



School Name: Roots & Wings Community 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)

The following rubric will be used to evaluate the narratives in Part B:

<p>Meets the Standards</p>	<ul style="list-style-type: none"> In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
<p>Demonstrates Substantial Progress</p>	<p>Demonstration Through Data</p>	<p>Demonstration Through Systemic Improvement Plan</p>
	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard. 	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; AND The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; AND The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; AND An evaluation of the data and evidence supports the observable and reported successes.
<p>Failing to Demonstrate Progress</p>	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. AND ONE OR MORE OF THE FOLLOWING: The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site including renewal site visit; or The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes. 	

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:

1. History and Teaching Methods

The school opened its doors in the fall of 2001 with the excitement of two founders and a group of parents excited about making learning an adventure and continues to do so, 21 years later.

The founders researched and became part of the network of schools called Expeditionary Learning (EL). EL believes that "when teachers and students are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish." This model of education was exactly what Taos County needed. The founders also believed adding a transformative multi-day wilderness adventure component was paramount in building culture within the school and was not currently offered in Taos County. On these trips, students learn ways of getting along that happen naturally in the wilderness. They also learn basic survival skills such as how to pitch a tent, filter their water, cook their meals, and start a campfire. The length and distance of these camping trips range from two or three days for students in the primary grades to up to eight days for students in the upper grades. Through these trips, students learn what Kurt Hahn, the founder of Outward Bound hoped would happen on outdoor trips that, "There is more in us than we know."

The founders saw traditional education failing in many settings and knew from research that best practices in education were being practiced in more than 150 Expeditionary Learning Schools across the country. Questa Independent School District initially approved the charter unanimously in 2000. The school initially served grades 5-8. The school started with 16 students and grew to 24 and eventually to 48 for 5-8. In 2001, the school decided to add grades K-5. K-2 was added first and then 3-5 the following year. Currently, there are 50 students K-8th grade in three learning cohorts of K-2nd, 3rd-5th, and 6th-8th.

RWCS is an Expeditionary Learning(EL) inspired school; one of the top school reform models in the nation and based on best practices in education. The 2002 CRESPAR (Center for Research on the Education of Students Placed at Risk) analysis of 29 comprehensive school reform models awarded Expeditionary Learning Schools the highest rating given to any model created in the previous ten years. (wikipedia.org/Borman, Geoffrey, et al.)

RWCS provides project-based learning – learning that is connected to real-life problems with real-life solutions. Students have completed projects ranging from conducting an energy audit and putting solar panels on the school’s roof, to advising the domestic mutual water board to make water policy changes, and included putting Kit Carson on trial in the local courthouse with students assuming all roles. As well, the K-2nd grade students wrote and performed a play on the world-wide water project, and older students have written historical fiction novels on topics from Manifest Destiny to understanding the Medieval period and published them through blurb.com. Additionally, RWCS students are consistently engaged in rigorous project-based learning connected to social activism around real-world problems presenting their work to authentic audiences.

RWCS offers a unique learning experience and enjoys broad support from community members and leaders because of its academic success, but also because the school aligns with the values of the community including family, tradition, care for the natural environment, and inclusiveness of all peoples.

2. Measures of Student Achievement

RWCS recognizes that standardized tests are but one measure of student achievement. RWCS also recognizes that assessment plays a critical role in helping to provide differentiated instruction that will support all students as they work toward becoming proficient in their learning targets. At RWCS and most EL schools, students produce different types of products to show their learning. Teachers use observation, checklists, EL protocols, and anecdotal evidence as a means for decision making regarding differentiated instruction.

In addition to the required assessments, creative assessment experiences increase student motivation. Assessments are not just administered to students but are discussed, analyzed, and sometimes created by students. Students see assessments as a source of information that helps them learn. Student-engaged assessments, including self-reflection on assessments that are in diverse formats and have diverse purposes, are integral to student understanding and motivation. From interim and standardized testing situations, students examine their results and track their work patterns and needs in testing situations. They analyze their own and anonymous whole-class data to gain insight into what learning needs to happen to improve on these measures. Teachers analyze data from these same sources in systematic ways to track student progress and implement data-driven instruction. In class, students and teachers assess and reflect upon their work and analyze it for progress and patterns. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Classrooms are characterized by a culture of striving for excellence, accompanied by students recognizing that feedback is necessary for growth. Students regularly assess their growth by organizing and reflecting on the portfolios of their work. They are required and supported to present their work publicly (to staff, peers, and the community) and reflect on their strengths, challenges, and goals.

3. Professional Development for Teachers

The school runs on a modified four-day week. Mondays (Wednesdays during COVID) are for staff only and

professional development classes are placed in the calendar for Mondays for the entire year. At least 4 of those PD days are devoted to differentiation taught by professional peers. Additionally, the school works with an EL coach who helps in curriculum design and an SEL specialist who works with the staff on SEL integration into the curriculum. Equity is also a focus and using aspects of Teaching Tolerance as well as working with our school equity counsel contribute to PD on this topic.

4. Learning Programs

Expeditionary Learning's (EL) approach to learning and the curriculum connects standards to real-world issues and needs. RWCS adheres to this model and provides academically rigorous, project-based learning, case studies, fieldwork, and service-learning. Students' high-quality work is presented to authentic audiences beyond the classroom. At RWCS, teachers talk less and students talk and think more. Lessons have a clear purpose and are led by learning targets for which students take ownership and responsibility. Strategies and activities maintain high expectations but always differentiate instruction, bringing out the best in all students. Expeditionary Learning espouses ten design principles that RWCS adheres to, which are the foundation for each EL school. They are paraphrased as follows (elschools.org):

1. The Primacy of Self-Discovery helps students face challenges and discover they can do more than they thought they could.
2. The Having of Wonderful Ideas focuses on fostering curiosity about the natural world by creating learning situations that provide something important to think about, experiment with, and thereby make sense of what is observed.
3. The Responsibility for Learning encourages children and adults to become responsible for directing their personal and collective learning.
4. Empathy and Caring exemplifies that learning is promoted in communities where students' and teachers' ideas are respected and there is mutual trust.
5. Success and Failure states that children need both success and failure to build confidence and capacity to take risks.
6. Collaboration and Competition advocates that students are encouraged to compete not against each other, but within their own personal best and with rigorous standards of excellence.
7. Diversity and Inclusion advances the need that both diversity and inclusion increase the richness of ideas, problem-solving ability, and respect for others. Learning groups are heterogeneous.
8. The Natural World helps students learn to become stewards of the earth and of future generations.
9. Solitude and reflection espouses the belief that students and teachers need time alone to explore their thoughts and create their ideas.
10. Service and Compassion focuses on acts of consequential service to others.

5. Parental Involvement

Roots & Wings continues to develop, support, and target areas of concern with active, regular, and consistent communication between teachers, students, and parents through classroom and school-wide newsletters, the RWCS website, RWCS Facebook page, teacher meetings, and outreach, and regular communication from the office and administrator.

Parents are strongly encouraged to participate in all student events (e.g. student-led conferences, potlucks, and orientations, Celebrations of Learning). This, and all participation, is documented and RWCS has a very high participation rate in these events.

Students are regularly monitored through a variety of methods so if there are any concerns or celebrations with academic performance students and their parents will be notified. If it is a concern, this will be followed up with a meeting to devise an improvement plan for the student that is accepted by both the student and parent.

6. School's Equity Plan

The founder and special education teacher of RWCS are leading the Equity Team for the Yazzie Martinez Consolidated Lawsuit. RWCS is partnering with Red River Valley Charter School, another small local charter school, to develop this plan. The school has a solid, diverse equity council and has completed the Readiness Survey. The team completed the CLR framework and visual representation before the deadline.

