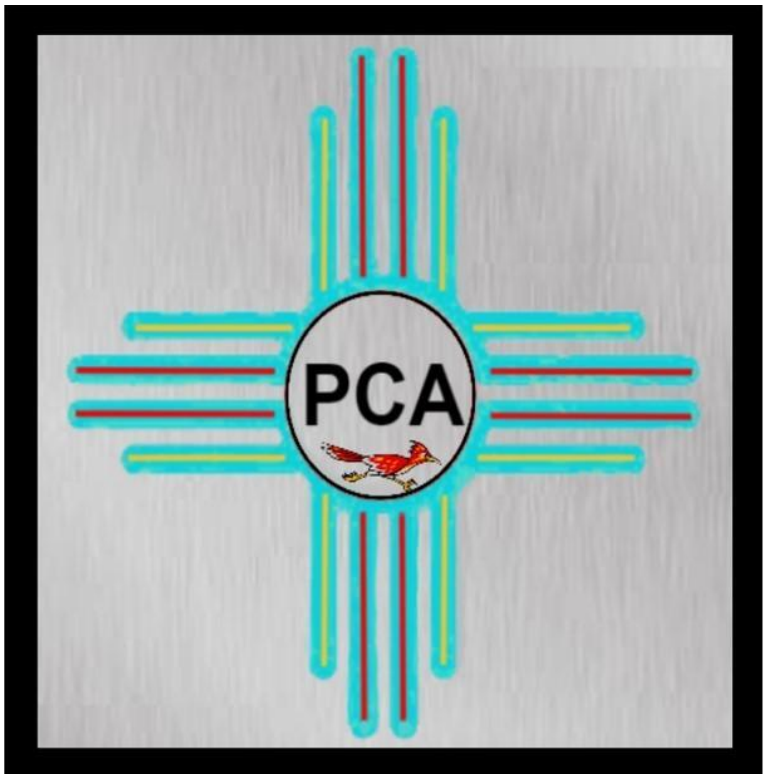


PECOS CYBER ACADEMY CHARTER RENEWAL APPLICATION

Submitted to

PUBLIC EDUCATION COMMISSION

October 1, 2021

Pecos Cyber Academy Board of Education
Kyla Anderson, President
Vivian Cullen, Vice President
Denise Smythe, Secretary/Treasurer
Jennifer Sears, Member
Brandy Tillian, Member

Table of Contents

Part A—School's Summary Data Report and Current Charter Contract 1

- SECTION 1. ACADEMIC PERFORMANCE 3
  - 1a. Department's Standards of Excellence 4
  - 1b. Specific Charter Goals 8
  - 1c. Student Attendance and Enrollment 10
  - 1d. Teacher Retention Rate 14
- SECTION 2. FINANCIAL COMPLIANCE 15
  - 2a. Audits 15
  - 2b. Board of Finance 15
- SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES .. 16
  - 3a. Educational Program of the School 16
  - 3b. Organizational Performance Framework 17
  - 3c. Governing Body Performance 18

Part B—Progress Report 19

1. Innovative and Distinctive Education Program 21
   - a. School or Mission Specific Unique, Innovative, and Significant Contributions 21
   - b. Equity and Identity within the Culture of the School including Student Support 55
2. Academic Performance 65
   - a. School Support and Accountability 65
   - b. School or Mission Specific Charter Goals 83
3. Financial Compliance 111
   - a. Audit Report Summary 111
   - b. Board of Finance 114
4. Contractual, Organizational, and Governance Responsibilities 114
   - a. Charter Material Terms or Comprehensive Educational Program 115
   - b. Organizational Performance Framework 118
   - c. Governance Responsibilities* 156

Part C—Financial Statement* 162

Part D—Petitions of Support 170
1. Petition of Support from Employees 171
2. Petition of Support from Households 171
Part E—Description of the Charter School Facilities and Assurances 172
1. Facility Documents and Assurances 173
Appendices and Attachments 174
Additional Information 176

Table 1 2020-2021 Professional Development Sessions 26
Table 2 High School Classification 39
Table 3 School and State Student Demographics 55
Table 4 Attendance 59
Table 5 2020-2021 Renaissance Reading Proficiency 90
Table 6 2020-2021 Renaissance Early Literacy Proficiency 91
Table 7 2021-2022 BOY Renaissance Reading Percentage Tested 92
Table 8 2020-2021 Student Engagement 98
Table 9 2020-2021 8th Grade Renaissance Math Proficiency 100
Table 10 2021-2022 Renaissance Math Tested Percentage 102
Table 11 Financial Performance Framework Ratings 107
Table 12 Organizational Framework Ratings 129
Table 13 Recurrent Enrollment 149
Table 14 2015-2016 Board Members 157
Table 15 2016-2017 Board Members 157
Table 16 2017-2018 Board Members 158
Table 17 2018-2019 Board Members 158
Table 18 2019-2020 Board Members 158
Table 19 2020-2021 Board Members 159
Table 20 Board Training Requirements 160
Table 21 Year 1 2017 Operational Funds 163
Table 22 Year 2 2018 Operational Funds 164
Table 23 Year 3 2019 Operational Funds 165
Table 24 Year 4 2020 Operational Funds 166
Table 25 Year 5 2021 Operational Funds 167

Figure 1 2016-2017 Student Demographics 56
Figure 2 2017-2018 Student Demographics 57
Figure 3 2018-2019 Student Demographics 58
Figure 4 SY2019 SY2020 PCA Student Demographics 59

Figure 5 Attendance 60
Figure 6 2021-2022 STAR Early Literacy Percentage Tested 81
Figure 7 2021-2022 STAR Reading Percentage Tested 82
Figure 8 2021-2022 Percentage of Completed Welcome Calls 82
Figure 9 Academic Performance Framework Ratings 85
Figure 10 2021-2022 BOY IStation Percentage Assessed 87
Figure 11 3rd Grade Reading Proficiency Percentage 88
Figure 12 3rd Grade Reading Growth Percentage 89
Figure 13 2020-2021 Renaissance Reading Proficiency 91
Figure 14 2020-2021 Renaissance Early Literacy Proficiency 92
Figure 15 2021-2022 BOY Renaissance Reading Percentage Tested 93
Figure 16 2021-2022 BOY Renaissance Reading Proficiency 93
Figure 17 Percentage of Students Earning 6 Credits Per Year 94
Figure 18 Percentage of Students on Track for Graduation 95
Figure 19 Parent Satisfaction Chart 96
Figure 20 Parent Satisfaction Detail 97
Figure 21 Percentage of Personalized Learning Plan Conferences Completed 98
Figure 22 8th Grade LEAP Math Growth 100
Figure 23 2020-2021 8th Grade Renaissance Math Proficiency 101
Figure 24 2021-2022 Renaissance Math Tested Percentage 102
Figure 25 Average Student Attendance 104
Figure 26 Average Attendance 105
Figure 27 Academic Framework 115
Figure 28 Organizational Chart 121
Figure 29 Attendance Requirements 147
Figure 30 Operational Funds by Year 168

Part B—Progress Report

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

<table>
<tr><td>Meets the Standards</td><td colspan="2">● In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence.</td></tr>
<tr><td rowspan="2">Demonstrates Substantial Progress</td><td>Demonstration Through Data</td><td>Demonstration Through Systemic Improvement Plan</td></tr>
<tr><td>● The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, however…

● An evaluation of all 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.</td><td>● The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, however…

● The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance;

AND

● The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available;

AND

● The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken;

AND

● An evaluation of the data and evidence supports the observable and reported successes.</td></tr>
<tr><td>Failing to Demonstrate Progress</td><td colspan="2">● The school does not have a demonstrated record of meeting all standards in each of the years of the contract term.
● An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard.

AND ONE OR MORE OF THE FOLLOWING:

● The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken;

or

● The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site including renewal site visit;

or

● The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes.</td></tr>
</table>

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:

The mission of Pecos Cyber Academy (PCA) is to empower all students to embrace learning, achieve their personal best, and build their emotional, social, and physical well-being through a quality virtual learning community.

To ensure the success of our school mission, PCA tracks results which include measures to evaluate the school's academic performance and compliance with New Mexico law. PCA has established specific, measurable, and rigorous mission-specific goals which directly address student performance as set forth in the school's Performance and Academic Frameworks. Progress towards the school's mission and goals is reported annually during the Governing Council's Annual Meeting each June.

PCA has fulfilled its mission through the school's teaching methods, measures of student achievement, professional development for teachers, learning programs, parent and community involvement, equity, and student social emotional and behavioral development .

- **Teaching Methods**: PCA's highly trained and experienced, New Mexico-certified teachers are integral to the success of the student and the school. Teachers motivate, provide instruction, monitor, and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, sponsor Learning Events, and clarify the curriculum for the students.
- **Measures of Student Achievement**: Student evaluation strategies are consistent with the school's mission and with the goals and objectives of courses in the online learning platform. PCA uses various methods of assessments to measure student achievement, and assessment results are analyzed and utilized by teachers to enhance and extend learning through differentiated and personalized instruction. This allows teachers to fill in gaps and extend learning while providing additional evaluative data on student achievement.
- **Professional Development for Teachers**: PCA provides integral tools to help teachers ensure students are successfully including ongoing and comprehensive professional development in online learning pedagogy curriculum with a focus on instructional shifts and data-driven instructional decisions.

- **Learning Programs**: The curriculum used by PCA supports its mission to create a personalized, learner-centered preparatory approach leveraging online learning resulting in academic and personal success using online education, a literacy/college preparatory curriculum, parental involvement, and personalized instruction. The curriculum is aligned to the New Mexico Content Standards, including Common Core State Standards, and the New Mexico STEM Ready! Science Standards.
- **Encouraging Parental or Community Involvement**: Parental and community involvement are essential for the personal success of students. PCA encourages and provides opportunities for parents or guardians to become actively involved in their student's education, and for students and their families to participate in community events in New Mexico. PCA also partners with local New Mexico organizations whose missions complement the school's mission.
- **School's Equity Plan**: PCA's offers a personalized approach to learning for students in New Mexico, regardless of gender, gender identity, gender expression, race, ethnicity, religion, national origin, immigration status, ancestry, creed, pregnancy or parenting status, marital status, sexual orientation, or physical, mental, emotional, learning disability or handicap.
- **Monitoring Students' Social Emotional and Behavioral Development**: PCA understands and supports the whole student. This includes social emotional and behavioral development. Educators regularly connect with students and parents regarding how a student is engaging in the online learning environment through reviewing engagement data such as a student's pace in each course as well as how the student is interacting with peers in and outside of the classroom to support social and emotional development. The counseling staff is made aware of any concerns where additional support in this area may be necessary to ensure student success.

PCA also provides an in-depth narrative which provides further details regarding how our school mission is supported by unique, innovative, and significant contributions in a virtual learning environment.

Teaching Methods

PCA's state-certified virtual school teachers work diligently with parents to personalize lessons to fit the needs of each student and are passionate about helping all students succeed. PCA teachers are experts in their grade or subject matter and are specially trained in online instruction. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members have multiple opportunities to participate in professional development activities for the school, as well as opportunities to collaborate with teachers at other schools supported by Pearson. PCA teachers go above and beyond the traditional lecture-style of instruction and they incorporate innovative teaching strategies focused on 21st century learning and best teaching practices. Teachers take lessons one step further than the online learning platform.

Each student is assigned at least one New Mexico-credentialed program teacher specially trained in the curriculum and instructional methods. In the secondary grades, each student is typically assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers are responsible for Live Lesson instruction, evaluating assignments and work products, providing instructional assistance, assigning, and scoring assessment activities in the program, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

All students at PCA have Live Lessons for daily teacher contact. These lessons are recorded for review if needed or for students who may have not been able to attend in real time. Every student also has personalized check-ins with their homeroom teacher at a minimum of every two weeks. During check-ins,

most often in LiveLesson rooms with cameras and mics, teachers help students with material they may be struggling with, conduct Content Based Assessments (CBA), or just check on their Social Emotional Learning (SEL). Depending on the needs of the learner, teacher contact with the student and parent, may be as frequent as several times a day and at minimum once every two weeks. Teachers also utilize Live Lesson rooms to work on targeted interventions with students in need of extra support. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers also interact with students during synchronous Live Lessons, learning events, community activities and during proctored test sessions. PCA also has New Mexico-credentialed special education teachers on staff to assist in the implementation of the school's special education program.

Asynchronous Model with Synchronous Support

PCA utilizes an asynchronous model coupled with synchronous learning. In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson rooms through Adobe Connect). Typical synchronous instruction involves teacher-facilitated lessons, targeted small group lessons to teach difficult concepts, group projects, and class discussions. Teachers also use the Live Lesson platform to conduct check-ins bi-weekly and Content Based Assessments which are utilized in data gathering for MLSS supports. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. However, all teachers have links provided through YouCanBook.me available to students to book a time throughout the day, after Live Lessons. Teachers are readily available for supports. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions at home
- Reviewing course materials online or offline
- Completing lessons and course assessments
- Collaborating with other students via secure message and discussion boards

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows virtual schools to create a more personalized learning experience that supports different learning preferences.

There are many benefits to asynchronous learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- learn at their own pace and place at a time best suited for them
- work at their own academic level within a specific time frame (which may vary by course), moving as quickly or slowly through course content as needed
- review challenging content as often as needed
- explore supplemental resources that may be unavailable in the traditional classroom

There are also several benefits to synchronous learning. Interactivity is the key to synchronous instruction allowing students to:

- demonstrate their knowledge and practice their communication skills
- ask questions to deepen their understanding
- build relationships with their teacher and fellow classmates

Teachers to:

- engage students in discussions, problem solving, and group projects
- focus class time on bridging skills gaps
- build more personal relationships with students

Teachers record class discussions and instructional sessions making them available as asynchronous resources to reinforce learning or accommodate student scheduling conflicts. Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Measures of Student Achievement

PCA's assessment efforts begin with a thorough placement process and progress review, including online and offline placement tests where indicated, which help to customize the student's academic program. PCA also utilizes ongoing online and offline assessments to measure student progress on the curriculum, and a technology-based assessment tool to measure student gains over the school year.

The following describes the specific assessments PCA uses to evaluate the progress of students:

- Curriculum-Based Assessments: Teachers conduct curriculum-based assessments (CBAs), via telephone conversation or through one-on-one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. CBAs are used to validate a student's understanding of concepts against the collected formative data and identify areas where the student may need additional support or practice. CBAs pinpoint strengths and weaknesses in student mastery of concepts and verify that student learning.
- Dyslexia Screener for all first-grade students within the first 40 days of school and as new students come in. PCA uses Lexia, the online screener recommended by the NM PED, to screen for Dyslexia. All elementary teachers have completed the training courses prior to screening. Screenings take place in Live Lesson rooms with the student and teacher in an individual setting with cameras and microphones.
- All students are tested using Renaissance STAR Tests in Math and Reading three times a year, beginning of year (BOY), middle of year (MOY) and end of year (EOY), as well as for progress monitoring of students that are in need of interventions. This data is utilized to drive instruction and an integral part of our data triangulation for MLSS.
- Kindergarten through fifth grades are also given fluency tests utilizing Dibels online tools throughout the school year. These fluency tests provide another part of data triangulation for our elementary students. Teachers use the Letter Knowledge Fluency, Nonsense Word Fluency, Word Fluency and Oral Reading Fluency resources to screen students. All assessments are in Live Lesson rooms with cameras and microphones for a real time data experience and accuracy.
- Istation: Istation, a third-party assessment program contracted by the New Mexico Public Education Department (NMPED), provides formative assessment (ISIP) to students in grades K-2. Istation's Indicators of Progress Early Reading and Lectura Temprana are web-delivered computer-adaptive testing (CAT) systems that provide continuous progress monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading and Spanish early reading, respectively, throughout the academic year.
- New Mexico Assessment of Science Readiness: The New Mexico Assessment of Science Readiness (NM-ASR) is New Mexico's new assessment of science proficiency, replacing the Science Standards Based Assessment (SBA). The NM-ASR is aligned to the NM STEM Ready! Science Standards. All students in grades 5, 8, and 11 participate in a mandatory statewide field test. The assessment includes accessibility features and accommodations to provide access to a broad range of diverse student needs.

- New Mexico's Measures of Student Success and Achievement (NM-MSSA): NM-MSSA is a summative end-of-year assessment in mathematics and English language arts (ELA) for students in grades 3-8. The assessment measures a student's grade level proficiency and progress toward college and/or career readiness.
- Scholastic Aptitude Test (SAT): Students in grade 11 have access to the college and career readiness entrance exam which measures math, reading, and writing. This assessment aligns to academic standards and reflects skills and knowledge taught in the classroom.
- World-Class Instructional Design and Assessment (WIDA): PCA uses the WIDA Kindergarten Screener for kindergarten students, and the WIDA Screener for students in grades 1-12 to identify English Language Learners (ELs). If a student is identified as an EL, proficiency level scores from the WIDA Screener can be used by educators to plan differentiated levels of support for each child. Additionally, students who are identified as EL students are administered the WIDA ACCESS assessment annually to determine levels of proficiency in listening, speaking, reading, and writing.
- Alternative Achievement Assessments: PCA uses New Mexico Alternative Assessments to gather information on the standards-based performance and progress of students whose disabilities preclude them from valid and reliable participation in general assessments. Alternative assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, with or without accommodations, as determined by the Individualized Education Program (IEP) Team. These alternative assessments are performance-based and allow students with significant cognitive disabilities to demonstrate their knowledge through functional, real-life activities.
- Ongoing Informal Assessments: Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, and daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner. Other more subjective assessment activities include written journal responses and group discussions.
- Interactive Reviews: Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.
- Student Engagement Indicators: These indicators are displayed in the teacher's Gradebook to facilitate a teacher's identification of students who may be in need of additional instruction or intervention in math, reading, or both. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Student Engagement indicator codes are used to identify students who may be at-risk of failure due to poor lesson performance or off pace lesson completion rates. They are the first alerts a teacher receives and are a signal to the teacher that a student may need intervention support to successfully complete the course.
- Student Engagement Process: PCA tracks and reports ongoing student progress based on quantitative data. Staff members analyze attendance, pace, performance, progress, assessment completion and the rate and frequency of teacher contact. Student status for pace, performance, and progress is displayed for teachers on the People Page and Teacher Dashboard. Learning Coaches have real-time access to their student's attendance, progress, and performance data.
- Unit Assessments and Offline and Online Portfolio Assignments: Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.

- Yearly Progress: Internal assessments help identify academic growth during the school year. For the 2020-21 school year, Renaissance STAR Tests in Reading and Math will be used to provide valuable information regarding the acquisition of skills along a continuum of learning expectations for students in grades K-12. Students will be administered the Renaissance STAR Tests in Reading and Math as a pre-, mid-, and post-test. Previously, PCA used Longitudinal Evaluation of Academic Progress (LEAP) assessments to provide essential diagnostic information for developing the learning plan and planning instruction.

Professional Development for Teachers

PCA provides staff with initial and on-going professional development to ensure staff is effective in teaching in a virtual environment and addressing New Mexico Standards in their instructional practice.

Prior to the opening of school each year, PCA, with support from Pearson, provides a complete training program for teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques.

Below is a list of professional development sessions held during the 2020-21 school year.

Table 1 2020-2021 Professional Development Sessions

Date	Training Topic	Audience
7/20/2020	Welcome Calls	New and Returning Teachers
7/27/2020	Curriculum Based Assessments Using the Log Effectively	New and Returning Teachers
7/28/2020 and 8/24/2020	Escalation Process	New and Returning Teachers
7/28/2020	Time Management	New Teachers
7/30/2020	LiveLessons, Teacher Central, Demo Accounts, Navigating the Teacher Homepage, ePortfolio	New and Returning Teachers
8/17/2020	School Year Cycle Radar Report, Logging Groups for LiveLessons Attendance, Recordings, Message Boards	New Teachers
9/1/2020	Response to Intervention Intervention Indicators	New and Returning Teachers
9/14/2020	Personalized Learning Plans	New Teachers
9/18/2020	Q&A	New Teachers
9/24/2020	New High School Teacher Meeting	New High School Teachers

	- Review of Curriculum Based Assessments and Q&A	
9/25/2020	Temp Zeros and Progress Reports	New Teachers
10/1/2020	Creating IAs (Issue Aware) and Adding Temporary “0”s and Q&A	New High School Teachers
10/2/2020	Temp Zeros, Logging, and Q&A	New Teachers
10/6/2020	Fall Preliminary Promotion/Retention	All Teachers
10/8/2020	Creating and Publishing Progress Reports and Q&A	New High School Teachers
10/15/2020	LiveLesson Message Boards, Attendance, Q&A	New High School Teachers
10/16/2020	Q&A	New Teachers
10/22/2020 and 10/29/2020	Message Boards, LiveLesson, Q&A	New High School Teachers
10/26/2020	LiveLesson, Advancing Skills, Teacher Central, LiveLesson	New Elementary Teachers
10/30/2020	RTI Resources, Using Reports to Guide Instruction	New Teachers
11/4/2020	Supporting Students at the Semester Change Setting Section Stages to Complete at Mid-Year	New Teachers
11/5/2020	Creating an Alternative Assessment, Portfolios and Grading, Time Management	New High School Teachers
11/6/2020	Room Maintenance, Istation Data Reports	New Teachers
11/13/2020	Using the Hyperlink Manager, Curriculum Based Assessments, Ultipro Overview, Teacher Collaboration	New Teachers
11/12/2020 and 11/19/2020	Setting Section Stages to Complete MidYear and Escalation, Q&A	All High School Teachers

12/2/2020	Organizing Yourself and Your Workspace	New Teachers
12/10/2020	Message Boards, Creating as Assessment, Using the Gradebook	New High School Teachers
1/2/2021	Teacher Wellness, Comparing Attendance and Participation (Truancy Issues)	New Teachers
1/7/2021, 1/14/2021, 1/21/2021, and 1/28/2021	Assessment Objective Performance, Section Gradebook, Lesson Completion Tools, Message Boards, Planners	New High School Teachers
2/4/2021, 2/9/2021, and 2/18/2021	MyLearning Plan, Frontline and Domains, SharePoint and Section Performance Report, Contacts, Dropping and Skipping Lessons, Adding Custom Assessment	New High School Teachers
2/19/2021	ITR, Teaching Resources, LiveLesson Ideas	New Teachers
2/25/2021, 3/2/2021, and 3/4/2021	SharePoint and Section Performance Report, Curriculum Based Assessments, Plagiarism, Contacts, End-of-Year Call Checklists	New Teachers and All High School Teachers
3/5/2021	WebMail, ITR Guide, Teacher Central, Graphic Organizers, Teacher Resources	New Teachers (Guide sent to all teachers)
3/11/2021, 3/18/2021, and 4/15/2021	Student End-of-Year, End-of-Year Calls, Star/Renaissance Tests, Dropping Lessons, Student Concerns and Issues	New Teachers
3/30/2021	Student End-of-Year Tasks	New Teachers
4/16/2021 and 4/20/2021	Training Tasks	Newly Hired Teachers

2021-2022 Professional Development Plan

Initial Professional Development - Onboarding and Orientation

PCA's newly hired teachers participate in a series of synchronous and asynchronous activities to transition from teaching in a brick-and-mortar school to teaching in a virtual school.

All new teachers complete the Teacher Orientation Course within the first 30 days of employment. This course asynchronously onboards the teachers to their role as a virtual teacher at PCA reviewing processes and procedures and provides an orientation of the online learning platform and courses.

In addition to the asynchronous orientation course, teachers participate in synchronous onboarding training. During the synchronous sessions, teachers learn the basic tools and skills that teachers need to know and understand to teach in an online environment, navigate the Educational Management System (EMS) and complete the tasks associated with the School Year Cycle of activities. In addition, all new teachers participate in ongoing training through the New Teacher School Year Cycle series of synchronous professional development which aligns to school year cycle processes and procedures.

Ongoing Professional Development

PCA's Leadership Team has developed a systemic plan to approach professional learning for all staff. Topics for professional learning are selected based on school goals, student performance data, national initiatives in education, legal requirements, and research-based best practices. Additional training in health and safety areas may be included as needed to comply with health and safety policies and/or with state law.

Returning teachers have courses and resources assigned to them that provide updates on tools and resources and engage them in deeper learning about how to be an effective teacher in an online school environment. The Teacher Orientation Course, designed for new and returning teachers, serves as an asynchronous handbook available throughout the year, providing teachers with deeper learning about effectively facilitating instruction in an online school environment.

Although designated professional development days have a specific focus, additional professional learning support is available on a daily basis. Teachers have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner.

PCA teachers are provided with ongoing professional learning activities throughout the year. Teachers may attend monthly sessions virtually on topics such as:

- Using effective teaching practices and communication skills for a virtual environment;
- Implementing specific research-based instructional strategies;
- Utilizing the state and national standards to inform instruction;
- Using technology to engage students in collaborative learning activities; and
- Using data to guide instruction.

Professional learning sessions include an evaluation survey to elicit teacher and administrator feedback. Audits, evaluations, and in-person meetings are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Additional Instructional Resources

Teachers can connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates through school news and announcements from the weekly issues provided.

During the school year, ongoing professional development opportunities are also offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team. In addition, the following resources are available to all school staff to support their professional goals and growth plans:

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use. The handbook contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components also have accompanying on-line tutorial segments that visually demonstrate each process.

Learning Programs

PCA's mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Students, including many who have not thrived in the traditional classroom, engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century.

The Education Management System

The Educational Management System (EMS) is the platform for organizing, managing, and supporting the entire educational environment. It is an online EMS developed specifically for virtual school use. This web-based software allows PCA to deliver every assignment, track every activity, and monitor the completion of individual lessons, as well as mastery of discrete skills and knowledge.

The EMS operates within Pearson's secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other. Pearson provides the EMS on an Active Server Page (ASP) basis – hosting the software, automatically installing all updates, and ensuring continuously updated support.

The EMS is fine-tuned on a regular basis throughout the school year and also receives a comprehensive update each year prior to the beginning of school. Additional hardware and software extensions are added as required so that the system does not have any restrictions on its ability to serve added users.

The EMS is available year-round, 24 hours per day, 7 days a week (except for normal off-hour scheduled maintenance periods) to PCA students and their families and to other authorized users according to their permissions. With this system, PCA provides an unprecedented level of time-on-task detail while benefiting from robust communication, collaboration, and course delivery tools.

Instructional Model

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. Through the instructional model, PCA develops students who are self-motivated, competent, life-long learners. PCA implements an instructional model which incorporates key facets such as 1) the student-centered learning process; 2) School Counselor support; and 3) a focus on increasing student motivation.

***1. Student-Centered Learning*:** The instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, c) a high-quality, standards-aligned curriculum, and d) an online learning system designed to support teachers, students, and families. Each student has a staff of experts, including New

Mexico-certified teachers, working together to leverage the school's myriad resources – technological, instructional, and interpersonal – for success.

a) Fully Qualified Teachers – Student learning benefits from committed educators and involved parents who provide total support. Each student has certified New Mexico teachers, who reside in New Mexico and are specially trained in teaching in an online environment, the Pearson curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level core subjects, students are taught by a certified teacher with expertise in a particular grade level, grade band, or content area. Teachers work closely with each student on a one-on-one basis using innovative technology tools. The teacher is responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers add, expand, or replace assignments; they also grade students in each subject for the Grade Book, and make promotion or retention decisions. During check-ins, most often in Live Lesson room with cameras and microphones enabled, teachers help students with material they may be struggling with, conduct CBAs, or just check on their SEL. Depending on the needs of the learner, teacher contact with the student and parent, may be as frequent as several times a day and at minimum once every two weeks. Teachers view the student's attendance, participation, performance, and overdue lessons on a daily basis via the teacher's home page. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans.

b) Supportive Learning Coaches – Each student has a Learning Coach (a parent, extended family member, or trusted adult designated by the parent/guardian) who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' New Mexico-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but continues serving in an important supervisory role for the student.

c) A high quality, standards-aligned curriculum – The high-quality curriculum is aligned to the New Mexico State Content Standards, including Common Core State Standards, and the New Mexico STEM Ready! Science Standards. The developmentally appropriate curriculum increases its integration of technology, as well as the best materials, texts, and resources available, as students advance through the grades. Curriculum is updated regularly with feedback from teachers and students.

d) An online learning system – The online learning system provides the platform, technology, and resources needed for highly engaged teaching and learning. This includes providing students and parents with the ability to communicate with teachers, check in on academic progress, and schedule their work. It also provides teachers and School Leaders the ability to track attendance and academic performance.

2. School Counselor Support: Each high school student is assigned a credentialed school counselor who provides an extra layer of support by taking a holistic approach to monitoring the student's success at the high school level. The student's School Counselor provides support in academic proficiency, social-emotional development, and college and career readiness. The School Counselor, in collaboration with the Learning Coach, develops learning and graduation plans for each student, and closely tracks the student's overall academic progress. Other parameters of student success, such as attendance and participation, are also tracked regularly.

3. Student Motivation**:** Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun, interesting, and engaging, 2) providing a safe way to respond, and 3) helping students succeed.

- *Make Instruction Fun and Engaging*: Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
- *Provide a Safe Way to Respond*: Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
- *Help Students Succeed*: It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

Instructional Days

The time commitment required by students in the virtual program is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting (from lining up in the hallway to waiting out the teacher's handling of disruptive peers), they use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integral part of the learning day; the application of discrete skills, extended projects, and intervention and enrichment activities is part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the legally mandated minimum instructional minutes for every grade.

Students in grades 9–12 have a fixed schedule to match the schedules of their peers. The schedules have a progression that includes the courses needed to meet graduation requirements. If students start late or have other needs, they may work with teachers to create modified schedules. The school day is centered on interactive online courses, while the hours of instruction per week vary based on the pacing option chosen; however, a minimum of six hours of attendance per day (30 hours per week) is required. Throughout the week, live lessons in the four core classes occur at regularly scheduled times. The live lessons are recorded, so if a student is unable to attend live, the student still has access to that lesson. Additionally, students who struggle with a concept can also watch the recording and stop it during concepts where they need additional support. Teachers also have regularly scheduled open-door tutoring times as well as times where students can book a time to receive individualized tutoring.

Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within individual activities as well as LiveLesson sessions and phone calls with teachers. The daily routine may include checking email messages, looking at the To Do List, reviewing the student's Planner, attending scheduled synchronous sessions, and completing lessons and assessments. Students easily see which lessons are due as they appear on the planner. As lessons are completed, students can mark them complete. Students can access the lessons directly from the Planner. In addition, students can access any notes or tips provided by the teacher and view important course-related information like LiveLesson session schedules, recordings, and supplemental materials. Students can track their progress and grades at any time in the Grade Book.

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates resources, instructional activities, and technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. LiveLesson sessions provide for real-time direct instruction with individuals and small groups

of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

PCA focuses on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices combine to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, certificates of effort and achievement, parent resource sessions, teacher training sessions, and highlighting math connections in everyday school and life activities.

