



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

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

MICHELLE LUJAN GRISHAM  
GOVERNOR

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### 2020-2021 Annual School Performance Report: McCurdy Charter School

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**School Name:** McCurdy Charter School

**School Address:** 515 Calle Arbolera, Espanola, NM 87532

**Head Administrator:** Sarah Tario

**Business Manager:** Deanna Mooney

**Authorized Grade Levels:** K-12

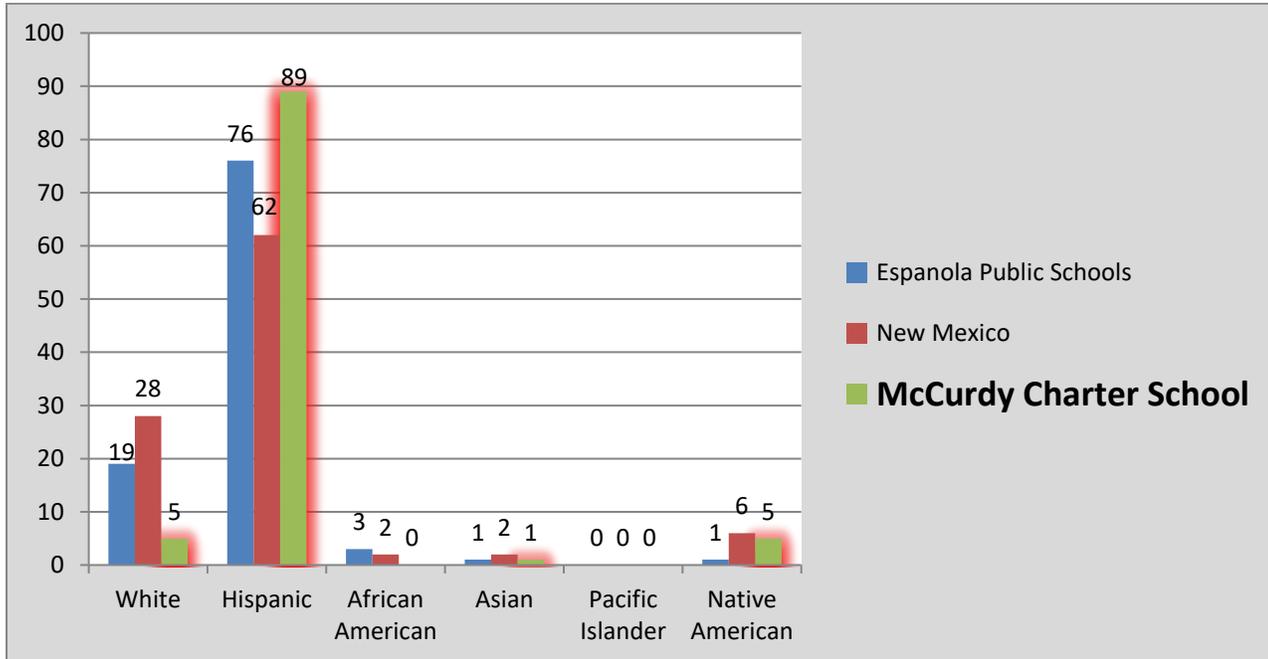
**Authorized Enrollment Cap:** 584

**Current Enrollment:** 524

**Contract Term:** July 1, 2017 – June 30, 2022

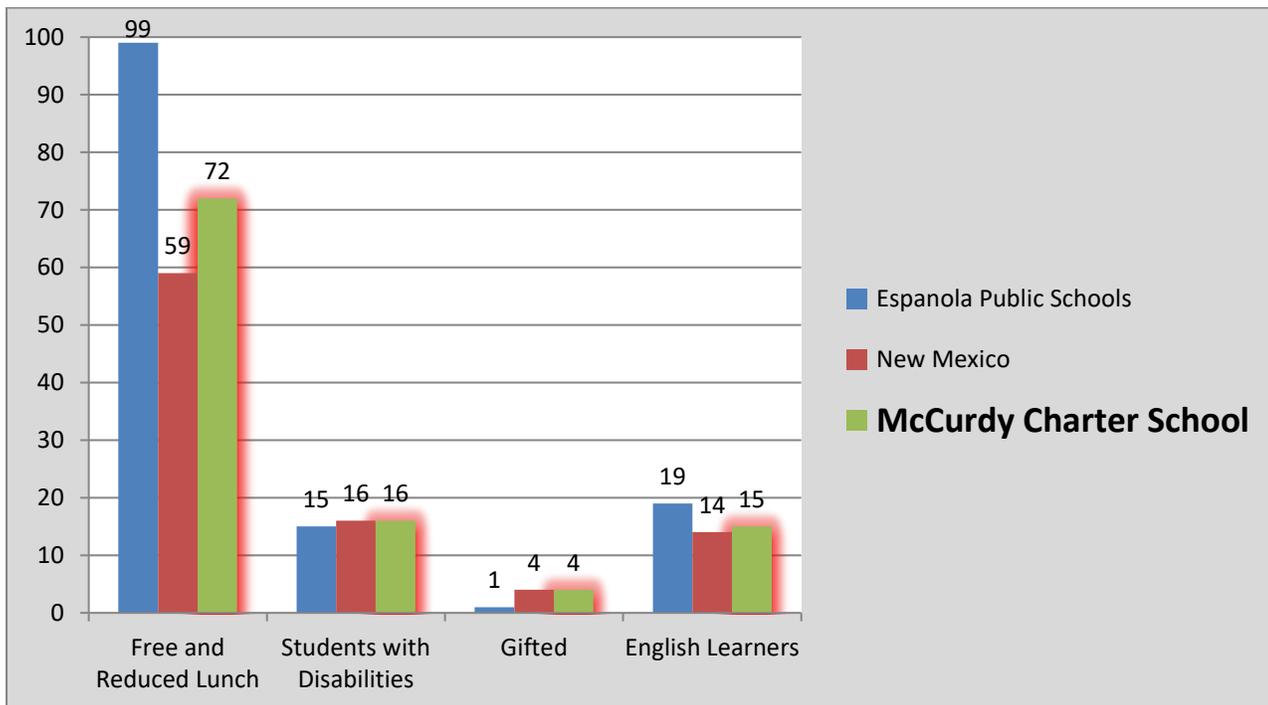
**Mission:** *The Mission of the McCurdy Charter School (MCS) is to provide a safe learning environment for the students of Northern New Mexico: an environment that recognizes that education is rooted in academic excellence and achievement, character development and awareness, and community engagement and leadership.*

**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 22, 2021

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#### Virtual Site Visit Participants

*School:* Sarah Tario: Director; Bernadette Tixier-French: Principal; Melissa Berryhill: Program Coordinator; Thomas Ashman: Teacher; Christy Wall: teacher; Jenn Pena: SPED Consultant and Intern SPED Director; Nancy O'Bryan: School Board; Marisol Sena: student; Michael Gasca: Student; Isabella Perio: student

*OPFD/CSD:* Melissa Brown; Karen Woerner; Dolores Archuleta; Rachel Stofocik

#### Response to COVID Pandemic

[McCurdy Charter School](#) serves grades K-12 and has a student body of about 522 students. Enrollment was down by about 25-30 students because of the pandemic. Fortunately, most classes are full for next year with openings in grades 2, 3, 6, 10 and 12.

To address McCurdy's experience during the pandemic, the leaders brought in teachers and students to supplement the discussion. Both leaders, teachers, and students addressed the positive and negative effects of the pandemic. Staff underscored their focus on providing a healthy, communicative, and supportive environment. One parent shared that Ms. Tario did a great job engaging all stakeholders in the decision-making processes.

