



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:

| | | |
|--|--|---|
| Meets the Standards | <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. | |
| Demonstrates Substantial Progress | Demonstration Through Data | Demonstration Through Systemic Improvement Plan |
| | <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; <p style="text-align: center;">AND</p> 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; <p style="text-align: center;">AND</p> The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; <p style="text-align: center;">AND</p> An evaluation of the data and evidence supports the observable and reported successes. |
| Failing to Demonstrate Progress | <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. <p style="text-align: center;">AND ONE OR MORE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> 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; <p style="text-align: center;">or</p> 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:

An Initial Note

On the advice of counsel, we would like to note that item #1.a in Part B is not included as material terms of our charter contract, is not a required performance evaluation criteria within the Charter Schools Act, nor is a criteria within our negotiated performance framework measures intended by the parties as the evaluation criteria for our charter's renewal consideration. Further we do not agree that #1.a in Part B should be evaluated using the rubric for Part B, because no standards have been established by contract nor have standards for meeting these measures been developed and presented as part of the renewal application.

However, we will respond to item #1.a because we believe the information is relevant for the PEC to understand how our school functions and what work we are doing in these areas. However, by responding, we are not agreeing that this information can or should be used by the Commission to determine whether grounds for nonrenewal exist as enumerated in NMSA 1978, §22-8B-12(K).

Executive Summary

Through the EVCA board's monitoring of the administration's activities and the student data, as evidenced by the school's "A" grades, our Spotlight School designation, and the information below, we assess that the school is doing well at implementing the school's charter. This narrative will address how the school has fulfilled its mission in terms of our classical teaching approach (to include learning programs and student's social, emotional, and behavior development), our professional development, measures of student achievement, and conclude with highlights of how the school's equity plan is influencing the educational programs of the school. Throughout we will highlight ways that parents and the community are enfolded into the school community.

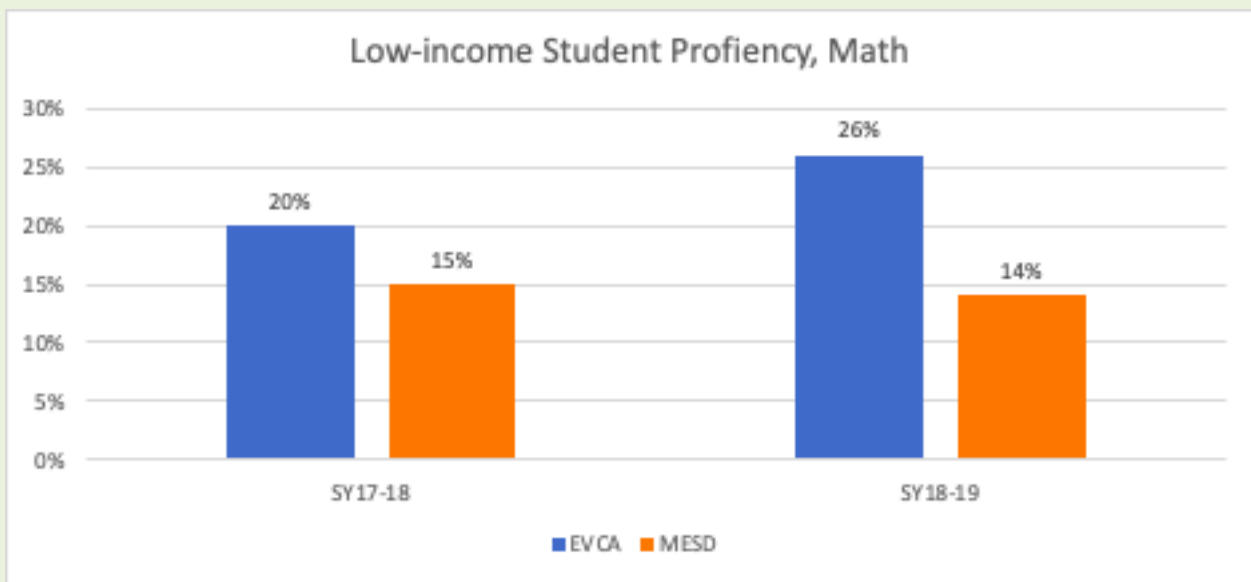
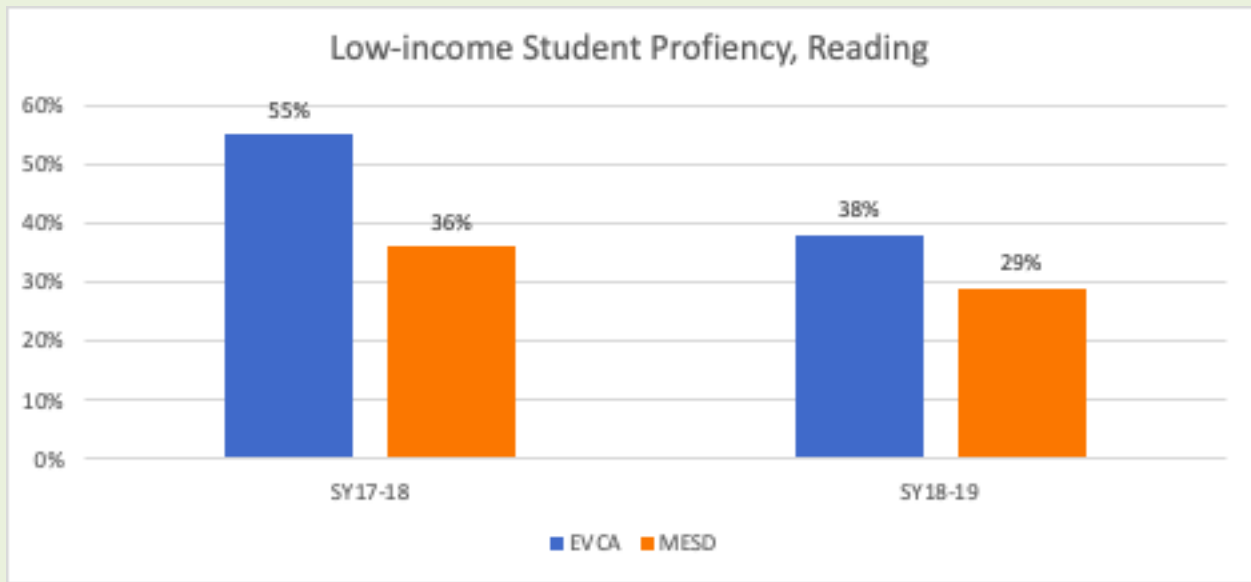
Classical teaching approach.

There are numerous charter distinctives that the EVCA incorporates into our pedagogical approach, centered around the term *Classical* in the school's name. As a classical academy, the EVCA emphasizes the following elements in our teaching philosophy and approach:

- Rigorous, high standards
- Classical liberal arts curriculum
- Socratic instruction
- Instruction in virtue through 8 Pillars of Character
- Moral Philosophy senior thesis
- Social, Emotional, and Behavioral development supports
- Explicit study skills

Each of these is described in more detail below. We conclude with a note on our student demographics and other responses to data in Part A.