World language instruction is available, including Spanish, Chinese, and Sign Language for students in grades K-8. Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson session direct instruction for maximum student-to-teacher and student-to-student interaction.

The curriculum also includes unique electives such as Home Life, which provides fun, hands-on, skill-building projects in which the whole family can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. Home Life modules have been added periodically, including such additions as The Name of the Game: Discovering and Designing Board Games; What It Means to Be Green: Creating a Positive Impact on the Environment; Model Bridge Building; and Orienteering (navigation with map and compass).

Educational Technology courses are available for students in grades K-8. These courses provide not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and state academic standards, online study skills, and Internet safety.

PCA offers several electives for K-8 students in the area of Fine Arts. A popular elective amongst elementary school students is music. Available for different grade and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, the K–8 music courses provide a unique and advanced learning experience. Students use critical listening skills to analyze music while participating in interactive experiences. This elective expands students' knowledge of the foundations of music. At the middle school level students may choose the Middle School Digital Art and Design course in which the student will enjoy a deeper understanding and appreciation for all things digital as they explore this special genre of art found in everything from advertising to animation to photography and beyond. In this course, the student will learn about the evolution of art, the basic principles of art and design, and the role of art in politics and society. Additionally, the student will actually create original digital art and make it come alive. The middle school art program is organized around the three artistic processes of creating, presenting, and responding. In addition the program emphasizes how art and design can drive innovation in the same way science, technology, engineering, and mathematics do. Throughout the courses, students use various media and techniques to construct projects, collaborate with peers, and critique their own work as well as the work of other artists.

High School Curriculum

PCA provides a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college, vocational studies, or an immediate career choice. A student's personalized path is monitored along the way by the student, parents, teachers, and school counselor as appropriate.

PCA provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement. While all levels are designed to meet standards and provide students with rigorous courses, the different levels enable differentiation based on student needs and college and career goals. Students work with their school counselor to determine proper course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives and intensive world language instruction.

High school courses integrate digital versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, and practice work.

High school courses incorporate graphics, video, and audio to engage students with the concepts and ideas they need to complete the lessons. Along with the use of LiveLesson sessions, tutorials increase the effectiveness of the secondary school instructional model. In addition, the high school courses incorporate graded asynchronous online discussions. This assessment creates important opportunities for collaboration and interaction among students, increases writing skills, and provides opportunities for a "real-world" audience.

Honors and Advanced Placement® (AP) courses are also available for high school students. High school students have access to rigorous college preparatory courses and are able to choose from dozens of Honors courses and more than 15 College Board–approved online AP courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process.

Students in high school also have the opportunity to select elective clusters under the Career Technical Education programs. PCA offers courses that align with administrative duties and office management, career planning and skill development, and several opportunities within the realm of Science, technology, engineering, art, and mathematics (STEAM).

The PCA high school program also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

Focus on Literacy for Grades K-6

PCA understands that it is paramount that all students acquire early literacy skills by the end of third grade in order to reach New Mexico's literacy goals.

Every elementary teacher has completed the Mr. Owl, Dyslexia 101 course via New Mexico PED and strives to make literacy top priority.

PCA maintains a focus on literacy for students in grades K-6 and understands that students who are not proficient readers by the end of third grade are less likely to graduate.

PCA implements curriculum and strategies for students who are reading at, above, or below grade level. Students reading or writing below grade level receive additional support through increased frequency of targeted LiveLesson sessions and multi-layered instructional support programs. Teachers use formative assessment data to determine a student's greatest area of need. Data triangulation for all elementary students is a major component to our school's literacy program. All students are tested using Renaissance Star Tests in Math and Reading and screened for fluency with grade appropriate materials from the Dibels program. All first graders are screened for Dyslexia within the first 40 days, or when they enroll later in the year. Kindergarten through second grade utilize Istation as part of the data. PCA elementary teachers also use Content Based Assessments(CBAs) to drive instruction. The program supports student learning in the areas of phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. Heggerty Phonics is used in daily Live Lesson instruction for grades K through 3rd and also in our targeted intervention groups. Handwriting and spelling are also included during Live Lessons, intervention small groups, and during one-on-one sessions. Teachers regularly monitor student performance and make adjustments as needed.

Reading and writing instruction are prevalent throughout PCA's literacy program and are supported by core content area courses.

Literacy skills become more complex as students gain mastery.

Phonics instruction capitalizes on phonemic awareness and focuses on the relationship between written letters, their names, and their sounds. Instruction progresses from letter sounds and small combinations to syllabic awareness. Fluency improves as the other components of literacy also improve. In the earliest years, literacy instruction was largely a collaborative process as students interacted regularly with their teachers and Learning Coaches to build the foundations for success in reading and writing.

<u>Phonemic Awareness Instruction</u>

Early literacy instruction in language arts courses engages students in frequent phonemic awareness instruction and activities. Teachers work with Learning Coaches as a team to support each student's education. Utilizing data from Renaissance STAR Tests in Math and Reading, Istation, and Dibels fluency screening, teachers can provide the instruction students really need. All kindergarten, first and second grade teachers are trained in Dyslexia 101 and enrolled in the LETRS course. All Language Arts teachers in grades 3rd-5th are also enrolled in LETRS training, making literacy our number one goal.

Kindergartners engage daily in phonemic awareness activities. Daily Heggerty instruction is a crucial component of phonemic awareness. This instruction is reinforced by Learning Coaches, who are provided with detailed instructions for guiding students in skills such as:

- Segmenting words into syllables
- Isolating individual sounds at the beginning, middle, and end of words
- Blending individual sounds to make words
- Obtaining and applying letter-sound relationships to words and word parts

Phonemic awareness instruction builds in Grade 1 with continued practice of the aforementioned skills. In Grade 1, all students are screened for Dyslexia and those at risk are immediately placed in targeted intervention groups focusing on skills to meet the needs of each individual student. Guided practice continues into Grade 2, as well as Heggerty, to solidify phonemic awareness. For students in need of those interventions,

teachers provide individualized phonemic awareness intervention and support via Multi-Layer System of Support (MLSS).

Phonics Instruction

PCA's program begins with phonics instruction in kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course material and teacher support, students are explicitly taught these relationships. Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement. Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sounds.

Teachers, again, are utilizing the State of New Mexico's recommended courses and instruction. Heggerty and the LETRS training are integral parts of PCA's daily instruction for elementary students, making sure all Common Core State Standards are taught.

During LiveLesson sessions, teachers reinforce and assess student mastery of phonics skills. Explicit phonics instruction continues through Grade 3.

Fluency Instruction

As students engage in a daily fluency routine, teachers and Learning Coaches work together to track student progress toward mid-unit and end-of-year goals for words-correct-per-minute. PCA implemented BOY, MOY, and EOY Fluency screening utilizing Dibels to ensure accurate data and monitor growth for all Kindergarten through 5th grade students. Teachers and Learning Coaches provide feedback and assistance to help students build automaticity in their reading. An audio tool is built into the courses to allow students to record themselves reading for up to ten minutes. This tool provides opportunities for the teacher to listen to and evaluate the student's fluency progress as well as to provide additional interventions and extensions to support the student's growth. Learning Coaches support repeated practice and assist students in the submission of audio recordings.

Teachers maintain awareness of fluency progression through use of the recording tool, LiveLesson sessions, curriculum-based assessments, and our fluency checks throughout the year.

Vocabulary Instruction

PCA's Language Arts courses incorporate explicit vocabulary instruction and practice.

In early grades, students create and maintain vocabulary resources, such as a personal dictionary created by students as they learn new words. Over the course of the year, students add new high-frequency and content-based vocabulary words to these resources to encourage regular practice and to assist with vocabulary acquisition. Learning Coaches are instructed to refer students to these resources frequently so as to help students gain familiarity with word use and spelling. To ensure each student is successful in these key skills, the teacher will use the course data to build on what the student has learned by providing additional learning opportunities during a LiveLesson session.

All students are guided in discussions about words and topics related to each day's lesson, either in a LiveLesson session, on a Message Board, or with a teacher or Learning Coach. Lessons feature key words (a mix of academic and domain-specific vocabulary) as well as strategies for decoding new words, such as using context clues and identifying word parts. Print resources, digital animations, and interactive tools also provide

support for vocabulary expansion. To facilitate vocabulary acquisition, each course is accompanied by a glossary that can be sorted by lesson, unit, or full course, and viewed in either a list form or as flash cards. To support students' vocabulary acquisition, Learning Coaches are guided to use academic and domain-specific vocabulary in conversation around the topics embedded in daily lessons.

Reading Comprehension Instruction

Teachers work with Learning Coaches to use a series of explicit and implicit questions to encourage students to consider story elements as they engage in the reading routine. Students receive reinforcement of basic concepts of print, such as the understanding that stories and books have titles and author(s), that print runs from left to right and top to bottom, and that illustrations and text both convey meaning. As students grow in their ability to understand what has been read to them, comprehension tools and other graphic organizers are introduced.

Guided Readers used in small groups and home access for practice are used as a reinforcement. Also, students at PCA have access to myON which is a virtual library to read books and practice comprehension. For students needing more targeted instruction, intervention groups and one on one time focusing on comprehension skills. Students also work in Reading Plus, Istation and IXL to gain comprehension skills.

Reading Plus:

Istation:

IXL:

Based on multiple data points, as well as course grades and the percentage of mastery on course objectives, teachers will differentiate instruction through the use of comprehension activities by selecting resources and activities best suited to the learning style or preference of the student. Optional extension activities are also provided for students who may need additional support or added rigor.

In grade 6, students engage in a multi-layered approach for close reading. Students read selections three times: reading first to unlock meaning, second to analyze craft and structure, and a third time to integrate knowledge and ideas and make connections. Audio recordings are provided to help students develop listening comprehension, and to support them as they dig deeper into complex texts.

Literacy Assessment

Data triangulation for all elementary students is a major component to our school's literacy program. All students are tested using Renaissance Star Tests in Math and Reading and screened for fluency with grade appropriate materials from the Dibels program. All first graders are screened for Dyslexia within the first 40 days, or when they register later in the year. Kindergarten through second grade utilize Istation as part of the student data, as well as the use of Content Based Assessments (CBAs) to drive instruction. Our program supports student learning in the areas of phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. Heggerty Phonics is used in daily Live Lesson instruction for grades K through 3rd and also in our targeted intervention groups. In all grades, students complete assessments called Quick Checks. Quick Checks provide students with risk-free opportunities to demonstrate understanding of lesson or unit vocabulary and comprehension skills. During CBAs, teachers may ask students to orally read or retell a selection from the unit as a means to determine whether students need additional support in instruction and strategies, or if the student is progressing as expected.

Formative assessment opportunities are provided at all grade levels through quizzes and tests with the exception of Kindergarten, which contains only quizzes. Quizzes and tests assess student mastery of unit vocabulary, phonics, and comprehension skills. Depending on grade level, comprehension items may assess understanding of a text selection from the unit, or have students apply comprehension strategies to a new selection. Quizzes often require use of the audio recording tool for purposes of assessing fluency and comprehension and may require students to record themselves reading or retelling a selection. Teachers evaluate these audio recordings which then may be followed by a curriculum-based assessment to discuss with students the main ideas of the text that they recorded, thus monitoring comprehension skills.

College and Career Focus for Grades 9-12

PCA provides a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college, vocational studies, or an immediate career choice. A student's personalized path is monitored along the way by the student, parents, teachers, and the School Counselor, as appropriate. High school courses integrate a variety of content resources with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, and practice work.

PCA seeks to prepare students for life after high school. PCA offers students a wide range of course offerings to pursue their career and college interests and plans. Students in high school also have the opportunity to select elective clusters under the Career Technical Education programs. PCA offers courses that align with administrative duties and office management, career planning and skill development, and several opportunities within the realm of Science, technology, engineering, art, and mathematics (STEAM). The current year 2021, will be PCA's first year in developing a CTE Program.

PCA also provides a comprehensive school counseling program, delivered by certified school counselors, to serve the needs of all students. The program is implemented to effectively meet College and Career Readiness Standards as outlined in New Mexico certification.

Our counseling program offers individual, group, and class counseling, as needed, with a focus on academic development, personal and social growth, and college and career readiness. The counseling team communicates with students and parents to ensure post-secondary plans are established and students are following through on actions to realize their post-graduation goals.

School Counselors help students prepare with:

- Graduation plans created to define and track graduation requirements tailored to the diploma type and student post-graduation goals through the use of the Next Step Plans required by NMPED
- College and career readiness focusing on steps needed to meet post-graduation goals including transcript review and Honors, Advanced Placement® (AP), or Dual Credit course assignments
- Course selection guidance to ensure adherence to programs of study, as well as a transcript audit
- Interactive LiveLesson sessions connecting families with real-time information on financial aid and scholarships, college application processes, and entrance requirements including:
    - Weekly counseling LiveLesson sessions for high school students
        - Previous sessions have covered such topics as Teen Dating Violence Awareness, Educational/Training Opportunities After High School, Why School Matters: Navigating Your Educational Development Plan, How to Develop a Growth Mindset, Aligning Individual Goals & Abilities, and ACT & SAT Overview

        - Quarterly Career Fireside Chats LiveLesson sessions
        - Hosting College Admissions counselors LiveLesson sessions
        - Quarterly Chat-with-a-Grad sessions
- College newsletters sent to high school students each month
- Career Clubs and College Planning Clubs
- Early identification of students who may be off track for graduating on time
- 1-to-1 counseling as needed to provide resources and assistance with post-secondary planning, including career options, vocational training, and selecting the right college
- Individual, small group, and school counseling is conducted on social and emotional learning, including interpersonal relationships and anti-bullying campaigns

The counseling team has an established system for early identification of students who are behind in earning high school credits, or those who are off track for graduation. Once students are identified, counselors work with these students to create a graduation recovery plan to identify strategies to successfully earn credits and get back on track to graduate with his/her cohort. School Counselors work with students and families individually to identify what is best for the needs of each student.

Graduation and Promotion Requirements

PCA demonstrates compliance with applicable laws, rules, and regulations relating to education requirements for promotion in accordance with New Mexico state statutes. All students are classified based on their first year of high school, typically their freshman year and assigned a cohort. Cohort is the year of the expected graduation year. Students will remain in the cohort throughout their high school career.

PCA also complies with the promotion policy regarding retention, including identification, notification, and promotion plan development. Retention will only be considered when it is in the best interest of the student.

Students should expect to have an average course load of seven credits per year in order to meet the New Mexico state graduation requirement of 24 credits. PCA offers students the opportunity to take up to seven credit hours per year. Seniors can take a minimum of four credit hours per year if they have met all requirements by the end of the school year.

Table 2 High School Classification

Classification	Grade	Minimum Number of Credits
Freshman	9	0-6
Sophomore	10	6-12
Junior	11	12-18
Seniors	12	18-24

PCA notifies students and parents, in writing, of the requirements for a high school diploma, available designations, and the eligibility requirements for state scholarship programs and postsecondary admissions. PCA provides this information in one or more of the following resources: the student handbook, on the website, and in the newsletters.

Starting in the 2020-21 school year, PCA offered diplomas for the first time in accordance with New Mexico State Statute 22-13.11, as this was the first year PCA had a senior class. For students who have special needs, student selection and placement into programming in order to meet graduation requirements will be made in accordance with the IEP Team. If needed, the IEP Team will discuss alternative placement options within the District that are more appropriate for the student to ensure each student is able to receive a free appropriate public education (FAPE).

PCA students will earn 24 credits* in the following areas and subjects in order to graduate:

- English – 4 credits
    - o English 9, English 10, English 11, English 12
- Mathematics – 4 credits
    - o one of which shall be the equivalent to or higher than the level of Algebra II
- Science – 3 credits, 2 with a lab
    - o Physical Science, Biology, Chemistry or Physics and any other approved science course
- Social Studies – 3.5 credits
    - o New Mexico State History, World History, U.S World History, American Government, Economics
- Physical Education – 1 credit
- Health – ½ credit
- Career Cluster – 1 credit
    - o Workplace Readiness, language course other than English
- Electives – 7 credits

**Note: One of the units must be either Honors, Advanced Placement, Dual Credit, or distance learning. There is an exception for those graduating under a Special Education Individualized Education Plan which specifies an alternative graduation plan.*

PCA uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). Students are required to be enrolled in a minimum of four courses per semester in order to be considered full-time students.

Encouraging Parental or Community Involvement

PCA is focused on parental involvement and personalized instruction. Our process creates an academic road map for each student, allowing for more individualized instruction, support and training for teachers, and opportunities for parental involvement in their student's learning.

Each student has a Learning Coach, a parent/guardian or other designated responsible adult. PCA provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role.

During the enrollment process, Learning Coaches are also provided the handbooks for PCA which clearly outline the role of the parent, as well as the expectations of the Learning Coach. PCA also offers both assistance and reassurance by providing extensive information about online education and helping families prepare for a successful school year through resources such as Learning Coach Frameworks for Success Series Sessions, the Learning Coach Central website, a monthly newsletter, and an online orientation.

Communication with parents and Learning Coaches is frequent and purposeful throughout the school year in service of three main objectives: 1) to help the teacher monitor the student's progress, 2) to keep parents "in the loop" with current school happenings and their child's performance, and 3) to help the school grow and improve from parent feedback.

Throughout the school year, all personal communication between teachers and parents or students is documented in the online learning platforms' log section, which allows for detailed tracking of interactions and support for students and their families.

Wider communication includes a school newsletter as well as communication provided through Learning Coach Support. This is sent to Learning Coaches and guardians via an email message. PCA also uses the school website to communicate relevant, up-to-date information to parents, students, and the community.

The following support resources are available for Learning Coaches:

- **Learning Coach Support** – Learning Coaches are provided ongoing support and opportunities to interact with other Learning Coaches during synchronous online sessions. Successful onboarding and continued support contribute to the success of the Learning Coach and student. Programs provided by the Learning Coach Support team are designed to make this process easier and give Learning Coaches the skills and resources needed to better support their students.
- **Learning Coach Foundations for Success Series Sessions** – To prepare for their new role as Learning Coach and the school year, new Learning Coaches can get started by participating in this onboarding series of live, webinar-style sessions. This series helps families plan, organize, and gain confidence as they prepare for their first days of school. Sessions include Getting *Ready for the First Day*, *First Days: What to Expect*, and *Beyond the First Days*.
- **Learning Coach Central** – This website, accessed from the Learning Coach MyPortal accessed from the Learning Coach portal, provides multiple resource documents, and video Quick Clips that support Learning Coaches in their role and provide instructional support to their students.
- **Learning Coach Newsletter** – This online monthly communication is sent to Learning Coaches with features on Learning Coach best practices, EMS updates, tips and strategies, and information about upcoming Learning Coach Success Series sessions.
- **Learning Coach Frameworks for Success Series** – These online sessions are designed to provide strategies for all Learning Coaches to work with and support their students. Sample session topics include online clubs and activities, motivation, learning principles, college and career, and the exceptional learner.

Communication is a two-way street. Through formal and informal channels from learning events to surveys, families have an avenue to provide feedback and input. This ensures that the school is on a cycle of continuous school improvement and that all stakeholders are valued. Families are encouraged to participate in PCA in many ways, including:

- **Parent representation on the Board**: The Governing Board encourages a parent to serve on the school board. Currently, the Board President's son is enrolled in PCA. The Vice-President's daughter was also a part of the first graduating class from PCA.
- **Public Comment**: Parents are always welcome to attend board meetings and may address the Board in person or via telephone to make public comments. The Board Meeting link is posted on the school's website.
- **Closed Facebook Group**: Families can join a closed Facebook Group in order to plan events among themselves, get advice from other families, and generally create comradery among the parents.

- **Learning Events**: Parents attend and participate in learning events with their students and may also suggest potential learning event locations to school administrators. Learning events provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on learning events to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout New Mexico.
- **Course Ratings and Parent Survey**: Parent input is gathered on an ongoing basis for lessons and courses, and a rating box on a five-star scale. Parent surveys are also administered annually by an outside third-party administrator. For the current school year, PCA has chosen to administer the Parent Satisfaction Survey and collect data to ensure more families have the opportunity to complete the survey.

School's Equity Plan

PCA is committed to ensuring equal access to an excellent education for all students. PCA does not discriminate against pupils on the basis of gender, gender identity, gender expression, race, ethnicity, religion, national origin, immigration status, ancestry, creed, pregnancy or parenting status, marital status, sexual orientation, or physical, mental, emotional, learning disability or handicap, or any other characteristics referenced in New Mexico Statute Chapter 22.

PCA encourages students to enroll or seek to enroll for any reason, including, but not limited to academic performance of the student or because the student exhibits any of a list of characteristics:

- Academically low-achieving;
- Economically disadvantaged (determined by income eligibility for any free or reduced price meal program);
- English learner;
- Ethnicity;
- Foster youth;
- Homeless;
- Nationality;
- Neglected or delinquent;
- Race;
- Sexual Orientation; and/or
- Pupils with disabilities.

PCA's Equity Council's mission is teaching beyond the books. PCA provides students with a caring and supportive learning experience. PCA works diligently with families to listen and learn about their students and their needs. The counselors have regular office hours for students to drop by for additional resources if needed.

The Culturally and Linguistically Responsive (CLR) Framework and readiness assessment provided PCA the opportunity to look at the underserved population and start making adjustments as to how to better serve our students and their families. As a result, great things have come from PCA's Equity Council. PCA advanced in every area of the CLR framework inventory.

According to the inventory framework "Task 0G: Inequitable Systems - What are the historical inequities our underserved student populations and communities faced in the recent history of schooling in our district, school, or charter school?"

Prior to the Equity Council and diligent help from Administration, PCA families would only receive one computer per household regardless of how many students were in the home. As a result of the council, PCA now provides equity by offering a computer to each enrolled student in the home. Internet subsidies are also provided to families who qualify for hardship exemption. The PCA Equity Council also looks at holistic wellness, identity development, and college and/or career readiness for the underserved populations by receiving staff professional development, hiring additional staff members, seeking outside resources, and modifying and adapting new curriculum.

PCA revised and adjusted allocation resources for the underserved population and hired additional staff (including an additional Bilingual teacher and School Counselor). PCA provided additional professional development to staff and teachers in the following areas: research-based bilingual/multicultural and/or language revitalization programs and implications for instruction, best practices of ESL instruction, English language development, and principles of language acquisition, professional development provided by the Director of Special Education to better serve students with disabilities, and Child Welfare trainings provided by the Manager of Counseling. PCA purchased evidence-based Bilingual curriculum and assigned a Bilingual teacher for K-5, Middle School, and High School.

In addition, all students are taking part in college and career readiness programs, and high school students have access to dual credit courses at local community colleges. PCA has partnered with twelve colleges and universities in the state to ensure that every student has the opportunity to enroll in a dual credit course. PCA has a Memorandum of Understanding (MOU) Agreement with these colleges and universities.

PCA and the Equity Council effort are to provide growth to students. PCA provides equity to students so that English language learners continue to move from levels one and two to four and five. Students with disabilities become more proficient, and economically disadvantaged students are given opportunities and supports needed.

Plan for Students Who are Academically Low-Achieving

PCA is well-equipped to respond to the needs of students that have not mastered grade level skills. Students who are working below grade level based on performance, baseline assessments, CBAs, observation, and other data points are addressed, and intervention strategies are provided by the teachers as part of MLSS. Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately.

Teachers also implement a Response to Intervention (RTI) Model (as described below) a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral support throughout the learning process.

Students who are working below grade level based on performance on multiple data points, also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents are notified if their students qualify for these programs, and their cooperation is secured for a series of intensive LiveLesson sessions with the student and their teacher focusing on areas needing improvement with the goal of attaining at least one year's academic progress within the school year. The student continues in the regular curriculum while receiving intervention as the LiveLesson sessions allow for focused remediation on topics likely to be problematic on the next state standardized assessment.

PCA uses several programs and will create and develop an individualized plan for the student's needs. Student Instructional Support Programs include: Reading Plus, Reading Eggs, Study Island, Imagine Math,

Heggerty, Istation and MathXL. In addition to these programs, PCA also has partnered with Renaissance to provide Freckle math and reading practice, as well as IXL for the most strategic intervention program. All efforts are made to meet each student's needs within the general education program and a multitude of research-based interventions.

Data Visualization

The EMS displays data to facilitate a teacher's identification of students who may need additional instruction or intervention. In addition to this, PCA teachers use data from a variety of other sources, Renaissance, IXL, CBAs, Dibels, etc.) for the triangulation of data to meet the requirements of MLSS. These indicators are data-driven codes and are the first step of multi-layer instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Data is used to identify students who may be at-risk of not being proficient on state assessments or unsuccessfully completing a course.

This method accomplishes the following: enhances the multi-layer instruction model; identifies essential skills and standards by subject/grade level; identifies how and where these essential skills and standards are assessed within the program; adheres to the RTI model; provides access to and analysis of real-time data to determine mastery/proficiency; incorporates data-driven decisions throughout instruction; maximizes use of the instructional support programs, resources, and data; identifies the need for layered interventions for non-mastered/proficient skills and standards; and identifies students' responses to the implemented interventions.

Multi-Layer System of Supports

PCA follows the NM PED Multi-Layer System of Support (MLSS) which ensures individual students receive the support they need in academic and behavioral areas. Data is used throughout the school year to identify, document, and implement an MLSS model for all students.

Data triangulation for all students is a major component to our school's MLSS program. All students are tested using Renaissance Star Tests in Math and Reading. Students are screened for fluency with grade appropriate materials from the Dibels program in elementary school. All first graders are screened for Dyslexia within the first 40 days, or when they register if later in the year. Kindergarten through second grade utilize Istation as part of their data. All students are given Content Based Assessments to check for understanding in math and reading as well as to check the social and emotional well-being of the student. By utilizing ongoing progress monitoring, students are placed into the appropriate layer of MLSS to ensure the needs of the student are being met.

Students who may need support beyond the standard curriculum with differentiation (or Layer I), receive targeted intervention via supplemental instructional programs in Layer II and Layer III, and may also include more frequent, or individualized interventions. . Student progress in interventions is documented and closely monitored. Teachers meet weekly for Professional Learning Communities (PLCs) to discuss data and specific students, intervention strategies, intervention programs, and adjustments to the type, frequency, and intensity of intervention support needed to increase instructional outcomes and the success of the student.

Also, PCA has a Student Assistance Team (SAT) and an on-going process of identifying student intervention strategies; assigning those instructional and behavioral interventions; tracking success of the intervention strategy; and escalating, if necessary, from Tier I to Tier II and ultimately Tier III. If the student does not make

adequate progress and gains, the SAT team works with our Special Education team to determine if a student should be referred for an evaluation.

All efforts are made to meet each student's needs within the general education program and a multitude of research-based interventions. PCAs utilizes Heggerty, Istation, Reading Plus, Freckle, IXL, and MYON for supplemental programs. Teachers are also trained in providing targeted interventions at their grade level.

Approach to Implementing Layered Instruction and Intervention

MLSS Layer I

Layer I is the first level of a multi-layer approach to a system of instructional and behavioral support. Layer I includes a research-based core reading and math curriculum aligned with the New Mexico State Content Standards as well as state mandates on attendance and other behavioral engagement requirements. In addition to core coursework and behavioral expectations, the core curriculum includes teachers' use of differentiated instruction that meets the needs of all students throughout the school year. All students have the opportunity to do the following: access the core curriculum; work through lessons; engage with interactive content such videos, virtual labs, and manipulatives; engage with teachers and school staff; and demonstrate their understanding through assessments such as quizzes, curriculum-based assessments (CBAs), portfolios, quick checks, and unit tests to access skills and standards, and through daily behavioral practices of lesson completion and attendance, as well as practice skills in Renaissance Freckle Math and Reading independently. All students are tested using Renaissance STAR Tests three times a year. All 1st grade students are screened for Dyslexia as part of our Layer I supports. K-2 are tested in Istation and all elementary students are tested for fluency three times a year. Teachers use a variety of instructional resources and strategies for instruction and behavior to enhance and extend learning through differentiated and personalized instruction. These instructional tools also allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement. Heggerty is utilized daily in our Kindergarten through 2nd grade classes. In middle school, students use Renaissance Freckle in math and reading for independent practice as well as Renaissance myON for a digital library experience.

Differentiation involves thoughtful planning for the following: instructional design used to deliver content to students; lesson content used to support and extend concepts and skills; instructional practice used to provide targeted instruction and actively engage students; assessment used to evaluate student learning; insightful best practice for engaging in an online classroom; and instructional and behavioral activities to meet the needs of individual and small groups of students.

MLSS Layer II

Areas in which students struggle at the Layer I level and require Layer II support may include phonological awareness, phonics, reading fluency, reading comprehension, math fluency, math computation and reasoning, writing, and behavior. Within the MLSS Framework, students can move to Layer II anytime. Students showing risk on the Dyslexia screener, Istation, Renaissance STAR Math or Reading and BOY Fluency screener are moved to Layer II support with interventions starting in the identified area of weakness.

Layer II targeted instructional and behavioral support may use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Layer I; however, it is the increase in the frequency and intensity of program use that defines the intervention as Layer II. Layer II intervention is explicit, systematic, and targeted to the greatest area of student learning needs.

Frequent and formal logged progress monitoring, noting student performance in the EMS, is a critical part of the implementation of this layer. Teachers may elect to assign students a supplemental instructional support program (SISP) as part of Layer II intervention. These programs provide students with additional instruction and practice in the foundational skills needed to be successful with grade level work and expectations for engagement.

Supplemental programs provide teachers with reports for progress monitoring that can be uploaded to the EMS to ensure all student performance data is in one place. PCA utilizes Heggerty, Istation, Reading Plus, Freckle, IXL, Study Island, and MYON for supplemental programs. Layer II instructional support is typically provided a minimum of two times a week for 20-30 minutes per session. Teachers use the student's Log to document student performance and response to the instructional intervention every two weeks. The frequency of intervention, and documentation of progress monitoring, is determined by the school administration for Layer II progress monitoring.

Students in Layer II are progressed monitored bi-weekly. Student in Layer II and Layer III are discussed during data meetings with PLCs. Bi-weekly check-ins, which include a student's parent/guardian or Learning Coach, are another opportunity to involve the parent in the student's learning process. PCA partners with the Learning Coach in an effort to increase the instructional outcomes for the student.

MLSS Layer III

Layer III includes the most intensive and frequent level of interventional and behavioral support as the next step in the MLSS Framework for students who have not been successful in the Layer I core curriculum and Layer II targeted interventions. Layer III interventions are facilitated and monitored by the general education teacher who may provide more frequent, individualized LiveLesson sessions along with implementing instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students participating in the Layer III level of intervention typically receive targeted instruction for four to five days a week in order to focus more intensively on skill deficits and areas of concern. Through Layer III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic or behavioral need. Teachers use the student's Log to document student performance and response to the instructional intervention every week. Students in Layer III are monitored weekly.

