

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS  
CHARTER SCHOOL RENEWAL HEARINGS

December 11, 2023

1:15 p.m.

Mabry Hall, Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, New Mexico

AND

Via Zoom Webinar

C. San Diego Riverside Charter School

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1 APPEARANCES

2 COMMISSIONERS:

3 ALAN BRAUER, Chair

4 REBEKKA BURT, Vice Chair

5 TIMOTHY BECK, Member

6 STEVEN J. CARRILLO, Member

7 SHARON CLAHCHISCHILLIAGE, Member

8 PATRICIA GIPSON, Member

9 STEWART INGHAM, Member

10 K.T. MANIS, Member

11 MICHAEL TAYLOR, Member

12

13 PED STAFF:

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16 Charter School/Options for

17 Parents and Families Division

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19 DR. BRIGETTE RUSSELL Deputy Director

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1 THE CHAIR: All right. Well, good

2 afternoon, everyone. I hope the Commission had a

3 good lunch break.

4 It is 1:15, and we're going to reconvene

5 for our next school renewal hearing, which is

6 San Diego Riverside Charter School.

7 Thank you so much, everyone, for being

8 here. I'm not sure how many buses you brought with

9 you, but you had to bring at least one.

10 And so similar to what we did with all of

11 our other schools so far, we're going to start out

12 with the PED's evaluation. Then, because this

13 school is on tribal lands, we will have opportunity

14 for tribal consultation with tribal leadership.

15 And then we're -- yeah -- then we're going

16 to go into school comments for 30 minutes, public

17 comment for about 10 minutes, but if we have

18 additional people here, both online and here in --

19 in the room, we'll make sure that everyone has a

20 chance to share their piece.

21 Then we'll have PEC questions, which there

22 won't be a time limit on, but we'll have

23 opportunities to ask our questions to the San Diego

24 Riverside team.

25 Then we'll do a final vote.

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13 1. List of Attendees

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1 THE CHAIR: Commissioner Gipson.

2 COMMISSIONER GIPSON: I want to ask a

3 question. I apologize because I should have asked

4 this first thing this morning. But I have a concern

5 with how some schools were able to put additional

6 information into an application after the

7 application was accepted.

8 So that's -- you know, it's concerning to

9 me, 'cause I thought we had made it clear that when

10 an application is submitted, that's the end of the

11 application cycle.

12 But it appears that applications changed,

13 responses changed in applications. And I have a

14 concern. Number one, it's hard to keep track of

15 that. But, number two, it's an unlevel playing

16 field when applications are able to be changed.

17 So I -- it's just a question.

18 THE CHAIR: Commissioner Carrillo.

19 COMMISSIONER CARRILLO: I would want to

20 echo that concern, because it seems this time around

21 that there are a number of schools where, long after

22 the application deadline, we were constantly getting

23 updates with new material and new information. And

24 I know that with new schools, you have the

25 application date, and anything that's not in the

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1 application by that date is not considered as part  
 2 of the application. And even if people do want to  
 3 come with new material, even if they come and speak  
 4 in person relative to new material, that's material  
 5 that cannot be considered. It's strictly the  
 6 application.  
 7 So because we got so many updates from so  
 8 many different schools, this is something we need to  
 9 get a handle on, because it's not okay. There needs  
 10 to be -- the deadline is the deadline or it's not.  
 11 And if it's not, then let's own that it's  
 12 not and let any school come in at any time and add  
 13 additional material, even on presentation day, which  
 14 I don't think is a good idea.  
 15 But I would echo the concerns that  
 16 Commissioner Gipson stated.  
 17 THE CHAIR: Commissioner Manis, I saw your  
 18 hand raised.  
 19 COMMISSIONER MANIS: Thank you, Chair  
 20 Brauer.  
 21 I would also like to echo the concerns and  
 22 also raise an additional point -- or whenever  
 23 reviewing some of the material, there were  
 24 significant changes between the preliminary analysis  
 25 and the final recommendation. And so I think that

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1 that comes to play in -- in this situation as well.  
 2 But just wanted to bring that up.  
 3 THE CHAIR: Thank you for raising those  
 4 concerns. I'm not sure what the response is right  
 5 now to us. I mean, I think we -- to your point,  
 6 Commissioner Carrillo, I think it was very clear as  
 7 day, with a new application in statute, when things  
 8 are due.  
 9 Renewals aren't as clear, and you can push  
 10 back on me on that. I don't think there is -- the  
 11 process that we've had in place, I don't think there  
 12 is, like, language that says, "We will not accept  
 13 anything else." I know that there are things that  
 14 we can insinuate, for sure.  
 15 But I think that's something that we  
 16 probably need to, like, do some more work around. I  
 17 don't know if there was something else you all  
 18 wanted at this stage or any action that you want  
 19 to -- go ahead, Commissioner Carrillo.  
 20 COMMISSIONER CARRILLO: Not necessarily  
 21 suggesting this for today, but definitely for a work  
 22 session coming up, this has to be addressed, so that  
 23 everybody, renewal applicants as well as -- as well  
 24 as the public, as well as all the Commissioners,  
 25 we're -- that there's a crystal-clear procedure and

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1 decision.  
 2 I'm not going to suggest this for today.  
 3 But I would tend to say that anything that was  
 4 submitted to us after such-and-such a date cannot be  
 5 considered in the renewal for today.  
 6 And, I mean, maybe that's draconian,  
 7 because maybe an applicant -- applicants, because  
 8 it's throughout the week -- were able to put in new  
 9 information, and it's, like, for them, maybe it's  
 10 changing the rules in the middle of the game. For  
 11 me, it's just saying no, that was the deadline.  
 12 THE CHAIR: Director Chavez, do you know  
 13 offhand, or your team, how many schools did provide  
 14 additional information beyond the October 1st  
 15 timeline?  
 16 DIRECTOR CORINA CHAVEZ: Chair Brauer,  
 17 Commissioners, I don't know, off the top of my head,  
 18 the number. That's a great question. I can get  
 19 back with you about how many schools sent corrected  
 20 or provided additional information.  
 21 I would also -- I would like to say a  
 22 couple of things. One is thank you, Commissioners,  
 23 for the feedback and for voicing your concern. I  
 24 hear you.  
 25 I can recognize that -- how difficult it

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1 is to keep up with the many versions and the  
 2 multiple sets of data. That is our challenge as  
 3 well.  
 4 But I hear you on that. And moving into  
 5 this next year, where we're going to have more than  
 6 double the number of renewals, we'll want to --  
 7 we'll want to streamline a few things.  
 8 The other thing I would like to say is if  
 9 we look at the description of how the renewal  
 10 process takes place, it does open us up for the  
 11 possibility of seeking clarification and asking the  
 12 schools during site visits. And we have found that  
 13 that site visit, which occurs after the application  
 14 is due, but prior to the preliminary  
 15 recommendations, that we get information on site in  
 16 that face-to-face.  
 17 Perhaps what we could do moving forward is  
 18 add another step that is prior to the schools  
 19 submitting their applications, where we're just --  
 20 maybe we have a checklist of did you do this, that,  
 21 the other, blah, blah, blah, blah, blah. There's  
 22 always room for improvement.  
 23 I will own that I hear you on the feedback  
 24 and how Commissioners have voiced their concerns  
 25 about it.

10	<p>1 COMMISSIONER GIPSON: I fully acknowledge</p> <p>2 that some of the data points change, because</p> <p>3 information, test scores came in late or something</p> <p>4 like that. I -- that clarification, I'm less</p> <p>5 concerned about. And probably most of the time</p> <p>6 that's in the favor of the school as well, that</p> <p>7 that's cleared up.</p> <p>8 But I'm specifically addressing the</p> <p>9 application itself, in that the application, it's</p> <p>10 clear that the date that it's submitted. And that</p> <p>11 if a school doesn't respond to something in the</p> <p>12 application, it shouldn't be allowed after the fact.</p> <p>13 And the preliminary analysis, I -- you</p> <p>14 know, we've recognized that, you know, schools have</p> <p>15 an opportunity to respond back. But that's outside</p> <p>16 of the applic- -- within the, you know, the walls of</p> <p>17 the application itself.</p> <p>18 And that's what we've clearly identified,</p> <p>19 that schools don't get to just submit something and</p> <p>20 then say, "Oh, we can clear that all up later. We</p> <p>21 don't really have to do our best job at this time."</p> <p>22 And that's my concern, that things -- that</p> <p>23 information got populated into the application</p> <p>24 itself that wasn't there when -- when it was</p> <p>25 submitted.</p>	12	<p>1 been uploaded with the proper table. So if you have</p> <p>2 a hard copy and want to follow me, I'll read through</p> <p>3 what those figures actually are.</p> <p>4 For year one, student attendance -- and,</p> <p>5 again, the target is 95 percent -- it is, in fact --</p> <p>6 it was, in fact, 98 percent.</p> <p>7 For year two, it was 96.</p> <p>8 For year three, 94.</p> <p>9 And year four, 96.</p> <p>10 So you see that all except one year that</p> <p>11 the school met the target -- the PEC target of</p> <p>12 95 percent attendance.</p> <p>13 Looking at the next column, student</p> <p>14 retention, the target is 70 percent. And the</p> <p>15 corrected amounts -- well, 92 percent for year one</p> <p>16 is correct.</p> <p>17 93 percent for year two is correct.</p> <p>18 We are unsure about year three.</p> <p>19 And year four is, in fact, 95 percent.</p> <p>20 For student recurrent enrollment, the</p> <p>21 target is 80. The school met 84 in their first</p> <p>22 year; 87 in year two; year three, 100 percent; in</p> <p>23 year four, 72 percent.</p> <p>24 So I apologize for that mistake. I</p> <p>25 discovered it just in preparing for today, which</p>
11	<p>1 THE CHAIR: Thank you. Commission, are we</p> <p>2 ready to move on?</p> <p>3 All right. Director Chavez, you can go</p> <p>4 ahead and proceed with San Diego Riverside's</p> <p>5 evaluation from the PED.</p> <p>6 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p> <p>7 Brauer, Commissioners. Welcome, San Diego Riverside</p> <p>8 community. Boy, you showed up en masse. Good to</p> <p>9 see you.</p> <p>10 Unfortunately, I'm going to start with</p> <p>11 some information that might cause some heartburn.</p> <p>12 But I wanted to let you know that, in preparing for</p> <p>13 today and in looking at Part A, which was the part</p> <p>14 that the Charter Schools Division prepares, I was</p> <p>15 looking at the table on the top of Page 8 which</p> <p>16 talks about student attendance, retention, and</p> <p>17 recurrent enrollment.</p> <p>18 And I was wondering -- so if you have a</p> <p>19 hard copy, it says, for example, that student</p> <p>20 attendance in Year 3 and 4 was zero percent.</p> <p>21 I knew that that was not the case. And so</p> <p>22 we have revised that table, and your documents have</p> <p>23 been uploaded both in the Google Drive and on the</p> <p>24 PEC's webpage. It will be uploaded onto the webpage</p> <p>25 in the next few minutes or so. But your drive has</p>	13	<p>1 sometimes preparing for the day means just before</p> <p>2 the meeting.</p> <p>3 But I do feel --</p> <p>4 THE CHAIR: Director Chavez, real quick,</p> <p>5 can you direct me where that information is -- can</p> <p>6 you tell me where?</p> <p>7 DIRECTOR CORINA CHAVEZ: Sure. That is in</p> <p>8 Part A, which is the part that the Charter School</p> <p>9 Division prepares for the school. So this is Page 8</p> <p>10 of Part A.</p> <p>11 THE CHAIR: Is that on -- was that posted</p> <p>12 on the site as well?</p> <p>13 DIRECTOR CORINA CHAVEZ: It's currently</p> <p>14 posted in the Google Drive. And, Lucy, do you want</p> <p>15 to give an update of the website posting?</p> <p>16 MS. LUCY VALENZUELA: I will get it up in</p> <p>17 five minutes.</p> <p>18 THE CHAIR: Thank you.</p> <p>19 DIRECTOR CORINA CHAVEZ: Okay. So -- so</p> <p>20 it's student attendance, retention, and recurrent</p> <p>21 enrollment. And Mr. -- Commissioner Ingham says</p> <p>22 that the version that he's looking at doesn't align</p> <p>23 with that. It has the old numbers.</p> <p>24 Okay. So I know that Lucy is looking at</p> <p>25 that right now, Commissioners. And I apologize for</p>

<p style="text-align: right;">14</p> <p>1 that mistake.</p> <p>2 May I go on?</p> <p>3 Okay. Thank you.</p> <p>4 So good afternoon, again, Chair Brauer,</p> <p>5 members of the Commission. I'm here to provide the</p> <p>6 PED evaluation for San Diego Riverside, which is</p> <p>7 located on the Jemez Pueblo.</p> <p>8 Part A, on the top of Page 8, will be</p> <p>9 corrected with more accurate information that comes</p> <p>10 from our S.T.A.R.S. system.</p> <p>11 The school first applied for a charter in</p> <p>12 1999, with Jemez Valley Public School district.</p> <p>13 It opened in the fall of 1999. Back then</p> <p>14 they did not have a year of implementation to</p> <p>15 prepare to be open.</p> <p>16 They opened in a school building that had</p> <p>17 been on the pueblo as a parochial school. The</p> <p>18 school was approved to be a K-through-8 school with</p> <p>19 a cap of 136 students.</p> <p>20 That cap has not changed.</p> <p>21 In 2019, the school had 96 students; in</p> <p>22 2020, 88; in '21, 82; in 2022, when the pandemic</p> <p>23 hit, the number went down to 55; and in 2023, it</p> <p>24 shot back up to 59. So the number of students in</p> <p>25 attendance is growing.</p>	<p style="text-align: right;">16</p> <p>1 tables eating a home-cooked meal. They have a</p> <p>2 cafeteria where they get home-cooked breakfast and</p> <p>3 lunch. And the head administrator, who has been in</p> <p>4 place for maybe three months at the time, he was</p> <p>5 sitting at the table.</p> <p>6 I knew Mr. Tompson from another school. I</p> <p>7 was very curious how it would be at San Diego</p> <p>8 Riverside. And I saw a very relaxed individual</p> <p>9 sitting and casually talking with the students. I</p> <p>10 saw other adults sitting and interacting with the</p> <p>11 students in a very relaxed atmosphere.</p> <p>12 There was student artwork posted on the</p> <p>13 walls of the cafeteria and other staff interacting</p> <p>14 with the students in both Towa and English. It felt</p> <p>15 like a very warm and engaging way to start the day.</p> <p>16 We also conducted classroom observations.</p> <p>17 As a former kindergarten teacher, I went straight</p> <p>18 into the kindergarten classroom and observed a</p> <p>19 classroom that I thought I would send my child to.</p> <p>20 It was engaging. Kids were interacting with the</p> <p>21 adults and with each other. There was a low</p> <p>22 student-adult ratio.</p> <p>23 I also visited some of the other</p> <p>24 classrooms. That ratio maintained throughout the</p> <p>25 school.</p>
<p style="text-align: right;">15</p> <p>1 The school has consistently been</p> <p>2 authorized by Jemez Valley Public Schools. And this</p> <p>3 is the first time that the school has sought renewal</p> <p>4 through the Public Education Commission.</p> <p>5 New Mexico is unique in that charter</p> <p>6 schools can switch authorizer at renewal. And,</p> <p>7 certainly, we know that authorizers across the state</p> <p>8 can be very different in the way that they operate.</p> <p>9 We conducted the school site visit on</p> <p>10 Monday, October 16th, 2023. The team was me, Lucy</p> <p>11 Valenzuela, Brigitte Russell, and Cheryl Rowe.</p> <p>12 The team and I were very impressed with</p> <p>13 what we saw when we visited the school, which is</p> <p>14 located in the middle of the Jemez Pueblo. I'll be</p> <p>15 honest. I wasn't originally in the school site</p> <p>16 visit, but I wanted to go because I was concerned.</p> <p>17 I was concerned. I went into the school</p> <p>18 visit asking myself, I know there's some deficits</p> <p>19 and room for improvement, and I need to see for</p> <p>20 myself if there really is a place still in the</p> <p>21 community for this school.</p> <p>22 So I wasn't sure what to expect. But when</p> <p>23 I got there before the rest of the team members who</p> <p>24 were traveling in the State van, I walked into the</p> <p>25 cafeteria. And students were sitting around the</p>	<p style="text-align: right;">17</p> <p>1 I saw rigor. I saw kids being challenged.</p> <p>2 And we had some really good conversation,</p> <p>3 also, with both the adults and the students</p> <p>4 throughout the day.</p> <p>5 We saw culture and language integration.</p> <p>6 We saw students speaking Towa with the adults and</p> <p>7 the adults speaking Towa with the students, as they</p> <p>8 engaged in an activity that day that we weren't</p> <p>9 expecting, and that was that one of the classroom</p> <p>10 activities was for students to prepare fry bread.</p> <p>11 So they built a fire outside. We saw them</p> <p>12 working with the masa and frying the bread, and we</p> <p>13 got to partake in that. It was really beautiful.</p> <p>14 We saw a lot of love that day.</p> <p>15 Students reported in the focus group that</p> <p>16 they experienced no bullying. And this is students</p> <p>17 in grades five through eight, where we know that</p> <p>18 bullying occurs in many schools.</p> <p>19 The school gives a lot of one-on-one</p> <p>20 support to students. It has an Ed Fellows program</p> <p>21 that supports EAs in becoming teachers. The parents</p> <p>22 in the community have seven generations at the</p> <p>23 school.</p> <p>24 The school's mission is -- is that the</p> <p>25 school is committed to strengthening and sustaining</p>

<p style="text-align: right;">18</p> <p>1 pride in the unique cultural identity of the 2 students. As a community-based charter school, 3 San Diego Riverside encourages involvement of the 4 entire community in developing a quality education 5 for students by connecting learning with community 6 values and traditions.</p> <p>7 Through the commitment, the school aims to 8 help students be academically and socially prepared 9 for high school.</p> <p>10 The Charter School Division spent a lot of 11 time talking about the recommendations. They were 12 varied across the schools, but consistent across 13 certain factors of the schools.</p> <p>14 So it was not a light decision for us to 15 make the recommendations that we did. You can see 16 the recommendations on Page 2 of the final 17 evaluation and recommendation. And it could have 18 changed from the preliminary, because we got more 19 information as time went on.</p> <p>20 So our conditions for San Diego Riverside: 21 Well, we recommend that the school be 22 renewed for at least three years. And that was a 23 tough decision to make on my part, because, as I've 24 mentioned before, it means that you will have less 25 data with a three-year renewal.</p>	<p style="text-align: right;">20</p> <p>1 Condition two: Due to issues related to 2 internal controls and audit findings, San Diego 3 Riverside has failed to meet generally accepted 4 standards of fiscal management through the audit 5 findings; therefore, the governing body must 6 maintain both the finance and audit committees. In 7 addition the school leadership and the governing 8 board will review and revise internal control 9 policies and procedures.</p> <p>10 Condition three: San Diego Riverside will 11 complete a transition year checklist by June 30th, 12 2024. This is a checklist designed to ensure 13 compliance with NMAC and New Mexico Standards 14 (verbatim) Annotated, and to promote effective 15 academic, financial, and organizational operations 16 of the school. Included in the checklist will be 17 any items that came out of the Jemez Valley Public 18 School Corrective Action Plan that might need to be 19 addressed.</p> <p>20 And so -- and we provided -- in the 21 appendix of the final recommendation, we provided 22 the table that came out of the one time during its 23 charter term that Jemez Valley Public Schools 24 visited San Diego Riverside and sent several 25 questions to the school about CTE compliance issues.</p>
<p style="text-align: right;">19</p> <p>1 It was important, therefore, that we put 2 in the conditions that we recommend data from the 3 current year, this year, 2023-'24, be considered as 4 part of the renewal data at that point; otherwise, 5 you will be looking at one year's worth of data for 6 a three-year renewal.</p> <p>7 With that part of the condition, you'll 8 have two years' worth of data.</p> <p>9 We also bulleted out three conditions: 10 1. By not consistently having the 11 required number of governing board members 12 completing the required training hours, San Diego 13 Riverside violated the provisions of law from which 14 the charter school was not specifically exempted. 15 Therefore, San Diego Riverside will continuously 16 have five or more board members serving on the 17 governing body throughout the charter term. The 18 school will follow the PEC's governing board 19 notification change protocol without exception. By 20 the end of each fiscal year of the charter term, all 21 board members will have completed all training 22 hours.</p> <p>23 The school's bylaws say between five and 24 seven members. So that is consistent with what the 25 school has in their bylaws.</p>	<p style="text-align: right;">21</p> <p>1 If you are looking at this appendix and noting that 2 on the far right -- on the far left is what was 3 raised by Jemez Valley Public Schools.</p> <p>4 On the far right is our evaluation of what 5 they sent and what the school has put into place. 6 And anything that has red font is what still needs 7 to be addressed by the school.</p> <p>8 The Charter Schools Division found that, 9 by and large, San Diego Riverside addressed most of 10 the concerns and/or we did not find that it was 11 relevant for the authorizer to ask the school.</p> <p>12 There are a few pending things, such as 13 the math DASH Plan and the student needs assessment 14 per Indian Education Act. Again, you may hear from 15 the school that they have put some of these things 16 in place since we were last there.</p> <p>17 And also, the revising the internal 18 control policies and procedures and ensure that the 19 governing board has finance and audit committees 20 were the pending items that had been somewhat 21 addressed by Jemez Valley Public Schools.</p> <p>22 This recommendation is based, first, on 23 what we could glean about the record of the school's 24 performance over the course of the contract term, 25 keeping in mind that the school had no signed</p>

<p style="text-align: right;">22</p> <p>1 contract, and the one site visit.</p> <p>2 Second, the school's renewal application,</p> <p>3 which needed additional information as first</p> <p>4 submitted to us; it was incomplete. And using the</p> <p>5 ratings that were part of the rubric of the charter</p> <p>6 school's renewal application.</p> <p>7 And, third, the adult reaction -- the</p> <p>8 adult actions to improve outcomes, as verified by</p> <p>9 CSD at the site visit and subsequent to the visit.</p> <p>10 The updated Vistas data and action that</p> <p>11 the school had taken since we had started working</p> <p>12 with the school were significant. We have found</p> <p>13 that the school leaders are responsive to requests</p> <p>14 for additional information, open to feedback,</p> <p>15 interested in learning, and being accountable to a</p> <p>16 more rigorous authorizer.</p> <p>17 I'm going to summarize the record of</p> <p>18 performance over the charter term.</p> <p>19 In terms of academics, San Diego Riverside</p> <p>20 has proficiencies below State average, no doubt.</p> <p>21 The most recent designation is traditional.</p> <p>22 The overall Vistas score more than doubled</p> <p>23 between '21-'22, where it was 17, to '22-'23, where</p> <p>24 it increased to 36.</p> <p>25 The proficiencies -- the proficiency rates</p>	<p style="text-align: right;">24</p> <p>1 27 percent in reading and 21 percent in math. Year</p> <p>2 three, the school exceeded in reading with</p> <p>3 26 percent in reading and 31 percent in math. And</p> <p>4 year four, the school exceeded both in reading and</p> <p>5 math with 39 and 46 percent meeting the goal of at</p> <p>6 least a 5 percent individual student growth.</p> <p>7 We are concerned about the finances of the</p> <p>8 school and the financial performance. As indicated</p> <p>9 in the Jemez Valley Public Schools audit, the school</p> <p>10 has been a component unit. And in analyzing the</p> <p>11 audits, we noted that the school had received three</p> <p>12 to four audits per year. And, in its last year,</p> <p>13 there was a significant deficiency.</p> <p>14 Therefore, that is why we had singled out</p> <p>15 financial performance as one of the conditions.</p> <p>16 Commissioners, you do not have the roll-up</p> <p>17 of red, yellow, green, for their performance because</p> <p>18 they were not operating under your performance</p> <p>19 framework, so we have no snapshot.</p> <p>20 The school had never been communicated to</p> <p>21 about your performance framework; nor would it be</p> <p>22 appropriate to expect for them to meet all of the</p> <p>23 conditions that are part of -- all indicators that</p> <p>24 are part of your performance framework.</p> <p>25 However, we did look at the questions and</p>
<p style="text-align: right;">23</p> <p>1 for reading is slightly above the local district.</p> <p>2 San Diego Riverside has 18 versus 17 at Jemez Valley</p> <p>3 Public Schools; on par in math, at 6 percent; and</p> <p>4 above the district in science. They were 15 versus</p> <p>5 12.</p> <p>6 In terms of growth, the school has showed</p> <p>7 tremendous progress, surpassing both the district</p> <p>8 and the State average growth with 9 percent growth</p> <p>9 in ELA and 6 percent in math.</p> <p>10 Our renewal application asks for schools</p> <p>11 to -- to provide information on mission-specific</p> <p>12 goals. This was tricky, because we did not have a</p> <p>13 contract where mission-specific goals were laid out.</p> <p>14 However, the school presented a lot of information.</p> <p>15 Although we did not provide this level of</p> <p>16 analysis in our preliminary analysis, I looked at</p> <p>17 the 40-plus pages of data that the school submitted</p> <p>18 in regards to the mission-specific goals, which</p> <p>19 asked for at least a 5 percent individual student</p> <p>20 growth in reading and math on NWEA MAPs with an aim</p> <p>21 of 20 percent to exceed and 10 to 20 percent to meet</p> <p>22 the goal.</p> <p>23 And for year one, the school exceeded with</p> <p>24 21 percent in reading, and met with 13 percent in</p> <p>25 math. In year two, the school exceeded with</p>	<p style="text-align: right;">25</p> <p>1 the school's responses. Pages 7 through 9 of the</p> <p>2 final recommendation, again, is the questions that</p> <p>3 were posed by Jemez Valley Public Schools and the</p> <p>4 responses by the school.</p> <p>5 And, again, as I mentioned earlier, we</p> <p>6 found a few items, the math DASH, internal controls,</p> <p>7 finance and audit committees.</p> <p>8 In terms of progress report and how we</p> <p>9 rated the school as Demonstrating Substantial</p> <p>10 Progress, again, that's language that is part of the</p> <p>11 renewal application, or meeting the standards, the</p> <p>12 school has demonstrated substantial progress. We</p> <p>13 wish there was a category called "demonstrate</p> <p>14 progress." But the word "substantial" is in the</p> <p>15 rubric, so -- for academic performance, for</p> <p>16 governance and financial, school meets the standards</p> <p>17 for educational program, equity/identity, and for</p> <p>18 tribal consultation.</p> <p>19 Because this is a transition school -- and</p> <p>20 I know the Commission believes in accountability.</p> <p>21 The Charter Schools Division does as well. We are</p> <p>22 leaders at the PED for how to do this well.</p> <p>23 With your value of high rigor, support,</p> <p>24 and consistent monitoring and feedback, we model</p> <p>25 this with our processes at the Charter Schools</p>