The goal at RWCS in its 21 years of existence has always been to provide, as stated in the CLR document, "an effective and equitable system of supports for all students focused on root-cause analysis, equity-focused leadership and continuous improvement, and culturally and linguistically responsive pedagogy and instruction." RWCS has always sought high-quality teachers and focused on rigorous coursework that is designed and written by teachers steeped in the Expeditionary Learning model.

RWCS consistently seeks out needed support services, creates supportive school climates, and "out of the box" thinking to support the diversity of students who choose our model. RWCS seeks always to respect students' voice and agency and self-reflects as a school and staff to make sure any barriers to equity are removed.

Expeditionary Learning Schools and RWCS feel strongly that quality education is a "powerful engine for disrupting structural racism." RWCS fosters and promotes EL's statement on educational equity (eleducation.org):

"Educational equity means that all children experience:

1. Instruction that challenges, engages, and empowers learners
2. Access to standards-based, content-rich, culturally affirming curriculum
3. Explicit anti-racist discussion, practice, and action
4. A school culture that fosters positive identity, belonging, agency and purpose"

7. Social-emotional learning

SEL is an important component to RWCS and EL schools and is promoted throughout the curriculum and school wide culture. Each morning begins with a Crew (much like an advisory) period that emphasizes and teaches through explicit lessons, initiatives, and discussions on the importance of social-emotional wellness. Teachers create and write their own curriculum and SEL is reflected in all of the six "Learning Expeditions" that build our three-year curricular map.

Additionally, we have been fortunate to work with TrueKids1 who provided a year-long SEL curriculum for the students, followed the next year with the non-profit Taos Alive who also provided a strong SEL curriculum for all students. This is a piece that will always be part of the RWCS curriculum. Also, when the COVID crisis hit, the school began working with local SEL providers to provide resources for staff and families. During our staff weeks this year, specific SEL trainings were included and focused on how the school can better support

students and families.

8. Recognitions

We were fortunate to have been chosen as one of 4 small rural charter schools that were studied by Bellwether Education Partners to help understand how rural charter schools can be successful. Bellwether did in-depth school and community visits and hours of interviews with school leaders, teachers, parents, authorizers, school board representatives, district leaders, and community members. They emphasized that RWCS is outperforming state and local averages in reading and math while serving economically diverse student bodies. Bellwether stated that RWCS and other schools studied defy the “common assumption that charter schools don’t have much to offer small, rural communities.” Instead, Bellwether stated that RWCS has found ways to work through challenges such as dwindling state monies, transportation for students, enrollment, and human capital and “persevered despite the unique challenges of their geography.”

This study can be accessed at www.ruralcharterschools.org

9. Spotlight

Roots & Wings was designated as a “New Mexico Spotlight School” this past year in Reading and Science. Spotlight schools are schools that score in the top 25% of all NM schools using standardized testing as one aspect of earning this designation.

10. COVID-19

The state specifically asked how RWCS and other schools were going to address learning loss due to Covid-19. Our school is set up into classroom grade clusters consisting of K-2, 3-5, and 6-8, so teachers know what was covered and what wasn’t for their returning students. The staff has also met to discuss those students that moved into the next grade cluster. The staff has been planning all summer to address what was lost last year and ways to make that up.

Being that RWCS is an Expeditionary Learning inspired school, we are translating as much of that philosophy into our remote learning plan as possible. Being a small school with three teaching staff, a SpEd coordinator and interventionist, and a part-time interventionist, collaboration is at the core of our school.

RWCS is working to provide resources and support to families through ensuring all students have access to appropriate engaging math and reading materials, instruction, and support. We have worked on this in several ways:

- a. We have worked to close the digital divide by supplying all students with a Chromebook in which teachers have preloaded and simplified all the academic programs the students need. All students were instructed on how to access these programs. Parents were offered tutorials whenever they called for help.
- b. RWCS is using Google classroom and Google Meets as our video conferencing tool. The K-2 classroom is using SeeSaw as a supplemental learning platform and 3rd-8th grade teachers are using ClassCraft as a supplement as they used it in their classroom before the COVID pandemic and students were familiar with it. Students and families are being provided with schedules that show the daily times for learning and include embedded links to Google Meets and other necessary documents. Lessons, worksheets, and supporting materials are being loaded into Google Classroom as well as recorded

videos of lessons so if a student misses something or wants to review a lesson they can.

- c. Our local telecom provider is providing reduced Internet hook-up and parents and caregivers have been called and helped individually to access this opportunity. As well, parents have been helped with updated lists to free hotspots available throughout the county.
- d. The school purchased the i-Ready Math and i-Ready Reading curriculum to offer a clear and simplified platform for online learning. Students have all now taken an initial diagnostic which places them in exactly the level they need to be and the program will teach to that level while offering the challenges that are needed as well. Teachers will also use these data and other methods to monitor and diagnose any learning gaps. If gaps are found they will address, and if needed bring in the help of our interventionists. Teachers are then able to offer enrichment to that curriculum through engaging on-line activities.
- e. RWCS will use the testing and data provided by i-Ready to differentiate learning both as the program does automatically and through the daily classes offered by teachers online. Also, our interim assessments will be conducted through i-Ready so we can monitor closely gains and losses and target those areas of needs for students. These data will also guide the curriculum and instruction.
- f. RWCS is supporting families that have chosen to learn in their own pods and we are working to reach those groups when they identify their needs.
- g. RWCS has two part-time reading interventionists doing individual and small group research-based reading instruction.
- h. The school works with an Expeditionary Learning (EL) coach who is working with the teachers and director to help coordinate vertical alignment. Vertical alignment is achieved through individual grade clusters as that teacher plans their lesson for that three grade cohort. Then teachers coordinate between cohorts to prevent any gaps in the curriculum. The EL model lends itself well to vertical collaboration as each semester a school-wide theme is used (for example ours is migration for the 20-21 SY) and then grade-appropriate learning expeditions were developed that focus on this core theme. Alignment to standards is continuing as usual as teachers are taking their lessons and Learning Expeditions and using them online so that they continue to meet required standards. The teachers are providing the director copies of their schedules, links to their Google Meets, and access to their Google Classroom and supporting online platforms to be able to review their curriculum and sit in on online lessons. Additionally, this access allows the director to see student work and the feedback being provided to students. Teachers will continue their grading of students and provide progress reports as usual.

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:

RWCS has created a [slideshow/movie](#) to present and also uploaded as an additional document.

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:

SCHOOL SUPPORT AND ACCOUNTABILITY

GRADE CARD	<u>2017</u> GRADE A	<u>2018</u> GRADE B	<u>2019</u> 61 points (average is 48) Spotlight School Designation RWCS was in the top 25% of performing schools in the state in reading and science. The average score for Elementary and Middle Schools is 48. The average overall score for Districts is 53. All schools that score within the top 25% across the state will receive a Spotlight Designation. How was this calculated? Schools can earn points by performing well in a variety of areas. Some components reflected in a school's overall performance number include school climate, attendance, and graduation rates, as well as traditional metrics around academic proficiency and growth.
Current Standing	B	D	
School Improvement	A	C	
Improvement of higher-performing students	A	B	

Improvement of lowest-performing students	C	D	
Opportunity to Learn	A	A	
Bonus points	5	N/A	
% Proficient Reading	62%	48%	
% Proficient Math	38%	24%	2019
			64% Reading
			12% Math
Growth Index Reading and points (Positive points indicate the school performed better than was expected)	5.66 and 5 points	.25/3 points	

Growth Index Math and points (Positive points indicate the school performed better than was expected)	2.57 and 4.97 points	.05/2.60 points	
Student growth in Math with higher-performing	1.12 (above zero indicates the group performed <u>higher than expected</u> , close to 0 shows the group performed <u>as expected</u> based on their academic history)	.11	
Student growth in Reading with higher-performing	1.31	.01	
Student growth in Math with lowest-performing	.74	.14	
Student growth in Reading with lowest performing	1.13	.77	

Student satisfaction survey	40.67/50	38.21/50	
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NARRATIVE:

In 2017, we received an A for improvement of higher-performing students and a C for lowest-performing students. Opportunity to learn earned an A which speaks strongly to what we hear from parents and students that they believe RWCS is a great school for their child, and children are excited to attend and participate.