<u>Student Assistant Team for MLSS</u>

PCA follows the NMPED guidelines for the Student Assistant Team. The SAT process and forms are derived from the SAT manual. The SAT meets regularly, with the frequency based on the success of the interventions and strategies assigned to the student and to evaluate student progress and make additional recommendations. The team is composed of teachers, administration, counselors, parents, and a nurse if needed. If the SAT determines the student is not making adequate progress, a special education teacher

becomes part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an evaluation.

The SAT is an integral part of the MLSS process. The EMS provides teachers with real-time data and reports to implement a multi-layered instruction model in language arts and/or math so that every student has access to the resources they need to be successful. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

In a virtual environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning. Taking advantage of the leadership team's experience in remediation for mastery of essential skills, PCA has access to all needed data and expertise in addressing the needs of low-achieving students.

In alignment with NM MLSS, all students that have been retained, being considered for retention and potential gifted students are in the SAT process.

Plan for Gifted Students

PCA uses the same MLSS Framework with student intervention and Child Find procedures that include a screening and referral process. Students are placed in enrichment groups and strategies to challenge the student. If the SAT determines a student should be evaluated to determine Gifted eligibility, the formal evaluation process is initiated. At PCA, students who are found to be eligible as Gifted are provided with an IEP. PCA complies with state regulations for identifying and serving gifted students as part of the program for students with exceptionalities.

PCA provides gifted students the opportunities and challenges they need to be successful while learning at their own pace. Gifted and talented courses incorporate the same educational standards as the standard offering; however, they also include enrichment activities that expand upon lesson topics and promote higher-level thinking, evaluating, and creating.

PCA implements a Gifted and Talented program for students in grades 3-8. Gifted and Talented courses are offered in math, science, and language arts. Honors and AP courses are offered across all subject areas at the high school level.

PCA also offers Honors, AP, and Dual Credit options for high school students to meet the needs of the Gifted student. High school students may choose from dozens of Honors/AP courses. Honors courses offer advanced students opportunities to participate in extension projects, investigations, and activities that require

integrated skills application and higher-level thinking. School Counselors carefully review each student's transcript to determine when an Honors or AP course is appropriate.

Course selection is made in close consultation with students and their parents during Next Step Plan meetings. Administrators monitor the success of intellectually gifted students by reviewing and assessing performance on state assessments, internal assessments, AP exams, ACT/SAT tests, and by tracking college applications and acceptances of high school seniors.

The Gifted and Talented experts also create programs for "twice-exceptional" students, those students who are Gifted and who also have another exceptionality.

Teachers work closely with curriculum specialists and Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. In a virtual environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

In addition, students are able to choose from a wide variety of electives and club activities to supplement their learning. For students identified as highly gifted through formal evaluation, whole grade acceleration, and acceleration in individual subjects may also be considered.

Plan for Students with Disabilities

PCA complies with the Individuals with Disabilities Education Act (IDEA), the Family Education Rights and Privacy (FERPA), and the Americans with Disabilities Act (ADA). PCA provides a free and appropriate public education to children with disabilities, as identified under such Acts in their Least Restrictive Environment (LRE). These supports include, but are not limited to, identifying, evaluating children with disabilities, and planning individualized education programs that meet each student’s unique needs, in accordance with state and federal requirements. PCA special education leaders and related service providers work closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment according to each student’s IEP.

PCA has an open enrollment policy: any eligible school age student in New Mexico can attend. The school does not discriminate in its admissions policies or practices based on geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or test scores.

Services for students with disabilities (according to students' needs) include, but are not limited to:

- Direct special education intervention support for a student, as outlined within their individualized education program (IEP), which may be provided via small group or individual LiveLesson virtual classes, and/or one-on-one sessions over the telephone.

- Direct related service support (e.g., speech-language, occupational or physical therapy, etc.) provided virtually, face-to-face, home-based, or at community sites. The location of service is determined based on student needs and appropriateness of the location for the service.
- Ongoing progress monitoring for every student, including frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent, and teacher through their respective home pages.
- Regular progress reporting to parents at least as frequently as general education progress reporting or in accordance with the frequency determined by the IEP team.
- Ongoing support and guidance from special education staff to the general education teachers to provide appropriate accommodations and modifications, as per a student's IEP, to the general education curriculum.
- Careful logging of every conversation, contact (by phone, email message, LiveLesson session, or other means) and consultation with the student and/or parent as well as general education teachers.
- Specific tracking and reporting for providers of direct/related services, with scrutiny by the special education staff of any missed appointments or incomplete services.
- A reevaluation of a child with a disability will occur at least once every three years, but not more than once a year, unless the parent and LEA agree otherwise. A reevaluation occurs before changing a child's eligibility to receive special education services. Review of Existing Evaluation Data process (REED process) is part of every reevaluation to determine appropriate evaluations for eligibility and program planning.
- Conduct IEP team meetings, including the parents and students aged 14 and older, for all new students to adopt or amend the IEP, or conduct an Annual Review. Parental Rights are given to parents before an IEP meeting and the Prior Written Notice detailing the decisions of the IEP team are provided to the parents after each meeting.

<u>Enrollment for IDEA Eligible Students</u>

At the time of enrollment, all parents or guardians who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Plan (IEP). This is for placement in the Special Education Program and not an eligibility requirement for enrollment. It is important that the IEP is current and complete, and that any educational assessments and evaluation reports that support the IEP are also submitted. The most current Multidisciplinary Evaluation report is also required. When such documents are not submitted upon enrollment, PCA will do a records request from previous school districts to obtain the most current information.

All documents are reviewed by the Special Education Director and, if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information. A student's IEP will be amended or accepted within 30 days of enrollment to reflect the needs of the virtual environment.

The student's annual review date is noted, and once enrollment is complete the team begins to schedule IEP meetings, as necessary.

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

The special education team plans for and schedules all annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Although typically held virtually, the IEP meetings occur in compliance with all state and federal laws.

According to their IEPs, some students qualify to receive special education and related services. The IEP team ensures the service is provided in compliance with the IEP. The team locates and secures the provider and handles all contracting and financial issues.

Updates to Special Education Program from 2020-2021 school year

PCA has hired additional staff to assure all areas of special education have the appropriate attention. The positions include a Special Education Coordinator to assist the Special Education Director, Special Education Data/Compliance clerk, and additional special education teachers to manage caseloads up to 1.0 FTE. The Special Education Department lead is responsible for training new teachers, managing escalation status, ensure CBAs are completed, and support for the staff; Alternative Education Lead is responsible for determining Alternative curriculum and sectioning, alternative assessments, and mentoring new teachers; the Special Education Secondary Lead is responsible for all aspects of graduations and Indicator 13. The changes made are ensuring compliance with all Special Education Indicators and local, state (STARS) and federal reporting. Part of supporting the continuum of supports the special education department has added more support times with the addition of the new staff.

The special education department has adopted the Carlsbad Municipal Schools (CMS) Handbook of Special Education Procedures Manual developed by Walsh Gallegos Trevino Russo & Kylie P.C. The Special Education Department has developed internal procedures to address student enrollment, student withdrawal, IEP set up and recorded, evaluation requests, ancillary requests, homeroom/case manager responsibilities, LEA duties, gifted process, logging, and new teacher support. The CMS handbook of Special Education Procedures Manual is included in Appendix I.

Enrollment for Section 504 Eligible Students

When a student enters PCA with a Section 504 plan developed by a prior school, PCA will review the plan and supporting documentation and comply with Section 504 and either adopt or amend the plan to reflect the needs of the student in the virtual environment.

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student's 504 Plan. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations. Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aides and services. The regular education teachers (with the support of the Section 504 coordinator and/or special education staff) will implement the provisions of Section 504 plans. A Case Manager will be assigned to notify teachers about the accommodations and to assist with and monitor implementation of the Section 504 plan. Teachers will also have access to information as to accommodations and modifications on their home page.

PCA has established procedures for periodic reevaluation of students, consistent with the requirements of Section 504. Transitions from primary grades to intermediate grades, elementary school to middle school, and middle school to high school are often appropriate times to review and update a student's Section 504 plan. For students who enter PCA with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, and any changes to the student's situation.

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program., these services are provided virtually. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

Throughout the year, both teachers and Learning Coaches may detect a student is having difficulties with learning and they may request a meeting to update accommodations or modifications, supplemental aides, and services as required under Section 504. If the student continues to struggle academically, the student will be referred to the School's Student Assistance Team (SAT). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies are unsuccessful,- the team (along with the parent or guardian) will consider a referral to the School's special education team and/or Section 504 Committee. Once the team receives the referral, they will begin the process of determining if the student is in need of evaluations and a Section 504 plan.

Federal law requires PCA to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the School's education program. PCA is committed to providing its students with equal access to its education program. PCA provides students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

Plan for English Learners

PCA adheres to Title VI of the Civil Rights Act of 1964 and subsequent federal and state mandates, and screens, identifies, and provides services to EL students. The Language Usage Survey (LUS) is typically administered to parents/guardians at a student's initial school enrollment and should only be administered once in a student's school career. The LUS includes a number of questions to indicate whether a language other-than-English is used by the student in the home. If the student is entering Kindergarten, or upon enrollment for the first time in a public school in New Mexico, the parent/guardian completes the LUS. If the parent/guardian indicates that another language is used in the home, then the student's English proficiency skills are assessed using the World Class Instructional Design and Assessment (WIDA) Screener, and the results are sent to the parent/guardian. If the student scores below proficiency, the student receives bilingual services from PCA. If the parent had previously completed the LUS, PCA sends a records request to the previous school to obtain the original LUS. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occur using a suite of secure, large scale, summative English language proficiency assessments. WIDA Screener and ACCESS 2.0 are administered by certified WIDA/ACCESS test administrators. PCA also reviews the past school history for evidence that a student has been identified as an EL student, and then conducts assessments and provides support accordingly.

The individualized pace of PCA's program allows students to move more quickly through subjects where language is less of a factor and spend more time on reading and writing activities. An EL Lead with ESL/LEP/EL training works with PCA teachers, Learning Coaches, and students to adapt the core material for EL students. The instructional framework known as the Sheltered Instruction Observation Protocol (SIOP) framework is used to instruct ELs. EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

PCA offers credit-bearing courses for EL students in high school to further assist the EL students, including students categorized as Long-Term English Learners (LTEL), to be reclassified as fluent in English while earning high school credit.

PCA's curriculum provides quality instructional, social, and academic language instruction based on scientific research for English acquisition. Based on their identified level of proficiency and needs, students receive a planned program to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

To meet the needs of EL students with limited English-speaking proficiency, PCA deploys a comprehensive instructional approach, including adapted materials as well as special training from teachers with New Mexico Bilingual, TESOL, and/or Modern Classical and Native Languages endorsements. PCA's EL teachers regularly attend internal and external training sessions and workshops to further their understanding of EL instruction and curriculum. LiveLesson sessions are used as another strategy in meeting the needs of the students. PCA's program provides specially designed academic instruction in English Language Arts (ELA) to address the

language acquisition needs of students in a virtual learning environment through the integration of technology and the support of credentialed teachers. Instructional support helps students attain proficiency in listening, speaking, reading, and writing. Services include teacher consultation with Learning Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions.

PCA has policies in place for determining when an EL student should be considered for re-designation as fluent in English. A student must earn an overall composite score of 5.0 on the ACCESS 2.0 assessment in order to be considered for re-designation as fluent in English. Multiple factors are taken into account, including current language testing results, academic performance, state test results, teacher feedback, and parental input. Once the student has been re-designated as fluent, the student is closely monitored for two years, and additional support to maintain English fluency is provided as deemed necessary. For re-designated students in middle school and high school, the EL team pays particular attention to the list of students who are in "escalation" status.

PCA conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating written translations of school documents or Bilingual teachers to act as a liaison between the school and the family in their home language when needed. Students are screened, and if they qualify as an English Learner student, they are tested annually during the test window.

PCA continues to improve its EL programs, which is why PCA applied for and has been approved by NMPED for a Transition Bilingual program. One hour (60 minutes) of home/heritage (target) language arts instruction has been implemented where a highly qualified certified Bilingual teacher teaches EL students in a Live Lesson setting. Students in grades K-12 also receive one hour (60 minutes) or equivalent of English language instruction to supplement their one hour (60 minutes) of regular English language instruction.

PCA has taken and continues to take an active approach to meet the needs of all students including the EL population. Two Bilingual teachers have been hired, and one has the Modern, and Native Language endorsement, allowing PCA teachers to reach across the languages and meet the needs of all students.

PCA also keeps families informed about the opt-out option for those caretakers who do not want support for their child. The caretakers are also informed about testing results via a webmail and mailed letter.

Monitoring Students' Social Emotional and Behavioral Development

PCA recognizes that social-emotional and behavioral development is essential for students and that social-emotional and behavioral learning play a critical role in promoting student success. Student academic achievement is a focused priority for PCA with an emphasis on social-emotional learning and other aspects of

student learning. The counseling team is tasked with Social Emotional Learning (SEL) and monitors students on their caseload in need of guidance and support.

As schools become increasingly multicultural and multilingual with students from diverse social backgrounds, teachers and communities must provide different motivation for engagement in learning, behaving positively, and performing academically.

The EMS courses offer a wide range of resources supporting content and different learning activities. Courses also include a variety of interactive practices with a focus on social and emotional learning.

Supplemental Consortium

During the spring of 2021, NMPED invited several schools that had managed successful virtual school programs during the COVID-19 pandemic to an information session; Pecos Cyber Academy eagerly attended. NMPED wishes to gain insight and alleviate the burden of districts setting up a virtual option. Therefore, the New Mexico Virtual Course Consortium ($NMVC^2$) was created. Pecos Cyber Academy is a proud member of the consortium and successfully offers one to four courses to students in grades K-12. This is a supplemental program in an attempt to overcome the teacher shortage and, as well as remove digital equity barriers by providing an adequate virtual option; the courses are aligned to the New Mexico Common Core Standards. All PCA`s teachers are New Mexico Certified Teachers, credentialed/endorsed in the content area they are teaching, highly qualified, with an average of 19 years teaching experience. Teachers provide real-time live instruction, including 1:1 support and interaction through Live Lesson sessions and the availability of recorded instructional sessions. General Education Teachers with inclusion support from Special Education and Bilingual Teachers are available during office hours; office hours are held regularly to provide flexible availability to support students. Access an asynchronous and synchronous course available to support students/parents in platform navigation and acclimation to online learning (On Boarding). PCA`s Program Director will be a point-of-contact for District Site Coordinators and will support the families in the virtual environment.

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:

PCA recognizes that there is more to learning than reading and math, and surveys school climate to evaluate school safety, culture, and responsiveness to community needs, as well as student attendance. The New Mexico PED has new metrics which revolve around the school's overall learning environment and provide a more comprehensive picture of school success.

School and State Student Demographics

The demographics of virtual schools typically mirror the demographics of the state. The following table displays PCA student demographics for the 2020-21 school year as compared to the most recent New Mexico state demographics published for 2020-21 for students' race, ethnicity, gender, socio-economic status, and disability.

Table 3 School and State Student Demographics

Subgroup Category	2016-17		2017-18		2018-19		2019-20	2020-21
	PCA	New Mexico	PCA	New Mexico	PCA	New Mexico	PCA	PCA
All Students	301	336,326	528	335,793	902	331,636	1,232	1,986
Caucasian	101 (37%)	81,394 (24%)	196 (37%)	80,432 (24%)	346 (39%)	76,276 (23%)	449 (36%)	753 (38%)
African American	13 (4%)	7,600 (2%)	13 (2.5%)	7,739 (2%)	20 (2%)	6,633 (2%)	18 (1.5%)	34 (2%)
Hispanic	156 (52%)	206,348 (61%)	272 (52%)	206,856 (61%)	459 (51%)	205,614 (62%)	666 (54%)	1,043 (53%)
Asian	2 (.7%)	4,457 (1%)	0 (0%)	4,458 (1%)	0 (0%)	3,316 (1%)	3 (0.2%)	14 (0.7%)
American Indian	13 (4%)	35,884 (11%)	22 (4%)	35,655 (11%)	30 (3%)	33,164 (10%)	38 (3%)	62 (3%)

Multiracial	14 (5%)	0 (0%)	21 (4%)	27 (0%)	44 (5%)	6,633 (2%)	54 (4%)	74 (4%)
Pacific Islander	2 (.7%)	0 (0%)	4 (.8%)	653 (.2%)	3 (.3%)	0 (0%)	4 (.3%)	6 (0.3%)
Male	152 (50%)	172,237 (51%)	268 (51%)	171,917 (51%)	452 (50%)	169,134 (49%)	576 (47%)	948 (48%)
Female	136 (50%)	164,089 (49%)	260 (49%)	163,876 (49%)	450 (50%)	162,502 (49%)	656 (53%)	1,037 (52%)
Free & Reduced Lunch Eligible	200 (64%)	249,348 (74%)	49 (9%)	250,974 (75%)	90 (10%)	242,094 (73%)	132 (11%)	798 (40%)
Students with Disabilities	42 (14%)	52,927 (15%)	80 (15%)	54,259 (16%)	143 (16%)	49,745 (15%)	226 (18%)	349 (18%)

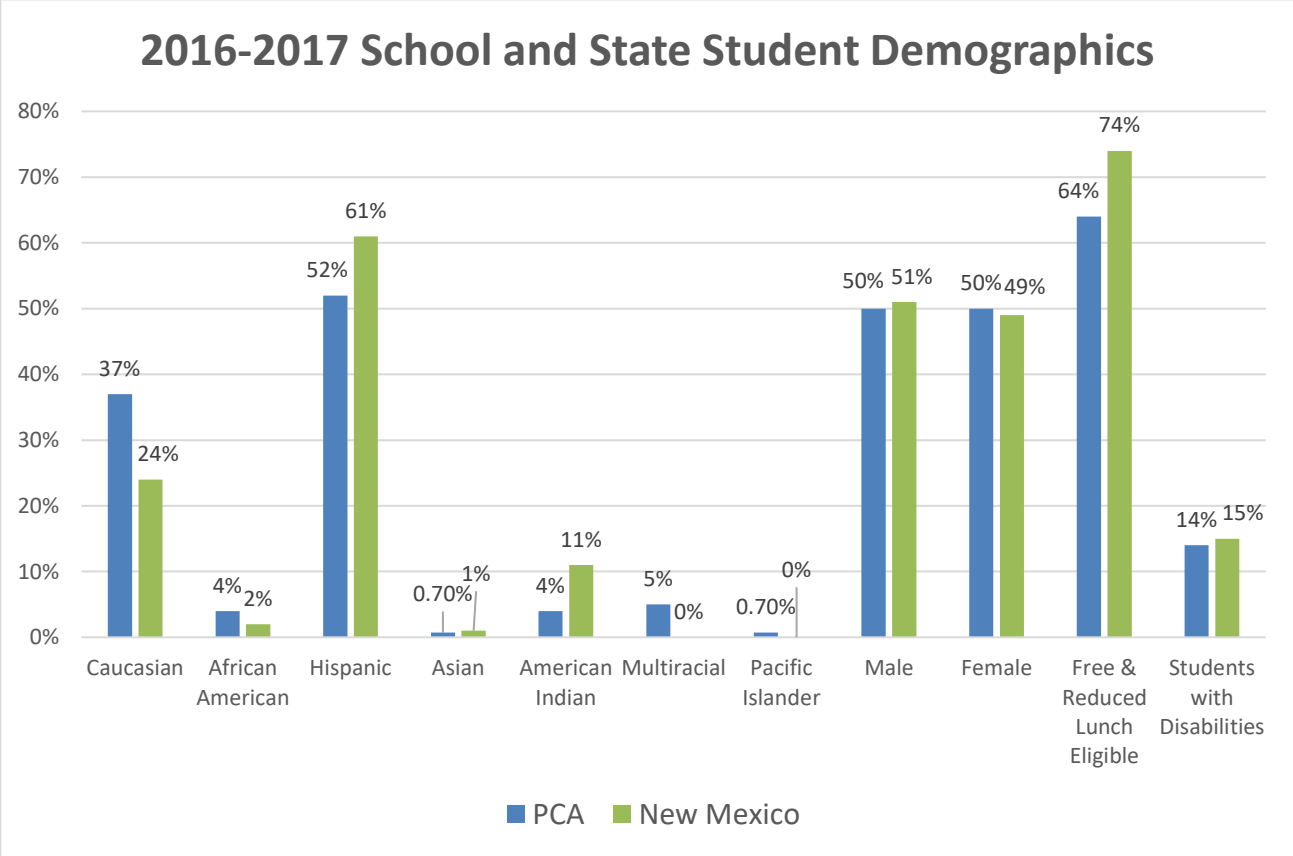


Figure 1 2016-2017 Student Demographics

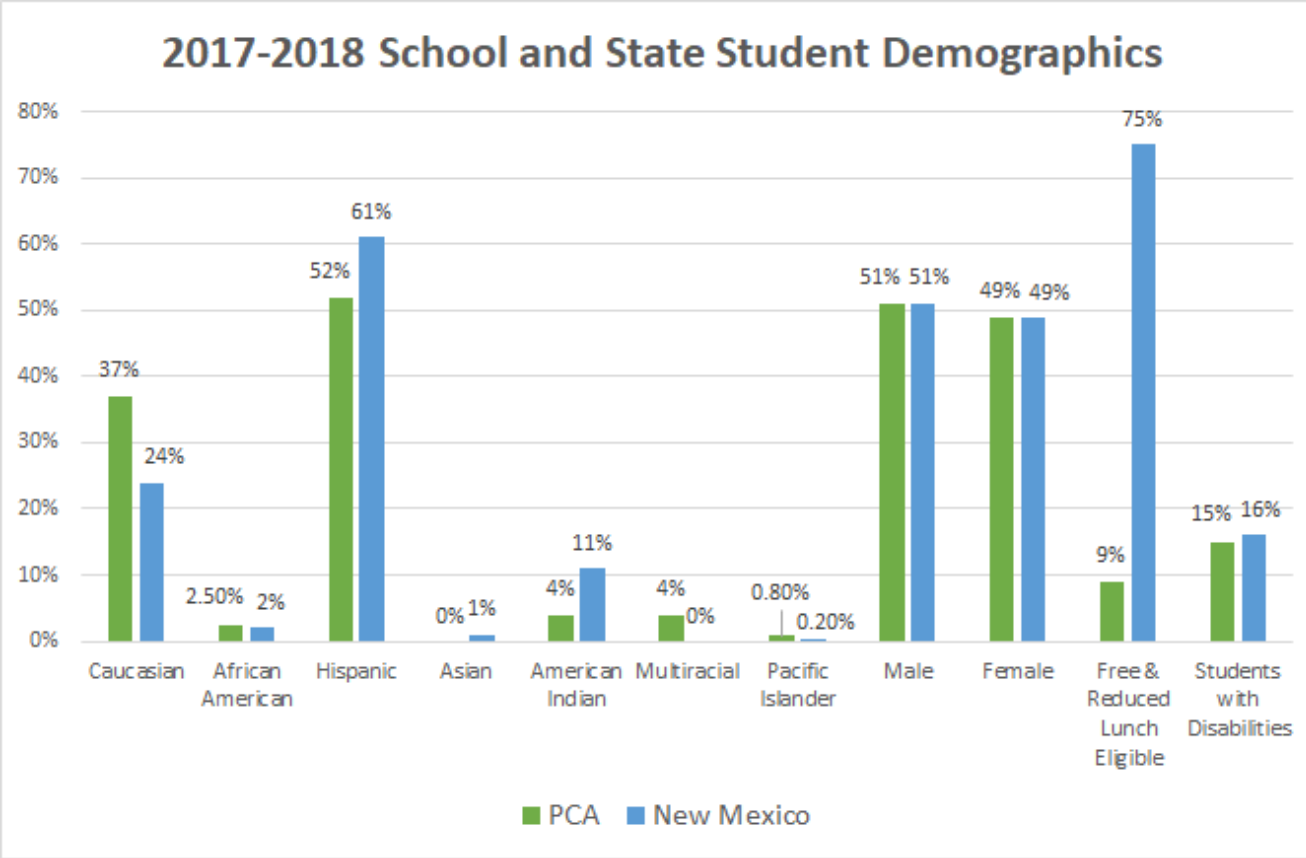


Figure 2 2017-2018 Student Demographics

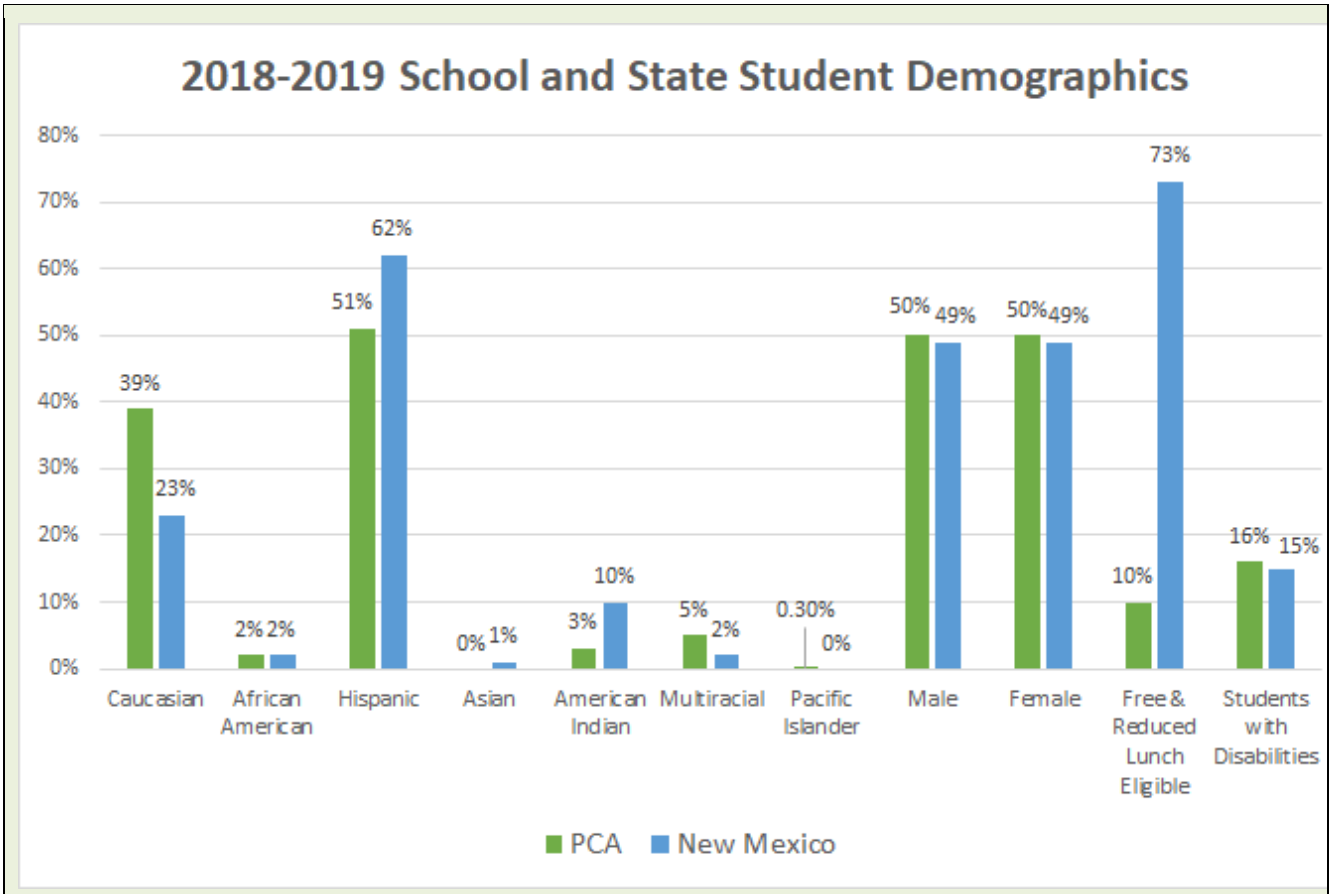


Figure 3 2018-2019 Student Demographics

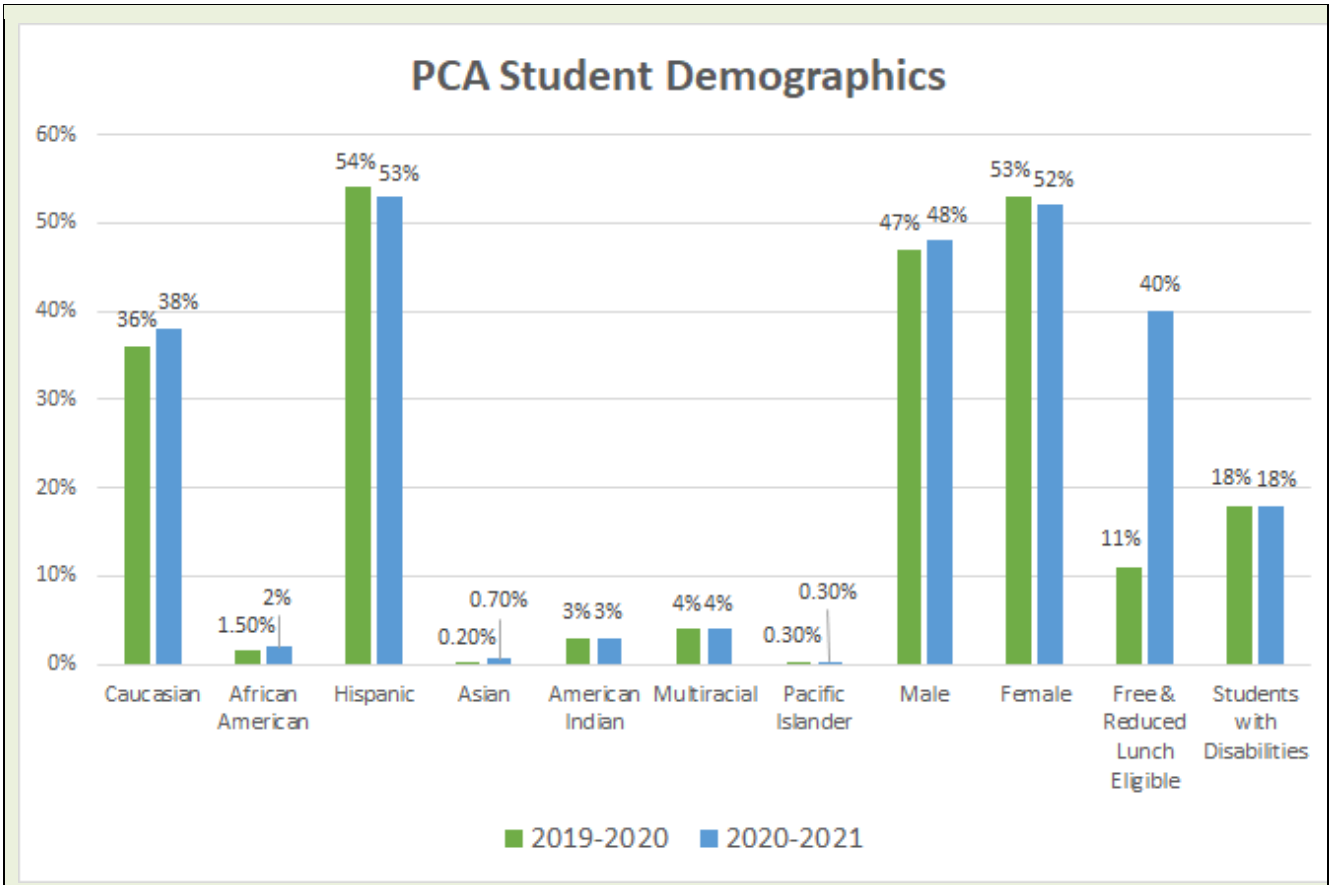


Figure 4 SY2019 SY2020 PCA Student Demographics

Attendance

There is a critical link between successful educational outcomes for students and their regular attendance at school. At PCA in 2019, 84% of students regularly attend more than 90% of school days. Regular attendance measures the percent of students who are enrolled at the school that attend school on more than 90% of school days.