<p style="text-align: right;">26</p> <p>1 Division.</p> <p>2 The idea of having a transition year</p> <p>3 checklist superseded this school and this renewal</p> <p>4 cycle. But it is a representation of your values.</p> <p>5 Just last month, the Commission discussed</p> <p>6 transparency, consistency, respect, being</p> <p>7 student-centered, and utilizing equity.</p> <p>8 We believe that the condition that</p> <p>9 prepares schools to be ready for PEC authorization</p> <p>10 creates more structure and more support to help the</p> <p>11 schools be successful. Thank you.</p> <p>12 THE CHAIR: Thank you, Director Chavez.</p> <p>13 Commissioners, members of the audience,</p> <p>14 we're going to move into Item No. 2, which is tribal</p> <p>15 consultation, including members and families of</p> <p>16 students attending the charter school, pursuant to</p> <p>17 NMSA 22-1B-12.2C and D.</p> <p>18 This will be similar to public comment as</p> <p>19 well. But we really wanted to make sure that if</p> <p>20 there was a tribal leader, tribal education leader,</p> <p>21 that there was opportunities for them to share.</p> <p>22 I did want to share that I did reach out</p> <p>23 to Kevin Shendo, who is tribal education director at</p> <p>24 Jemez Pueblo, a couple of weeks ago. And I did get</p> <p>25 a message back from him on Friday that there may be</p>	<p style="text-align: right;">28</p> <p>1 Benny and their mother, I believe, were part of the</p> <p>2 people that first started San Diego Riverside and</p> <p>3 helped it become one of the first charter schools in</p> <p>4 the state.</p> <p>5 So I know Kevin. I had a much less formal</p> <p>6 conversation with Mr. Shendo in regards to this</p> <p>7 matter. I did want to let him know that San Diego</p> <p>8 Riverside was seeking renewal with the PEC. We had</p> <p>9 a phone conversation. And we have since sent a few</p> <p>10 text messages. And I certainly e-mailed him the</p> <p>11 details of this hearing and said that there was a</p> <p>12 place in the agenda, for the first time, I think,</p> <p>13 that the PEC has had its renewal hearing agenda add</p> <p>14 the tribal consultation section.</p> <p>15 So with that, I'll just say that -- hi,</p> <p>16 Kevin. Glad that you're here.</p> <p>17 THE CHAIR: And there are questions</p> <p>18 specific to when the PEC or other authorizers are</p> <p>19 contemplating a renewal for a school or a potential</p> <p>20 closure of a school through renewal that we need to</p> <p>21 address.</p> <p>22 So I know Ms. Barnes has been working on</p> <p>23 that, to answer those questions through her work</p> <p>24 with us as our legal counsel.</p> <p>25 And with that, Mr. Shendo, the floor is</p>
<p style="text-align: right;">27</p> <p>1 somebody from the Pueblo here. Is there somebody</p> <p>2 here?</p> <p>3 MS. MELISSA BROWN: Mr. Shendo is here.</p> <p>4 THE CHAIR: Okay. Great.</p> <p>5 Before we provide him the floor, I wanted</p> <p>6 to have Director Chavez share the -- what type of --</p> <p>7 and we use tribal consultation very differently than</p> <p>8 what tribal consultation is when it's</p> <p>9 government-to-government related. But this is an</p> <p>10 opportunity for us, whenever there is a school on</p> <p>11 tribal land serving predominantly indigenous</p> <p>12 students, that we must reach out when contemplating</p> <p>13 a potential closure of a school.</p> <p>14 And so I did that with Mr. Shendo. I</p> <p>15 believe, Director Chavez, you reached out also. And</p> <p>16 so I'd love for you to share a little bit. And then</p> <p>17 we'll pass the floor to Mr. Shendo.</p> <p>18 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p> <p>19 Brauer, Commissioners.</p> <p>20 Mr. Shendo was on the charter school's</p> <p>21 advisory committee when I first started in this</p> <p>22 position. And so I know Mr. Shendo from that and</p> <p>23 from other times when our paths have crossed.</p> <p>24 So I went to school with his older</p> <p>25 brother, Benny. And so -- and I know that Kevin and</p>	<p style="text-align: right;">29</p> <p>1 yours to share your -- share your thoughts related</p> <p>2 to tribal leadership.</p> <p>3 MR. KEVIN SHENDO: Thank you very much.</p> <p>4 (Native language spoken.)</p> <p>5 Good afternoon, members of the Commission,</p> <p>6 community members that are in the audience, and</p> <p>7 Ms. Corina Chavez and all the Charter Schools</p> <p>8 Bureau/Division.</p> <p>9 Thank you for this opportunity to share a</p> <p>10 little bit on behalf of the Pueblo of Jemez</p> <p>11 Department of Education, I will say. Unfortunately,</p> <p>12 our leadership cannot be present. They are hosting</p> <p>13 a tribal council meeting today as well. So we were</p> <p>14 also on the agenda for a couple of items, so we</p> <p>15 weren't able to be there physically to be able to</p> <p>16 speak and share.</p> <p>17 But as Corina shared, we have been in</p> <p>18 conversation with the Charter Schools Division and</p> <p>19 with Alan as well with what has been shared with the</p> <p>20 Commission and with the application for renewal for</p> <p>21 Riverside through the Public Education Commission.</p> <p>22 For the Pueblo of Jemez, from the</p> <p>23 Governor's Office, there's not a formal stance on</p> <p>24 the renewal, as there was no formal consultation</p> <p>25 with the governing board and the governors.</p>



<p style="text-align: right;">30</p> <p>1 I have followed up after conversation 2 e-mails from Corina with the Public Education 3 Commission to confirm. As you know, through the 4 Department of Education, both districts and schools, 5 communicate through our department with the 6 leadership. But we had not received a formal 7 request for a consultation on the renewal by the 8 governing board from Riverside. So I did follow up 9 with the tribal administrators and the governors to 10 make sure that they did not go directly to them for 11 that purpose. 12 But from the Department of Education, 13 which I can speak to, we do support the 14 reauthorization of San Diego Riverside Charter 15 School under the Public Education Commission. 16 Riverside was the first charter school, as 17 Ms. Chavez mentioned, that was authorized under the 18 new charter school law back in 1999 and the first to 19 exist on tribal lands. And so San Diego Riverside 20 was supported initially through tribal council 21 resolution to exist as a public charter school on 22 tribal trust lands. 23 We fully support the integration of 24 language and culture-based programming, and our 25 department is here to support and provide that as we</p>	<p style="text-align: right;">32</p> <p>1 education, where we can more align and engage our 2 school systems that serve our young people and be 3 able to align the curriculum and instruction, the 4 programming, and all the integration that is 5 involved in the support systems in place, support 6 our young people to be successful when they reach 7 the high-school level to be college and 8 career-ready. But that preparation starts in the 9 elementary years. 10 And so that, we fully support in terms of 11 the reauthorization of the school. 12 We do have concerns with the inconsistency 13 in the governing board membership and non-compliance 14 with the trainings that are required and the audit 15 and -- audit findings. Those are areas that we have 16 red flags that were put up, and we are concerned 17 with. Just understanding that we do have a lot of 18 grants and other programs that we manage, federal, 19 state, and private, we know that the compliance 20 issues, especially finance, are critical. And even 21 if we have the best academic and educational 22 program, sometimes the financial audits and 23 non-compliance may be the bases for discontinuing a 24 program. And we definitely don't want that to 25 happen in this case.</p>
<p style="text-align: right;">31</p> <p>1 are able to -- to not only Riverside but all the 2 other schools that look to support our students in 3 providing language and culture-based education. 4 The piece that -- in terms of bulleted 5 funding, the reauthorization through the Public 6 Education Commission actually was -- 2016? -- was, 7 through a tribal council resolution, supported. But 8 at that time, the San Diego Riverside Charter School 9 was still under the authorization of the district, 10 and it wasn't up for renewal. 11 And in 2016, Walatowa High Charter School, 12 which is a State charter school, was up for renewal. 13 And the tribe, through the tribal council, in 14 consultation with both schools and governing boards, 15 had elected to try and merge the schools into one 16 charter school system from K through 12. 17 And that was supported through resolution. 18 But, again, it was not possible, because they were 19 both under different chartering authorities. So 20 Riverside was under the Jemez Valley Public Schools, 21 and Walatowa was under Public Education Commission. 22 So for that to become a reality, the authorization 23 for San Diego Riverside needed to change. 24 So we are fully supportive of that because 25 we also believe in creating seamless systems of</p>	<p style="text-align: right;">33</p> <p>1 So from the Pueblo of Jemez Department of 2 Education, we fully support the reauthorization of 3 San Diego Riverside under the Public Education 4 Commission. But we do -- did want to make one 5 recommendation, that based on the two bulleted 6 findings dealing with the governing board and the 7 financial audits, that there be some formal 8 connection be placed with the Department of 9 Education or through tribal council so that there's 10 more engagement, and we can also support locally 11 here the governing board and the school more 12 directly with issues of governance and compliance 13 and the financial audit findings, because having 14 substantial audit findings over multiple years is 15 not good. 16 So in order to be able to adequately 17 address that from our Department of Education, we 18 would recommend that as part of a reauthorization, 19 that the Commission put a mechanism in place for us 20 to have greater engagement or involvement through 21 the governing board and also the leadership and 22 administration at Riverside. 23 So with that, I thank you again for the 24 opportunity to speak. Again, I'm speaking on behalf 25 of the Department of Education, as our leadership</p>

34	<p>1 did not make a formal stance. But they always have 2 been supportive of all our schools, but they weren't 3 able to be able to be engaged in more direct 4 consultation directly with the governing board 5 leadership. 6 Again, they are tied up in a tribal 7 council meeting today, so they send their regards. 8 But, again, we expect -- we thank you for 9 your time, for giving us the opportunity to speak, 10 and we look forward to the outcome that we desire. 11 Thank you. 12 THE CHAIR: Thank you, Mr. Shendo. Thank 13 you for finding time to join us today, for sure. 14 So there are other -- there's going to be 15 another opportunity for public comment. But during 16 this time as well, for members of Jemez, if you are 17 a student or a community member, you can either 18 speak now during this time of this -- of the agenda 19 or we can wait until public comment as well. 20 And so if there is anyone who would like 21 to speak now, feel free to throw your hand up, and 22 we can come up and get you in front of a microphone, 23 or online as well. Or we can wait until the public 24 comment as well after the school comments. 25 Come on up, sir. If you don't mind -- oh,</p>	36	<p>1 Riverside, still going in the long future. 2 So thank you. 3 THE CHAIR: Thank you. If you don't 4 mind -- 5 MR. ARLAN SANDO: I know it's mentioned 6 that there's no leadership representation. But I am 7 here as chief of Jemez Pueblo. So thank you. 8 THE CHAIR: Thank you, Chief. If you 9 don't mind, could you spell your name, your first 10 and last as well? 11 MR. ARLAN SANDO: A-r-l-a-n, middle 12 initial J. Sando, S-a-n-d-o. 13 THE CHAIR: Thank you, Chief. Appreciate 14 you. Yes, sir. Come on up. 15 MR. TONY ARCHULETA: Good afternoon. I've 16 dealt with many of you in the past through several 17 charter schools. I've been affiliated with seven 18 charter schools in my career. But I'm proud to be 19 here representing San Diego Riverside. 20 I have been the head administrator there, 21 '11 through '13. I was a teacher in '15. I 22 returned as the head administrator in '18 and '19. 23 And I returned last year. 24 San Diego Riverside is a very special 25 place. Very important. Charter schools are not the</p>
35	<p>1 I think you dropped your glasses. Okay. If you 2 don't mind stating your name, and if you don't mind 3 spelling it for our court reporter as well, and then 4 you can share your comments. 5 UNIDENTIFIED SPEAKER: Yes. My name is 6 Arlan Sando. I am the head cacique, the chief of 7 Pueblo of Jemez. I am here in support of San Diego 8 Riverside Charter School. And also I'm glad that 9 there are students here in support and in favor of. 10 And I don't want them to be taken away from our 11 school. 12 And these children are the ones that 13 attend every day. And they're the ones that know 14 what's in the school and -- you know. 15 But on behalf of the tribe, I'm here in 16 support of San Diego Riverside Charter School. If 17 anything else, I'm -- I'll be here. And also if you 18 can consider that our children are here in support, 19 and, you know, I mean, where will they be? Where 20 will they go? 21 And I'm pretty sure you-all, with your 22 visitation, you saw that. It's a unique school, 23 unique in every other way. And that's why we're 24 here. We're still here. And, hopefully, we will 25 continue, to continue to have charter, San Diego</p>	37	<p>1 sole pendency of education, but they provide a space 2 for kids that do not function effectively in 3 traditional settings. 4 I thank you for the support. It's a 5 terribly important school. It's the oldest charter 6 school in the state of New Mexico, if not the 7 oldest. And, again, thank you for allowing me the 8 opportunity to share my -- those words with you 9 today. Have a great day. Thank you so much. 10 THE CHAIR: Mr. Archuleta, can you go 11 ahead and spell your name and say who you are as 12 well. 13 MR. TONY ARCHULETA: My name is Tony 14 Archuleta. T-o-n-y. Archuleta, A-r-c-h-u-l-e-t-a. 15 THE CHAIR: Thank you, sir. Appreciate 16 you. 17 If you don't mind starting with stating 18 your name and spelling it. 19 MR. PETER MADALENA: Peter Madalena, first 20 Lieutenant Governor for the Pueblo of Jemez. 21 (Native language spoken.) 22 Good afternoon again. Peter Madalena, 23 First Lieutenant Governor for the Pueblo of Jemez. 24 I just want to say that I'm happy that 25 you're having this hearing this afternoon, and I'm</p>

<p style="text-align: right;">38</p> <p>1 glad to be here. And I'm here on behalf of my kids 2 here.</p> <p>3 So that's what I wanted to say. So I just 4 wanted to -- you know, do the best that you can, and 5 I guess we move on from here. So I just wanted 6 to -- like I say, I'm here for my people and my kids 7 and my community. So thank you.</p> <p>8 THE CHAIR: Thank you, First Lieutenant. 9 If you don't mind starting with your name, 10 and if you don't mind spelling it for us.</p> <p>11 MR. DAVID TOLEDO: Sure. I'm David 12 Toledo. D-a-v-i-d. Toledo, like Ohio, T-o-l-e-d-o. 13 First of all, I want to thank the 14 Commissioners. Director Chavez, thank you for your 15 visit to the Pueblo of Jemez, and thank you to all 16 my people.</p> <p>17 I am here in the capacity of -- I'm on the 18 board at Riverside. I'm also -- I have served three 19 terms as a governor of the Pueblo of Jemez. And if 20 you finish your term as a governor, then you become 21 a lifetime council member. So I am a lifetime 22 council member.</p> <p>23 I was -- as the Lieutenant said, I was at 24 a council meeting this morning. I was there at 8:00 25 to sit with the governors and the council. And I</p>	<p style="text-align: right;">40</p> <p>1 heart of the village. I participate a lot of 2 times -- although I don't have a really great 3 singing voice, I still go out there and put my 4 finger up when I want them to sing louder.</p> <p>5 But, you know, our -- as you can see, this 6 is only a portion of our kids. They're beautiful. 7 They're beautiful kids. And this is how they dress 8 when there's ceremony and stuff, because they have 9 pride. They have pride in our -- our language, our 10 ceremony, and our prayers.</p> <p>11 Tomorrow is a special day in Jemez. We 12 have Guadalupe Day. And the guys are preparing 13 their outfits tomorrow to perform in the Plaza. If 14 you guys get a chance, come by and visit, and I'll 15 be in the shrine myself to pray and stuff.</p> <p>16 But as to -- you guys may know this, 17 Commissioners. But when Jemez has fiestas or 18 whatever, there's prayers out there. And the 19 prayers aren't only for the village. It's for you 20 guys, too, and it's for everybody, just offering -- 21 as you guys know, this world is crazy right now. 22 It's so crazy.</p> <p>23 And our poor kids, not only our kids, but 24 all the kids around the nation, it's crazy out 25 there. You see on the tube all the Middle East</p>
<p style="text-align: right;">39</p> <p>1 rushed, excused myself in order to come up here and 2 show my support.</p> <p>3 Riverside is a special place. I live 4 about 100 yards away. These little kids back here, 5 they see me down there all the time. They call me 6 "Grandpa" or "Papa." So that's my little fan club 7 back there.</p> <p>8 When you're governor -- you know, I thank 9 Mr. Sando. He's the highest, highest. He has the 10 highest position in the whole village, over the 11 governors. He's the one that makes the governors 12 and chooses over all the males in the village.</p> <p>13 So we are all lucky to be in his presence, 14 too, as well.</p> <p>15 Anyway, as a governor, all the children 16 and all the people in the village, they are -- are 17 placed in your hands. And, you know, it's like 18 carrying treasure all year long. You protect them 19 the best way you can. You have no 8:00 to 5:00 20 hours. You have the whole year as your job 21 description. Good or bad, you know, these are your 22 children.</p> <p>23 And, you know, even after you're done with 24 your term as governor and as a councilman, you still 25 serve in that same capacity. So I live right in the</p>	<p style="text-align: right;">41</p> <p>1 crisis. And they know. These kids know there's 2 thousands of kids that have been killed out there.</p> <p>3 For what? Nobody wins in a war. Nobody. 4 But they're still out there bombing like crazy.</p> <p>5 And our poor kids are affected. And we 6 wonder why our grades are going up and down, up and 7 down. You see the tube every day. They carry cell 8 phones. They see all that stuff, all the hurt, all 9 the -- the things that happens because of 10 politicians' decisions. These kids are innocent.</p> <p>11 And I went through school down there, too, 12 at Riverside. Back then it was a Catholic school. 13 Yes, we may have a little bit of deficiencies. But 14 our school's over 100 years old. Not one child in 15 there, over here, will complain about the school's 16 condition.</p> <p>17 I go down there. I have lunch with the 18 kids. I sit with the kids.</p> <p>19 And, yes, we have dreams. We have dreams 20 of new playgrounds. We have dreams of a new school. 21 And we look forward to working with the PEC, PED. 22 And I was there to visit with Ms. Chavez and her -- 23 her -- her group.</p> <p>24 And we had never seen each other before. 25 But I'll tell you one secret. Once you break fry</p>

42	<p>1 bread with the kids, you have that connection for 2 life.</p> <p>3 So it was a special day when you came, you 4 know. There was so much happiness on campus. And 5 that's just a portion of the Jemez community.</p> <p>6 And as a councilman, you know, I guarantee 7 you, everybody, that I will not leave my children 8 behind.</p> <p>9 Thank you.</p> <p>10 THE CHAIR: Thank you, Councilman.</p> <p>11 Thank you, all, very much for sharing. We 12 will have opportunities to share again in public 13 comment, too, if you haven't had a chance.</p> <p>14 And, Missy, just real quick, anyone online 15 other than Mr. Shendo?</p> <p>16 MS. MISSY BROWN: Not that's raised their 17 hand, not that I can tell. There's a person online 18 who signed up for public comment.</p> <p>19 THE CHAIR: Got it. Great. We'll just 20 wait until public comment.</p> <p>21 Those of you online, if you're hearing, 22 you will have a chance to share in public comment as 23 well.</p> <p>24 So we're going to move on to Item No. 4 25 within our agenda. This is the -- I'm sorry -- Item</p>	44	<p>1 P. If that's not leadership, I don't know what is. 2 The first speaker on our end of the night, and it's 3 a sixth-grade student. Thank you for your 4 leadership, P. Thank you for doing that for us.</p> <p>5 I am Kelly Reynosa. I am a kinder/first 6 grade teacher. And I taught second and third grade 7 last year. And every morning, of course, we do the 8 norm, the Pledge Allegiance. And a couple of weeks 9 into school last year, I had a student take the lead 10 and say, "You know, Ms. Reynosa, I can do the Pledge 11 in Towa, in our language."</p> <p>12 And I said, "Wow. Can you get up and show 13 us?"</p> <p>14 And after a little hesitation, she finally 15 took the reins, got up, was proud, stood in front of 16 the class. That's C. She's holding our 17 United States flag there. And she sang that song 18 for us in Towa, no problem.</p> <p>19 The other student took the leadership 20 role. "Ms. Reynosa, we need to be saluting to the 21 New Mexico flag. That's why it's up there."</p> <p>22 And I'm a teacher, yes. Students tell me 23 and, of course, they're absolutely right. And so C. 24 led us in saluting the New Mexico flag.</p> <p>25 And, you know, after a lot of hearing them</p>
43	<p>1 No. 3. I apologize.</p> <p>2 This is the school's opportunity. And so 3 you'll have 30 minutes to provide us any information 4 from your -- from your view.</p> <p>5 I don't know if you had any multimedia 6 that you wanted to share as well. But, if you do, 7 Missy can help us get that squared away. And if you 8 don't, that's okay. But the floor is yours.</p> <p>9 MR. CLIFF TOMPSON: Thank you, Chairman 10 Brauer.</p> <p>11 We need to move quickly, boys and girls. 12 We're on the clock. 13 (Children gather at the front of the room.)</p> <p>14 MS. KELLY REYNOSA: Thank you for your 15 patience, ladies and gentlemen.</p> <p>16 Boys and girls, if you can turn this way. 17 P., come on up. I'm going to turn it over to our 18 student, P.</p> <p>19 OLDER STUDENT: Good afternoon. My name 20 is P.S. I am in sixth grade at our San Diego 21 Riverside Charter School. I am here to introduce 22 our kinder and first grade, second, third grade to 23 honor our flags. They will also sing in our Towa 24 language.</p> <p>25 MS. KELLY REYNOSA: Thank you. Thank you,</p>	45	<p>1 over and over with great joy, I would say, "Amen." 2 That was just my saying. So you'll probably hear 3 that in there as well.</p> <p>4 But without further ado, I would like to 5 turn it over to our Mustangs. All right. While 6 we're waiting for C. Thank you, C. And when you're 7 ready, C., take it on.</p> <p>8 You can all stand up. 9 (Student presentation.)</p> <p>10 MS. KELLY REYNOSA: All right. Let's hear 11 it for our students. Good job, boys and girls.</p> <p>12 MR. CLIFF TOMPSON: Thanks, boys and 13 girls. You may be seated.</p> <p>14 Good afternoon, members of the Commission, 15 Commissioner Brauer. We stand before you today 16 remembering when we first came together as a faculty 17 in August, the four days of school before the 18 children came, deciding what did we want to look 19 like for ourselves. What did we want our reflection 20 to look like. What did we want our vision to be.</p> <p>21 We worked hard, and we came up with our 22 vision statement, which we put to the school board 23 who sagaciously voted it in that we're a family of 24 learners. And we're developing leaders one child at 25 a time, the heart and future of Walatowa.</p>

<p style="text-align: right;">46</p> <p>1 That means a lot to us. We know now 2 exactly what we're looking -- wanting to look like. 3 And in the future, we'll be working on our mission 4 statement to bring it to -- to bring that to come to 5 pass. 6 I brought -- we brought several speakers 7 here, half a dozen, to share with you why we ought 8 to be reauthorized. 9 On the 16th of October, when Corina 10 referenced the visit, and then the last hour of the 11 breakout, the comment that touched our hearts was, 12 "We think your school has the just-right combination 13 of academics, language, and culture." 14 So we vowed to you that we would seek to 15 persuade you that that is, in fact, the case. 16 So Bernadette Garcia, our 16-year veteran, 17 will be our first speaker. Then she'll be followed 18 by Mr. Appell, former head cross country coach at 19 the University of Utah. John Fitzgerald Toya, who 20 came into this earth the same day that the 35th 21 president left. We believe some of his magic 22 carries on with us. Ada Melton, an alumni, to talk 23 about our culture and what it's meant to her in her 24 life. And then on our language, we have our 25 language instructor, Dominick Towa. And Kira</p>	<p style="text-align: right;">48</p> <p>1 Because of the increases, we will continue 2 utilizing Istation Literacy and Renaissance 3 Learning, Accelerated Reader, and myON as targeted 4 interventions. 5 The last two columns are math. For 6 example, kindergarten increased by 11 points. Third 7 grade increased by six points. And sixth grade 8 increased by eight points. 9 We will continue utilizing Istation math 10 and MATHia as targeted interventions. 11 So you can see why we feel like we have 12 had a huge success from beginning of the year to 13 middle of year. 14 San Diego Riverside Charter School 15 continues to thrive through the generations. 16 San Diego Riverside Charter School serves students 17 from the Jemez Pueblo and surrounding areas with 18 individualized instruction with an eight-to-one 19 student-teacher ratio. 20 Along with a fully staffed school, 21 kindergarten through fifth-grade classrooms all are 22 lucky enough to have a Towa speaker as an 23 instructional assistant in their classroom. 24 This is a unique school model which 25 focuses on academics, language, and culture.</p>
<p style="text-align: right;">47</p> <p>1 Loretto will talk to you about how the Leader In Me 2 is working for us in Towa. 3 MS. BERNADETTE GARCIA: Good afternoon. 4 My name is Bernadette Garcia, and I am the testing 5 coordinator. 6 I would like to highlight some of our most 7 current successes at San Diego Riverside. 8 The short-cycle assessment we have been 9 using is the MAPs NWEA. Students in grades 10 kindergarten through eighth grade are assessed three 11 times per year in reading and math. 12 Students in third through eighth are 13 assessed three times a year in science. 14 The middle-of-year assessments were 15 completed last week. 16 The chart on the screen exhibits each 17 grade level, beginning of year compared to middle of 18 year, mean RIT scores in reading and math. 19 The first column is the grade level. The 20 second two columns are reading. For example, first 21 grade improved by seven points, and fifth grade 22 improved by five points. 23 Eight out of nine grades improved by two 24 or more points. And one grade level remained the 25 same.</p>	<p style="text-align: right;">49</p> <p>1 Thank you for your time. 2 MR. BRIAN APPELL: Yes. Hello. My name 3 is Brian Appell. I teach language arts and social 4 studies at San Diego Riverside Charter School. 5 Great presentation by Ms. Bernadette showing how our 6 students have improved over this first semester. 7 I attribute our successes to the plan that 8 we've integrated across the curriculum using 9 interdisciplinary units to help our students 10 achieve. That helps in their reinforcing their 11 vocabulary, their comprehension of informational 12 text, improving their reading and writing, and 13 allows a broader scope and depth of the material. 14 We also work with our tribal members and 15 organizations to have a true community practice. 16 And so I think that's vital for our kids' success. 17 We have also successfully applied 18 scaffolding of learning from grade to grade. We 19 coordinate with the younger curriculums so that the 20 prior knowledge can be built upon more effectively. 21 Another major advantage, as Bernadette 22 mentioned, was the eight-to-one student-to-teacher 23 ratio. And that helps us because we can 24 differentiate the instruction for each and every 25 student. And we've seen those growth (verbatim).</p>

<p style="text-align: right;">50</p> <p>1           And I look forward to continuing to 2 implement our curriculum, and, hopefully, we can 3 continue to be reauthorized and continue in our 4 progress. 5           Thank you. 6           MR. JOHN FITZGERALD TOYA: (Native 7 language spoken.) 8           Good afternoon. My name is John 9 Fitzgerald Toya, and I am the art instructor there 10 at the Riverside Charter School. And this 11 afternoon, the -- part of our presentation, I would 12 like to acknowledge Ada Pecos Melton. She is also 13 the -- a member of our community, and she is an 14 entrepreneur and business owner. 15           MS. ADA PECOS MELTON: (Native language 16 spoken.) 17           Good afternoon. I am Ada Pecos Melton. 18 And I am born, raised in Jemez, and I went to school 19 when it was a parochial school, San Diego Mission 20 School. And I really want to encourage and really 21 talk about some of the cultural aspects. Our 22 comments will be a lot about why the school is such 23 a wonderful place where culture is part of the 24 resource teaching tool. 25           The school provides something that we want</p>	<p style="text-align: right;">52</p> <p>1           so proud to see that these children, the way I did, 2 they're able to be taught by people who they -- who 3 look like them. 4           They -- the school is in our image. And 5 the people that they brought in. Principals and 6 teachers that are not us that are from other 7 communities, they also value what culture is to us. 8           And so we really want to convey that, how 9 important that is. And to do that, I'm going to 10 give this back to John so he can give some examples 11 of how they've incorporated culture as a resource 12 teaching tool. 13           MR. JOHN FITZGERALD TOYA: Okay. That's 14 my formal introduction, and so I would like to 15 translate some of that to you. 16           From where we live in our community, 17 Walatowa, under the governing body and spirit of our 18 honorable cacique, spiritual war chief, and their 19 fellow leaders, also acknowledging our creator, the 20 giver of life. Since long before our time, when man 21 was created, he was given a body. Limbs were added 22 to use for motility, such as to walk and run to 23 school, as well as prehensile, grasping as much 24 education as possible. 25           The head was given to store our brain to</p>
<p style="text-align: right;">51</p> <p>1           in rural and remote areas in our state. It provides 2 a choice for education, a really high quality, 3 culturally relevant choice for our people. 4           And I grew up in that. I felt safe in it. 5 You heard -- you saw no bullying. I grew up in a 6 very safe environment. And it's continued that 7 principle. 8           But one of the most important things that 9 it's done is that it's really embraced our culture 10 as a way to learn. And you can see by the people 11 that are here, it's full of people that look like 12 me. We are familiar with that, and it's 13 comfortable. 14           When you're in a -- going to a school 15 that's like that, it's easy to learn. We -- you 16 have heard also that we have had to make adjustments 17 in our lives because of who was in charge of our 18 country. 19           We're good at blending. We blend our 20 governments. You heard our cacique. You heard our 21 past governor, our councilman. They represent what 22 it means to accommodate and learn how they also went 23 to this school to learn how to work in a -- in a 24 world that's politically different from ours. 25           We're communally-driven people. And I'm</p>	<p style="text-align: right;">53</p> <p>1           control our thoughts, memory, emotions, and motor 2 skills, to just name a few. 3           The heart then was placed to feel the love 4 and compassion of the importance of receiving one's 5 education. 6           Once a child has been placed on this earth 7 into the loving arms of his or her parents, they 8 will then decide how to nurture mind, body, and 9 soul, not only through nutritious food, but by 10 nurturing with oral traditions, hands-on and 11 experimental learning: example, pottery making, 12 traditional bread-making, painting, et cetera, 13 speaking Towa fluently and practicing traditional 14 activities such as storytelling, showing dance 15 movements, and drumming, just to name a few. With 16 the importance of translating Towa into English back 17 and forth strengthens understanding in all areas of 18 teaching required curriculum and value of our 19 traditional importance, modeling our students each 20 and every day. 21           MS. ADA PECOS MELTON: So you can see that 22 these are really good examples of ways that we have 23 been able to blend our culture and to use both the 24 written ways of learning and our oral traditions, 25 and, again, in a safe place children can learn. And</p>