The A grade in 2017 reflected high scores in its current standing, school improvement, improvement of higher-performing students, and the opportunity to learn sections.

In 2017 and 2018, in reading and math growth of both lowest and highest performing students, they rated above zero which indicates the group performed higher than expected. Still, between 17 and 18, math and reading growth in all areas went down overall. It is important to note that the NWEA interim data below reflect better scores and growth in math and reading. Interim assessments do more than just monitor students, they can and do play an active role in helping RWCS improve their teaching and learning. RWCS uses interim assessments to track progress and target needed areas.

RWCS has made clear changes to address these needed weak areas. (See bullets below)

In 2018-19, the A-F letter grading system was removed throughout the state. RWCS was given a numerical score on the new accountability report. RWCS received 61 points. The average overall score in NM for Elementary and Middle Schools was a 48. This overall performance number “includes school climate, attendance and graduation rates, as well as traditional metrics around academic proficiency and growth.” newmexicoschools.com

Areas Required to be Addressed

However, there were two D grades in the 2018 grade card. The first was current standing and the other was with the lowest improving students. RWCS recognizes these need to be brought up and our plan is below. We couldn’t say if our D’s improved as the grading system was replaced but that was our focus. Math continued to be an issue in both 17 and 18 but as noted above, interim assessments show students faring better than the grade cards in math and reading. We fully expected to see growth in our math in the 19-20 testing, although that was canceled because of Covid-19. Our interim assessment data from MAPS showed at mid-year that 80% of the students were meeting projected math growth and 78.3% were meeting projected reading growth.

RWCS has made committed changes to serve struggling students in math and all areas to bring up our scores. They are bulleted out below:

- We have adopted i-Ready as our new math and reading curriculum which is individualized and differentiated by design. We have regular PD for the teachers around i-Ready and will be analyzing data

regularly to target struggling students early. Progress has already been seen in a short time we have used it this fall.

- With i-Ready math and reading, we are instituting data binders for each student with goal setting sheets to help students understand their strengths and deficits and set weekly and monthly goals for themselves. Teachers will also have compilations of student goal sheets. This allows for a personal learning path and an individual learning plan and for deficits to be assessed and the root cause to be determined. This will allow teachers to move in the direction students need.
- With these data, students can be given targeted homework.
- Previously and currently, students are given their work according to their skills assessment, not the grade level where they are. By differentiating instruction, RWCS works to meet each student where they are and develops a learning plan to bring them up to grade level.
- As is already practiced, RWCS will continue to pull struggling students into small groups with targeted instruction. With the data binders, students can help set the agenda for small groups and then record progress as they work through the i-Ready curriculum.
- We are fortunate to have college and graduate-level volunteers who have done one on one math tutoring with several students and these volunteers have chosen to continue.
- RWCS works with the non-profit, TiLT, (Taos Initiative for Life Together) to recruit talented young volunteers who want to volunteer and support the school. Tilt has supplied two consistent, regular volunteers to the school for the last 4 years. These young people have worked one on one and in small groups with all students and have focused on struggling students with teacher direction. This will continue.
- We have been fortunate to receive a yearly grant from TCF (Taos Community Foundation) for \$25,000 to support a full-time aide in the primary cohort. This aide works with the primary teacher in supporting all students but is trained to target issues with younger students and help remedy these before students move onto the intermediate cohort.
- Our K-2 teacher is a dyslexic specialist and has identified many students at young ages who need services. We have instituted early remedial services to these and other low performing students she has identified. She and our reading specialist provide one on one reading, writing, and spelling tutoring with the research-based reading program called Academic Language Therapy. This reading therapy is instituted four days a week for many struggling students.
- RWCS has partnered with Common Ground Counseling to provide weekly counseling services for struggling students. RWCS has several students whose home life has interrupted their ability to learn. The counselor's intervention has made a difference in their capacity to learn and he continues to serve students during this time of COVID.
- RWCS continues to work with EL (Expeditionary Learning) as an EL inspired school. RWCS has budgeted money for an EL school designer who regularly conducts and follows through with PD for the staff to refine the project-based curriculum which is successful in EL schools and has been in ours also.
- Our school designer also works for TrueKids1, and TrueKids1 has partnered with RWCS as well as 100 other classrooms. TrueKids1 is an educational non-profit designed to open the media world for students and to connect the classroom with the community through students studying real-world issues and understanding those through media. The issues could include homelessness, climate change, mental health, or current issues students feel strongly about. Their products could be building a website, building an app or a game, or creating a movie to name a few. All projects involve research, writing, journalism, interviewing and critical thinking which all tie directly to standards.
- Students at RWCS go on regular field trips and overnight wilderness experiences. Academics are incorporated into these trips and allow students a real-life opportunity to apply math and science. Students

bring what they learn into the day to day curriculum and teachers capitalize on these opportunities.

- RWCS has researched and is utilizing assistive technology for struggling students. This includes Snap and Read that reads text out loud and can help students in creating outlines. All special education students have and use Bookshare as needed to be able to participate fully in the regular class in book assignments. Lexia reading has been used for low performing students in reading with success. i-Ready reading will take its place this year and this program also targets areas of weakness and designs needed instruction. This progress is available immediately and teachers can troubleshoot and modify as needed. Newsela is also used in the classroom to bring diverse and accessible content to the classroom.

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:

*SHORT CYCLE ASSESSMENT MATH AND READING
DISCOVERY AND MAPS*

*DISCOVERY INTERIM ASSESSMENT
FALL 16-SPRING 17
PERCENTAGE MET GROWTH/PROFICIENCY*

<i>Cohort</i>	<i>MATH</i>	<i>READING</i>	<i>CATEGORY (Based on Discovery short cycle indicators)</i>
<i>K-2</i>	<i>71.6%</i>	<i>91.6%</i>	<i>Meets/Meets</i>
<i>3-5</i>	<i>22%</i>	<i>50%</i>	<i>Does Not Meet/Meets</i>
<i>6-8</i>	<i>61%</i>	<i>52.6%</i>	<i>Meets/Meets</i>
<i>Average</i>	<i>39.5%</i>	<i>64%</i>	<i>Fars fall below/Does not meet</i>

**END OF YEAR NWEA MAP DATA
FALL 17-SPRING 18
PERCENTAGE MET PROJECTED GROWTH/PROFICIENCY WITHIN MARGIN OF ERROR/ABOVE 50%
NWEA NATIONAL NORMS**

<i>Cohort</i>	<i>MATH</i>	<i>READING</i>	<i>CATEGORY (Based on NWEA national norms)</i>
<i>K-2</i>	<i>86%</i>	<i>69%</i>	<i>Meets/Meets</i>
<i>3-5</i>	<i>81%</i>	<i>100%</i>	<i>Meets/Meets</i>
<i>6-8</i>	<i>60%</i>	<i>90%</i>	<i>Meets/Meets</i>
<i>Average</i>	<i>75.6%</i>	<i>86%</i>	<i>Meets/Meets</i>