At PCA in 2021, 87% of students regularly attended 96% of the time. PCA adheres to the NM Attendance Success for Act.

Table 4 Attendance

	2017	2018	2019	2020	2021
Regular Attendance	83%	86%	84%	86%	87%

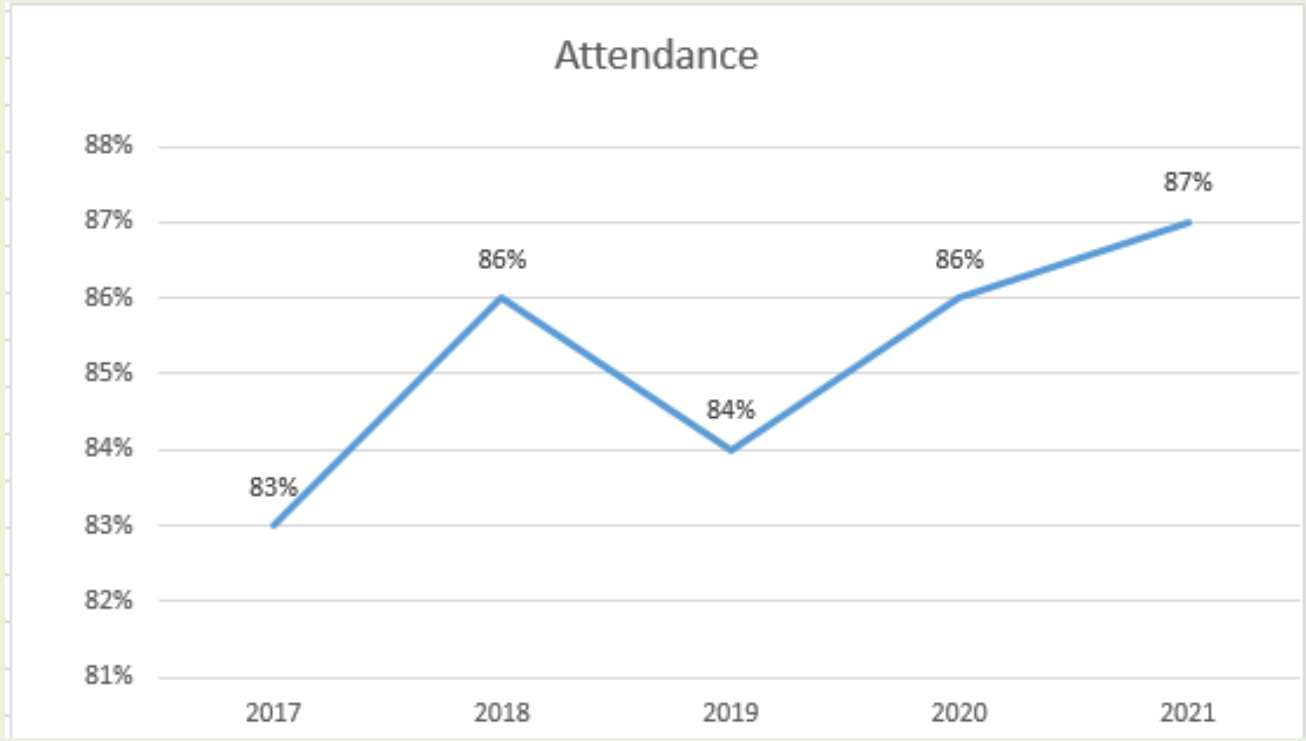


Figure 5 Attendance

Family and Student Satisfaction

The New Mexico PED believes it's critical to gauge whether students and families feel their schools are good places to learn. PCA is dedicated to creating an environment of support and continued success. PCA values feedback from students and families, and is committed to improving educational experiences and academic outcomes.

One of the ways in which data is gathered and reviewed from feedback is through our annual Parent Satisfaction Survey (PSS). Each year, a third-party organization surveys parents to get their feedback on our program and to help identify what areas are doing well and how improvements can be made.

In 2020-21, PCA had 506 families who completed the PSS once again gave PCA high ratings for helping students succeed. The following demonstrates positive results from the most recent survey:

- 93% of parents gave PCA an overall grade of “A” or “B”
- 96% of parents recommend PCA to parents whose children are not enrolled in the program
- 85% of parents are more satisfied with PCA’s program compared to their child’s previous school
- 96% of students are satisfied with the program
- 97% of parents agree that their child is making good progress
- 91% of parents agree that their child’s lessons are engaging
- 93% of parents are satisfied with the variety of learning activities provided by the program
- 95% of parents agree that the curriculum is high-quality

Moving forward, PCA will continue to provide opportunities for parents to attend an Open House for each grade level. The elementary school, middle school, and high school will create various Learning Events in which families and students will be able to participate throughout the school year. In an attempt to meet the needs of the students and families, PCA has plans to conduct the Parent Satisfaction Survey to ensure a larger population completes the survey and more data is collected.

Science, Technology, Engineering, Art, and Mathematics (STEAM) at PCA

The STEAM model encourages knowledge application, experimentation, critical thinking, and creativity as well as team collaboration. Within the virtual setting, STEAM opportunities provide hands-on training that prepares students for real world job applications. STEAM seeks to foster curiosity about all topics by using inquiry-based learning, which is a vital component in many STEAM programs. STEAM encourages students to experience as they learn. Instead of memorizing facts, students exercise their critical thinking skills as they work through their lessons.

The PCA STEAM Team has participated in the Governor's STEM Challenge since its inception in 2019 and placed in the top each year. The PCA STEAM Team was able to achieve this as a virtual school each year. The STEM team is looking forward to the Challenge again this year and is already actively working on the challenge question.

The STEAM team created an application in 2019 that was embedded in a watch for babies and toddlers that would track vital statistics such as temperature and heart rate and alert the parent if something was amiss. The application also would track how far away the child was from the parent and notify the caregiver if the child was outside of a safe distance. If a child wandered away, they could be tracked via the watch and app. For 2020, the STEAM team created an application that would provide the floor plan of a house and the number of inhabitants inside to firefighters in the case of a fire. Therefore, it would help prevent dangers to firefighters and help them to track who might still be inside a burning structure to better enable them to save lives.

The Pecos Cyber Academy STEAM Program enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEAM), whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs. The STEAM team is accelerating student achievement and supporting teachers by providing engaging opportunities to develop STEAM skills.

Through the Technology Student Association (TSA) program, students will be able to apply these skills in the real world. The TSA is a national, non-profit organization of middle and high school students who are engaged in science, technology, engineering, art, and mathematics (STEAM). Perhaps the most important benefit of TSA membership is the inspiration and enthusiasm that students gain from receiving recognition for applying their knowledge. Demonstrating skills in a forum beyond school walls motivates students, especially when there is a large, like-minded audience of peers who support them. Other benefits include: Enhancing technological literacy and leadership skills, working on complex activities from start to finish, compete on local, state and national levels, develop leadership skills, meet and work with business and industry leaders, attend organized meetings, network with students and teachers with similar interests from all over the United States, contribute time and effort to a national service project, receive national

membership services, including the online TSA newsletter, 'School Scene', receive recognition through TSA's honor society, scholarships and achievement programs. In addition, it enables students to have a voice in a national organization that is helping to shape the future of technology education. By participating in STEAM the students gain valuable skills that prepare them for eventual careers.

Virtual Learning Events

Within the PCA culture are many learning opportunities that are outside our student's' day-to-day lessons and routine. PCA has a wide variety of learning events scheduled throughout the school year in which students, families, and staff participate. While PCA enjoys the face-to-face events planned, the school has adjusted to the restrictions, in which many counties were closed last school year and started virtual events. PCA hopes to start up again soon with in person events in the near future. Typical Learning Events include: An Open House, Student Art Showcase, Talent Show, Pet Parade, lunches with teachers and counselors, hands-on demonstrations by the school STEM team, creative writing workshops, virtual tours of museums, national parks, and historical sites, story time with teachers, book readings and activities with authors and celebrities, Read Across America and Spirit Week activities, game and movie nights, and theme days (Pi Day, Constitution Day, etc.). These events include educational learning experiences, as well as fun activities where students are able to develop social/emotional skills and staff, students, and families are able to build relationships and support one another. Student, staff, and family suggestions for future events are always invited. Everyone is eager to participate! An annual favorite is the October trip to the Grants area, which includes Ice Cave, Bandera Volcano, Wild Spirit Wolf Sanctuary, and Inscription Rock at El Morro National Monument. This all-day event has had approx. fifty attendees from all over New Mexico.

Lunch a Bunch with the high school students is a socialization activity offered to High School students. Weekly, on Friday at noon, students at the High School join a Live Lesson that is monitored by a teacher. The students discuss topics of interest to them, and they socialize while playing games.

Elementary teachers also utilize virtual field trips from museums around the state and nation to make learning come to life. These include the 7 Wonders of the World, Antarctica, National Monuments and Disneyland. Students have lunch with teachers and group game days in Live Lesson Rooms. In the fall, our teachers host virtual pumpkin patch trips. Teachers from different parts of the state often go out to local areas of interest and stream that into their Live Lesson room for students to be a part of the action. These have included a trip to the firehouse and farmer's market. Kids got to ask firefighters and farmers questions. Also have had special guests including a K-9-unit officer. Virtual events in the Elementary have been a great way to stay connected to students.

Reading Across America

Each year, National Read Across America Day is celebrated on March 2nd. The event is designed to encourage reading in children, celebrate a nation of diverse readers, and is fostered at our school. PCA believes that once a passion for reading takes hold in a young person, the benefits extend far beyond the classroom.

PCA strives to secure individuals who are charismatic, confident, professional, and were successful in school to host the event for the students virtually. Students learn about the individual's education and professional life, and read a story. PCA encourages the host to stress the importance of literacy and how it applies to

their lives and the world around them. Students have the opportunity to ask questions after the story is read.

Our presenters include, but are not limited to, authors, illustrators, professional singers, and athletes (NBA). Students at PCA look forward to the event yearly. Previous special guests have included singer/songwriter Bri Bagwell and former NBA player Jason Smith as well as our very own teachers.

Naviance

Naviance is a platform in which counselors meet and plan curriculum and concepts to fit the best interest of Pecos Cyber Academy (PCA) students. All students in grades 8th through 12th grades at Pecos Cyber Academy utilize Naviance. Naviance is a platform to help understand students' interests, strengths, and needs, so that counselors and teachers of PCA can provide individualized support to help students reach their goals. All students in grades 8th through 12th at Pecos Cyber Academy (PCA) utilize Naviance. Naviance is a platform to help understand students' interests, strengths, and needs, so that counselors and teachers of PCA can provide individualized support to help students reach their goals. Assignments and tasks are assigned to students focusing on Social Emotional Learning, Interpersonal Skills, Academic Skills, Career Readiness, College Knowledge, and/or Transition Skills. Counselors built surveys so that students can complete their Next Step Plans and during meetings with the student, guardian, and counselor plans are reviewed and guidance is given.

PCA is student focused and identifies with a whole child approach. PCA values collaboration across families, staff, teachers, and administrators to create a culture to empower students and prepare them for post-secondary planning. Whether students enter the workforce or go to college, PCA wants all PCA students to have a plan and be prepared for after high school.

Naviance has allowed PCA families to stay informed while preparing for College and Career Readiness. All PCA families have a student and parent/guardian login. Counselors assign students assignments to be completed. The counselors analyze and review the data and reports to provide guidance and support to students and their families. Teachers are able to view the students' progress and send letters of recommendation on behalf of the students to colleges, universities, and/or employers. Administrators have visibility into student outcomes and trends.

A huge benefit of Naviance is that students are able to schedule and attend virtual college visits ensuring equity. Every PCA student has access to visit a college or university prior to them graduating from PCA.

Naviance has been used to streamline the College and Career Readiness program at PCA, starting in 8th-9th grade students begin with career exploration. During 10th grade students begin to identify a career pathway based on their interest, skills, and desires. PCA students entering 11th grade are encouraged to enroll in dual enrollment and become more informed about their chosen career pathway. Students in 12th grade are well informed about their career pathway and work with counselors to identify next steps. PCA counselors post scholarship opportunities, FAFSA deadlines, application deadlines, and related resources to the message board to promote student success and College and Career Readiness.

National Honor Society

The National Honor Society (NHS) and National Junior Honor Society (NJHS) elevate a school's commitment to the values of scholarship, service, leadership, character, and citizenship. These five pillars have been associated with membership in these organizations since their inception in 1921 and 1929 respectively. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school and leadership activities as well as community service.

PCA's nationally approved Zia Chapters were authorized in 2019 and launched in the 2020-2021 school year. Students in grades 6 - 9 are eligible for membership. Those who meet the scholarship criterion, are invited to apply for membership. The Faculty Councils of both organizations then evaluate each eligible candidate on non-academic requirements pertaining to service, leadership, character, and citizenship.

Our NHS inducted 34 members last year, while NJHS has had two inductions of 13 and 26 new members. Members are given the opportunity to serve as officers and to work on various committees geared toward service. Each Chapter chooses its service project, and all members participate in that as well as in one or more individual service projects.

Chapter Service Projects:

Serving those who serve us: Letters to service members away from their families serving in overseas posts.

Serving the PCA community: Members were paired with elementary school students to provide weekly mentorship, friendship, and tutoring to some of our more disenfranchised young ones seeking role models.

Serving the greater community: Members are donating monies earned from fund-raising activities, time, and goods to their local health care providers and public libraries.

Individual Service Projects

Sharing their time at local community centers, public libraries, churches, kitchens serving the homeless, animal shelters, and wildlife refuges. Our members also volunteer at community events such as the El Paso Rhinos games to help youth hockey, 4-H fairs, Toys for Tots activities, food drives for local food banks, and blanket drives for local animal shelters.

Sharing their talents by doing house cleaning, yard maintenance, and baking and delivering bread to the elderly and house-bound in their communities as well as American sign language translation.

Sharing their Leadership Skills by serving on the Public Education Department's Equity Committee for Education and the Gender and Sexuality Alliance

Celebrating present and future academic success, members of NHS have formed committees to increase PCA student access to our state's universities and trade and technology schools. They hope to hold multiple statewide Career Days and other events during 2022 to inform and encourage students to extend and expand their learning beyond high school.

2. Academic Performance

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

a. School Support and Accountability

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

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

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix A1 and reference the appendix by name in this narrative. (Appendix A1 – Academic Data)

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

School response:

According to the New Mexico State and Federal Accountability System, PCA received a rating of "Falls Far Below Standards – Grade F" for the 2016-17 school year, and a rating of "Falls Far Below Standards – Grade F" for the 2017-18 school year.

The New Mexico Legislature and Public Education Department (PED) have eliminated A-F school grading.

The state's new system, which is not included in PCA's charter goals, includes a broader view of school accomplishments, and classifies schools into categories based on the level of support they need from the state in order to improve.

In 2018-19, PCA received a performance score of 44 out of 100 with a rating of "Targeted Support Improvement School" (TSI) until the end of 2020-21 based on one or more low-performing subgroups. PCA's

score approached the average score for Elementary and Middle School, which was 48, and the average score for High School, which was 49.

Due to COVID-19 and the Governor's Emergency Declaration, the NMPED did not assign performance scores for the 2019-20 and 2020-2021 school years.

The CMS Performance Review states that PCA does not meet this standard because the school's disaggregated 2019 TAMELA scores do not match state average scores. Importantly, "Meeting State Average Scores" has never been presented or agreed to as a charter contract goal.

The NMPED selected this new assessment mid-year to remain in compliance with federal law, and the change from PARCC to the state's A-F grading did not allow time for the school to adjust curriculum or alignments.

Based on the state's current accountability framework, PCA's only available performance score approaches the state's average score; however, the data is from an unrepresentative assessment three school years ago, and it is not connected to a charter goal here.

While PCA therefore believes that this goal should be rated as "Not Applicable", PCA acknowledges the necessity of implementing a new state assessment goal and demonstrating further improvement against that new goal.

Copies of all available school accountability reports for PCA can be found in Appendix A2 .

Plans for Improving School Performance

PCA has made progress towards the state's average performance score but embraces the need for further improvement. PCA implemented the following measures as a result of our school improvement planning for the 2020-21 school year.

30-Day Improvement Plan

- **Reading**: All PCA students in grades K-12 in all subgroups will complete Renaissance STAR 360 Reading/Early Literacy assessment by the 40th day of school during the 2020-21 school year.
- **Math**: All PCA students in grades K-12 in all subgroups will complete Renaissance STAR 360 Math assessment by the 40th day of school during the 2020-21 academic year.
- **Career and College Readiness**: Verify all MOUs (Memoranda of Understanding) are complete.
- **Graduation Rates**: 95% of the 2021 cohort will meet with academic advisors before the 40th day of the 2020-21 school year.
- **Attendance**: 95% of all PCA students in grades K-12 will receive a welcome call from PCA staff within the first seven days of the 2020-21 school year.

90-Day Improvement Plan

- **Reading**: All PCA students in grades K-12 in all subgroups will make 2% reading proficiency growth on each interim assessment, during the 2020-21 academic year, as indicated by Renaissance STAR 360 reports.

- **Math**: All PCA students in grades K-12 in all subgroups will make 2% math proficiency growth on each interim assessment, during the 2020-21 academic year, as indicated by Renaissance STAR 360 reports.
- **Career and College Readiness**: PCA students in applicable grades will complete a CCR Measurement, participation will increase by 5% from 2019-20 to 2020-21, and PCA will have an 85% passing rate for the CCR Measurement.
- **Graduation Rates**: PCA will reach a 67% graduation rate for the 2020-21 school year.
- **Attendance**: By the end of the 2020-21 school year, the average attendance for all subgroups will be 96%.
- **Enrollment**: 85% of PCA students will indicate intent to reenroll for the 2021-22 school year.

The results informed the Executive Director of the school's needs for additional support staff to increase student academic success and improve instructional outcomes: Special Education Coordinator, Special Education Data Clerk, STARS Coordinator, Enrollment Specialist, NMPED License RN, Director of IT, Assistant Assessment Coordinator, Title IX Coordinator, Public Records Request Manager, Bilingual Director, 2 Bilingual Teachers for the BMEP, Onboarding Specialist, CTE/STEAM Coordinator, were added to the PCA team for the 2021-2022 school year. In addition, the PCA Administration team created an Academic Improvement Plan for the SY2021-2022 with revisions to the framework to align with the mission of PCA. See Appendix A2.

Student Academic Performance

Goal: Mission Goals will be at MEETS STANDARD in all areas by the end of SY2020-2021.

Mission Specific Indicators

Action Steps:

Mission Goal SY20-21	SMART Goal SY 21-22	Action Steps/Process/Procedures
Goal 1: Early Literacy (K)- Kindergarten students enrolled for a Full Academic Year (FAY) will be assessed for early literacy utilizing the DIBELS NEXT assessment in the Fall, Winter, and Spring. The performance results will be utilized to establish baseline proficiency and growth data in order to create a kindergarten performance goal for the year.	60-74% of FAY K-2nd grade students will make adequate growth from pre to post-test. Full academic year students for grade K-2 will be assessed for early literacy utilizing the Istation assessment in the Fall, Winter, and Spring.	Students that fall into Istation Level 1 or Level 2 will be supported with strategic targeted evidence-based interventions and Teachers will Progress Monitor each student monthly through the MLSS/SAT programs. 1st graders will be screened for Dyslexia in the Fall.

		All first-grade students have been screened for dyslexia and submitted to STARS Director for submission.
Goal 2: Early Literacy- Returning students will pass the 3rd Grade Reading Proficiency test that is chosen by the school. Returning students are defined as students who are Full Academic Year (FAY) students who have enrolled in more than one year at Pecos Connections Academy.	70-84% of FAY 3rd grade students will pass the 3rd Grade Reading Proficiency test. Full academic year students in the 3rd grade will pass the 3rd grade reading proficiency test that is chosen by the school.	Third Grade students that fall below grade level (GE3.0) reading proficiency will be supported with strategic targeted evidence-based interventions Teachers will Progress Monitor each student monthly through the MLSS/SAT programs.
Goal 3: Reading- Full academic year students for grades 1 - 8 will maximize their potential in one academic year by applying strategies and skills as assessed on the Longitudinal Evaluation of Academic Progress® (LEAP) in reading.	60-74% of FAY 3rd-8th grade students will make adequate growth from pre to post-test. Adequate growth on the Renaissance STAR360 Reading assessment is a Student Growth Percentile (SGP) of at least 40 based on the performance of students that have taken both the beginning and end of year assessment.	3^{rd} – 8^{th} grade students that fall below grade level reading proficiency will be supported with strategic targeted evidence-based interventions. Teachers will Progress Monitor each student monthly through the MLSS/SAT programs. *Intervention groups have been created and students are meeting with the intervention teachers twice a week for 30 minutes and working in the evidence-based program IXL in the areas of Math and Reading.*
Goal 4: College and Career Readiness- In Year 2 and subsequent years, Full Academic Year students in grades 9-12 will meet the highest performance standards by earning a minimum of six credits for the school year	60-69% of FAY students in grade 9-12 will meet the highest performance standards by earning a minimum of six credit, or having earned enough credits to be promoted to the next grade level or graduate on track.	Counselors will use the NSP to verify that all required courses have been completed and passed and Credit Recovery courses have been added to student schedules as necessary to remain on target for graduation.

Goal 5: College and Career Readiness- Full academic year, 12th graders will graduate	70-79% of FAY 12th graders will graduate	Counselors will use the NSP to verify that all required courses have been completed and passed and seniors are enrolled in the appropriate courses to be on target for graduation. PCA will continue to monitor students-based transcript review and for those who are off cohort and develop a graduation recovery plan. *All seniors have had their senior planning meeting to ensure they are on track for 2022 graduation.*
Goal 6: Parental Involvement: Parents, guardians, and adult students will be satisfied with Pecos Connections Academy as measured by the Annual Connections Academy Parent Satisfaction Survey, which will be in addition to that required by state law, rule, or regulation. Satisfaction will be measured by the question of the Annual Parent Satisfaction survey that says: Based on your experiences in 2017-2018, 2018-2019 school year, what grade would you give the Pecos Connections Academy program overall, for all your students? Satisfaction is defined by an A or B score on the Annual Parent Satisfaction survey.	80-89% Parents, guardians and adult students will be satisfied with Pecos Connections Academy as measured by the Annual Connections Academy Parent Satisfaction Survey, which will be in addition to that required by state law, rule, or regulation. Satisfaction will be measured by the question of the Annual Parent Satisfaction survey that says: Based on your experiences in the xxxx-xxxx school year, what grade would you give the Pecos Connections Academy program overall, for all your students? Satisfaction is defined by an A or B score on the Annual Parent Satisfaction survey.	The survey will be sent out by the Head of School during the appropriate time frame to measure parent satisfaction. *PCA is in the process of developing the plan to administer the Survey in the Spring of 2022.*

Goal 7: Personalized Learning: Learning Coaches of Full Academic Year students will have at least two conferences with a New Mexico-certified teacher to discuss academic goals and progress of the student, and to update the student's PLP. PLP now known as Next Step Plan	75-84% of Learning Coaches of Full Academic Year students will have two conference meetings with a New Mexico certified staff member to discuss academic goals and progress of the student, and to update the student's Next Step Plan (NSP).	See Next Step Plan actions below.
Goal 8: Math: Full academic year students for grades K thru 8 will maximize their potential in one academic year by applying strategies and skills as assessed on the Longitudinal Evaluation of Academic Progress® (LEAP) in math	60-74% of FAY 1st-8th grade students will make adequate growth from pre to post-test. Adequate growth on the Renaissance STAR360 Math assessment is a Student Growth Percentile (SGP) of at least 40 based on the performance of students that have taken both the beginning and end of year assessment.	1st – 8th grade students that fall below grade level Math proficiency will be grouped into Small Groups for interventions. Teachers will utilize research-based interventions in small groups and Progress Monitor each student monthly through the MLSS/SAT programs. *PCA has started this process and is monitoring students through Renaissance STAR math tests, intervention classes, and IXL practice skills for mastery.*
Goal 9: Attendance: Because regular attendance is critical for student success, Pecos Connections Academy will achieve a high level of student attendance as measured on the Monthly School report.	Because regular attendance is critical for student success, Pecos Connections Academy will achieve a high level of student attendance as measured on the Monthly School report and will aim to Meet 85-94% each month.	See Attendance Integrity below

Goal 10: High School-College Readiness: Because participation in SAT, ACT, or the AP exam is a strong indicator in high school-college readiness goal, attendance is critical for student success, Pecos Connections Academy will achieve a high level of student participation of students taking these assessments.	Propose that this goal be removed as students have not had the opportunity to take the College Board Assessments since March of 2020. PCA will continue to offer opportunity and access to College and Career Readiness exams and encourage student participation.	

Finance

- **On 12/17/2020 CMS** provided to the public and CMS school board in an open meeting that PCA meets or is working to meet all Financial Performance Standards.
- **On 12/17/2020 were outstanding**
- Overall Financial Sustainability due to CMS District Audit in Progress
- Timely Reimbursement Requests
- **On 2/4/2021** CMS District Audit was finalized in a meeting with JAG(auditors) PCA outstanding Financial items were stated as met and /or resolved.
- **SY2021 Financial SMART Goal:**
- PCA will continue to maintain its excellent position to meet all financial obligations.
- **Action Steps:**
    - 1. With PCA GC discussion and approval, PCA will set a submission date in August 2021 to submit a Performance Framework Questionnaire from the previous fiscal year.
    - 2. Moving forward all parent and community involvement will be documented to show how
    - PCA`s Budget is discussed and developed.

Board Governance and Structural Issues

SMART Goal: PCA Governing Council will ensure training in the State's Sunshine Laws, including OMA, Inspection of Public Records Act and Governmental Conduct Act is completed and that ongoing controls over compliance are implemented and monitored into the future.

Action Steps: On 1/26/2021 all PCA governing council members were provided OPA and IPRA training virtually by the NMAG Office. In moving forward the PCA governing council members will attend NMSBA Law Conference in June 2021. Board Council will attend all PCA meetings going forward and will provide specific OMA and IPRA training sessions to all new Board members that were not on the Board at the time of the January NMAG training sessions.

Compliance with IPRA

Open Meeting Act

OMA Improvement Plan. New Mexico's Open Meetings Act (OMA) provides the statutory guidelines for conducting public meetings. The law requires meetings covered by the law to comply with certain requirements to ensure that the meetings are conducted with transparency and protection for the rights of the public.

The Office of the New Mexico Attorney General offers presentations on the OMA, which the Governing Council of PCA is committed to attending annually. The Governing Council of PCA recently attended an OMA training provided by the Office of the Attorney General on January 26, 2021. PCA's Governing Council members are also committed to obtaining the required number of OMA training hours annually, which is eight for veteran members and 10 for new members. Additionally, PCA's Board Counsel offers individualized training sessions for individual Board members on OMA compliance and regularly provides guidance to PCA on questions about the agenda, executive sessions, and any other issues that arise under the OMA. PCA's Board Counsel also routinely attends PCA's open meetings to provide real-time guidance during meetings to ensure compliance with the OMA.

In accordance with the OMA, PCA consistently publishes its agendas with more than 72-hours public notice. A legal review is conducted by PCA's Board Counsel prior to publication and appropriate revisions are prepared.

SMART GOAL: PCA is committed to its responsibility to ensure transparency in the conduct of its Governing Council meetings and will continue to consistently comply with the OMA. **ACTION STEPS:** PCA Governing Council will obtain all required OMA training hours.

IPRA Improvement Plan.

New Mexico's Inspection of Public Records Act (IPRA) provides the public and media access to public information. The law requires public bodies to permit the public open access to almost all public records in state and local governments including public schools. PCA is required to comply with IPRA, and it has done so throughout its five-year existence.

As new developments occur in the body of law interpreting IPRA. **SMART GOAL:** PCA is committed to educating and training its personnel on IPRA compliance. On January 26, 2021, PCA's Governing Council, Head of School and High School Principal attended an IPRA training presentation conducted by the Office of the Attorney General. The purpose of the presentation is to educate and assist members of PCA's administration and governing body regarding the importance of transparency, as well as the rights of the public under IPRA. The presentation also provides education on the process of responding to an IPRA request. The PCA Governing Council also works to obtain training hours in IPRA compliance required in each fiscal year. Veteran members of the Governing Council must obtain eight

hours of training and new members must obtain 10 hours of training. PCA tracks the hours obtained by each of its Governing Council members and will continue to comply with this requirement. Additionally, PCA's Board Council offers individualized training sessions for individual Board members on IPRA compliance and regularly provides guidance to PCA on responding to IPRA requests in accordance with the law.

Action Steps: PCA currently provides an email address on its website for the public to request public records pursuant to IPRA. PCA has also designated a records custodian within PCA's administrative team, who shall be responsible for responding timely to IPRA requests and coordinating the outreach necessary to gather responsive documents from school staff and others that may possess public records, as that term is defined in IPRA.

Compliance with IPRA Action Steps

As of Winter SY 2021, Designated Records Custodian Pursuant to 14-2-7:

Freda Daugherty

Email: fdaugherty@pecosca.us

A link to the online document, Public Records Request Form will be placed on the website for ease of access.

Special Education Improvement Plan/SMART Goals/Action Steps

SMART Goal: PCA will maintain a continuum of service level that best meets the needs of each individual special education student.

Action Steps: PCA shall review all relevant policies and procedures under IDEA relating to the continuum of service level and take immediate action to correct any violation of IDEA. PCA will include a well-defined continuum of services in the IEP/PWN of each special education student. Documented input from parents will be provided to assure the entire IEP Team approves of the service level adjustment in the IEP/PWN of each special education student.

Due Date of Completion: Ongoing until 4/29/2022

Responsible Party: Daelena Potter, PCA Special Education Director

Bilingual Education

SMART Goal: By the beginning of SY 2021-2022, PCA will be implementing a fully functioning Bilingual Program.