<p style="text-align: right;">54</p> <p>1 it sticks with them.</p> <p>2 We are really happy that it's</p> <p>3 culturally -- it engages the community. It -- you</p> <p>4 went to our school, and you enjoyed a meal cooked by</p> <p>5 our own people. And that love -- that love that</p> <p>6 goes into that food every day, it translates into</p> <p>7 the body being able to learn. And it's familiar</p> <p>8 foods, not foods that are processed. And so we're</p> <p>9 really happy about that.</p> <p>10 And I think that's the real beauty of</p> <p>11 charter schools, to be able to do those kinds of</p> <p>12 things in different communities.</p> <p>13 One of the things that's really important</p> <p>14 is that by blending, culture becomes a really</p> <p>15 important tool for having good identities of who we</p> <p>16 are as individuals. So it's really impressed upon</p> <p>17 children that, "Be proud of your culture. Use your</p> <p>18 culture to live your life."</p> <p>19 One of the things that's really important</p> <p>20 about this school is that it teaches community</p> <p>21 principles. One of the things I learned, and I know</p> <p>22 that anyone that's ever gone past high school and</p> <p>23 gone to college, we were all going with the same</p> <p>24 message. "Go get that paper."</p> <p>25 When I went, my mother said, "Get that</p>	<p style="text-align: right;">56</p> <p>1 I encourage you to provide that renewal again. The</p> <p>2 things that were identified as weaknesses can be</p> <p>3 taken care of.</p> <p>4 The legacy of what we have in the Pueblo</p> <p>5 of Jemez to provide my people a choice and these</p> <p>6 children a chance to grow up and be proud and to</p> <p>7 give back, it's on our shoulders to do that. And I</p> <p>8 know that these children are going to step up and do</p> <p>9 their job when they -- when they get to be adults.</p> <p>10 MR. JOHN FITZGERALD TOYA: Thank you, Ada.</p> <p>11 Culturally responsive education approaches do</p> <p>12 matter. And the -- the cultural-based outcomes</p> <p>13 culturally inform local teachers and staff, support</p> <p>14 community engagement, instills the pueblo community</p> <p>15 principles of living together, shared leadership,</p> <p>16 and shared responsibilities with students, parents,</p> <p>17 the Pueblo, and the school.</p> <p>18 Cultural-based teaching is a value-added</p> <p>19 approach instilling Jemez core values with students,</p> <p>20 faculty, teachers, and staff.</p> <p>21 Youth learn to use culture as a resource</p> <p>22 and add it into their learning toolbox. The school</p> <p>23 is growing future Jemez leaders to strengthen</p> <p>24 cultural resources.</p> <p>25 Thank you so much for your time.</p>
<p style="text-align: right;">55</p> <p>1 paper." She couldn't tell me how to do it. But she</p> <p>2 told me, "Get that paper."</p> <p>3 She was talking about a degree. I got my</p> <p>4 degrees, both, at the University of New Mexico --</p> <p>5 everybody is a Lobo. Woof Woof.</p> <p>6 And -- but it -- I know what it means to</p> <p>7 be homegrown, because I went to a homegrown school,</p> <p>8 and I went to homegrown colleges in our state. And</p> <p>9 as a result, I've been able to give back to my</p> <p>10 community in a lot of ways that are, one, just to be</p> <p>11 present and to be able to help -- I learned how to</p> <p>12 speak English early on as a kindergartener. It</p> <p>13 wasn't my first language. Still isn't. But I</p> <p>14 learned to use English to get things that we need in</p> <p>15 our community.</p> <p>16 And one of the things that our school is</p> <p>17 able to do is that it's growing our kids and</p> <p>18 teaching them that culture is a resource. And with</p> <p>19 that, we want to go ahead and pass back on to John</p> <p>20 and then my comments are done. But, please, thank</p> <p>21 you for recommending a renewal, if you will be able</p> <p>22 to do that.</p> <p>23 Sorry. We --</p> <p>24 THE CHAIR: For our transcriber so --</p> <p>25 MS. ADA PECOS MELTON: Thank you so much.</p>	<p style="text-align: right;">57</p> <p>1 Did you need our names?</p> <p>2 THE CHAIR: I think we have -- if you</p> <p>3 don't mind sharing your name.</p> <p>4 MS. ADA PECOS MELTON: Ada is A-d-a.</p> <p>5 Pecos, P-e-c-o-s. Melton, M-e-l-t-o-n.</p> <p>6 MR. DOMINIC TOYA: (Native language</p> <p>7 spoken.) Good afternoon. My name is Dominic Toya.</p> <p>8 I'm from the Pueblo of Jemez. I'm the teacher for</p> <p>9 Towa language. As you can see on my --</p> <p>10 THE CHAIR: Dominic, real quick, put the</p> <p>11 microphone up a little bit. I know it's a bit of a</p> <p>12 pain, but we have people online and have to</p> <p>13 transcribe this at some point.</p> <p>14 MR. DOMINIC TOYA: Thank you. As you can</p> <p>15 see on our slide, Towa language is a very important</p> <p>16 aspect in our everyday lives within our community.</p> <p>17 This language is unique to the Jemez Pueblo. And it</p> <p>18 is very important that we continue to learn, speak,</p> <p>19 and teach it to our children.</p> <p>20 As you can see on the pictures, I teach</p> <p>21 Towa -- or we teach Towa. I have a -- some Towa</p> <p>22 speakers here as well, too, to help me.</p> <p>23 As you can see, we teach it through song,</p> <p>24 dance, through visuals, and also hands-on. Also we</p> <p>25 go out and do, like, walking field trips outside the</p>

58	<p>1 classroom.</p> <p>2 So I went to school here as a -- when it</p> <p>3 was a mission -- a Catholic school. So -- and then</p> <p>4 it turned into a charter school in '99, I believe.</p> <p>5 So I've been there quite a few years now.</p> <p>6 Thank you for your time. And I will turn</p> <p>7 it over to Kira.</p> <p>8 MS. KIRA LORETTO: Good afternoon. My</p> <p>9 name is Kira Loretto, spelled K-i-r-a; Loretto,</p> <p>10 L-o-r-e-t-t-o.</p> <p>11 I am one of the Ed Fellow -- I am -- I</p> <p>12 take part in the Ed Fellowship program at the</p> <p>13 school, very blessed to take part in this program.</p> <p>14 Right now I am assisting Mr. Toya teaching</p> <p>15 leadership. As Mr. Tompson mentioned we are a</p> <p>16 Leader In Me school.</p> <p>17 The Seven Habits of Highly Effective</p> <p>18 People is one of the key frameworks of the Leader In</p> <p>19 Me process. The Seven Habits help students learn</p> <p>20 and apply communication, collaboration, critical</p> <p>21 thinking, creativity, and social-emotional skills.</p> <p>22 The Seven Habits give students, family,</p> <p>23 and staff members a common language and are</p> <p>24 essential in building a strong leadership culture at</p> <p>25 our school.</p>	60	<p>1 And so this past -- this past week, we had a</p> <p>2 basketball game. And it was very intense. I was</p> <p>3 coaching. The boys were playing. There was a --</p> <p>4 there was a second that everything just was very</p> <p>5 tense.</p> <p>6 And one of my students comes up to me and</p> <p>7 reminded me, "Ms. Loretto, we need to be proactive</p> <p>8 right now. We are being reactive."</p> <p>9 So I just wanted to share that example,</p> <p>10 because they are engaging and taking all this in.</p> <p>11 Leader In Me is a very good program. And I am</p> <p>12 assisting in any way to help teach this, because due</p> <p>13 to me getting a higher education and going out of</p> <p>14 the reservation leadership is really important, and</p> <p>15 I really want to stress that on the children.</p> <p>16 MR. CLIFF TOMPSON: Everybody come up here</p> <p>17 real quick. Real quick. This is unscripted. But</p> <p>18 before we turn it over to Margie Creel, governing</p> <p>19 board council, for our concluding remarks, when Kira</p> <p>20 told about "We must be proactive" in time out, that</p> <p>21 had to have been T.</p> <p>22 T., are you enjoying Leader In Me?</p> <p>23 FROM THE FLOOR: Yeah.</p> <p>24 MR. CLIFF TOMPSON: Tell them about your</p> <p>25 academic skills, growth.</p>
59	<p>1 With that mentioned, teaming up with</p> <p>2 Mr. Toya and being able to merge the Toya language</p> <p>3 has helped the understanding of Leader In Me</p> <p>4 tremendously. Here's a quick clip of one of our</p> <p>5 classes being taught Leader In Me in Towa and</p> <p>6 English. And there should be a Play button on</p> <p>7 there.</p> <p>8 MS. MISSY BROWN: We're having technical</p> <p>9 difficulties sharing the sound. Hold on, please.</p> <p>10 I have paused the timer while I'm figuring</p> <p>11 this out. Any other teachers who didn't sign in,</p> <p>12 come please sign in so I have your names.</p> <p>13 Bernadette, we've got you. I don't know who the man</p> <p>14 is in the bolo tie there.</p> <p>15 MS. KIRA LORETTO: Okay. So while they</p> <p>16 try to bring up the sound, I'll briefly explain my</p> <p>17 video.</p> <p>18 When I go in and assist Mr. Dominic in</p> <p>19 leadership, I go ahead and explain our lessons in</p> <p>20 English, and Dominic will take the turn teaching it</p> <p>21 in Towa, so that these children fully understand the</p> <p>22 Leader In Me process, because I believe Leader In Me</p> <p>23 is very important.</p> <p>24 For example, there's a certain language in</p> <p>25 this Leader In Me. I am also a basketball coach.</p>	61	<p>1 FROM THE FLOOR: Well, I just focus more.</p> <p>2 And when I focus more, I improved, like, 16 on my</p> <p>3 math and reading and 2 on my science.</p> <p>4 MR. CLIFF TOMPSON: Thanks. You're great.</p> <p>5 You can go sit down. You know, we believe that</p> <p>6 leadership is communicating people's words so</p> <p>7 clearly that they can see it for themselves. And</p> <p>8 we're having great success with the students you</p> <p>9 just saw. Margie, would you come up and give us</p> <p>10 closing remarks?</p> <p>11 Thank you, T.</p> <p>12 MS. MARGIE CREEL: Hello. Thank you,</p> <p>13 Mr. Tompson.</p> <p>14 Good afternoon, Chair Brauer and the</p> <p>15 Commission. I appreciate you having us be here</p> <p>16 today and this afternoon to present our case for</p> <p>17 State charter renewal.</p> <p>18 My name is Margie Creel. It's</p> <p>19 M-a-r-g-i-e; last name is C-r-e-e-l. And I'm an</p> <p>20 enrolled member of the Pueblo of Jemez, also live on</p> <p>21 the Pueblo, and I am the board chairperson for the</p> <p>22 San Diego Riverside Charter School.</p> <p>23 My closing remarks, in summary, to give</p> <p>24 you the past, present, and future of our school.</p> <p>25 And just like Director Chavez had</p>



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1 mentioned before, as the past, as a Catholic mission  
 2 school, the school was enacted on the Pueblo of  
 3 Jemez in approximately 1906 to meet the educational  
 4 needs of our pueblo students.  
 5 The school has been serving our community  
 6 for almost seven generations, I guess.  
 7 And the school now, as a charter school,  
 8 just to let you know that the San Diego Riverside  
 9 Charter School was the first Native charter school  
 10 approved in 1998 under the new charter school law  
 11 enacted that summer.  
 12 Founding members of this charter school  
 13 were Idalee Vogel, Benny Shendo, Jr. -- that's Kevin  
 14 Shendo's brother -- and Sister Barbara from the  
 15 Catholic mission school. Idalee Vogel was our  
 16 director of development, and Benny Shendo -- now,  
 17 you know, he's a New Mexico State legislator, but  
 18 he's somewhere in Colorado as provost at a  
 19 university.  
 20 So he went to that school also. And  
 21 Sister Barbara, rest her soul, she has passed away.  
 22 But many schools in New Mexico claim to be  
 23 the first charter school in New Mexico, but  
 24 San Diego Riverside Charter School was, in fact, the  
 25 first charter school in New Mexico that was approved

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1 under the 1998 New Mexico Charter School Act. And  
 2 since that time, it has -- has spent much time,  
 3 effort, money, and other resources that have been  
 4 poured into our school under the district charter  
 5 school for the past 24 years.  
 6 And now, as going forward to become a  
 7 State charter school, I don't want this Commission  
 8 to fault these students for anything that the board  
 9 might have been ignorant to.  
 10 I, personally, as the board president,  
 11 have made sure that I have attended all the board  
 12 trainings every year, with the exception of the  
 13 2020-2021 year, the pandemic year, when I didn't  
 14 realize that they had board training online.  
 15 So in May of 2021, they said -- the PEC  
 16 said, "You didn't fulfill your duties under training  
 17 for all your board members." And that was in May,  
 18 and it was too late for us to do it.  
 19 So for the most part, I have made sure  
 20 that we -- our board members have been on -- in  
 21 trainings and all. And we just recently went to the  
 22 Public Charter School Commission training, all five  
 23 of us did this past November 30th and December 1st,  
 24 last week. And so all board members have been  
 25 trained for this year.

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1 Also, about the finances and funding that  
 2 the board has oversight with, there are a few audit  
 3 findings, like you said, that, you know, I was  
 4 ignorant to. And now I assure you that, moving  
 5 forward, if given this approval for a State charter,  
 6 that with surety, I'll make sure that the board  
 7 members are present, and with the finance and audit  
 8 committees, and also attending all the trainings,  
 9 and anything that the Commission thinks that we need  
 10 to do.  
 11 We did receive a statement from Chairman  
 12 Brauer and the Commission with the different  
 13 conditions; like you said, the three conditions.  
 14 And we will go ahead and, you know, move forward in  
 15 making sure that all those conditions are met, like  
 16 you said, by June 2024.  
 17 So with that, I would just like to ask for  
 18 your mercy to give us the State charter renewal that  
 19 we are seeking, and I appreciate you having us here  
 20 today. Thank you.  
 21 MR. CLIFF TOMPSON: Thank you, Ms. Creel.  
 22 And thank you, students, for staying.  
 23 At this time, Commissioner Brauer, begging  
 24 your approval to let our students dismiss and head  
 25 back to Jemez Pueblo.

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1 VICE CHAIR BURT: I just wanted to say  
 2 thank you for all the students. And I want to give  
 3 a special shout-out to those middle school students  
 4 back there. I was a middle school teacher. I see  
 5 you. Thank you, guys, too, for being awesome.  
 6 THE CHAIR: Let's just take a quick  
 7 five-minute so the students can head out, and then  
 8 we'll come back and move into public comment.  
 9 (Brief recess held.)  
 10 THE CHAIR: All right. Commissioners,  
 11 we're going to come back in. It's now time for our  
 12 public comment.  
 13 Missy, let's start with people online who  
 14 have public comment.  
 15 MS. MISSY BROWN: Commissioner Brauer,  
 16 Commissioners, we had one person online who signed  
 17 up for public comment but had to leave for an  
 18 appointment. But she left her comment in the chat,  
 19 which is -- her name is Valerie, V-a-l-e-r-i-e;  
 20 Shaw, S-h-a-w.  
 21 And her comment is, "It is easy to love  
 22 San Diego Riverside. It is a place where love  
 23 abounds. I left for a number of reasons pertaining  
 24 to my career and retirement timeline. But I carry  
 25 San Diego Riverside Charter School in my heart and

<p style="text-align: right;">66</p> <p>1 always will.</p> <p>2 "There is only one thing I want to</p> <p>3 emphasize today. San Diego Riverside is needed in</p> <p>4 Jemez pueblo. San Diego Riverside Charter School is</p> <p>5 the only elementary school in the Jemez Valley that</p> <p>6 provides an equitable bilingual curriculum in both</p> <p>7 English and Towa, the heritage language of the</p> <p>8 tribe.</p> <p>9 "Additionally, the school's curriculum is</p> <p>10 built on cultural and linguistic integration with a</p> <p>11 focus on developing agricultural knowledge and</p> <p>12 supporting and maintaining the traditions of the</p> <p>13 Jemez Pueblo.</p> <p>14 "As a member of the faculty of Walatowa</p> <p>15 High Charter School, I hope to be able to continue</p> <p>16 working with San Diego Riverside Charter School to</p> <p>17 develop a strong academic and collaborative</p> <p>18 relationship centered on a vertically aligned</p> <p>19 curriculum that works to carry on the traditions of</p> <p>20 the community that depends on us. Thank you."</p> <p>21 And that's all we have.</p> <p>22 THE CHAIR: Thank you. Then members that</p> <p>23 are in the hall?</p> <p>24 MS. MISSY BROWN: Dr. Arrow Wilkinson also</p> <p>25 has his hand up.</p>	<p style="text-align: right;">68</p> <p>1 THE CHAIR: Great. Thank you. All right.</p> <p>2 So now, Commissioners, we're going to move</p> <p>3 into the next part of our agenda, which is PEC</p> <p>4 questions.</p> <p>5 Commissioner Beck.</p> <p>6 COMMISSIONER BECK: I just appreciate -- I</p> <p>7 appreciated Mr. Toledo. I love that name, because</p> <p>8 I'm from Cleveland.</p> <p>9 But I appreciated Mr. Toledo and Ms. Creel</p> <p>10 visiting us at the conference a week and a half ago</p> <p>11 to explain, in a kind of a one-on-one situation,</p> <p>12 what it means to you as a community, as loving your</p> <p>13 people, being with your people. I saw it was very</p> <p>14 emotional for you, and it was a little emotional for</p> <p>15 us, I think, listening to that and hearing that.</p> <p>16 That was -- it was able to put something</p> <p>17 besides data together in terms of what it means to</p> <p>18 your community. So I appreciate that. That's</p> <p>19 great.</p> <p>20 I do have a few questions, though, going</p> <p>21 on finance again here and some other things.</p> <p>22 Number one, I think in the letter, we</p> <p>23 requested a kind of a -- or that you would be able</p> <p>24 to respond to the idea of a relatively low teacher</p> <p>25 retention rate, where, in years one to two, it was</p>
<p style="text-align: right;">67</p> <p>1 THE CHAIR: Okay.</p> <p>2 MS. MISSY BROWN: You're on,</p> <p>3 Dr. Wilkinson.</p> <p>4 FROM THE PUBLIC: This is Dr. Arrow</p> <p>5 Wilkinson with the Walatowa High Charter School.</p> <p>6 Walatowa is in full support of San Diego</p> <p>7 Riverside. You know, Riverside has served as our</p> <p>8 primary feeder school. Both schools provide support</p> <p>9 for students that, even though they persist from</p> <p>10 Riverside to our school, it goes beyond that. The</p> <p>11 teachers and the staff and -- were able to provide</p> <p>12 counseling well beyond high school. So both places</p> <p>13 are very unique and special institutions.</p> <p>14 But we are in full support of the renewal</p> <p>15 of San Diego Riverside.</p> <p>16 THE CHAIR: Thank you. And, Missy, anyone</p> <p>17 in the -- here in person that signed up.</p> <p>18 MS. MISSY BROWN: We had two people here</p> <p>19 in person who both have already spoken. So they're</p> <p>20 board members, David Toledo and Margie Creel.</p> <p>21 THE CHAIR: Okay. Thank you. Wonderful.</p> <p>22 I don't see any other hands. If there is</p> <p>23 anyone else, we would make room for you if you did</p> <p>24 not already speak.</p> <p>25 (No response.)</p>	<p style="text-align: right;">69</p> <p>1 60 percent; years two to three, it was 100 percent;</p> <p>2 but in years three to four, it went down to</p> <p>3 46 percent.</p> <p>4 So I was wondering what the situation</p> <p>5 might be with that -- that situation. So --</p> <p>6 MR. CLIFF TOMPSON: Sir, there's no place</p> <p>7 to live. In the back, we have Christine Baines.</p> <p>8 She drives in from Rio Rancho. So her commute is</p> <p>9 40 -- 40 to 45 minutes.</p> <p>10 Jensen (incomprehensible), our IT</p> <p>11 specialist, I make special provision for him to come</p> <p>12 in late so he can see his daughter to the bus. He</p> <p>13 makes up his time in the evening.</p> <p>14 Our math teacher -- who left in July, came</p> <p>15 back in September -- she has a special provision</p> <p>16 where she leaves at 3:00 p.m. to beat the</p> <p>17 Albuquerque rush traffic so she can get back to her</p> <p>18 dwelling near the airport, the Sunport, and beat the</p> <p>19 madness of the rush hour. And then she works a half</p> <p>20 an hour in the evenings at night and submits a</p> <p>21 report.</p> <p>22 So those are some creative solutions to</p> <p>23 solve a truculent problem that's impacted me.</p> <p>24 There's just no place to live.</p> <p>25 COMMISSIONER BECK: I appreciate that</p>

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1 information. That puts an understanding to those  
 2 numbers. So I appreciate that.  
 3 The other thing that kind of stood out to  
 4 me is I noticed, from fiscal year '21 to '22, the  
 5 school administration monies went from \$74,500 to  
 6 \$178,800. Central services went from \$66,000 to  
 7 \$103,000. But the direct instructional monies went  
 8 from \$573,000 to \$510,000.  
 9 I'm wondering why the administrative  
 10 monies increased pretty significantly, and then the  
 11 direct instruction -- I don't know if it's a -- you  
 12 know, accounting change or whatever. I would --  
 13 just noticed that on the finances.  
 14 MR. CLIFF TOMPSON: Thank you. To limit  
 15 our administrative costs, we have moved from two  
 16 administrators; in the prior year, Mr. Archuleta,  
 17 who spoke to you earlier, and then Valerie Shaw, who  
 18 we heard from a few moments ago. And then I  
 19 replaced them.  
 20 I'd like to tell you, Commissioner Beck,  
 21 that what I have found is the months that have  
 22 passed since I began my duties in the first of July  
 23 is that the need to build administrative capacity to  
 24 get the work done exists beyond just me.  
 25 And I think I have found a creative way to

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1 do it, by offering a small stipend to people to  
 2 carry out jobs. And I think we'll see more of that  
 3 in the coming semester. I hope to, because we sure  
 4 are getting a lot of bang for our buck in that, in  
 5 limiting costs. As you said, an important factor  
 6 for us to watch, Commissioner Beck.  
 7 COMMISSIONER BECK: Okay. Thank you. And  
 8 then, lastly, more of a comment. I'm glad you have  
 9 a test administrator. I like seeing those numbers  
 10 from the beginning of the year to the middle of the  
 11 year. That's great. That's the way we like to see  
 12 that happen.  
 13 But we really want to see significant  
 14 uptick in the proficiencies, for sure. That's  
 15 obviously concerning. I'm sure other Commissioners  
 16 will speak to that as well.  
 17 But it looks like you're tracking  
 18 correctly in your growth and in your -- what do you  
 19 call it? What am I trying to say? The short cycle  
 20 assessment; that's what I'm trying to say. But  
 21 there needs to be significant improvement in that,  
 22 for sure.  
 23 MR. CLIFF TOMPSON: Would like to agree  
 24 with you. And if I could speak to that,  
 25 Commissioner Beck? Thank you.

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1 You're absolutely right. When the numbers  
 2 are as abysmally low as our data is, it's a  
 3 reflection on us that teachers -- the teaching  
 4 portion, not the students. And I learned that at  
 5 Carlos Vigil Middle School in Española as the  
 6 principal there. We improved our math proficiency  
 7 from 12 percent proficient in math for the  
 8 eighth-graders to 38; and the seventh graders from  
 9 7 percent proficient to 32 percent proficient by  
 10 focusing on teaching and learning. And this was  
 11 during the COVID when we didn't have students for  
 12 in school instruction.  
 13 We hope very much that when the data comes  
 14 out in May that Bernadette will be trumpeting we're  
 15 at least in the 20s this year; and then next year --  
 16 we're in the 30s next year. We just can't be in  
 17 this sewer where we're at at present, sir.  
 18 THE CHAIR: Vice Chair Burt. I'm sorry,  
 19 Commissioner Gipson. I just saw this thing, and I  
 20 didn't see you commit.  
 21 COMMISSIONER GIPSON: I'm doing the royal  
 22 wave to you.  
 23 So, first off, thank everyone for coming.  
 24 I truly do appreciate and understand the place that  
 25 the school holds within the community. I do. And I

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1 don't think anyone would argue that. But I do  
 2 have -- I do have, honestly, some concerns about  
 3 capacity, you know.  
 4 Schools need to be that safe place for  
 5 children; acknowledged. But they also have to be a  
 6 place where they're safe and learning.  
 7 So I had some concerns.  
 8 My first concern, I sort of addressed at  
 9 the beginning of the meeting. In the application  
 10 itself, there were significant pieces that weren't  
 11 responded to.  
 12 We talked about back in November maybe  
 13 whether it really was an application, because there  
 14 were so many areas that were not filled in.  
 15 So that's concerning to me, that any  
 16 applicant that wants to be considered would submit  
 17 an application that was missing so much.  
 18 And then let me just piggyback on that a  
 19 little bit. We, then, in November, sent a letter  
 20 addressing areas that we wanted the area to  
 21 hopefully speak to.  
 22 And Commissioner Beck mentioned the  
 23 financial. But there's significant pieces in that  
 24 letter that weren't -- that have gone unanswered at  
 25 this point in time as well.

74	<p>1 So I'm hoping you can tell me a little 2 more about that.</p> <p>3 MR. CLIFF TOMPSON: Sure. So it's a 4 two-part question.</p> <p>5 Let me field the first part regarding the 6 application. And then I'll need some help regarding 7 the financial part.</p> <p>8 So if someone sitting behind me thinks 9 they can chime in for Commissioner Gipson, you have 10 that opportunity.</p> <p>11 So the first part about the application. 12 In the last of September and the first of October, 13 was e-mailing our liaison, Mr. -- Dr. Tamez, who 14 helped us put the application together several 15 times. And there, right before the second, we had 16 six or seven versions going back and forth.</p> <p>17 Dr. Tamez and -- would make a suggestion 18 for an improvement, and I would update the document, 19 title it again, and send it back to him.</p> <p>20 And then we -- I submitted, on the 2nd of 21 October -- that was the deadline -- and was pretty 22 well pleased with the application.</p> <p>23 And then about ten days later, maybe two 24 weeks, Bernadette had gotten a comment from Valerie 25 Shaw, "Hey, have you seen the application that's</p>	76	<p>1 that one day turned to two, and then two to three. 2 And I think it was the first of November before we 3 sent it to Cheryl, that we did make changes -- I'm 4 not going to say substantial changes -- but changes 5 to the document that you guys have now.</p> <p>6 So that's a little bit of the oral history 7 of what happened. We took it seriously. But I'm 8 sorry for my role.</p> <p>9 And I think you Commissioners are on the 10 right track with your remarks to each other, that 11 the deadline needs to be the deadline; although, it 12 would have sunk us in this case.</p> <p>13 Regarding the second part of your 14 question, it was about finances.</p> <p>15 COMMISSIONER GIPSON: My question wasn't 16 about the finances. Commissioner Beck raised about 17 the question about the finances that was in the 18 letter.</p> <p>19 My question was about the entirety of the 20 letter, that much of that was not -- has not been 21 addressed yet. So that's my concern. Finances was 22 in there. But there were -- you know, it was how 23 many pages, the letter? -- four pages of concerns 24 that were -- that the Commission asked to be 25 addressed.</p>
75	<p>1 posted online? And there's sections incomplete." 2 And my response to Bernadette was, "No. 3 There was just one section on Page 34 that I wasn't 4 happy with. But it's complete."</p> <p>5 Then about the next day or so, I heard 6 from the Commission, and that's when I looked. And 7 I was aghast that the document was empty largely in 8 key spots.</p> <p>9 So I thought, "Well, this is a quick fix." 10 And I went back to the documents that we 11 had worked on up until submission. And I had found 12 corrupted files that I wasn't able to simply send 13 the last version. And I should just step back and 14 tell the Commissioners, this is my practice. I've 15 done it again since then.</p> <p>16 Margie -- I'll tell that story now before 17 I come back to this one. Margie can confirm a 18 letter to the parents that was sent out last week, 19 that I wrote a letter to the parents, and I sent it 20 to Margie for editing. And she made some 21 improvements. And then when we sent it out, it was 22 not the right version.</p> <p>23 So I think I confess to having poorly 24 executed on delivering the required information, 25 having rushed. And I'll also need to be upfront</p>	77	<p>1 And I didn't -- I haven't heard much of 2 that. So that's my -- the -- you know, ties in with 3 the concern about a lack of attention, I guess, to 4 detail.</p> <p>5 MR. CLIFF TOMPSON: Sure. Would this be a 6 question for our partners at K12 Accounting? 7 COMMISSIONER GIPSON: No, it's not a 8 financial question. There were financial concerns 9 that were addressed in that letter. But that letter 10 was dated November 9th.</p> <p>11 We had a work session, and Commissioners 12 verbalized -- correct -- and the expectation was 13 that at least most, or a substantial amount of those 14 concerns would be addressed by the school through 15 the presentation. At least that was my 16 understanding.</p> <p>17 So there's a lot of areas that to me have 18 not gone addressed at this point in time.</p> <p>19 MR. CLIFF TOMPSON: Commissioner Gipson, 20 there's a second-to-the-last -- on Page 4, "Did the 21 district withhold the 2 percent of charter funds to 22 support the school? If so, how was the 2 percent 23 spent in support of the school?" 24 Like, that type of information? 25 COMMISSIONER GIPSON: Or did the school</p>

