12	5	9
1	9	9	7	5
2	8	8	6	9
3	7	7	5	6
4	6	5	5	4
5	8	9	5	5
6	7	8	6	5
7	15	9	8	8
8	18	15	8	8
<b>Total</b>	<b>88</b>	<b>82</b>	<b>55</b>	<b>59</b>

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade



**Staffing measured in Full-Time Equivalents (FTE):**

Year	EA	Non-certified Personnel	Other Personnel	Principal	Related Service Personnel	Reg Ed Teacher	SPED Teacher	TOTAL All Funds
FY20	1.88	4	5.47	1	0.12	8.3	0.5	21.27
FY21	1.38	3	2.37	1	0.07	8.5	0.52	16.84
FY22	2.38	3	1.8	1	0.10	10	0.5	18.78
FY23	2.88	8	1.87	0.52	0.08	6.25	1	20.60

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment

**FTE paid for with operational funds:**

Year	Reg Ed Teacher	SPED Teacher	Reg Ed EA	SPED EA	Principal Head Admin	Admin / Support	Support Services	TOTAL Operational
FY20	13	1.03	1	0	1	0	3.28	18.31
FY21	9.12	0	0	0	1	0	3.28	12.4
FY22	9.1	0	0	0	1	1	5	14.1
FY23	5.38	0.14	0.33	0	0.7	0	2.7	8.55

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

**SD Riverside**

**Audit Findings:** Audit reports are not completed until a fiscal year ends, so that schools received the FY2019 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2019-20) are based on the audit report for FY2019 (SY 2018-19).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY2019	3	1	0	0	0
FY2020	4	0	0	0	0
FY2021	4	1	0	2	0
FY2022	3	0	0	1	0

Source: [FY22 Jemez Valley](#) ; [FY21 Jemez Valley](#) ; [FY20 Jemez Valley](#) ; [FY19 Jemez Valley](#)

**Actual SEG Funding and Operational Expenses, in whole dollars, by Function Code:**

Function	Function Name	FY20	%	FY21	%	FY22	%	FY23	%
1000	Direct Instruction	691,406	64%	573,564	60%	510,860	48%		
2100	Student Support	0	0%	204	0%	489	0%		
2200	Instructional Support	19,227	2%	22,420	2%	37,163	3%		
2300	Central Administration	120,425	11%	126,203	13%	136,256	13%		
2400	School Administration	67,156	6%	74,555	8%	178,813	17%		
2500	Central Services	76,676	7%	65,992	7%	103,169	10%		
2600	Maintenance and Operations	109,996	10%	82,930	9%	96,704	9%		
2700-5999	All Other Function Codes	0	0%	9,911	1%	2,232	0%		
Total Operational Expense Fund 11000		\$1,084,885	100%	\$955,778	100%	\$1,065,687	100%		
Total Operational Revenue Fund 11000		\$1,094,533		\$987,730		\$1,107,850			

Source: School Budget Bureau

**Operational Cash Balance:**

Year	Cash Amount	% Increase (Decrease)	CB Target	Days Cash on Hand
FY2020	\$7,000.00	-93.13%	0.6%	2.29
FY2021	\$10,787.00	54.10%	1.0%	3.73
FY2022	\$40,000.00	270.82%	3.4%	12.43
FY2023	\$56,000.00	40.00%	4.8%	17.56

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

## Governing Body Performance

**Board Membership and Officers:** Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely?

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership
FY2020	Unknown	Unknown	Unknown	Unknown
FY2021	Unknown	Unknown	Unknown	Unknown
FY2022	Unknown	Unknown	Unknown	Unknown
FY2023	Unknown	Unknown	Unknown	Unknown

Source: CSD Internal Monitoring

**Governing Board Training:** Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members? **Note:** Black shading indicates that the member did not serve a full year; red indicates that the member did not complete all required training hours. An asterisk indicates the school has a 2-hour fiscal exemption.

Board Members	FY20	FY21	FY22	FY23
Bobbie Shendo	Yes	No	Yes	
Cornell Magdalena	No			
David Toledo				No
Justina Montoya		No	No	
Magie Creel	No	No	Yes	Yes
Susan Bacca	Yes	No	No	Yes
Valeria Shaw	No	No		

Source: CSD Internal Monitoring

**Performance Framework:** Annual reports from Jemez Valley Public Schools were not available; however, San Diego Riverside provided a copy of a corrective action plan based on assessment of areas that did not meet standard.

Items included on the corrective action plan issued by Jemez Valley Public Schools in May 2023:

1. Hire third party to assist Governing Council (GC) and School Administrators to become compliant with current statutes, rules, regulations, and training.
2. Lack of record keeping for Governing Council.
3. Lack of compliance with New Mexico Open Meetings Act (OMA).
4. Fulfill training requirements for new and continuing GC members pursuant to 6.80.5 NMAC.
5. Incomplete policies and procedures: GC Policy Handbook and Parent Student Handbook.
6. Incomplete website.
7. Mission and vision statements have not been updated since 1999.
8. Provide accurate student enrollment numbers about current grades served (SDR enrolls K-8 with enrollment cap of 136).
9. Incomplete data presented for 2021-22: SDR students scored lower than statewide students in all four subject areas based on statewide and NWEA assessments.
10. Incomplete participation in classroom/community outreach per goal in 2019 charter application.
11. Incomplete internal controls, financial policies and procedures.
12. Incomplete occupancy information provided: did not provide a copy of E-occupancy certificate, description of facility, including current lease, lease purchase agreement, including long term plans to comply with state statute, of being in a public funded building on Pueblo land.
13. Inadequate administrative staffing: as of May 2023, SDR had a .50 principal, a .50 assistant principal, and no human resources or support staff.
14. Incomplete staff training: the training is inconsistent and there is no documentation of training for the past five years.
15. Inaccurate title of report submitted: SDR submitted a report stating it was an Annual Report but should have been dated from August 2019-February 2023.
16. Insufficient information on the Towa Language Curriculum: SDRCS needs to provide information related to current Towa Language Curriculum, how it is being taught, specific staff members who teach it, and what the current training or certification is for staff teaching the curriculum.
17. No information submitted from request to letter sent by Dr. Medrano November 4, 2022: 57 questions were to be answered regarding compliance issues.
18. Missing assessment data for 2018-2019 school year.