



## RED RIVER VALLEY CHARTER SCHOOL

### **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance, contractual, organizational, and governance responsibilities of the charter school, including achieving the school or mission specific 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)

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## 1. Innovative and Distinctive Education Program

Some of the purposes of the Charter Schools Act are to encourage different and innovating teaching and educational programs that improve student achievement, and encourage parental and community involvement. 1978 NMSA §22-8B-3.

### a. School or Mission Specific Unique, Innovative, and Significant Contributions

The school shall provide a narrative on how the school has fulfilled its mission and how the equity council has influenced any decisions for the 2020-2021 SY. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs
5. Encouraging parental or community involvement
6. School's Equity Plan
7. Monitoring students' social emotional and behavioral development

#### ***School response:***

##### **RED RIVER VALLEY CHARTER SCHOOL**

Red River Valley Charter School (RRVCS) is a community school located in the mountainous resort of Red River. The town's population is under 500. Tourism is the principal economic livelihood. Most average families living in Red River face an economic challenge due to limited affordable housing and seasonal jobs, most of which are minimum wage. Consequently, RRVCS experiences mobility as a school of choice and as a school located in a seasonal resort community. The mobility of families and their children does affect the overall numbers of the school from time to time, however many families find ways to keep their children enrolled at RRVCS. The smaller class size, individualized instruction, innovative educators, Core Knowledge Curriculum, and attention to student and family needs creates a network of support. Families who leave due to financial hardship and/or lack of housing typically find their way back to our school.

##### Early Conversion Charter School

Twenty years ago, the only public school in the Town of Red River was slated for closure by the Questa Independent School District. In response, a grass-roots effort on the part of a group of local business women, who were also mothers, led to the development of a charter school application to ensure that a local school would continue to be available for the children of Red River. By approving the application, the District authorized the conversion of its elementary school to charter status. RRVCS opened in 2001. In 2011, the School was approved for state-authorization by the Public Education Commission and is currently applying for its fifth renewal term.

Today, not only children of Red River attend their local public charter school, but also children from Questa, Costilla, Eagle Nest, Angel Fire and Taos. As a school of choice, some families are willing to drive up to 74 miles round trip to have their children attend RRVCS. The vision of the founding mothers to provide a school for the children of Red River quickly expanded as families and children from Questa and surrounding areas enrolled in RRVCS, proving that choice even in small communities is valued. Today the student population is made up of students from around the Enchanted Circle - Angel Fire & Eagle Nest (.03%), Red River (29%), Questa & Costilla (68%), and Taos (.03%).



### Mission-Specific Programs

The RRVCS Mission: To provide every student the opportunity to develop academically, socially, and physically through quality learning experiences, utilizing the Core Knowledge Curriculum.

### ***The Core Knowledge Curriculum***

At the center of the RRVCS educational program is the Core Knowledge Curriculum developed by Dr. E. D. Hirsh, Jr.<sup>1</sup> Core Knowledge provides children with a strong foundation of knowledge in traditional disciplines, while encouraging innovative thinking and multi-disciplinary integration. The curriculum is fully aligned with the Common Core State Standards. Following are examples of students fully engaged in the Core Knowledge Curriculum.

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<sup>1</sup> <https://www.coreknowledge.org/>



Bridges Before Testing



Light Energy



Invention Convention



Learning About Scale



Reviewing a Goat's Heart Before Dissection



Meet the Scientist

Children in grades Kindergarten through eighth have been engaged in the Core Knowledge Curriculum since the School opened in 2001. The Core Knowledge Curriculum builds continuously, kindergarten through eighth grade, to reinforce fundamental skills and extend learning in innovative and interesting ways. What we teach in reading, builds on what we teach in history, which builds on what we teach in science, and so forth. This knowledge-based approach to schooling creates a strong foundation of teaching and learning which places the emphasis on building knowledge and enabling a core of broadly shared knowledge across grade levels and content areas and builds a mutual understanding in the wider society. "Such knowledge is possessed by successful adults and taken for granted by literate writers and speakers. It's the broad and diverse knowledge that makes responsible citizenship possible."<sup>2</sup>

RRVCS is in the process of applying for recognition as a **School of Distinction** by the Core Knowledge Foundation. A School of Distinction is a school that offers a superior Core Knowledge educational experience for students. Only nine schools across the United States have received this recognition.

### ***Social Development – "Love and Logic" and Character Development***

Social development is also an integral part of the RRVCS mission and program. At the core is a discipline system based on the principles of "Love and Logic"<sup>3</sup> and a focus on Character Development. "Love and Logic" fosters a sense of self-discipline and control, imparting to children the self-confidence they need, while respecting all others and treating them with kindness. We are looking forward to the possibility of offering "Love and Logic" training for our parents. Character Development is focused on developing pillars of character traits such as trustworthiness, respect, responsibility, fairness, caring, and citizenship, which assist all students to grow in relationships with others and to develop skills that are vital to becoming a contributing member of society.<sup>4</sup> Much like the Core Knowledge Curriculum, character education goes beyond surface learning and enhances student experiences within their community.

RRVCS has also developed a partnership with two community organizations, Taos Behavioral Health and Vida del Norte, to provide trauma-based support and other social development services to students in need. The Taos Behavioral Health organization will be working in the classroom to provide additional academic support and counseling. Vida del Norte offers classes to students in the 4<sup>th</sup> grade and up to address topics such as how to handle peer pressure, self-worth, acceptance of differences and the ill effects of choosing to try drugs.

### ***Physical Development***

In addition to regular physical education activities, the mountainous setting of Red River provides a

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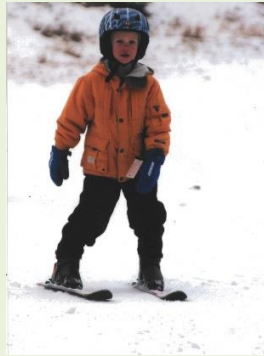
<sup>2</sup> *ibid.*

<sup>3</sup> <https://www.loveandlogic.com/> is in the process of restructuring the website as of 9/18/20,

<sup>4</sup> Character Development at RRVCS is based on the Character Counts Program: <https://charactercounts.org/program-overview/six-pillars/>



unique opportunity for winter sports. Three alpine ski days are set aside in January for the whole school to go to the Red River Ski Area. Children from Pre-school age to 8<sup>th</sup> grade are provided rental equipment, ski/snowboarding lessons and a daily pass to practice the skills learned during the lessons at a significantly reduced price. Community members and fundraising efforts help to offset the cost of these ski days and families in need of additional support are provided additional discounts to ensure that all students are able to participate. Teachers ski and snowboard with the children.



### Summary

Since opening in 2001, RRVCS has continuously served families from Red River and around the Enchanted Circle by fulfilling its mission of providing every student the opportunity to develop academically, socially, and physically through quality learning experiences, utilizing the Core Knowledge Curriculum.

## **b. Equity and Identity within the Culture of the School including Student Support**

This item of the renewal application allows schools the opportunity to include additional information that is not already collected, but that should be considered when making a determination about the renewal of its charter. The school will create a representation that highlights how their school environment is inclusive, reflective of the community, validates students' cultures and identities, and supports all students' sense of belonging.

Note: If your school wishes to display visual art or performance art (such as sculpture, painting, recorded performance or live performance by students), your school will be given no more than 15 minutes at its renewal hearing to present the representation. If a school wishes to submit a narrative, it shall be submitted along with the renewal application.