<p style="text-align: right;">78</p> <p>1 receive special education -- right? -- Title I? Did 2 the district withhold the 2 percent? Was the school 3 able to obtain support from...? Yes. The 4 deficiencies in the operation of the board. Talked 5 some about that. Information about student 6 attendance that was reported in S.T.A.R.S., does not 7 appear it's been reported. The reduction in the 8 small-school-size adjustment. Haven't really heard 9 a full plan about the educational program overall 10 during -- if you were renewed, which kind of ties 11 into an additional question.</p> <p>12 I don't know if you want to respond to 13 that or -- you know, there's -- there's a lot that 14 was asked that I don't know whether at this point in 15 time you're really ready, able, and willing to 16 respond to.</p> <p>17 MR. CLIFF TOMPSON: I can tell you where 18 our attention is focused -- beginning tomorrow -- is 19 this transition school checklist that Corina put 20 together for us. And Bernadette and I have started 21 working on it so that we can address everything to 22 everyone's satisfaction. So I don't know, 23 Ms. Chavez, if you want to speak to that.</p> <p>24 COMMISSIONER GIPSON: I've seen that. But 25 that's after any vote gets taken.</p>	<p style="text-align: right;">80</p> <p>1 was -- I made a notation that there was -- students 2 grew two or more points.</p> <p>3 Was that an average that was created for 4 the two or more points? Because we're looking at -- 5 so this is -- this is my view of this, that each 6 student gets a target towards, you know, how many 7 points they are -- they need to grow this year, 8 growth toward proficiency.</p> <p>9 And I'm not focusing on proficiency. I 10 would love to be able to have that conversation. 11 But we're not -- the State is not in a -- in a 12 position of talking about -- you have to be 13 proficient.</p> <p>14 But a student, for instance, that is only 15 making one year's growth, and they're five years 16 behind, they're -- you know, you're on a treadmill, 17 and you're going nowhere.</p> <p>18 So I pause when I hear that, "Oh, you 19 know, students grew two or more points." That 20 doesn't really fully identify for me how students 21 are really -- because if that's an average, how many 22 students didn't grow two or more points? And is 23 that two or more points really getting them -- was 24 their -- was their target five, and they only grew 25 two?</p>
<p style="text-align: right;">79</p> <p>1 But these questions were to be addressed 2 so that we could make a vote. So that's -- you 3 know, saying, "We're going to address these starting 4 tomorrow" doesn't help me, because I need to know 5 now how these were going to be addressed so that I 6 can make a qualified vote.</p> <p>7 So that's why this letter went out. 8 Because we had the Vistas data and the State, and 9 that was addressed in the early part of the letter. 10 But then in the second part of the letter are those 11 additional concerns that Commissioners as a whole 12 brought up at that meeting. And the expectation was 13 that -- and I think it even says that in the letter, 14 does it not?</p> <p>15 MR. CLIFF TOMPSON: On Page 4?</p> <p>16 COMMISSIONER GIPSON: So, you know, that's 17 my concern. But, yeah. Yeah. And I -- you know, I 18 didn't -- I haven't seen most of those addressed, 19 honestly. And that's -- you know, to me that speaks 20 to the -- the incompleteness of the application as 21 well, which, to me, goes to capacity. And that 22 worries me, honestly.</p> <p>23 But can we talk a little bit about the 24 middle of the year -- is that middle of the year 25 that -- the short-cycle assessments? Because there</p>	<p style="text-align: right;">81</p> <p>1 And I know this is the middle of the year. 2 But, still, I -- I don't see -- that information 3 isn't sufficient enough for me to get the full 4 picture of growth in the school.</p> <p>5 MR. CLIFF TOMPSON: Understood, 6 Commissioner Gipson.</p> <p>7 We have Bernadette Garcia, our program 8 test coordinator. And she can speak to that.</p> <p>9 MS. BERNADETTE GARCIA: So, yes, 10 Commissioner. To answer your question, it was that 11 two points that was the mean RIT score. So, yes, it 12 is an average. So I do understand your concerns.</p> <p>13 We're addressing a lot of issues that we 14 know we've had in the school. And we're trying to 15 change our -- also, our testing situation a little 16 bit, and see -- you know, hopefully, that will help.</p> <p>17 But I do want to raise one -- one issue 18 that I have observed in the 16 years I've been 19 there. And test-taking, it's -- we're up against a 20 huge obstacle because of our English Language 21 Learners. The language on the tests is a huge -- a 22 huge issue for us.</p> <p>23 And so the teachers are now addressing 24 that, and also teaching the testing language, 25 because sometimes, for our students, that's the</p>

<p style="text-align: right;">82</p> <p>1 hardest part of answering the question. Because 2 they are English Language Learners. And if they can 3 start learning a lot of the testing language and 4 terms that are used, then they can understand what 5 they're being asked. 6 Sometimes they don't know what they're 7 even being asked. And so I think that would be a 8 huge -- a huge benefit for our kids. And I do 9 believe that it would change the outcomes of a lot 10 of the tests that they take. 11 COMMISSIONER GIPSON: I appreciate that. 12 And I fully acknowledge a lot of cultural bias in 13 the tests. I do. We have a lot of schools under 14 our portfolio that have significant English Language 15 Learner populations. So it's not unique. I guess 16 my -- you know, my concern continues to persist 17 that, you know, on one hand, the school talks about 18 its historical importance and how long it's been. 19 But we're coming here today and saying, 20 "Oh, now we've figured out that we've got an issue." 21 So I'm concerned that this hasn't been 22 identified earlier. And I think that's what we 23 wanted, in part, addressed in the letter, that 24 it's -- you know, I recognize -- and I applaud 25 schools that come and say, "You know, we tried this,</p>	<p style="text-align: right;">84</p> <p>1 today. T. was the boy who came up to the front. 2 T. had improved 16 points in his ELA exam and 3 16 points in his math and only 3 in his science. 4 He was giving us a lot of problems. 5 Cursing the teachers. That was the truth; he was 6 doing that. And I had severe frustration from my 7 faculty. Severe. 8 So we put T. in my office. And that was 9 the 1st of November. And Brian would come in every 10 day, and stole Thea (ph). And he had his 11 Chromebook, and he just got to work. 12 And he took it seriously. And he improved 13 leaps and bounds. And now his behavior is coming 14 around, as Kira told you, on the basketball court: 15 "Let's be proactive." 16 So he's one of our 60 students. He's one 17 that's gone from being one of the lowest-performing, 18 worst-behaved students, rapidly in one semester, to 19 a very high, high-achieving. 20 So there's one success story we need to 21 mull over. 22 COMMISSIONER GIPSON: And I will. But 23 you've got 63 other students in that building. So, 24 you know, I'm not -- I wasn't looking for just an 25 aside about -- you know, I was looking for the --</p>
<p style="text-align: right;">83</p> <p>1 and we thought it was really going to work, and it 2 didn't. And we pivoted, and now we're doing this." 3 I'm not even hearing -- I would have been 4 happy to hear that and say, "Okay." Because that 5 shows capacity of the adults, that they recognized 6 what wasn't working, and they made efforts to try. 7 I think in the -- in the letter, it even 8 says, "We're asking schools to simply respond to us. 9 What did you do? How much did you do? And is 10 anyone better off as a result of it?" 11 And schools come to us and say, "We did 12 this, and we worked really hard, but we thought it 13 was -- it was going to work, and it didn't." 14 But now I'm hearing, "We're now -- we're 15 now going to work on this, and we see this." 16 And I don't think the issues in 17 test-taking are new and/or unique. So, you know, 18 that's -- that's where I struggle at this moment in 19 time. It's not with the children and how -- how 20 they feel about the school; but it's truly -- it's 21 capacity. 22 MR. CLIFF TOMPSON: May I, Commissioner? 23 May I? 24 COMMISSIONER GIPSON: Sure. 25 MR. CLIFF TOMPSON: You met T. earlier</p>	<p style="text-align: right;">85</p> <p>1 you know, what we've done, what our plan is moving 2 forward, and that's why we specifically addressed 3 it, A, in the letter, in the application. And 4 that's -- you know, I -- 5 MR. CLIFF TOMPSON: If I can have one more 6 moment before I turn the time over to Kelly. 7 Commissioner, we had our visitor, Kristi Shinn, come 8 from the Leader In Me, the Franklin Covey program. 9 And we've set up our three committees for language, 10 for leadership, for academics. And we found chairs 11 for them. 12 This is a new program that we're doing 13 this year, as I talked about: The Seven Habits of 14 Highly Effective People. 15 We're only in the foundation, but we're 16 working there and getting it started. And we're 17 seeing the fruits of our work. 18 If you'll permit me, please, Commissioner 19 Gipson, I'd like to turn the time over to Kelly. 20 Kelly, where did you go? I asked you to sit right 21 here. 22 THE CHAIR: Can you say that over again 23 real quick? 24 MS. KELLY REYNOSA: (Off mic.) Kelly 25 Reynosa. I'm the kinder and the first-grade</p>

<p style="text-align: right;">86</p> <p>1 teacher.</p> <p>2 I believe that the students' foundation</p> <p>3 starts from infancy. But most importantly in the</p> <p>4 elementary education, it starts from kindergarten.</p> <p>5 And so I wish I had my scores here. I don't know if</p> <p>6 Ms. Garcia has that.</p> <p>7 But my kids excelled in this testing.</p> <p>8 Some had 16 percent; some had 14 points; some had 5;</p> <p>9 some had 4. One kid stayed the same. So it is</p> <p>10 happening. This is kinder and first grade both.</p> <p>11 So I ask you to just please consider that.</p> <p>12 We have new things coming up. I'm a new</p> <p>13 kinder/first-grade teacher. I've taught it before,</p> <p>14 but I'm new at this school. I'm going to build that</p> <p>15 bridge. I'm going to strengthen that foundation for</p> <p>16 these kids, which we have already seen this year,</p> <p>17 and we will continue to grow those numbers. And</p> <p>18 that, I do stand by.</p> <p>19 COMMISSIONER GIPSON: And I appreciate</p> <p>20 that, and I applaud that.</p> <p>21 The problem is that was not put into any</p> <p>22 part of the presentation and the application.</p> <p>23 That's -- that's what -- you know, that's what we</p> <p>24 were -- you know, that's what we wanted, not just</p> <p>25 anecdotes that come after -- after the fact, you</p>	<p style="text-align: right;">88</p> <p>1 But I don't think it was written into the</p> <p>2 application that we were making those kind of</p> <p>3 strides, looking for different faculty to fill in</p> <p>4 those gaps.</p> <p>5 THE CHAIR: Commissioner -- or Vice Chair</p> <p>6 Burt, and then Commissioner Carrillo.</p> <p>7 VICE CHAIR BURT: Thanks. I also --</p> <p>8 I'm -- all of the pathos present today is certainly</p> <p>9 very heart-warming, and I do appreciate it, because,</p> <p>10 actually, like the heart of your community does come</p> <p>11 out in your kids and in the adults here. Saying</p> <p>12 that, I'm going to focus on adults, because that's</p> <p>13 where my mind is going.</p> <p>14 Because I don't believe any of this has</p> <p>15 anything to do with your kids. I know you-all</p> <p>16 believe in your kids; I believe in your kids. So</p> <p>17 that means it's an adult issue. So that's where I'm</p> <p>18 going to focus on.</p> <p>19 First of all, did you win that basketball</p> <p>20 game? All right. Congrats.</p> <p>21 Okay. Next thing is, who is the</p> <p>22 instructional leader at your school?</p> <p>23 MR. CLIFF TOMPSON: I am.</p> <p>24 VICE CHAIR BURT: Okay. How is</p> <p>25 professional development provided to teachers?</p>
<p style="text-align: right;">87</p> <p>1 know. That's -- that's the struggle. It truly is.</p> <p>2 MR. BRIAN APPELL: Yes. Hello. My name</p> <p>3 is Brian Appell. I'm the English Language Arts</p> <p>4 instructor for middle school. Cliff Tompson is new,</p> <p>5 and I'm new the first year here.</p> <p>6 I was recruited by Tony Archuleta. I was</p> <p>7 the ELA instructor and Spanish teacher at Los Alamos</p> <p>8 Middle School, where we had a 96 percent success</p> <p>9 rate at grade level.</p> <p>10 And so Tony actually recruited me for</p> <p>11 coming in to San Diego Riverside to help. And we</p> <p>12 moved from, at the middle-school level, to</p> <p>13 24 students. We moved from four at grade level to I</p> <p>14 believe there's seven at grade level right now in</p> <p>15 this first semester.</p> <p>16 And so I am -- I think we're making the</p> <p>17 right progress. It wasn't described in the</p> <p>18 application, I guess. But there are things being</p> <p>19 taken into consideration in the past, like my</p> <p>20 recruitment, to come in. I taught for Tony at</p> <p>21 Walatowa High Charter School back in the early</p> <p>22 2000s. And then I went to Los Alamos Middle School.</p> <p>23 But then he called me back and said, "Hey,</p> <p>24 I have a need here."</p> <p>25 I know I was recruited in that capacity.</p>	<p style="text-align: right;">89</p> <p>1 MR. CLIFF TOMPSON: Every Friday afternoon</p> <p>2 at 1:00, we have a faculty meeting. We go over the</p> <p>3 news of the day. Then we work on one element of</p> <p>4 Leader In Me that we're striving for for the coming</p> <p>5 week. And, typically, about 2- -- about 1:45, we</p> <p>6 wrap up and we move into our PLCs.</p> <p>7 Our -- we have three PLCs. Our elementary</p> <p>8 teachers, they work together, and they discuss</p> <p>9 what's working in teaching and learning for our</p> <p>10 kids. The middle school PLC, because Brian, he has</p> <p>11 the ELAs, he said, and Pia -- she's not here today,</p> <p>12 she's our math teacher -- and Patricia, our science</p> <p>13 teacher, they meet and they discuss the progress of</p> <p>14 each student, because they all have each student.</p> <p>15 So the way those two PLCs function, it's</p> <p>16 different in kind. The third PLC, we call</p> <p>17 "Riverside," and that has to do with buoying up our</p> <p>18 culture and spirit in school. And they take on</p> <p>19 important initiatives, such as the recent Turkey</p> <p>20 Trot Run that we had. We brought members of the</p> <p>21 community out.</p> <p>22 December the 19th, we're bringing members</p> <p>23 of the community in to sell wares to celebrate the</p> <p>24 holiday season, teacher support, spirit, et cetera.</p> <p>25 That's the Riverside PLCs.</p>

<p style="text-align: right;">90</p> <p>1 And those meetings, they run from about 2 1:45 until around 3:00, at which time, we reconvene 3 to discuss what we shared and learned during the day 4 and (incomprehensible) at the bottom of the hour. 5 So that Friday afternoon schedule, we 6 really enjoy. And we commend Margie Creel and 7 members of the board who created it for us, because 8 it gives us time to work together and identify 9 problems, work together collegially to solve them. 10 VICE CHAIR BURT: Okay. How is 11 professional development -- I guess it's that 12 45 minutes -- how is that -- what's being targeted 13 during that time? How is that being identified as 14 what needing? Because I heard there's an emphasis 15 on teaching and learning. What does that mean in 16 your school? 17 MR. CLIFF TOMPSON: Sure. So we start 18 with the understanding that all kids can learn and 19 the expectation. So we always start our meetings 20 with a success story. One that was shared recently 21 came from -- let's see. We had our last meeting. 22 We had some really good success stories. But I'm 23 kind of nervous now, and I can't think. 24 VICE CHAIR BURT: All right. Yeah. You 25 have to be -- because it's, like, recorded and</p>	<p style="text-align: right;">92</p> <p>1 learning development done as professional 2 development for the teachers? 3 MR. CLIFF TOMPSON: Sure. So every 4 Tuesday and Thursday and every Monday and Wednesday, 5 Ms. Baines coaches teachers for about five minutes 6 to perhaps eight at the beginning of the 30-minute 7 block. We're able to do that because this is the 8 time when she would customarily have taught 9 mathematics. However, when we were successful in 10 rehiring Ms. Minns (ph), we recognized that her 11 schedule today had lots of open period. So we had 12 her teach fourth- and fifth-grade math. 13 She's an excellent teacher, as you saw on 14 her scores. And Christine is an excellent 15 TESOL-endorsed instructor. So she spends time with 16 all of the teachers Tuesday and Thursday, Monday and 17 Wednesday, as per her schedule. 18 And then with the kids, she stays for 19 30 minutes and -- talk about success that you've 20 seen, Christine, in TESOL. 21 VICE CHAIR BURT: Actually, I don't think 22 I want to get into anecdotes. Just in time, because 23 I know I'm only the -- I'm one of the first ones to 24 speak. So just in time, I'm getting just right to 25 the point; so if you don't mind.</p>
<p style="text-align: right;">91</p> <p>1 transcribed, you have to. 2 I guess I'm -- before I let you go -- I'm 3 so sorry. So the thing -- I'm asking very 4 specifically how are teachers, your teachers, given 5 professional development in that 45 minutes? Who's 6 giving it? Why are they being given what they're 7 given? Like, how is that developed week over week, 8 very specifically to your teachers? 9 MR. CLIFF TOMPSON: We have -- 10 VICE CHAIR BURT: Where are there other 11 professional development opportunities outside of 12 that 45 minutes a week? 13 MR. CLIFF TOMPSON: Go ahead. 14 MS. CHRISTINE BAINES: My name is 15 Christine Baines. I'm a Level 1 teacher, but I'm 16 also doing the level-up program. I'm halfway 17 through that. Several of us are also doing the 18 LETRS training and so benefit a lot from that. And 19 I'm doing TESOL at our school. So it's been a 20 wonderful training. And I've also done the 21 bilingual certification. 22 But I -- we put a lot into that, too, to 23 help us. And I'm committed to improving my 24 students' reading scores. 25 VICE CHAIR BURT: How often is English</p>	<p style="text-align: right;">93</p> <p>1 Is data reviewed from your -- how do you 2 review data with your staff? 3 MR. CLIFF TOMPSON: I attend various 4 PLC -- I attend PLC meetings in and out. Like, when 5 the middle school kids' teachers met last Friday 6 they were setting cut scores for the students in 7 mathematics and for ELA, what they wanted them to 8 achieve. 9 We've told a couple of stories -- I know 10 you don't want to hear anecdotes -- about how 11 important it is to have a goal that you're striving 12 for. And we had intense conversations back and 13 forth. "Is this too high? Too low?" For each of 14 the 12 students in the middle school. 15 So that was a very informative meeting, I 16 thought, Commissioner Burt. 17 VICE CHAIR BURT: Okay. And one of the -- 18 this is -- I am -- I do -- I guess I just have -- my 19 concern, when I hear, is we have the emphasis. But 20 what my worry is is that it's person-based. And I 21 think it's great, great leadership, to go recruit 22 good people; right? Like, let's go pull a new 23 kinder teacher. Let's go get him from Los Alamos. 24 Like, great schools, especially charters should be 25 doing that. Let's go grab all the great people.</p>



<p style="text-align: right;">94</p> <p>1 Let's bring them in and do it.</p> <p>2 My concern is because of the teacher</p> <p>3 retention rate at the school being -- wavering, my</p> <p>4 concern is if it's person-based, not systems-based</p> <p>5 at the school, you might get progress this year.</p> <p>6 But if, you know, someone leaves, where does that</p> <p>7 progress go?</p> <p>8 And so what my concern is is I hear a lot</p> <p>9 of words about, "This is the priority, this is the</p> <p>10 values," but it doesn't feel like there's a lot of</p> <p>11 systems in place underneath it.</p> <p>12 MR. CLIFF TOMPSON: I can speak to that,</p> <p>13 sure. Our governing board president, Ms. Creel, was</p> <p>14 recently at a training, coincidentally, in Raleigh,</p> <p>15 North Carolina, which is home to the first Leader In</p> <p>16 Me school. We are proud to be one of 6,000</p> <p>17 nationwide. We're seeing proof of our academic</p> <p>18 growth through our membership. We've sought to</p> <p>19 impart that for your understanding today, and,</p> <p>20 frankly, probably feel a little disappointed I</p> <p>21 haven't done a better job of that.</p> <p>22 But that is our system. We will -- we are</p> <p>23 seeing growth, and we're just now having our -- our</p> <p>24 second visit, Christine, from Leader In Me</p> <p>25 personnel? Right.</p>	<p style="text-align: right;">96</p> <p>1 don't want them to just go to UNM. I want them to</p> <p>2 be ready for Harvard. I want them to be ready</p> <p>3 for -- when you have low proficiencies starting in</p> <p>4 kinder going up to eighth grade, it's going to be</p> <p>5 really difficult for them to kick it up into high</p> <p>6 gear at Walatowa and get them ready in that four</p> <p>7 years. So as a system, you guys have to get it from</p> <p>8 the beginning.</p> <p>9 That being said, 64 percent of your</p> <p>10 students are English Learners. So I do expect lower</p> <p>11 proficiencies earlier on. A lot of times when</p> <p>12 there's -- bilingual schools typically have lower</p> <p>13 proficiencies early. But then once it gets to</p> <p>14 third, fourth, fifth, sixth grade, those kids are</p> <p>15 usually excelling, because bilingualism activates a</p> <p>16 part of the brain that many Americans don't have the</p> <p>17 privilege of having dual language; right?</p> <p>18 So I understand, like, testing and</p> <p>19 different parts being not exactly the whole story</p> <p>20 for your school in large part. But at the same</p> <p>21 time, you are preparing your students for outside of</p> <p>22 this school system; right? Like, they need to be</p> <p>23 ready to go off and do those big dreams. Like,</p> <p>24 you're getting them ready for big dreams. But if</p> <p>25 you send them off and they go to remediation at UNM,</p>
<p style="text-align: right;">95</p> <p>1 So this is our first year. So we're on</p> <p>2 the right track even if it doesn't feel like we've</p> <p>3 gone very far.</p> <p>4 VICE CHAIR BURT: Yeah. I guess I'm,</p> <p>5 like, just -- I feel like when you're in a school</p> <p>6 that's really in need of turnaround system --</p> <p>7 right? -- like, what's been happening over the</p> <p>8 course of the last five years isn't necessarily -- I</p> <p>9 think, culturally, you-all are a shining example of</p> <p>10 integrating culture into the education of your</p> <p>11 students. And I think that that's beautiful, and I</p> <p>12 think it's a highlight that a lot of people can</p> <p>13 learn from, from your community and from your school</p> <p>14 and how you do that.</p> <p>15 I think there's another part of it</p> <p>16 where -- and I heard from the teachers today --</p> <p>17 right? -- that you have these desires as a community</p> <p>18 to have your kids go off, get a degree, learn,</p> <p>19 better themselves, and then come back and serve your</p> <p>20 community; right?</p> <p>21 That's part of what you believe as a</p> <p>22 community that you need. Like, "Go do it, come</p> <p>23 back. Like, let's make us better"; right?</p> <p>24 I don't want your students to just be</p> <p>25 ready to graduate from Walatowa High School. I</p>	<p style="text-align: right;">97</p> <p>1 what are we doing for them; right?</p> <p>2 So I think that's where my concern about</p> <p>3 the low proficiencies comes from. And I don't</p> <p>4 know -- like Commissioner Gipson said, I think your</p> <p>5 school is at a place where you can't afford one</p> <p>6 year's growth; right? Your students can't do just</p> <p>7 one-year growth.</p> <p>8 And I know that as a teacher that's, like,</p> <p>9 our job; right? "I got to get them. I have them</p> <p>10 for a year; I need them to grow a year."</p> <p>11 But there needs to be a fire from</p> <p>12 leadership of, "No, we can't just do one year of</p> <p>13 growth for these kids."</p> <p>14 They need to do more, and they can do</p> <p>15 more. I know you all believe that, like, they can</p> <p>16 do better. So, once again, it becomes an adult</p> <p>17 issue.</p> <p>18 But it still, like -- when I read through,</p> <p>19 and maybe, like you said, it's not fully explained</p> <p>20 in the application. But it talks a lot about, like,</p> <p>21 we're using -- about the interim assessments or</p> <p>22 about the curriculum. But how is the actual</p> <p>23 teaching? Like, how is the actual teaching of the</p> <p>24 curriculum?</p> <p>25 You know, I mean, I know we hear a lot</p>

<p style="text-align: right;">98</p> <p>1 about having extra time in schools right now; right?  2 That's a big topic. But if we give more time to  3 low-performing teaching, it's not going to make a  4 big difference. We need a really high, rigorous bar  5 of teaching, and your kids deserve that. I mean,  6 your kids really, really deserve a really high bar  7 of teaching.  8 But I don't know if there's the supports  9 of teachers to make sure that they're getting the  10 information they need. Because it not just testing.  11 It's the day to day is what's important and how that  12 curriculum is being delivered as with a school of  13 predominantly English Learners, that should be  14 professional development that is highlighted  15 constantly.  16 I mean, teaching English Learners is a  17 skill. It's a skill set. It's a specialty. And it  18 needs to be considered, and it needs to be  19 prioritized. And I think that's where I was,  20 like -- I was really concerned with, like, "The  21 changes are we're doing these interim assessments,  22 and so we're going to continue doing these interim  23 assessments."  24 I mean, it's just not an educational  25 program; right? Like, it's not -- that's -- like,</p>	<p style="text-align: right;">100</p> <p>1 gifted students that were here today.  2 MR. CLIFF TOMPSON: Yes. We have a fine  3 education program. You don't want to hear about  4 people. But she's been there for years. And she --  5 she works well pulling up kids as needed one at a  6 time.  7 And the two of us that we are using for  8 the gifted assessment that's coming up in April --  9 and we were mulling over between Woodcock-Johnson --  10 and I'm not sure which tool we're going to use. I'm  11 not -- however, I am sure that even though we  12 might -- I might not come across as Mr. Fire when it  13 comes to curriculum, teaching, and learning, I  14 already told you about the success I had at  15 Carlos Vigil Middle School when we went from  16 12 percent to 38 percent. That didn't happen by  17 just giving them a book and a pamphlet.  18 And then I spoke with your attorney,  19 Ms. Barnes and Commissioner Ingham about my own son  20 who went to school in Navajo, New Mexico, preschool,  21 middle school, elementary school, high school, and  22 is now at his first year of law school at  23 Northwestern University. I feel like,  24 longitudinally speaking, I'm a winner.  25 And I feel like in meeting schools to</p>
<p style="text-align: right;">99</p> <p>1 there should be more to it. Like, "We are doing the  2 Science of Teaching. We are doing..." -- like, I  3 mean, your kinder to third graders, the Science of  4 Reading; right? Like, who's teaching that to the  5 teachers? Who's supporting the teachers in that?  6 And I think that's where my -- I'm worried  7 that we're not going to get there, because I  8 don't -- I really don't feel the fire right now  9 about, like, "We're going to get there." Like, "We  10 are." It's, like, "Well, we have this curriculum,  11 and we have this program, and we're just going to  12 follow it."  13 That doesn't necessarily sit -- no  14 question. You don't have to respond. It's just --  15 I'm struggling with, like, not getting that, like,  16 burning desire of, "Let's -- let's be innovative and  17 do something different."  18 You don't have to respond yet.  19 I do have another question.  20 One of the things I noticed is that -- and  21 maybe it's, like, .00 percent, something like that,  22 to -- why it says zero. But do you have any process  23 of identifying potential gifted students in your  24 school? Because I saw it was like, zero percent  25 gifted. I thought, like, there's no way there's no</p>	<p style="text-align: right;">101</p> <p>1 improve turnaround, even if I don't talk about it a  2 lot, I think I've proven success there, too. The  3 last point I would make is this.  4 We have a fairly collegial faculty. We're  5 pretty open one with another. We're listening and  6 sharing. And I believe that we have the framework  7 in place in teaching leadership, along with  8 academics and culture, to grow our students, as I'd  9 said to Commissioner Beck, at least 30 percent  10 proficient.  11 So at this time we've got to be in the  12 20s, and the year after that, the 30s. I can shout,  13 or I can just say it simply. But that's what we're  14 going to do.  15 VICE CHAIR BURT: That's what I would  16 say -- I think if I were to support a renewal, it  17 would be probably a three-year and wanting to see  18 that level of growth. In growth; right? I mean,  19 I -- like Commissioner Gipson said, I'm actually not  20 as gung-ho on proficiency. I would like to. I  21 would like to be in Los Alamos where we're talking  22 about just proficiency and getting all kids  23 proficient.  24 But I think growth is really important.  25 Because every student can grow; right? Every</p>