END OF YEAR NWEA MAP DATA

FALL 18-SPRING 19

**PERCENTAGE MET PROJECTED GROWTH/PROFICIENCY WITHIN MARGIN OF ERROR/ABOVE 50%
NWEA NATIONAL NORMS**

Cohort	MATH	READING	CATEGORY (Based on NWEA national norms)
K-2	92.8%	73.3%	Meets/Meets
3-5	53.3%	75.0%	Meets/Meets
6-8	82.3%	86.6%	Meets/Meets
Average	76.1%	78.3%	Meets/Meets

HALF YEAR (because of COVID) NWEA MAP DATA

FALL 19- BEGINNING WINTER 2020 (Covid-19 hit after this the governor closed schools)

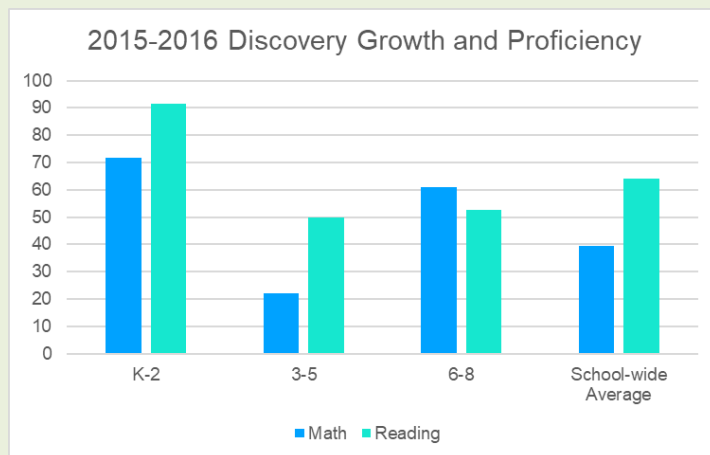
**PERCENTAGE MET PROJECTED GROWTH/PROFICIENCY WITHIN MARGIN OF ERROR/ABOVE 50%
NWEA NATIONAL NORMS**

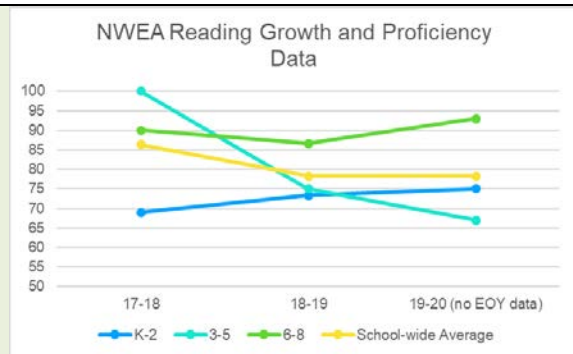
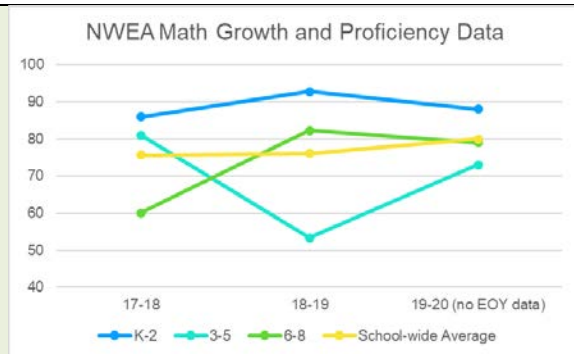
Cohort	MATH	READING	CATEGORY (Based on NWEA national norms)
K-2	88%	75%	Meets/Meets
3-5	73%	67%	Meets/Meets
6-8	79%	93%	Meets/Meets
Average	80%	78.3%	Meets/Meets

These data below are of particular interest because of the shortening of the 2020 year because of Covid-19.

**END OF YEAR NWEA MAP DATA
WINTER 19-WINTER 20
PERCENTAGE MET PROJECTED GROWTH/PROFICIENCY WITHIN MARGIN OF ERROR/ABOVE 50%
NWEA NATIONAL NORMS**

<i>Cohort</i>	<i>MATH</i>	<i>READING</i>	<i>CATEGORY (Based on NWEA national norms)</i>
<i>K-2</i>	<i>87.5%</i>	<i>87.5%</i>	<i>Meets/Meets</i>
<i>3-5</i>	<i>66.6%</i>	<i>60.0%</i>	<i>Meets/Meets</i>
<i>6-8</i>	<i>68.75%</i>	<i>87.5%</i>	<i>Meets/Meets</i>
<i>Average</i>	<i>74.2%</i>	<i>78.3%</i>	<i>Meets/Meets</i>





DISCOVERY AND NWEA NARRATIVE

It is important to clarify that in the state and federal accountability system, the academically-oriented mission-specific indicators are based on “Short Cycle Assessment data (Discovery)” and RWCS used this test only in 16-17. Therefore, the criteria (Meets, Does not Meet, etc.) for meeting the indicators are different than when NWEA was used in the following years.

NWEA data in these tables and graphs are based on NWEA National Norms where the percentage met and proficiency falls within the margin of error above 50%. Therefore, for NWEA testing, above 50% is categorized as “meets.”

Although correlations cannot be made between Discovery and MAPS, it is promising to see the growth from 16-17 where Discovery math was at 39.9 % and Reading at 64%, both not meeting proficiency on the Discovery criteria.

The data shows that RWCS has met a 50% growth rate every year as a school and for classroom sub-categories, except for the 3rd-5th grade room in the 2016-2017 school year in Math based on the Discovery score. The following year students showed significant growth in Math and moved firmly into the Meets category.

NWEA scores that reflect proficiency and projected growth reflect a strong and consistent ELA and math foundation since 17-18 well above the 50% NWEA national norms. Math has grown but is still an area of focus that needs to continue to be strengthened. This is reflected in the grade cards (above) as well as in the newmexicoschools.org data of 2019.

RWCS is committed to improving math scores and to continue to improve growth in ELA with specific methods used listed ABOVE in the grade card narrative. RWCS has purchased the i-Ready math and reading curriculum which was integrated at the start of the 2020-2021 school year. The staff has participated in PD with i-Ready before the school year started and has additional ongoing PD scheduled throughout the year. The i-Ready program includes interim assessments that will be used and are correlated to state standards. As part of the ongoing i-Ready PD program, the teachers and administrator are being trained in how to use the assessment to guide instruction and develop needed interventions for students.

Specific Charter Goals and Narrative below

GOAL	MET/DIDN'T MEET	NARRATIVE
<p>During daily walkthroughs, 85% of students are on task and engaged in the learning experience. 85% of students can explain the learning experience at the time. 85% can reflect on their level of proficiency in a specific learning target from the lesson.</p>	<p>Met (All Years) (Through NM Teach)</p>	<p>To determine that Roots & Wings met the above goal, staff analyzed Frontline data regarding teachers' NM Teach Observations over the course of staff tenure at RWCS. Teachers began by gathering information from previous classroom walk-through observations in Domain 3c, "Engaging Students in Learning," which addresses the following relevant points: "To what level are all students engaging in the lesson's activities?" and "To what level are all students required to be intellectually engaged with the course content?" While the finer points of NM Teach data collection and representation change somewhat over the years, a teacher's score of 3 in Domain 3c has consistently equated to "good student engagement" (with scores of 4 or 5, depending on NM Teach criteria for a given year, evidence of "high intellectual student engagement"). Determining "good engagement" to be the equivalent of "at least 85% of students," RWCS teachers collected data consisting of their number of "3 or above" scores in Domain 3c throughout their teaching career at RWCS; and then divided that number by their total number of observations. Teacher data was then compiled into one cohesive score - the collective number of "3 or above" scores for all teachers, divided by the total number of all teachers' observations. After analyzing the data, it was determined that teachers at RWCS have had 16 collective observations; and on 15 of those walk-throughs, teachers collectively scored a 3 or above (evidence of "good student engagement," which again we interpret as "at least 85% of students"). According to our calculations, these scores represent that 15/16, or approximately 94%, of students, are typically on-task, engaged, and able to reflect upon their learning experiences at RWCS. As such,</p>

we can confidently conclude that Roots & Wings has met and exceeded our goal.

