



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

KURT STEINHAUS, ED.D.
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: Alma d'Arte Charter High School

School Name: Alma d'Arte Charter High School

School Address: 402 W. Court Avenue, Bldg #1., Las Cruces, NM 88005

Head Administrator: Kayla Martinez

Business Manager: Angela Learner

Authorized Grade Levels: 9-12

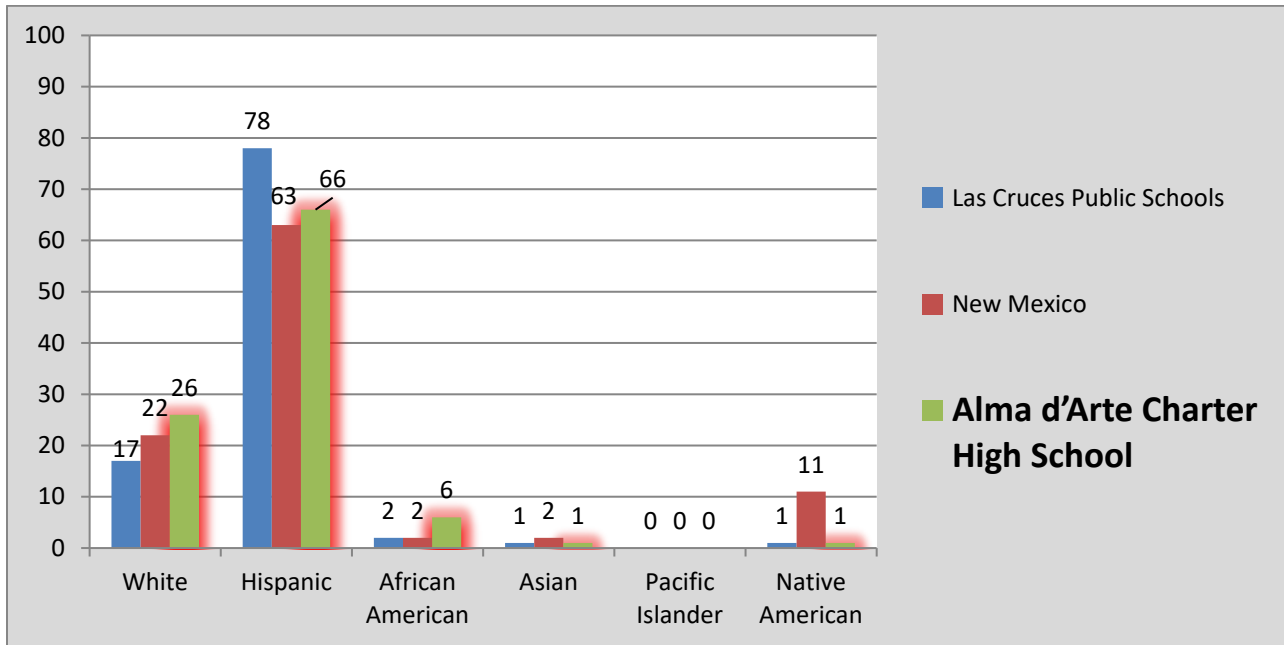
Authorized Enrollment Cap: 280

Current Enrollment: 132

Contract Term: July 1, 2019 – June 30, 2022

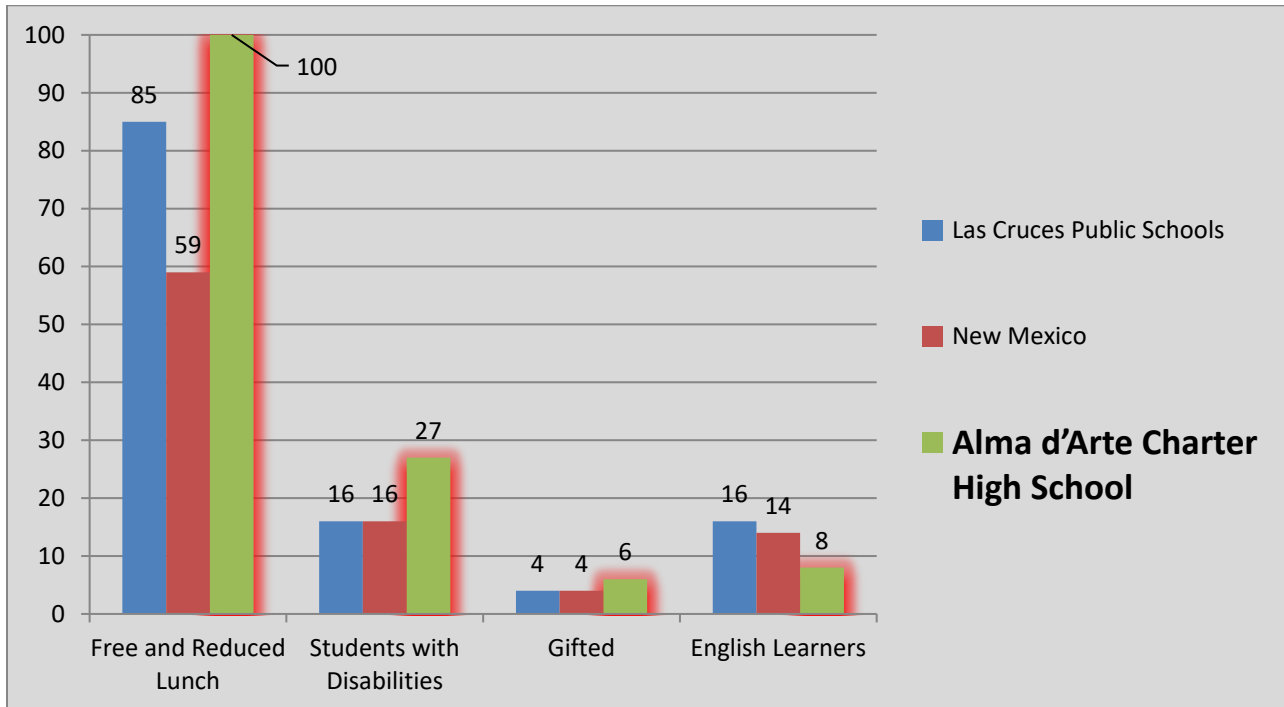
Mission: To Graduate Artist/Scholars Prepared to Succeed.

Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups



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

Site Visit Summary: April 23, 2021

Virtual Site Visit Participants

School: Paul Dulin: Governing Council Member; Angie Lerner: Business Office; Kayla Martinez: Principal
PED: Corina Chavez; Karen Woerner; Missy Brown

Response to COVID Pandemic

[Alma d'Arte](#) serves 130 students in grades 9-12 in Las Cruces. Alma d'Arte engaged in virtual learning with small groups in-person for most of the 2020-21 school year until coming back to in-person on April 6. The school surveyed families in the Fall and Winter to learn their readiness and desire to do hybrid learning and most families said they'd prefer to stay virtual until a vaccine was available, due to living in multi-generational households and other out-of-school factors. In person small-group learning helped some of the school's highest need students succeed during virtual learning. Currently, 80 students are attending school in person and 50 students are learning virtually. The school has been using [Canvas](#) for its Learning Management System.

Teaching, Learning, and Assessment

Teachers started out the school year using [Google Classrooms](#) and switched to Canvas at the end of September, after the state began providing it for free. There were some challenges transitioning, but the majority of the staff now likes and feels comfortable using Canvas. This school year, teachers were provided with professional development through [Master Teacher](#) as well as with new laptops, lapel mics and other devices. Teachers currently teach in-person and virtually