<p style="text-align: right;">102</p> <p>1 student can grow. I do think the growth targeting 2 needs to be real high for your school at this time. 3 But I'm happy to hear you guys have a 4 system of identifying gifted, getting them tested. 5 So I just didn't know. It said 6 zero percent. I just don't know if that was 7 happening. 8 The other -- I was also wondering -- I 9 have questions about the governing board. I don't 10 know if -- you want to ask those? If you -- yeah. 11 And then that'll be governing board, if 12 she wants to -- 13 MR. BRIAN APPELL: Again, I'm Brian 14 Appell. English Language Arts. I'm really 15 data-driven. I think we're all professionals as 16 instructors. And so I like the short-term 17 assessments. It's not just about the numbers. I 18 delve into that information, and that guides my 19 teaching. And I think every teacher looks into 20 their MAPs test scores. They're looking at the 21 areas of weakness, and they use that data actually 22 to drive further instruction. 23 And I've been waiting particular- -- I 24 can't say this, that, and the other, because I've 25 only had two little data points for my students.</p>	<p style="text-align: right;">104</p> <p>1 what's so challenging about, you know, when you have 2 inconsistencies in turnover in a school, it makes it 3 really difficult. Turnover in leadership. Turnover 4 in teachers. Like, that makes it difficult to get 5 that arc up; right? And so that's where you see, 6 like, persistently low. 7 So, I mean, if all of you are committing 8 to stay here. No one's leaving. No one is allowed 9 to leave. Everyone is committing. I can do this 10 for you, too, Mr. Tompson. Every teacher here has 11 to stay. No one can leave. 12 MS. CHRISTINE BAINES: I just want to say, 13 it's worth every minute of my drive. 14 VICE CHAIR BURT: If that is something 15 that's real for the school, that there's turnover, 16 then it's important to create systems underneath the 17 people that have it to where data is always being 18 looked at. Everybody's looking at data. 19 Everybody's doing it. 20 And it's not just because you learn how to 21 do it somewhere else, and now you're at Riverside, 22 and now you're doing it here. It's because, at 23 Riverside, this is what we do. It can't be that the 24 teacher does it. It's, "San Diego Riverside, we 25 look at data. We have high expectations. We</p>
<p style="text-align: right;">103</p> <p>1 They've made progress, significant progress. And I 2 think we just need more time to see that, and we can 3 guide our teaching. 4 And we're all professionals. Like I said, 5 we delve into that information and change, adapt our 6 teaching to those weaknesses. That's why we'll 7 continue to show progress in the future and make 8 those larger gains, I believe. 9 VICE CHAIR BURT: I believe that. And, 10 actually, like I said, I think my concern is 11 actually that you are a good teacher. You are -- I 12 just don't know if the underlying system supports 13 lifting up teachers who may not have as much 14 experience as the teachers that are here, you know, 15 like, as you bring new teachers in. Because you do 16 have to know. You have to know this school has 17 turnover; right? Like, you know there's not 18 housing. You know it's a difficult space to recruit 19 and keep teachers. 20 So is it teacher-based? Or is it 21 system-based? And that's my concern is you know how 22 to do it. Great. Does a new teacher coming in, do 23 they have the supports, the system in place to pick 24 up where you left off and continue that growth? 25 That's my concern. I think that might be</p>	<p style="text-align: right;">105</p> <p>1 have..." -- you know. 2 And that's my -- I feel it from each 3 individual teacher. I just don't know if the system 4 underneath them is supporting it being linear -- or 5 longitude. 6 So that's the concern. That's my concern. 7 That would be what I would want to, like, really see 8 in a -- like, in the implementation year check, 9 like, as it goes through, and as we look at, like, 10 what an elementary school -- I would have a really 11 high standard. Because the kids deserve that. The 12 kids deserve to have a high bar for us adults. 13 So I appreciate it. And I do have -- 14 like, individually, sure, I could express a lot of 15 confidence. As a system, something is not working; 16 right? And so I know there's several new folks. 17 And maybe, like, "Okay, we could do this now." 18 But I only have the history to look at. 19 That's where I want to look at coming forward. 20 All right. Governing board. 21 MS. MARGIE CREEL: I just want to address 22 to you, too -- Margie Creel, San Diego Riverside 23 school board president. Just, Vice Chair Burt, I 24 just want to reiterate what you were stating. 25 I, too, am concerned as the board for</p>

<p style="text-align: right;">106</p> <p>1 professional development. We do have money for  2 professional development. I do want our teachers to  3 be professionally developed not just once a week on  4 a Friday afternoon, but go to classes, send them  5 off. And I am all for that.</p> <p>6 And I had raised that issue back when we  7 had our previous principal, Mr. Archuleta. And the  8 school year went by so fast, we didn't do anything.  9 Prior to that, we even had somebody set up to do  10 professional development right before the school  11 year started. That didn't come to fruition, too.</p> <p>12 So we are in -- going to engage. And I do  13 understand your concerns, and I agree with you  14 100 percent on that; so...</p> <p>15 VICE CHAIR BURT: I appreciate that. I  16 think governing board leadership, you all being step  17 in step and coordinating on what that looks like and  18 making sure it's high quality.</p> <p>19 And I -- once again, as a teacher myself,  20 I'm just going to make a pitch. Talk to your  21 teachers about what professional development they'd  22 like as well. Because I know I've had to go to  23 professional development. And I'm, like, "Are you  24 kidding me?"</p> <p>25 But if I chose it, it feels different;</p>	<p style="text-align: right;">108</p> <p>1 years, 10-plus years on the board -- I -- we did  2 have good record-keeping. We always followed the  3 rules, too, the Roberts Rule of Order, posted  4 agendas 72 hours in advance; if it wasn't posted,  5 then to postpone the meeting until it got posted  6 correctly and all. And we've kept minutes, notes  7 all the time.</p> <p>8 Now, I'm going to throw this pandemic  9 right in there, because that's when everything  10 started; right?</p> <p>11 We started meeting online. We always had,  12 when we changed our bylaws to be five to seven  13 members. We've always had five to seven members.  14 The people that I know that we went to, we all went  15 to training together, everything.</p> <p>16 And then it all happened. When we had our  17 five members, a dynamic board, one went to take  18 classes at night. One went to Florida. She had  19 personal issues; she had to go take care of her  20 family in Florida. Then we struggled to get other  21 board members.</p> <p>22 But like you said before, it was my  23 ignorance that I thought as long as we had a quorum,  24 we're okay. Our quorum and our bylaws is three. So  25 we had three from the year that our two board</p>
<p style="text-align: right;">107</p> <p>1 right? So, I mean, also, like, engage with your --  2 just as a little pitch for teachers on the side.  3 Engage with the teachers about what they need.  4 Because I know, even, like, a brand new teacher is  5 going to want something, and a teacher who's a  6 veteran is going to want -- it could be similar.</p> <p>7 MS. MARGIE CREEL: Different.</p> <p>8 VICE CHAIR BURT: It could be very similar  9 in what they want, if you could figure out where  10 everyone is at and what they need. Teachers will  11 definitely let you know, generally, and they'll let  12 you know if it's not good, too.</p> <p>13 So governing board, there's been quite a  14 few challenges. And quite a few of the questions we  15 have are about the governing board.</p> <p>16 So just in the last five years, I'm very  17 interested about -- I mean, I think we -- we can  18 talk about the -- there's a lot of lack of OMA  19 compliance, lack of record-keeping, lack of members,  20 in general.</p> <p>21 How -- what -- what happened, and where  22 are we going?</p> <p>23 MS. MARGIE CREEL: Okay. It's -- with the  24 governing board, we -- I believe that since I've  25 been on the board, which has been, like, 15-plus</p>	<p style="text-align: right;">109</p> <p>1 members dropped off. While we were seeking two  2 other board members, we had three. We still met; we  3 still followed the rules; we still posted the agenda  4 properly; we still took notes.</p> <p>5 But all of our items, like, everything  6 that we -- all of the minutes and all were hard-copy  7 minutes. They were typed up; they were put in a  8 notebook.</p> <p>9 And when we left school in March of 2020  10 and we stayed online until August of 2021, we went  11 online. And the board -- all of the meeting minutes  12 were recorded on Zoom calls.</p> <p>13 Now, from that issue, we had people, like,  14 that were supposed to type up the minutes, put them  15 in what we called "the notebook" for the board  16 meetings.</p> <p>17 And someone came in and cleaned up, you  18 know, right before the kids came back to school  19 after the pandemic. What we were talking about to  20 Mr. Tompson, he kept saying, "I don't find a  21 notebook. I don't see a notebook. I don't know  22 what you're talking about."</p> <p>23 I said, "It had every minute in it, every  24 agenda in it." It was a thick, like, six-inch  25 three-ring binder and all.</p>

110	<p>1 So it's not an excuse, so to speak. It's 2 just, like, that's what happened. And I felt like 3 the board always has been in compliance. But during 4 that time, yes, we did drop to three members, and 5 we're back up to five now.</p> <p>6 VICE CHAIR BURT: And what is your process 7 of reviewing the budget?</p> <p>8 MS. MARGIE CREEL: We see the budget every 9 single month with our -- K12 Accounting is our 10 business manager. And they show us every part of 11 our budget every single month on our board meeting.</p> <p>12 We go through all of the disbursements, 13 the check reconciliation, you know, the bank 14 statements, the line items. We vote on BARs if we 15 need to move money.</p> <p>16 And so every single month -- it's not that 17 we look at it every quarter. We see that every 18 single month.</p> <p>19 So as far as I've been seeing it, I didn't 20 see any deficiencies in what I've been seeing 21 online. Like I said, we were meeting online.</p> <p>22 VICE CHAIR BURT: So it's -- K12 is 23 creating all the reports, creating everything, and 24 then providing them to you for approval?</p> <p>25 MS. MARGIE CREEL: Yes. Yes.</p>	112	<p>1 Can you talk about -- I mean, that was 2 alarming to read that -- right? -- that there's all 3 these issues not responded to.</p> <p>4 MS. MARGIE CREEL: That was a shock to us. 5 Apparently, it started -- Mr. Archuleta was the 6 principal at that time. It was exactly -- probably 7 a year ago, we were called in -- I was called into 8 the office. There was several people in the office 9 with Mr. Archuleta saying, "This is the independent 10 counsel that the Jemez Valley School District hired 11 to audit the school, because it looks like Jemez 12 Valley School District does not want San Diego 13 Riverside Charter School to be chartered under their 14 district any longer.</p> <p>15 "So we -- but we're going to do this 16 independent counsel to see what we think, and maybe 17 we'll take it back to the Jemez Valley School Board 18 and the school board will vote on it and see what 19 they think."</p> <p>20 So after it was all said and done -- like 21 this started in December of last year. Then come 22 about May, we get those something like 57, 60 items 23 that says, "Okay. This is what we found out. After 24 talking to everyone in the schools, you know, 25 serving some teachers, some parents, some students,</p>
111	<p>1 VICE CHAIR BURT: And what is -- how often 2 do you-all review school data? Like, the student 3 academic data?</p> <p>4 MS. MARGIE CREEL: The school board, 5 probably once a year. We don't do that every 6 meeting. The school data -- well, we keep track, 7 because we ask the principal to do a principal's 8 report. And every month I ask for the number of 9 students, even though it might be the same. Like, 10 how many students in first grade? How many students 11 in second grade?</p> <p>12 So I'm, like -- so he gives us a report 13 with that information on it.</p> <p>14 But as far as student data or student 15 growth or testing, we see that maybe -- like, after 16 the MAPs testing, it will be presented to us at our 17 next board meeting, you know, what they saw what the 18 growth would be, or at the end of the school year 19 what they saw the growth would be. But we don't see 20 student data every single month.</p> <p>21 VICE CHAIR BURT: There was also one -- 22 there was a request sent from Dr. Medrano, about 23 57 questions that were to be answered regarding 24 compliance issues, that it says there was never -- 25 no information was submitted to that.</p>	113	<p>1 looking at your information, your books, your bylaws 2 and all of this, this is what we've come to 3 consensus with. These are your deficiencies."</p> <p>4 And so we -- we actually got our lawyer, 5 Patty Matthews, involved, and we went through all of 6 those. Mr. Archuleta, I, and her met several times 7 going through each of those items. And we -- he 8 asked us, I think, to address by -- he gave us a 9 certain date. She said we need -- and it was maybe 10 a week to ten days to address all those items.</p> <p>11 So she sent him a letter that said, you 12 know, "We need more time than this. Please respond 13 for more time. If..." -- the lawyer language. "If 14 I don't hear -- if you do not respond by this date, 15 then I would assume that we are given more time."</p> <p>16 So we went ahead and we did address all 17 those. And I have the e-mails that had gone back 18 and forth. So if Mr. Medrano didn't get those 19 e-mails or the Jemez Valley School District didn't 20 get those e-mails or the board didn't get them, we 21 have them to show that we did address all of those 22 items, if not a majority of those items. And we 23 have them.</p> <p>24 VICE CHAIR BURT: All right. And I just 25 want to make sure. I believe I heard you say that</p>

<p style="text-align: right;">114</p> <p>1 just in the last two months, all five members have 2 done all of their training.</p> <p>3 MS. MARGIE CREEL: Yes. We did it on 4 November 30th and December 1st. We were at the -- 5 yes. At PCSNM at the Tamaya, we finished our 6 training there.</p> <p>7 VICE CHAIR BURT: What would you say -- I 8 don't know if you all have met since then. But what 9 would you all say were your biggest takeaways that 10 you're going to use to implement -- to create a 11 better functioning board in the future?</p> <p>12 MS. MARGIE CREEL: There was a couple of 13 meetings that we went to in the finance department. 14 Like, we had to take three hours of finance. And so 15 we had -- we haven't met, actually, as a board 16 meeting.</p> <p>17 Our next board meeting is December 14th. 18 It's the second Thursday of every month. So we did 19 talk to each other at the -- at the training. And 20 there is, like, the finance piece that we were 21 talking about, just, like hey, we didn't know that 22 you can use Yazzie-Martinez money for this or that. 23 Our school has never even tapped into 24 Yazzie-Martinez money. That money was for us, for 25 Native Americans, and deficiencies and all of that.</p>	<p style="text-align: right;">116</p> <p>1 Where did that come from? 2 Oh, they were online all that time, you 3 know.</p> <p>4 So we need to look at that. How do we get 5 them to par. Maybe it'll take a couple of years, 6 we'll get them up to par. That one training that 7 was eye-opening said that it's going to take, like, 8 13 years to get some of these students back up to 9 par, which that makes sense, because that's K 10 through 12; that's the 13 years.</p> <p>11 So we have to really work hard on these 12 students. That's my takeaway on that part was, if 13 it's going to take us that long, then what do we do 14 with the students right now? We have to work hard 15 to help them -- to help them out, to get them the 16 tutoring that they need.</p> <p>17 Yazzie-Martinez money provides tutoring. 18 You know, those were the things we learned in that 19 training, and that was very helpful to us.</p> <p>20 VICE CHAIR BURT: Yeah. And I think -- 21 because, I mean, obviously, your students, your 22 demographic are the students that are the 23 Yazzie-Martinez students; they are them.</p> <p>24 And once again, I do think, like, the 25 integration of the culturally and linguistically</p>
<p style="text-align: right;">115</p> <p>1 We need to tap into that. We need to look into 2 that. We need to start.</p> <p>3 So right away -- we had a part-time school 4 counselor. We went back to her and talked to her 5 about that. And she said, "I didn't know we 6 could..." -- so she can use that in some tools. 7 She's actually going to a training here pretty soon. 8 She said she's going to a training.</p> <p>9 MR. CLIFF TOMPSON: She's going to 10 Los Lunas on the 14th to see their school. We had 11 some ideas we wanted to use to improve our 12 social-emotional learning.</p> <p>13 MS. MARGIE CREEL: That was the takeaway. 14 Another takeaway that we got is one of the 15 presenters in one of the sessions that we sat in, 16 that our -- Governor Toledo and I sat with in, was 17 to talk about the growth, like you were talking 18 about, how we said, oh, my gosh. There's like all 19 of these students in March of 2020. They went into 20 COVID in the fourth grade, fifth grade. Now they're 21 middle school students. So now we have all these 22 raging hormones. They're not little kids anymore. 23 They're slap-happy, you know, always cracking up 24 trying to be the center of attention in their 25 classroom. They have no social skills.</p>	<p style="text-align: right;">117</p> <p>1 responsive instruction and the integration of 2 culture in the education is not where you-all 3 struggle, I mean, which is where a lot of schools in 4 New Mexico struggle -- right? -- like, combining the 5 culture and education.</p> <p>6 But I think when we talk about the promise 7 that we want to give to families and to those 8 students of Yazzie-Martinez is that we're going to 9 integrate culture and instruction, but we're going 10 to make it rigorous, and we're going to ensure 11 you're ready for any college you want to attend or 12 any career you want to attend. Anything you want to 13 do, you're going to be ready when you graduate from 14 Walatowa High School; right?</p> <p>15 As a feeder into them -- right? -- you're 16 preparing them to excel there and then be ready at 17 18 for everything.</p> <p>18 So the idea that -- you know, these kids 19 don't have 13 years with you; right? None of them 20 do. Not a single one.</p> <p>21 MS. MARGIE CREEL: K through 8. They have 22 nine years with us.</p> <p>23 VICE CHAIR BURT: I really hope -- another 24 takeaway is you don't have time to waste; right? 25 It's today; it's right now. And it has to be more</p>

<p style="text-align: right;">118</p> <p>1 than a year's growth every year. It has to be, 2 like -- it's an emergency. It's a cultural, it's a 3 state of emergency for our students, for our kids. 4 And it should be an emergency in your 5 community, because this is where -- not only should 6 this be a great place for the students who are 7 choosing you now, but the students who are in the 8 traditional school should be dying to come to it 9 your school. I mean, you should have a waitlist 10 out -- you know, because the traditional school 11 district there does not have great proficiencies. 12 It is not serving students in a way that should be 13 as well. 14 So they should be clamoring to get into 15 your school, because you're serving them so well 16 culturally and academically. And I think there's, 17 like, a -- it's just -- it's a tough false dichotomy 18 that we get in education a lot that if we love our 19 kids, that we're -- that they're going to feel loved 20 and cared for all the time. 21 But in academics, sometimes it hurts a 22 little bit; right? Like, it doesn't feel good for 23 kids to, like, be pushed and pushed and pushed. And 24 they struggle. And I know that's why the Leader In 25 Me, the Seven Habits, all those things come in play</p>	<p style="text-align: right;">120</p> <p>1 know. I mean, both of you; right? 2 Like, you should know where every kid is 3 at and where they need to go by the end of the year. 4 You have so few kids and you have so many -- 5 honestly, you have such a high adult-to-student 6 ratio, those kids should be known very intimately in 7 every way, including academically. 8 Once again, it sounds like you know them 9 culturally; you know them personally. But 10 academically needs to be up there as well. 11 MS. MARGIE CREEL: I know some of them 12 academically. And the reason -- you know, and I 13 agree with you 100 percent. Because the reason that 14 I found out is I don't teach at this school. I've 15 never been a teacher. I've helped to be a tutor to 16 students before and all. 17 But I was teaching a religious education 18 class one time. And I asked a student from the 19 school to read. And that's when I came back to the 20 school in a board meeting, and I said, "Guess what, 21 person? You know what? This person, they're a 22 fifth-grader probably reading at a second-grade 23 level. What do we do about it? Get the reading 24 teacher involved. Get the tester involved, things 25 of that nature."</p>
<p style="text-align: right;">119</p> <p>1 to help lift them from there. 2 But the bar has to be high. And if the -- 3 if we're recognizing that the language on the 4 assessments is not at the level in which the 5 teachers are teaching, that has to be bridged; 6 right? Because the assessment is not going to 7 change. So our teaching has to change. 8 And I know I'll never forget having to 9 learn that; right? Because I remember when I was a 10 teacher, my students -- we talked about an ellipsis. 11 They learned "ellipsis" that year. And the way that 12 they talked about it on the test was not the way I 13 talked about it. 14 I could have sworn to you every single one 15 of my students knew what an ellipsis was. But 16 27 percent of students passed that standard. I'm, 17 like, what? 18 It's that self-reflection. Like, how did 19 -- why? Why? What did I do? It's not my kids. 20 It's me as their teacher; right? 21 So I do think it's important for your 22 board, because of where you're at academically, you 23 all really should be looking at it more, and you 24 should know those numbers as well, like, where your 25 students are. You have so few kids, you should</p>	<p style="text-align: right;">121</p> <p>1 So that's where I understand that. I get 2 that. And I do want to, like you said, double down 3 and make sure they get the really hard, rigorous 4 learning that they need to get and take away, you 5 know. 6 VICE CHAIR BURT: And I love -- I actually 7 love it when board members are not educators, 8 because I do think it brings a different perspective 9 into education. Because as a teacher, we're pretty 10 narrow focused on standards; right? I know we need 11 to get them to here. 12 But as a business owner or as a community 13 member, I also need them to know these things -- 14 right? -- like, outside of this just narrow focus 15 that we sometimes get as teachers. 16 So having extra people outside talk about 17 it is important. But I just know the pressure is 18 going to start from the board. It's going to go 19 down to Mr. Tompson. Mr. Tompson is going to have 20 to support all the teachers; right? 21 But this school needs a lot of adult 22 pressure to raise to excellence. And it starts with 23 you all. You all have to know what's going on, and 24 you have to apply the pressure and give them money 25 and support, you know, where it's needed.</p>

<p style="text-align: right;">122</p> <p>1 But you have to know what's going on in 2 order to be able to target that money that you're 3 responsible for to the places it actually needs to 4 go. 5 MS. MARGIE CREEL: Right. Because it's 6 going to be very sad to feel like, oh, you didn't 7 use that money, so let's send it back. Didn't use 8 it, so you lose it. We could have used it. We 9 don't want people to say, "Oh, your school is so 10 poor. You deserve better. Your kids deserve 11 better." 12 Our school is not poor. Our school has 13 finances. We see them every month. We just need to 14 use those resources in the most valid way that we 15 can. 16 Thank you. 17 VICE CHAIR BURT: Appreciate it. Thanks 18 for bearing with me. 19 THE CHAIR: Commissioner Carrillo. 20 COMMISSIONER CARRILLO: Thank you, Chair 21 Burt. 22 Thank you very much. Thank you for 23 bringing the kids. It's always nice to see who it 24 is we're ultimately serving. 25 So a first question I have -- because this</p>	<p style="text-align: right;">124</p> <p>1 rich culturally. 2 What are we doing in terms of reading, 3 writing and math and science? What are we doing in 4 terms of social studies, you know? It's -- the 5 things that Ms. Burt brought up. There's no time, 6 okay? 7 There's -- you know, when someone is, you 8 know, reading -- is seven years old in second 9 grade -- yeah -- ten years old in fifth grade and 10 reading at a first- or second-grade level, unless 11 there's a plan for some really serious 12 interventions -- I did want to hear that. When 13 Ms. Burt was talking about professional 14 development -- like, really interventionists, those 15 kids will never catch up. It's just not going to 16 happen. There's just not enough time. 17 And so what I look at when I look at 18 schools -- and I can't help but think on a general 19 level that New Mexico in so many ways fails its 20 children. 21 So when -- when Arrow was here speaking 22 about Walatowa, he had said, you know, it's 23 challenging at their level, because they're 24 nine-twelve, or eight-twelve. And when they get 25 kids, they're getting kids -- they're nine-twelve,</p>
<p style="text-align: right;">123</p> <p>1 is more procedural than anything else. The 2 recommendation from CSD was three years with a 3 renewal. Legislatively, we -- whether something -- 4 whether three years is approved is up to you, not 5 us. 6 And if you don't want to do three years 7 and you take great exception to that and you say, 8 "No. Why are you -- like, why are you singling us 9 out? We want five like everybody else." 10 So I'm curious. Just quickly, if -- I 11 mean, I'm not saying what I'll do one way or 12 another. If the Commission were to decide three 13 years with conditions, are you and your attorney -- 14 because I'm sure she saw the recommendation -- is 15 that something agreeable to you? 16 MR. CLIFF TOMPSON: Absolutely agreeable. 17 It's what we want. 18 COMMISSIONER CARRILLO: Okay. So 19 question -- so this is blunt, but it is what it is. 20 A note that I wrote to myself right here was, "More 21 of a cultural center than a school." 22 I know that sounds harsh. And the -- and 23 that's because of the academics. And I think the 24 school's very rich culturally. And I think that a 25 lot of our schools that are on Native lands are very</p>	<p style="text-align: right;">125</p> <p>1 aren't they? Yeah. Nine-twelve. 2 Because I remember we were doing their -- 3 a year ago, like, this week, we were doing their 4 renewal. And I remember saying to Arrow -- to 5 Dr. Wilkinson -- that if I was just looking at you 6 on paper, there's no way on earth I would renew you. 7 And I remember saying that, like, word for word to 8 him. 9 And -- but then they really had this 10 incredibly dynamic plan for what they were doing. 11 And he spelled it all out, what they had been doing 12 and what they're starting to do and what their 13 expectation was. 14 I also heard that from the head 15 administrator at Hózhó. And I was just, like, so 16 impressed with that school; and then, this morning, 17 so impressed with Middle College. 18 So, I mean, the idea -- and I think it 19 exists in this building, and it certainly exists in 20 this state -- is that English Language Learners and 21 people that have, you know, cultural differences, 22 that, somehow, they can't learn as much. We're not 23 going to invest as much. 24 And I -- you know, it's ugly to say. But 25 I've been here 33 years. I see it. We're all --</p>



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1 you know. It's the investment that's needed.  
 2 I'll get off the soapbox in a minute, and  
 3 I have questions.  
 4 And it's, like, when I see -- when I look  
 5 at a school -- when I look at a district like  
 6 Gallup-McKinley, you don't exist for kids. You're  
 7 existing for yourselves, the way their policies and  
 8 the way they don't support the charters in their  
 9 county.  
 10 And it's -- it's abhorrent the way they  
 11 treat the Native populations in Gallup-McKinley  
 12 County. They should be ashamed. And if I was still  
 13 on the Santa Fe Public Schools board, knowing what I  
 14 know now, the way they treat charters and the  
 15 populations in that area, I'd bring it up in no  
 16 uncertain terms at a state school board meeting,  
 17 because it's embarrassing.  
 18 And so that was the note for myself. For  
 19 three years, I'd like to hear that.  
 20 So I see this, because it's a renewal, but  
 21 it's a new thing for us, as also an interview  
 22 process.  
 23 So my question, Mr. Tompson, to you, is --  
 24 because we had a very short history with  
 25 La Tierra -- what have you done between La Tierra

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1 and now? That's La Tierra Montessori for those  
 2 that -- so it's on the record, La Tierra Montessori  
 3 School at Ohkay Owingeh. I'm just curious. What  
 4 did you do between then and now?  
 5 Good luck with that.  
 6 That's what you did before La Tierra;  
 7 right? You stepped back.  
 8 MR. CLIFF TOMPSON: Let me tell you the  
 9 history. I retired from the Española Public  
 10 Schools, or I had intended to, June the 30th of  
 11 2022. I got my plaque, went to the dinner, headed  
 12 back to my folks in Missouri, got a phone call from  
 13 La Tierra they needed an interim head learner.  
 14 I said yes. And I never told you this  
 15 like I should have -- on an interim basis, I said.  
 16 "This will be on an interim basis for me, not to  
 17 exceed the first quarter of the year."  
 18 When I got there the second week of  
 19 school, the third week, the first week, I saw more  
 20 that needed to work. I finger-pointed, and I knew I  
 21 didn't want to pour more time into La Tierra.  
 22 And so I want to commend the Commissioners  
 23 for closing that school. I'd close it first. It  
 24 was the right thing to do.  
 25 Here the differences are vast, and I'll

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1 leave it at that.  
 2 COMMISSIONER CARRILLO: I was just  
 3 curious. That's where we first met, this time  
 4 last -- I don't know -- October of last year.  
 5 MR. CLIFF TOMPSON: Yes, sir.  
 6 COMMISSIONER CARRILLO: So I'm curious  
 7 about the evolution of why one wants to leave one  
 8 district and come to us.  
 9 When did that happen? How did that  
 10 happen? Did it come first from the board, the idea  
 11 saying, "We don't want to be with Jemez Valley  
 12 Schools any longer?"  
 13 Did Jemez Valley Schools kind of indicate  
 14 to you there's no chance of your being renewed?  
 15 So what was the evolution of that first  
 16 inkling, huh, maybe we should go -- maybe we should  
 17 be at the PEC instead of here? How did that -- tell  
 18 me about how all that happened.  
 19 MR. CLIFF TOMPSON: I'll give you the  
 20 Cliff Notes version. Then if we have one of our  
 21 veteran personnel from the school that would like to  
 22 speak to that, please do.  
 23 We know that the district did not provide  
 24 proper oversight to San Diego Riverside. We know  
 25 that there are no reports filed for four years. So

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1 last year, they made a catch-up attempt and said  
 2 that -- so the not wanting to be part of came from  
 3 Jemez Valley Public Schools, Commissioner Carrillo,  
 4 more so than it came from San Diego Riverside  
 5 Charter School, unless someone is going to stand and  
 6 correct me on that.  
 7 San Diego Riverside Charter School, we  
 8 looked at several possibilities, knowing that our  
 9 time with Jemez Valley was coming to an end on June  
 10 the 30th. And one of them, we sat down with  
 11 Dr. Medrano, who was here earlier -- he was the  
 12 superintendent -- about becoming a member of their  
 13 district, becoming their school on the Pueblo.  
 14 We talked about it, just talked.  
 15 We talked with Arrow about merging with  
 16 Walatowa. There's been a history. You're not the  
 17 first guy to think of that.  
 18 The appeal to come (inaudible) started  
 19 with my predecessor, Tony Archuleta, who began work  
 20 on our charter renewal.  
 21 COMMISSIONER GIPSON: Did you attempt --  
 22 I'm thinking about this, because I think this is the  
 23 way districts could save themselves. Did you  
 24 attempt to like, be a magnet? To be a magnet  
 25 school? I mean, if you felt like maybe that the