<p>RWCS will cultivate a deep and rigorous writing culture that culminates in excellent final products. 95% of students will participate in documenting and reflecting on the metacognition of the writing process through their student-led conferences (SLC's) and portfolio presentations.</p>	<p>Met (All Years)</p> <p>Parent sign-in sheets required for SLC's</p>	<p>At RWCS, we practice a parent-teacher conference model that is student-led, student-centered, and holistically-crafted to highlight student progress, both academically and emotionally. Student-Led Conference SLC's are mandatory and if students miss these, they make them up with their parents as soon as possible.</p> <p>A student-created and -maintained portfolio is the centerpiece of the Student-Led Conference (SLC). This portfolio is a living artifact of student work that is assembled by each student to highlight pieces of which they are most proud and/or that are meaningful to them, personally. These pieces of work might include projects, writings, assessments, camping trip reflections, or personal pieces that mean something to the student. A portfolio is compiled and maintained by a student throughout their time in each cohort (K-2, 3-5, and 6-8). Each student adds to their portfolio as they progress through grade levels, so they can see firsthand how they have grown over time.</p> <p>In preparing for an SLC, each student is expected to organize work in their portfolio and gather evidence from their classwork demonstrating strengths and areas of improvement. At RWCS, students are taught not only the importance of acknowledging successes, but also the value in identifying examples of productive failure - times when they learned from their mistakes, thereby empowering themselves for the future.</p>
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<p>95% of students will participate in sharing their writing to an authentic audience during the Celebrations of Learning. 95% of students will publish or disseminate their writing to an authentic audience once a year.</p>	<p>Met (All Years)</p> <p>Parents sign-in sheets collected for Celebrations of Learning</p>	<p>Every semester culminates in a Celebration of Learning (COL) which is a <u>mandatory</u> presentation of writing and other work to an authentic audience. Past COL's have included putting Kit Carson on trial in the local courthouse, celebrating the student's research and work in putting solar panels on the school's roof, cookbook writing, and publishing, just to name a few.</p> <p>Just in the past year, each student wrote a historical fiction novel based in the Medieval Period and had a book reading (the book signing was canceled because of COVID) to their parents and others in an authentic audience. Students planned to distribute their novels to the local middle school but COVID made that not possible.</p> <p>In conjunction with the SLC, throughout the semester, students work towards completing the year's product. A product is the big, overarching research-based project that usually has a writing component, which is the main focus of the semester's expedition. It drives the content and is rooted in ELA and writing standards. For example, last semester the focus of the expedition was ancient cultures. After the content was taught, students in middle school created a "choose your own adventure" novel writing in the second person of what it would be like to live in medieval times. These novels went through several revisions and were ultimately published by blurb.com and students were able to take a hard copy home. The plan was to distribute copies of the novels to the local middle school and do a reading there with students, but COVID canceled these plans.</p> <p>Likewise, two years ago the semester's focus was on farming and sustainability and the students in the elementary cohort created a cookbook of family favorite recipes. Students studied the elements of how to write a procedural text, and then applied to a real-world application, a cookbook. The cookbook was hand published and</p>
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this product was shared by students with their families at the Celebration of Learning (COL). All final products are shared at Celebrations of Learning.

Students also have participated in on-site farming and donation of food, as well as making and selling plantable seed paper and locally- and sustainably-harvested plant hydrosols at the Taos Winter Market. As part of the latter two projects (the most recent Celebrations of Learning before the Covid-19 shutdown), students researched local non-profit organizations with the intent of donating the proceeds of their Winter Market earnings. After deliberation, students chose to donate the proceeds to a local transition youth shelter called the DreamTree Project. They were particularly interested in donating to DreamTree because one of their classmates had previously spent time at the shelter; and students were thrilled to be able to donate \$486 to the organization following their sales at the Winter Market.

<p>95% of students attend school each day</p>	<p>2017 Met 2018 Met 2019 Did not meet 2020 Met 40th day only</p>	<p>After meeting the goal for previous years' in 2019 RWCS dropped slightly to 93% for the attendance. With only 50 students, it only took a few students who were chronically absent to bring that percentage down. Those students were called daily, met with, conferenced with, and required letters were sent per PED requirements. Teachers took (and continue to take) the time to meet one on one with students and parents to help determine root causes of absenteeism and develop interventions for these students and families.</p> <p>For 2020, the 80th day was between 90-95%. Many of the same chronically absent students were struggling with attendance and the same procedures were used as above. By the 120th day, the school was closed down because of COVID so a final average couldn't be determined.</p>
<p>95% of students participate in service-learning opportunities (mentorship, expedition service work (i.e. cleaning acequias, raising money for Heifer International, collecting food donations...) each year</p>	<p>Met (All Years)</p> <p>Service-learning is mandatory and happens during school hours. Attendance records bear this out.</p>	<p>In addition to the COL projects mentioned above (which overlap with service), RWCS has a regular, in-school mentoring program. Once a week, middle school students team up with primary students to deliver one-on-one reading and math support. This helps foster strong bonds between students, regardless of age or ability. Additionally, outside of school, students have been involved in a regular radio show with a local radio station, KTAO. Through our partnership with True Kids 1 Media, students have had the opportunity to speak live, on-air, about events and issues within our community, current events of student interest, and community-based goings-on at RWCS.</p>

