



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

CHRISTOPHER N. RUSZKOWSKI  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

## **2018 Charter School Renewal – Alma d’Arte Charter School**

### **PED RECOMMENDATION**

The PED recommends a **renewal term of five (5) years with the following conditions:**

- Implement a continuous improvement plan such as NM DASH to improve *current standing*, *school improvement*, *lowest performing (Q1) student achievement*, *higher-performing (Q3) student achievement*, and *graduation* resulting in a letter grade of at least a “C” in each of these categories, as well as the Overall School Grade, on the A-F School Grading Report during each year of the contract term.
- Attain an overall rating of “*Meets Standard*” in the organizational framework for each year of the contract term.
- Implement a PEC-approved Corrective Action Plan (CAP) in order to address concerns related to the rights of students with special needs and the rights of English Language Learners and attain a rating of “*Meets Standard*” in these indicators for each year of the contract term.
- Meet all Governing Board requirements, including maintaining a five (5) member board and all members completing all mandatory training hours and topics for each year of the contract term.
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level one year prior to and during the term of its contract (Audit reports released during 2018-2019 through 2022-2023).

### **Summary of Performance**

**Academic.** The school met standard in two (2) of four (4) years [two (2) ‘C’s and two (2) ‘D’s’ during this time period] exhibiting satisfactory performance in less than half of the categories in the A-F School Grading Report during most years. In all years, unsatisfactory performance in: (a) *school improvement*, (b) *improvement of lower performing students (Q1)*, and (c) *graduation* were observed, along with unsatisfactory performance in *current standing* during three (3) of the four (4) years. Overall points earned on the School Grading Report decreased by -11.89 points over a 4-year period corresponding to decreases in reading and math proficiency rates (particularly reading). The school received “*Falls Far Below Standard*” ratings for all school-specific goals during the past 2 years due primarily to lack of verifiable evidence supporting purported progress towards goals. The school’s Overall School Grades during the contract term were: C, D, C, and D.

**Financial.** Alma d’ Arte Charter School had five (5) findings during the last three (3) audit years. No findings were at the significant deficiency or material weakness classification. In addition, a recent Training and Experience (T&E) audit disclosed seven (7) exceptions that did not comply with the requirements of the T&E Manual of Procedures, resulting in a decrease of \$42,472.38 in the school’s budgeted SEG for the current school year. Please see attached letter, dated September 27, 2018 from Amelia Saiz, Acting Administrative Services Director/CFO, PED (Appendix B).

**Organizational.** During the most recent year (2017-2018), the school received 3 “Falls Far Below Standard” ratings ranging from business management/oversight and English Learner identification concerns to lack of professional development in arts integration for staff (material term). In 2016-2017, the school received 7 “Falls Far Below Standard” ratings ranging from lack of background checks for staff to lack of approved long-term substitute waiver form (to be submitted to PED) and notice to parents for instructor teaching a course without the requisite endorsement. During the renewal site visit, there were serious compliance concerns noted in regards to serving special populations (both students with disabilities and English language learners).

The school had only four (4) governing council members (undetermined period of time prior to September 2017) during the 2016-2017 school but has since remedied this non-compliance.

## Renewal Application - Alma d’Arte Charter School

### **PART A: Data analysis provided by CSD**

Please see Part A - Summary Data Report based on data from Current Charter Contract term.

### **PART B: Progress Report provided by the School**

A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

<b>Chart 1. Evaluation Ratings of the School’s Progress Report, as confirmed at the renewal site visit</b>		
<b>Section</b>	<b>Indicator</b>	<b>Final Rating</b>
<b>ACADEMIC PERFORMANCE</b>		
1.a	Department’s Standards of Excellence— A-F Letter Grades	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	Audit	<i>Meets the Standard</i>
2.b	Board of Finance	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	Material Terms	<i>Failing to Demonstrate Substantial Progress</i>
3.b	Organizational Performance Framework	<i>Failing to Demonstrate Substantial Progress</i>
3.c	Governance Responsibilities	<i>Demonstrates Substantial Progress</i>

*The ratings above, based on the rubric in the renewal kit, are also listed in the margin below. In addition, the Performance Framework results for the last two (2) school years (2016-2017 and 2017-2018) are provided in Appendix A.*

## 1) Academic Performance

*Failing to  
Demonstrate  
Substantial  
Progress*

### a) **Department's Standards of Excellence - A-F Letter Grades**

Schools that have maintained a C or better letter grade over the term of the contract AND have not earned a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

**Academic Performance Framework 1a: Overall NM School Grades: C, D, C, and D**

In accordance with the charter contract and performance framework, the school is required to create and implement a school improvement plan (SIP) as a result of earning a school letter grade below a "C", within 40 days of the release of the school grades. However, the school has not yet provided evidence of a SIP or NM DASH plan.