Ms. Tario shared the school's "points of pride." The principal, Ms. Tixier-French talked about maintaining high expectations despite the challenges of online learning and the pass/fail mindset established at the end of the 2019-20 school year. Ms. Berryhill admitted that in some ways making meaningful connections with students was possible via zoom, more so than it would be if the students were in school. Several others echoed this sentiment. The pandemic had allowed school staff to better connect with families. During the lockdowns, the parent participation increased; virtual meetings were much easier for parents to attend.

Teacher, Thomas Ashman discussed how enlightening the experience had been and brought up five points to consider even after the pandemic: (1) continue using tech tools to improve teaching and learning; (2) continue "smart heart" or the focus on providing students a mental health space where they feel safe to share; (3) reject the idea of "learning loss" since the students have learned so much from just surviving a pandemic; (4) increase the individualized approach to teaching versus the standardized approach; and (5) increase the capacity for teachers to become administrators as it helps create an empathetic and collaborative school community.

Another sixth grade Science and Math teacher, Dr. Wall confessed that not being able to engage students in hands-on science projects was disappointing. She also said that learning from home, made inequities more transparent as many students did not have access to good connectivity nor did they have access to the necessary resources. The sixth-grade teacher specifically brought up that many students were at home in a room with three other siblings all learning simultaneously and that this was often a detriment, as students were hesitant to answer participate in class. Dr. Hall found innovative ways to present information by offering a series of five-minute videos with follow-up work. This gave her students some independence and gave her the opportunity to have a lot more one-on-one time with other students.