<p>95% of students participate in school fundraising activities</p>	<p>Met (All Years) (Sign-in sheets used at events)</p>	<p>During a typical school year, students take a front seat in planning our two major fundraisers, which are held every fall and spring. Students are required to participate either before, or during the event. The first is Harvest Fest, in which students work together to build and create most of the “stations” that make up this community-centered celebration. The events include carnival games, a “goat vs. kid” apple-eating contest, hand-made donuts and onion rings, horse rides, a prize raffle, a haunted bus, and hand-made pizza cooked in an on-site horno oven. In the spring, our second fundraiser is held at a large, local, music and food venue, where again, students run the show. Among other responsibilities, students are in charge of selling raffle tickets, working the food and craft tables, offering stage performances, operating a photo booth, and pulling together items for a silent auction. Money from these two major fundraisers goes to support RWCS’ wilderness adventure trips and experiential learning projects in the classroom. Since these two events are created with the direct input of the student body, this is yet another way students can gain real-world experience at an early age.</p>
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<p>95% reflect on the Habits of Work and Learning (HOWL's) at the student-led conferences and portfolio presentations</p> <p>85% of students can reflect on the HOWL's and the task at hand during an observational walkthrough (i.e. I am taking responsibility for my learning by proof-checking the spelling on this word).</p>	<p>Met (All Years)</p> <p>Portfolios are available for perusal as are student-led conference reflection sheets on HOWLS.</p>	<p>HOWLS are a part of every student-led conference, portfolios, and grade cards (called narrative assessments at RWCS). Utilizing the reflective writing skills they are taught throughout the year, students evaluate their own work selections, thoroughly examining not only their performance but also the Habits of Work and Learning (HOWLS) which help them to achieve success - and which HOWLS will help them to accomplish specific goals, moving forward. Just as they would be expected to do for academic writing, students write multiple drafts of their work reflections, receiving feedback from peers and teachers, and revising their writing to ultimately produce their own best work. Again, as would occur in academic writing, students save all previous drafts leading up to their final piece; at RWCS, the process shares equal importance with the product, and students are encouraged to examine the path they chose, not just the destination they reached.</p>
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<p>95% attend wilderness education experiences 95% of students participate in fieldwork</p>	<p>Met (All Years)</p> <p>Students only ever miss fieldwork and wilderness experiences for illness or family emergency. Attendance records bear this out.</p>	<p>Fieldwork and wilderness experiences are a required component of the RWCS mission and curriculum.</p> <p>Fieldwork is integral to the project-based learning employed at RWCS, as these real-world experiences drive the academic content the students are learning about in any given semester. By using a hands-on approach, students can take their schooling outside of the classroom and apply their learning to the broader world. A few examples of fieldwork from the last few years include: growing and managing a local garden and greenhouse; farm work and lectures at Red Willow Farm at Taos Pueblo; water testing at local waterways and rivers; and data collection from our wilderness backpacking experiences. Additionally, overnight wilderness experiences are embedded in the school mission and culture and have taken students on a variety of exciting adventures over the 21 years of the school's existence. Through wilderness trips, students have been able to experience rafting down the San Juan River; snowshoeing to a mountain yurt; backpacking to many locations in the Sangre de Cristo Mountains (a local mountain range); hiking through the Great Sand Dunes of Colorado; and sketching petroglyphs found in the Rio Grande Gorge, just to name a few. Through these experiences, students learn they are capable of doing more than they ever imagined, and the team- and confidence-building that occurs on these trips has been found to be unparalleled.</p>

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.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
2016-17	6	<p>2014-001 – Timely Deposits – Compliance - Repeated and Modified <i>Condition:</i> During our testwork over seventeen cash receipts we noted the following:</p> <ul style="list-style-type: none"> One instance where a deposit in the amount of \$497 was not deposited in twenty-four (24) hours. One instance where a deposit in the amount of \$5,000 was not properly documented and we were unable to determine how much time elapsed between the funds being received and being deposited at the bank. <p>This finding was reported in 2015, 2015, and 2016, but the school did not make adequate progress in ensuring cash receipts are deposited timely and are adequately documented with such documentation is properly maintained.</p> <p>2015-003 – Internal Control Structure Over Cash Disbursements - Significant Deficiency – Repeated and Modified <i>Condition:</i> During our testwork of twenty-eight disbursements, we noted the following:</p> <ul style="list-style-type: none"> Two instances where the School procured goods or services prior to obtaining an approved Purchase Order. One instance where an invoice or other adequate support 	<p>The school trained alternate employees to document cash receipts and prepare deposits. Deposits will be taken to the bank within twenty-four hours of receipt as required by NMAC 6.20.2.14.C and the Principal will enforce the process at the school level. The Business Manager and Finance Committee will review cash receipts monthly to ensure compliance.</p> <p>The Business Manager will seek support from the Principal and Finance Committee to ensure that all purchases are approved in accordance with the school's policies and procedures and that adequate supporting documentation is received and maintained. All staff will be required to sign a document acknowledging that the school will not reimburse purchases without required paperwork and authorization.</p>

		<p>could not be provided for our review.</p> <p>The finding was reported in 2015 and 2016 but the School did not fully implement corrective action in 2017.</p> <p>2017-001 – Budgetary Conditions – Other Non-Compliance <i>Condition:</i> During our review of the School’s budgetary comparison schedules we noted the following:</p> <ul style="list-style-type: none"> • Fund 14000 (Instructional Materials) did not balance its budget for fiscal year 2017. Budgeted expenditures exceeded budgeted revenues and the previous year’s cash carry-over balance by \$1,804. • Fund 31100 (Bond Building) did not balance its budget in fiscal year 2017. Budgeted expenditures exceeded budgeted revenues and the previous year’s cash carry-over balance by \$318. <p>2017-002 – Account Reconciliations – Material Weakness <i>Condition:</i> We identified the following errors in the school’s financial statements:</p> <ul style="list-style-type: none"> • Several year-end accrual adjustments were not recorded for the year-end June 30, 2016. The fiscal year 2017 revenues and expenditures were therefore misstated, resulting in audit adjustments to correct these balances in certain funds. The audit adjustments made to previously reported fund balances amounted to \$95,640. • Fund 23000 was previously reported as a special revenue fund of the School but should have been reported as an agency fund. <p>2017-003 – Internal Control Structure over Payroll – Significant Deficiency and Non-Compliance <i>Condition:</i> During internal control test-work over a sample of 28 payroll transactions, we noted the following:</p> <ul style="list-style-type: none"> • One instance of an incomplete 	<p>The Business Manager will work with the Finance Committee monthly to ensure that the budget does not have any deficits and ensure that designated cash is available to cover such deficits. Governing Council will approve a policy in April 2018 to review the budget at the end of each quarter with consideration to deficits.</p> <p>The Business Manager will review the financial statements/funds and ensure that year-end accrual adjustments are posted correctly before the fiscal year-end is closed in the financial system and to ensure no material adjustments have to be made by the auditors. The Business Manager will ensure that payroll is properly accrued for at year-end and that funds are properly reported by fund type. The Business Manager will record the audit adjustments and ensure the School’s records reconcile to the audit by November 30, 2017. Training will be provided to the Finance Committee and Governing Council to understand the presented financial reports.</p> <p>The Business Manager will work with the school’s Office Manager to ensure that all personnel file documents have been obtained, are complete and accurate at the time of hire. A checklist will be included in the personnel file and the Business Manager will review all files for</p>
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		<p>Federal Form I-9</p> <ul style="list-style-type: none"> • One instance of an incomplete W-4 and another instance of a missing W-4 • Four instances where a Personnel Action Form (PAF) was not available for our review • One instance where the amount of health insurance withheld from the employee was incorrect as the amount was not updated for the premium rates. <p>2017-004 – Staff Qualifications – Non-Compliance <i>Condition:</i> During Internal Control Testwork over a sample of 28 payroll transactions, we noted the following:</p> <ul style="list-style-type: none"> • One substitute that did not have a license from the Public Education Department • Two substitute teachers that did not have a background check in the file 	<p>completeness by December 31, 2017. School Business Manager will receive training regarding the proper maintenance of personnel files.</p> <p>The Business Manager will work with the Principal to develop internal control procedures to ensure all documentation is being obtained prior to an employee starting employment with the school. The procedure should include a process where a substitute’s credentials should be verified ahead of time and substitutes should not be allowed to work if credentials are not verifiable. Implementation will occur by March 30, 2018.</p>
2017-18	6	<p>2018-001 – Internal Control over Capital Assets - Significant Deficiency <i>Condition:</i> During our review of capital assets, it was identified that the School does not have a current asset listing nor could identify the physical assets that made up the 2017 fiscal year-end balance of approximately \$193,700 in capital assets with a net book value of approximately \$107,600. Without an asset listing, the school was unable to determine if the assets are still owned by the school or if they have been disposed of. Without the proper identification of assets, the School is failed to perform an annual physical inventory over all its assets.</p> <p>2018-002 - Internal Controls over Cash Disbursements - Significant Deficiency <i>Condition:</i> During our audit, we identified the following issues related to purchasing:</p> <ul style="list-style-type: none"> • 10 out of 21 disbursements totaling \$16,211, lacked a purchase order, or lacked an approval signature on the purchase order provided. • 4 out of 21 disbursements totaling \$5,431 lacked 	<p>The school obtained the fixed asset listing from the former auditor and has reviewed it to ensure that the listing is accurate as of November 2018. The fixed asset listing will be maintained by the school’s new Business Manager going forward to ensure that all assets are accurately tracked and verified at year-end by conducting an annual inventory.</p> <p>The school hired a new Business Manager and procedures have been established that include appropriate retention of all documentation related to purchasing, including compiling the check stub, signed invoice, and signed Purchase Order for all accounts payable transactions. Files will be maintained at the school site to ensure compliance with purchasing requirements and will be available for future review by external auditors and other agencies as required. The school will also utilize change orders to address changes to the original</p>