*Failing to  
Demonstrate  
Substantial  
Progress*

### b) **School Specific Charter Goals**

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

**Academic Performance Framework 1b and 1c:**

**Mission Specific Goals, Optional Supplemental Indicators, and any School Specific Terms:**

- Track and improve graduation rates for two distinct cohorts: *Falls Far Below Standard*
- Prepared as artist-scholars to pursue careers and post-secondary education in the arts and all fields of their choice: *Falls Far Below Standard*
- Demonstrate College and/or Career Readiness as defined by measures of college readiness on PSAT, SAT, ACT, COMPASS, and dual credits, AP, Honors or on-line course earned throughout high school, and completion of apprenticeship program: *Falls Far Below Standard*

## 2) Financial Compliance

*Meets the  
Standard*

### a) **Audit**

Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

**Organizational Performance Framework 2a and 2b**

*Meets the  
Standard*

### b) **Board of Finance**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).

### c) **Additional Financial Information**

**Financial Performance Framework #1-8: Self-Assessment Survey**

**Any formal complaints or investigations: See letter from Audit Bureau, dated 9/27/18**

## 3) Contractual, Organizational, and Governance Responsibilities

*Failing to  
Demonstrate  
Substantial  
Progress*

### a) **Charter Material Terms**

All schools must provide a response for this section of the application.

**Organizational Performance Framework 1a: Material Terms**

- Several art strands (visual arts, performing arts, culinary arts and literary arts) available that students choose from year to year
- Annual training for teachers in integrating curriculum, including arts with core and the reverse
- Students contribute to one or more of the following each semester: Winter Arts Showcase, recruiting presentation or event, community arts event, or community-based activity or event
- Apprenticeship program for all seniors

Failing to  
Demonstrate  
Substantial  
Progress

b) **Organizational Performance Framework**

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.  
**Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c**

Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints: **One formal complaint is known to have been recently filed with the Special Education Bureau by a parent(s).**

Demonstrates  
Substantial  
Progress

c) **Governance Responsibilities**

All schools must provide a response for this section of the application.  
**Organizational Performance Framework 3a and 3b**

  X  

**PART C: Financial Statement**

A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.

**PART D: Petitions of Support**

  X  

1) A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the **employees** in the charter school, with certified affidavit.  
Number: 18 of 18 Percentage: 100 %

  X  

2) A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the **households** whose children are enrolled in the charter school, with certified affidavit.  
Number: 118 Percentage: 75 %  
**(However, at least 8 are from neighbors so percentage is 70 %, below the required amount.)**

**PART E: Description of the Charter School Facilities and Assurances**

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

  X  

1) A narrative description of its facilities

  X  

2) Attach      facility plans or   X   the school’s Facility Master Plan

  X  

3) Attach a copy of the following

a) Copy of the building E Occupancy certificate(s)

from Construction Industries Division numbers 21936

b) Letter from PSFA (dated 2018) with the facility NMCI Score 22.18% indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 (if the charter school is relocating or expanding to accommodate more students).

***The school originally provided a 2013 letter with a NMCI Score of 12.1%.***

  X  

3) Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.

  X   Public (Cert A) **FOR LAND**      Private (Cert B)      Foundation (Cert C)

*School provided a copy of the lease agreement.*

X

**PART F: Amendment Requests**

OPTIONAL: Identify any amendments the school would like to have considered as part of the renewal process to be considered by the PEC as changes to the material terms that would become effective as part of the new contract.