Rigorous, High Standards. At EVCA, we set the bar high, but say, "*You can do it!*" and then come alongside to teach them *how to do it*, with patience, kindness, respect, and encouragement. Rather than lower the standard when a student struggles, we provide numerous supports to help the student rise to the challenge. Many families and students do not desire such an education, and opt not to attend the EVCA. Economically disadvantaged students in particular, are under-represented at our school as compared to the nearby MESD district (see Part A, Chart 13, but see discussion near the end of this section on Demographics for further discussion). This is unfortunate, as economically disadvantaged students at the EVCA significantly outperform their peers at the local district schools, as is highlighted in the following pair of charts (as reported by the PED's "Achievement Data" website -- <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>):



Classical liberal arts curriculum. As a classical academy, the EVCA offers students a content-rich education in the humanities, the sciences and the arts. Our educational program is centered around the following:

- A rich selection of history, poetry, autobiography, literature, and philosophy
- Original sources taken from the classical tradition, augmented with modern literature, and expanded to include exposure to cultures from around the world
- *Riggs - The Writing and Spelling Road to Reading and Thinking* for literacy in grades K-2
- *Well Ordered Language* for literacy in grades 3-6
- *Core Knowledge* curriculum for history and geography, visual arts, music, and science in grades K-8th
- *Singapore math* in grades K-8th
- *Mathematics: Structure and Method* series for math in the upper grades

Additionally, students at the EVCA receive instruction in both Latin and Greek. A great many words in English, Spanish, and other languages are derived from Latin or Greek. Students at the EVCA are taught Latin and Greek roots in grades 3-6, and 2 years of Latin are required for upper school students. Such instruction helps students rapidly build their English vocabularies, lays the foundation for later foreign language classes, primes them to be more comfortable with technical terminology in the sciences, and prepares them for interactions later in life with medical and legal terminology which are heavily influenced by Latin.

The Core Knowledge curriculum is used in grades K-6th. Core Knowledge is a curriculum crafted around careful sequencing and layering of content and skill guidelines to be taught in language arts, history and geography, visual arts, music, mathematics, and science. The Core Knowledge sequence includes diverse cultural traditions, including Hispanic, African, Native American, Asian, Middle Eastern, and European.

These sequence guidelines integrate topics across areas, especially in language arts as poems, stories, and sayings are used to connect across curriculum domains. As an example when studying different cultures, when grammar school students learn about Asia, they study the Great Wall of China (history), rice and how it is grown (culture and science), the panda bear and its habits (natural science), the poetry and literature (culture), works of art (fine arts), and how to find Asia on a map (geography). When learning about America, students study the Pacific-Northwest Native Americans, the totem poles they create (culture), the legends of how the stars were made (literature), the importance of the whale and the eagle to the culture (natural science), how to find the region on the map (geography), create their own totem poles (art), have a potlatch lunch where they eat smoked salmon, and present projects to the class. The curriculum intentionally ties many subject areas together into a thematic unit; students do such things for each continent.

Socratic Instruction. The Socratic method is an approach to curriculum content exploration that utilizes meaningful questions to guide students toward a deeper engagement with the material and with each other. Socratic discussions develop critical thinking and evidence-based reasoning skills through stimulating questions such as:

- What makes you think that?
- What evidence do you have?
- What other conclusion might that evidence support?
- Does anyone have a counter argument to this position?

We illustrate the value of EVCA's Socratic instruction with this testimonial from a former student who cited our instruction style as an important element of EVCA's education which has prepared him for life: *In my opinion coming from EVCA and the Socratic style teaching I felt more prepared for the next step of my life and thinking for myself in the 'real world'.* (excerpt from an email of gratitude to the Executive Director from a former student, May 1, 2018)

Instruction in virtue through Eight Pillars of Character. EVCA students learn self-government by recognizing good behavior and making thoughtful personal decisions through Eight Pillars of Character which are integrated carefully into the educational program of the school. These Pillars of Character are:

- Citizenship
- Cooperation
- Courage
- Honesty
- Integrity

- Perseverance
- Respect
- Responsibility

These pillars of character are a vital aspect of our students' social, emotional, and behavior development program. Through Socratic classroom discussion, students learn these pillars as they are taught to apply them to discussions of literature and history, examining how different characters either uphold or violate them through their thoughts and actions. Students are then taught to apply these pillars to themselves in their interactions with each other through integration of these pillars with classroom management and discipline. In addition, the school has implemented a positive behavior reinforcement incentive program centered around these Pillars of Character; this program was proposed by the student government, approved by both the Governing Council and administration, and is executed by the faculty as they publicly reward students for exemplifying one of the pillars of character.

Moral Philosophy senior thesis. To think deeply about moral philosophy is to seek the best answer to the questions of what it means to be a human being, and what it means to be a good human being. In our Moral Philosophy course, students will think alongside some of the best minds in history as they learn to reason and to make and refute arguments. Students read works by such greats as Plato, Augustine, Aristotle, Kant, Hegel, Darwin, Marx, Kierkegaard, Nietzsche, Huxley, Lewis, and more. The class helps students find their own voice as they select a compelling moral issue of our times and then proceed to explain and defend what they see as the best moral philosophical answer regarding what the individual or society ought to do. Past student senior thesis topics, chosen by the students themselves, include:

- At what point in development, if any, does Artificial Intelligence advance to the point of being human enough to be entitled to basic human rights?
- Explaining the moral principles that put proper limits on human gene editing using CRISPR technology.
- Analyzing moral perspectives regarding the increase in mental illness due to alienation of people from one another in a time of instant communication.
- Physician-assisted suicide is sometimes a morally defensible action.
- Under certain circumstances, a citizen's moral responsibilities to the community outweigh the moral claim to individual rights.
- Analyzing the moral principles behind current immigration law and reviewing the correctness of priorities and application.
- Explaining a government's moral responsibility to legalize marijuana.

Social, Emotional, and Behavioral development. In addition to what has been described above, the EVCA takes extra steps to support students' social, emotional, and behavioral development in our commitment to educating the whole child. Following a tragedy within the school, the administration and concerned parents created the Sunshine Committee (SC), a set of volunteers focused on supporting the mental and emotional well-being of students and their families.

Furthermore, during the COVID-19 pandemic when remote learning-only was required for our school by the NM PED, particular consideration was given to our highly vulnerable, at-risk population. The EVCA administration, with support from the board, formulated a plan, initiated conversations with the PED to win their approval of the plan, and safely implemented the plan to bring many of these students back to campus for limited in-person intervention to provide the social and emotional support they required. To further address student emotional burdens and learning challenges during remote

instruction, the EVCA board approved an Equitable Grading Plan which both acknowledges student challenges while maintaining overall rigor.

An additional support to the social, emotional, and behavioral development of our students is our positive use of our dress code. As is common in classical academies, the EVCA has a dress code. But unlike many other similar schools, our dress code has been intentionally chosen with parental and community input to be of minimal burden to low-income families, making significant progress toward eliminating the typical socio-economic stratification of the student body, reducing bullying, and removing distractions from the classroom. We provide free uniforms for any students in need.

Finally, in SY20-21, the board adopted the STOP and Think Social Skills curriculum for social and emotional learning in K-12, adapted to the schools' Eight Pillars of Character.

Explicit Study Skills. As part of the rigor of our education, we have high expectations of our students, but we have even higher expectations for our administration and staff to provide rigorous supports to our students, especially those who are struggling. Our program in teaching and reinforcing study skills is adapted from *Study Is Hard Work*, by William Armstrong.