Two sixth grade students, Isabella and Marisol highlighted internet connectivity as the most challenging part of the pandemic. Isabella mentioned that she was able to work on independent research projects more easily as she could work at her own pace and had more time during the day. Marisol, another sixth grader, discussed how she often had to help with her two younger twin brothers while she was at home which was distracting. Marcos, a junior in HS said as a dedicated athlete, the elimination of sporting events was quite devastating. He also underscored the fact that he performed academically much better online than at home as he was not distracted. The teachers reiterated this point, saying that the online learning seemed to be exceptionally helpful for many students with disabilities.

School leaders explained that there were several changes that the school would maintain in upcoming years. For instance, Ms. Tario said that giving seniors a lot more independence and flexibility proved beneficial. 19 of the 29 graduates completed course mastery early. In addition, the school hopes to have the secondary school on a four-semester schedule so that students take four classes at a time rather than six; to free up their time even more.

### **Teaching, Learning, and Assessment**

Ms. Tario explained that the school had started using [Achievement Network](#) to track students' progress, but when the staff realized that it was not offering growth data, they decided to replace it. The school also uses [Canvas](#) in the upper grades and hopes to bring it to the elementary school. The leaders pointed out that through the pandemic they discovered "[eSpark](#) and [Prodigy](#)" and that both were great intervention tools when students were struggling. To best prepare for next year, the school will administer "[Galileo Assessment](#)" in the spring and the fall.

### **Student and Family Support and Engagement**

To keep students engaged, McCurdy's leadership team implemented "shout outs" recognizing students. The school also used contests to encourage perfect monthly attendance. For the community, McCurdy held [virtual open house](#) events, made weekly and monthly announcements, created a Bobcat Den, streamed athletic events on Facebook, and recognized seniors on the school's website.

To keep the teachers engaged, the leadership team invited them to share everything that was working and not working. All staff were involved in the decisions regarding how to best approach teaching during the stay-at-home orders. A re-entry taskforce and goal teams were created to support the teachers. Additionally, a pay-incentive was made available for staff.

## Performance Framework Indicators (school-specific questions)

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

The school is on a Corrective Action plan due to continued non-compliance with Indicator 13. The school has a high number of students with overdue Evaluations and/or IEPs: 11 overdue Evaluations and 14 overdue IEPs. Additionally, the school has received ratings of Working to Meet, Does Not Meet, and Working to Meet for the past 3 years for the same issue.

*Ms. Tario confirmed the school had a recent meeting with the NMPED Special Education Division. The school completed training in March 2020 and another training was provided by a contractor. They will double-check in the Fall (pre-audit).*

*The school has a new Special Education Coordinator who is presently out on maternity leave. The school has a contractor helping to get IEPs and evaluations completed and, according to Ms. Tario, will have all overdue evaluations and IEPs done by end of year reporting for 2020-2021.*

### 2a-2c Audit Findings FY20

#### 2.a. Is the school meeting financial reporting and compliance requirements?

Eight (8) audit findings were listed in the FY19 audit, including one repeated Material Weakness that is repeated again in FY20. During FY20, the school was placed on monthly reporting by the PED School Budget Bureau and those reports were not being submitted in a timely manner. The school indicates that they are back on track, submitting timely, and are on quarterly reporting now.

There are five (5) audit findings for FY20:

2020-001 **Repeat** Budgetary Conditions:

2020-002 **Repeat** Purchasing and Disbursements;

2020-003 Cash Receipts deposit;

2020-004 Internal Control over Payroll; and

2020-005 **Repeat** Internal Control over Financial Reporting (**Material Weakness**).

*The School Business Official (SBO) is still Deanna Mooney, who provided documentation related to financial management and oversight at [https://drive.google.com/drive/folders/1T\\_XZhK0q3i1Pw0yHfz0SQtL1xGjZmeox](https://drive.google.com/drive/folders/1T_XZhK0q3i1Pw0yHfz0SQtL1xGjZmeox)*

#### 3.a. Is the school complying with governance requirements?

*The school responded that board meetings have been occurring regularly and that agendas are posted under news items. Agendas and minutes were behind in posting in the Governance – Board Documents folders.*

*The school indicated that they have contracted Kelly Callahan to provide Governing Board training for all members.*

#### 4.c. Is the school meeting teacher and other staff credentialing requirements?

*The school indicated that the teacher under question is contracted through an agency as therapy staff and that the school has a letter from the agency, filed in his personnel/contractor file, that he has a cleared background check via the agency. As an added precaution, he works with students only in the presence of another staff member*

**Mission-Specific Goals:**

Mission goals were optional on the 2018 version of the contract. The school elected not to include mission-specific goals. Upon renewal, the school will be required to add mission goals (one minimum; two maximum).