### ***School response:***

Red River Valley Charter School (RRVCS) strives for a true partnership between parents and school professionals in an effort to serve its students and engender a strong school culture and sense of community. The school is important to and well-supported by the community with students and parents participating in many community-service activities.

Based on U.S. Census data, the population of Red River by race/ethnicity is 90% Caucasian (White alone) and 10% Hispanic or Latino (of any race).<sup>5</sup> The School's total enrollment of 81 students by race/ethnicity is 49% Caucasian and 51% Hispanic.<sup>6</sup> We advertise our lottery openings in Red River and the surrounding communities. Today our student population is made up of students from Angel Fire & Eagle Nest (.03%), Red River (29%), Questa & Costilla (68%), and Taos (.03%).

The following illustration was created through conversations with families and the RRVCS Equity Council to show the aspects of our school culture beyond academics that enhance student learning and social emotional development to build problem solvers now and for the future.

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<sup>5</sup><https://data.census.gov/cedsci/table?q=Red%20River%20town,%20New%20Mexico%20Race%20and%20Ethnicity&tid=ACSDP5Y2018.DP05&hidePreview=false>

<sup>6</sup> Source: 2019-2020 NM Vistas Summary Report: <https://newmexicoschools.com/schools/539001>



*Academic and Personal Excellence* emerges from the rigorous Core Knowledge Curriculum and subsequent problem solving and creativity as students strive to make discoveries and connections between historical events and personal perspectives.

*Servant Leadership* is developed and experienced by students through student peer group “Master Helpers” participation, a system of leadership and experiencing giving of self and expertise to others. *Servant Leadership* is also developed and experienced in community service activities. Our school reaches out to the community and the community reaches out to and supports our students. Community service also provides numerous opportunities to contribute to students’ *self-reflective and active citizenship* experiences as well as expanding the context for *character development*. Following is a brief description of some of the community service projects in which our students have participated during the current contract term.<sup>7</sup> Also described is the focus of learning involved with each project.

*The Town Christmas Dinner:* Students volunteer to help with the event and provide entertainment through music and drama. All students participate in performing one to three songs and the 7<sup>th</sup>-8<sup>th</sup> grade class puts on a play.

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<sup>7</sup> Most projects were held annually; however, events are currently “COVID permitting”.





*Annual Music Festival:* Teachers and older students volunteer in support of the music festival and the festival organizers give some of the proceeds back to the school.

*Town Clean-up Project:* History of the town of Red River as a part of New Mexico history and Earth Day projects aligned to the Common Core Curriculum.



*Project for Servicemen and Women:* Students wrote to and sent gifts to men and women in the armed services; a study of world geography (where servicemen and women are located); a study of current events in those areas of the world and what students can do about the world situation.

*CPR and Defibrillator Project:* Study of the human body; healthy living; learning about the fire department; helping to provide the community center with defibrillators.

*Toys for Local Kids Project:* Collected toys; study of children's needs in the community.

*Cancer Patient Project:* Wrote letters for cancer patients (language arts); study of and caring for the human body.

*Recycling Project:* Initiated an entire town project of recycling, water conservation, pollution prevention; study of recycling and the need for recycling. This year students will create wearable items from some of the recyclable items located and put on a fashion show for the school and the community (COVID permitting).

*Taos Living Center Project:* Made Valentine or Christmas cards; visited seniors; study of aging; emphasis on character development (kindness and compassion).

*Food Drive:* Study of local needs; support for the local food bank; study of nutrition and healthy food; determining what is best to donate.

*Eagle Nest Seniors Group:* Assisted with serving lunch and had lunch with seniors; listened to oral history from seniors about the local area.

*Mountain High Camp:* Served lunch to locally sponsored Head Injury Camp held in September; visited with people; emphasis on character development (kindness and compassion); learned about the human body.

*Opportunities for development of Adaptability and Rigor:*

Students in grades PreK through eighth grade engage in “productive struggle” academically, socially, and physically through opportunities presented in Core Knowledge Curriculum, Love & Logic, Character Counts, and other learning and developmentally appropriate activities throughout the school year. Students are presented with challenges that are on par with academic, social, and physical development. Teachers and staff model adversity, problem solving, accountability, and success through failure. Students are individuals in need of different supports at different times; teachers and staff work with students to build their self-confidence, to find their voice and speak it with respect and compassion, to stand up for themselves and for those in their community, and to accept that challenges are inevitable but not insurmountable.

2. Academic Performance

The Charter School Act provides as follows:  
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of student performance standards identified in the charter contract.

a. School Support and Accountability

Any school that has not maintained a “C” or better letter grade in SY2017 and SY2018 OR is not identified in the top 75% of all schools in SY2019 and SY2020 on the NM System of School Support and Accountability, must provide a narrative that describes the improvement actions targeted to improve the student outcomes (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site including renewal site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the “desk audit” review of the application. If providing data, please attach in Appendix E and reference the appendix by name in this narrative. (Appendix E – Academic Data)

**Schools that have maintained a “C” or better letter grade in SY2017 and SY2018 and were identified in the top 75% of all schools in SY2019 and SY2020 in the NM System of School Support and Accountability AND have not received a “D” or “F” in any indicator of the state report card during SY2017 and SY2018 do NOT complete this Section.**

**School response:**

Red River Valley Charter School (RRVCS), is in its third year of focused implementation of a school-wide collaboration model, expanding academic programs that work for our children, and closing down those that have not been successful. We have moved deeper into data-informed instruction, moved from Renaissance STAR to Istation and iReady short cycle assessments for grades K-8 and moved from a quarterly assessment check to monthly progress monitoring in reading and math. In 2018-2019, a full-time reading interventionist was staffed and continues to provide support for our at-risk and special education population.

Additionally, RRVCS was accepted into the two-year commitment to participate in the Structured Literacy

Program which will incorporate coaching and professional development into the Reading/ELA program.

Positive results from our efforts are beginning to show on the 2019-2020 NM Vistas Summary Report<sup>8</sup> as we exceeded the state average score for elementary and middle schools and earned a designation of excellence in reading growth and math growth. As positions for teachers and educational assistants open, we will continue to hire those who hold special qualities that will support specific student needs and focus on increased supports.

#### **RESULTS FROM SCHOOL REPORT CARD SYSTEM AND NEW ACCOUNTABILITY SYSTEM**

	<b>School Report Card System A-F</b>		<b>New Accountability System</b>	
<b>School Year</b>	2017	2018	2019	2020
<b>Grade/Points</b>	B	D	52 out of 100	No State Accountability Testing due to Covid-19
<b>Rating Earned</b>	Meets Standard	Does Not Meet Standard	Meets Standard	

RRVCS received a Final School Grade of B in 2017, a Final School Grade of D in 2018, and an Overall Performance Score of 52 out of 100 on the NM Vistas Summary Report. The drop from a final school grade of B in 2017 to a D in 2018 was unexpected.

#### **RRVCS Response to 2018 School Report Card Grade of D**

The following narrative addresses the improvement actions taken and successes in response to the 2018 School Report Card grade of D.