Distinctive Professional Development for Classical Education

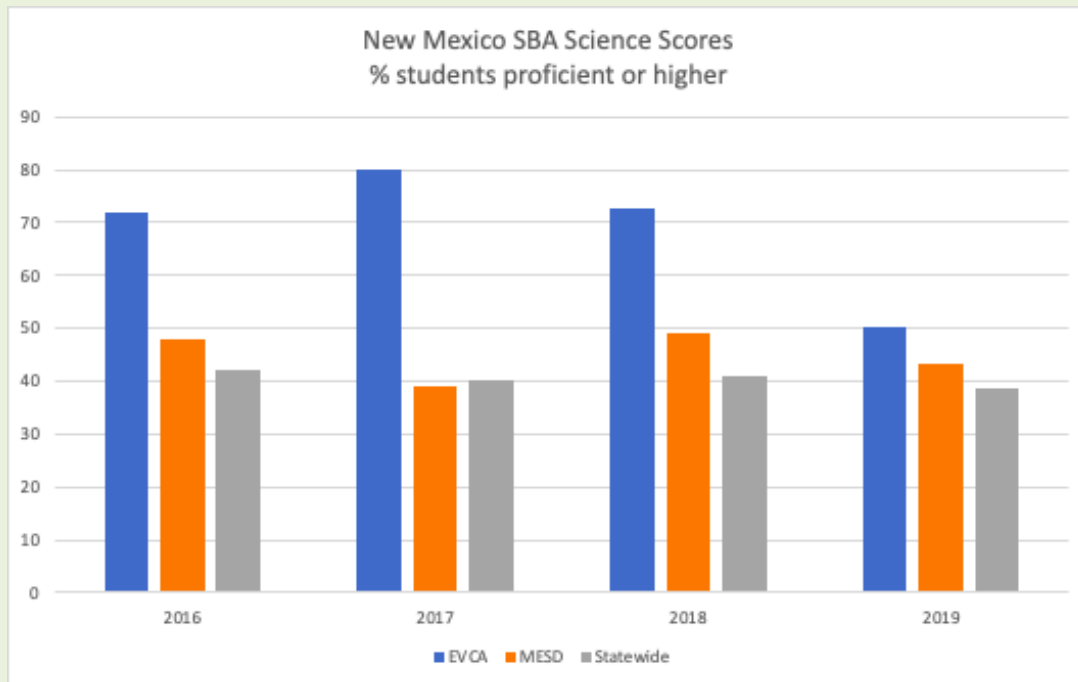
In pursuit of our distinctive classical education program, EVCA staff participate in a wide range of professional development in classical education topics. These professional development activities include the following:

- Staff receive a monthly newsletter from a national classical charter school organization which includes on-line training videos and resources
- In-depth, off-site, multi-day classical education training offered each summer.
- Study Skills instruction
- Particular Socratic method professional development:
 - Discussed in faculty meetings
 - In-service professional development training.
- Singapore bar models training
- Riggs – The Writing and Spelling Road to Reading and Thinking training

Measures of student achievement

We use a wide range of assessments to monitor student progress, including I-station, Gates-MacGinitie Reading test, McCall Crabbs, Lexia, I-Singapore, the Classical Learning Test (CLT), SAT, ASVAB, NMESSA, NMASR, and regular classroom assessments in all grades.

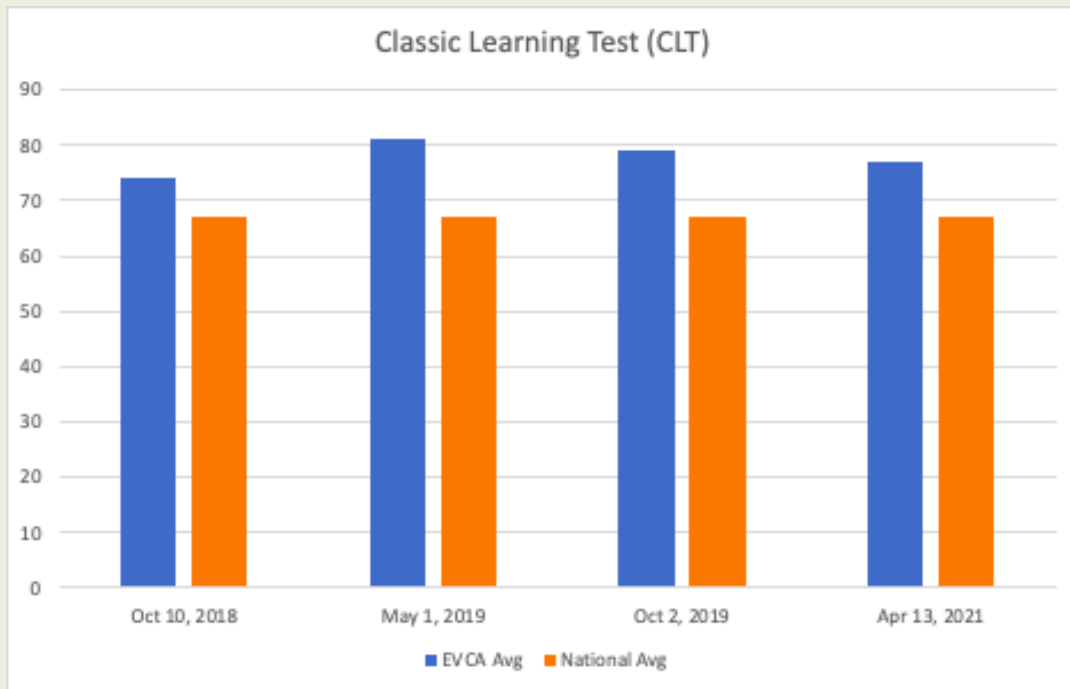
As science is called out in our charter as a distinctive educational objective, we present below a graph of EVCA students' scores on the New Mexico SBA Science test for the last 4 years of available data (the PED has not yet released test scores from the SY19-20 at the time of this submission).



(Comment on the graph: In cases where sample sizes are small, the PED reports assessment data using ranges. Where there is a range of numbers for our score, we graph "<10" as 5, "<20" as 10, ">80" as 90, ">90" as 95, 10-19 as 15, etc. Because of this, totals may not be 100%. In years when more than one grade is available, we average across the grades, graphing the % of students proficient or higher (L3 or L4). The PED has not yet released data for SY19-20, or SY20-21.)