simultaneously. The school created a teachers' lounge and has been doing some in-person culture building activities to help teachers feel valued and excited to be back in person. Teachers have tried to maintain a typical teaching schedule and pace with virtual teaching as they would have done in person, and they have not mentioned significant learning loss from their students. Teachers give in-class assessments, and there has not been an interim assessment in place for the past few years. The school has been looking into options and is likely to move forward with [Illuminate](#) interim assessments for next school year.

Student and Family Support and Engagement

This year the school has started doing weekly student intervention meetings. School staff identify students who may need intervention using a google form, then school staff elevate concerns and plan outreach. If students and parents aren't responsive to outreach from the teacher, the front office and school social worker do additional outreach including home visits and/or work visits to parents. Parents also have access to Canvas and PowerSchool. Parents tend to be communicative with the school if they see that their child's grades have gone down.

Performance Framework Indicators (school-specific questions)

1b. Does the school comply with state and contractual assessment requirements?

Kyla Martinez, Head Administrator, is the District Testing Coordinator attended the two trainings and trained staff on test security. The school was advised that evidence of that should be maintained as it is normally reviewed during site visits.

1c. Is the school protecting the rights of students with special needs?

The school has had a long history of challenges regarding serving students with special needs. The school indicated that they hired a SPED Educational Assistant in July 2020 to support SPED students under the Head Administrator's guidance (certified in Special Education) until a full-time staff person could be hired. The school will also hire a mentor for the new hire. It appears that there are no overdue IEPs or evaluations currently. The student IEP files and services being provided will be reviewed during next year's site visit.

1d. Is the school protecting the rights of English Learner students?