##### Specific Actions Targeted to Improve Student Academic Outcomes

##### **1. Development of the RRVCS 2019 Annual Plan for improvement**

In response to the grade of D in 2018, RRVCS developed and implemented a comprehensive 2019 Annual Plan for improvement based on the New Mexico Data, Accountability, Sustainability, and High Achievement (NM DASH) format.<sup>9</sup> Under new leadership, a Core Planning Team composed of the Head Administrator, K-4<sup>th</sup> grade Teacher Leader, 5<sup>th</sup>-8<sup>th</sup> grade Teacher Leader, Special Education Director, Literacy Coach, Kindergarten Teacher, Governance Council Member, and Parent conducted a root cause analysis of student performance on the PARCC, Star Reading and Math, and the iStation assessments. The resulting plan focused on two areas for improvement of student performance outcomes: Data-Driven Instruction and school-wide Collaboration.

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<sup>8</sup> The 2019-2020 NM Vistas Summary Report uses data from school year 2018-19.

<sup>9</sup> RRVCS was not required to complete a NM DASH plan but chose to use the format to develop a comprehensive Annual Plan for change and improvement to increase achievement for all students.

- *Data-Driven Instruction*

Formative and summative data were examined and used by teachers, the reading interventionist, the special education director, and the school administrator to guide lessons. A school-wide data wall was constructed and updated at each short cycle assessment period (quarterly) in the school administrator's office for ease of referral. Teachers discussed key areas of need and determined plans for continued support of student improvement. The Annual Plan included a detailed "critical actions" timeline with monthly meetings to review data, lesson planning, and all aspects of the NMTEACH Domain 1.

- *Collaboration*

Data-Driven Instruction was supported through collaboration among teachers, the reading interventionist, the special education director, educational assistants, and the school administrator. Monthly data collaboration meetings were convened with the Professional Learning Community (PLC) focus on data-informed instruction and time dedicated to lesson planning. Collaboration among teachers and educational assistants to support lesson planning and to reach struggling students through alternative means of lessons also took place. Professional development focused on effective collaboration.

Data collaboration sessions between grade bands provided teachers with the opportunity to examine data, discuss strategies, make connections, determine immediate needs and set objectives.

2. The RRVCS 2020 Annual Plan added the following:

- Data from 2019 was carefully reviewed and benchmark goal targets were maintained or modified as appropriate to track progress in meeting 2020/2021 State Assessment goals (postponed due to pandemic and school closures)
- "Additional Supports for Student Success" was added as a third Focus Area. Educational Assistants were provided at designated times throughout the school day ensuring structure and consistency to support teacher planning and student learning in the areas of reading and math. Instructional strategies include interventions, supports, push-in, pull out, small group and rotations.
- Implementation of the collaboration model and continuing focus on data-driven instruction intensified to better reach struggling students through alternative means in lesson plans.
- This year's data and collaboration created the discussion of assessment at shorter intervals in an effort to take a closer look at student slides/stagnation/gains and provide supports and intervention for both advanced students and those requiring additional supports either through reteach, practice, small group, one to one opportunities.

3. RRVCS applied for and has been accepted into the Structured Literacy Program sponsored by the New Mexico Public Education Department. This Program will assist schools to incorporate Structured Literacy coaching into their Reading/ELA program and will provide professional development in Structured Literacy. Ten days will be added to the school calendar and teachers will participate in 80 hours of professional development.

4. Change of Short-Cycle/Interim Assessments for Reading and Math for data collection and to better support grade-level and above proficiency levels



Beginning in school year 2020-21, RRVCS will use iStation Reading<sup>10</sup> and iReady Math<sup>11</sup> assessments for monthly data collection and intervention in grades K-8. After reviewing the rate of growth and advancement in the areas of math and reading from the previous two years (2018-2019 & 2019-2020), it was noted that quarterly testing allowed some students to “slip through the cracks”. Collaboration provided the teachers and staff the opportunity to discuss what was happening in the classroom during lessons, discussion, and participation versus what was showing on quarterly tests. The data was interesting in that some students inherently perform better on tests than others. Students who were performing well in class were not necessarily performing well on the tests and vice-versa. The staff and administration through collaboration decided that moving to iStation and iReady, assessing monthly, and utilizing the resources in the iStation suite and iReady Classroom Mathematics will provide students additional opportunities for growth. Historically, the students of RRVCS have made a year or more growth but the approach to grade level mastery has been a bit slow. The goal is to provide teachers additional tools to reach the students and to provide the students the additional supports to make gains at a quicker rate.

The 5th through 8th grades will also supplement iReady and the current math curriculum with MidSchoolMath<sup>12</sup>, a research-based blended print and digital Core Curriculum as a supplemental program. Standards are represented in video and computer simulations with technology that includes an adaptive test trainer, progress monitoring, and instant clicker-based feedback.

5. RRVCS purchased the Core Knowledge Language Arts Program for students in grades K-2. This Program has two research-based components to support early learners in skills and knowledge elements. The knowledge-based elements directly connect to our Core Knowledge Curriculum. We are looking forward to adding Core Knowledge Language Arts for grades 3-5 in January 2021 or by school year 2022.
6. RRVCS applied for the Extended Learning Time Program (ELTP), a strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores as well as reducing learning loss, learning gaps, and achievement gaps. We have not yet been notified of acceptance.

#### **Evidence of Actions Taken:**

- RRVCS 2019 and 2020 Annual Plans
- Invoice/contracts for implementation of K-8 iStation and iReady
- MidSchoolMath Grades 5-8 Provided free of charge for the 20-21 school year.
- Invoice/Contract for Core Knowledge K-2 Language Arts Program
- Plans/records/observation of weekly tutoring program
- Application for Extended Learning Time Program
- Structured Literacy Program email communication between Gwen Warniment (PED), Holly Velazquez-Duffy and Kimberly Ritterhouse.
- RRVCS website Updates - <https://www.redrivervalleycs.org/updates>

#### **Successes of Actions Taken:**

- In SY2019, New Mexico transitioned to the current NM System of School Support and

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<sup>10</sup> <https://www.istation.com/>

<sup>11</sup> <https://www.curriculumassociates.com/>

<sup>12</sup> <https://www.midschoolmath.com/>

Accountability. Based on the NM Vistas Summary Report, RRVCS earned an Overall Performance Score of 52 out of 100 which exceeds the average score of 48 for Elementary and Middle Schools.

- RRVCS earned a **MEETS STANDARD** rating on the NM Vistas Summary Report.
- RRVCS received a **designation of excellence** in reading growth and math growth on the 2019-20 Summary Report. RRVCS' percentile scores were **72 in reading** and **70 in math**. The NM Vistas Academic Growth scores estimate how much academic progress students have made as compared to other students in New Mexico who are academically similar to them."<sup>13</sup>

#### **Evidence of Successes:**

- Red River Valley Charter School NM Vistas Summary Report
- PED notations in 2018-19 Monitoring Instrument Item Report located in the Web-EPSS.

#### **2019-20 SHORT-CYCLE ASSESSMENT DATA PRIOR TO COVID-19 PANDEMIC CLOSURES**

As requested by the Public Education Commission, RRVCS has included the partial data available for School Year 2019-20 prior to the COVID-19 shutdown. The reading and math short-cycle assessment data available from the Beginning of Year (BOY) through the Middle of Year (MOY) is included in the next section of the application, 2.b. School or Mission Specific Charter Goals. It demonstrates the percentage of Full-Academic Year (FAY) students identified as on track or meeting the School-Specific Reading and Math Goals. Overall, 73% of FAY students in grades 3-8 were on track or made a year or more academic growth on the STAR Reading Assessment, 100% of FAY students in grades 1-2 were on track or made a year or more academic growth on the Istation Reading Assessment, and 79% of FAY students in grades 1-8 were on track or made a year or more academic growth on the STAR Math Assessment. For additional detail, please see the next section of the application, 2.b. School or Mission Specific Charter Goals.