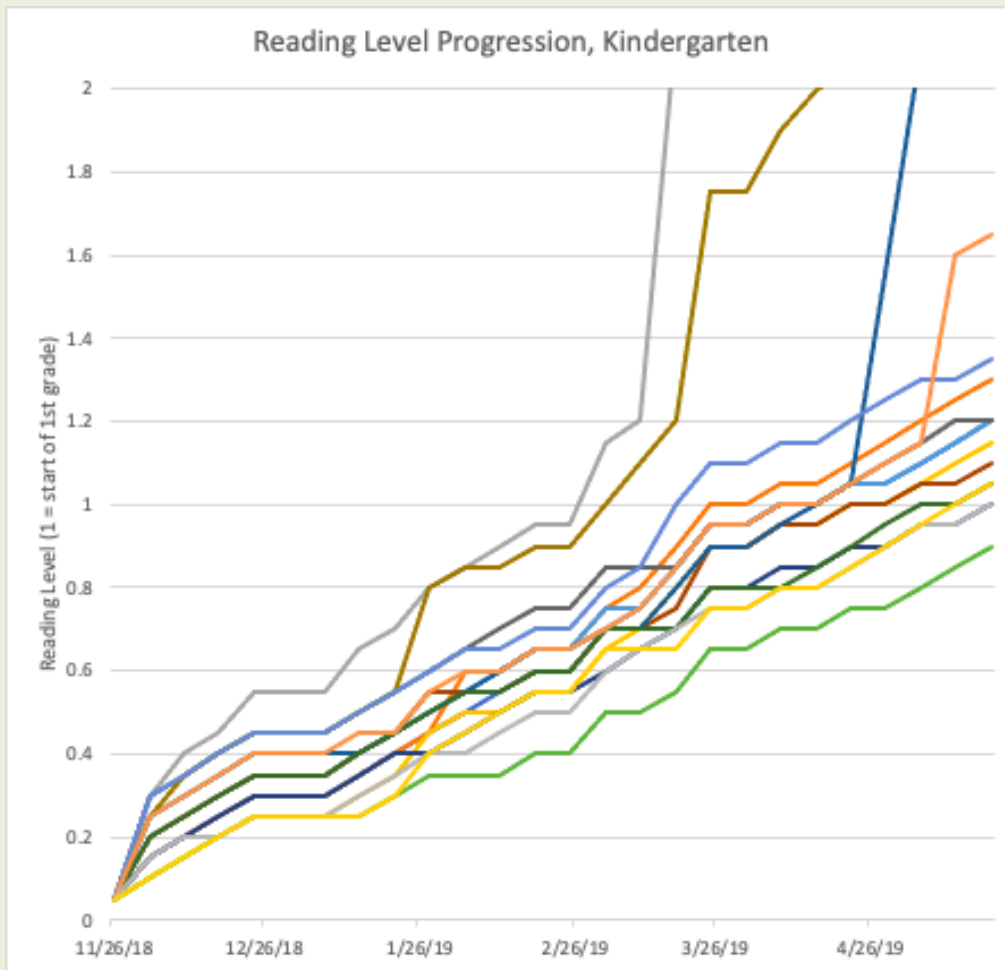
We do note in the graph above that the science proficiency results drop significantly in 2019. In that year, the NM SBA Science test was replaced with a new standardized test, the NM Assessment of Science Readiness (NM-ASR) which was given to different grades than the NM SBA Science test. Data has not yet been released by the PED for 2020, so we are unable to determine if the 2019 data is merely a first-year anomaly as many new standardized tests have, or if there is a trend that needs correction. In examining the data for 4th grade, of the 16 students who scored “Near Proficient”, 6 of them (11% of the students taking the test) missed the Proficient target score by a single point; this accounts for half of the drop. The EVCA board has a standing expectation of the Executive Director to provide a detailed analysis of assessment data, and has taken action in the past to correct educational deficiencies revealed by assessments.

In 2018, the EVCA began offering the Classic Learning Test (CLT), a standardized college readiness test designed to test students abilities as well as the achievement of a particular body of knowledge. “The CLT assesses skills students can develop through a variety of education types, such as their ability to communicate clearly, to understand metaphors, to think logically, and to solve puzzles. Thus the test is not dependent on a one-size-fits-all curriculum” (see <https://www.cltexam.com/technical-report>, Introduction). The chart below shows the average score by year of EVCA’s students as compared to the national average.



We are particularly proud of our phonics-based curriculum, Riggs - *The Writing and Spelling Road to Reading and Thinking*, which typically has our kindergarteners reading by the end of November. Riggs is a multi-sensory (visual, auditory, and kinesthetic), brain-based approach to teaching reading, writing, and spelling. It is based on the work of neuroscientist Dr. Samuel Orton in teaching students with dyslexia and other reading disabilities. Riggs instruction is effective because it addresses all learning styles (see <https://www.riggsinst.org/>).

Below is a chart showing the reading level progress of all Kindergarteners in one of our classrooms during the SY18-19 school year. The horizontal axis marks the weeks of the school year starting at Thanksgiving. The vertical axis marks the reading level, with 0 being the start of the Kindergarten year, 1.0 representing a starting 1st grade reading level, and so on. Each colored line traces a single student. The line starts on the week in which the student read their first Reader. In this class, 100% of students were reading by the end of November. The average reading level by the end of the Kindergarten year was 1.38, with only 4 students just shy of the target reading level of 1.0 by the end of Kindergarten.



Equity Council and Equity Plan

The EVCA administration has implemented each stage of the Equity Council (EC) in advance of the deadlines set by the NM PED. The Administration and Governing Council have been actively engaged with the EC (which includes the administration, staff, parents, students, and members of the community) to identify areas for improvement. The Governing Council has asked the Administration to communicate EC meeting minutes and recommendations to the board, and has included the EC on the board's regular meeting agenda since January 2021, once the EC started meeting regularly again after COVID interruptions. We will highlight two prominent examples of the administration or board acting on input from the EC.

1) Website.

- a) At the Mar 25, 2021 meeting of the EC, the council made a number of recommendations for addressing equity issues on the school's website, including text readability for the visually challenged and the demographics of the photos on the website.
- b) The administration reported these recommendations to the EVCA board via the EC meeting minutes on Apr 15, 2021.
- c) On May 20, 2021, the administration reported to the board on the actions initiated to address the website issues.

2) Staff Professional Development.

- a) On Jan 14, 2021, the EC discussed and made recommendations regarding staff professional development trainings based on the Readiness Assessment completed by the EC.
- b) The EC discussion on professional development training was reported to the EVCA board via the EC meeting minutes on Feb 18, 2021
- c) In response to these recommendations, the EVCA staff participated in the following professional development trainings:
 - Jan 26, 2021, the “Indian Education Act”
 - Feb 23, 2021, Culturally Responsive Instruction for Native American Students
 - Mar 2, 2021, English Learner training
 - On Aug 10-13, 2021, the “Indian Education Act”, and “English Learning Training”
 - Educating Students with Autism: Basics and Beyond

Parent and Community Involvement

In addition to the opportunities mentioned incidentally above, parent and community involvement is encouraged at the EVCA through the following:

- Volunteering in the classroom
- Membership on the EVCA Foundation
- Fundraising activities for a new school playground
- Special events, including school dances, award ceremonies, talent show, Renaissance Faire, senior activities, graduation, hosting annual community blood drives, honoring servicemen and servicewomen annually on Veteran’s Day, and more.
- Membership on the Audit Committee
- Membership on the Equity Council
- Membership on the Sunshine Committee
- Participating in one of the Mental Health First Aid classes we have offered
- Beneficiary of one of our service projects in the community, including multiple blood drives, services at the local senior living center, volunteering at the local food bank, providing breakfast for local veterans, and more.