<p style="text-align: right;">130</p> <p>1 relationship, like, in some way was going to sour 2 and they were not going to renew, that being a 3 magnet could have been an option for you to maintain 4 your autonomy, but at the same time obviously 5 administratively still be attached to them? 6 MR. CLIFF TOMPSON: It's interesting that 7 you bring that up, because that's how Leader In Me 8 got started is this school in Raleigh, 9 North Carolina, E.B. Combs Elementary (verbatim), 10 they were set up for a whole 800 kids. The 11 enrollment dwindled down to 300. The superintendent 12 said, "You're going to have to come up with a new 13 magnet theme, or we're going to close your doors." 14 The principal, Muriel Summers, had just 15 been to see Stephen R. Covey speak, a two-day 16 workshop, Seven Habits of Highly Effective People. 17 So kicking it around with her faculty, 18 they brought up this leadership. Everybody was on 19 board, and they found a great success that comes 20 when we teach kids to be leaders to see their full 21 potential in themselves. 22 So that's what we're doing. That's our 23 magnet theme, if you will, Commissioner Carrillo. 24 That's all I could speak to that. 25 COMMISSIONER CARRILLO: Probably --</p>	<p style="text-align: right;">132</p> <p>1 like, merging with them, being a magnet school with 2 them. 3 COMMISSIONER CARRILLO: I see. Thank you. 4 Okay. 5 I know that I share many of the concerns 6 that Ms. -- that Commissioner Gipson had in terms of 7 the number of things that were asked to be addressed 8 that weren't addressed by today's meeting. 9 And my feeling is there's plenty of time 10 to do so, and that it would have been very judicious 11 of you to do that, to come prepared to really 12 address all of the bullet points in the Jemez Valley 13 Corrective Action Plan and also all of the CSD 14 comments as well. 15 So very concerned about that. I don't 16 believe that the professional development question 17 was ever really fully answered. There are things 18 that you do on Fridays and different things you do, 19 you know, with the learning -- the PLCs -- I'm 20 forgetting what the "P" stands for -- 21 (Off-mic response.) 22 COMMISSIONER CARRILLO: There. Thank you. 23 There's so many acronyms, I just can't keep up with 24 the acronyms. 25 And I didn't feel like that was</p>
<p style="text-align: right;">131</p> <p>1 MS. MARGIE CREEL: I'll speak to that. 2 When I hear magnet, I'm thinking about maybe merge 3 with Jemez Valley School District. Instead of being 4 chartered with them, if that's what you're thinking 5 of, that was brought to our attention. Like, say, 6 hey, they don't want to be -- and I believe, like to 7 your first question was did they not want to be your 8 district authorizer anymore? I believe that was 9 yes. I believe they took a vote in their board 10 meeting one time, and it was voted that they didn't 11 want to be our authorizer anymore. 12 And to go back to the question that I 13 think Commissioner Gipson had asked is, like, do 14 they take a percentage of everything that they did? 15 They took 2 percent of everything, every penny that 16 went through that district. So we were actually, 17 like, some funding for them. 18 We were, like, why don't they want to be 19 our authorizer? We're actually helping them out. 20 But we decided that it would be best, 21 because we didn't want to be an us-versus-them kind 22 of situation, that we say, "Okay, we'll take the 23 recommendations that you give us" with their 24 independent council report, and we'll go from there. 25 And that's when we decided on State charter versus,</p>	<p style="text-align: right;">133</p> <p>1 sufficiently answered or addressed. And while there 2 might be funding for professional development, 3 that's coming up, you know, next year or whatever. 4 The challenge I have is the school's been 5 in existence for a really long time. And even 6 though Jemez Valley clearly was derelict in their 7 duty to provide oversight, you can't blame them. 8 It's you guys. You're the guys running the school. 9 You, right now, Cliff, and whoever your predecessor 10 was and before that. 11 I think that a school principal or a head 12 administrator in any school, you know, even if maybe 13 the super is not on top of it or the board, like, in 14 a district setting, if they're not on top of it, the 15 principal surely knows what needs to be done. 16 That's why they're supposedly the principal or the 17 head administrator. 18 And so there has been, I think, a lack of 19 academic achievement for so long that I think almost 20 that's become systemic or institutionalized. And 21 I'm sorry if that sounds harsh. That's my thought, 22 not just on this school. 23 But I see that -- I don't know if you guys 24 read the thing from Arsenio Romero over the weekend 25 that the PED released in starting to hold districts</p>

<p style="text-align: right;">134</p> <p>1 more -- because I think charters and PEC, I think 2 we're great at school accountability, backing off 3 until there needs to be oversight for some reason. 4 And, boy, the districts are -- they're not 5 happy about -- and the unions aren't happy, and the 6 New Mexico school board is not happy. So you know 7 you're doing something right if all those people 8 aren't happy all of a sudden because you're calling 9 them to task. 10 The -- and that's also been going on way 11 too long. 12 What I -- I wasn't inspired today. I 13 didn't -- fire. Somebody used the word "fire." 14 And, yeah. And so you used the word fire. And, 15 yeah, I just -- I -- I felt the fire when Arrow 16 addressed -- Dr. Wilkinson addressed us with 17 Walatowa years ago. Felt the fire -- I can't 18 remember her name -- but the head of Hózhó. 19 Definitely felt the fire with Dr. Hunter. 20 I don't feel that here. And I don't -- 21 what -- the way I vote is not on my feeling; it's 22 more on subjectivity. 23 But this is a very, very challenging 24 situation and -- you know. And I'm curious as to 25 what I hear from other Commissioners. And -- but</p>	<p style="text-align: right;">136</p> <p>1 But the hearings that we had with 2 La Tierra, just so many hearings. And, finally, 3 their counsel -- really the last two times -- the 4 only thing that he could even reach for was, 5 "Please, please give us another chance, please, 6 please." 7 I mean, it was actually -- he did them a 8 real service in terms of his level of counsel for 9 them. But nothing could pull them out from where 10 they got themselves. 11 And that was certainly one of the toughest 12 things I've ever done in the last many years. I 13 appreciate what you're saying. And we'll -- I want 14 to hear from other Commissioners as well. And 15 that's doesn't necessarily limit what my comments 16 might be, because you never know. There's always 17 the Columbo moment. 18 So, Chair Brauer, I'm good for now. 19 THE CHAIR: Very quickly. 20 COMMISSIONER GIPSON: I just have a 21 question. I looked in the part, I think it's F, the 22 lease. And the indication was the lease was only a 23 one-year lease extension with the Pueblo. 24 So I have a concern over that about their 25 willingness to -- you know, how come it was just --</p>
<p style="text-align: right;">135</p> <p>1 I -- it just -- this presents a very, very 2 challenging situation. 3 MR. CLIFF TOMPSON: Like, it's time to 4 fish or cut bait in a way. 5 COMMISSIONER CARRILLO: Yeah. 6 MR. CLIFF TOMPSON: I agree with you. 7 That's why, when the three years was brought up, I 8 think that's better than five. If we can't get to 9 30 percent proficient -- I'm going to turn around 10 and say this. If we can't get to 30 percent 11 proficient in three years, you should close our 12 doors. We're wasting your money, not doing the job. 13 Please. 14 This is our 117th year, we know -- we feel 15 strongly that we're on the right track, 16 Commissioner. And I'll say one more thing, sir. 17 Perhaps I've been guilty of taking the worm's eye 18 view rather than the bird's eye view. I'm thinking 19 that when I'm listening to your observations, which 20 I respect and then thoughtfully shared with us. And 21 now I need to shift how I function in my role. 22 COMMISSIONER CARRILLO: I hear what you're 23 saying. And I don't remember -- I don't know if you 24 tuned into any of it. I hope you didn't. You would 25 have been banging a hammer on your head if you did.</p>	<p style="text-align: right;">137</p> <p>1 was it just a one-year because you were -- even if 2 you were looking to renew with us, the presumption 3 would be that you would continue -- if renewed, it 4 would be three to five years. So why wouldn't they 5 have offered a multi-year lease? 6 MS. MARGIE CREEL: So with the Pueblo of 7 Jemez, the Pueblo owns the property, you know. It's 8 on tribal lands; nobody owns anything. I have a 9 house on tribal lands; I don't own it. It belongs 10 to the Pueblo. Even though I built it, we paid for 11 it, we don't own it. 12 So this is kind of disturbing, too, when I 13 see the one-year. Because when I was with the 14 charter renewal back in -- the one that we did with 15 Ms. Mayhew, like you were saying right before. We 16 wanted to merge with Dr. Wilkinson back in 2015, I 17 believe it was, and we had just got our charter. So 18 2016, we come to you, and you're, like, "No, you 19 just got your charter." 20 Back then we had -- the governor then at 21 that time was Governor Joseph Alfred Toya. He 22 signed a 25-year lease with us. So the thing about 23 that is that it was between us and the tribe. And 24 this is, like, between us, the tribe, and the Bureau 25 of Indian Affairs.</p>

1 So it's something to do -- like, in the  
2 last few years, they've been just giving us a  
3 one-year lease. Every year we have to go back and  
4 ask for a lease, because it has to be -- it has to  
5 run through the Bureau of Indian Affairs through the  
6 Department of Interior.

7 So there's something to do -- I don't know  
8 why that one governor could give us -- there was a  
9 resolution that he even made that gave us a 25-year  
10 lease. That's what they do on housing, when you  
11 build a house on the reservation, they give you a  
12 25-year lease. After that lease is up, then you go  
13 and apply for another 25 years. That's the most  
14 amount they can give you, even if you live there and  
15 own a house there.

16 But why this? Like you said, I can't  
17 really speak to that. It's just in the last few  
18 years, I've seen that happen. They have a realty  
19 officer now that's named Thurman Loretto, and he's  
20 been signing these one-year leases.

21 When I turned in a lease before -- when  
22 David Toledo was the governor, and he signed off on  
23 it, and then Mr. Loretto, Thurman Loretto, says,  
24 "No, no, no, that lease wasn't processed through the  
25 BIA, so, therefore, we have to do it all over

1 again," I don't understand that. I need to go to  
2 the tribal council or the governors.

3 The part about our tribe, our governors  
4 are only in office for one year. They're there  
5 from -- like, December 28th, we're going to select  
6 new governors. And on next December 28th, we're  
7 going to select new governors. They're installed on  
8 January 6th.

9 But you try to get a meeting with -- like,  
10 Mr. Shendo, Department of Education, said we didn't  
11 go out to the governors. We did. We reached out to  
12 the governors. We asked for support letters. We  
13 asked to meet with them.

14 We asked -- there was a letter written  
15 to -- Mr. Kevin Shendo, through the principal, sent  
16 to me, said he never responded to me.

17 So I don't understand that part of it.

18 But we do need to talk to the tribal  
19 council, to the tribe, to the new governors when  
20 they are elected, you know, at the end of the month  
21 and ask them about that. So thank you.

22 COMMISSIONER GIPSON: Thank you. So does  
23 BIE sign off on the lease or --

24 MS. MARGIE CREEL: BIA.

25 COMMISSIONER GIPSON: BIA. So they

1 actually sign off on the lease.

2 MS. MARGIE CREEL: Off-mic.

3 THE CHAIR: You need to talk into the  
4 microphone, please.

5 MS. MARGIE CREEL: Yes, the BIA does sign  
6 off on this lease. And this lease that was signed  
7 off by Thurman Loretto -- well, actually, what they  
8 do is Thurman Loretto is our realty office for the  
9 Pueblo of Jemez. We got the money from the BIA so  
10 we could pay him to be the realty officer. Dominic  
11 Gachupin is our governor.

12 So they signed off on this lease. It was  
13 filed through the BIA. So it's not signed off --  
14 it's not signed off, so to speak.

15 COMMISSIONER GIPSON: It's not your fault,  
16 I'm confused, but it's not your fault. So BIA has  
17 to give you money, and you have to hire the Realtor?

18 MS. MARGIE CREEL: I don't know if you  
19 understand. 638 money? So we 638'ed our money from  
20 the BIA to hire. And ever since that happened,  
21 we've been getting one-year leases. So that's the  
22 short of it.

23 COMMISSIONER GIPSON: Okay.

24 THE CHAIR: Commissioner Manis.

25 COMMISSIONER MANIS: Thank you. I want to

1 echo some of the things that were said by previous  
2 Commission members. But I won't get into some of  
3 the specifics that they went into, because I think a  
4 lot of my questions have been addressed.

5 I had a question surrounding the -- one of  
6 the questions that was asked in the letter that was  
7 sent to -- to your school about your -- your plan  
8 for educational progress -- and if you already  
9 answered this, apologies -- but if you could maybe  
10 explain your plan outside the Stephen Covey  
11 approach.

12 I'm very familiar with the Seven Habits.  
13 But I think one of the -- one of the things that  
14 came to mind about the Seven Habits was that that  
15 might be something more appropriate for, say, a  
16 student success officer to be guiding the students,  
17 rather than that being, you know, a central  
18 component of your educational plan.

19 So can you -- can you maybe detail how you  
20 plan for educational progress over the next three  
21 years, if you were to be approved?

22 MR. CLIFF TOMPSON: Yes, sir. Yes, sir.  
23 Brian and I -- Brian Appell, he's our middle school  
24 ELA schoolteacher -- and I talk frequently. Often  
25 the subject of running comes up and setting scores

<p style="text-align: right;">142</p> <p>1 and goals. We've had some good conversations.  2 And that morphed into our PLC work of  3 setting -- helping the students take the tests  4 seriously. We want to measure how much they really  5 know. We encourage them to do their best, and we  6 get the best from them.  7 That's not easy to do. You're asking,  8 sir, about our plan for growth, as measured by test  9 data. Well, we showed you to the best of our  10 ability within the 30-minute time frame that we had  11 today to show you that every single grade in our  12 school improved in both reading and math, save one  13 score was the same beginning of year to middle. We  14 were very happy to see those fine scores.  15 And you know what, sir? We're going to  16 see them again in the spring.  17 We understand that there's a new era of  18 expectancy placed on us, and we welcome it. Thus,  19 we welcome the three-year concept. We don't need to  20 talk about five years when we're as far behind as we  21 are. We honor the Commission in pointing that out,  22 and we agree wholeheartedly.  23 I'll tell you this. If you'll give us  24 three years and we can't get to 30 percent, close us  25 down. We will have failed. We take that on.</p>	<p style="text-align: right;">144</p> <p>1 within the same classroom, we need to differentiate  2 that instruction.  3 I have some students who like that  4 independent study through, like, a Study.com kind of  5 program, eight-minute video, small test. I retest  6 them on that knowledge to make sure they're familiar  7 with it.  8 Others need direct instruction on the  9 chalkboard, whiteboard. I'm working one-on-one with  10 those students in terms of sentence diagramming and  11 stuff like that.  12 So I don't think there's one specific  13 curriculum, program, app or whatever, that's going  14 to function. And I think all of us, as instructors,  15 we all are utilizing a variety of tools for those  16 different learning styles.  17 And so to -- I'm not sure if I'm answering  18 your question, either. But we can't identify  19 specific curriculum. "This is Pearson," blah, blah,  20 blah, that will be effective for all of our  21 demographic.  22 COMMISSIONER MANIS: I guess one thing  23 that just strikes with me. I know that you had  24 mentioned a couple of times that the school's in its  25 117th year. And for me, where you're at, something</p>
<p style="text-align: right;">143</p> <p>1 As the leader of the school, that's going  2 to be our bar. And we think that we'll show you  3 that we can do it.  4 So to answer your question, helping  5 students come to understand what score they can  6 really get, why they missed what they missed -- you  7 know, we're blessed to have an excellent building  8 test coordinator, Bernadette, who comes in the  9 school and sits down with students and says, "What  10 were you thinking when you selected B instead of C?"  11 She has those conversations.  12 It's that kind of fieldwork in depth, sir,  13 that we believe is going to show much higher scores  14 at the end of the year. That's where we're headed,  15 sir. That's the highway to our success.  16 COMMISSIONER MANIS: So you feel like  17 the -- that the main difference for your school is  18 your testing coordinator? That's how you're going  19 to improve your educational progress?  20 MR. CLIFF TOMPSON: No. Brian, I missed  21 on the question. You take a stab at it.  22 MR. BRIAN APPELL: Again, Brian Appell.  23 Hi.  24 I think it's really hard to define a  25 specific curriculum. Because of our diverse levels</p>	<p style="text-align: right;">145</p> <p>1 has to change to be able to show improvement.  2 So I guess what is it that you're hoping  3 to change specifically to get to where you'd like to  4 go? Whatever goal you have for yourself, the  5 30 percent proficiency, what is it that you're going  6 to do to get to that 30 percent mark that you're  7 striving for?  8 MR. BRIAN APPELL: This is my first year  9 here, so I've seen great gains -- right? -- in terms  10 of that accomplishment. At the school level, Cliff,  11 I think that's you.  12 MR. CLIFF TOMPSON: I just echo the same  13 thing, Brian. My first year, we're -- scratching my  14 head now, both figuratively and literally, because  15 as we planned, Bernadette, we thought, "Gosh, we've  16 got great data to show the PEC that we're growing  17 across the board." But it doesn't seem to resonate,  18 does it?  19 MS. BERNADETTE GARCIA: So one thing I  20 want to add about this is that it is Mr. Appell's  21 first year with us. And one of the biggest things  22 he's bringing as an instructor is his knowledge  23 of -- of the tasks, the test report, how to analyze  24 them.  25 And I also see the new -- the other</p>

<p style="text-align: right;">146</p> <p>1 teachers getting on board and curious with what he's 2 doing as far as analyzing the data. 3 He's making charts. He's starting -- he's 4 understanding where the students are deficient and 5 is working towards how to target those areas. 6 And so I think he'd be -- he's going to be 7 a huge help to us in that regards, because he does 8 understand it. 9 It's just unfortunate that it is his first 10 year with us. And so we do have a few other 11 teachers who just came on board with us, and also 12 Mr. Tompson. So I know that that's -- I hope it 13 doesn't sound like an excuse for it. But I feel 14 like it's a -- a new chapter for us. 15 And being that we do have somebody new 16 who -- on board who does understand these things, 17 that those are things, you know, as an instructional 18 leader, could bring to the table. 19 But we wouldn't know that if we don't get 20 rechartered. So I think, you know, the opportunity 21 to try that for the next three years will tell us, 22 you know, tell all of us -- all of us in this room 23 if it will be effective. 24 I believe it will. But -- okay. 25 MS. CHRISTINE BAINES: Christine Baines.</p>	<p style="text-align: right;">148</p> <p>1 talking about lots of different things, and I have 2 some questions based on past initiatives, based on 3 reading board minutes, your governing board minutes 4 over the past couple of years, it just leads me -- 5 maybe part of the problem that why you haven't had 6 the progress that you're saying you're hoping for 7 now is there actually isn't a strategic plan that's 8 been talked about amongst your -- your governing 9 board, your administrators, your faculty. 10 So it's just a big concern for me. 11 MR. CLIFF TOMPSON: It's a big concern, 12 and it's a fair concern. I think I've -- I'm guilty 13 of -- of the up close, getting to know each of the 14 students as best as I can, the teachers. We've had 15 some issues in our school that have been real issues 16 that we've taken on, outside the auspices of this 17 conversation. But we have. Maybe some of you are 18 aware of them. 19 But your larger point is right. Is it -- 20 Commissioner -- trying to read your name there, sir. 21 THE CHAIR: Manis. 22 MR. CLIFF TOMPSON: Commissioner Manis, 23 your larger point is right. We have not described 24 in the measure -- in the ways that you have listed 25 where it is that we're headed academically. This is</p>
<p style="text-align: right;">147</p> <p>1 I'm hoping to add after-school tutoring hours for 2 students who are interested, and also going to use 3 the CKLA Amplify curriculum, which really holds 4 students to a high level. A great program. 5 COMMISSIONER MANIS: I think for me -- and 6 this is -- I know that there's been multiple 7 perspectives that have been brought in on ways in 8 which you hope to address the poor proficiencies at 9 the school. 10 But there's no strategic plan. And I -- 11 the reason why I say this is because I teach 12 strategic planning at the college level. And so I 13 don't see any strategic plan in place. What are the 14 steps? What are the things that you are -- there's 15 nothing that's, to me, been said that's actually 16 concrete as to the steps you plan to take, other 17 than, "Okay, here's some of this, here's some of 18 that," some sprinklings. 19 But it doesn't seem to me that you've 20 nailed down anything -- put anything on paper and -- 21 as to, "These are the things we're going to do, and 22 this is how we're going to do it." 23 There's not really a -- there is no 24 strategic plan for your educational progress. And 25 that's a big concern for me. Because while you are</p>	<p style="text-align: right;">149</p> <p>1 what I'm going to say, and then I don't know how I 2 can clarify it further. 3 One of the strengths that you guys told us 4 that we have is that we know our students really 5 well. And we leverage that growth through our 6 relationships with them. 7 I think our growth is going to come much 8 like bamboo grows. You know, bamboo will grow an 9 inch a year for six or seven years, and then it 10 sprouts eight or ten feet in a year, because that's 11 just how it grows. 12 For us, sir, Commissioners, we're asking 13 for a chance. In spite of the fact that you might 14 not have heard the finest plan -- it's not that we 15 don't have respect for plans. We do. It's just 16 that where we are -- you know, when Corina came in, 17 sir, and she said, "How long am I going to stay 18 here?" 19 You got me right from the jump. I wasn't 20 expecting that question, so answered, "Honestly, 21 five years." That's how long I intend to stay. 22 "Perhaps seven," I told you later, when I thought 23 about it more. 24 It takes time. It takes authenticity. 25 And these kids have a real appreciation for us. We</p>

<p style="text-align: right;">150</p> <p>1 are building sustainable success. I promise you 2 that we are. And we believe that we've shown it in 3 our MAPs testing.</p> <p>4 And we're with you 100 percent, lock, 5 stock, and barrel. If we can't get to at least 6 30 percent proficient in three years' time, then we 7 should close. We should, because we will have 8 proven that we have failed.</p> <p>9 And I sense your frustration, too, sir, 10 that we're not giving you the presentation, like 11 Commissioner Carrillo and some of the others alluded 12 to, that I can just appreciate what you've said to 13 that end.</p> <p>14 COMMISSIONER MANIS: Well, I -- and I 15 appreciate your response. I just think that, you 16 know, any successful organization, whether it be a 17 for-profit, nonprofit, a strategic plan is 18 imperative if you want to achieve the goals that you 19 have.</p> <p>20 So I would encourage you, if the 21 Commission does approve you, and we go through that 22 process, that you work diligently to come up with a 23 strategic plan that you believe is going to get you 24 from where you are now to the 30-plus percent that 25 you're hoping for by the end of the three years,</p>	<p style="text-align: right;">152</p> <p>1 MR. CLIFF TOMPSON: Anecdotally, I posted 2 this morning, our students went to the AIAI 3 (verbatim) Museum of Contemporary Native Art. John 4 Fitzgerald insisted that we did. Mr. Toya. And I 5 posted that.</p> <p>6 And then last week we had a basketball 7 game and posted that. A cross-country meet, posted 8 that.</p> <p>9 So you're right. Our Facebook page is 10 important, and we've got posts on it from today.</p> <p>11 MS. MARGIE CREEL: Thank you, 12 Commissioner, for that question. This is Margie 13 Creel with the school board. And we did discuss 14 social media as a recruitment tool at the time. I 15 also discussed -- like, we have a small community, 16 and we could go door to door with pamphlets. We 17 discussed that.</p> <p>18 But you're right. Nothing came to 19 fruition. We did build a Facebook page with our IT 20 person. But, like you see, it wasn't kept up as far 21 as recruitment going.</p> <p>22 So that was true. It was -- it was us 23 throwing out ideas. But we still do want to have 24 recruitment. We still want to have -- there was a 25 time back in 2000- -- early on, maybe 2015 -- we had</p>
<p style="text-align: right;">151</p> <p>1 because I think it's really imperative -- a 2 strategic plan is going to help everybody be on the 3 same page as far as your school.</p> <p>4 To move on from that, I have some 5 questions related to -- to some of your meeting 6 minutes. Just some of these things are more so 7 points of clarification that I wanted to understand 8 better. And I know that you're obviously new to the 9 school as the head learner. And so maybe this could 10 be some information from your governing board that 11 could answer this, who have been part of the school 12 for a little bit longer.</p> <p>13 I noticed that in August of 2022, in the 14 minutes, that they had talked about trying to 15 recruit more students through social media. And I 16 noticed that you guys had created a Facebook page. 17 But there really wasn't much activity on that. 18 There was maybe a couple of photos that were 19 provided, and there was one post in June of this 20 year.</p> <p>21 So I just kind of wondered if that 22 initiative for recruitment just fell through the 23 cracks, or if maybe that just wasn't as important 24 anymore, or -- you know, what -- what can you tell 25 me about that, if anything?</p>	<p style="text-align: right;">153</p> <p>1 103 students.</p> <p>2 And, like, we did go down during the 3 pandemic. A lot of the parents took their kids to 4 town with them when they worked in Albuquerque. So 5 they signed them up for schools in Albuquerque. So 6 they drive with them to town, and then they go to 7 school in Albuquerque, and then they drive back home 8 at night.</p> <p>9 And then some parents actually kept their 10 students on online schools. So we did lose some 11 since -- quite a few students since 2020.</p> <p>12 But you're right. Recruitment is a big 13 deal for us, and we, as a board, need to actually 14 step that up. Thank you.</p> <p>15 COMMISSIONER MANIS: What are you hoping 16 to change in terms of recruitment? What are your 17 hopes in regard to that, if maybe social media might 18 not be the initiative?</p> <p>19 And I noticed where -- where -- 20 Mr. Tompson, it looks like you post yourself, but it 21 doesn't look like that's posted to their public 22 Facebook page. Just FYI.</p> <p>23 MR. CLIFF TOMPSON: Copy that. 24 We want the Commission to know that we're 25 up 8 percent with enrollment since the year started.</p>

<p style="text-align: right;">154</p> <p>1 We started at 55; we're at 60 today. We have 2 targeted to 70.</p> <p>3 One of our feeder schools is the 4 Jemez Pueblo Day School that runs through the sixth 5 grade. And, traditionally, we pick up several of 6 their students for the seventh and eighth grade.</p> <p>7 So we'll be over there this spring, 8 establishing relationships with the principal there, 9 to get as many kids as we can for our middle school.</p> <p>10 MS. BERNADETTE GARCIA: Yes. As far as 11 recruitment, I know that Facebook hasn't been very 12 successful. It hasn't been kept up or anything.</p> <p>13 But in a community like ours, there's a 14 lot of little -- small little communities really far 15 apart from each other. So, really, for recruitment, 16 it's a lot of meeting up with people in the grocery 17 store or at the post office or at a first communion 18 or any kind of a party.</p> <p>19 Like, last school year, I was able to 20 bring in seven students. And this year, I got one 21 more. And there's a couple more who are still 22 calling -- parents who are calling and asking me 23 questions and showing interest.</p> <p>24 So I think that's a lot of it is just 25 getting out in the community. And letting them</p>	<p style="text-align: right;">156</p> <p>1 but they don't emphasize their studies on language 2 and culture. They follow the federal government 3 guidelines.</p> <p>4 So our recruitment does let parents know 5 about what we teach. And just to let you know, if 6 you've heard the Towa language before, we say "Towa, 7 Towa, Towa," that's the language we speak. And it's 8 not written. It's not a written language. And as 9 far as we know, we're the only people in the world 10 that speak this language. So that's why we want to 11 preserve and save it.</p> <p>12 THE CHAIR: Commissioner Manis, any 13 further questions?</p> <p>14 COMMISSIONER MANIS: Thank you. Yes, 15 sorry. I do have a few more questions.</p> <p>16 One thing that I noticed in your meeting 17 minutes was there was very limited information on 18 the principal's report. So a couple of things that 19 I'm going to bring up.</p> <p>20 I noticed in January of this year, 2023, 21 that there was a mention of the school being under 22 review by an independent counsel. Can you shed some 23 light on that, what that even refers to?</p> <p>24 MS. MARGIE CREEL: Yes. That's what I was 25 speaking about before, the -- back in December, the</p>
<p style="text-align: right;">155</p> <p>1 know. Because one question I've been faced with 2 when I do try to talk to parents about bringing 3 their students to our school is they tell me, "Well, 4 we didn't know we were allowed to go there. We 5 thought you had to be a tribal member to attend the 6 school there."</p> <p>7 I was like, "No. It is a public charter 8 school. Any of you can come. Your students, K 9 through 8, can come, and they're more than welcome 10 there."</p> <p>11 So I think that's a big misconception. 12 And I think that that -- you know, that verbal 13 getting out there and talking to people and letting 14 them know that they are welcome, you know, at the 15 school. And it's not just a tribal member place.</p> <p>16 So I just wanted to add that.</p> <p>17 MS. MARGIE CREEL: Yes, that's true. 18 The -- we have -- there's only one other school 19 on -- K through 6, because there's the high school, 20 and then there's our school. But the K through 6 is 21 a Bureau of Indian Education school. And it's a 22 public school funded by the federal government.</p> <p>23 And so their curriculum is different than 24 ours, because they do not teach -- they don't 25 emphasize -- they could teach language and culture,</p>	<p style="text-align: right;">157</p> <p>1 Jemez Valley School District was our authorizer. 2 And their district voted to see if they wanted to be 3 our authorizer again for upcoming charter renewal.</p> <p>4 And so they hired an independent counsel 5 to come in and review every part of our school, our 6 finances, our students, our staff. And we were 7 speaking about that earlier today, that a report 8 came out, I believe it was, like, in April and all, 9 with those items that they thought we were deficient 10 in. Yes, that's it.</p> <p>11 COMMISSIONER MANIS: Okay.</p> <p>12 THE CHAIR: I want to share, Commissioner 13 Manis, it's been in our record, in our documents. 14 And it was in the letter that I sent to the school 15 on November the 9th as well, in that addendum. So 16 it's been present.</p> <p>17 COMMISSIONER MANIS: Yeah. Maybe it's 18 just something I missed.</p> <p>19 The other things that I want to ask about 20 are maybe some positive things that you can speak 21 to.</p> <p>22 There were -- there was a greenhouse 23 project and also a farm-to-table project. Can you 24 shed light on those two projects that the school had 25 mentioned?</p>