- Number of proposed amendments submitted by school for new contract: 0
- Number of prior Amendment Requests on file with CSD since 2014: 0

attached

**School Response to CSD Preliminary Analysis**

<input checked="" type="checkbox"/>	Alma d'Arte Charter School	2016-2017	2017-2018
	<b>Category I. Academic Performance Framework</b>		
<input type="checkbox"/>	<b>I-A.00</b> (1a) NM A-F School Grading System	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>I-A.01</b> (1b) Mission Specific Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable
	<b>Category II. Financial Performance Framework</b>		
<input type="checkbox"/>	<b>II-A.00-06</b> (#1-8) Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Meals	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
	<b>Category III. Organizational Performance Framework</b>		
<input type="checkbox"/>	<b>III-A.00</b> (1a) Educational Plan: <b>material terms</b> of the approved charter application	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>III-A.01</b> (1b) Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>III-A.02</b> (1c) Education Plan: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	<b>III-A.03</b> (1d) Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	<b>III-A.04</b> (1e) Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>III-A.05</b> (1f) Educational Plan: complying with the compulsory <b>attendance</b> laws	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>III-A.06</b> (1g) Educational Plan: meet their <b>recurrent enrollment</b> goals	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	<b>IV-A.00</b> (2a) Business Management & Oversight: meeting <b>financial</b> reporting & compliance requirements	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>IV-A.01</b> (2b) Business Management & Oversight: following generally accepted <b>accounting</b> principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>V-A.00</b> (3a) Governance and Reporting: complying with governance requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>V-A.01</b> (3b) Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.00</b> (4a) Employees: meeting teacher and other staff credentialing requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.01</b> (4b) Employees: respecting employee rights	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.02</b> (4c) Employees: completing required <b>background checks</b>	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>VII-A.00</b> (5a) School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>VII-A.01</b> (5b) School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>VII-A.02</b> (5c) School Environment: handling information appropriately	Working to Meet Standard	Meets (or Exceeds) Standard
	<b>Category: Organizational Performance Framework</b>		
<input type="checkbox"/>	<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
<http://www.ped.state.nm.us>

CHRISTOPHER N. RUSZKOWSKI  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

September 27, 2018

Alma D' Arte Charter High School  
Attn: Ms. Holly Schullo, Principal  
402 W. Court Avenue  
Las Cruces, NM 88005

Dear Ms. Schullo,

In November 2017, Alma D' Arte Charter High School submitted a report to the Public Education Department (PED) with a calculated Training & Experience (T&E) Index Factor of **1.136**. All documentation used by the Charter School to calculate the T&E Index Factor was provided to PED auditors. PED performed the audit on July 30<sup>th</sup> and July 31<sup>th</sup>, 2018. PED reviewed documentation for eleven (11) files (100 percent of the total files in the Charter School), which disclosed seven (7) exceptions that did not comply with the requirements of the T&E Manual of Procedures.

***T&E Audit Effect:***

The audited T&E Index Factor was found to calculate to less than the original T&E Index Factor reported to PED. Based on the review, the FY 2018-2019 T&E Index Factor for the Charter School is **1.097**.

As a result of the T&E Audit, Alma D' Arte Charter High School will see an adjustment in the Charter School's FY 2018-2019 budgeted SEG of **(\$42,472.38)**.

Below are explanations regarding the exceptions related to the reported T&E Index Factor and the impact to the T&E Index Factor. Also noted, are observations and recommendations made to the Charter School.

***Employee File Exceptions:***

- One (1) exception due to the Charter School not reporting the FTE for one operational personnel in the T&E report submitted to PED (see T&E Manual, page 6).
- One (1) exception due to lack of documentation found in the file that did not show an official transcript (see T&E Manual, page 10).
- One (1) exception due to lack of documentation in the file to support additional post degree hours reported by the Charter School in the T&E Report submitted to PED (see T&E Manual, page 10).
- Four (4) exceptions due to lack of documentation in the file to support year of work experience reported by the Charter School in the T&E Report submitted to PED (see T&E Manual, page 8-9).
- Four (4) exceptions noted above impacted the T&E Index Factor due to miscalculation of FTE, missing official transcript for operational staff, and additional post degree hours that do not align with the T&E report submitted to PED (see T&E Manual, page 2).

***Observations:***

- Auditor noted a contract where the contract year was altered.
- Three instances of an incorrect plotting on the original T&E report.
- Three potential FTEs did not have any supporting documentation.

***Recommendations:***

- The PED auditor recommended the Charter School develop T&E policies and procedures for calculating and reporting the T&E Index Factor.
- Also, the PED auditor recommended trainings presented by PED and New Mexico Association of School Business Officials (ASBO).