Action Steps:

1. Bilingual endorsed teachers will be on staff
2. Bilingual Professional Development will be documented
3. Provide EDL Language Courses
4. Documentation of Parent Opt-Out form/letter will be provided

Next Step Plans

Goal: 75-84% of Learning Coaches of Full Academic Year students will have two conference meetings with a New Mexico certified staff member to discuss academic goals and progress of the student, and to update the student's Next Step Plan (NSP).

Action Steps:

- Teachers will no longer assist students in completing NSPs. Counselors will assist students with the completion of the plan and conduct NSP meetings with the caretaker and the student.
- The following changes will be made to the NSP document:
  - Addition of a 'Program of Study' document page.
  - Addition of chosen occupation page from O'Net or other source.
  - Addition of a DocuSign for signature page
  - Addition of a date field next to signature fields
- Live Lesson for completion of NSPs
- NSP Drop-in sessions

Timeline: State rule requires that each year's NSP must be completed within 60 days of the preceding school year. For example, the NSP for grade 9 must be completed before the end of grade 8.

MLSS/SAT

SMART Goal: 85% of all current PCA SAT files will have the SAT Checklist complete in accordance with the MLSS Supplemental Guide for SAT. PCA will have a partial implementation rating for MLSS by the end of the 2020-2021 school year. July 1, 2021 full implementation will begin.

Action Steps:

Documentation:

All SAT paperwork will be placed in student SAT files using 1 location. Using the MLSS SAT Handbook provided from the PED, each student will have:

- SAT Referral Forms
- Universal Screening Tools (Vision and Hearing)
- SAT Checklist for SAT documentation

- MLSS Individual Student Intervention Sheet
- Student Work Samples
- SAT Checklist for referral
- Student Case History
- Consent for SAT Assessment and Intervention
- Discipline records (if applicable)
- Student Observation Form
- Parent Communication Form and Notice of Invitation to SAT Meeting

The SAT Meeting

- Academic observations
- Developmental health history
- Identification of Research Based Interventions
- Who is administering Research Based intervention is identified
- When Research based interventions are being administered is identified
- Evidence of Follow up SAT meetings

Interventions and Monitoring

- The evidence-based interventions will be written into goals and teachers will use the appropriate progress monitoring tool to document progress. Istation and Renaissance STAR 360 are the assessments to be used. Timeline of interventions and progress monitoring documented.
- No evidence of Follow up SAT meetings.

SAT/MLSS Process for Identification

According to the MLSS SAT Supplemental Guide, students can be placed in SAT at any time for documentation purposes when not making gains in core instruction.

PCA will identify students who are not making adequate progress through Istation, Renaissance STAR 360 and Content Based Assessments. Students not progressing in Layer 1 will begin Layer 2 interventions and teachers will progress monitor monthly using Istation or Renaissance STAR 360. Layer 2 Interventions using research-based intervention program and/or biweekly small groups. Should a student not progress, teachers can place student in SAT. Layer 3 interventions begin which include Layer 1 and Layer 2 plus increased small group time, and targeted interventions specific to deficits.

Students can be exited out of SAT at any time according to the Supplemental Guide and do not have to be in SAT to receive Layer 2 and Layer 3 interventions.

MLSS Implementation Rubric

- The MLSS Implementation Rubric describes implementation of the MLSS Layers to support implementation and monitoring of the components. PCA has noted current performance levels in the rubric. The MLSS requirements from the State of NM will be followed and improvements will be made on the rubric. PCA will have a partial implementation rating of MLSS Layer 2 by the end of the 2020-2021 school year for all layers' subtopics.

Enrollment and Attendance Integrity

PCA controls surrounding student membership and SEG Distribution Calculation

Enrollment SMART Goal: PCA will not exceed the 2000 student cap.

Action Steps: Once withdrawals are complete, the next student on the waitlist will be contacted to see if they still would like to attend the Pecos Connections Academy. Phone calls, confirmation of equipment needed, class schedule and onboarding will then be followed.

1. Who oversees this process:

Student membership counts are determined by the number of students who are actively enrolled at the time of 40, 80, 120, and EOY counts determined by lesson completion and attendance. When a student withdraws, a Data View is completed either by the caretaker or by a staff member, and this Data View contains the new school`s information and the data that caretaker wishes for the student to be enrolled. Then, an Issue Aware ticket is created, and the process for withdrawal is completed. If there is a discrepancy with a student's enrollment, verification is made by working with the other school who is claiming the student. Mr. Michael Michau, Dr. Kim Hite-Pope and Mrs. Freda Daugherty work collaboratively to ensure that only those students who are actively enrolled are counted for student membership counts.

2. How are the counts performed and by whom:

See above.

3. How is the data validated:

See above

4. What are the residency requirements and How is residency determined?

Before a student is enrolled, the caretaker has to submit a document that has been approved by the State, such as a current lease agreement, that contains the caretaker`s name, physical address, and current date. The student must be residing in the State of NM to be enrolled with PCA.

5. How are student withdrawals and attendance tracked:

When a caretaker indicates he/she wants their child to be withdrawn, either the caretaker can complete the Initial Withdrawal Data View or a staff member can initiate it. The Data View contains the next school`s information and the date the student should be withdrawn, Then an Issue Aware is created, grades are finalized, the student's cumulative folder is updated. Records

are sent to the receiving school upon receiving a records request from the new school. Once the process has been completed the student's account will show withdrawn in lieu of enrolled

Attendance Integrity

Attendance Integrity SMART Goal: PCA will have processes in place to meet the needs of the Student For Success Act to implement an Academic Improvement Plan based on the student's attendance records to include completed lessons and attendance logged.

Action Steps: An Attendance Coordinator has been hired starting Fall SY2020-2021. Duties to track attendance daily of all students. Monitoring attendance by academic process (lessons submitted daily) and comparing the attendance logged by the parent to arrive at the actual attendance. Next, based on this data and after a phone call or/and email to the parent to inform the parent of the missing attendance a corrective action will be put into place. If required, the attendance coordinator will send out 3, 5, 7, and 10 Day letters – equates to percentage of missed attendance - of missed attendance time. Working collaboratively with the parent, student, teacher, and counselor to create an Academic Improvement Plan (AIP). The AIP is monitored by the student`s homeroom teacher.

NM Dash

Data Trends

Data Driven Instruction

SMART Goal: PCA will utilize data during PLCs to address trends.

The following is the system and procedure for continual data analysis, regular data conferences and ongoing teacher training. Data analysis is used to inform and evaluate each instructional cycle.

Action Steps:

Data Analysis – Pecos Connections Academy

Assessment Source	**How Results Will Drive Instruction**
Fall Student Benchmark data – Short Cycle Assessments, State Assessments	RtI placement (MLSS/SAT), Next Step Plan development, Course placement, Initial information on student needs

Curricular Pre- Post Assessments	Driver of daily instruction, determination of instructional plans and student differentiation for the 9-week instructional cycle following pre-assessment, development of small group instruction interventions
Curricular Unit Assessments	Unit assessments serve as interim assessments to drive small group and re-teaching sessions. Determination of students' needs in re-teaching of material, development of small group instruction classes for re-teaching
Winter Benchmark Data – Short Cycle Assessment	Course placement, Course placement changes, check for student growth, adjustment to instructional plans for those not making adequate progress (Student Growth Percentile (SGP) of at least 40 based on the performance of students that have taken both the beginning and middle of year assessment.)
Semester Exams	Check for student growth and determination of MLSS/SAT interventions
Spring Benchmark Data –Short Cycle Assessment, State Assessments	Check for adequate student growth (Student Growth Percentile (SGP) of at least 40 based on the performance of students that have taken both the beginning and end of year assessment., set academic plans for following school year

Title IX Notice of Nondiscrimination

Pecos Connection Academy does not discriminate on the basis of sex in the education programs or activities it operates, and, as a recipient of federal funding, the District is required by Title IX of the Education Amendments Act of 1972, 20 U.S.C. §§ 1681, et seq., and federal regulations published in 34 C.F.R. Part 106, pursuant thereto, not to discriminate in such a manner. The requirement not to discriminate in the education programs or activities extends to admission and to employment, and to Sexual Harassment. Any inquiries about the application of Title IX and its regulations to Pecos Connection Academy may be referred to the School`s Title IX Coordinator(s) or to the Assistant Secretary of the federal Department of Education, or both.

The school`s Title IX Coordinator is:

Kelly Fontanilla, Elementary School Principal

1503 W Pierce St

Carlsbad, NM 88220

575.309.8855

SMART Goal: PCA will create a Point of Contact for the Title IX Coordinator by the end of the 2020-2021 School Year.

Action Steps: Place above information on PCA School Website

Now posted on the school's website

Homeless Education Information McKinney-Vento Homeless Assistance Act of 1987

The McKinney-Vento Homeless Assistance Act is a federal law that ensures adequate transportation to and from school, the chance to attend the school they last attended regardless of where they currently reside and other educational benefits that provide educational stability for children and youth considered homeless under the act. It is a conditional funding act that provides federal funding to states and, in turn, the state will use it for the purpose of supporting district programs that serve homeless students. See the full information of the McKinney-Vento Homeless Assistance Act here: https://www2.ed.gov/programs/homeless/guidance.pdf

Homeless Liaison:

Lorissa Marshall

575-459-0990

Equity Council

Equity Council Members:

- Dr. Kim Hite-Pope
- Brenda
- Marilynn
- Patricia
- Jada
- Rebecca
- Tabitha
- Sharon
- Karen
- Elena
- Lorissa
- Daelena

Designated Records Custodian Pursuant to 14-2-7

Freda Daugherty, fdaugherty@pecosca.us

About the Sunshine Portal

The information presented on the transparency portal comes from numerous data sources, including the Statewide Human Resource, Accounting and Management Reporting (SHARE) system, the State Land Office, the Department of Finance and Administration, and the State Investment Council. SHARE is the state of New Mexico's financial and human resource computer system.

2021-2022 School Year

PCA is implementing the following measures as a result of our school improvement planning for the 2021-2022 school year.

NMDASH Goals 2021-2022

In moving forward PCA will seek to improve the school in the areas.

30 Day Plan

Reading: All PCA students in K-12th grades in all subgroups will complete Renaissance STAR Test Reading / Early Literacy assessment by the 40th day of school during the 2021-2022 academic year.

Math: All PCA students in K-12th grades in all subgroups will complete Renaissance STAR Test Math assessment by the 40th day of school during the 2021-2022 academic year.

Career and College Readiness: Verify that all MOUs (Memorandum of Understanding) are complete and updated for the twelve colleges and universities for dual credit purposes.

Graduation Rates: 95% of cohort 2122 will meet with academic advisors before the 40 the day SY2122.

Attendance: 95% of all PCA students in grades K-12th will receive a welcome call from PCA staff within the 1st seven days from the start of SY 2021-2022.

90 Day Plan

Reading: All PCA students in K-12th grades in all subgroups will make 2% Reading proficiency growth on each interim assessment, during the 2021-2022 academic year as indicated by Renaissance STAR360 reports.

Math: All PCA students in K-12th grades in all subgroups will make 2% math proficiency growth on each interim assessment, during the 2021-2022 academic year as indicated by Renaissance STAR Test reports.

Career and College Readiness (CCR): PCA students in applicable grades will complete a CCR measurement which will increase by 5% from SY2021 to SY2122, and have an 85% passing rate for the CCR Measurement.

Graduation Rates: PCA will reach a 67% graduation rate for SY2021-2022.

Attendance: By the end of the SY 2021-2022 the average attendance for all subgroups will be 96%.

Enrollment: 85% of PCA students will indicate intent to reenroll for SY2223.

SY2021-22 30 Day Plan Goal Outcomes:

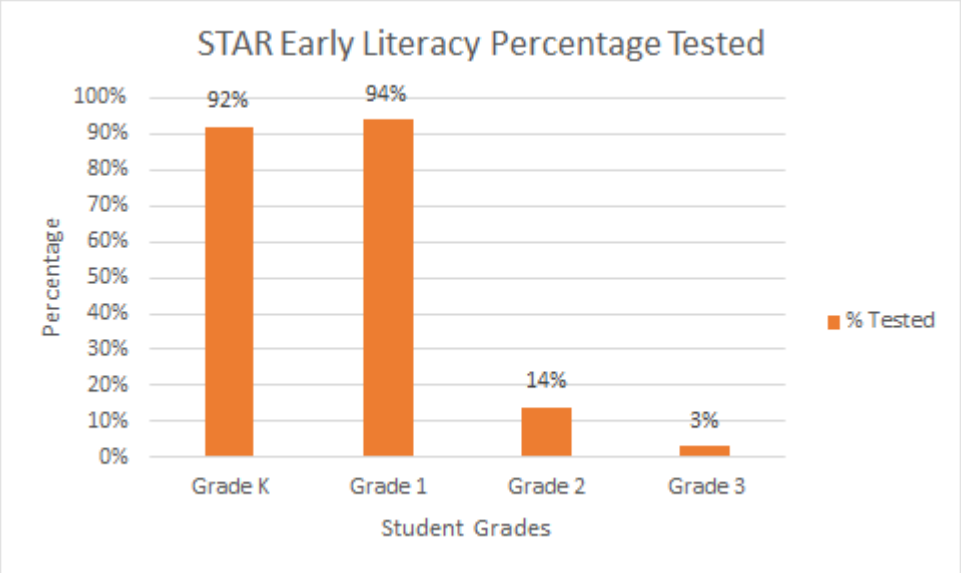


Figure 6 2021-2022 STAR Early Literacy Percentage Tested

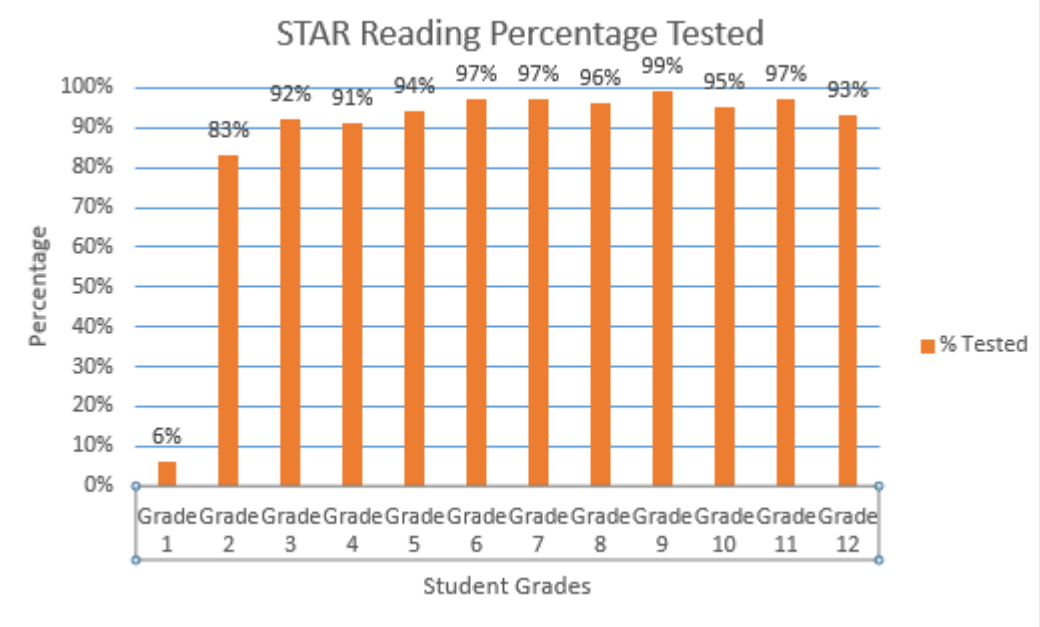


Figure 7 2021-2022 STAR Reading Percentage Tested

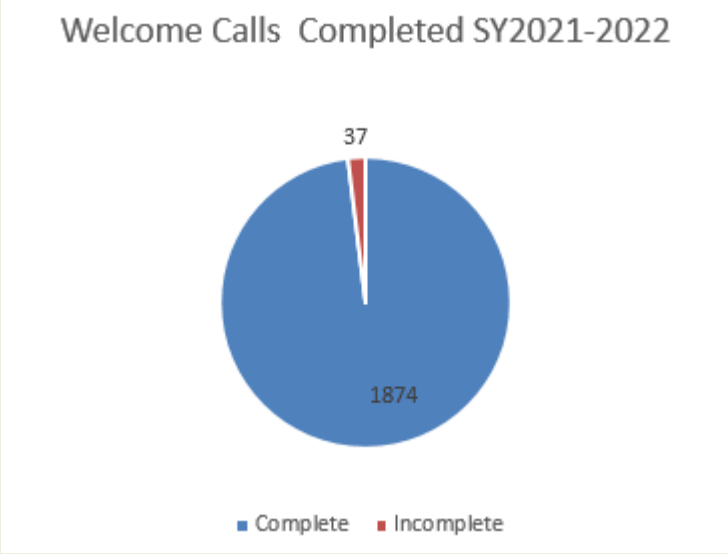


Figure 8 2021-2022 Percentage of Completed Welcome Calls

b. School or Mission Specific Charter Goals

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

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

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

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

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix A2 and reference the appendix by name in the narrative. (Appendix A2 – Mission Goal Data)

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

School response:

Carlsbad Municipal Schools (CMS), PCA's authorizer from the 2016-17 to 2021-22 school year, acknowledged in a report from June 2020 that they did not evaluate PCA before the school year 2019-20. PCA has not been reviewed by CMS for the 2020-21 school year. See Appendix A2.

In this Renewal Application, PCA includes Academic Performance Framework ratings for 2016-17, 2017-18, 2018-19, and 2019-20 based on data PCA compiled and presented to CMS on July 30, 2020. Included are the Financial Performance Framework ratings and Organization Performance ratings for only the 2019-20 school year because CMS did not evaluate the school in prior years and data exists from CMS's PCA Review for 2019-2020 only.

The PCA Governing Council acknowledges that PCA had room to improve, particularly within the Organizational Framework, and that the CMS-PCA relationship under the former School Leader was not as collaborative as the Governing Council would have liked.

Since the current School Leader, Dr. Kim Hite-Pope, joined PCA in June 2020, PCA has made several impactful changes in processes and the school has demonstrated significant improvement during the 2020-21 school year.

PCA's Leadership Team consists of the Executive Director, three Principals, the Special Education Director, and the STARS Director. Combined the leadership team has 41 years experience in the virtual setting. Each administrator comes with a specific set of skills to ensure the success of students, staff, and PCA. Each member of the team also attends NMPED training sessions and conferences specific to their areas to ensure implementation in all programs such as ELL, Assessments, and MLSS just to name a few. Most importantly, every member of the team shares the core values of free and fair access to quality education and leverages their personal and professional strengths to meet PCA's common goal of student achievement.

This is a brief overview of what has taken place at PCA, a virtual school, over the last eighteen months with the new administration and the support of the Governing Council to reorganize the school's structure to further align with NMPED guidelines.

Each "building" has a principal with lead teachers at every grade level. At Elementary, each grade K-5 has a SAT chair. Middle and High School is the same format, but with only 2 SAT chairs at each building due to the lower needs of the students. As PCA has grown, so has our teaching staff in order to lower the caseload numbers and provide greater support for students. In the Spring 2021, PCA released a Request for Proposal (RFP) which was awarded to Pearson to provide products and support needed to manage a successful virtual charter school with a savings of 55%. PCA purchases curriculum, IT services, and a la cart items from the vendor. With the funds saved, PCA hired a STARs Coordinator, Enrollment Specialist, Registrar, two Special Education Data Clerks, four Academic Counselors, and an Attendance Coordinator. PCA continues to manage all HR services and financial aspects of the school. In the coming year, PCA will create and manage its own website and hire several interventionists to help overcome student learning loss.

With the reorganization of the school, PCA`s Governing Council came to the conclusion that Pecos Connections Academy should have a new school name. After discussion, PCA`s Governing Council voted in agreement to change the name to Pecos Cyber Academy to revitalize our brand as the statewide, virtual public charter school it is and remove any doubt about the school being a "Connections Academy" school managed by an outside vendor. (see PCA GC minutes Appendix J). At PCA`s authorizer`s school board meeting, CMS also voted in favor of PCA`s new name see CMS School Board minutes Appendix J.

Academic Performance Framework

As shown in the following figure, PCA demonstrates that the school has met or exceeded the standards as set forth in the Academic Performance Framework in several areas, including early literacy, college and career readiness, parent involvement, and math proficiency. For all applicable mission-specific indicator and optional supplemental indicator goals, PCA met or exceeded the standard in 24 out of 30 areas from 2016 - 2021. In

2021, PCA and CMS revised the school's goals, and PCA has not received a progress report from CMS for the 2020-21 school year. Therefore, Year 5 reflects PCA's self-evaluated performance based on school data and demonstrates evidence within this renewal application.

	Year 1 (2016-17)	**Year 2 (2017-18)**	**Year 3 (2018-19)**	**Year 4 (2019-20)**	**Year 5 (2020-21)**
A-F Grading System	Falls Far Below Standards	Falls Far Below Standards	Not Applicable	Not Applicable	Not Applicable
Goal #1 - Early Literacy (K)	Meet Standards	Meet Standards	Meet Standards	Meet Standards	Exceeds Standards
Goal #2 - Early Literacy	Not applicable until the 2017-18 school year	Falls Far Below Standards	Meet Standards	Does Not Meet Standards	Does Not Meet Standards
Goal #3 - Reading	Does Not Meet Standards	Does Not Meet Standards	Does Not Meet Standards	Does Not Meet Standards	Does Not Meet Standards
Goal #4 - College and Career Readiness	Not applicable until the 2017-18 school year	Exceeds Standards	Meet Standards	Exceeds Standards	Exceeds Standards
Goal #5 - College and Career Readiness - Graduation	Not applicable until the 2021-22 school year	Not applicable until the 2021-22 school year	Not applicable until the 2021-22 school year	Not applicable until the 2021-22 school year	Not applicable until the 2021-22 school year
Goal #6 - Parent Involvement	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Goal #7 - Personalized Learning	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Goal #8 - Math	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Working to Meet Standards
Goal #9 - Attendance	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Goal #10 - High School - College Readiness	Not applicable until the 2021-22 school year	Not applicable until the 2021-22 school year	Not applicable until the 2021-22 school year	Not applicable until the 2021-22 school year	Not applicable until the 2021-22 school year

Figure 9 Academic Performance Framework Ratings

Acknowledgments

The 2019-20 "Pecos Connections Academy Review" includes an acknowledgment from CMS that "Carlsbad Municipal Schools as the Authorizer acknowledges that it did not before the school year 2019-2020 evaluate the school."

In this Renewal Application, PCA includes Academic Performance Framework ratings for 2016-17, 2017-18, 2018-19, and 2019-20 based on data PCA compiled and presented to CMS on July 30, 2020.

While PCA is proud of the school's demonstrated success, PCA also recognizes that there are areas in which the school needs to target for improvement in order to increase academic growth and fill achievement gaps.

Included in the school's improvement plan the focus surrounds reading and math proficiency, attendance, college and career readiness, and graduation to ensure that mission indicators meet or exceed the standards of the Academic Performance Framework. Throughout the application, PCA will provide the Academic Plan, plans for the future, goals for SY2021-2022 and updates on the 2020-2021 school year data.

PCA is committed to school improvement and continued growth, as well as to recognize the need to update the mission-specific indicator and optional supplemental indicator goals which were established as new school goals in 2016. PCA has grown and developed since its first school year and has adapted to evolving state laws and regulations to remain compliant with regulations and requirements. The following goals were developed with CMS as of 2020:

Mission Specific Indicators

PCA disagreed with the "Falls Far Below Standards" rating provided by CMS regarding Mission-Specific Indicators. PCA met standards in the 2018-19 school year.

- 2016-17 – Does Not Meet Standard – PCA met less than 50 percent of the targets of its mission-specific indicators; 60% of the 2016-17 mission-specific indicators were not applicable during Year 1 and were not measured until Year 2.
- 2017-18 – Does Not Meet Standard – PCA met at least 50 percent of the targets of its mission-specific indicators; 20% of the 2017-18 mission-specific indicators were not applicable during the 2017-18 school year.
- 2018-19 – Meets Standards – PCA substantially met the targets of its mission-specific indicators.
- 2019-20 – Does Not Meet Standard – PCA met at least 50 percent of the targets of its mission-specific indicators; 20% of the 2019-20 mission-specific indicators were not applicable during the 2019-20 school year.

Goal #1 - Early Literacy

Goal - Kindergarten students enrolled for a Full Academic Year (FAY) will be assessed for early literacy utilizing the DIBELS NEXT assessment in the Fall, Winter, and Spring. The performance results will be utilized to establish baseline proficiency and growth data in order to create a kindergarten performance goal for year 2.

- Exceeds Standard: 90% or more of FAY students will receive the DIBELS Next assessment in the Fall, Winter, and Spring.
- Meets Standard: 80-89% of FAY students will receive the DIBELS Next assessment in the Fall, Winter, and Spring.

- Does Not Meet Standard: 70-79% of FAY students will receive the DIBELS Next assessment in the Fall, Winter, and Spring.
- Falls Far Below: 69% or fewer of FAY students will receive the DIBELS Next assessment in the Fall, Winter, and Spring.

PCA agreed with the "Meets Standard" rating provided by CMS.

PCA met this goal during all years of the charter.

- 2016-17 – Meets Standards
- 2017-18 – Meets Standards
- 2018-19 – Meets Standards
- 2019-20 – Meets Standards
- 2020-21 - Meets Standards

CMS states that Istation data was utilized for this goal since PCA did not report participation in the DIBELS assessment. PCA has not used DIBELS since July 2016, when the state of New Mexico adopted Istation as the standardized assessment for grades K-2.

This year PCA has utilized DIBELS 8 for fluency as a formative assessment as an additional data point to aide in accurately identifying students' needs . Students are screened for fluency with grade appropriate materials from the DIBELS program in elementary school three times a year.

PCA tested 96% of Kindergarten students during the BOY assessment in September of 2020. Appendix A2

PCA tested 100% of Kindergarten students during the MOY assessment in January of 2021. Appendix A2

PCA tested 100% of Kindergarten students during the EOY assessment in May of 2021. Appendix A2

Currently PCA has 86% of all kindergarten students tested with one week left in the window.

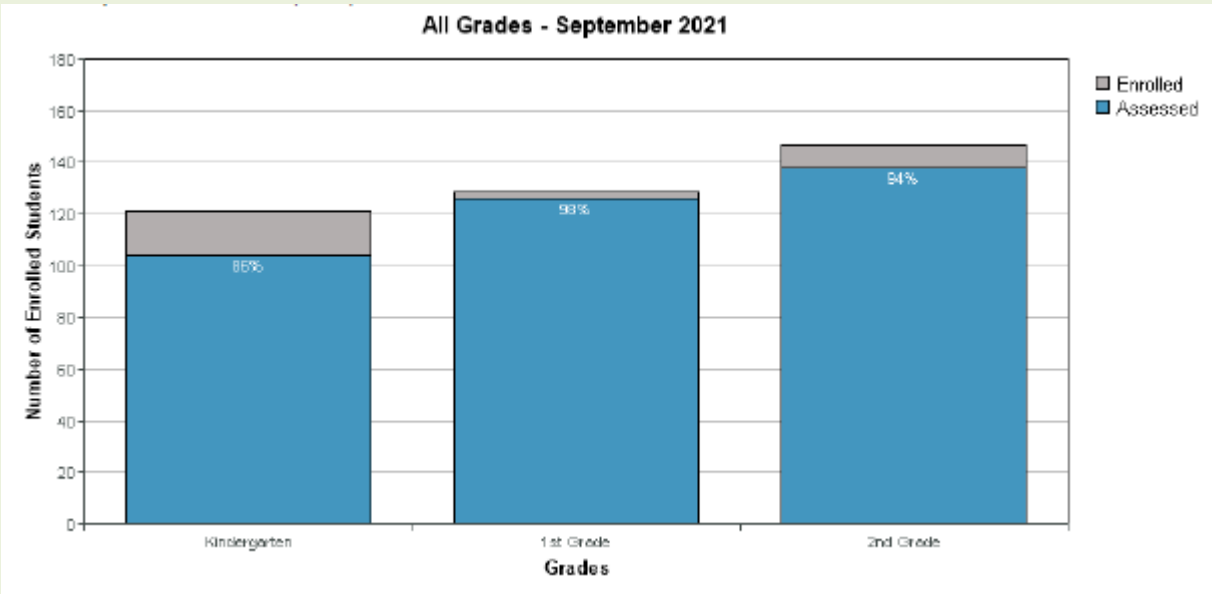


Figure 10 2021-2022 BOY IStation Percentage Assessed

Goal #2 - Literacy

Goal - Returning students will pass the 3rd Grade Reading Proficiency test that is chosen by the school. Returning students are defined as students who are Full Academic Year (FAY) students who have enrolled in more than one year at Pecos Cyber Academy.

- Exceeds Standard: 85% or more of returning students pass the 3rd Grade Reading Proficiency test that is chosen by the school
- Meets Standard: 70-84% of returning students pass the 3rd Grade Reading Proficiency test that is chosen by the school
- Does Not Meet Standard: 55-69% of returning students pass the 3rd Grade Reading Proficiency test that is chosen by the school
- Falls Far Below: 54% or fewer of returning students pass the 3rd Grade Reading Proficiency test that is chosen by the school

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS. We provide data evidence in the figure below.

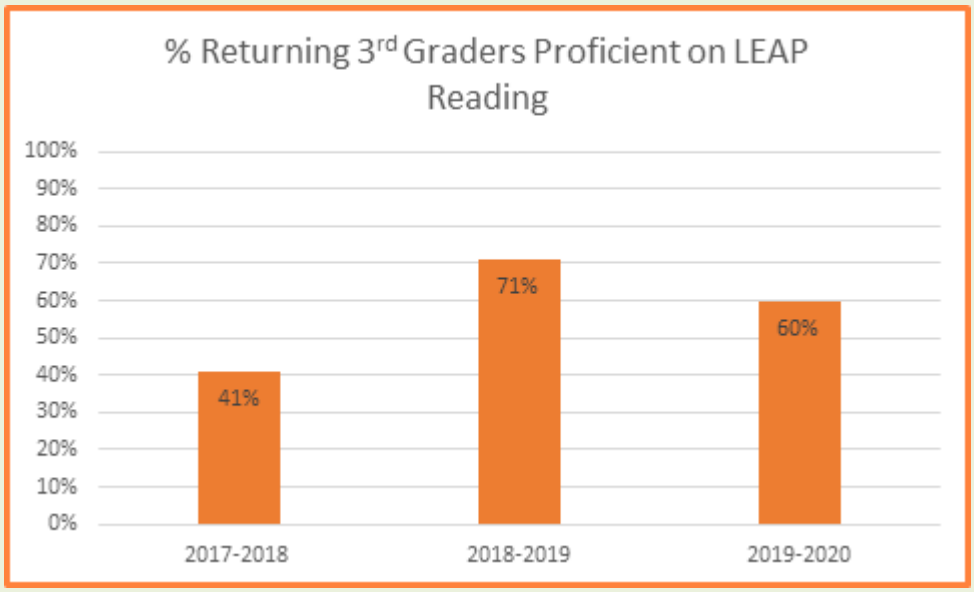


Figure 11 3rd Grade Reading Proficiency Percentage

PCA met this standard in 2018-19.