A Note on Student Demographics and Responses to Part A

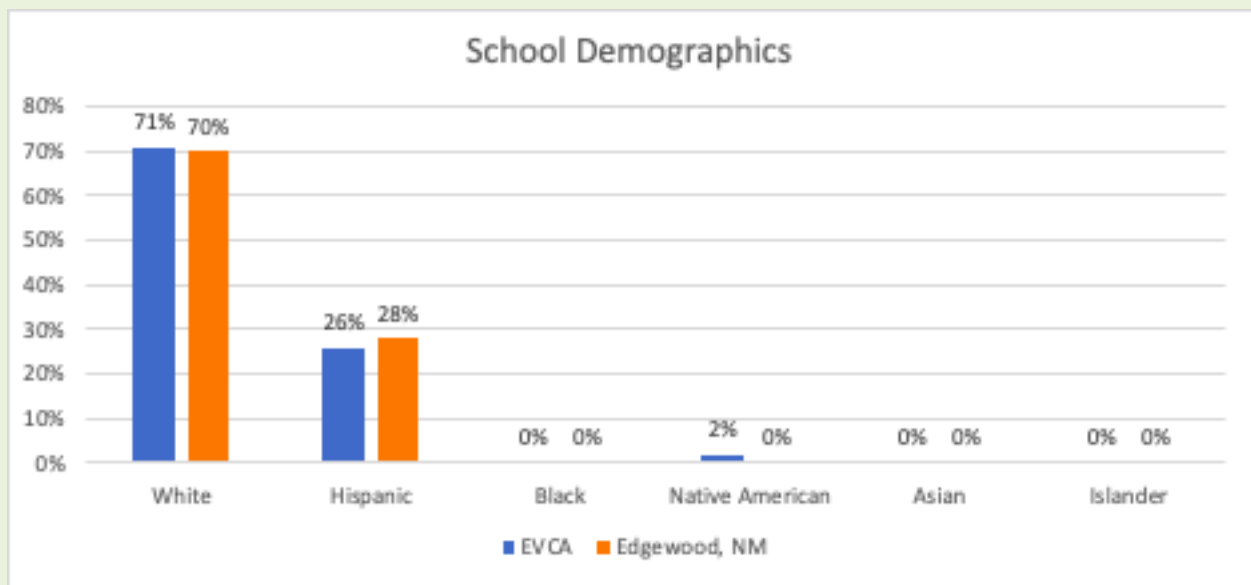
The founders of the EVCA had a passion to reach the underserved and low-income students in the Estancia valley basin. This is why they originally approached the state about establishing a charter school in this area instead of in Albuquerque. Data such as Chart 12 in Part A always give us pause and causes us to reflect on whether we are doing enough to reach students in the various demographics in our region.

Part A, Chart 12 compares the demographics of the EVCA against that of the local Moriarty-Edgewood School District (MESD). Such graphs show a considerable discrepancy between the demographics at our school vs. those of the local district (MESD). Our goal was, and is, to maintain a positive outreach to the local Hispanic community and ensure all students feel welcome at the EVCA. It was important to EVCA to investigate this discrepancy, so the board and administration have taken the following actions:

- Reviewed enrollment policies and procedures to ensure lack of discrimination
- Reviewed student disenrollment interview reports and found no discrimination-based reasons for departure
- Advertised open enrollment opportunities on local radio station KXNM in both Spanish and English

- Communicated via email to EVCA families in Spanish and English
- Made Spanish copies of the Student Handbook available, before any student had requested one
- Interacted with the Equity Council to identify applicable professional development opportunities

A zip code investigation of where our students live shows that a majority of our students live in Edgewood, NM. Comparing the demographics of the school to that of Edgewood, NM, demonstrates that the school reflects the demographics of our immediately surrounding community almost exactly. The graph below compares the demographics of Edgewood, NM from Census Reporter (see <https://censusreporter.org/profiles/16000US3522380-edgewood-nm/>) with that of the EVCA demographics available from NM Vistas (see <https://newmexicoschools.com/schools/550001/overview>). We note that our school has a larger percentage of Native Americans than does the city of Edgewood. Our conclusion is that there is no discrimination occurring at the EVCA.



Part A, Chart 3 shows the EVCA’s English Learner Progress Toward Proficiency. The chart shows 0 growth for 2019 and 2020. The raw data files from the PED’s “Achievement Data” website note that ELL progress is only reported for schools with more than 10 ELL students. We had fewer than 10 students in both 2019 and 2020.

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:

An Initial Note

On the advice of counsel, we would like to note that item #1.b in Part B is not included as material terms of our charter contract, is not a required performance evaluation criteria within the Charter Schools Act, nor is a criteria within our negotiated performance framework measures intended by the parties as the evaluation criteria for our charter's renewal consideration. Further we do not agree that #1.b in Part B should be evaluated using the rubric for Part B, because no standards have been established by contract nor have standards for meeting these measures been developed and presented as part of the renewal application.

However, we will respond to item #1.b because we believe the information is relevant for the PEC to understand how our school functions and what work we are doing in these areas. However, by responding, we are not agreeing that this information can or should be used by the Commission to determine whether grounds for nonrenewal exist as enumerated in NMSA 1978, §22-8B-12(K).

Narrative

EVCA's school environment is inclusive, reflective of the community, validates students' cultures and identities, and supports all students' sense of belonging. The eight Pillars of Character are encouraged, discussed, and seen within the school community showing the students' and staff's commitment to treating each other with respect and appreciation. In addition to teaching the Pillars of Character as a way to encourage an inclusive environment, many actions have been taken by staff and leadership to encourage continual growth in this area.

In an effort to expand on community relationships and seek out additional resources and ideas for students' emotional and mental health, and to work with other school districts, including Moriarty, Estancia, and Mountainair, to share ideas that will benefit students, Executive Director Rivera joined the Estancia Valley Youth and Family Council Board, which is part of the Tarrant County Juvenile Justice Board, during SY20-21. As a result, EVCA will be implementing One Circle Foundation's "Boys Council" and "Girls Circle" sessions starting in SY21-22; these research-based programs model and practice evidence-based approaches to increase capacities and build healthy relationships. In addition, through the Board, ED Rivera was able to attend a "Restorative Justice" training course, which helps repair broken or damaged relationships amongst peers and family members. ED Rivera remains an active member of the Board.

Due to widely varying socio-economic circumstances and internet connectivity challenges throughout our community and student population, not all EVCA students have reliable internet access. During the time of fully remote learning due to COVID, EVCA responded to student needs by providing pre-record online instruction for each of our classes, supplemented by live, remote times to ask questions. Many EVCA students had other obligations during this time including working part-time, helping siblings with schoolwork, caring for younger siblings, and other hardships. Providing EVCA students with recorded lessons allowed them to complete their schoolwork at a time each day that was convenient for them, even if it was a different time each day. This also allowed students the opportunity to watch lessons multiple times, slow down lessons, and pause lessons as needed. In order to allow students to ask questions and clarify information, all teachers held live, remote office hours during the week that accommodated student needs. In addition, students who were unable to connect with teachers live were encouraged to email them regularly, and some faculty members even provided their personal phone numbers to allow students to ask questions when it was most convenient for the students. Due dates of assignments were flexible during this time, and students were extended the opportunity to turn assignments in late as needed.

At the beginning of SY20-21, when all 7-12 grade students in NM were participating in remote learning, EVCA administration became aware of a number of EVCA students who were struggling with isolation and mental and emotional health. By reaching out and communicating with students and parents of students who were struggling with attendance and academics at that time, administration was notified that a handful of EVCA upper school students had either attempted suicide or communicated thoughts about doing so to people close to them. Administration reached out to NMPED and asked for permission to hold in-person small groups on campus for students needing additional emotional and mental support; this permission was granted, and EVCA extended invitations to identified upper school students to attend in-person small groups during remote learning. The majority of the identified students took advantage of this invitation. These interventions helped improve the mental outlook of these students and we lost no students to death by suicide.