This is another area that has been another area of concern for several years. Procedures for identifying EL status have not been following the guidelines provided. There were 11 students on the 120-day ELP Error Report. Six of those are marked as Never EL but have history of prior testing and are marked as non-Proficient, which indicates that students might not be receiving services as needed nor assessed on the annual WIDA ACCESS test. The remaining five students are coded as Initially Fluent which may need to be changed to Reclassified Fluent. The school arranged a meeting (April 28, 2021) with Deputy Director Karen Woerner to review the requirements regarding identifying, serving, and monitoring EL students. The school is asked to implement the procedures discussed and to investigate the status of students listed on the ELP Error Report (the current one and again after each reporting window).

2a – 2c. Audit Findings

The school had nine audit findings in FY19, two of which were significant deficiencies that were repeated. In FY20, the number of findings were reduced to four:

- 2020-001 Untimely Processing of Payroll Items and Filing (Other Noncompliance)
 - 2020-002 Internal Controls over Travel and General Disbursements (**Significant Deficiency**) repeat
 - 2020-003 Internal Controls over Payroll (Other Noncompliance) repeat
 - 2020-004 Internal Controls over Cash Receipts (Other Noncompliance)
- Alma d'arte is trending in a positive direction when compared to 2019 Findings. The school's improved systems of checks and balances and documentation have helped. Angie Lerner has also helped the school stay in compliance overall and, specifically, has implemented procedures for travel reimbursements for board members.*

2e. Is the school adequately staffed to ensure proper fiscal management?

The school now has a staff member, Chris Masters, as the designated CPO. The CPO registered on the State Purchasing website on January 13, 2021, and is reminded that the registration is an annual requirement – with

recertification every two years.

3a. Is the school complying with governance requirements?

Two board members have not completed any training hours for the fiscal year. As a reminder, all board members have until the end of June to complete required training hours. Training is offered by CSD and by third-party providers. Contact charter.schools@state.nm.us with questions.

4a. Is the school protecting the rights of all students?

The school now has an established a McKinney Vento liaison, Gloria Vacarra, who has or will complete the required training.

4c. – 4e. Staff credentialing, employee rights, and background checks.

These are indicators in which there were compliance concerns in the past, including a missing background check for one staff member. The school indicated personnel files are now complete and in order.

4a. Is the school complying with health and safety requirements?

The Safe Schools Plan (SSP) was last approved 2/8/2018. Review and revisions are due every three years and was due in December 2020. The school is advised to remain in close contact with Safe and Healthy Schools until the SSP is approved.

Mission-Specific Goals:

Goal: ARTS INTEGRATION - All students at Alma d'Arte Charter High School listed on the 120-day enrollment report will have demonstrated understanding through an art form by earning a C (70%) or better in arts integrated projects (such as Panel Presentation for grades 9 – 11 and Apprenticeship Presentation for grade 12) annually. Rubrics provided by the school.

School Response: Our Mission for Alma d'arte is to graduate artists/scholars prepared to succeed. We were able to graduate 32 students (78%) out of 41 during the 2020-2021 school year, despite having to overcome the obstacles of being during a worldwide pandemic. Out of the 32 students, only 3 were from Cohort 2. The Class of 2021 all students (100%) completed the dual credit, online course, and/or AP/Honors requirement and our Apprenticeship course, which focuses on college/career readiness all four years of high school, then closes out with an internship the Spring semester of their senior year. Many students missed testing their junior year and partial senior year due to COVID-19, but managed to have 22% take the ACT and 63% took the PSAT the year before.

Due to COVID-19, the 9-11 grades were exempt from having to present panels in their Platica (advisory) classes. Passing an elective of the arts last year, sufficed for this requirement. In grades 9-11, 92.5% of students met this requirement by passing an elective of the arts with a C or better at 120-day count. Out of the 39 senior cohort at 120-day count, 100% of students that participated in the senior panel project passed with a C or better. Rubric for the panel project is attached.

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Expectations / Does Not Meet Expectations

If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

Alma d'Arte Charter High School is on track for expedited renewal/full renewal/renewal with conditions/non renewal. Please see the PEC Performance Review and Accountability System (Attachment A to the Charter Contract) for details on renewal profiles and renewal recommendations.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance: The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school's rating is solely based on repeat findings.