#### **PREVENTING LEARNING LOSS DUE TO THE COVID-19 PANDEMIC**

Although the traditional "brick & mortar" school changed due the COVID-19 pandemic, RRVCS was ready and met the challenge of "home learning" the first week of closure. Teachers, parents, students were provided the tools needed to succeed. Those families without internet were supported by the administration to gain internet access and donations from the community were provided to pay the monthly bill. Families reached out for additional technological supports and we were able to provide those supports. Some families requested pen and paperwork instead of the online method and this too was provided. Teachers and staff have been in constant contact with families to provide support and encouragement.

The photo below shows one of our small voluntary orientation gatherings for the 2020-21 school year. Each class had 4 or less students at a time learning about the technology and the programs that will be used throughout the year. Online orientations for families that chose not to have their students attend in person were also conducted.

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<sup>13</sup> A User's Guide to New Mexico Vistas, p. 10/22 <https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/New-Mexico-Vistas-Technical-Guide-SY-2018-19-1.pdf>



Study Hall has been expanded from once a week to four times per week using the online format. Teachers reach out to families to request that students participate in Study Hall. Each session is geared to the individual needs of the student and therefore the instructional format may vary from session to session. Many students also take advantage of this option to have additional opportunities to ask questions and receive support.

RRVCS is conducting monthly online diagnostic testing at home for math and reading. A video is available on our website to prepare parents for this process: <https://www.redrivervalleycs.org/updates>. The following directions are given to parents:

*Dear families,*

*Please view the information presented in the iReady video that provides information in regards to math placement testing your child at home during the online learning platform. Please apply this same information to the iStation reading test, too. The purpose of these diagnostic tests is to inform the teacher, not grade the student. Please do not assist during testing which typically takes place at the beginning of each month.*

RRVCS understands our student population and the need for focused instruction online and upon return to the traditional “brick & mortar” school model. We are dedicated to helping students make gains that may or may not have been lost during the school closure due to the COVID-19 pandemic.

## b. School or Mission Specific Charter Goals

Pursuant to 1978 NMSA, §22-8B-9.1 each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

**All applicants must report on each school or mission specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

**For any applicant that did not meet all of their goals in each year of the contract term,** provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school or mission specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school or mission specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the renewal site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix A and reference the appendix by name in the narrative. (Appendix A – Mission Goal Data)

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

### ***School response:***

Three school-specific goals are included in the Red River Valley Charter School (RRVCS) Performance Framework: STAR Reading Grades 3-8; DIBELS/Istation Reading Grades 1-2; and, STAR Math Grades 1-8. **RRVCS met or exceeded the standards of all school-specific charter goals in each year of the charter contract for which data is available.**

Although the above-stated conclusion is accurate, an exception exists in the Web-EPSS Final Evaluation for the 2016-17 school year. The DIBELS/Istation Reading Goal for Grades 1-2 received a rating of "Falls Far Below Standard" due to the fact that only the Middle of Year (MOY) data had been uploaded into the Web-EPSS. The existing End of Year (EOY) data was therefore not factored into the 2016-17 rating. As part of the current renewal application process, RRVCS obtained and reviewed the 2016-17 EOY data and found that 100% of students in Grades 1-2 had achieved one full-year's growth and/or tested at or above

grade level in reading. This outcome was verified by Ginger Brawley, Istation Support Advisor, in April 2020. Had the 2016-17 rating been based on EOY data, RRVCS would have received an “Exceeds Standard”. For purposes of this report, the updated result for the 2016-17 DIBELS/Istation Reading Goal is reflected in the chart and analysis for this goal.

Following are the three school-specific goal statements, visual representations of the longitudinal data and summary analyses of performance. The goals are numbered as they appear in the RRVCS Performance Framework.

As requested by the Public Education Commission, any 2019-20 data available from short-cycle or other assessments should be included in Part B of the application. The charts presented below include the partial year’s data available for reading and math which is identified by a red bar. The red bar represents the percent of FAY students who were on track to make a year or more of growth or made a year or more of academic growth by the middle of the year (MOY) testing cycle.

### **Goal 2.a. STAR<sup>14</sup> Reading – Grades 3-8**

#### **Goal Statement**

*Short Cycle Assessment data (STAR) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students grades 3-8.*

*Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students in grades 3-8 will demonstrate academic growth in Reading as measured by three short cycle assessments using STAR grade level assessment. "One year's growth" will be defined as a grade equivalency (GE) change of 1.0 or greater (i.e. 3.8 to 4.9 is a change of 1.1) or growth as identified in the student's IEP. Students may show the growth on either of the winter or spring assessments.*

*Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student must score at "At or above grade level".*

*Exceeds Standard: The school surpasses the target of this indicator if:*

- **80%** of FAY students made one full year's growth in reading short-cycle assessment scores when comparing beginning year results to either the winter or spring results.
- OR
- The student tests at “at or above grade level” on the winter or spring short-cycle assessment.

*Meets Standard: The school meets the target of this indicator if:*

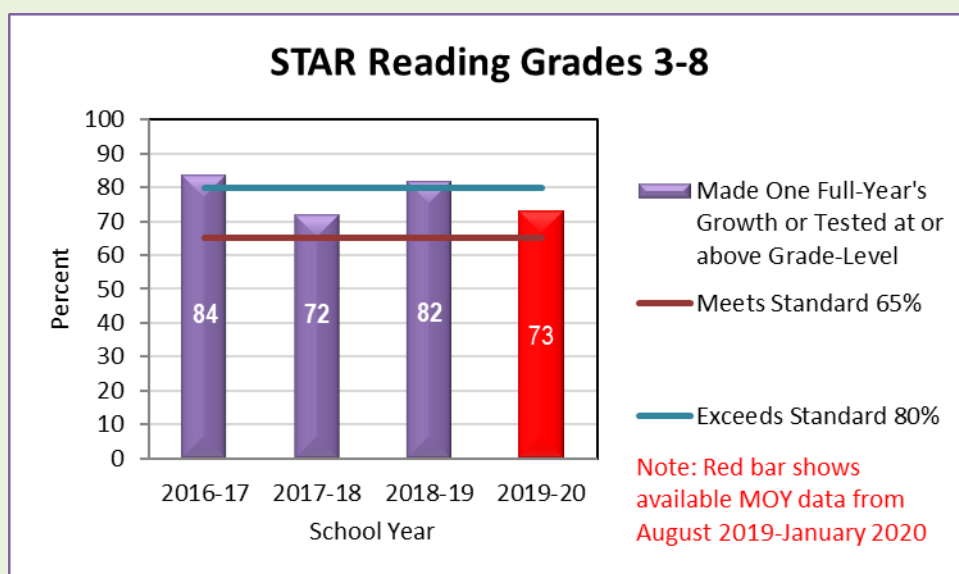
- **65-79%** of FAY students made one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to either the winter or spring results
- OR
- The student tests at “at or above grade level” on the winter or spring short-cycle assessment.

<sup>14</sup> STAR Assessments are products of Renaissance Learning: <https://www.renaissance.com/>



### Longitudinal Data

The chart below illustrates the percentage of students in grades 3 through 8 who demonstrated one full-year's growth and/or tested at or above grade level in reading during the first three years of the charter contract and the fourth year (red) for which only partial-year data was available due to the COVID-19 Pandemic.