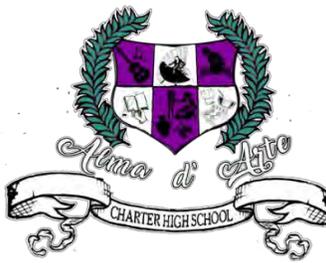
Should you have any questions about the audit work performed, please call me at 505-827-3856. Please extend our thanks to Alma D' Arte Charter High School staff that assisted with the audit in an amicable and professional manner.

Regards,



Amelia Saiz, Acting Administrative Services Director/CFO, PED

cc: Marian Rael, Acting Deputy Secretary of Finance and Operations, PED  
David Craig, School Budget and Finance Director, PED  
Rebeka Runyan, Business Manager, SchoolAbility



*To Graduate Artist-Scholars Prepared to Succeed*

## **Alma d'Arte Charter School Renewal Application and Site Visit Response**

### **Academic Performance**

**1a.** We agree with NMPEC's Part A Summary and Data Report and the renewal site visit observation. Our preliminary insights for the continuous performance improvement is detailed in our Charter Renewal Application.

Alma d'Arte Charter High School earned 2 'C's and 2 'D's during contract period with less than half of the categories for **A-F grading** as satisfactory. Areas for improvement in achievement will be pursued to create verifiable evidence using the School Improvement Plan (SIP) NMDASH platform for the following areas:

- Current Standing
- School Improvement
- Student Achievement (Improvement of Lower Performing Students)
- Graduation

We earned 2 'B's in the years 2014 and 2013 when we were aligned to the mission of our founders for arts integrated classrooms and curriculum.

For improvement of **highest-performing students**, we failed to report data last year and have updated the dashboard and completed course audit syllabi at the College Board to reflect the excellence in offerings of Advanced Placement Art Studio, English Language and Composition, English Language and Literature, and Calculus. Every student enrolled will take AP exit exams. We also have more students prepared to take Dual Enrollment coursework at DACC and NMSU, as we are vertically aligning our curricula for college and career readiness.

Next steps include becoming data-driven. Sophomores took the PSAT and we will use that data (and PARCC scores, short-term assessments, EOC) to drive programming. We are hosting a FAFSA seminar for students and parents and applying for several grants including a Title IV, CenturyLink, and GEAR UP.

**Lowest-Performing Students** are supported by our tutoring program, Zeroes Aren't Possible (ZAP). We hired a third math teacher to remediate and build a bridge to the arts and the math mindset required to be an artist and scholar. Harnessing bilingualism, we have encouraged our faculty to use Spanish as an instructional tool.

### **Contractual, Organizational and Governance**

**3a.** Alma d'arte Charter High School suffered a loss of strategic leadership and vision from the years 2015-2018. One founder retired in 2015 after the direction shifted. The remaining administrator simply did not implement the mission and vision of the school's initial charter agreement. Our student membership plummeted from 199, serving our target audience, to 161 after losing vision. The founders and governance council created a strategic plan in Spring 2018 and then hired a new principal after casting a wide net for a successor.

Under new financial stewardship (SchoolAbility) and principal leadership (a UNM Anderson MBA-Educational Leadership Woodrow Wilson Fellow) who work in symbiosis with our governance, we are in a renaissance. The next school year, 2019-2020, marks our 15<sup>th</sup> year as a public school of choice. We are already dedicating planning to celebration of our turnaround efforts focused on school culture, community engagement, and recruiting artist-scholars who will benefit from arts integration in every classroom. Our goal is to harness the school vision of our founders: *To be a pre-eminent center for artistic and academic excellence in preparing students for postsecondary education and successful living in a global community.* Alma d' Arte provides at least four art strands (visual, performing arts/film, culinary arts, and literary arts) that students choose from year to year.

The Material Terms of the Charter specifies that we offer professional development yearly—*“Alma will provide annual training for teachers in integrating curriculum, including arts with core and the reverse”* (see Section 8.01[a] [iii] entitled “Educational Program of the School” under “Material Terms of the Contract”). We have conducted a workshop on arts integration this year already with the founders of the school and shared resources to reinforce arts integration. We have dedicated \$10,000 Title IV funding for robust arts integration, which includes online Professional Development for our faculty to earn hours in topics such as Creative Mindset, Arts Integration (AI), and creating cross-curricular maps and unit plans.

Data has been collected from faculty and students and we are revisiting earlier workshop and text materials that created our initial foundation. Students are creating 4-year digital portfolios that document arts integration evidence and create wider opportunities for senior apprenticeships.