Alma d'arte Charter School	2020-2021
Category I. Academic Performance Framework	
Indicator 1 Components of School Accountability System	Unable to Review - COVID
Indicator 2 Subgroup Performance	Unable to Review - COVID
Indicator 3 Mission Specific Goals	Meets (or Exceeds) Standard
Category II. Organizational Performance Framework	
Indicator 1a Educational Program: mission and educational program of approved charter a	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal g	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requ	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principl	Does Not Meet Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Does Not Meet Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate interna	Working to Meet Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest re	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal co	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing require	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting e	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	ASSURANCES
Indicator 5d School Environment: handling information appropriately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance	Not Applicable

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

Alma d'arte Charter School	2019-2020
Category I. Academic Performance Framework	
<u>Indicator 1 Components of School Accountability System</u>	
<u>Indicator 2 Subgroup Performance</u>	
<u>Indicator 3 Mission Specific Goals</u>	
Category II. Organizational Performance Framework	
<u>Indicator 1a Educational Program: mission and educational program of approved charter applica</u>	Meets (or Exceeds) Standard
<u>Indicator 1b Educational Program: state assessment requirements</u>	Working to Meet Standard
<u>Indicator 1c Educational Program: protecting the rights of students with disabilities</u>	Working to Meet Standard
<u>Indicator 1d Educational Program: protecting the rights of English Language Learners</u>	Working to Meet Standard
<u>Indicator 1e Educational Program: meeting program requirements for all PED and federal grant</u>	Meets (or Exceeds) Standard
<u>Indicator 1f Educational Program: NM DASH Plan</u>	Not Applicable
<u>Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requireme</u>	Working to Meet Standard
<u>Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles</u>	Does Not Meet Standard
<u>Indicator 2c Financial Mgmt & Oversight: responsive to audit findings</u>	Does Not Meet Standard
<u>Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility</u>	Meets (or Exceeds) Standard
<u>Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management</u>	Working to Meet Standard
<u>Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal contr</u>	Meets (or Exceeds) Standard
<u>Indicator 3a Governance & Reporting: complying with governance requirements</u>	Working to Meet Standard
<u>Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest require</u>	Working to Meet Standard
<u>Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls</u>	Meets (or Exceeds) Standard
<u>Indicator 4a Students & Employees: protecting the rights of all students</u>	Working to Meet Standard
<u>Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment</u>	Working to Meet Standard
<u>Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements</u>	Meets (or Exceeds) Standard
<u>Indicator 4d Students & Employees: respecting employee rights</u>	Working to Meet Standard
<u>Indicator 4e Students & Employees: completing required background checks / reporting ethical</u>	Working to Meet Standard
<u>Indicator 5a School Environment: complying with facilities requirements</u>	Meets (or Exceeds) Standard
<u>Indicator 5b School Environment: complying with transportation requirements</u>	Not Applicable
<u>Indicator 5c School Environment: complying with health and safety requirements</u>	Working to Meet Standard
<u>Indicator 5d School Environment: handling information appropriately</u>	Meets (or Exceeds) Standard
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard

Appendix B: Assurances



Charter Schools Division
Performance Indicator Assurances
2020-21

Charter School Name

In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.

- The school protects the rights of students with special needs, by:**
 - ✓ Providing services per individual IEP,
 - ✓ Maintaining both direct service and ancillary support logs,
 - ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.
- The school protects the rights of English Learner (EL) students:**
 - ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.
- The school complies with federal and state grant program requirements.**
- The school meets Governance and reporting requirements:**
 - ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.
 - ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.
 - ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).
- The school protects the rights of all students:**
 - ✓ School meets all Culturally & Linguistically Responsive Framework requirements.
 - ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.
 - ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.
 - ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)
 - ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.
 - ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17
 - ✓ School updates Next Step Plans annually for all high school students.
- The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.**
- The school protects employee rights:**
 - ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.
 - ✓ School has an employee handbook that includes discipline and grievance policies.
 - ✓ School has a salary schedule that complies with minimum teacher salaries.
 - ✓ School has a documented mentorship program for first year Level One teachers.
 - ✓ School obtains legally compliant background checks per NMSA § 22-10A-5.
- The school complies with facility requirements in NMSA § 22-8B-4.2.**
- The school complies with transportation requirements, including all inspections and insurance, if applicable.**

- The school complies with health and safety requirements:**
 - ✓ The school conducts all required emergency drills per [PED memorandum of 3/25/21](#).
 - ✓ The school maintains immunization records, including a master immunization log.
 - ✓ All staff complete training on reporting child abuse and neglect.
 - ✓ The school has a Diabetes Management plan.

- The school handles information appropriately:**
 - ✓ School completes all STARS reporting requirements on time.
 - ✓ School follows proper security procedures, including keeping student files locked.
 - ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
 - ✓ School maintains a procedure for the transfer of cumulative files.

By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.

School Leader Printed Name	Kayla Martinez		
Signature		Date	7/1/2021

Board Chair Printed Name	Paul Dulin		
Signature		Date	7/1/2021