### Summary Analysis

Based on results from the STAR Reading Assessment, the performance of students in grades 3-8 earned an **“Exceeds Standard”** rating in 2016-17 and 2018-19. In 2017-18 student performance earned a **“Meets Standard”** rating.

The 2019-20 MOY data represented by the red bar in the chart above represents short cycle testing from August 2019 to January 2020. Due to COVID 19 and the unforeseen closure, RRVCS did not have EOY data. Overall, however, the 2019-20 data shows that 73% of students in grades 3 through 8 were on track to make a year or more of growth or made a year or more of academic growth by the MOY testing cycle. 73% earns a **“Meets Standard”** rating.

### Goal 2.b. Istation Reading – Grades 1-2

#### Goal Statement

*Short cycle assessment data (DIBELS) <sup>15</sup> will be used to measure adequate reading progress of Full Academic*

<sup>15</sup> At the time when RRVCS goals were negotiated with the Public Education Commission, DIBELS was the state-mandated reading assessment for grades K-2. in 2016-17, The New Mexico Public Education Department changed the required K-2

*Year (FAY) students grades 1 and 2.*

*Growth.* *In order to show adequate reading progress (the first phrase in each of the standards set forth below), FAY students will demonstrate adequate reading progress in Reading as measured by three assessments using DIBELS.*

*The growth will be set in the fall for all students testing "Well Below Benchmark" or "Below Benchmark" by using the growth tool and setting "above average growth" targets for these students, and identifying these growth targets in a chart in the fall. The school may set individualized growth targets for student with IEPs using the growth tool as a resource. Students will be scored as having achieved adequate reading progress if they meet their growth targets set in the fall on either the winter or spring test.*

*At or Above Benchmark.* *In order to show adequate reading progress (the second phrase in each of the standards set forth below), a student tests "At or Above Benchmark" on either the winter or spring testing.*

*Exceeds Standard: The school surpasses the target of this indicator if:*

- **80%** of FAY students made one full year's growth in reading short-cycle assessment scores when comparing beginning year results to either the winter or spring results.

*OR*

- The student tests at "at or above grade level" on the winter or spring short-cycle assessment.

*Meets Standard: The school meets the target of this indicator if:*

- **65-79%** of FAY students made one full year's growth in reading short-cycle assessment scores when comparing beginning year results to either the winter or spring results

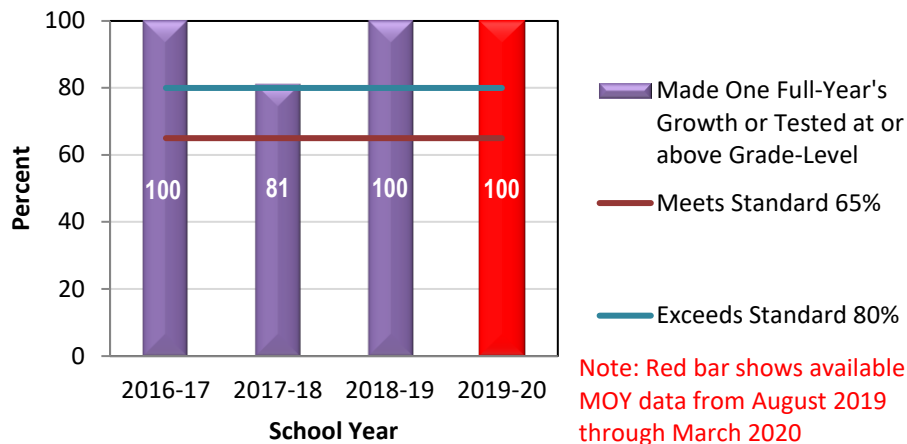
*OR*

- The student tests at "at or above grade level" on the winter or spring short-cycle assessment.

#### Longitudinal Data

The chart below illustrates the percentage of students in grades 1 and 2 who demonstrated one full-year's growth and/or tested at or above grade level in reading during the first three years of the charter contract and the fourth year (red) for which only partial-year data was available due to the COVID-19 Pandemic.

## Istation Reading Grades 1-2



### Summary Analysis

Based on results from the Istation Reading Assessment, the performance of students in grades 1-2 earned an **"Exceeds Standard"** rating in the first three years of the Charter Contract term.

The 2019-20 MOY data represented by the red bar in the chart above represents short cycle testing from August 2019 to March 2020. Due to COVID 19 and the unforeseen closure, RRVCS did not have EOY data. Overall, however, the data shows that 100% of students in grades 1 and 2 were on track to make a year or more of growth or made a year or more of academic growth by the MOY testing cycle. 100% earns an **"Exceeds Standard"** rating.

### Goal 2.c. STAR Math – Grades 1-8

#### Goal Statement

*Short Cycle Assessment data (STAR) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students grades 3-8.*

*Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students in grades 3-8 will demonstrate academic growth in Math as measured by three short cycle assessments using STAR grade-level assessment. "One year's growth" will be defined as a grade equivalency (GE) change of 1.0 or greater (i.e. 3.8 to 4.9 is a change of 1.1) or growth as identified in the student's IEP. Students may show the growth on either of the winter or spring assessments.*

*Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student must score at "At or above grade level".*

*Exceeds Standard: The school surpasses the target of this indicator if:*

- **80% of FAY students made one full year's growth in math short-cycle assessment scores when comparing beginning year results to either the winter or spring results.**

OR

- The student tests at “at or above grade level” on the winter or spring short-cycle assessment.

*Meets Standard: The school meets the target of this indicator if:*

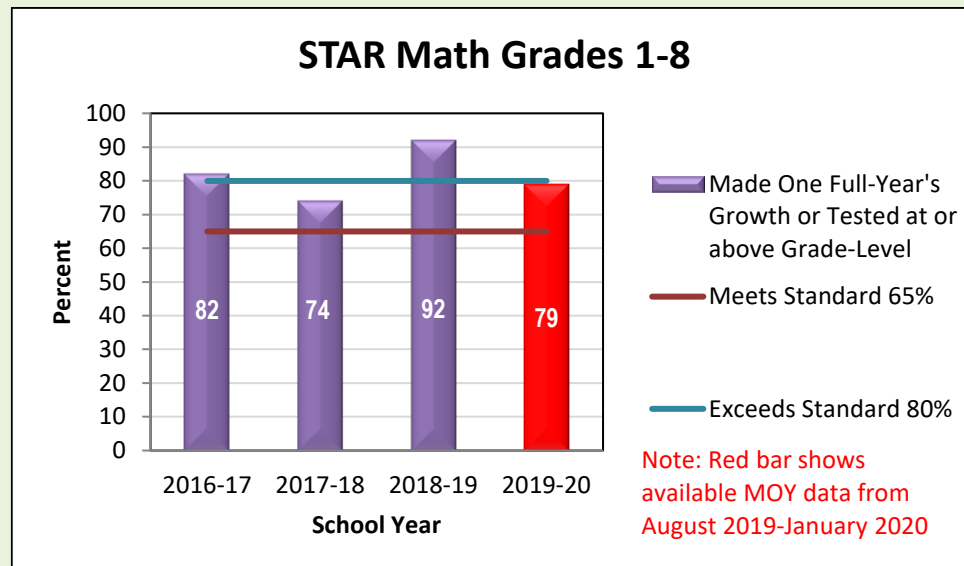
- **65-79%** of FAY students made one full year’s growth in math short-cycle assessment scores when comparing beginning year results to either the winter or spring results

OR

- The student tests at “at or above grade level” on the winter or spring short-cycle assessment.