		<p>supporting documentation to include a purchase order, invoice, and check stub.</p> <ul style="list-style-type: none"> • 1 out of 21 disbursements where the School failed to make timely payments of invoices resulting in a total of \$36.00 of incurred late fees. • 1 out of 21 disbursements where the PO amount was exceeded by \$1,521 <p>2018-003 – Internal Controls Over Cash Receipts - Compliance and Other Matters (Original Finding 2014-001) <i>Condition:</i> During our review of cash receipts, we noted the following issues:</p> <ul style="list-style-type: none"> • 1 out of 20 deposits totaling \$150 was not deposited within 24 hours of receipt. • 1 out of 20 deposits, which included one receipt slip made up of different check and cash transactions. • During our review of 20 deposits, we noted 19 deposits totaling \$41,151, which lacked a returned deposit slip from the bank. Receipts need to be traced to the bank statement to ensure were properly deposited to the School bank account. <p>2018-004 - Internal Controls over Payroll - Compliance and Other Matters (Original Finding 2017-003) <i>Condition:</i> During testing of 5 employee payroll files, we noted the following issues:</p> <ul style="list-style-type: none"> • 2 out of 6 payroll samples included additional compensation for extra work, camping/outdoor trip hours which did not include an agreement of the hourly rate to be paid. Further review of the school employee handbook and written policies did not indicate a specified agreed wage rate but was explained to be a verbal agreement. • 1 of 6 payroll samples tested identified a negative variance of \$2,093 against the employee’s salary contract 	<p>Purchase Order and will retain approved change orders in the procurement files. The school will pay invoices as they are received and prior to the due date to avoid paying late fees. Corrective action to be implemented by December 31, 2018.</p> <p>The school hired a new Business Manager and procedures have been established that include appropriate retention of all documentation related to cash receipts. Cash receipts will be deposited within 24 hours of receiving funds as required by NMAC 6.20.2.14. Appropriate personnel will be trained on documentation of funds received using pre-numbered receipts and support will be maintained with each deposit, including copies of receipts, deposit slips, and the cash receipt transaction report from the accounting system.</p> <p>The school hired a new Business Manager and procedures have been established to ensure required documentation is maintained within employee personnel files. Annual contracts for all salary and additional compensation received will be maintained within the personnel files to ensure appropriate payment to school personnel. Employee checklists of required documents will be maintained for each personnel file and reviewed annually to ensure compliance. The school’s Director will provide appropriate documentation related to all salaries and additional compensation to the Business Manager prior to wages being paid to employees.</p>
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		<p>within their file. Discussion with current management noted the employee had a mid-year salary change, which was not documented with the employee file nor included a signed wage rate change by the employee.</p> <p>2018-005 - Budgetary Conditions - Compliance and Other Matters (Original Finding 2017-001)</p> <p><i>Condition:</i> During our audit, we noted the school had an expenditure function where actual expenditures exceeded budgetary authority:</p> <ul style="list-style-type: none"> • Operational Fund (11000) - Operation of Non-instructional Services - \$116 • Title XIX MEDICAID 3/21 Years (25153) – Direct Instruction - \$436 <p>2018-006 - Internal Control Environment (Material Weakness) <i>Condition:</i> Management was unable to locate the original bank reconciliations and manual journal entries completed during the fiscal year to determine if a formal review and approval process was completed.</p>	<p>Budget adjustments will be submitted to the Governing Council to ensure budgetary control at the function level. End of year processes will be implemented to ensure that the school's budget at each function meets statutory requirements on June 30th of each fiscal year.</p> <p>Monthly bank reconciliations with the corresponding bank statements will be provided to the Director and Governing Council President for review and signature. All bank reconciliations and statements will be filed at the school after the appropriate approvals have been obtained.</p>
2018-19	5	<p>2019-001 - Bank Reconciliation - Other Non-Compliance <i>Condition:</i> During our review of the June 2019 bank reconciliation, we noticed 2 outstanding checks totaling \$442, that should have been canceled.</p> <p>2019-002 - Compliance over Open Meeting Act - Other Non-Compliance <i>Condition:</i> During the review of the schools meeting minutes we identified the following:</p> <ul style="list-style-type: none"> • A set of minutes did not include how each member voted, which include two members abstaining their vote. • Neither the minutes nor the agenda provided detailed information regarding BAR 	<p>The Business Manager will review the outstanding check listing on the monthly bank reconciliation report and will cancel checks that are outstanding after one year from issuance. Vendors will be contacted to determine if a reissue is required. Finance Committee will review the list of outstanding checks each month to ensure that the Business Manager is following the established procedure.</p> <p>The Governing Council minutes will reflect individual votes on all motions that are not voted on unanimously, including any abstaining votes. Budget Adjustment Request (BAR) numbers will be documented in the Governing Council minutes. Prior to approving the GC minutes, members will review the minutes and identify and correct any discrepancies in the minutes.</p>

		<p>subject to a vote. Detail to include fund number, increase or decrease for that budget are not maintained within the minutes.</p> <p>2019-003 - Internal Controls over Cash Disbursements – Other Non-Compliance (Previously #2015-003) <i>Condition:</i> During our testing over 20 disbursements, we identified two disbursements whose purchase order was issued subsequent to the services provided.</p> <p>2019-004 - Internal Controls over Payroll - Other Non-Compliance <i>Condition:</i> During our testing over 4 employee payroll files we identified the following:</p> <ul style="list-style-type: none"> • 1 out of 4 employee files, which did not include the ERB enrollment form included in the employee file. However, withholdings for ERB were present on the employee's paycheck. <p>2019-005 - Internal Controls over Capital Asset Disposal – Other Matters (Previously #2018-001) <i>Condition:</i> As noted during the FY18 audit, the School held fixed assets on the listing, which the new management was unaware if the assets were still physically held on school property. During the School's current year inventory observation, it was confirmed that \$62,488 in assets were unable to be located and thus were recorded as current year disposal as no historical record of the disposal was available. The assets on June 30, 2019, had a net book value of \$1,959.</p>	<p>The school will ensure all documentation required by the Business Manager to issue a PO is provided timely. The Business Manager will provide a copy of the PO to the school's Director for final review and signature prior to any goods or services being procured by the school. All school staff was trained on the procurement process and provided with written documentation detailing the steps required to make a school purchase.</p> <p>A checklist system has been implemented and HR files will be reviewed against the checklist to ensure they contain the required documents. The ERB form in question was related to an employee hired in 2015, so the school contacted ERB to request a copy of the missing ERB data form and filed it in the HR file.</p> <p>Prior Year disposals/inventory lists were not made available to management on July 1, 2018, when the Director and Business Manager started. The Director and Business Manager did conduct an inventory as required prior to 06/30/2019 and discovered that items on the fixed asset listing were not in the school's possession. Several of the assets had been fully depreciated and/or did not have a disposal date recorded on the fixed asset listing. The Business Manager updated the list as of 06/30/2019 and identified all assets that had previously been disposed of or could not be accounted for. As of 06/30/2019, the school can confirm that all fixed assets have been accounted for or deleted from the listing.</p>
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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:

N/A - The school has 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:

Roots & Wings Community School received:
 1. A Pending Rating in 2019-2020 for I-A.00 NM A-F School Grading System
 2. A Falls Far Below Rating in 2016-2017 for I-A.01 Required Academic Performance Indicators
 The school received only Meets (or Exceeds) for all other reportable years.