During SY19-20, the EVCA extended an open invitation to staff, parents, community members, and students to form the inaugural EVCA Equity Council. When the deadline came to sort through applications of interested individuals, we found that very few students had chosen to volunteer. Due to this, administration approached the EVCA McKenny-Vento Program supervisor, EVCA Student Services Director, and EVCA EL Program Coordinator and asked for help recruiting students who would communicate their honest experiences and who could point out where EVCA could improve in regards to equity. As a result, three EVCA upper school students stepped forward to represent student voices on the Equity Council. One was a representative of McKenny-Vento and Special Education, one was an immigrant from Mexico, and one was a McKenny-Vento student who was also an immigrant from Lebanon. These students, along with all other members of the Equity Council, were encouraged to be brutally honest about the strengths and weaknesses of all aspects of their EVCA experiences to identify areas of possible improvement. Their voices helped the council, and in turn administration and Governing Board members, reflect on and effect change to ensure the EVCA school environment is inclusive, reflective of the community, validates students' cultures and identities, and supports all students' sense of belonging. Specific and immediate actions included training all faculty regarding Native American students, EL students, and students who are on the Autism spectrum. The council has inspired changes to the school website, and has encouraged increasing the variety of Spanish documents available, including the Spanish EVCA Family and Student Handbook and general "Welcome to EVCA" introductory document. Reflections, training, and growth in the areas of equity and culturally responsive instruction are ongoing.

In order to maintain an inclusive environment, EVCA has a Special Education Program that emphasizes general classroom instruction with modifications and accommodations to general classroom instruction, assignments, and assessments to the fullest extent possible. Special Education students are included in all regular classroom activities including Socratic discussions. Students with high needs have individually assigned Educational Assistants who accompany students in the general education settings as well as small group and individualized settings as needed.

Social, emotional, and mental health of students and staff is at the forefront of importance at EVCA. We consider our school a community of care and support; this is part of the classical education model of educating the “whole child” and having staff who are life-long learners and models of our Pillars of Character. EVCA has a “Sunshine Committee” specifically to address the emotional and mental health needs of our students. The committee has hosted two Mental Health First Aid Trainings, a course established by the National Council for Mental Wellbeing, and plans to continue offering this course to the EVCA staff, EVCA families, Estancia Valley, and surrounding community at least once a year. The Sunshine Committee provides expressions of sympathy and support for students and families during grief and loss; this has included community/grief resource information, flowers and cards, weekly meals, and transportation. The committee has also provided positive mental health posters around the school to help students recognize warning signs of emotional and mental distress amongst their peers. During stressful times, such as final exam weeks, the committee also plans and executes “Stress Busters” activities to give students mental breaks, times of laughter and play, and decompression time and techniques.

EVCA is implementing the “STOP and Think” Social and Emotional Learning curriculum for all K-12 students in SY21-22. This curriculum has been adapted to the schools’ eight Pillars of Character, and is a curriculum implemented by faculty and staff at all opportunities within every area of the school, including outside and in hallways, to reinforce the social and emotional skills taught by the social and emotional skills curriculum within the classroom.

Diagnosics and Intervention

The EVCA has a full time interventionist. EVCA also uses multiple tools for diagnostic and intervention purposes, including tools implemented within our MLSS for at-risk students to help them reach their full potential. Our program includes:

- IStation: Diagnostic reading levels for K-2 paid for by the State of New Mexico. IStation provides monthly information on the reading skills of our students K-2. We use this data to determine MLSS needs and to provide instruction in an intervention setting.
- Lexia core 5: Diagnostic reading program which also provides targeted instruction and practice for reading skills K-5. The program also identifies students who need additional instruction and lessons for intervention.
- Lexia Power Up: Diagnostic reading program which also provides targeted instruction and practice for reading skills 6-12. The program also identifies students who need additional instruction and lessons for intervention.
- EasyCBM: Nationally normed diagnostic, baseline, and progress monitoring used for students who are identified by teachers for MLSS plans, SAT plans, and IEPs.
- Teaching Textbooks: Electronic math curriculum for use with students who have IEPs and need individualized instruction when there is not enough staff to teach individual classes.
- Epic Books: Epic books in an online electronic library. We have been using Epic books to provide additional reading material for students who are at an accelerated reading level or for students who need more age-appropriate books at their lower reading ability.

- E-Singapore Math: E-Singapore math is an electronic version of our Singapore math curriculum. We use it for general education students who need remediation and for students who need accelerated math opportunities. It is also used by some special education students as their main math curriculum.
- ACCESS testing: Used for understanding and tracking improvement for ELL students
- Leveled Readers: Students unable to read curriculum level books are able to read lower reading level versions to be able to access the curriculum.
- C-Pen: A digital device that can read text to students from textbooks and novels. It allows special education students who are unable to read to access the curriculum.
- Otter.ai: A digital transcription service to aid students who need help taking notes.
- Pre-Intervention Resource Manual: Used to assist in writing IEPs, MLSS documents, and BIPs with science-based intervention strategies.
- The Learning Disability Intervention manual: used to assist in writing IEPs, MLSS documents, and BIPs with science-based intervention strategies.
- Lakeshore English to Spanish Activity Packets: used with our ELL students.
- Snap and Read: Program that can take text and simplify the words in order to lower the reading level of the text.
- Stop and Think: Social and Emotional Learning curriculum.
- Daily Life Skills course: special education curriculum for Life Skills course.
- Grocery Cart Math: special education curriculum for Life Skills course.
- Khan Academy: Supplemental instruction to add to math and science lessons and to provide remedial instruction for students.
- McCall Crabbs: Used in grammar school to determine reading comprehension levels.
- Gates-MacGinitie: Nationally normed Reading Comprehension test.

Parent and Student Testimonials

Perhaps the best judge of the school's effectiveness at equity, identity, and student support are the words of the parents and students themselves. We would like to share a few testimonials from students and parents (names elided to preserve privacy) on how the EVCA has helped address their unique needs.

J. Martinez

I want to express my gratitude towards EVCA and the special education department with my son. I decided to take my son to this school, shortly after my younger sister graduated as a senior and enjoyed the great academic experiences. Since kindergarten, I've seen my son with tremendous developmental growth, growing within his daily life skills, and thriving in school with his teachers and classmates. He genuinely enjoys school looks forward to it every day, he started off going for a couple of minutes on-site, then turned to half days, and now unto full days. The teachers and staff work in such a phenomenal way with his educational goals, with such creativity, and always fulfilling his needs. Working on social skills, speech, motor, physical, etc. The experiences with EVCA all together for my son and myself have been so nurturing and supportive towards his goals and lifestyle. I just want to end with, I know this school honors and values the students, they are compassionate, they are dedicated, to have the students feel supported and safe.

V. Castillo

[Mi hijo] ha estado en EVCA durante 8 años, en los cual ha estado en el programa de IEP. La escuela en todo ese tiempo nos ha dado apoyo, tanto a [mi hijo] como a mi, recomendando y proporcionando la ayuda necesaria. Le han hecho sentir seguro de si mismo. Siempre tiene el personal calificado para sus diferentes necesidades y me mantienen informada de su progreso. Con la ayuda de los programas que tiene EVCA, [mi hijo] ha tenido un progreso considerable.