### Longitudinal Data

The chart below illustrates the percentage of students in grades 1 through 8 who demonstrated one full-year’s growth and/or tested at or above grade level in math during the first three years of the charter contract and the fourth year (red) for which only partial-year data was available due to the COVID-19 Pandemic.



### Summary Analysis

Based on results from the STAR Math Assessment, performance of students in grades 1-8 earned an **“Exceeds Standard”** rating in the first and third year of the contract term (2016-17 and 2018-19). In the second year (2017-18), student performance earned a **“Meets Standard”** rating.

The 2019-20 MOY data represented by the red bar in the chart above represents short cycle testing from August 2019 to January 2020. Due to COVID 19 and the unforeseen closure, RRVCS did not have EOY data. Overall, however, the 2019-20 MOY data shows that 79% of students in grades 1 through 8 were on track to make a year or more of growth or made a year or more of academic growth by the middle of the year (MOY) testing cycle. 79% earns a **“Meets Standard”** rating.

### **Conclusion**

**Red River Valley Charter School met or exceeded the standards of all school-specific charter goals in each year of the charter contract.**

Note: A detailed analysis of 2019-2020 MOY data has been uploaded into the Web-EPSS.

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3. Financial Compliance

The Charter School Act provides as follows:  
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

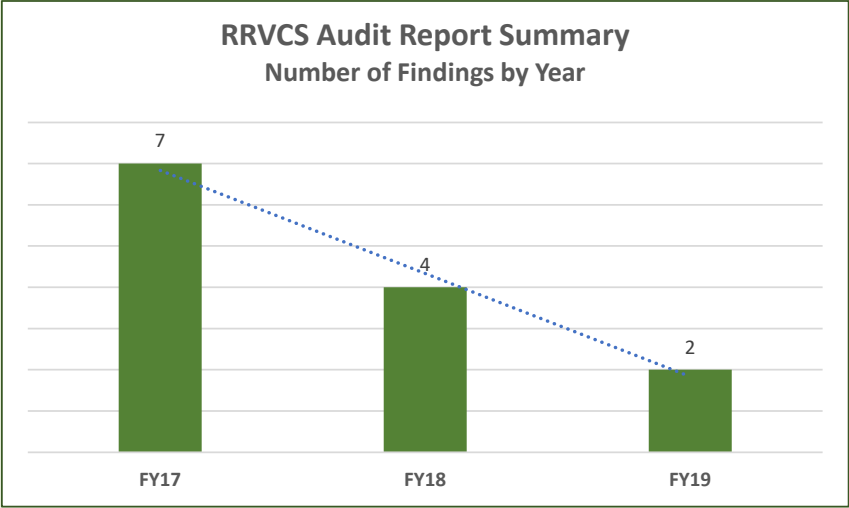
a. Audit Report Summary

Every charter school is subject to the Audit Act. (1978 NMSA §22-8B-4; 1978 NMSA 22-8-1 *et. seq.*) The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

School response:

The chart below illustrates Red River Valley Charter School’s decrease in the number of audit findings by fiscal year.



A summary of the nature of the findings and the school’s corrective action plans follow:

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY17	7	2015-001 Chief Procurement Officer (Other Non-Compliance) Repeated and Modified Condition: The School does not have a chief procurement officer.	<p><i>CAP Response:</i> Governance Council named School Administrator as the CPO. School Administrator will take training and test for certificate.</p> <p><i>Evidence of Action Taken:</i> Minutes of Governance Council Meeting, Monday, January 22, 2018, School Administrator appointed CPO (Web-EPSS)</p> <p><i>Success:</i> Although this finding was not resolved until FY18, it was not repeated in the FY19 Audit.</p> <p><i>Evidence:</i> FY19 Audit</p>
		2016-001 Retiree Health Care Contributions (Other Noncompliance) Repeated and Modified Condition: We noted four instances where RHC remittances were made after the tenth day of the subsequent month. In addition, the monthly RHC contribution remittance form for the month of August 2016 could not be located. Beginning in January 2017, management made significant progress towards resolving this finding.	<p><i>CAP Response:</i> The School began contracting with the Vigil Group to help alleviate the large amount of duties required of the business office employees at the school to ensure that timely payments are made on the School's behalf by the Business Office. The Vigil Group utilizes a Payroll Calendar to set reminders for payments.</p> <p><i>Evidence of Action Taken:</i> Minutes of Governance Council Meeting, Monday, May 22, 2017, Vigil Contract Approval. Vigil Contract (2017-18 Web-EPSS)</p> <p><i>Success:</i> This finding was not repeated in the FY18 or FY19 Audits.</p> <p><i>Evidence:</i> FY18 and FY19 Audits.</p>
		2017-001 Procurement (Other Non-Compliance)	<p><i>CAP Response:</i> Governance Council has updated financial policies and procedures with the help of</p>

		<p>Condition: The School did not follow their procurement policy when procuring construction services totaling \$66,147 as only one bid was obtained.</p>	<p>new Business Manager, Vigil Group in February 2017.</p> <p><i>Evidence of Action Taken:</i> Minutes of Governance Council Meeting, Monday, Dec. 11, 2017, Approval of Financial Policies. (Web-EPSS)</p> <p><i>Success:</i> This finding was not repeated in the FY18 Audit or FY19 Audits.</p> <p><i>Evidence:</i> FY18 and FY19 Audits.</p>
		<p>2017-002 Budget Adjustment Request (Other Non-Compliance) Condition: During our review of budget adjustment requests (BAR), two of four BAR's reviewed were not included in the Governing Council meeting minutes as having been discussed and approved prior to obtaining PED approval.</p>	<p><i>CAP Response:</i> Minutes will include BAR information, including BAR numbers.</p> <p><i>Evidence of Action Taken:</i> Minutes of Governance Council Meeting, Monday, Dec. 11, 2017, Approval of Financial Policies. (Web-EPSS)</p> <p><i>Success:</i> This specific finding was not repeated in the FY18 Audit. However, a related finding in the FY19 Audit focused on the correctness of the BAR numbers. The School does not anticipate any future findings related to BAR numbers.</p> <p><i>Evidence:</i> FY18 and FY 19 Audits.</p>
		<p>2017-003 Lack of Internal Controls over Accounting Records (Material Weakness) Condition: The School did not maintain supporting accounting documentation/records for the first six months of the fiscal year.</p>	<p><i>CAP Response:</i> Governance Council has updated financial policies and procedures with the help of new Business Manager, Vigil Group in February 2017.</p> <p><i>Evidence of Action Taken:</i> RRVCS Internal Control Structure Document (17-18 Web-EPSS)</p> <p><i>Success:</i> This finding was not repeated in the FY18 or FY19 Audits.</p>