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions				
I-A.00 NM A-F School Grading System 2019-2020 PENDING	Due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from state assessments	Due to the COVID -19 Pandemic, all state assessments were waived for SY 2020. As can be seen for our 19-20 NWEA MAPs scores from BOY to MOY our students: <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">ELA</td> <td style="padding: 2px 10px;">75%</td> </tr> <tr> <td style="padding: 2px 10px;">Math</td> <td style="padding: 2px 10px;">88%</td> </tr> </table> (Percentage of students who met projected growth OR met the 50 th percentile or higher) We believe we were on target to again be rated as Meets.	ELA	75%	Math	88%
ELA	75%					
Math	88%					
I-A.01 Required Academic Performance Indicators 2016-2017 FALLS FAR BELOW STANDARD	The school did not submit mid-year data to support the school’s mission specific goals	The school failed to submit MOY assessment data to PED as required. The school made internal changes to make sure interim assessments were being completed and uploaded as required. The school also submitted EOY data as required for Mission Specific Indicators. As can be seen from the continued Meets (or Exceeds) Standard ratings, this issue was addressed and corrected.				

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:

The school did NOT receive any OCR or other complaints.

Roots & Wings Community School received the following ratings addressed below:

1. II-A.00.06 Operating budget/audits/etc.: 2016-2017 - Falls Far Below or Does Not Meet
2. IV-A.00 Business Management and Oversight: 2017-2018 - Falls Far Below or Does Not Meet Standard, 2018-2019 - Falls Far Below or Does Not Meet Standard, 2019-2020 - Pending
3. V-A.00 Governance and Reporting: 2019-2020 – Pending
4. V-A.01 Governance and Reporting: 2019-2020 – Pending
5. VI-A.03 4d. General info: Staff Turnover, if applicable: 2019-2020 – Working to Meet Standard

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
II-A.00.06 Operating budget/audits/etc. 2016-2017 Falls Far Below or Does Not Meet	Missing signed Financial Questionnaire	(16-17) The signed financial questionnaire was not submitted in August 2017 as required. The school has complied with this requirement each of the following years. The questionnaire for 2019-20 will be submitted by 10/31/2020 as requested by CSD.
IV-A.00 Business Management and Oversight: 2017-2018 Falls Far Below or Does Not Meet Standard	- Repeat findings - Weakness in procedures and internal controls -Corrective action plan required	2017-2018 –The school had three repeat findings in FY2018, but has provided evidence in its Corrective Action Plan that it continues to monitor and improve areas of weakness in its procedures and internal controls. A detailed corrective action plan was drafted in coordination with the Charter School Division to require the school and its Business Manager

<p>2018-2019 Falls Far Below or Does Not Meet Standard</p> <p>2019-2020 PENDING</p>		<p>to address areas of concern with deadlines to implement new procedures and train staff.</p> <p>2018-2019 - The school hired a new Level 2 Business Manager as of July 1, 2018. The new Business Manager worked to establish internal control procedures and to train staff on procurement and deposits. Also, the prior year audit findings were reviewed, and a Corrective Action Plan was established and submitted to PED for review. A filing system for all on-site documents was established to support the school in its ability to retain and provide documentation to the auditors and to address deficiencies identified in the FY2018 audit. Also, the school was on monthly reporting as of July 1, 2018, and within the first quarter was able to meet all PED requirements to return to quarterly cash reporting as of the second quarter. The school also made improvements in its annual audit by eliminating all Significant Deficiency & Material Weakness audit findings in the FY19 audit.</p>	
<p>V-A.00 Governance and Reporting:</p> <p>2019-2020 PENDING</p>	<p>Governing Council Bylaws were not posed on the school website.</p> <p>Meeting Minutes were not current on the website.</p>	<p>The Governing Council Bylaws have been posted on the website and correctly identified.</p> <p>The school has improved the organization of its website. Previously, there were three different pages where one could find policies, GC meeting agendas, and GC meeting minutes. There is now one page for all of these, with the most recent Governing Council agendas/minutes at the top of the list.</p>	
<p>V-A.01 Governance and Reporting:</p> <p>2019-2020 PENDING</p>	<p>At the time of the site visit, the PED team did not observe evidence of a formal written head administrator evaluation for the prior academic year (18-19)</p>	<p>The Governing Council performed a formal written head administrator evaluation for the school year 2018-2019, a copy of which has been provided to PED.</p>	
<p>VI-A.03 4d. General info: Staff Turnover, if applicable</p> <p>2019-2020 WORKING TO MEET STANDARD</p>	<p>The school had a staff turnover of above 20% for school year 18/19, two years ago.</p>	<p>The school's turnover rate for teachers was 0% in 2019-2020 and 0% in 2020-2021. The school has met the 80% staff retention goal for all years since this concern was identified.</p> <p>Please consider that in such a small school (5 FTE's) losing just one teacher puts us at the threshold of the PEC's staff retention goal.</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 following table identifies RWCS Governing Council membership in all years of the contract term:

School Year	Members - Designation	Committee membership	Training completed
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2016-2017	Michael Rael – President Stephen Abt - Member Jules Epstein - VP Stephanie Owens - Secretary Heidi Martinez - Member	Finance/Audit Finance/Audit	Yes Yes Yes Yes Yes
2017-2018	Michael Rael – President Stephen Abt - VP Stephanie Owens - Secretary Erica Lannon - Member Robin Mayo - Member	Finance/Audit Finance/Audit	Yes Yes Yes Yes Yes
2018-2019	Michael Rael – President Stephanie Owens - Secretary Erica Lannon – VP Robin Mayo - Member Jenny Lewis - Member	Finance/Audit Finance/Audit	No No Yes Yes Yes
2019-2020	Erica Lannon – President Robin Mayo – Member Jenny Lewis - Secretary Aline Robertson – VP Amelia Eshleman - Member	Finance/Audit Finance/Audit	Yes Yes Yes Yes Yes

2020-2021	Erica Lannon – President Robin Mayo – Secretary Jenny Lewis – Member Aline Robertson – Member Amelia Eshleman – VP Jerrod Rowlison-Elliot - Member	Finance/Audit Finance/Audit	6 of 8 hours complete 5 of 8 hours complete In process In process 6 of 8 hours complete Yes
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- At no time during the contract term did the membership on the RWCS Governing Council fall below the requirements of its by-laws or the state statutory minimum of 5 members
- The RWCS Governing Council maintained the required committee membership at all times during the contract term.
- There were no vacancies on the RWCS Governing Council during the contract term.
- **Board members that did not complete required training in School Year 2018-2019:**

Two board members did not complete the required training in SY 2018/19. These members did attend the Spring Budget Workshop that year and were mistakenly under the impression that these hours counted towards GC training requirements. Due to one member's health problems, he was unable to schedule more training around his frequent travel for medical appointments and spinal surgery. The second member had no excuse as to why she did not complete her training, but since the board president was the one having all the health problems he was unable to hold her accountable. These issues prompted the board to designate a new president and compose a remediation and compliance plan to ensure all members complete the required training. This plan has been adhered to and in all subsequent years, all board members have met their training requirements.

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