J. Estrada (student)

I would like to say I am very thankful for the teachers at EVCA. I have had really good teachers like Mrs. Thiery even though I'm not good at science. She has helped me throughout the school year. I like my math teacher too. She answers all my questions that I would come up with and not only that but she is supportive. I have also met good classmates, my school is fun and I feel safe. It's nice to have them around and they're nice even though we sometimes argue about who has the correct answer. I also increased my ACCESS score, which is a test I've been taking for some years now and I was getting tired of taking it. The only way to pass it is to score a 5.0 and I got a 4.3 at my other school. I took the test at the end of last year and got my score. I went from a 4.3 to a 5.9 after a year at EVCA. I'm grateful to Mrs. Mackrain my EL teachers for helping me when I first came to this school and she continues to help me.

G. Maldonado (student)

Being an immigrant student does not seem easy most of the time. The possible challenges and difficulties can become frightening to someone who is not ready or does not find the right support. When I started going to EVCA the fear of not being supported disappeared. I received a wonderful education, everytime I needed something the teachers were always down to help me, staying extra time after school, giving me different advice to be able to go through my school year. As an English Learner, the EL program worked amazingly with all my needs. I was able to have a coach that would walk me through everything. I was provided with the materials and tests that I needed to develop my language and facility to understand it. The best part is that I was not only being helped academically but I was supported in daily life situations or complications. I was able to get my drivers license thanks to the advice and guidance of my EL teacher. I was also supported on my path to become a college student with personal hints, ideas, programs and advice that encouraged me to keep developing my academic studies.

Being able to be part of a school like EVCA gives me hope to future generations. They had proved all the things they would do if the kids needed them. The online learning was a challenge that they completely overcame. I did not feel I was stopping learning any second. I want every immigrant student and special needs students to feel welcome and safe in the healthy environment the school provides.

R. Salyers

[My son] truly has improved since going to EVCA and I'm so thankful for it.

I would like to say since [my son] has been going to EVCA the change in his everyday attitude has been all positive. He actually wants to go to school, he talks about his day, his not coming home crying or just shutting down like he would previously. It shows that he feels safe there

and that bullying is no longer an issue for him at school, that's the way it should be. Moving my kids to EVCA was the best decisions I could make for my kids!

K. Flanagan

My son's trip through the special education programs of different schools has been mixed with frustration and a lot of confusion. His disability has been far more profound in times past. Physical therapy, speech therapy, occupational therapy – there have been so many therapies! And they were all needed. They were all part of his journey to where he is today.

At EVCA, he says he doesn't feel retarded. He said he feels like he matters here. When his teachers talked about Latin, even when I didn't think he could do it, he wanted to try. For the first time, he wants to read more. To try things that he wouldn't have tried. EVCA has taught him confidence.

Our story isn't dramatic. [My son] really enjoys coming to EVCA, though, and that's also something he hasn't generally experienced before. He never used to enjoy school.

Socially, EVCA has made a big difference for [my son] as well. He's no longer so defensive. He doesn't expect to be bullied so much, and he's not constantly braced against the physical attacks he experienced at other schools. At EVCA, other students don't throw his possessions into the trash to tease him. He hasn't been hit or shoved. For the first time, he's experiencing school as something other than a physical and emotional obstacle course. For the first time, school is something other than a daily torture. He's learning. He's excited to learn.

E. Hardin

My granddaughter ... was diagnosed with dyslexia when she was in 1st grade. She attended Albuquerque Public School up to 4th grade. At that time, [my granddaughter] was reading at a kindergarten level due to her dyslexia. Anna was enrolled in EVCA at the start of 5th grade. Anna has been very challenged in her reading and comprehension throughout grade school. With the assistance of the Special Education Program [she] has come full circle in her reading and comprehension. EVCA Special Education has assisted [her] to work toward her full potential and strive to become more proficient in her reading. [She] is now in 9th grade and her reading and comprehension is more at her grade level than she or her family had anticipated. I believe that with the assistance, encouragement and hard work of the EVCA Special Education Staff, [she] will continue to improve and attain her desire to go to college and obtain her degree in Social Work.

M. Mawla (student)

I had the privilege to emigrate to the United States from Lebanon in October 2017 and became a citizen on April 12, 2018. Obtaining a good education in Lebanon was a challenge for me because of my family's distress. When my parents divorced, I was in the 9th grade. I had to quit school and get three jobs to make money to support my father and partially disabled brother. I was not able to continue my education until I came to the US and enrolled in high school at Estancia Valley Classical Academy in Edgewood, New Mexico. I spoke only Arabic and French as my native languages and was enrolled as an English Language Learner at EVCA. My instructors and tutors in Student Services devoted a lot of time and energy to helping me learn English, along with the many skills I would need to be a successful student.

Since coming to the United States and attending EVCA, I have had the opportunity to fill in missing gaps in my prior education, including courses in the study of Western Civilization and United States history and government. The role models I currently have are people that I did not know about in Lebanon. I have studied the Founding Fathers' lives and admire all of them, but most especially Benjamin Franklin. All I knew of him before was his face on the \$100 bill. I am continually impressed by his wide variety of skills as a patriot, diplomat, inventor, and visionary.

Unfortunately, domestic circumstances beyond my control caused me to become homeless during this time. However, my advisors at EVCA made sure that I had what I needed to continue to live in the US and continue my education. I attended high school at EVCA until my junior year, and then pursued and received my GED due to Covid-19 and the financial need to work and support myself. Until recently, I did not consider the possibility of attending college. No one in my family has ever obtained a college degree. However, my teachers at EVCA helped me to realize that I would be able to achieve this goal.

I am currently a Freshman at New Mexico State University in Las Cruces, NM. My goal in pursuing a college education is to obtain degrees in Government and Foreign Languages. I wish to use my language skills in Arabic and French and cultural background, to work in a federal agency serving the needs of the United States in diplomacy or law enforcement.

N. Maldonado

As a parent you always seek the best for your kids. Moving out from Mexico was a big change in our lives. I was looking for a school where my children would be educated to become integral, respectful and good citizens. When I heard about EVCA I had no doubt that it was the type of education I was looking for. The language barrier was my biggest concern moving into the country but EVCA helped all my children to feel welcome. The demanding classes make my kids develop their different skills. Not focusing only on sciences but using their imagination with art and music. The EL program also was a life savior. During the pandemic the concern of having a lack of effort in education was high. However, as soon as the online learning got settled the EL teacher would spend time with my kids listening, and helping them through all their classes always looking for their best. I am proud to be an EVCA parent. My kids are in the right hands.

A. Lovato

My daughter started EVCA in 3rd grade. She transferred from Los Alamos with an IEP and as an EL student. As soon as we got to EVCA they start working with her. [My daughter] was not reading yet or couldn't write a complete sentence. She is now in 7th grade and is doing better than ever. All the teachers in this school go above and beyond to help students be the best they can ever be. [My daughter] is now reading, writing and her self-esteem is through the roof. Thanks to EVCA. She is growing each and every day and she continues to grow. My biggest worry was that she was never going to get the help she needed, but again I can't say how thankful I am for EVCA.