- 2016-17 – N/A, first year of operation – no returning 3rd grade students
- 2017-18 – Falls Far Below Standard
- 2018-19 – Meets Standard
- 2019-20 – Does Not Meet Standard
- 2020-21– Does Not Meet Standard

CMS stated that SBA data without FAY constraints was utilized for this goal since PCA did not report which assessment would be used. PCA has since provided the correct data to CMS. Beginning in 2020-2021 the school adopted Renaissance as the program to administer Reading short cycle assessments.

PCA 3rd graders meeting proficiency at the end of year for school year 2020-2021 was 64%.

Unfortunately, the pandemic continues to disrupt every aspect of life. As the school year continues, PCA will continue to revisit and monitor reading achievement and growth. PCA's goal is to close the gaps of all students, not just those returning students. PCA has developed processes and implemented additional small groups for intervention, as we follow the MLSS guidelines. PCAs goal for the current school year is to reach 70-84% of all 3rd grade students will reach proficiency by the end of 3rd Grade.

Goal #3 - Reading

Goal - Full academic year students for grades 1 - 8 will maximize their potential in one academic year by applying strategies and skills as assessed on the Longitudinal Evaluation of Academic Progress® (LEAP) in reading.

- Exceeds Standard: 75% or more of FAY 1st to 8th grade students will make at least a 10% point gain from pre- to post-test on the LEAP Reading test.
- Meets Standard: 60-74% of FAY 1st to 8th grade students will make at least a 10% point gain from pre to post-test or be proficient on the LEAP Reading test.
- Does Not Meet Standard: 45-59% of FAY 1st to 8th grade students will make at least a 10% point gain from pre to post-test or will be proficient on the LEAP Reading test.
- Falls Far Below: 45% or fewer of FAY 1st to 8th grade students will make at least a 10% point gain pre to posttest or will be proficient on the LEAP Reading test.

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS. PCA provides data evidence to demonstrate that the school should receive a rating of "Does Not Meet Standard."

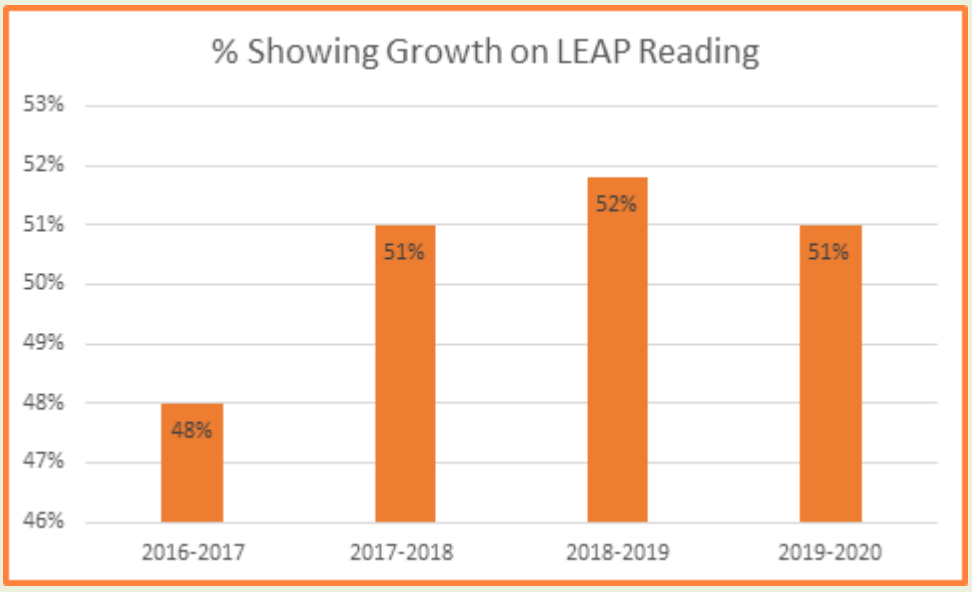


Figure 12 3rd Grade Reading Growth Percentage

PCA has not met this standard (60%) for any year. Scores fall within the "Does Not Meet Standard" range.

- 2016-17 – Does Not Meet Standard
- 2017-18 – Does Not Meet Standard

- 2018-19 – Does Not Meet Standard
- 2019-20 – Does Not Meet Standard
- 2020-21 – Does Not Meet Standard

Beginning in 2020-2021 the school adopted Renaissance as the program to administer Reading short cycle assessments.

CMS stated that PCA has not provided FAY data to the district or reported data in a manner that indicated pre- and post-performance. Data was provided to CMS via e-mail on August 14, 2020.

CMS further states that "Total proficiency results do not reflect the total number of students represented by school [and a] significant number of students were not assessed with the LEAP assessment."

PCA implemented a system to ensure that 95% of the student population completes the school mandated assessment. PCA's intervention system and short-cycle assessments for the 2020-21 school year are in alignment with New Mexico's Multi-Layered System of Support (MLSS). PCA will utilize Renaissance STAR 360 to improve success in the area of ELA through targeted interventions in small groups. Teachers will be held accountable for having students complete the Renaissance STAR 360 short cycle assessment.

In 2020-2021, PCA utilized Renaissance to improve the instructional outcomes for all students in the area of Reading during the End of Year (EOY) window. (Appendix A2):

Table 5 2020-2021 Renaissance Reading Proficiency

Proficiency Report					
		Proficiency			
		Meeting Benchmark		Below Benchmark	
Grade	# of students	Total	%	Total	%
1	114	106	93%	8	7%
2	151	123	81%	28	19%
3	138	89	64%	49	36%
4	153	101	66%	52	34%
5	169	99	59%	70	41%
6	173	90	52%	83	48%
7	173	92	53%	81	47%
8	169	71	42%	98	58%
9	144	66	46%	78	54%
10	107	52	49%	55	51%
11	141	57	40%	84	60%
12	100	45	45%	55	55%
Summary	1732	991	57%	741	43%

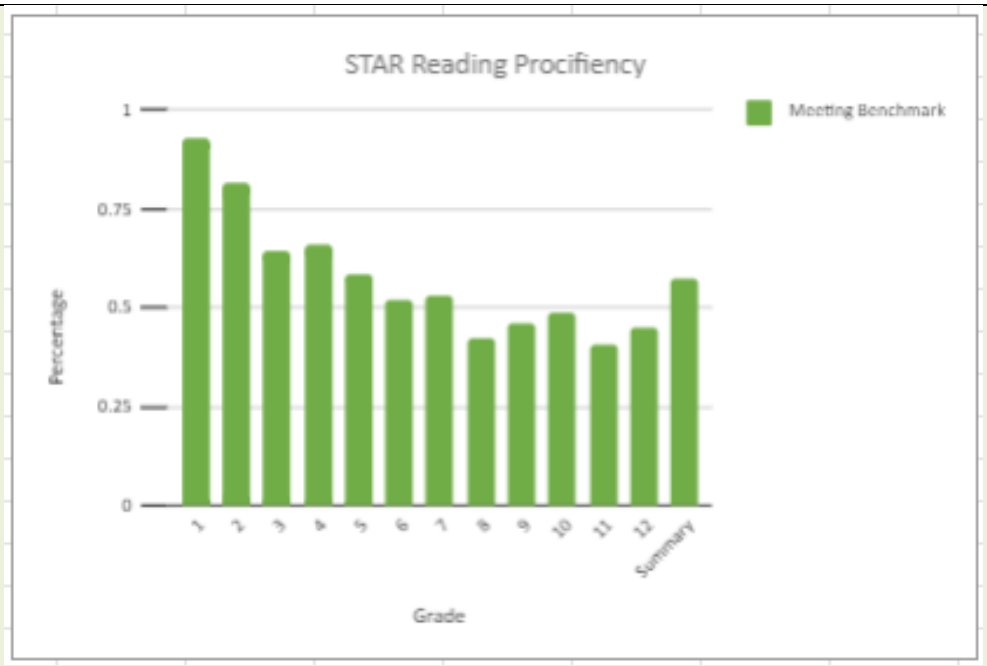


Figure 13 2020-2021 Renaissance Reading Proficiency

Table 6 2020-2021 Renaissance Early Literacy Proficiency

Proficiency Report					
		Proficiency			
		Meeting Benchmark		Below Benchmark	
Grade	# of students	Total	%	Total	%
K	130	113	87%	17	13%
1	148	114	77%	34	23%
2	10	2	20%	8	80%
3	8	3	38%	5	63%

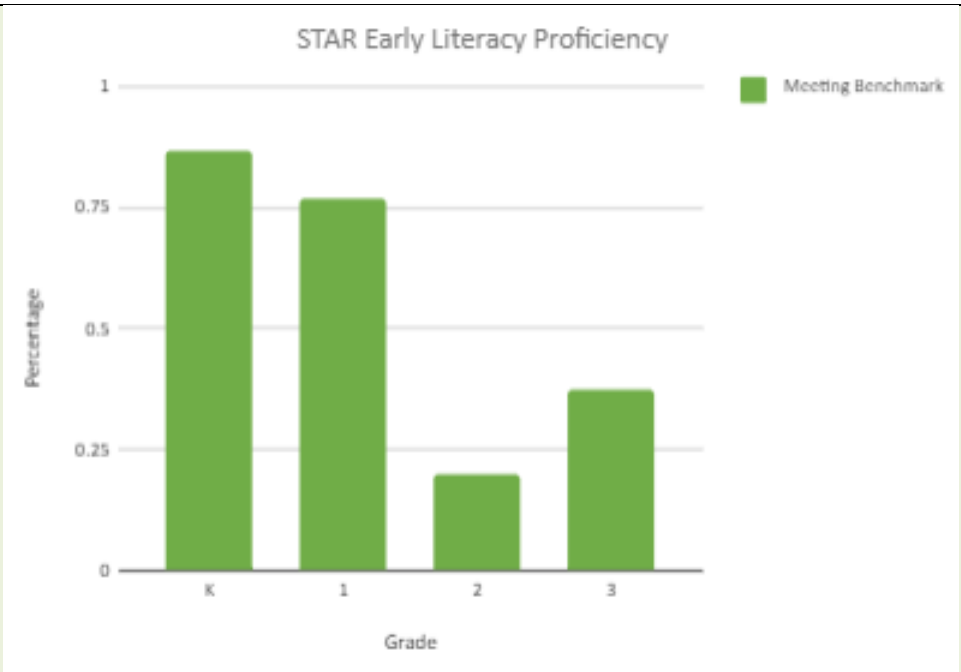


Figure 14 2020-2021 Renaissance Early Literacy Proficiency

Currently PCA has completed the BOY assessment for the 2021-2022 school year. With a total of 88% completing the STAR Reading Assessment so far this year in grade 1-12. PCA has seen an increase in enrollment after the window closed and has about 100 students who will complete the assessment in the next week. (Note: 1st graders take the Early Literacy Assessment.) All students complete the Renaissance STAR Reading assessment upon enrollment, even when outside the test window, for baseline data.

Table 7 2021-2022 BOY Renaissance Reading Percentage Tested

STAR Reading 2021-2022				
Grade	# Tested	% Tested	# Not Test	% Not Tested
Grade 1	7	6%	119	94%
Grade 2	124	83%	25	17%
Grade 3	144	92%	12	8%
Grade 4	126	91%	13	9%
Grade 5	171	94%	11	6%
Grade 6	170	97%	6	3%
Grade 7	146	97%	5	3%
Grade 8	175	96%	8	4%
Grade 9	139	99%	1	1%
Grade 10	129	95%	7	5%
Grade 11	101	97%	3	3%
Grade 12	132	93%	10	7%
	1,564	88%	220	12%

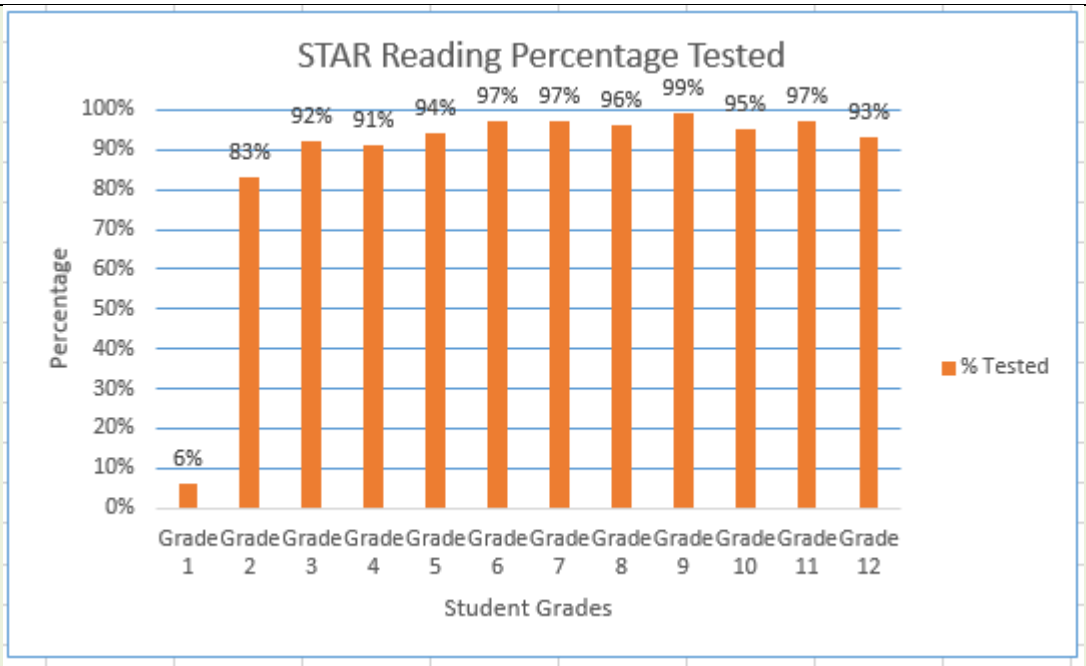


Figure 15 2021-2022 BOY Renaissance Reading Percentage Tested

Preliminary Renaissance data shows 36% of the student population in grades 2-12 are proficient at their current grade level. 1st grade students typically take the Early Literacy test and have not been included in the data table, with the exception of a few students that took both Early Literacy and Reading Assessments.

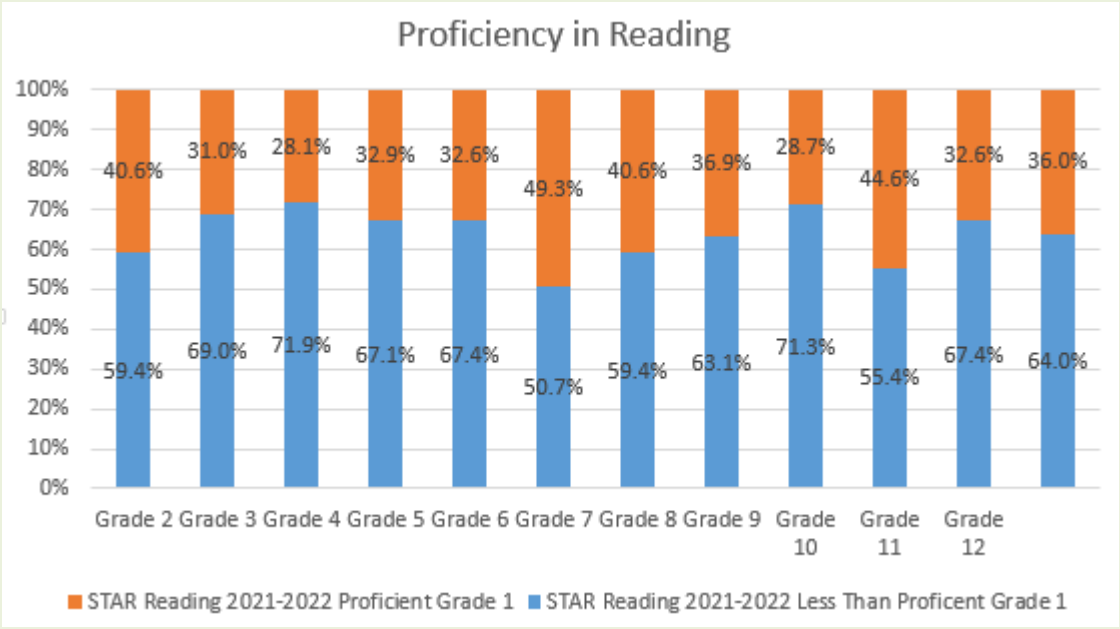


Figure 16 2021-2022 BOY Renaissance Reading Proficiency

For the 2021-2022 school year, PCA has adopted IXL as one of the intervention programs. IXL uses real time diagnostic data to generate personalized learning for each student. Together teachers, students, and their learning coaches set up a strategic plan to incorporate practice of foundational skills into the student's daily schedule. These personalized action plans link students to the skills that will help them build on their

knowledge and remediate gaps in understanding. PCA also uses Reading Plus as another evidence-based intervention program to close the academic gaps.

Goal #4 - College and Career Readiness

Goal - In Year 2 and subsequent years, Full Academic Year students in grades 9-12 will meet the highest performance standards by earning a minimum of six credits for the school year.

- Exceeds Standard: 70% or more of Full Academic Year students in grades 9-12
- Meets Standard: 60-69% of Full Academic Year students in grades 9-12
- Does Not Meet Standard: 50-59% of Full Academic Year students in grades 9-12
- Falls Far Below: less than 50% of Full Academic Year students in grades 9-12

PCA disagreed with the "Unable to Assess" rating provided by CMS. PCA provided data evidence to demonstrate that the school should have received a rating of "Meets Standard" for 2019-20.

PCA met or exceeded this standard for all years.

- 2016-17 – N/A, first year of operation – no 9th grade students
- 2017-18 – Exceeds Standard
- 2018-19 – Meets Standard
- 2019-20 – Exceeds Standard
- 2020-21 – Exceeds Standard

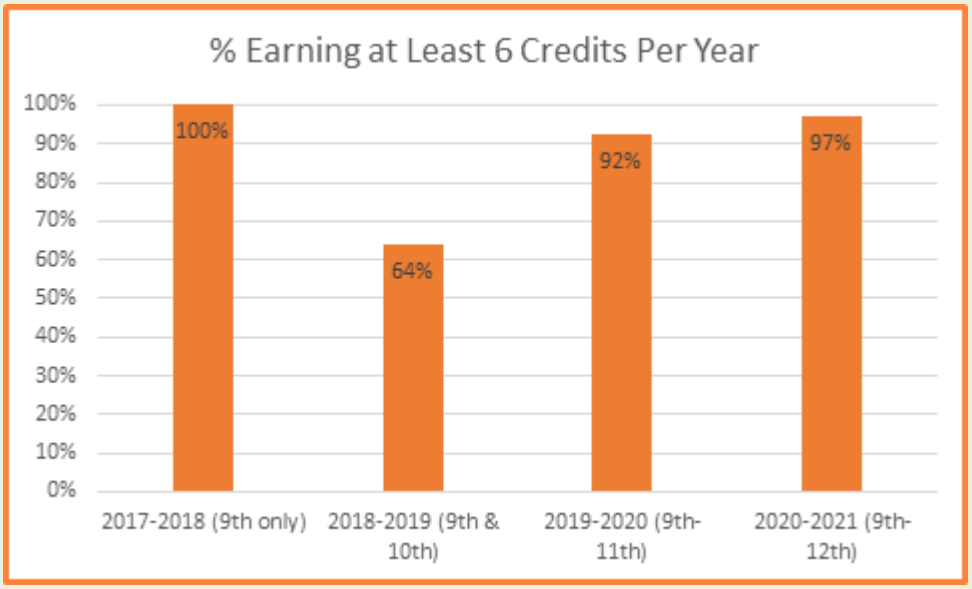


Figure 17 Percentage of Students Earning 6 Credits Per Year

CMS stated that PCA had not submitted data on this goal. Data was provided to CMS via e-mail on August 14, 2020. PCA increased high school students earning six or more credits by 28 percentage points from 2018-19 to 2019-20.

PCA continues to strive to keep students on track for graduation and to assist students in getting back on track through planning during the Next Step Plans (NSP).

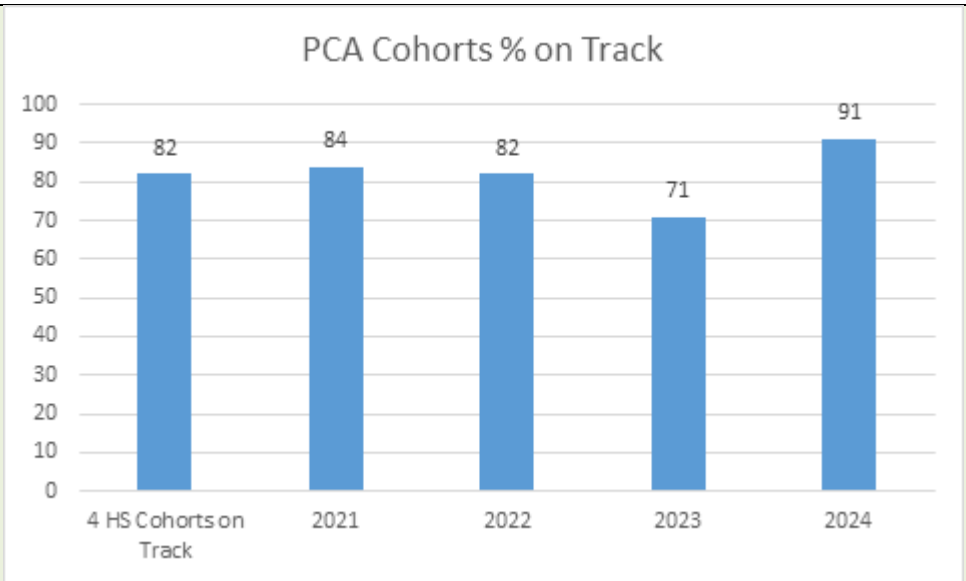


Figure 18 Percentage of Students on Track for Graduation

Goal #5 - College and Career Readiness

Goal - Full academic year, 12th graders will graduate.

- Exceeds Standard: 80% or more of Full Academic Year 12th graders
- Meets Standard: 70-79% of Full Academic Year 12th graders
- Does Not Meet Standard: 60-69% of Full Academic Year 12th graders
- Falls Far Below: below 60% of Full Academic Year 12th graders

This goal was "Not Applicable" until PCA's first graduating class in the 2020-21.

However, PCA did have 107 seniors included in the 4-year graduating cohort with anticipation to graduate in May 2021; 103 of those seniors successfully met all graduation requirements and graduated, three of the seniors have returned to PCA to graduate in the 21/22 SY, and one student dropped out. School year, and state graduation reporting rates will not be released until 2022.

Goal #6 - Parent Involvement

Goal - Parents, guardians and adult students will be satisfied with Pecos Cyber Academy as measured by the Annual Academy Parent Satisfaction Survey, which will be in addition to that required by state law, rule, or regulation. Satisfaction will be measured by the question of the Annual Parent Satisfaction survey that says: Based on your experiences in the xxxx-xxxx school year, what grade would you give the Pecos Cyber Academy program overall, for all your students? Satisfaction is defined by an A or B score on the Annual Parent Satisfaction survey.

- Exceeds Standard: 90% or more indicating satisfaction
- Meets Standard: 80-89% indicating satisfaction
- Does Not Meet Standard: 70-79% indicating satisfaction
- Falls Far Below: below 70% indicating satisfaction

PCA agreed with the "Exceeds Standard" rating provided by CMS. PCA exceeded this standard for all applicable years.

- 2016-17 – Exceeds Standard – 92% of parents rated PCA an "A" or "B" grade
- 2017-18 – Exceeds Standard – 94% of parents rated PCA an "A" or "B" grade
- 2018-19 – Exceeds Standard – 97% of parents agree their children are satisfied with the program
- 2019-20 – Exceeds Standard - 92% of parents agree their children are satisfied with the program*
- 2020-21 - Exceeds Standard - 96% of parents agree their children are satisfied with the program**

Parent Satisfaction Surveys were revised and no longer define satisfaction by an A or B letter grade.

**PCA received 526 responses to the 2019-20 Parent Satisfaction Survey, which represented 54.3% of enrolled families.*

*** PCA received 506 responses representing 37% of the students.*

In an attempt to meet the needs of the students and families, PCA has plans to conduct the Parent Satisfaction Survey to ensure a larger population completes the survey and more data is collected. PCA wants all families to have the opportunity to respond to this survey and is making plans for data collection for the 2021-2022 school year.

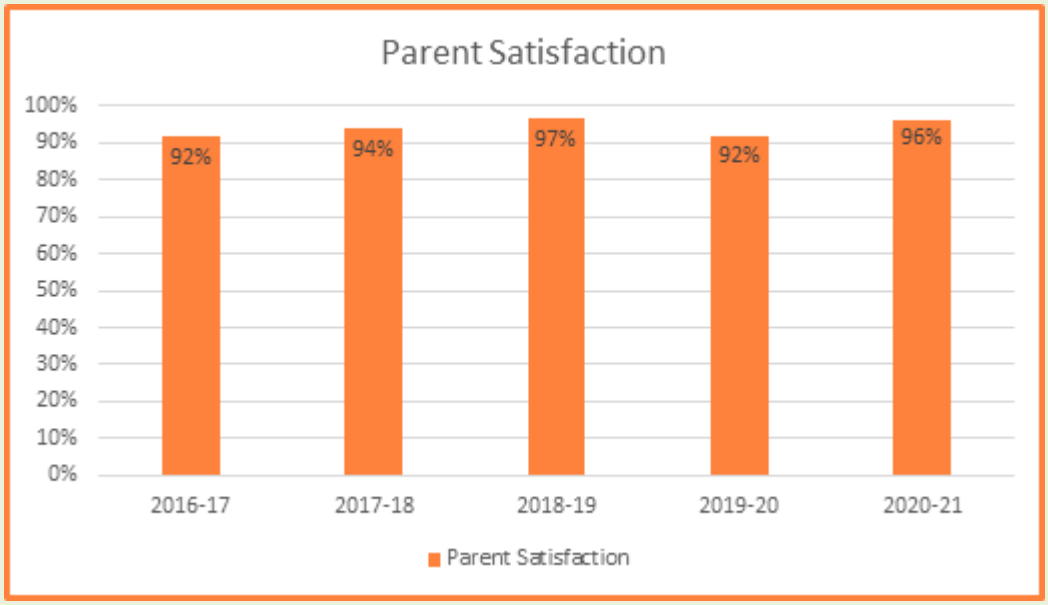


Figure 19 Parent Satisfaction Chart

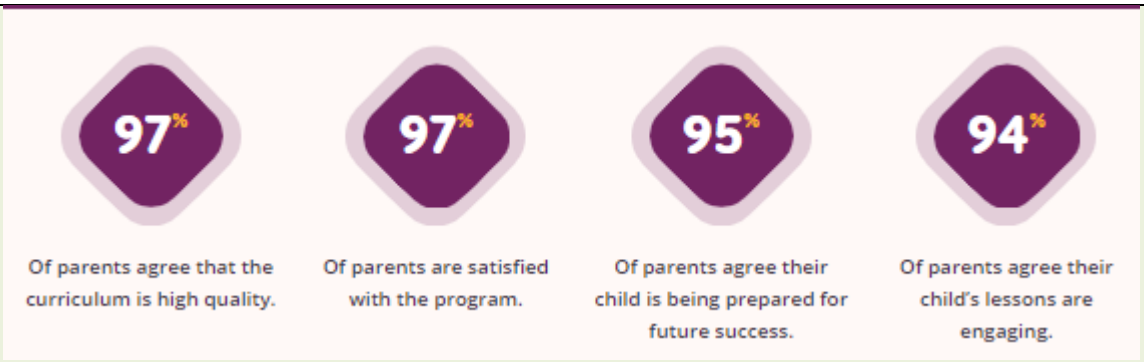


Figure 20 Parent Satisfaction Detail

97% of PCA parents agree that our curriculum is high quality. PCA brings together the best educational resources in order to create challenging and inspiring lessons for students.

97% of PCA parents say their children are satisfied with our program and are pleased with their child's academic growth.

95% of families agree PCA technology tools helped to improve their children's learning experiences in preparing for future success. Many parents praise our EMS because it helps keep them organized with grade tracking, scheduling, and communication.

Moving forward, PCA will continue to provide opportunities for parents to attend an Open House for each grade level. The elementary school, middle school, and high school will create various Learning Events in which families and students will be able to participate throughout the school year and collect the data showing parent participation.

CMS stated there was a lack of documentation of parental input and involvement in the development of the budget for the school. PCA encourages parent representation on the school's Governing Board and the Board President's son is currently enrolled.

Goal #7 - Personalized Learning

Goal - Learning Coaches of Full Academic Year students will have at least two conferences with a New Mexico-certified teacher to discuss academic goals and progress of the student, and to update the student's Personalized Learning Plan (K-7) and Next Step Plans (8-12).

- Exceeds Standard: 85% or more of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP was updated
- Meets Standard: 75-84% of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP was updated
- Does Not Meet Standard: 65-74% of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP was updated
- Falls Far Below: 64% or fewer of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP was updated

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS. We provide data evidence to demonstrate that the school should have received a rating of "Exceeds Standard."

Figure 21 Percentage of Personalized Learning Plan Conferences Completed

- 2016-17 – Exceeds Standard – 99.5% of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP was updated
- 2017-18 – Exceeds Standard – 100% of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP was updated
- 2018-19 – Exceeds Standard – 95.1% of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP was updated
- 2019-20 – Exceeds Standard – 99.7% of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP was updated
- 2020-21– of Learning Coaches of Full Academic Year students had two conference meetings with a New Mexico-certified teacher at which the PLP/NSP was updated

CMS stated that PCA had not presented this data to the district, including contact dates/times and whether staff who completed contacts were New Mexico licensed teachers. Data was provided to CMS via e-mail on August 14, 2020.

All PCA students receive a Welcome Call within seven days of enrollment, check-ins with Homeroom Teachers a minimum of every ten days, and Content-Based Assessment check-ins eight times per year. Students also receive an End-of-Year Call to confirm their intent to return and to complete Next Step Plans with a Special Education Case Manager and School Counselor based on applicable grades.

Teachers no longer assist students in completing the NSPs, but are completed with the counselors. All NSPs are completed within the last 60 Days of the school.

Table 8 2020-2021 Student Engagement

PCA Student Engagement 2020/21					
On Time Welcome Calls	Completed Welcome Calls	Student Contacts Met	Learning Coach Contacts	End of Year Contact	During School Year Withdraw
92%	100%	99%	92%	95%	17%

Goal #8 - Math

Goal - Full academic year students for grades K thru 8 will maximize their potential in one academic year by applying strategies and skills as assessed on the Longitudinal Evaluation of Academic Progress® (LEAP) in math.