			<p><i>Evidence:</i> FY18 and FY19 Audits.</p>
		<p>2017-004 Internal Control Structure (Significant Deficiency) Condition: The School coded food costs in the amount of \$10,376 to salary expenditures. In addition, revenues from a federal grant in the amount of \$15,467 were improperly coded to student food service fees.</p>	<p><i>CAP Response:</i> Governance Council approved revised internal control policies in February 2017 with the help of new Business Manager, Vigil Group.</p> <p><i>Evidence of Action Taken:</i> RRVCS Internal Control Structure Document (17-18 Web-EPSS)</p> <p><i>Success:</i> This finding was not repeated in the FY18 or FY19 Audits.</p> <p><i>Evidence:</i> FY18 and FY19 Audits.</p>
		<p>2017-005 Travel and Per Diem (Other Non-Compliance) Condition: Based on our review of five travel expenditures, we noted the following:</p> <ul style="list-style-type: none"> <li>• The principal is the only individual who approves travel expenditures, including their own.</li> <li>• The School paid an employee \$202 for their compensation from jury duty and this was improperly recorded as an expenditure of the School. The School improperly recorded income of the School when a reimbursement was received for these monies.</li> <li>• The School did not use the proper IRS mileage reimbursement rate when paying employees for travel. The rates they used were \$0.44 and \$0.45 when the correct rate was \$0.46.</li> <li>• One instance where an individual was reimbursed \$36</li> </ul>	<p><i>CAP Response:</i> Governance Council approved new travel and per diem policy in February 2017 and updated financial policies and procedures with the help of new Business Manager, Vigil Group.</p> <p><i>Evidence of Action Taken:</i> Minutes of Governance Council Meeting, Monday, Dec. 11, 2017, Approval of Financial Policies. (Web-EPSS)</p> <p><i>Success:</i> This finding was not repeated in the FY18 or FY19 Audits.</p> <p><i>Evidence:</i> FY18 and FY19 Audits.</p>

		for meals in one day when the actual limit was \$30, an excess of \$6.	
FY18	4	<p>2018-001 Chief Procurement Officer (Previously #2015-001) (Other Noncompliance) Condition/Context: The School did not have a chief procurement officer (CPO) during fiscal year 2018.</p> <p>Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.</p>	<p><i>CAP Response:</i> The school administrator attended classes and passed the required tests to take the role of CPO. Additionally, the school administrator registered online under the direction of the PED team at the annual charter school visit. The school administrator will review policies for purchases and attend refresher trainings as designated by the state. (The School Administrator became a Chief Procurement Officer on October 19, 2018.)</p> <p><i>Evidence of Action Taken:</i> CPO Registration – snapshot of GSD Chief Procurement Officer List (2018-19 Web-EPSS)</p> <p><i>Success:</i> This finding was not repeated in the FY19 Audit.</p> <p><i>Evidence:</i> FY19 Audit.</p>
		<p>2018-002 Controls over Cash Receipts (Other Noncompliance) Condition/Context: During our review of cash receipts, we noted the following issues:</p> <ul style="list-style-type: none"> <li>• Pre-numbered receipts are not utilized by the school when receipting cash and checks.</li> <li>• The School does not formally document the date cash and checks are received; thus, we were unable to determine if monies were deposited with 24 hours of receipt.</li> </ul>	<p><i>CAP Response:</i> The office manager maintains a receipt book to track school lunch purchases made by teachers for the month. At the close of the month, the office manager provides a copy of the receipt and the total amount due. Once payment is submitted, the office manager deposits the check and makes a copy of the dated check and the deposit slip documenting that the deposit was made within the 24-hour window.</p> <p><i>Evidence of Action Taken:</i> Copy of Delivery Receipt, Dated Check, and Deposit Slip for meals. Minutes of Governance Council Meeting, Monday,</p>



			<p>April 15, 2019, Approval of Financial Policies. (2018-19 Web-EPSS)</p> <p><i>Success:</i> This finding was not repeated in the FY19 Audit.</p> <p><i>Evidence:</i> FY19 Audit.</p>
		<p>2018-003 Purchasing (Other Noncompliance) Condition/Context: During our review of disbursements, we noted 1 out of 16 disbursements for which services were performed prior to the approval of the purchase order.</p>	<p><i>CAP Response:</i> The office manager, along with the school administrator, have provided professional development to teachers on the timeline/requirements needed to make a purchase. The office manager submits invoices for review by the Administrator and/or Business Manager to ensure funds are available.</p> <p><i>Evidence of Action Taken:</i> Business Manager's records.</p> <p><i>Success:</i> This finding was not repeated in the FY19 Audit.</p> <p><i>Evidence:</i> FY19 Audit.</p>
		<p>2018-004 Internal Control over Capital Assets (Significant Deficiency) Condition/Context: During our review of capital assets, we noted the School excluded a capital asset addition of \$21,600 from the capital asset listing and rollforward.</p>	<p><i>CAP Response:</i> The school's Business Manager will maintain a Fixed Asset Listing that tracks depreciation and records all assets the school purchases. This Fixed Asset Listing is ready to be presented to the auditors for the FY19 Audit.</p> <p><i>Evidence of Action Taken:</i> <i>RRCVS Fixed Asset Documentation. (2018-19 Web-EPSS)</i></p> <p><i>Success:</i> This finding was not repeated in the FY19 Audit.</p> <p><i>Evidence:</i> FY19 Audit.</p>

FY19	2	<p>2019-001 Financial Close and Reporting (Other Matters)  Condition/Context: During our review of subsequent receipts, we noted two receipts totaling \$14,947.75 that were not properly identified as accounts receivable by the school. Both receipts were earned during fiscal year 2019 and should have been listed on the school's accounts receivable listing.</p>	<p><i>CAP Response:</i>  The Vigil Group will institute an accounts receivable tracking system. The tracking system will be shared with the Finance Committee and Governance Council as appropriate.</p> <p><i>Evidence of Action Taken:</i>  Vigil Group monthly financial reports reflected in the Governance Council minutes.</p> <p><i>Success:</i>  The School is confident that this finding will not be repeated in future Audits.</p> <p><i>Evidence:</i>  Future Audits.</p>
		<p>2019-002 Budgetary Compliance (Other Noncompliance)  During our review of Budget Adjustment Request (BAR) #0014-M, we noted this BAR was not appropriately referenced in the April 15, 2019 Board Minutes. It appears that BAR #0018-I was listed incorrectly as it was approved in both the March 18, 2019 and April 15, 2019 Board Minutes.</p>	<p><i>CAP Response:</i> Management will do a closer review of their minutes to ensure BAR numbers are correct. The Business Manager will review the board minutes for accuracy of BAR numbers.</p> <p><i>Evidence:</i>  Review of Board Minutes on file at the school and posted on the website.</p> <p><i>Success:</i>  The School is confident that this finding will not be repeated in future Audits.</p> <p><i>Evidence:</i>  Future Audits.</p>

## b. Board of Finance

Pursuant to 1978 NMSA §22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to 1978 NMSA §22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the Commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix (Appendix B – Board of Finance) and verifiable through evidence at the renewal site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

### ***School response:***

Red River Valley Charter School maintained all Board of Finance authority during the entire term of the contract.

#### 4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter... or...violated any provision of law from which the charter school was not specifically exempted.

##### a. Charter Material Terms of Comprehensive Educational Program

Pursuant to 1978 NMSA §22-8B-9, each charter contract must contain material terms of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms, or in some contract versions, the components of the comprehensive educational program.

If a school received a rating of "working to meet standard" or "falls far below standard" for Indicator 1.a in its Web-EPSS annual report for any year within the contract term, the school must describe the improvement actions the school made to address the deficiencies.

##### ***School response:***

In 2016-17, Red River Valley Charter School (RRVCS) received a "falls far below standard" rating for an item that was not a Material Term of the Charter School Contract between the New Mexico Public Education Commission and Red River Valley Charter School July 1, 2016 – June 30, 2021. The School was given the low rating for its organizational model that includes both single-grade and multi-grade classrooms to accommodate students in Kindergarten through 8<sup>th</sup> grades with a 100-student enrollment cap. Because of the school's relatively small enrollment, this organizational model has been implemented since its opening in 2001.