2. Academic Performance – not required for Expedited Renewals

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 |
|------|---------------------|---|---|
| FY18 | 2 | <p>1. (Compliance and other matters) Cause: due to release and medical emergency of staff the deposit could not be made within 24 hours. Management, finance and audit team were made aware of the issue.</p> <p>1.a.(Purchasing Compliance) Cause: deposits were Accompanied With Receipts; however receipts were not pre-numbered.</p> <p>2. (Purchasing Compliance) Cause: Accounting software was not placing the issuance date on POs. When a payment is being made on POs, the issuance date is after the purchase.</p> | <p>1. Add pre-numbered receipts Ensure there are adequate personnel to comply with 24-hour deposit requirement Pre Numbered Receipts are in place as of 7/1/2018.</p> <p>Responsible individuals: Business Manager: Ms. Holly Massie Executive Director: Mr. Tim Thiery Audit Committee</p> <p>2. Management has contacted software developer for guidance to not allow the PO to print until the system has the PO issued accordingly .PO summary and reconciliation status will occur prior to signature of CPO. This review and required modifications were completed by November 9, 2017.</p> <p>Responsible individuals: Business Manager: Ms. Holly Massie Executive Director: Mr. Tim Thiery Audit Committee</p> |
| FY19 | 2 | <p>1. (Financial and other matters) Expenditures and funds revenues between accounting records and OBMS were not equal.</p> <p>2. (Cash management other matters) Cause: Not all payments processed on or prior to the due date.</p> | <p>1. Prior to 7/31/2020 4th qtr Cash Report submission, Executive Director, Business Manager and Audit Committee will verify that all funds revenues and expenditures equal between the accounting records and OBMS.</p> <p>2. Management will ensure to have all payments processed prior to due dates</p> <p>Responsible individuals: Executive Director Business Manager Audit Committee</p> |

| | | | |
|------|---|--|--|
| FY20 | 2 | <p>1. Material Weakness: During our audit of capital assets, we noted the School improperly identified and included supply assets totaling approximately \$72,000 as fiscal year 2020 capital asset additions. The School also listed construction in process of \$71,000 that related to expenses in the current fiscal year 2021.</p> <p>2. Other non-compliance: During our audit, we noted two expenditure functions where actual expenditures exceeded the budgetary authority:</p> <ul style="list-style-type: none"> • Fund 25233: 1000 Instruction \$186 • Fund 27107: 2000 Support Services \$3,911 | <p>1. Management will review the rollover and verify that all noted assets are required to be reported and that understanding of their delivery and placement even when related construction project are required upon one another.</p> <p>2. Management will ensure funds are not expended beyond the budget for the fund and function.</p> <p>Responsible entities: Business Manager, Executive Director, Finance Committee and Audit Committee Completed 11/30/2020</p> <p><i>Additional Narrative: In SY20-21, the school board approved additional ½ FTE for the business office to ensure compliance.</i></p> |
|------|---|--|--|

b. Board of Finance

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

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

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

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

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

The narrative must be supported by evidence to be reviewed and verified 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 Estancia Valley Classical Academy has maintained all Board of Finance authority during the entire term of the charter 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.

For Sections 4a – 4c, schools with an expedited renewal are only required to address any indicators that were “Does Not Meet Standard” in the last year or repeated “Working to Meet Standard” in the last two years of the contract term. Otherwise, please enter “Not Required” in the School Response section.

a. Charter Material Terms or 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:

N/A - the EVCA has received a “Meets (or Exceeds) Standard” for Indicator 1.a for the entire period of the charter.

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 B – 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:

Indicator 2a, Financial Mgmt & Oversight: “Meeting financial reporting and compliance requirements”

(The following is a summary chart of Indicator 2a as provided to the EVCA by the CSD in the Part A documentation as of August 27, 2021.)

| SY17-18 | SY18-19 | SY19-20 | SY20-21 |
|------------------------|--------------------------|--------------------------|--------------------------|
| Does Not Meet Standard | Working to Meet Standard | Working to Meet Standard | Working to Meet Standard |

Management is working to ensure funds are not expended beyond the budget for the fund and function and will review rollovers to verify requirements of reporting for construction and other

purchases. Each fund is reviewed by the Finance Committee at its monthly finance meeting. EVCA sent the Audit CAPs to PED. To broaden her knowledge of school finance and compliance, the EVCA Executive Director completed classes in “School Law” (Fall 2019) and in “School Finance” (Spring 2020). She also successfully completed the New Mexico CPO certification class (April 2021) to better understand the requirements and reporting rules behind purchases, and to better manage and oversee those purchases. Furthermore, EVCA has hired additional staff including general office helper, Business Manager Assistant, and a Dean of Compliance. The effect of adding these positions has been: (1) better organization and communication through the school, and (2) additional eyes to monitor and complete checks and balances on due dates and required submissions. The Executive Director reviews Web EPSS to identify previously missed items, then creates lists to ensure these are completed on time. One example of a positive turnaround in meeting deadlines is the annual Financial Performance Framework questionnaire that schools are required to submit in August. The questionnaire is to be completed, signed and submitted by the Head Administrator, School Business Official, and Governing Board Finance Chair. In previous years, this questionnaire had been updated late, but for SY20-21, the questionnaire was signed at the first finance meeting of the school year on 8/23/2021, and then submitted in the Web EPSS 20-21 financial performance framework documents on 8/25/2021. Financial management indicators within the performance framework are being closely monitored by EVCA management to demonstrate a serious commitment to meeting these standards.

Indicator 2b, Financial Mgmt & Oversight: “Following generally accepted accounting principles”

(The following is a summary chart of Indicator 2b as provided to the EVCA by the CSD in the Part A documentation as of August 27, 2021.)

| SY17-18 | SY18-19 | SY19-20 | SY20-21 |
|-------------------------|------------------------|----------------|------------------------|
| Does Not Meet Standards | Does Not Meet Standard | Meets Standard | Does Not Meet Standard |

The administration and board investigate all audit findings to understand the root causes and take action to remedy them.

We note that the findings in audits prior to SY19-20 were corrected by the assessment that the EVCA “Meets Standards” in SY19-20.

Based on a phone call between the EVCA Executive Director, Jennifer Rivera, and Melissa Sanchez on September 1, 2021, the SY20-21 Indicator 2b is “Does Not Meet Standard” due to a finding in the FY20 audit. The FY20 audit reported a Material Weakness as follows: “During our audit of capital assets, we noted the School improperly identified and included supply assets totaling approximately \$72,000 as fiscal year 2020 capital asset additions. The School also listed construction in process of \$71,000 that related to expenses in the current fiscal year 2021.” This error was the result of an effort to be fiscally responsible. The state’s guidance is ambiguous on how to track a partially-delivered capital asset. When the first half of a playground was delivered in June, 2020, the asset was not “complete” because the second half of the playground had not been delivered. The entire playground

was listed as a capital asset for the FY20 year due to the arrival of the second half of the playground, making the delivery complete, in July 2020, FY21.

We note that the same FY20 audit did conclude that the school is following Generally Accepted Accounting Principles (GAAP). To address the Material Weakness, the board and administration have taken the following actions:

- As reported above related to indicator 2a, the Executive Director has taken classes in finances and school law.
- In SY20-21, the school board approved additional ½ FTE for the business office to ensure compliance.
- Internal processes have been strengthened to ensure that management will review the rollover and verify that all noted assets are required to be reported and that understanding of their delivery and placement even when related construction projects are required upon one another.

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:

For each performance indicator related to this part, the EVCA was ranked “Meets (or Exceeds) Standard” for SY20-21. This part is therefore not required.

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