- Exceeds Standard: 70% or more of FAY K-8th grade student will make more than a 10% point gain from pre to post test on the LEAP Math test
- Meets Standard: 55-69% of FAY K – 8th grade students will make at least a 10% point gain from pre to posttest or be proficient on the LEAP Math test
- Does Not Meet Standard: 40-54%of FAY K to 8th grade students will make at least a 10% point gain from pre to posttest or will be proficient on the LEAP Math test
- Falls Far Below: 40% or fewer of FAY K to 8th grade students will make at least a 10% point gain pre to posttest or will be proficient on the LEAP Math test

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS. We provided data evidence to demonstrate that the school should have received a rating of "Exceeds Standard."

PCA has exceeded this standard for all years.

- 2016-17 – Exceeds Standard
- 2017-18 – Exceeds Standard
- 2018-19 – Exceeds Standard
- 2019-20 – Exceeds Standard
- 2020-21 – Working to Meet

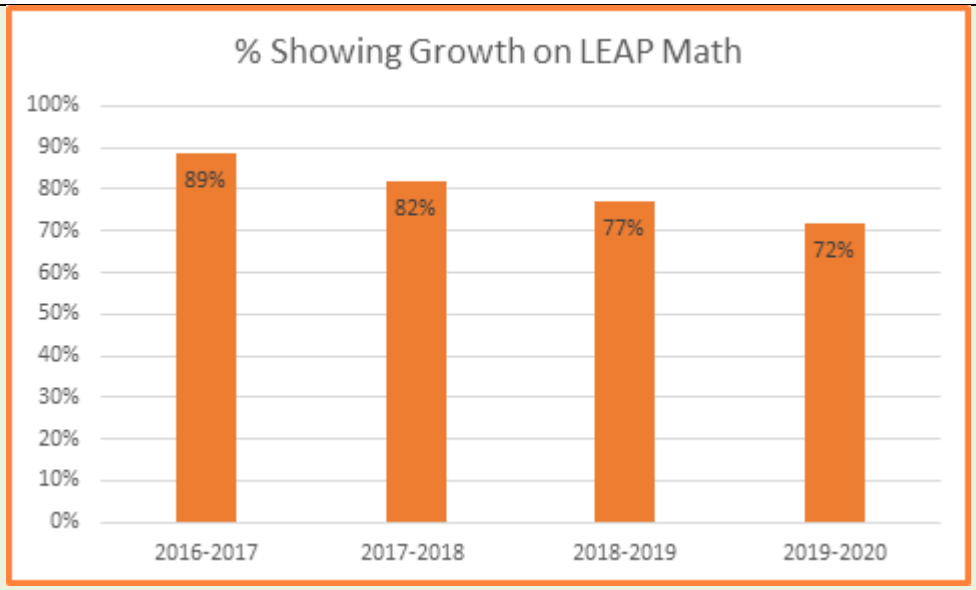


Figure 22 8th Grade LEAP Math Growth

CMS stated that PCA had not reported data in a manner that indicated pre- and post-performance and that a significant number of students were not assessed with the LEAP assessment.

Data was provided to CMS via e-mail on August 14, 2020. Moving forward, PCA will present quarterly reports to CMS to provide updates on this data. In an attempt to share data with CMS, PCA sends the council minutes, recording, and board packets.

Additionally, PCA implemented a system to ensure that 95% of the student population completes the school-mandated assessment. PCA's intervention system and short-cycle assessments for the 2020-21 school year are in alignment with New Mexico's Multi-Layered System of Support (MLSS). PCA will utilize Renaissance STAR 360 to improve success in the area of Math through targeted interventions in small groups. Teachers will be held accountable for having students complete the Renaissance STAR 360 short cycle assessment.

In 2020-2021, PCA utilized Renaissance to improve the instructional outcomes for all students in the area of Math. (Appendix A2):

Table 9 2020-2021 8th Grade Renaissance Math Proficiency

STAR Math Proficiency Report					
		Proficiency			
		Meeting Benchmark		Below Benchmark	
Grade	# of students	Total	%	Total	%
1	148	133	90%	15	10%
2	151	121	80%	30	20%
3	138	101	73%	37	27%
4	153	100	65%	53	35%
5	169	100	59%	69	41%
6	173	107	62%	67	39%
7	173	111	64%	62	36%
8	169	86	51%	83	49%
9	144	73	51%	71	49%
10	107	58	54%	49	46%
11	140	76	54%	64	46%
12	100	61	61%	39	39%
Summary	1765	1127	64%	639	36%

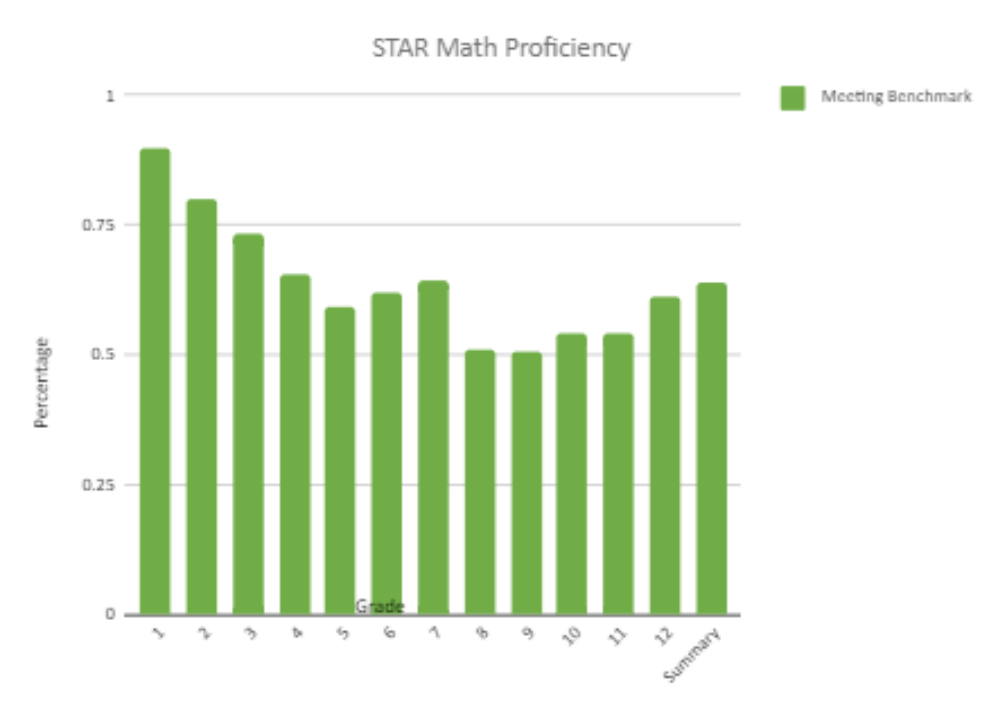


Figure 23 2020-2021 8th Grade Renaissance Math Proficiency

At the end of the 2020-2021 school year, PCA had 64% of the students in 1-12 grade meeting proficiency in math.

Currently PCA has completed the BOY assessment for the 2021-2022 school year. With a total of 94.8% completing the STAR Math Assessment so far this year in grade 1-12. PCA has seen an increase in enrollment

after the window closed and has about 90 students who will complete the assessment in the next week. All students complete the Renaissance STAR Math assessment upon enrollment, even when administered outside the test window, for baseline data.

Table 10 2021-2022 Renaissance Math Tested Percentage

STAR Math 2021-2022				
Grade	# Tested	% Tested	# Not Test	% Not Tested
Grade 1	118	94%	8	6%
Grade 2	144	97%	5	3%
Grade 3	144	92%	12	8%
Grade 4	126	91%	13	9%
Grade 5	171	94%	11	6%
Grade 6	169	96%	7	4%
Grade 7	145	96%	6	4%
Grade 8	175	96%	8	4%
Grade 9	139	99%	1	1%
Grade 10	129	95%	7	5%
Grade 11	101	97%	3	3%
Grade 12	132	93%	10	7%

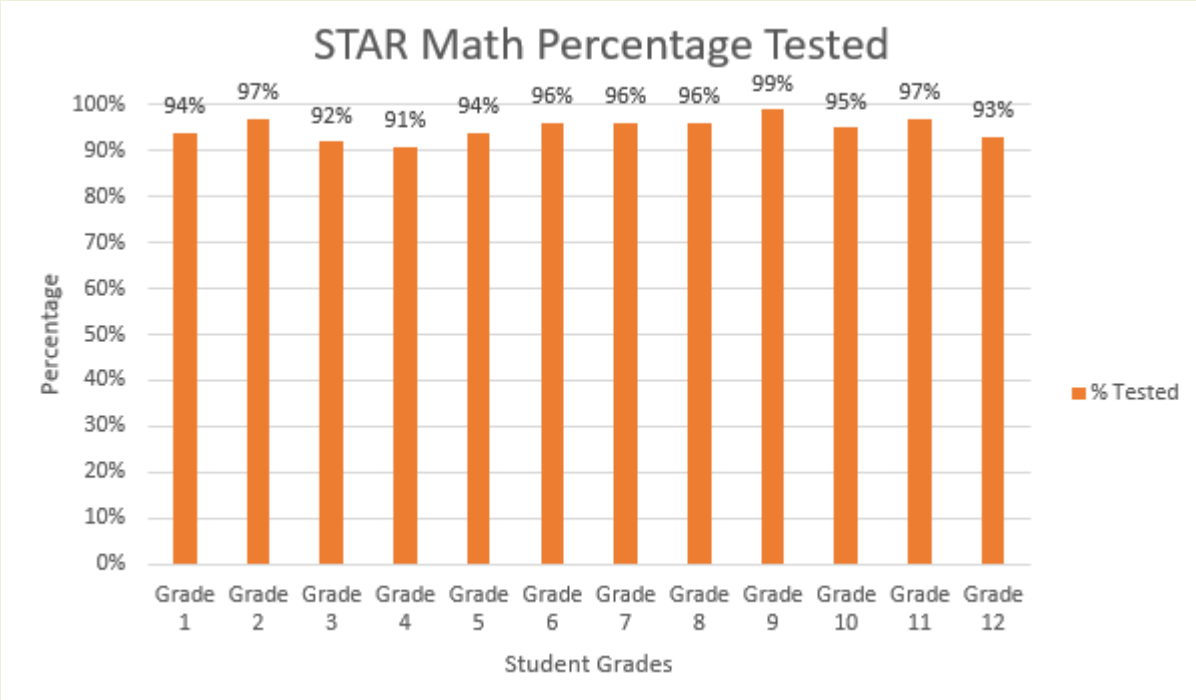


Figure 24 2021-2022 Renaissance Math Tested Percentage

Preliminary Renaissance data shows 19.7% of the student population in grades 1-12 are proficient at their current grade level for Math.

For the 2021-2022 school year, PCA has adopted IXL as one of the intervention programs. IXL uses real time diagnostic data to generate personalized learning for each student. Together teachers, students, and their learning coaches set up a strategic plan to incorporate practice of foundational skills into the student's daily schedule. These personalized action plans link students to the skills that will help them build on their knowledge and remediate gaps in understanding. PCA also uses Freckle Math as another evidence-based intervention program to close the academic gaps.

Goal #9 - Attendance

Goal - Because regular attendance is critical for student success, Pecos Cyber Academy will achieve a high level of student attendance as measured on the Monthly School Report.

- Exceeds Standard: 95% or higher
- Meets Standard: 85% to 94%
- Does Not Meet Standard: 75-84%
- Falls Far Below: less than 75%

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS. We provided data evidence to demonstrate that the school should have received a rating of "Exceeds Standard."

PCA exceeded this standard for all years.

- 2016-17 – Exceeds Standard; as measured by the Monthly School Report, an average of 99.3% of students in grades K-8 attended school regularly.
- 2017-18 – Exceeds Standard; as measured by the Monthly School Report, an average of 98.4%% of students in grades K-9 attended school regularly.
- 2018-19 – Exceeds Standard; as measured by the Monthly School Report, an average of 99.8% of students in grades K-10 attended school regularly.
- 2019-20 – Exceeds Standard; as measured by the Monthly School Report, an average of 99.1% of students in grades K-11 attended school regularly.
- 2020-21 – Exceeds Standard; as measured by the Monthly School Report, an average of 96% of students in grades K-12 attended school regularly.

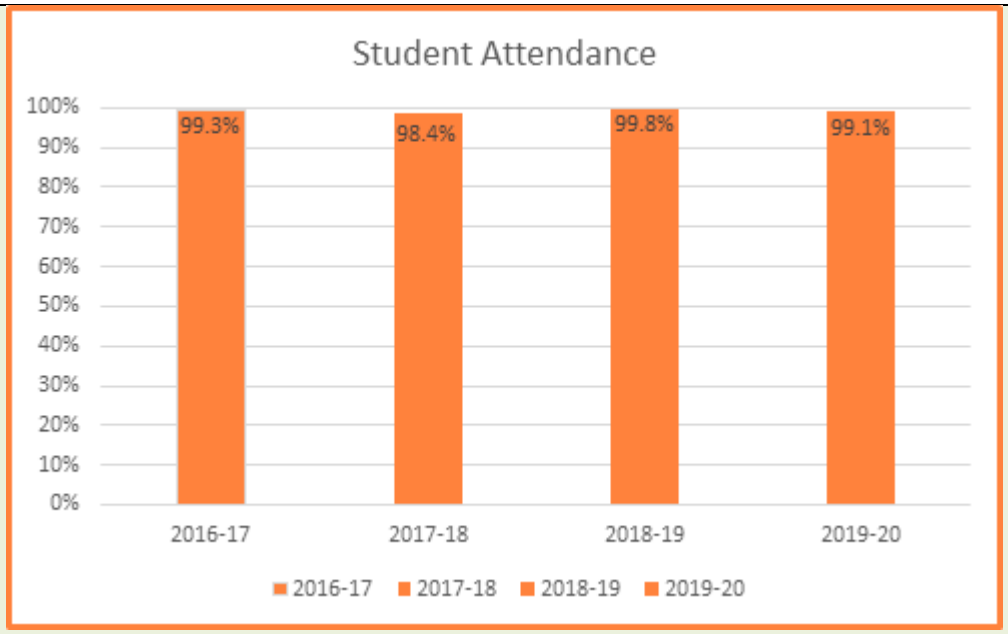
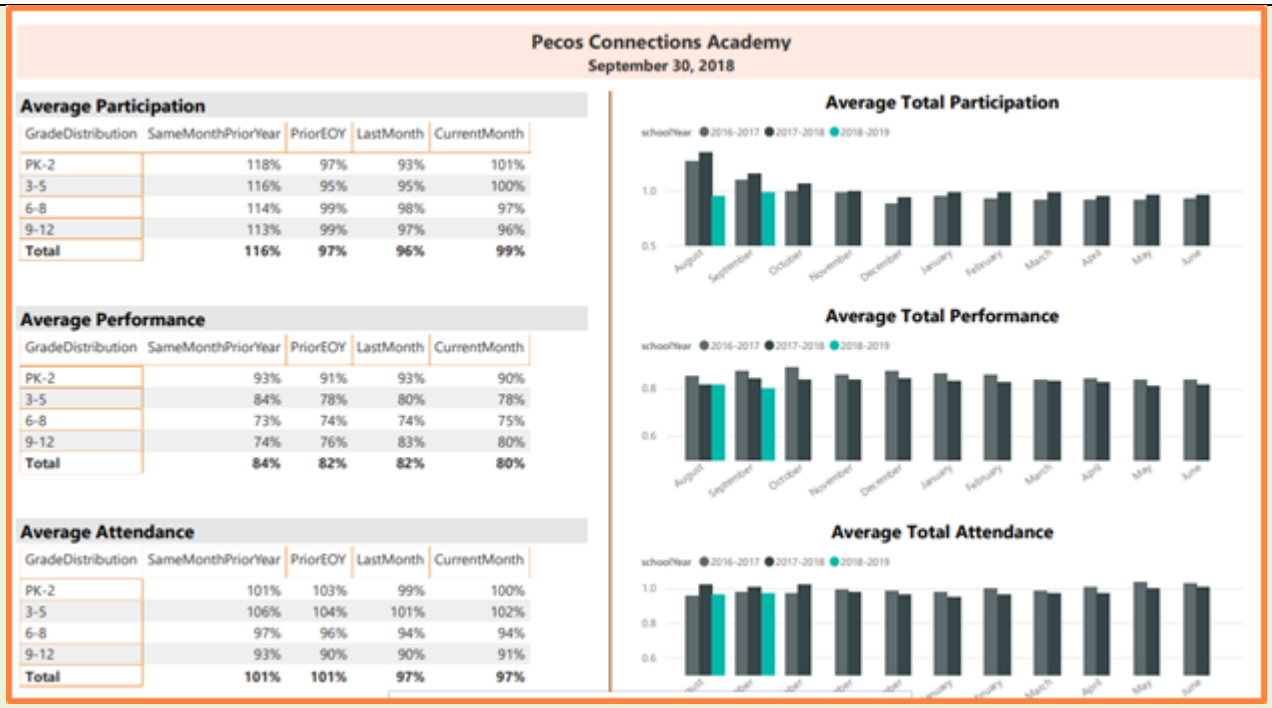


Figure 25 Average Student Attendance

PCA agreed with CMS that the "Monthly School Reports reflect high attendance rates."

CMS expressed concern that "required learning time is not being met" and references only the amount of time students spend on "face-to-face core instruction."

The curriculum that PCA uses provides instruction throughout the lessons in both synchronous and asynchronous sessions. Teachers provide LiveLessons, office hours, small-group intervention LiveLessons, and one-on-one tutoring sessions throughout the week. PCA provides students with numerous learning opportunities equal to the state's mandated hours per day.



Pecos Connections Academy
September 30, 2018

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	118%	97%	93%	101%
3-5	116%	95%	95%	100%
6-8	114%	99%	98%	97%
9-12	113%	99%	97%	96%
Total	**116%**	**97%**	**96%**	**99%**

Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	93%	91%	93%	90%
3-5	84%	78%	80%	78%
6-8	73%	74%	74%	75%
9-12	74%	76%	83%	80%
Total	**84%**	**82%**	**82%**	**80%**

Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	101%	103%	99%	100%
3-5	106%	104%	101%	102%
6-8	97%	96%	94%	94%
9-12	93%	90%	90%	91%
Total	**101%**	**101%**	**97%**	**97%**

Figure 26 Average Attendance

In order to improve the tracking of attendance, PCA hired an Attendance Clerk for the 2020-21 school year, who remains on staff for future years. Also, PCA has updated the attendance tracking procedure to include an attendance tracking tool, which is an electronic spreadsheet with a tab for each Homeroom Teacher. Student ID numbers are listed under each Homeroom Teacher's tab, with applicable attendance and course progress data. Homeroom Teachers consistently check student attendance and lesson completion and update the sheet with the Issue Aware (IA) – an internal communication where all stakeholders associated with the student have knowledge of the student's progress – number and the date(s) that letters were sent to Caretakers to inform them of a student's progress. If a student fails to submit work, an IA is created.

If the student misses <5% of the school year, the Homeroom Teacher will make a minimum of three attempts to call the Caretaker. These calls are logged in the system. The Caretaker and student will be invited to an attendance meeting with the Homeroom teacher to investigate absenteeism and attendance barriers. If the student misses 5-9% of the school year, the Homeroom Teacher will attempt to contact the Caretaker again a minimum of three times. If the Caretaker does or does not respond, an Early Warning Letter is sent from the Homeroom Teacher to the Caretaker via e-mail and contacts the family to find the barriers the family is having that obstructs the student from attending school for the required amount of time.

At 5-9% absenteeism, the student is placed on an Academic Improvement Plan (AIP) by the Homeroom Teacher. This plan is discussed with the Caretaker and student and is e-mailed to the Caretaker.

At 10-19% absenteeism, a School Counselor will reach out to the Caretaker a minimum of three times. If the Caretaker does or does not respond, an Individual Prevention Letter is sent to the Caretaker.

Once the student has 20% absenteeism, the Counselor will make a minimum of three attempts to contact the Caretaker and will send an email to the Caretaker with an Intensive Support Letter attached. The Caretaker and student will be invited to an attendance meeting with the Counselor to discuss AIP, investigate absenteeism, and review attendance barriers,

Once the student has > 20% absenteeism, the School Leader will make a minimum of three attempts to contact the Caretaker and send an email to the Caretaker with a Failure to Respond to Intensive Support Letter attached. The letter is also mailed to the Caretaker's home via certified mail. The Caretaker and student will be invited to an attendance meeting with the School Leader to investigate absenteeism.

If the Caretaker does not respond and the school is unable to communicate with the family, a report is made to New Mexico Children, Youth, and Families Department (CYFD). The student is then withdrawn for chronic absenteeism.

PCA's handbook states that teachers verify the attendance records. Caretakers or Learning Coaches may include and log attendance for work completed by the student on the weekends or during the official vacations or holidays as indicated by the school's instructional calendar, and these hours count towards that week's attendance hours. The school week is from Sunday to Saturday. As students have flexibility in completing coursework on any day, a "class period" is defined anytime from 12:00 a.m. to 11:59 p.m. on the day that the student completes work.

PCA's handbook states that attendance codes are as follows:

- 0 – 9 hours of schooling – Entered by Learning Coach or Caretaker (or by the school, as necessary)
- "E" for Excused Absence – Entered by the school
- "U" for Unexcused Absence – Entered by the school

If students wish to complete work during the school's designated holiday period(s) rather than during the school's regular days, they should contact their teachers for approval at least one week prior to the requested change. Teachers and school administrators consider such factors as mandatory school events (testing, etc.) and the school's attendance regulations when reviewing such requests and notify Caretakers if the request can be granted. If the request is allowed, teachers will help the family to adjust their learning schedules, as appropriate, to ensure proper attendance and compliance with state regulations.

Attached are sample schedules for students in elementary, middle school, and high school Appendix A2.

Goal #10 - High School-College Readiness

Goal - Because participation in SAT, ACT, or the AP exam is a strong indicator in high school-college readiness goal, attendance is critical for student success, Pecos Connections Academy will achieve a high level of student participation of students taking these assessments.

- Exceeds Standard: 30% or higher of students in Grade 12 enrolled from October 1 to graduation or end of the school year will take the SAT, ACT, or AP exam.
- Meets Standard: 25-30% of students in Grade 12 enrolled from October 1 to graduation or end of the school year will take the SAT, ACT, or AP exam.

- Does Not Meet Standard: 20-25% of students in Grade 12 enrolled from October 1 to graduation or end of the school year will take the SAT, ACT, or AP exam.
- Falls Far Below: less than 20% of students in Grade 12 enrolled from October 1 to graduation or end of the school year will take the SAT, ACT, or AP exam.

This goal was "Not Applicable" until PCA's first graduating class in the 2020-21 school year.

Although this goal is specific to Grade 12, PCA does not limit these opportunities to Grade 12 students. Any high school student at PCA who is ready may take the SAT, ACT, or an AP course. PCA administers AP exams at the end of the semester in which the course is taken.

During the 2020-2021school year, there was limited access to College Board exams due to the COVID-19 Pandemic.

Financial Performance Framework

Carlsbad Municipal Schools (CMS), PCA's authorizer from the 2016-17 - 2021-22 school year, acknowledged in a report from June 2020 that they did not evaluate PCA before the school year 2019-20. PCA has not received a progress report from CMS for the 2020-21 school year.

In this Renewal Application, PCA includes Academic Performance Framework ratings for 2016-17, 2017-18, 2018-19, and 2019-20 based on data PCA compiled and presented to CMS on July 30, 2020. We include Financial Performance Framework ratings and Organization Performance ratings for only the 2019-20 school year because CMS did not evaluate the school in prior years and data exists from CMS's PCA Review for 2019-2020 only.

CMS reported, and PCA agreed, that PCA has earned a "Meets Standards" rating for the charter's Financial Performance Framework.

As shown in the following figure, PCA demonstrates that the school has met or exceeded the standards as set forth in the Financial Performance Framework in all but one area.

Table 11 Financial Performance Framework Ratings

	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Near-Term Financial Health	Framework Not Evaluated			Meets Standard	Meets Standards
Financial Stability				Meets Standard	Meets Standards
Operating Budgets				Meets Standard	Meets Standards

Audits		Meets Standard	Meets Standards
Periodic Records		Meets Standard	Meets Standards
Expenditures		Meets Standard	Meets Standards
Reimbursements		Working to Meet Standard	Meets Standards
Audit Reviews		Meets Standard	Meets Standards

Operating Budget

PCA agreed with the "Meets Standard" rating provided by CMS. Information required for the budget was provided on time for the current year operational budget, and the previous year, as requested. CMS noted that although PCA was timely in submitting budget information, other budget development requirements were not met, including soliciting and demonstrating parental and community involvement, formal work sessions with the Board of Trustees, and formal public notice requesting input on the budget finalization. PCA will meet requirements in all future years.

Audits

PCA agreed with the "Meets Standard" rating provided by CMS. Financial information requested for the annual independent audit was made available, as required. As CMS notes, the 2018-19 audit was completed and submitted by the November 15th deadline.

Periodic Records

PCA agreed with the "Meets Standard" rating provided by CMS. PCA submits a Cash report and an Actual report to the PED quarterly. All reports have been turned in on time. As CMS notes, while there were three instances where the actual expenditures plus encumbrances exceeded the budget authority, these instances were cleared in the following quarter ($64.00) or amounts less than one dollar ($0.38 and $0.81). PCA agreed with CMS that the school has demonstrated a practice of maintaining sufficient funding to cover the next month's expenditures and of maintaining spending levels below current year revenue levels.

Expenditures

PCA agreed with the "Meets Standard" rating provided by CMS. No invoices were pending for more than 90 days and all payroll liabilities were paid timely in the current year.

CMS stated that "[a] Corporate partner representative maintains control over the [Pearson] invoices and manages the cost per student charges associated with this contract [and the] contract is not formally procured, reviewed or renewed on an annual or periodic basis by the PCA Board."

This is incorrect. PCA's Governing Council, not corporate vendors, maintains authority and control over the payment of all invoices. The PCA Finance Committee receives, reviews, and approves all invoices, including charges invoiced by Pearson, before the approvals go to the full Governing Council.

The PCA Governing Council followed state procurement requirements in its contract with Pearson, which is set to expire after the current school year. The PCA Governing Council has periodically and annually evaluated Pearson's performance, including a comprehensive Performance Review following the 2018-19 school year.

PCA went through the RFP process and awarded a contract to the vendor. Pearson is no longer a sole-source vendor with negotiated fees with a savings of 55% from the previous contract.

Reimbursements

2019-2020: PCA agreed with the "Working to Meet Standard" rating provided by CMS. CMS listed three Requests for Reimbursement that were rated as "Does not meet standard." PCA will work to meet monthly reimbursement requirements for IDEA-B. PCA's Business Office will request reimbursements at the end of each month.

2020-2021: PCA has been requesting monthly reimbursements for IDEA-B to the CMS Special Education Department.

Audit Reviews

2019-2020: PCA agreed with the "Meets Standard" rating provided by CMS. Two findings were included in the most recent audit report.

For Finding 1, the Human Resource findings were handled by the School Leader and Pearson Human Resource Specialist and contained corrective action. With regards to the background check comment, the School Business Manager reached out to the New Mexico Department of Public Safety to gain access to results on behalf of PCA. The School Business Manager has been working to be added into the hiring process to ensure that new employees will go through the New Mexico Department of Public Safety before their start date.

For Finding 2, this item was resolved during the 2019-20 school year with Wells Fargo and PCA does not expect this finding to reoccur in future audit reviews.

2020-2021: The auditor stated that PCA is in good financial standing. CMS has a concern of Pearson's control of Human Resources of which PCA has taken control as of January 2021. With the release of the RFP and due

to contract negotiations with Pearson, it is now clear to show that PCA only purchases curriculum and IT within a 1-year contract renewable for 5 years.

The School Business Manager ensures that new employees go through the New Mexico Department of Public Safety for background check clearance before the hiring process begins.

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
Year 1 FY 2017	0		
Year 2 FY 2018	2	Compliance	School Personnel Act-Contracts not issued 10 days prior to the start of the school year. Bank Collateralized Statements-PCA ended school year with excess insured balance
Year 3 FY 2019	2	Compliance	Audit Finding #1: PCA has reviewed and reassigned processes. The Staffing List will be reviewed at least ten days prior to the beginning of the school year to ensure that all employees have signed contracts to abide by School Personnel statute 22-104-23. PCA requires new employees to go through two background checks, one processed by the school's Human Resources contractor and one processed by the New Mexico Department of Public Safety. Audit Finding #2: PCA worked with a Wells Fargo Relationship Manager and Analyst with Public Funds Collateral Management to change the notification process for incoming deposits. This action was taken after PCA's 2017-18 audit exit, which took place in July 2019. In order to correct the second audit finding, PCA worked with a Wells Fargo Relationship Manager and Analyst with Public Funds Collateral Management to change the notification process for incoming deposits.

			This action was taken after PCA's 2017-18 audit exit which took place in July 2019.
Year 4 FY 2020	1	Compliance	Violation of Open Meetings Act Resolve by having Governing Board Members have been required to attend IPRA training from the Attorney General's office.

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:

PCA's Board of Finance has never been suspended and has been deemed as meeting standards since its existence.

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter… *or*…violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms 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:

Describe the School/Program add the 2021-2022 Academic Framework

Article V. Performance Framework

Performance Framework Overview

The School's performance shall be based on three Performance Frameworks: Academic, Organizational, and Financial, which are discussed in further detail in Articles VI, VII, and VIII below. Each Framework will include indicators xxvi, measures, and metrics. As referenced above, these Performance Frameworks and the annual performance indicators are part of the Essential Documents governing the Parties.