### **Student-Focused Terms**

Students participate in dual enrollment at DACC and NMSU. Performance arts has been expanded to include starring in and creating student films and industry participation, as we align our courses for college and career readiness. Students participate in the downtown Las Cruces Zombie Walk yearly, learning the Thriller dance, *Dia de Los Muertos* activities, community garden, campus clean up, recruiting actively in local middle schools, catering for community events and making daily breakfast and lunches, among other activities.

New traditions are being created as a recent NMSU graduate an Alma alumnus comes on board as kitchen manager while we support her CTE pathway to a Level I teacher license. The addition has allowed for new directions for our legacy and the fostering of community engagement like the holiday pumpkin cheesecake fundraiser, monthly catering for the Women’s Club, Lunches and Leashes and Bach’s (Box) Lunch whereby neighbors and community can order a lunch and walk their dog with our students or listen to music from our superior rated choir, guitar, and orchestra. Additionally, all students complete an apprenticeship of 100 hours in their 4<sup>th</sup> year, mentored by area artists and entrepreneurs.

Returning to our original focus on Positive Youth Development, Alma d’arte Charter High School (ADACHS) will:

- *Continue the mission to implement arts integration in all core subjects.*  
**Evidence:** 4-year Portfolios of student work stored on Google Drive, lesson plans, administration and peer observations, Senior Apprenticeship Logs and Projects, as well as underclassmen Essential Question Panel Presentations
- *Present **Winter and Spring showcases**, Love of Art Month activities, and at least one community-based event as part of Apprenticeship.*  
**Evidence:** Alma d’ arte has sought to be on the map for monthly art walks as we have a functional art gallery across from Women’s Pioneer Park, .3 miles from downtown Las Cruces, sign-in sheets for middle school recruiting events. Apprenticeship hours will be logged and monitored by teacher/mentor.

**Evidence:** Students work with area artists in 15th year celebration art projects, i.e., restoring bench and rededication ceremony, sculpture garden,

### Teacher-Focused Terms

- *Will support core subject teachers with arts integration*

**Evidence:** PD hours logged, a technical assistance manual for guidance on arts integration and suggested activities, provide art materials and supplies for all classes, utilize in-house expertise to support fellow teachers and students in exploration and collaboration.

- *Will provide Arts integration (AI) Professional Development under the charter agreement.*

**Evidence:** Provide PD in arts integration at least once per semester, assign a faculty-wide PDP in arts integration, build a professional library on arts integration, and access online training in arts integration through

- *Faculty and administration will continue to re-integrate the arts to a higher level of rigor.*

**Evidence:** PD agendas and PLC planning, displays of student products, teacher lesson plans, and creation of a principal's syllabus for arts integration, working relationships with the following community organizations: Arts and Cultural District Council (City of Las Cruces), Dona Ana Arts Council (Kennedy Center Partnership), City Museum System, (History/Preservation, Fine Arts, Nature and Science, Railroad), Art Forums (For the Love Art Month), The City Art Board (Public Art), the Film Community (Film Las Cruces, NMSU Creative Media Institute, DAAC Creative Media Technology), City literary community (Branigan Library, NMSU writers in schools program, Michael Mandel's open mike program)

### Parent-Focused Terms

Returning to the mission, we have not had a Parent Leadership Team since 2014 and would like increase parent engagement.

- *Alma d' arte Charter High School is returning to our historic foundation of an active Parent Leadership Team to complement the dynamic Student Leadership Team and various Faculty Committees.*

**Evidence:** Active and immediate recruitment of potential PLT members, yearly calendar, agendas and attendance sheets for PLT members

**3b.** Organizational Performance Framework Over a two-year period, 2016-2018, performance on nine indicators fell far below standard:

- **Long-term substitute waiver (remedied)**—last year, our dance classes were taught by a professional flamenco dancer and college dance instructor who did not meet requirements for licensure from NMPED. Next year, this dancer will return (hopefully) as a part-time contractor. *Health course taught by teacher requiring long-term substitute or waiver*

**Evidence:** Rectified through personnel change, Hired Biology/Health teacher who is in licensure process.

**Notice to parents** for positions held by long-term substitutes (rectified)

- Added Level III credentialed teacher for ceramics
- Dance is an enrichment / dual enrollment opportunity with efforts in place to offer dance by NMPED licensed teacher next year

- **English Language Learners (in process)**

**Identification of English Learners:** Included Home Language Survey (HLS) in Registration Packet, sent HLS home in advisory for earlier identification, students are screened using ACCESS during math class. We have two teachers who share duties to administer the ACCESS Test and keep a binder of results with the registrar. However, we struggled to secure Home Language Survey results for incoming students. We understand via email correspondence that the ACCESS administration requires additional training and that we can capture data using STARS to locate EL students who may require service.