158	<p>1 MR. CLIFF TOMPSON: Not without getting</p> <p>2 into a personnel matter, where --</p> <p>3 COMMISSIONER MANIS: Okay.</p> <p>4 MR. CLIFF TOMPSON: Yeah. All right.</p> <p>5 MS. MARGIE CREEL: That's -- to share -- a</p> <p>6 little bit like last year, there is a tribally owned</p> <p>7 garden that's right across the road from our front</p> <p>8 door of our school. And the tribe maintains and has</p> <p>9 tribal staff members that maintain that garden.</p> <p>10 And they actually have the students go</p> <p>11 over there and let them see what they're growing.</p> <p>12 And they pick it and all, and they actually have</p> <p>13 brought food from that garden, melons and different</p> <p>14 vegetables, to our cafeteria, and we've used them in</p> <p>15 our cafeteria, yes.</p> <p>16 And there's a -- the greenhouse effect</p> <p>17 that we were working on. We do have a greenhouse, a</p> <p>18 "hoop house," they call it, that we are getting</p> <p>19 fixed up. And we are trying to -- to have our</p> <p>20 students to show them how to grow. Because our</p> <p>21 past, that was our culture in the past is, like, we</p> <p>22 grew all of our food before, and we're trying to go</p> <p>23 back to that.</p> <p>24 COMMISSIONER MANIS: Well, I appreciate</p> <p>25 your responses to all my questions. Thank you.</p>	160	<p>1 COMMISSIONER MANIS: Thank you.</p> <p>2 MS. MARGIE CREEL: Thank you.</p> <p>3 THE CHAIR: Commissioner</p> <p>4 Clahchischilliage. And then Commissioner Beck and</p> <p>5 myself.</p> <p>6 COMMISSIONER CLAHCHISCHILLIAGE: Good</p> <p>7 afternoon. I'm Commissioner Clahchischilliage. And</p> <p>8 I'm from the Navajo Nation. And I have some areas</p> <p>9 I'd like to bring up. And I'm going to present them</p> <p>10 very respectfully, because they could sound a little</p> <p>11 disrespectful; all right?</p> <p>12 But I feel like this is something -- this</p> <p>13 is something I would ask if I were an evaluator and</p> <p>14 something I'd be looking for. So I'm going to</p> <p>15 present this with the spirit that it'll help you.</p> <p>16 First of all, I'm -- I'm looking at --</p> <p>17 I've been listening, and I've been trying to put all</p> <p>18 this information into categories.</p> <p>19 And the category I'm looking at is, first</p> <p>20 of all, I'm looking at the two of you. You're a</p> <p>21 board member president, and you're head of the</p> <p>22 school. And in looking and listening to the board</p> <p>23 member -- I mean to the board president, what I'm</p> <p>24 listening for is what your guide is.</p> <p>25 Are you guided by the state, and are you</p>
159	<p>1 MS. BERNADETTE GARCIA: Can I add to it?</p> <p>2 COMMISSIONER MANIS: Sure.</p> <p>3 MS. BERNADETTE GARCIA: So the</p> <p>4 farm-to-table, like Margie was just explaining, this</p> <p>5 year they added a new component to it. We have a</p> <p>6 cannery that's owned by the county. And it's at</p> <p>7 Jemez Valley Public Schools. And anybody can go</p> <p>8 there.</p> <p>9 A lot of just, you know, community members</p> <p>10 go to do their canning. And so this year, they</p> <p>11 didn't just, you know, help grow the -- the -- the</p> <p>12 farm; but they went and they picked things. They</p> <p>13 went to the cannery. They learned about canning,</p> <p>14 how to can. And they all took, you know, their jars</p> <p>15 home.</p> <p>16 It was -- it's really neat that they were</p> <p>17 able to go all the way from planting it, and, you</p> <p>18 know, taking part in caring for it, watering it, and</p> <p>19 picking stuff, and, actually, seeing the end result,</p> <p>20 you know, not just in the cafeteria, but taking it</p> <p>21 home and making that huge connection between their</p> <p>22 home life. Because it is a big part. They do</p> <p>23 farming at home. So I just wanted to add that</p> <p>24 little piece.</p> <p>25 THE CHAIR: Great. Thank you.</p>	161	<p>1 guided by the community? And the reason I'm putting</p> <p>2 that way -- putting it that way is because from the</p> <p>3 state, you have guidelines that you have to fulfill</p> <p>4 and you're accountable for.</p> <p>5 From the -- from the community of Jemez,</p> <p>6 the responsibility is to implement what the</p> <p>7 community of Jemez wants.</p> <p>8 And then going from there, you, the board</p> <p>9 communicating that to Mr. Tompson, say, when you</p> <p>10 hired him, "This is what the board wants. This is</p> <p>11 what the community wants. This is what we have to</p> <p>12 adhere to with the state."</p> <p>13 I'm listening to that, and I don't -- it's</p> <p>14 not clear to me, in listening to everything I've</p> <p>15 heard.</p> <p>16 And then going on from there, Mr. Tompson,</p> <p>17 with all this information from the board, then you'd</p> <p>18 be able to go the support staff. Going to the</p> <p>19 support staff, you deliver the message.</p> <p>20 And as a result of that, the staff then</p> <p>21 know the direction that you all are going and are</p> <p>22 going to implement.</p> <p>23 In looking at that, that develops a</p> <p>24 structure. And that's what I'm looking for. I'm</p> <p>25 looking for the information that develops a</p>

<p style="text-align: right;">162</p> <p>1 structure.</p> <p>2 And inclusive in this structure are the</p> <p>3 systems. The systems are what gives you information</p> <p>4 on how and what you're going to manage. You have to</p> <p>5 know what you're going to manage. Then you have to</p> <p>6 know how you're going to manage. Your support staff</p> <p>7 then implements. And he gets that from you, the</p> <p>8 board.</p> <p>9 MS. MARGIE CREEL: Okay.</p> <p>10 COMMISSIONER CLAHCHISCHILLIAGE: For me,</p> <p>11 listening, everything is kind of fuzzy. The lines</p> <p>12 are fuzzy. And I'm wondering about the support</p> <p>13 staff. I'm wondering -- I'm wondering what their</p> <p>14 understanding is.</p> <p>15 What's your understanding of what the</p> <p>16 community wants?</p> <p>17 I can tell you what the community wants</p> <p>18 without even talking to them. And that's this:</p> <p>19 They want their children to be able to</p> <p>20 read. They want their children to be able to do</p> <p>21 math. They want their children to be able to write.</p> <p>22 I know that's what they want. They want the best,</p> <p>23 because what they want is their child to succeed to</p> <p>24 the next level, whatever that is for the family,</p> <p>25 whatever that is for the child.</p>	<p style="text-align: right;">164</p> <p>1 unclear as well.</p> <p>2 My recommendation -- we're talking about</p> <p>3 recommendations, and we're all looking at trying to</p> <p>4 get clarity. I see, I hear a desire for clarity.</p> <p>5 Because we're here to assist you, too. We're here</p> <p>6 to help you be successful.</p> <p>7 We're not here to close the school down.</p> <p>8 We're here to understand where you're coming from.</p> <p>9 We're here to understand what you're saying, and</p> <p>10 we're here to make sure that we're supportive of</p> <p>11 you.</p> <p>12 So I'm listening to all of this, and I'm</p> <p>13 thinking, okay, board, Mr. Tompson, support staff.</p> <p>14 Then I'm thinking, all right, all of them need -- we</p> <p>15 need structure here, because I don't see a lot of --</p> <p>16 I don't hear structure.</p> <p>17 And then you look at that. And then I'm</p> <p>18 thinking, okay, then how do you manage? How do you</p> <p>19 manage, and how do you build structure if you don't</p> <p>20 know what you're managing? And if you don't know</p> <p>21 how to manage, maybe you know how to manage in a</p> <p>22 different setting.</p> <p>23 But, like, in the setting with Jemez,</p> <p>24 you're having to implement, I guess, two entities.</p> <p>25 You're having to implement a cultural entity, and</p>
<p style="text-align: right;">163</p> <p>1 The reason I say that is because I taught</p> <p>2 at Santo Domingo and Cochiti. A lot of students I</p> <p>3 got in my class were K through 6, and a lot of my</p> <p>4 sixth graders couldn't read that well.</p> <p>5 So in -- so I listened to what</p> <p>6 Santo Domingo wanted. They wanted their children to</p> <p>7 read. They wanted their children to write. They</p> <p>8 wanted their children to excel in math. So I knew</p> <p>9 that.</p> <p>10 So I worked on that with them.</p> <p>11 And then I had students from San Felipe</p> <p>12 and Cochiti in my class, so I did the same thing</p> <p>13 with them.</p> <p>14 And I knew what structures I had to</p> <p>15 develop as a result of knowing what the community</p> <p>16 wanted.</p> <p>17 The board, the school board of Bernalillo,</p> <p>18 also, I mean, they communicated to me what the</p> <p>19 community wanted. They communicated to me the</p> <p>20 mandates of the state and the mandate of the tribe.</p> <p>21 So that makes it easier for the teachers</p> <p>22 who are teaching, then, to know what they're having</p> <p>23 to do.</p> <p>24 I don't hear that. And if I'm not hearing</p> <p>25 it, then the staff are maybe fuzzy and kind of</p>	<p style="text-align: right;">165</p> <p>1 then you're having to implement a state entity. So</p> <p>2 you have two; whereas, a lot of the other charter</p> <p>3 schools only have one. They just have the state.</p> <p>4 So I think your school is very strong in</p> <p>5 culture. Very strong. I see that. And just</p> <p>6 judging from my students who I taught, the culture</p> <p>7 is alive and well with Jemez. The cultures that I</p> <p>8 worked with the pueblos at Cochiti and San Felipe</p> <p>9 and Santo Domingo, you go to any home and you see</p> <p>10 the culture, you hear it, you see it in the food,</p> <p>11 you see it in the house. It's there. It's alive</p> <p>12 and well and strong.</p> <p>13 So my question is why replicate something</p> <p>14 in school that's already there? What is there is</p> <p>15 stronger in the home than what is in the school.</p> <p>16 That being the case, to me, your job is very -- is</p> <p>17 easier, I guess I can -- the word I would select,</p> <p>18 it's easier, because now you can pull in the</p> <p>19 academic component.</p> <p>20 And I really believe that a lot of the</p> <p>21 students probably need to excel a bit more in</p> <p>22 reading and math and writing. Kids now don't even</p> <p>23 know how to write their A-B-Cs. Kids now can't</p> <p>24 write cursive. And I'm saying this from my nieces</p> <p>25 and nephews, who I tutored during the summer in some</p>

<p style="text-align: right;">166</p> <p>1 of these areas.</p> <p>2 So I am giving you what I'm hearing, and</p> <p>3 I'm giving you my remarks according to my</p> <p>4 experiences. And I'm also giving you information</p> <p>5 according to -- I mean, I'm really trying to fit</p> <p>6 everything.</p> <p>7 And I believe you really are trying. I</p> <p>8 believe that all the teachers -- you know, I've</p> <p>9 heard all the teachers say what they're doing and</p> <p>10 how they're doing it.</p> <p>11 But the weak point is everyone's not</p> <p>12 functioning under the same umbrella. We have one</p> <p>13 choir over here, one over here. We have a different</p> <p>14 one over here and a different one over here.</p> <p>15 Everyone needs to be singing from the same sheet.</p> <p>16 That's what I see needs to happen.</p> <p>17 Everything is there. It just needs to be</p> <p>18 coordinated. Then -- then you'll see your staff</p> <p>19 performing differently. And I think then you have</p> <p>20 something to market to the public. The public then</p> <p>21 will see your charter school as a very unique school</p> <p>22 that they want to be part of.</p> <p>23 So I think if all of that blurriness is</p> <p>24 removed, I think maybe the marketing will occur on</p> <p>25 its own.</p>	<p style="text-align: right;">168</p> <p>1 giving you a quick opportunity to share what you</p> <p>2 wanted to share.</p> <p>3 COMMISSIONER INGHAM: Well, I just wanted</p> <p>4 to state that I have a relationship with -- my</p> <p>5 granddaughter actually attended school at San Diego</p> <p>6 Riverside for a couple of years, so I just have that</p> <p>7 understanding. I believe I can make a complete</p> <p>8 judgment or a -- a un- -- a consistent judgment on</p> <p>9 this school. I just wanted to let you know that I</p> <p>10 have that relationship.</p> <p>11 THE CHAIR: Thank you. All right. I just</p> <p>12 have a few thoughts. I want to first thank you all</p> <p>13 for being here today. It's great to have a room</p> <p>14 full of children to join us, a room full of staff,</p> <p>15 and a good proportion of leadership, traditional</p> <p>16 leadership and the formal leadership as well. So</p> <p>17 thank you all for -- for that -- for this</p> <p>18 presentation.</p> <p>19 MS. MARGIE CREEL: Thank you.</p> <p>20 THE CHAIR: I do have some -- there are so</p> <p>21 many questions that were asked, so I didn't get a</p> <p>22 chance to ask some of the questions that other</p> <p>23 people had.</p> <p>24 But I'm going to share a couple of</p> <p>25 thoughts that I have. And there might be an</p>
<p style="text-align: right;">167</p> <p>1 So I say this with a lot of respect. I'm</p> <p>2 not blaming anyone. I don't know any of you. But</p> <p>3 I'm going strictly according to the information that</p> <p>4 I've been reading, listening to.</p> <p>5 And I think you can do it. You can do it.</p> <p>6 It's just -- you've got to be really honest with</p> <p>7 yourselves and say, "You know what? We really are</p> <p>8 deficient and weak in this area, weak and deficient.</p> <p>9 Let's strengthen this area. Let's get together."</p> <p>10 And you know what? Your staff can</p> <p>11 probably tell you a heck of a lot, too.</p> <p>12 So that's my observation. That's what I'm</p> <p>13 looking for -- looking at. And, like I say, it's</p> <p>14 really been difficult for me, because I've been</p> <p>15 trying to figure out, okay, we're here, what about</p> <p>16 this? And then what about this? So I've been</p> <p>17 trying to fit everything into some type of</p> <p>18 organization.</p> <p>19 So that's what I see. And, again, I</p> <p>20 say -- this presentation is done very respectfully.</p> <p>21 Thank you.</p> <p>22 THE CHAIR: Thank you, Commissioner.</p> <p>23 MR. CLIFF TOMPSON: Thank you,</p> <p>24 Commissioner. (Navajo spoken.)</p> <p>25 THE CHAIR: Commissioner, I wanted to</p>	<p style="text-align: right;">169</p> <p>1 opportunity for you to respond, if that's fair.</p> <p>2 MS. MARGIE CREEL: That's fair. Thank</p> <p>3 you.</p> <p>4 THE CHAIR: First off, I just wanted to</p> <p>5 share -- I want to give credit where credit is due.</p> <p>6 I know, Mr. Tompson, you kind of said -- I don't</p> <p>7 think you meant it in a flippant way. But you've</p> <p>8 done some things. "They're not hearing us."</p> <p>9 We get it. We're in the education</p> <p>10 business, okay? So it's not -- I want to give</p> <p>11 credit where credit is due.</p> <p>12 Your Vista scores went up significantly</p> <p>13 from last year. They weren't very high. You made</p> <p>14 them higher. You're at traditional. And I think</p> <p>15 that's an important opportunity to grow. That's --</p> <p>16 you're going to be able to grow from that point.</p> <p>17 You know, to Commissioner Gipson's point</p> <p>18 around the RIT scores, I don't need an answer to</p> <p>19 this, but I am very familiar with the NWEA, most of</p> <p>20 our Commission is. To see the RIT scores and to see</p> <p>21 not what is the expected growth from beginning to</p> <p>22 middle, that's where the information is. When you</p> <p>23 do those kind of things, you got to give the -- you</p> <p>24 can't bury the lede. You have to, like, show, okay,</p> <p>25 third-graders started here, they're here. That's</p>

<p style="text-align: right;">170</p> <p>1 the equivalent of "blank" in terms of growth.  2 That is not as important for us as it is  3 for your staff. So they know -- they're looking at  4 those numbers, and they have the understanding about  5 what that means for our young children with regard  6 to that one specific assessment, and that it should  7 be encouraging and empowering to do more.  8 I had a lot of questions about the  9 governing council that already was responded to.  10 And this is not to rehash wounds. But it's  11 unacceptable to me that -- to have three board  12 members for quite a bit of time.  13 I get it, but I don't get it. I've been  14 on boards before. So I get it, but I don't get it.  15 So I'm not trying to, like -- like, rehash that.  16 But I just do think that there's a sense of  17 responsibility that you have to take when you have  18 misunderstandings, and you correct them with a sense  19 of urgency, which is super important.  20 I think that I -- this is one question I  21 had.  22 Did you join any meetings with Ms. Brown  23 for preparing for your application process? Or did  24 you have conversations or consultation with CSD in  25 preparing your application, your Part B that you</p>	<p style="text-align: right;">172</p> <p>1 far as the application -- and, again, I don't want  2 to be just making excuses. You guys have heard so  3 much today.  4 But Mr. Archuleta, Ms. Shaw, and Dr. Tamez  5 were the ones who started the charter application  6 last school year.  7 Well, then, by May, Ms. Shaw had resigned  8 and was going to a different school. Mr. Archuleta  9 was retiring again. And when we came back in  10 August, Mr. Tompson had just came on.  11 And Dr. Tamez was saying, you know, it was  12 the end of his contract with us to work on the  13 charter application.  14 And so then it was just given to  15 Mr. Tompson. And I was asked for a little -- for  16 bits and pieces of it.  17 And I think it would have been a totally  18 different situation if it had been something that  19 had -- you know, from beginning to end, with the  20 same administrator, compared to different people,  21 all these different pieces of the puzzle.  22 And, like he was saying earlier, you know,  23 that he thinks some of his e-mails -- some of the  24 e-mails were -- got, like, jumbled up; he didn't  25 know who had e-mailed who what.</p>
<p style="text-align: right;">171</p> <p>1 did, and/or preparing for today?  2 MR. CLIFF TOMPSON: I sure was  3 appreciative of Cheryl's work. She's been very  4 helpful. For that, we worked with Dr. Tamez. Of  5 course, Corina and Brigitte were always available.  6 Corina is always saying, "If you've got a question,  7 let me know. Let me know. Let me know." She's  8 very helpful that way.  9 She's given me some great advice, and I  10 told her what that was and how much I've appreciated  11 it.  12 So I'm very -- I want the Commission to  13 know that I hold the Charter Schools Division in the  14 highest esteem, personally and professionally.  15 THE CHAIR: The reason why I asked that --  16 did you want to respond?  17 MS. MARGIE CREEL: Yes. My answer is no,  18 I did not -- I did not get any information -- I  19 don't know if these two got any information, 'cause  20 Ms. Garcia was the one that was helping us with the  21 charter renewal. And I don't know if she got any  22 information from Ms. Brown.  23 MS. BERNADETTE GARCIA: Yes, I did. I was  24 in a couple of the Zooms.  25 I think what's important to point out as</p>	<p style="text-align: right;">173</p> <p>1 And just from what I experienced with it,  2 from the parts that he did give me to work on -- you  3 know, he tasked me with working on -- that's what I  4 found out. I was, like, there's so many hands on  5 this, and none of the hands were communicating.  6 It was just -- it was a puzzle. It was  7 a -- it was literally a puzzle. And, again, that's  8 not an excuse. But it is something that did happen.  9 That is -- it's just the truth of what happened;  10 so...  11 THE CHAIR: I hope that -- thank you for  12 that. I hope that this has been a learning  13 experience. I know you've been on the hot seat for  14 a while. I know how nervous it is. I've been on  15 your side. Believe me.  16 I've also been on your side of thinking  17 about how can I learn from other people who have  18 gone through this? How can I -- the one great thing  19 about our body is that we're pretty transparent. If  20 you reached out to me or anyone else, we would have  21 picked up that phone and we would have talked to  22 you. There's things to consider as you think about  23 this.  24 And I know, like, coming from an  25 authorizer, a district authorizer, where I know</p>

<p style="text-align: right;">174</p> <p>1 there has not been a good relationship and there  2 probably was a lot of mistrust, and it's, like, "I'm  3 not going to ask them to come in" -- like a vampire,  4 "I'm not going to ask unless they're invited in."  5 I get that. I get that. I think there  6 was opportunity lost for you today to -- to have a  7 really good refined story of what you're doing.  8 You've done a good job in a lot of ways.  9 I just wish that there was -- there wasn't the  10 opportunity lost for you to really put together a  11 succinct presentation and be able to answer some of  12 those questions that I sent you in that letter.  13 Like, there was a lot of questions in  14 that. And we're not going to go through all of  15 those. But some of those are pretty simple.  16 Do you have E-Occupancy in your building?  17 You know, like, what is the deal with,  18 like, the governing council?  19 You know, like, there could have been  20 things that you could have come in and, like, nailed  21 that.  22 And so I hope this is a lesson learned and  23 an opportunity for you to think about, regardless of  24 what we decide here, that there is ways to work  25 together in relation, especially with the Charter</p>	<p style="text-align: right;">176</p> <p>1 Because I grew up in a rural area. So  2 local control was super important to me, and it's  3 sacred. And tribal sovereignty over education is a  4 sacred thing. And we have to honor that.  5 Something that's really important to me --  6 and that's what sways my decision that we will be  7 discussing soon -- is that. And I think I would  8 feel very differently if many of the leadership did  9 not speak so clearly today. And so for me, this is  10 where I'm going to be a little bit like a  11 grandmother is that is such a gift. Like, that's  12 such a gift to have your young people to have  13 leadership come in and put their name out and saying  14 this school, there's history here, 117 years.  15 We can't live in history. There is  16 indigenous futurism that we have to be thinking  17 about. There is protection and preservation of  18 Towa. And to ensure that your students have the  19 skill set, both as language keepers and community  20 members, that they also are college and  21 career-prepared, secure in their identity, and  22 healthy, too.  23 And that's the role of your school in so  24 many ways, and doing that in an appropriate way.  25 And so I think today is a big gift that</p>
<p style="text-align: right;">175</p> <p>1 School Division as you moved through this process.  2 I just wish there was more communication around  3 that.  4 With that said, for me, personally, I  5 think the -- you know, I think there's some things  6 that we can build upon on your -- from where you are  7 right now.  8 I think the biggest thing that matters to  9 me, Commission -- and if it didn't happen today, I'd  10 probably have a very different opinion -- was the --  11 the way the leadership showed up today for you, the  12 way the Jemez leadership showed up.  13 That matters so much to me. I mean, the  14 business that I do, I'm a -- you know, I'm a farmer  15 now, but I'm an educator. I helped open up many  16 different schools across Native communities here and  17 elsewhere.  18 Some of my dearest friends are -- their  19 home is Jemez. To have tribal leadership stand up  20 and support your school, to have Mr. Shendo stand up  21 and support the school for a reauthorization, from  22 the tribal education department standpoint, that  23 matters a lot to me. Because the number one thing I  24 care about in education is both tribal control and  25 local control.</p>	<p style="text-align: right;">177</p> <p>1 you heard. And I wasn't sure -- when I came in  2 today after lunch, I wasn't sure if anybody was  3 going to show up, to be honest. And I think that's  4 an opportunity and, hopefully, another element for  5 you to build upon. Just like the academic results  6 that are starting to show a positive increase, that  7 you recommit to that sacred connection that you have  8 with the leadership here and with the tribal  9 education department, and we use this as a moment to  10 really, like, transform -- transform the school and  11 have a clear plan.  12 Have a clear plan. That's what I'm  13 leaving wanting with, to have that -- to  14 Commissioner Manis's point, like, every organization  15 has a plan.  16 I got a book -- over break, one of my good  17 friends runs the Culture and Language Division. She  18 says, "Do you want a book?"  19 I said, "I want a book, yeah."  20 This book says, Trying Hard Is Not Good  21 Enough. And this is a new book that the Culture and  22 Language Division -- or the Language and Culture  23 Division -- are going to be using for some of their  24 training. Trying Hard Is Not Good Enough.  25 And that -- I think about all the work</p>

<p style="text-align: right;">178</p> <p>1 that your school is doing. All of you individually 2 are doing things. But culturally -- not Towa 3 culture, not Jemez culture, culturally at your 4 school, you need to get that right. You need to get 5 that right. 6 To Commissioner Clahchischilliage's point 7 of view, and your good points, like having clarity 8 of what is your -- what are the things -- "What is 9 our why and how are we going to get there," and 10 having that clarity, this is an opportunity. 11 And so I don't know if you wanted to 12 respond to that. But those are my thoughts after 13 hearing about all the litany of questions that we 14 had. 15 Tribal sovereignty matters the most to me, 16 and I'm going to make a decision based upon that, 17 based on what I saw there, even though I have a lot 18 of questions, and maybe some of my other 19 Commissioners are going to be, like, "Alan, you 20 can't make that decision on that decision alone." 21 But I think with that, there's a gift and 22 a responsibility to do all the other things that are 23 easy. There are some low-hanging fruits here that 24 are unacceptable. 25 Five GC members. That's fine. It's</p>	<p style="text-align: right;">180</p> <p>1 school district, has the -- do you use the process 2 that the school district uses for evaluation and/or 3 do they come in and do an evaluation? Or have you 4 engaged in that process? Because I'm not real clear 5 on that, necessarily. 6 MS. MARGIE CREEL: We've engaged in a 7 state evaluation for our principals -- or for our 8 administrator -- at the end of the school year. But 9 as far as, like, the hiring process, we -- we 10 don't -- I don't know what the school district, 11 Jemez, the Jemez Valley School District uses. 12 COMMISSIONER GIPSON: The school district 13 wasn't involved in the hiring process. And you 14 simply used the form that -- because as a charter, 15 you can if you want waive -- that is a waiver that 16 you can get. 17 But I didn't know what you were using. So 18 that it's a -- so that in your board minutes, it 19 shows an evaluation and a public decision that was 20 made? 21 MS. MARGIE CREEL: It was mainly made 22 amongst the board at a board meeting, yes. It 23 was -- well, we shared the information at a board 24 meeting. And then the board went into executive 25 session and we talked about it, and then we offered</p>
<p style="text-align: right;">179</p> <p>1 unacceptable that that will ever be an issue again. 2 Getting your trainings done. You know, reviewing 3 data from your school and your meetings monthly. 4 Having clear professional development. 5 There's a lot of things that, you know, 6 it's going to take the work. It's going to take 7 hard work. But the hard work is not going to be 8 enough. 9 There needs to be commitment, for sure. 10 So those are my thoughts. Go ahead. 11 COMMISSIONER GIPSON: So -- and I 12 appreciate your thoughts. I think I'm standing in 13 the same place. Through lunch, I worried, because I 14 really had the sense that there wasn't tribal 15 support for this. 16 The letter that Mr. Tompson had submitted 17 to us kind of indicated that. So to me, if the 18 tribe wasn't going to support the school, I'm 19 certainly not going to. So it was a 360 with the -- 20 with the show-up for that. 21 But I do have one question, 'cause the 22 number one responsibility of a governance council is 23 the hiring of the head administrator. And I don't 24 know -- I guess I need a little clarification, only 25 in the sense that because you have been with the</p>	<p style="text-align: right;">181</p> <p>1 Mr. Tompson the position, yes. 2 COMMISSIONER GIPSON: Okay. But then -- 3 okay. That's the hiring. But then the -- is there 4 a yearly evaluation process that you engage in? 5 MS. MARGIE CREEL: Yes. I'll do a -- once 6 or twice a year, I have the staff and faculty input. 7 So I send out a survey, so to speak. Then we get 8 the input from that, and we evaluate based on that, 9 and based on what we have worked with him, yes. 10 COMMISSIONER GIPSON: Okay. Thanks. 11 THE CHAIR: Commissioner Carrillo. 12 COMMISSIONER CARRILLO: I wanted to make a 13 motion, but I need to talk to Julia first. 14 THE CHAIR: Commissioner Carrillo, if it's 15 okay, we're going to take a five-minute break. And 16 then I have had, from -- because of the school being 17 in the specific Commissioner's district, that 18 person, Vice Chair Burt, was interested in making 19 the motion. 20 COMMISSIONER CARRILLO: But she didn't 21 speak up soon enough. 22 THE CHAIR: She spoke up. She whispered 23 that to me about 30 seconds ago. 24 COMMISSIONER CARRILLO: That was off the 25 record. That's why we have open meetings, and</p>