The 2016-17 Annual Monitoring Report stated that this indicator was rated as "falls far below standard" because a multi-grade program is not allowed under the Performance Contract.

##### Action Taken to Respond to the Concern:

RRVCS uploaded a response dated 08/16/2017 to the Web-EPSS noting that the 2016-2021 Contract does not contain a statement requiring single-grade classrooms or prohibiting multi-grade classrooms. RRVCS' response also included a request that the Charter Schools Division correct or remove this finding because the School is implementing all material terms defined in the Charter Contract.

##### Result of Action Taken:

Following submission of the 08/16/2017 RRVCS response, the Charter Schools Division/PED finalized the "falls far below standard" rating stating that the school did not provide a narrative and documents that satisfactorily remedied the finding.

##### Evidence:

- The RRVCS response submitted 08/16/2017 (available in the Web-EPSS)

- The 2016-2021 Contract between the Public Education Commission and RRVCS
- The 2016-17 Annual Monitoring Report (available in the Web-EPSS)

*Conclusion:*

The 2016-17 Annual Monitoring Report final rating remains unchanged. RRVCS continued to implement its long-standing single and multi-grade model and received a rating of “Meets Standard” in each of the following Annual Monitoring Reports: 2017-18, 2018-19, and 2019-20.

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## b. Organizational Performance Framework

Pursuant to NMSA §22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a repeated “working to meet standard” rating or any “falls far below standard” rating for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any Office of Civil Rights complaints, formal special education complaints or NM Attorney General complaints or enforcement action, or**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix (Appendix C – Complaint Communications), and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

**Schools that do not have any repeated “working to meet standard” ratings or any “falls far below standard” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

### ***School response:***

<b>Organizational Performance Framework Indicator</b>	<b>Concern(s) Identified (Root Cause)</b>	<b>Improvement Actions and the Outcome of those Actions</b>
III-A.04: Educational Plan – Protecting the rights of English Language Learners SY19-20	<p>During the February 17, 2020 Site Visit, the PED team did not observe a current WIDA training certificate for the ELL Coordinator or District Testing Coordinator (DTC).</p> <p>Requested Follow-Up: No later than 30 OCT, the school is to provide the following through this</p>	<p><i>Improvement Action:</i> The ELL Coordinator’s 2019-20 WIDA training certificate was uploaded into the Web-EPSS on September 10, 2020</p> <p><i>Evidence:</i> WIDA training certificate available in Web-EPSS.</p>

	indicator: Evidence of ELL Coordinator WIDA training certificate.	<p><i>Outcome:</i> Evidence provided as requested prior to 30 OCT.</p> <p><i>Evidence:</i> As of the date of submission of this application, a final rating for this Indicator has not been provided. The current rating is noted as "Pending".</p>
IV-A.00: Business Management & Oversight: meeting financial reporting and compliance requirements SY19-20	<p>At the time of the February 17, 2020 Site Visit, the six required members of the Audit Committee had not been named. (Lacking one member)</p> <p>Requested Follow-Up: No later than 30 OCT the school is to provide an updated list of Audit Committee members.</p>	<p><i>Improvement Action:</i> Audit Committee membership for 2020-21 uploaded to Web-EPSS on September 11, 2020.</p> <p><i>Evidence:</i> Membership List includes the six required members.</p> <p><i>Outcome:</i> Evidence provided as requested prior to 30 OCT.</p> <p><i>Evidence:</i> As of the date of submission of this application, a final rating for this Indicator has not been provided. The current rating is noted as "Pending".</p>



### c. Governance Responsibilities\*

Pursuant to 1978 NMSA §22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA §22-8-12.3, Boards must maintain audit and finance committees that meet statutory requirements.

Further, pursuant to NMAC 6.80.5.8, and 6.80.5.9, each charter school governing body member must annually complete certain hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA §22-8B-5.2.

**Each school must identify how they have met governance responsibilities during the term of the contract.** Specifically, the school must identify:

- the membership of their boards, at all times, during the term of the contract (with roles and service terms for all members), this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

**If the school identified any governance requirements they were unable to meet,** the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the renewal site visit.

#### ***School response:***

**The Red River Valley Charter School Governance Council met all governance responsibilities during the term of the charter contract.**

The following table identifies the membership at all times, including roles, service terms and required committee membership:

Members 2020-2021	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Courtney Henderson	President	2018	2020	Finance; Audit; Student Health; Equity
Joe Ben Mandonado	Vice-Pres.	2018	2020	Student Health; Equity

Liz Tate	Secretary	2019	2021	Policy; ESSA
Heather Larson	Treasurer	2018	2020	Finance; Audit; Instructional Materials
Reed Weimer	Member	2019	2021	Parent Involvement; Fine Arts
<b>Members 2019-2020</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Courtney Henderson	President	2018	2020	Finance; Audit
Joe Ben Mandonado	Vice-Pres.	2018	2020	Parent Involvement; Facilities; Maintenance
Liz Tate	Secretary	2019	2021	School Advisory
Heather Larson	Treasurer	2018	2020	Finance; Audit; Policy; ESSA
Reed Weimer*	Member	2017	2021	School Health Advisory
<i>*Reed Weimer was appointed when Jenna Grubbs resigned and then ran and was elected for the seat.</i>				
<b>Members 2018-2019</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Courtney Henderson	President	2016	2018	Finance; Audit
Jenna Grubbs	Vice-Pres.	2015	2017	Policy; School Health Advisory
Flavio Cisneros	Secretary	2016	2017	School Health Advisory; Parent Involvement
Davia Richard**	Secretary	2017	2018	School Advisory; Facilities
Heather Larson	Treasurer	2016	2018	Finance; Audit
Joe Ben Mandonado	Member	2016	2018	Maintenance; Parent Involvement; Facilities
<i>**Davia Richard was appointed to Flavio Cisneros' seat upon his resignation.</i>				
<b>Members 2017-2018</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Courtney Henderson	President	2016	2018	Finance; Audit; Facilities
Rob Swan	Vice-Pres.	2016	2018	Technology; Parent Involvement
Heather Larson	Secretary	2016	2018	Community Outreach
Katy Pierce	Treasurer	2010	2016	Finance; Audit
Joe Ben Mandonado	Member	2016	2018	Maintenance; Facilities
<b>Members 2016-2017</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Courtney Henderson	President	2016	2018	Finance; Audit; Facilities

Rob Swan	Vice-Pres.	2016	2018	Technology; Parent Involvement
Heather Larson	Secretary	2016	2018	Community Outreach
Katy Pierce	Treasurer	2015	2017	Finance; Audit
Joe Ben Mandonado	Member	2016	2018	Maintenance; Facilities

The Governance Council maintained the 5-member requirement of its by-laws and the statutory minimum throughout the term of the charter contract with one brief exception in 2018-19 which required a 30-day extension to find a replacement for Jenna Grubbs' position.

The Governance Council maintained the required committee membership throughout the term of the charter contract.

The Governance Council experienced two resignations in 2018-19: Flavio Cisneros and Jenna Grubbs. Both vacancies were filled by appointment as outlined in the by-laws of the Governance Council. However, a request for a 30-day extension to fill Jenna Grubbs' position was necessary.

All Governance Council members completed the required training hours in all years of the contract term.

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