**Assurances:**

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

**Overall Financial/Organizational Framework Rating: Meets Standard**

*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.*

**McCurdy Charter School on track for renewal with conditions.** 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 (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 Framework:** 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.

McCurdy Charter School	2020-2021
<b>Category I. Academic Performance Framework</b>	
Indicator 1 Components of School Accountability System	Unable to Review - COVID
Indicator 2 Subgroup Performance	Unable to Review - COVID
Indicator 3 Mission Specific Goals	Not Applicable
<b>Financial Performance Framework</b>	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable
<b>Category II. Organizational Performance Framework</b>	
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Unable to Review - COVID
Indicator 4a Students & Employees: protecting the rights of all students	ASSURANCES
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	Meets (or Exceeds) Standard
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment <i>Included in Indicator 4b</i>	Meets (or Exceeds) Standard
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Does Not Meet Standard
Indicator 3a Governance & Reporting: complying with governance requirements <i>Included in Indicator 3c</i>	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard
Indicator 4d Students & Employees: respecting employee rights	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	ASSURANCES
Indicator 5d School Environment: handling information appropriately	ASSURANCES
<b>OTHER</b>	
School specific conditions in the Charter Contract, if any	
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Unable to Review - COVID
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 internal controls	ASSURANCES
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	ASSURANCES

### Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term

McCurdy Charter School	2017-2018	2018-2019	2019-2020
<b>Category I. Academic Performance Framework</b>			
<b>Indicator 1</b> Components of School Accountability System	Falls Far Below (or Does Not Meet)	45.51 Points (Lower Middle)	
<b>Indicator 2</b> Subgroup Performance	Not Applicable	Pending	
<b>Indicator 3</b> Mission Specific Goals	Not Applicable	Not Applicable	
<b>Financial Performance Framework</b>			
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category II. Organizational Performance Framework</b>			
<b>Indicator 1a</b> Educational Program: mission and educational program of approved charter application	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1b</b> Educational Program: state assessment requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4a</b> Students & Employees: protecting the rights of all students	Falls Far Below (or Does Not Meet)	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 1c</b> Educational Program: protecting the rights of students with disabilities	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>Indicator 1d</b> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>Indicator 4b</b> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<i>Included in Indicator 4b</i>	Meets (or Exceeds) Standard		
<b>Indicator 2a</b> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>Indicator 2b</b> Financial Mgmt & Oversight: following generally accepted accounting principles	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Does Not Meet Standard
<b>Indicator 3a</b> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<i>Included in Indicator 3c</i>	Meets (or Exceeds) Standard		
<b>Indicator 4c</b> Students & Employees: meeting teacher and other staff credentialing requirements	Falls Far Below (or Does Not Meet)	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4d</b> Students & Employees: respecting employee rights	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>Indicator 4e</b> Students & Employees: completing required background checks / reporting ethical violations	Falls Far Below (or Does Not Meet)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>Indicator 5a</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5c</b> School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Indicator 5d</b> School Environment: handling information appropriately	Falls Far Below (or Does Not Meet)	Meets (or Exceeds) Standard	Working to Meet Standard
<b>OTHER</b>			
School specific conditions in the Charter Contract, if any	Not Applicable		
<b>Indicator 1e</b> Educational Program: meeting program requirements for all PED and federal grant programs		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1f</b> Educational Program: NM DASH Plan		Working to Meet Standard	Not Applicable
<b>Indicator 2c</b> Financial Mgmt & Oversight: responsive to audit findings		Falls Far Below (or Does Not Meet) Standard	Does Not Meet Standard
<b>Indicator 2d</b> Financial Mgmt & Oversight: managing grant funds responsibility		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2e</b> Financial Mgmt & Oversight: staffing to ensure proper fiscal management		Working to Meet Standard	Meets (or Exceeds) Standard
<b>Indicator 2f</b> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls		Not Applicable	Not Applicable
<b>Indicator 3b</b> Governance & Reporting: complying with nepotism and conflict of interest requirements		Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 3c</b> Governance & Reporting: meeting obligations timely / appropriate internal controls		Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<b>Indicator 5b</b> School Environment: complying with transportation requirements		Not Applicable	Not Applicable

[Appendix B: Assurances](#)



**Charter Schools Division**  
**Performance Indicator Assurances**  
**2020-21**

Charter School Name	McCurdy Charter School
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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	Sarah Tario	
Signature		Date
		7-27-21
Board Chair Printed Name	Chris Martinez	
Signature		Date
		Jul 27, 2021