182	<p>1 that's why we have all this stuff.</p> <p>2 THE CHAIR: Thank you, Attorney General.</p> <p>3 I appreciate the reminder.</p> <p>4 COMMISSIONER CARRILLO: I don't know. It</p> <p>5 may come back. We'll take the five.</p> <p>6 THE CHAIR: Let's take a five-minute</p> <p>7 break. We'll be quick on this, and then we'll come</p> <p>8 back and close up.</p> <p>9 (Recess held.)</p> <p>10 THE CHAIR: All right. Thank you, all.</p> <p>11 Commissioner Burt -- or Vice Chair Burt.</p> <p>12 VICE CHAIR BURT: Thank you. This is</p> <p>13 going to be a little long. So you all bear with me.</p> <p>14 I move that the Public Education</p> <p>15 Commission approve the application for San Diego</p> <p>16 Riverside Charter School for a three-year term, 2024</p> <p>17 to 2027, with the following conditions:</p> <p>18 No. 1: That the data from the '23-'24</p> <p>19 school year be considered as baseline to show</p> <p>20 improvement during the '24 to '27 contract term.</p> <p>21 No. 2: That by March 1st, 2024, the</p> <p>22 school complete the transition year checklist, as</p> <p>23 approved by -- and be approved by the PEC, which</p> <p>24 shall include any unaddressed items identified from</p> <p>25 the Jemez Valley Public School Corrective Action</p>	184	<p>1 required by the Open Meetings Act, including</p> <p>2 providing an adequate head administrator evaluation</p> <p>3 process and evaluation tool that conforms to</p> <p>4 national best practices; and</p> <p>5 d., conformance with generally accepted</p> <p>6 standards of fiscal management, beginning with</p> <p>7 specific immediate action to correct the</p> <p>8 unsatisfactory performance related to the fiscal</p> <p>9 management, which must include oversight by a</p> <p>10 trained, legally compliant finance and audit</p> <p>11 committee, adequate internal control policies and</p> <p>12 procedures, and improved audits.</p> <p>13 The specific item -- sorry.</p> <p>14 The specific immediate actions needed on</p> <p>15 Items 4.a. through d. above will be outlined in the</p> <p>16 school's negotiated performance framework.</p> <p>17 The first annual report will confirm</p> <p>18 completion of each item, or, if the concern is not</p> <p>19 corrected, will identify the uncorrected</p> <p>20 unsatisfactory performance on each item that will be</p> <p>21 subject to further PEC action.</p> <p>22 COMMISSIONER GIPSON: Second.</p> <p>23 THE CHAIR: Thank you. We have a motion</p> <p>24 and a second.</p> <p>25 Vice Chair Burt?</p>
183	<p>1 Plan.</p> <p>2 No. 3: That the school hire a mentor or</p> <p>3 mentors for administration and governing board to</p> <p>4 assist in the creation of the strategic -- of a</p> <p>5 strategic vision and plan for the school to achieve</p> <p>6 the growth goals for the students and ensure that</p> <p>7 the governing board is providing effective adequate</p> <p>8 oversight.</p> <p>9 And, No. 4: That the school's record of</p> <p>10 performance for the charter term demonstrates:</p> <p>11 a., student academic growth beginning with</p> <p>12 specific immediate action to correct student</p> <p>13 academic growth that is presently below State</p> <p>14 standards, including identification of a robust,</p> <p>15 strategic educational plan and a comprehensive</p> <p>16 teacher training program;</p> <p>17 b., sufficient tribal consultation to</p> <p>18 ensure that the Jemez Pueblo leadership and Jemez</p> <p>19 Pueblo Education Department are consulted on key</p> <p>20 Pueblo issues, including consultation on the Towa</p> <p>21 language curriculum, and the outcomes of tribal</p> <p>22 consultation reflect that the Jemez Pueblo and Jemez</p> <p>23 Pueblo Education Department concerns are addressed;</p> <p>24 c., satisfactory oversight by a trained</p> <p>25 legally compliant governing board that operates as</p>	185	<p>1 VICE CHAIR BURT: Thank you. So I do --</p> <p>2 I'm actually very grateful for Chair Brauer in the</p> <p>3 way which he said -- I mean, the strength of the</p> <p>4 community supporting the school is such a treasure</p> <p>5 that not many schools get. Like, I don't know if</p> <p>6 you all really truly understand how incredible it is</p> <p>7 that the leadership of your community, the</p> <p>8 leadership of your tribe is involved so deeply in</p> <p>9 the school.</p> <p>10 And I think that that's an incredible gift</p> <p>11 to your community that should not be wasted. So I</p> <p>12 am supportive of a three-year, because I do think</p> <p>13 this is an emergency. We need to see action today,</p> <p>14 and it has to be sustainable, strategic growth over</p> <p>15 the course of the next three years.</p> <p>16 So I don't think -- I think this is,</p> <p>17 like -- it's not going to feel like -- this is</p> <p>18 urgent. And I really think that this is going to</p> <p>19 feel like a lot, especially in the next coming</p> <p>20 60 days or so, as you're putting together a plan.</p> <p>21 And I think bringing in some people from outside who</p> <p>22 are expertise -- have expertise in this kind of work</p> <p>23 is going to probably suit best.</p> <p>24 So that's why we -- I included those items</p> <p>25 very specifically in the conditions as well.</p>

<p style="text-align: right;">186</p> <p>1 I know we weren't specific about getting 2 to what percentage of proficiency or growth. I just 3 want to see an upward trajectory, like, it needs to 4 be consistent upward trajectory, year over year. 5 And I think you guys have so many of the 6 pieces laying around, just bringing them all 7 together and making it sustainable to where the next 8 117 years, this school is in a place where people 9 know exactly -- when you come on board to this 10 school, people understand what it means to be an 11 employee of the school, they know what it looks 12 like, they know what the culture of it is. 13 And I think you all are going to -- you 14 get the opportunity to lay that foundation now. 15 So I think this is a lot. And it doesn't 16 leave wiggle room. It's a high bar, a very urgent 17 bar. And so that's why I'm going to support the 18 movement, and I think, once again, from what Chair 19 Brauer said, I think because you have the support of 20 your community is why I support giving it this 21 opportunity. Otherwise, if it was just on paper, it 22 would be very difficult. 23 MS. MARGIE CREEL: Thank you for that. I 24 appreciate that. 25 THE CHAIR: I'm sorry, ma'am. We're not</p>	<p style="text-align: right;">188</p> <p>1 And I'm not saying Jemez -- you know, I 2 think, clearly, they didn't provide the oversight 3 they should have. 4 So I'm not going to support the motion. I 5 don't think the kids have three years to wait. 6 These little kids here that are in kinder -- most of 7 them, I imagine, were anywhere between five and 8 eight. So that means they're going to be eight and 9 eleven. 10 And, so, you know, there's no time -- I 11 just don't think there's time. And, often, when 12 we're going to look at a -- and this is part of, I 13 think -- legislatively, I think this exists -- that 14 if we're ever planning to non-renew or close, we are 15 also to consider -- and maybe this is just one of 16 our internal, like, ethos things. 17 We have to consider what other options are 18 there for these children. And let's face it. Jemez 19 Valley Schools is not doing great. But it's not as 20 though they're so, so bad relative to where you are; 21 right? And so you're not sending kids to the Gulag 22 if you, for some reason, non-renew. There are 23 options. 24 And so I'm concerned -- and I know that 25 she probably means more than -- when you said an</p>
<p style="text-align: right;">187</p> <p>1 able -- it's not a question. We had a motion. And 2 now we're only discussing amongst us about the 3 motion itself. So apologies for cutting you off, 4 but -- any other comments from the Commission? 5 Commissioner Carrillo. 6 COMMISSIONER CARRILLO: So I am 7 understanding of the comments that you made earlier, 8 Chair Brauer, and what Ms. Burt just said relative 9 to the support of community. 10 And it is huge. It's absolutely huge. 11 And, really, no school survives without it, any 12 charter, and, actually, you know, any district 13 school, you know. 14 And -- and I'm reminded of, you know, when 15 I was with SFPS, the different surveys that we would 16 do sometimes, like 360-degree surveys and things. 17 And, pretty much universally, people -- and no 18 matter how bad a school was, people loved their 19 school, but they hated the district; right? The 20 district was just causing all these problems. 21 But everything in their little world of 22 the, you know, 30 schools that we had -- at the 23 time -- I can't remember -- they were in their 24 bubble where everything was great, but it was the 25 district that was the problem.</p>	<p style="text-align: right;">189</p> <p>1 upward trajectory, Vice Chair Burt, you know, one or 2 two points is upward trajectory. But somebody who's 3 reading on second-grade level that's already in 4 fifth grade, that's not going to do them very much 5 good. 6 That's why I said also, at the end of 7 three years, where are we? Are we right back here, 8 and now all of these five- to eight-year-olds, what 9 have we done with them? I believe that we as a 10 Commission will have failed them. Because, 11 ultimately, it's about reading and writing -- 12 reading, writing, basic math skills, oral -- you 13 know, oral competencies, to be able to speak to 14 groups or to lead or whatever it might be. 15 And I'm -- you know, some kids, college, 16 great. You know, it's just -- sometimes, 17 culturally, we focus way too much on college, 18 because there are so many happy kids that get a 19 certification in construction or welding or 20 whatever, they're making bank, they're totally 21 happy, they're building their families, societies, 22 and everything else. It's not all about secondary 23 education and college and everything else. 24 I'm looking at the -- so -- I mean, it 25 was -- you probably got a sense of what my thinking</p>



<p style="text-align: right;">190</p> <p>1 was going, you know, into this. And so I was going 2 to make a motion to deny, which is just the hardest 3 thing ever, you know, I think, for a -- well, 4 really, for a Commission. 5 Because districts all too often just let 6 schools continue to fail, and they don't even change 7 their leadership. They just move right along. But 8 at least we have the option to have something else 9 for kids -- for kids and families to look for 10 something else. 11 And when I look -- and I would like the 12 Commission to consider the five- to eight-year-olds 13 and what are -- man, I'm going to use this word -- 14 what are we condemning them to in the next three 15 years if they're not -- do you know how long it 16 takes to write a really good strategic plan and then 17 to implement a good strategic plan and to hire 18 people who can help you do that and to come up with 19 the professional development for teachers? 20 Not meetings -- not PLC meetings and 21 things like that, but, I mean, really, lessons for 22 teachers in how to be better. Lessons for 23 administrators in how to be -- in how to have 24 effective classroom observation and then provide 25 effective feedback.</p>	<p style="text-align: right;">192</p> <p>1 three, if there's not substantive improvement. 2 And so, you know, again, I'm going to come 3 back worrying about the five- to eight-year-olds. 4 And, you know, and I -- because you've 5 been in existence so long -- and I'm respectful of 6 that, you know, Chair Brauer. But because you've 7 been in existence so long, why is it like this? 8 Where were the -- I mean, even though there was 9 tribal consultations -- but if they came today -- 10 and I think that's fantastic. But where have they 11 been the last 20 years in examining the school? 12 Because these are your -- these are all of 13 our kids. But, I mean, I think, especially, when it 14 comes to schools on tribal land, and they become -- 15 there's a special relationship and oversight that 16 should happen. And with all due respect to the 17 tribal elders, clearly, it didn't. Everybody 18 dropped the ball -- okay? -- on oversight in this 19 school. 20 And I don't necessarily have the 21 confidence in the team right now that they can pick 22 up this ball and run with it and make substantive 23 change. 24 The -- for the board -- I'll get into 25 this. But, you know, for the board, vigilance. I</p>
<p style="text-align: right;">191</p> <p>1 I mean, all this has to happen. 2 And my sense is too quickly. Not that I 3 would ever -- I'm not a fan of five years for most 4 of anything unless a school is excelling. And when 5 I look under the different elements of why I 6 believe -- and I'm speaking to Commissioners -- why 7 a denial is the appropriate move, academically, 8 yeah, there's been some increase in the Vistas 9 designation. 10 But, you know, I don't live and die on 11 Vistas, by any means, because then when you start to 12 drill down into Vistas, you see, "Oh, look how this 13 school is really doing." 14 And people often use this as, "Oh, yeah, 15 we moved from an 18 to a 32." 16 It's, like -- but you're still batting 17 100, okay? 18 And, you know, it's, like, there's a point 19 to which -- I use sports analogies a lot. There's a 20 point at which you allow a certain amount of time -- 21 in high school, if you can't turn that team around 22 in four years, you're getting a new head coach. 23 Four is the max in high school athletics to turn 24 something around, probably less. Contracts in 25 professional sports, I would say never more than</p>	<p style="text-align: right;">193</p> <p>1 mean, you said that you look maybe once a month or 2 at the end of the year or something -- can't 3 remember exactly, but I'm sure it's part of the 4 record -- in examining the academics for the school. 5 You should be looking at that every board meeting. 6 Every board meeting. 7 And at every board meeting, either a 8 teacher or a head of department or somebody needs to 9 be making a presentation to you about, "This is what 10 we're doing; these are the results we've seen." 11 What was it, Ms. Gipson? -- who -- RBA. 12 What are we doing? Who did it help? What's the 13 thing? 14 COMMISSIONER GIPSON: What did we do? How 15 much did we do? And is anyone better off? 16 COMMISSIONER CARRILLO: Every meeting, you 17 guys ought to be asking that, and it's got to be a 18 mantra. Also, I would say the school meetings that 19 happen on Fridays. 20 There have been three to four audit 21 findings each year in the charter. Didn't hear 22 anything today how you're going to increase 23 financial -- how you're going to operate more 24 soundly financially. 25 THE CHAIR: Commissioner, I just want to</p>

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1 make sure that we are discussing the actual motion  
 2 itself.  
 3 COMMISSIONER CARRILLO: I'm discussing the  
 4 motion, because I'm discussing not supporting it.  
 5 And I'm giving you the reasons why.  
 6 THE CHAIR: You're just going back into --  
 7 thank you for clarifying that. It sounded like  
 8 you -- yeah.  
 9 COMMISSIONER CARRILLO: Thank you, Chair  
 10 Brauer.  
 11 And -- you know, and this is a hard thing  
 12 to say -- well, maybe not so hard. I am -- you  
 13 know, so when we have a new school that comes before  
 14 us, I mean, one of the things that I'm going to do  
 15 more than ever, based on especially the last two  
 16 conferences we went to, but the one in Oakland,  
 17 drill down more than I ever have in the last three  
 18 years in speaking with proposed boards, because,  
 19 obviously, if it's a new school, they're bringing  
 20 people forward that, obviously, they want us to meet  
 21 and everything else and propose -- usually, it's a  
 22 founder at that point and -- who's going to be the  
 23 new head administrator.  
 24 But really drilling down to the extent  
 25 what is their management experience, what is

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1 their -- where are the successes to point to over  
 2 the years?  
 3 And I think, in general, I don't have  
 4 confidence in this team to take you where you need  
 5 to be.  
 6 And I know putting it that way sounds  
 7 super-duper harsh. It is what it is. And I always  
 8 circle back to the five- to eight-year-olds. It's,  
 9 like, they don't have time; right? Because they're  
 10 going to end up at Walatowa, and then they're going  
 11 to be the responsibility of Dr. Wilkinson. He's  
 12 going to have to be the one to catch them up in  
 13 grade nine when they're reading at a fourth-grade  
 14 level. He came to us and told us that's the  
 15 situation that he gets all the time when kids come  
 16 from the Jemez Valley Schools to his school.  
 17 So I'm very concerned. I respect the  
 18 things that Vice Chair Burt said. I love the  
 19 support of the community. Community support can't  
 20 happen once a year; okay? The oversight needs to  
 21 happen all the time. Whether it's an elementary  
 22 school in Albuquerque Public Schools, or a charter  
 23 that happens to be -- even in the Northeast Heights,  
 24 who cares? You got to have oversight and  
 25 accountability.

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1 And I haven't seen that happen, and don't  
 2 have the confidence that it will.  
 3 I can't support the motion for those  
 4 reasons.  
 5 Our charge is to make sure kids --  
 6 culturally, let's face it. You guys are knocking it  
 7 out of the park. But our charge is also to make  
 8 sure that kids have the academic foundation to do  
 9 whatever they want to do that's next. Whatever they  
 10 want to do that's next, they have to have the  
 11 academic foundation to be able to do that.  
 12 And this is taxpayer money. And I think  
 13 all too often people have an idea, and they want to  
 14 open a small charter because they're doing something  
 15 different, and then it doesn't work out, and we give  
 16 them five years, and then we give them another five  
 17 years. Ten years has passed. It's all taxpayer  
 18 money, by then easily close to \$10 million, even for  
 19 a very small school.  
 20 It's, like, somewhere, somewhere we have  
 21 to say, "You know what? We have to find better  
 22 options."  
 23 And this is about the motion, maybe --  
 24 it'll be a comment that I have after the vote, if  
 25 you would allow me to do that, because I have some

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1 really strong ideas about this, the subject in  
 2 general. That's all I have for now.  
 3 THE CHAIR: Commissioner Ingham.  
 4 COMMISSIONER INGHAM: Yeah. Here's -- I'm  
 5 just going to state -- I've got to say that it seems  
 6 to me that you guys tried to change horses very  
 7 quickly, and from a tragic place that you were in  
 8 and that it doesn't appear that you've had time to  
 9 put together a coherent and cohesive proposal. And  
 10 the presentation was pretty much the same. It was  
 11 scattered and not cohesive.  
 12 And what I would suggest -- I actually can  
 13 support the motion, because -- because at this point  
 14 I think you do have some -- some -- you do have a  
 15 lot of pluses.  
 16 But you've got to get on task and be  
 17 cohesive and coherent; okay? So what I would  
 18 suggest is that -- we had a facilitator help us with  
 19 a mission statement. And I'm going to tell you it  
 20 was transformational for me. And we did it. And it  
 21 didn't take six months to do.  
 22 But I'm going to say you're going to have  
 23 to put a priority on that, to go and do a retreat  
 24 between some of the tribal members, some of the  
 25 staff, and your board, and go through and figure out

<p style="text-align: right;">198</p> <p>1 what you're about.</p> <p>2 And I'm supportive of a short term to turn</p> <p>3 this around. If you can't get coherent, if you</p> <p>4 can't -- then that's -- I'm sad about that. I would</p> <p>5 be really excited if you could come back to us the</p> <p>6 next time you're reporting to us and have a -- a</p> <p>7 plan that you can articulate without stumbling</p> <p>8 around, articulate a plan, and you're heading in</p> <p>9 that direction. If you can do that, I will be</p> <p>10 thrilled. So that's all I wanted to stay.</p> <p>11 I do hope and pray that you guys can make</p> <p>12 this school what it should be, but it's going to</p> <p>13 take the adults in the room to turn it around.</p> <p>14 THE CHAIR: Thank you, Commissioner</p> <p>15 Ingham.</p> <p>16 Seeing no other hands, I'm just going to</p> <p>17 share that I think that we see that this is a --</p> <p>18 this is -- we're thinking a lot about this vote.</p> <p>19 We're thinking a lot about, to Commissioner</p> <p>20 Carrillo's point, the five- to eight-year-olds, the</p> <p>21 teenagers in your school -- I don't want to leave</p> <p>22 your teenagers behind that shined today -- the</p> <p>23 community at large, and what this school -- when</p> <p>24 this school was at its best, what that means for the</p> <p>25 community.</p>	<p style="text-align: right;">200</p> <p>1 three-year renewal, there's a moment of</p> <p>2 reconciliation as a group of people. And,</p> <p>3 hopefully, the doors will open bidirectionally, both</p> <p>4 ways, that we're working together in unison to come</p> <p>5 up with a plan that Commissioner Clahchischilliage</p> <p>6 said so eloquently earlier.</p> <p>7 So any other comments before we --</p> <p>8 Commissioner Gipson.</p> <p>9 COMMISSIONER GIPSON: So -- and I support</p> <p>10 all that you said. I'm not a fan of three-year</p> <p>11 contracts. I'm not going to get into that. But I</p> <p>12 know that the alternative would not be good.</p> <p>13 So I will support a three-year contract,</p> <p>14 you know. But I think the statement of where -- we</p> <p>15 do have to take into consideration where students</p> <p>16 would go. And it takes -- you know, it's -- I think</p> <p>17 someone said there's options. Well, there isn't.</p> <p>18 It's a plural -- it's not a plural. It's a</p> <p>19 singular.</p> <p>20 There's only one option, really. And I</p> <p>21 don't think taking students and putting them into</p> <p>22 mediocrity again helps those students and supports</p> <p>23 those students in a thoughtful and mindful way.</p> <p>24 So it's a best practice on us. Where</p> <p>25 would these students go if they didn't have you?</p>
<p style="text-align: right;">199</p> <p>1 And, you know, for me, Commissioner</p> <p>2 Carrillo, I think the -- I hear what you're saying.</p> <p>3 I don't disagree with what you shared. I may</p> <p>4 disagree with your vote, based on what my vote will</p> <p>5 be. But what I do feel like, there is some nuance</p> <p>6 here that I feel important to share, that there is</p> <p>7 an idea -- there is community support. And then</p> <p>8 something that's very different for me is tribal</p> <p>9 sovereignty, the support from the tribe that says</p> <p>10 this school is supporting our inherent future around</p> <p>11 language and culture revitalization.</p> <p>12 And that is such a difference for me than</p> <p>13 somebody supporting a school or not. And I feel</p> <p>14 like this is something that I just wanted to nuance</p> <p>15 and put on the record. That's the reason I'm going</p> <p>16 to vote yes for this.</p> <p>17 And I hope this is an opportunity -- some</p> <p>18 said fire, said get fire in the belly going. I</p> <p>19 think we just need to amp it up. And it does</p> <p>20 take -- I think this could be an opportunity.</p> <p>21 I think there are so many people who have</p> <p>22 cared about this school for such a long time. I</p> <p>23 know that's the case. And now is an opportunity to</p> <p>24 hopefully -- this is the moment of reconciliation.</p> <p>25 If the votes happen and you have a</p>	<p style="text-align: right;">201</p> <p>1 And choice is gone.</p> <p>2 And it is parents' choices for their</p> <p>3 children to go to. They do -- I also think</p> <p>4 sometimes parents don't fully understand the full</p> <p>5 scope of, you know, what a school is supposed to be</p> <p>6 helping children with.</p> <p>7 But that being said, I will fully support</p> <p>8 this at this moment in time.</p> <p>9 THE CHAIR: Thank you.</p> <p>10 Commissioner Carrillo, briefly.</p> <p>11 COMMISSIONER CARRILLO: May not be brief.</p> <p>12 THE CHAIR: Just, I was hoping.</p> <p>13 COMMISSIONER CARRILLO: I have a question</p> <p>14 for Vice Chair Burt.</p> <p>15 So I'm looking at this, the language of</p> <p>16 your motion. And I don't see it. So I'm wondering</p> <p>17 if I'm missing something, and that's the requirement</p> <p>18 for annual review. Is that in your motion?</p> <p>19 VICE CHAIR BURT: So this is more than an</p> <p>20 annual review. There's -- I'm not making it to</p> <p>21 where it's, like, they have to come back -- I think</p> <p>22 it's going to be more than every summer for this</p> <p>23 school. Like, the first deadline is March 1st. And</p> <p>24 then I think -- then we have contract negotiation</p> <p>25 work to be in here as well. Part of it will be</p>

202	<p>1 taken by contract negotiation. Then -- then it's</p> <p>2 annual report.</p> <p>3 COMMISSIONER CARRILLO: Okay. Because I</p> <p>4 was thinking of an amendment for some kind of annual</p> <p>5 review to come to us. But I'm looking at that</p> <p>6 March 1st thing and some of the others, and --</p> <p>7 VICE CHAIR BURT: I think all this will be</p> <p>8 added to their annual report as well.</p> <p>9 COMMISSIONER CARRILLO: Yeah. Okay.</p> <p>10 Thank you.</p> <p>11 THE CHAIR: Great. Are we ready to do a</p> <p>12 roll-call vote?</p> <p>13 Vice Chair Burt.</p> <p>14 VICE CHAIR BURT: I'm not. I was ready</p> <p>15 the whole time. All right.</p> <p>16 Commissioner Carrillo.</p> <p>17 COMMISSIONER CARRILLO: No.</p> <p>18 VICE CHAIR BURT: Commissioner -- or --</p> <p>19 Chair Brauer.</p> <p>20 THE CHAIR: Yes.</p> <p>21 VICE CHAIR BURT: Commissioner Gipson.</p> <p>22 COMMISSIONER GIPSON: Yes.</p> <p>23 VICE CHAIR BURT: Commissioner</p> <p>24 Clahchischilliage.</p> <p>25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>	204	<p>1 That's not it. It's the way time is used.</p> <p>2 And the time before 3:00 is all academic. And the</p> <p>3 time after 3:00, because the kids are making this</p> <p>4 commitment, is all arts, music, all of that stuff.</p> <p>5 And, granted, they do have a really</p> <p>6 wealthy foundation to be able to support all of</p> <p>7 this, I believe it's the State's responsibility to</p> <p>8 really support schools in meeting the requirements</p> <p>9 of Yazzie-Martinez on maybe the academic side, but</p> <p>10 also in meeting the Yazzie-Martinez on the cultural</p> <p>11 side by providing extra funds so that schools such</p> <p>12 as yours or Walatowa, or any other that is so</p> <p>13 culturally based, has all this dedicated time and</p> <p>14 resources to support it; so really focusing on both.</p> <p>15 And I don't know. I just -- I feel like</p> <p>16 that is a way to address some of the inequities that</p> <p>17 we face, and also really nurture whether it's art or</p> <p>18 culture or something else. And it needs to be a PED</p> <p>19 and State responsibility. It can't fall on a small</p> <p>20 school such as yourselves. I mean, let's face it.</p> <p>21 None of the pueblos are rolling around in cash.</p> <p>22 Well, maybe the ones with big casinos are.</p> <p>23 But, yeah, they're not. So it's the</p> <p>24 State's responsibility morally, I think, to support</p> <p>25 the culture and the academics. That's all.</p>
203	<p>1 VICE CHAIR BURT: Commissioner Beck.</p> <p>2 COMMISSIONER BECK: Yes.</p> <p>3 VICE CHAIR BURT: Commissioner Manis.</p> <p>4 COMMISSIONER MANIS: A reluctant yes.</p> <p>5 VICE CHAIR BURT: Commissioner Ingham.</p> <p>6 COMMISSIONER INGHAM: Yes, hopefully.</p> <p>7 VICE CHAIR BURT: Commissioner Taylor.</p> <p>8 COMMISSIONER TAYLOR: No.</p> <p>9 VICE CHAIR BURT: And Vice Chair Burt,</p> <p>10 yes.</p> <p>11 So that passes, seven-to-two.</p> <p>12 THE CHAIR: Congratulations. Thank you so</p> <p>13 much for joining us for the long haul today.</p> <p>14 Commissioner Carrillo, I think you wanted</p> <p>15 to say something, if you still felt moved.</p> <p>16 COMMISSIONER CARRILLO: You know, I do.</p> <p>17 Because this is a challenge in the state. And one</p> <p>18 of the models that I look to sometimes, especially</p> <p>19 when people are -- when schools want to do</p> <p>20 something, especially that might be either cultural,</p> <p>21 or artistic or something -- and I use NMSA -- and I</p> <p>22 don't want you to think because it's New Mexico</p> <p>23 School for the Arts and it's in Santa Fe, it's like,</p> <p>24 "Oh, they can do anything. They have more money</p> <p>25 than God."</p>	205	<p>1 THE CHAIR: Thank you.</p> <p>2 Congratulations. We look forward to</p> <p>3 working with you, and that is it for us. It's 6:02.</p> <p>4 I'll see you tomorrow morning at 5:30 a.m. No. At</p> <p>5 8:00 tomorrow morning. We are going to recess.</p> <p>6 (Proceedings in recess at 6:02 p.m.)</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p>

1 BEFORE THE PUBLIC EDUCATION COMMISSION  
2 STATE OF NEW MEXICO

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, in the matter therein stated.

14 In testimony whereof, I have hereunto set my  
15 hand on January 2, 2024.

16  
17  
18 \_\_\_\_\_  
19 Cynthia C. Chapman, RMR-CRR  
20 New Mexico Certified Reporter #219  
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1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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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, in the matter therein stated.

14 In testimony whereof, I have hereunto set my  
15 hand on January 2, 2024.

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18 *Cynthia Chapman*

19 Cynthia C. Chapman, RMR-CRR  
20 New Mexico Certified Reporter #219  
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## A

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