**Evidence:** HLS is filed securely with registrar, ACCESS is administered in math class.

**Serving English Learners:** We are working vigilantly to create next steps once EL students are identified. We want to hire a Spanish Teacher for 2019-2020 and will create more targeted support utilizing two currently TESOL endorsed teachers. Piloting ENLACE currently is a cultural enrichment arts integration program in one 2018-2019 history class.

**Evidence:** We currently employ 2 TESOL Endorsed Teachers, ENLACE data, GLAD lessons and PD. \*All 2017-2018 faculty received SIOP Title 2 Training (same as Las Cruces Public Schools).

➤ **Governance Requirement (remedied)**

- *Maintaining five (5) board members after suffering a deficit of one member in winter 2017 due to illness.*

**Evidence:** Contact list in Part A with information for all five (5) governing council members and all members are in compliance for **required training (3c)**

- *Evaluate head administrator*

**Evidence:** Governing council will conduct evaluation of new administrator.

➤ **Background Checks (remedied)** – one issue that hindered compliance was not using the NMPED ROI resulting in many faculty members completing two background checks, including the current head administrator.

**Evidence:**

- Conducted T and E audit internally and are now in full compliance for all personnel files
- Contracts include background check for all working directly with students (such as the pianist accompanist for Choir) and all expired background checks are current
- No teacher is without requisite endorsement

➤ **Health and Safety (remedied)** -- *Child abuse and neglect safety training to staff was not reported but available on site*

**Evidence:** All teachers required to complete this training in Fall 2017 did complete the trainings but results were in a PD binder and not in the personnel files. We submitted a screenshot as evidence of one faculty member to represent all in compliance. We are in compliance for 2018, also.

➤ **Business Management and Oversight (no issues)** – We have positive results with new business management and oversight having hired a new business manager.

- **Students with Special Needs (remedied)** – We have hired a full time Special Education Coordinator who is implementing corrective actions. We realize that the overhauling of our school has not been without struggles as parents and students believed in the previous model. Students were offered yoga in addition to academic support. Yoga is overseen by a lead teacher and taught by a 2019 senior who is apprenticing for a 200-hour certification at an area studio. The total enrollment is 2 students, including those seniors who had earned no PE credit; other students were offered “teaching assistant” because we had already coded course using STARS and students chose support in areas of IEP need until we could balance the new service model. Ancillary service minutes were maintained.

**Evidence:** Internal SPED Audit that resulted in placing SPED Coordinator on Administrative Leave; Overhauling Service Minutes to increase rigor (Content Mastery/Learning Lab) and support (push-in and pull-out).

- **School Administrator License (remedied)** – We hired a principal who was eligible for and is now officially a 3B licensed educator, having completed coursework and secured MBA-Educational Leadership degree from UNM Anderson and is a Woodrow Wilson Fellow. Licensure was delayed due to wrong background check ROI, program completion, and implementing change.

**Evidence:** NMPED license available online.

**3c.** Alma d’ Arte’s Governance Council is one that is working cohesively and “demonstrates substantial progress,” and is dedicated to changing the culture of the school.

**Conclusion:** The site renewal, annual site visit, and financial audit were all conducted on the same day. The renewal and annual site visit lasted until seven in the evening, from early morning. We regret not showcasing talent through a school performance. However, one site visitor was escorted to the art building to see our gallery and music studio. Our music director is phenomenal--choir secured 4 all-state positions (5 auditioned) while the guitar secured 7 all-state positions (out of 8 who auditioned). We also missed the opportunity for strategically planning stakeholder interviews which we understood as optional. We wanted our site visitors to see the arts integration in every classroom, and the shift in school culture that radiates. Change is hard but our students, faculty, and community are united.

Of the stakeholder interviews, only the Governance Council was preordained. We cannot control the narrative of all stakeholders; yet, we understand the wounds of change. We are a school of choice that integrates the art in every classroom. We are an inclusive school that cares for student success first. We serve a unique population.

Moving forward, one of our artists in residence was named an Excellence in Teaching Awards recipient. And while we do not have theater performance arts (although we staged and performed *Rent* with NMSU theater 2017-2018) this year, our school is right across the street from Las Cruces Film Society and we are expanding and developing a film/performing arts strand. Students interested in musical theater performance are welcomed at neighboring schools.

Our Introduction to Video Production students were extras for *Walking with Herb*, a locally, professionally filmed production. Our students were standouts on location. Students are submitting a short Narrative, Documentary, or Experimental film to *Desert Light Film Festival*; may attend the festival in April in Alamogordo; Otero County Film Liaison will come to Alma and talk directly with students. We participate annually in the *Las Cruces International Film Festival* since 2016 and will again in February 2019. Students screen films and participate in sessions led by film professionals.

Digital Design students are working with Reviver Printing founder, Chris Preciado-Shelton, to mass produce and sell student created T-shirt designs. Students learn screen printing and design from our in-house artists. And all Digital Media benefit from the inclusive DACC board meetings to ensure vertical alignment, offering students dual credit classes in film production led by a teacher credentialed to teach dual credit. We hope to secure Carl Perkins funding to expand.

### Current and Typical Arts Integration

Students contemplate the Essential Question, for which each discipline interprets, and that drives each semester panel projects and presentations. Our faculty and students have work samples of the following arts integration projects predominantly from this year and last year:

- War Song Lyrics Project (US History)
- Mexican Ex-Votive Project (NM History)
- NAFTA Role Play (US History)
- Deconstructing the song "La Persecución de Villa" (NM Mexico History)
- Creating Protest Bills (11/30/2018)
- (10th Grade): Alma students learned about Greek Theater and read *Oedipus* and *Medea*. History faculty teaches and coordinates and co-teaches the Greek gods. Students created Greek Masks with the help of art teacher. What responsibilities did ancient Greek artisans have in the creation of Greek mask?
- (10th Grade Honors): Reconstruct something from literature or the media from a feminist perspective. Students provide a visual to go along with their writing (movie poster, book cover, album cover, etc.).
- (9<sup>th</sup> grade): Alma students read the short story "The Nose" by Nicolai Gogol, a surreal story that acts as a nice introduction to surrealism and the surrealist artist. Students researched a surrealist artist of their choice and wrote up a short essay on the artist. They also had to write what they believed was the artist's responsibilities as an artist. As a class, we created plaster molds of our noses and created surreal sculptures.
- Theater and English: unconventional interpretations and performances of Shakespeare based on the Folger method and the art of stage combat
- Music, History, and English: Hamilton the Musical poetry analysis, in class piano/guitar/rap performances
- Multi-Genre Research Project in English 12 with artifacts that encompass MANY art forms
- Ongoing (Latin Roots) Vocabulary Assignment in all grades: Vocabulary Cartoons
- Creative Writing and Art: Creative, independent book project (we have a state of the art printing press)
- Theater and English: significant Object Monologue Performances
- Dance and Literature: dance teacher taught the Charleston to junior class who read *The Great Gatsby*
- History and Music: Renaissance Music and Renaissance Architecture with fashion, dance and living conditions of the period (guitar students learned and played the period music, teachers taught period customs and dance)
- Digital Media and Music: logo designs; digitizing designs of our Guitar T-shirt for performance
- Geometry and Art: students are building Icosahedrons using origami next week. We do this every year.
- Informational pamphlet about advertising activities at a temple for a particular Greek God
- Building a paper model of the Florence Cathedral
- Attending a concert of Renaissance music
- Creating a poster of Confucius' philosophy using Chinese characters
- Painting an *emaki* (scroll) in the medieval Japanese style

- Making informational posters describing and illustrating the 7 Constitutional principles
- Posters defining the meaning and use of types of responses required for AP Government FRQ's
- Physical Science and Digital Design: Students create a digital infographic about the states of matter (typical collaboration)
- Chemistry/Physical Science and Visual/Literary Art: Essential Question Project "What responsibilities come with the freedom to create (research, discover, invent)? Students create artwork or write a short story or comic strip which explores the intersection of science and ethics
- Chemistry/Physical Science/History and Visual Art: Essential Question Project "What factors encourage people to take creative risks?" Students created a scientifically accurate and artistically pleasing timeline of models of the atom – showing that along the way to the discovery of the correct model of the atom, scientists had to take creative risks.