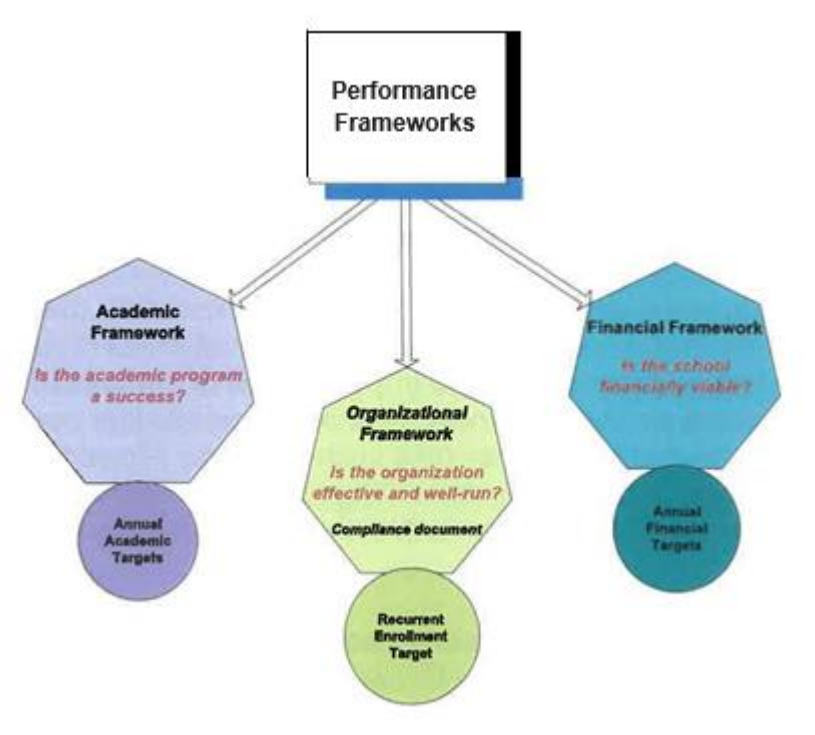


Figure 27 Academic Framework

Optional Indicators

The School or Authorizer may identify optional supplemental indicator(s) that are specific, rigorous, valid, measurable, and reliable. If such indicator(s) are identified, the School shall report each year on supplemental indicator(s) as set forth in the Performance Framework. Progress towards achieving the supplemental indicator{s) shall be described annually.

These annual Performance Frameworks will be used by the Authorizer to monitor and assess the performance of the School. The Performance Frameworks are the basis of the annual school review process, and the data and evidence resulting from the annual review ultimately will inform the Authorizer's renewal decision.

Section 5.02 Annual Performance Indicators

If this Contract is a multi-year agreement, each Performance Framework is set up to establish annual performance indicators and targets. If this Contract is a single year agreement, annual performance indicators and targets are only required for the single year-however, the School may choose to submit multiple years of indicators and targets. For the annual performance indicators and targets, the Authorizer first shall approve a Performance Framework template to be used for the upcoming school year, after consultation with the School. The Parties shall then complete the template with school-specific indicators for each year this Contract is in effect ("negotiated Performance Framework"). The annual negotiated Performance Framework negotiated by the parties may include additional specific, rigorous, valid, and reliable indicators to augment other evaluations of the School's performance. The annual negotiated Performance Framework established for each year of this Contract and scorecards resulting from a review of these annual School Specific Indicators shall be included in the Essential Documents, as each document is created for each year of the Contract.

Section 5.03 Progress on Performance Framework Indicators and annual Performance Indicators

The School shall make satisfactory progress towards the negotiated Performance Framework which includes Academic, Financial and Organizational Frameworks, including Special Education compliance, by meeting or exceeding the standard as set forth in the negotiated Performance Framework. If the Authorizer finds that the School is not making satisfactory progress toward any part or all of the annual negotiated Performance Framework or fiscal, overall governance and student performance and legal compliance xxvii, the Authorizer may take such action as allowed by this Contract or by law, rule, or regulation, including implementing an Improvement Plan, a Corrective Action Plan or charter revocation as set forth in this Contract or by law, rule, or regulation.

The renewal of the School's charter shall be based substantially on the data collected regarding how the School is progressing towards the annual School Specific Indicators in the negotiated Performance Frameworks and compliance with the terms of this Contract. The Parties will negotiate how the School will show compliance with its annual Academic Indicators. The information from the annual Financial Framework will come from the annual School audit or any other applicable sources. Each annual Organizational Indicator outlines the evidence that the School may show the Authorizer to show compliance with that Indicator.

During the Annual Site Visit, the Authorizer designee(s) and School shall review annual School Specific Indicators established the previous school year. Subsequently, the Parties shall identify the annual School Specific Indicators for the next year considering and incorporating the general annual performance indicators set by the Authorizer for that year. The Parties may meet to negotiate changes if necessary.

Section 5.04 Terms Requiring Amendment

Any modification of the Performance Frameworks requires a written amendment that must be agreed to and executed by both Parties. Each Party must vote on this amendment in an open public meeting prior to execution of the amendment. The School will submit the requested amendment to all entitled to notice in Section 2.02 and request that the Authorizer place the amendment on the agenda of the Authorizer for approval.

Article VI. Academic Performance Framework

Section 6.01 Academic Annual Performance Indicators

The annual negotiated Performance Framework includes three parts. One part is an Academic Framework. The Academic Framework looks at student performance.

Failure to meet the standard(s) set forth in an Academic Performance Indicator is not a "material violation" as defined in NMSA 1978, §22-8B-12(K)(1). Rather it may be deemed a failure "to meet or make substantial progress toward achievement of the Authorizer's minimum educational standards or student performance standards" (NMSA 1978, §22-8B-12(K)(2)) and may be assessed accordingly for purposes of nonrenewal or revocation.

Section 6.02 Disaggregation of Data

The Parties shall look at disaggregated data by student subgroup, including gender, race, poverty status, special education or gifted status, and English language learner status, in determining student performance. The Parties may obtain such information through reports prepared by the NMPED and reports prepared by the School or its agents or vendors. In support of all reports prepared by the School or its agents or vendors, the School shall provide access, including copies, to assessment results and other documents of evidence. To the extent that an annual performance indicator already reports disaggregated data by student subgroup, such as the A-F grading system, the Parties may use this report in their review rather than creating additional reports.

Carlsbad Municipal Schools (CMS), PCA's authorizer from the 2016-17 - 2021-22 school year, acknowledged in a report from June 2020 that they did not evaluate PCA before the school year 2019-20. PCA has not received a progress report from CMS for the 2020-21 school year.

In this Renewal Application, PCA includes Academic Performance Framework ratings for 2016-17, 2017-18, 2018-19, and 2019-20 based on data PCA compiled and presented to CMS on July 30, 2020. We include Financial Performance Framework ratings and Organization Performance ratings for only the 2019-20 school

year because CMS did not evaluate the school in prior years and data exists from CMS's PCA Review for 2019-2020 only.

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 <u>any</u> "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 <u>explaining the improvement actions made</u> **(school/adult/leader/board actions)** to meet all legal compliance requirements and the <u>effectiveness of those actions</u> **(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. I**f 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 <u>any</u> "falls far below standard" ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section.

School response:

Program 1.a. Is the school implementing the Material Terms of the Charter as defined in this section?

Carlsbad Municipal Schools (CMS), PCA's authorizer from the 2016-17 - 2021-22 school year, acknowledged in a report from June 2020 that they did not evaluate PCA before the school year 2019-20. PCA has not received a progress report from CMS for the 2020-21 school year.

In this Renewal Application, PCA includes Academic Performance Framework ratings for 2016-17, 2017-18, 2018-19, and 2019-20 based on data PCA compiled and presented to CMS on July 30, 2020. We include Financial Performance Framework ratings and Organization Performance ratings for only the 2019-20 school year because CMS did not evaluate the school in prior years and data exists from CMS's PCA Review for 2019-2020 only.

CMS found deficiencies in the charter's Organizational Performance Framework and PCA acknowledged challenges in this area and details improvement plans in this section.

Article VIII. Organizational Framework.

The annual negotiated Performance Framework includes three parts. One part is an Organizational Framework. The Organizational Framework is a compliance checklist that ensures that the School is responsive to the needs of its students, employees, and School community, and also looks at recurrent enrollment. This framework looks at organizational, overarching processes established by the School to ensure efficient operations by the School and compliance with applicable laws.

The following is a general description of the Organizational Framework areas of focus.

Section 8.01 Organizational Framework, Education Organizational Framework Question 1.a. Description. The School shall demonstrate evidence of achieving the Material Terms of the Charter in all respects.

(a) Material Terms of the Charter.

The Parties agree that the following are the "Material Terms" of the approved Charter:

(i) Operational Structure

Pecos Connections Academy follows a traditional school year calendar that meets or exceeds the requirements of Section 22-2-8.1, NMSA 1978, and is approved annually by the School's Governing Council. The school day is not limited to certain hours for start and end times as a virtual environment creates flexibility in access days and times; however, the required hours of instructional/learning time will be met. The required instructional/learning time will be documented through completed work, login activity, and other teacher/electronic record keeping.

There will be a cap on the enrollment of the School of2000 students for the 2021-22 school year. The School is authorized to serve students in grades K-12. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic, needs, and attrition patterns. The School's enrollment varies from year to year but will not exceed its enrollment cap of2000 students without an amendment to this contract.

After school year 2021- 22, the School understands that enrollment for all of Authorizer's local charters will be limited to students physically residing within the Carlsbad Municipal School District attendance zone.

(ii) School Mission

The School's mission statement is as follows:

The mission of Pecos Connections Academy is to create a personalized, student- centered approach to learning. This approach unites online learning with New Mexico-certified teachers resulting in scholastic and personal success for students statewide.

The School shall report each year on implementation of its mission as set forth in the mission specific indicator(s) as set forth in the Performance Framework, Academic Framework. Progress toward achieving the School's Mission shall be described annually.

(iii) Governance Structure.

The Parties agree that the following are key provisions regarding the School's governance structure. The PCA Governing Council is made up of governing body members that are committed to running a high-quality, highly accountable virtual K-12 public school, who bring their expertise as parents, educators, business, and community leaders for the School's benefit. The Governing Council is comprised of no fewer than five (5) and no more than nine (9) voting members. The Governing Council shall strive to have the following composition: qualified individuals who have experience in business, education, law, finance, real estate, and such other fields beneficial to the School's mission and the efficient sound governance of the School. The candidates for positions on the Governing Council shall be considered based upon their professional skills, demonstrated collaborative and problem-solving skills and attitudes, their ability and willingness to devote substantial time and energy to servicing on the Governing Council. There is no time limit on the length of a member's tenure on the Governing Council. A vacancy on the Council caused by an increase in the number of council members, a member's resignation, or a member's removal by vote of the Council, shall be filled by majority vote of the remaining Council members. To fill any vacancy, the Council shall convene to appoint a Nominating Committee who will recommend candidates to fill the vacancy. If Council membership falls below five (5) the vacancy shall be filled within sixty (60) days from creation of the vacancy. The Nominating Committee shall be one Council member and the Principal or his/her designee, who shall meet and solicit written applications, recruit potential candidates, and screen applicants and recruits for each of the positions on the Council to be filled. The Nominating Committee shall recommend candidates to the Council at a public meeting. The Council thereafter select new members by majority vote.

The Council is not bound by any statement or action by an individual Council member, unless the Council, by majority vote in a properly convened meeting, delegates that authority to that individual member to speak for or represent the entire Council. Unless acting pursuant to said express-delegated authority from the Council, no Council member shall undertake any individual action to implement any plan or action of the Council.

Pecos Connections Academy's Organizational Chart is as follows:

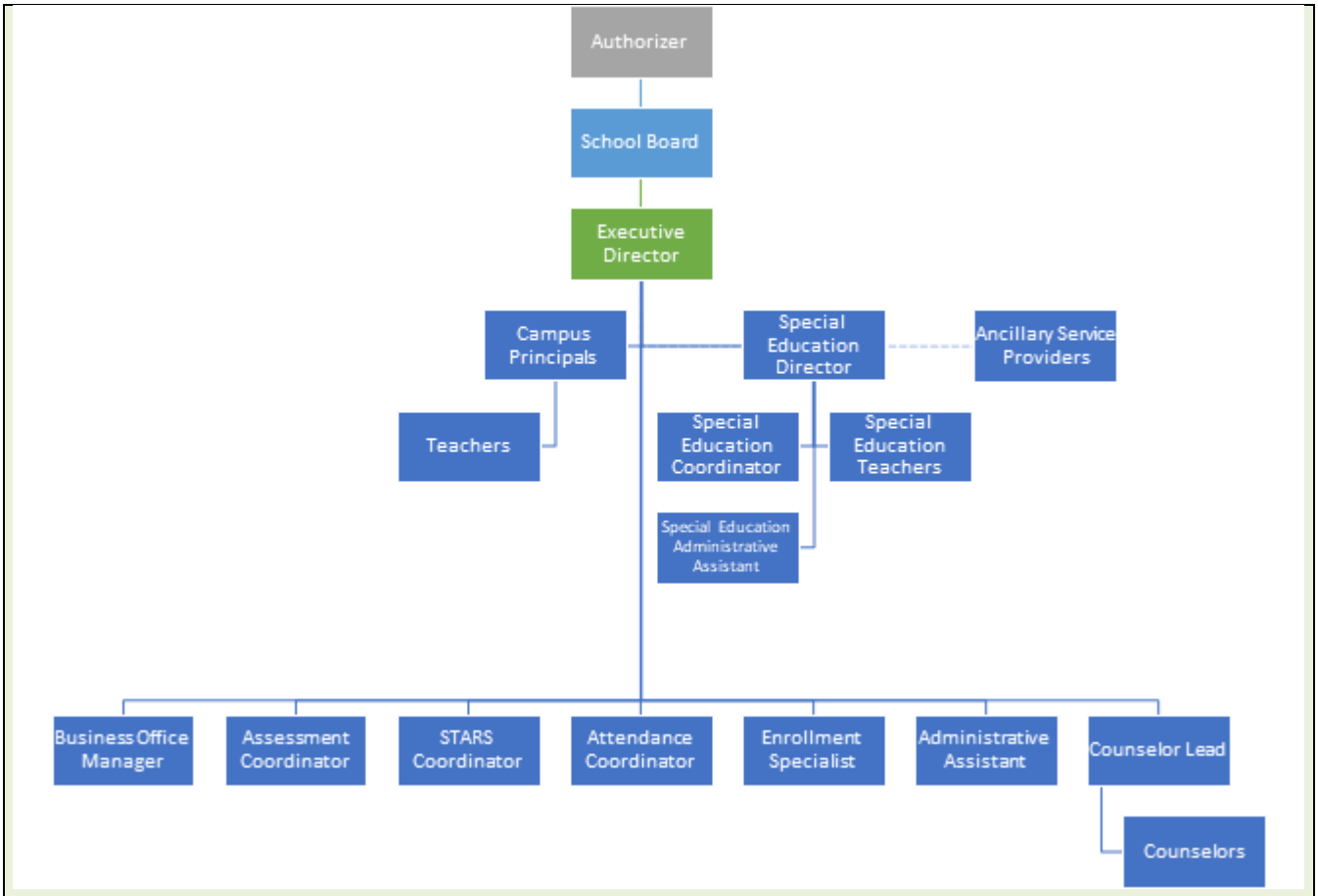


Figure 28 Organizational Chart

PCA School Leader: Dr. Kim Hite Pope

Special Education Director: Daelena Potter

Business Manager: Gloria Lopez

Admin Assistant: Nanita Berrie, Brittany Gunn

Counseling Manager: Larissa Marshall (Manager), Karen Kauffman, Charlie Poe

Assistant Principal (Secondary): Freda Daugherty

Assistant Principal (Elementary): Kelley Fontanilla

K-12 Instructors

(iv) Total Student Enrollment.

As set forth above, the School is authorized to enroll the following:

Pecos Connections Academy is authorized to enroll up to its cap of 2,000 for any year of the charter and is approved as a K-12 school. After school year 2021-22, the School understands that enrollment for all of

Authorizer's local charters will be limited to students physically residing within the Carlsbad Municipal School District attendance zone.

The School shall provide instruction to students in such grades and subject to approved caps in each year of operationxxvm_ The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to this contract or waiver of grade cap provisionxxlx.

If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.

(v) Facility.

The Charter School's primary location is: 1503 W. Pierce St., Carlsbad, NM 88220 The facility meets all applicable facility requirements of State and Federal law.

(vi) Facilities Occupancy Requirement.

The School -acknowledges that its facility must meet all educational occupancy standards required by applicable New Mexico Construction Codesxxx. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building, including the approval of the director or designee of the New Mexico Public Schools Facilities Authority ("PSFA")xxxl. The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-88-4.2 NMSA 1978 (2011).

The School shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.

(vii) New Mexico Condition Index.

The School acknowledges that it may not open or relocate to a facility after opening unless:

A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or

B. the School demonstrates within 18 {eighteen) months of occupancy or relocation of the School, the way in which the facility will achieve a rating equal to or better than the average New Mexico condition indexxxxli_

(viii) Facilities Funding.

The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Actxxxiii; the Public School Capital Improvements Actxxxiv; the Public School Buildings Actxxxv; and any other applicable law.

(ix) Lease Purchase Agreement.

The School acknowledges that it may not enter into a Public School Lease Purchase Agreementxxxvi without prior approval of the NMPED.

(x) Multiple Facilities.

With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program units pursuant to the Public School Finance Act.

(xi) Food Service.

According to the Charter, the School [X] will not provide food services.

(xii) Transportation.

The School, in accordance with the Act, shall not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.

Section 8.02 Organizational Framework, Education Program 1.b. Is the school complying with applicable educational requirements?

Organizational Framework Question 1.b. Description. Unless waived, the School shall demonstrate compliance with applicable laws, rules, and regulations relating to education requirements such as instructional days, graduation and promotion requirements; content standards, state assessments and implementing mandated programming associated with state or federal funding.

Section 8.03 Operational Framework, Students and Employees, 1.c. Is the School protecting the rights of all students?

Organizational Framework Question 1.c. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to the rights of students, including policies related to admissions, lottery, recruitment and enrollment; adherence to due process protections; and development and adherence to student discipline policies.

The School shall also comply with the following additional terms and conditions:

(a) Non-discrimination.

The School is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services. The School shall be a nonsectarian, nonreligious and non-home-based public schoolxxxvii.

Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability, or need for special education servicesxxxvm_

(b} Enrollment and admission processes and procedure.

The School must establish and post enrollment and admissions process and procedures which comply with applicable law. The School may not charge tuition or have other admissions requirements, except as otherwise provided in the Public School Codexxxix_

(c) Lottery.

Unless otherwise exempted in the Public School Code, if more students apply than can be admitted based on the School's enrollment cap, admission decisions will be made by a lottery processx1• The School shall adopt in advance the enrollment procedure for vacancies that occur during the school year that complies with applicable law.

(d} Continuing Enrollment.

Students who enroll in the School shall remain enrolled in the School through the highest grade served by the School, unless there is a voluntary withdrawal, mandatory withdrawal pursuant to the New Mexico Public School Finance Act, expulsion, graduation, court-ordered placement, IEP team placement, or other applicable laws.

(e} Suspension or Expulsion.

A student who is long-term suspended or expelled from the School shall be deemed to be suspended or expelled from the school district in which the student resides. A student who is suspended from a school district may also be considered suspended or expelled from the School located within the geographic boundary of that district.

The School shall develop its own enrollment policies for enrolling students who have been suspended or expelled from another charter school or a school district.

Section 8.04 Organizational Framework, Education Program 1.d. Is the School protecting the rights of students with special needs?

Organizational Framework Question 1.d. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

The School shall also comply with the following additional terms and conditions:

(a) Special Populations.

The School is responsible for identifying, evaluating, and offering a free appropriate public education to all eligible children who are accepted for enrollment in the School.

(b) Enrollment of Students with Disabilities.

To ensure that the needs of students with a disability are met, the following procedures must be followed:

(i) Documents.

Following the application deadline and upon completing the lottery if required, the School shall request from relevant school district and/or the student a copy of the most recent Individualized Education Program (IEP) or Section 504 Accommodations Plan, if any.

(ii) Implementing the IEP.

Admission of applicants with an IEP or Section 504 Accommodations Plan must be in compliance with state and federal requirements and procedures concerning the education of students with disabilities or intellectual ability. Every student who is admitted to the School with an IEP or Section 504 Accommodations Plan from his/her previous school must receive services as reflected in the IEP or 504 plan unless modified.

(c) New Mexico Multi-Layered System of Supports (MLSS)

The School must fully implement the State's Multi-Layers System of Supports (MLSS) Framework and guidance on the statutorily mandated (NMSA 22-13-32) response to intervention process in New Mexico to be more comprehensive, target features of implementation and include resources available at each layer of support.

Interventions are to be aligned to Common Core State Standards and student data, being proactive and flexible about addressing student needs; and working with a variety of community, family, and health/wellness professionals to provide coordinated supports that address a student's holistic success. MLSS model will provide support to ALL students including students who are migrant, homeless, and in foster care. Decisions regarding layered interventions are made by the classroom teachers and support personnel closest to the students. MLSS includes the Student Assistance Team process, which supplements regular education functions, conducts evaluations and develops accommodation plans under Section 504, develops individual student academic improvement plans, and receives and analyzes evaluation requests for special education and gifted education services.

Section 8.05 Organizational Framework, Education Program 1.e. Is the School protecting the rights of English Language Learner (ELL) students?

Organizational Framework Question 1.e. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations, including Title Ill of the Elementary and Secondary Education Act, relating to English Language Learner requirements.

Section 8.06 Organizational Framework, Education Program 1.f. Is the School complying with compulsory attendance laws?

Organizational Framework Question 1.f. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

Section 8.07 Organizational Framework, Education Program 1.g. Is the School complying with the annual recurrent enrollment target?

The School shall comply with the annual recurrent enrollment target set by the Authorizer.

Section 8.08 Organizational Framework, Financial Management and Oversight 2.a. Is the School meeting financial reporting and compliance requirements?

Organizational Framework Question 2.a. Description. The School shall demonstrate completed timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements, including compliance with the New Mexico Procurement Code.

The School shall also comply with the following additional terms and conditions:

(a) Authorizer Notification.

The School shall notify the authorizer or its designee(s) and appropriate authorities in the following situations:

A. All complaints filed against the School by governmental entities alleging violations of state, federal or local violations of law, regulation or rule, (e.g. building-code violations, environmental or health code violations, state-level IDEA special education complaints or due process hearings, Section 504 grievances, Title I of the Elementary and Secondary Education Act complaints);

B. The conviction of any members of the School's governing body or staff for a crime punishable as a felony, or misdemeanor involving moral turpitude, or determination of inappropriate contactxliv related to that person's responsibilities to the School; or for any crime related to the misappropriation of school funds or theft of school property; or

C. A finding by an internal or independent auditor or investigator of misappropriation of the School's public funds by any member of the School's governing body, employee, volunteer, contractor, or other individuals.

Notice shall be provided within a reasonable period of time under the circumstances. The Parties may then take such steps as reasonably necessary, and as consistent with their adopted policies, to address these issues.

(b) Operational Reporting.

The School shall provide documentation to support the site visit report during the visit.

The Authorizer may require additional reporting as a part of an Improvement Plan or Corrective Action Plan.

Section 8.09 Operational Framework, Financial Management and Oversight 2.b. Is the School following Generally Accepted Accounting Principles?

Organizational Framework Question 2.b. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations, relating to financial management and oversight expectations, that shows that the School is following generally accepted accounting principles.

Section 8.10 Organizational Framework, Governance and Reporting

3.a. Is the School complying with governance requirements?

Organizational Framework Question 3.a. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to school policies; the Open Meetings Act; the Inspection of Public Records Act; a conflict of interest policy; an anti-nepotism policy and sound Governing Body operations.

The School shall·also comply with the following additional terms and conditions:

(a) Governing Structure.

The School's governing body shall have at least 5 (five) membersx1v. No member shall serve on the School's governing body if he or she was a member of another charter school's governing body that was suspended or failed to receive or maintain their board of finance designation.xlvi

(b) Change in Governance Membership.

The School will notify the Authorizer within 30 (thirty) days of a member's resignation or designation of a new member and shall sign the appropriate forms to ensure that the governing body continues to qualify as a board of financexlvii. The School shall fill any vacancy on its governing body no later than 45 days from the vacancy or shall seek an extension for such appointment from the Authorizer in writing. The new member must execute the required statements for Board of Finance designation x1vm to the NMPED.

Section 8.11 Operational Framework, Governance and Reporting 3.b.

Is the School holding management accountable?

Organizational Framework Question 3.b. Description. The School shall demonstrate timely compliance with applicable laws, rules, and regulations relating to oversight of school management through evaluation of the head of school and the relationship with a partner organization, if any.

The School shall also comply with the following additional terms and conditions:

(a) School Complaint Process.

The School must establish a process for resolving community, parental, and other public complaints. The process shall afford the opportunity for the complainants to be heard by the head administrator and/or the School's governing body. The governing body shall be the final determiner of the complaint unless the complainant has additional legal remedies or requirements provided by law.

(b) Authorizer Notification Regarding Complaints.

The Authorizer agrees to notify the School of all written complaints about the School that the Authorizer receives. The notification shall be made immediately or as soon as is practicable under the circumstances, but not later than 10 business days after its receipt by the Authorizer. The notice shall include the substance of the complaint, taking into consideration any complainant's request for anonymity. The School shall respond to the complaint according to its prescribed complaint procedures and shall notify the Authorizer through its legal counsel of the School's response to the complaint within the timeframe prescribed in the notice of the complaint.

Section 8.12 Organizational Framework, Students and Employees, 4.a. Is the School meeting teacher and other staff credentialing requirements?

Organizational Framework Question 4.a. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to state certification requirements and Title 11 of the ESEA for Highly Qualified Teachers and Paraprofessionals.

Section 8.13 Organizational Framework, Students and Employees, 4.b.

Is the School respecting employee rights?

Organizational Framework Question 4.b. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to employment requirements; and develop and adhere to sound policies for employees.

The School shall also comply with the following additional terms and conditions:

(a) Volunteer Requirements.

The School acknowledges that all volunteers must comply with state regulationsxlix.

Section 8.14 Organizational Framework, Students and Employees, 4.c.

Is the School completing required background checks?

Organizational Framework Question 4.c. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to background checks of all individuals at the School having unsupervised access to children, including staff and members of the community, where required.

Section 8.15 Organizational Framework, School Environment, 5.a. Is the School complying with facilities and transportation requirements?

Organizational Framework Question 5.a. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to the School's facilities and transportation.

The School shall also comply with the following additional terms and conditions:

(a) Insurance Provider.

The School shall procure insurance through the New Mexico Public Insurance Authority (NMPSIA). Upon request by the Authorizer, a copy of the certificate of insurance shall be provided.

(b) Insurance Coverage.

The School shall purchase insurance protecting the School and its governing body, employees, and volunteers, and the Authorizer, consisting of comprehensive general liability insurance, errors and omissions liability insurance, and auto liability insurance. The School shall also purchase statutory workers' compensation insurance coverage.

(c) Change of Coverage.

All of the School's insurance policies purchased by the School shall state that coverage shall not be suspended, voided, cancelled, reduced in coverage or in limits, except after 45 days prior written notice by certified mail, return receipt requested, has been given to the Authorizer. The School shall notify the Authorizer within 1O days if for any reason there is a lapse in insurance coverage. The School shall be solely responsible for any deductibles payable under the policies purchased by the School.

Section 8.16 Operational Framework, School Environment, 5.b. Is the School complying with health and safety requirements?

Organizational Framework Question 5.b. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to safety and the provision of health-related services, if such services are provided by the School.

Section 8.17 Organizational Framework, School Environment 5.c. Is the School handling information appropriately?

Organizational Framework Question 5.c. Description. The School shall demonstrate compliance with applicable laws, rules, and regulations relating to security of and appropriate access to personally identifiable student information; student records and testing materials.

All records required to be kept pursuant to state and/or federal laws, regulations, or policies or as otherwise established shall be open to inspection and review and made available in a timely manner to the PEC, CMS, NMPED, or other officials who shall be deemed to have legitimate educational interests in such records within the meaning of the federal Family Educational Rights and Privacy Act (FERPA). The School is encouraged to adopt a policy for student directory information in compliance with FERPA.

Table 12 Organizational Framework Ratings

	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Material Terms of the Contract	Framework Not Evaluated			Falls Far Below Standard	Meets Standards
Educational Requirements				Falls Far Below Standard	Meets Standards
Rights of Students				Falls Far Below Standard	Meets Standards
Students with Special Needs				Falls Far Below Standard	Meets Standards
English Language Learners				Falls Far Below Standard	Meets Standards
Attendance				Falls Far Below Standard	Meets Standards
Annual Recurrent Enrollment				Working to Meet Standards	Meets Standards
Reporting and Compliance				Falls Far Below Standard	Meets Standards

Accounting Principles		Meets Standards	Meets Standards
Governance Requirements		Falls Far Below Standard	Meets Standards
Management Accountability		Falls Far Below Standard	Meets Standards
Teacher and Staff Credentials		Working to Meet Standards	Meets Standards
Employee Rights		Meets Standards	Meets Standards
Background Checks		Meets Standards	Meets Standards
Facility and Transportation Requirements		Meets Standards	Meets Standards
Health and Safety Requirements		Meets Standards	Meets Standards
Handling of Information		Falls Far Below Standards	Meets Standards

Material Terms of the Contract

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS. PCA implemented the Material Terms of the Charter as defined in the contract between PCA and Carlsbad Municipal Schools. PCA is substantially compliant with most of the Material Terms.

Operational Structure

School Calendar

The PCA Governing Council approves a traditional school year calendar each year. Students have flexibility in accessing learning resources, but must meet the state requirements of NMSA §22-2-8.1 regarding required hours of instruction/learning time. The PCA Student Handbook requires 990 hours per year for grades K-6, and 1,080 hours per year for grades 7-12. PCA documents required attendance based on students' completed work and asynchronous and synchronous activity. Students who do not complete work are marked as absent and multiple absences trigger intervention and absenteeism procedures.

The school has not exceeded its enrollment cap of 2,000 students. PCA began by serving grades K-8 in 2016-17 and has added a grade each year to grow to a K-12 school.

After its charter was approved, PCA executed a partnership agreement with Connections Academy of New Mexico, LLC (Pearson Virtual Schools) for content, curriculum, professional development, and other services.

As stated in the school handbook, required instructional hours are based on a 180-day school year.

Electronic Record Keeping

Compliance with instructional and learning time requirements is documented in the Education Management System (EMS) through completed work, login and work activity, and other teacher and electronic record keeping. The EMS offers flexible reporting capabilities to monitor student progress, compile student enrollment information, and analyze student performance data. Utilization reports are available for teachers and administrators to view usage at the network, school, grade, classroom, and/or user levels which can be accessed and run at any time.

Enrollment

PCA has not surpassed the enrollment cap of 2,000 students at any point. PCA opened during the 2016-17 school year serving students in grades K-8 and has added one grade each school year to include grades K-12 as of the 2020-21 school year.

PCA is committed to our mission of creating a personalized, student-centered approach to learning utilizing New Mexico certified teachers resulting in scholastic and personal success for students statewide.

Each year in October, PCA reports the state of the school in addressing goal attainment and school improvement. The PCA Board receives an annual report from the School Leader regarding school goals, which are described in the Academic Performance Framework, and our school mission.

Educational Program

PCA is a virtual school serving students statewide. The school partners with Connections Academy of New Mexico, LLC (Pearson Virtual Schools) for the school's instructional model, online platform, and curriculum, which are unique and proprietary to this vendor.

Our mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner.

Our state-certified virtual school teachers work diligently with parents or Learning Coaches to personalize lessons to fit the needs of each student and are passionate about helping all students succeed. PCA teachers are experts in their grade or subject matter and are specially trained in online instruction.

Each student is assigned at least one New Mexico-credentialed program teacher specially trained in the curriculum and instructional methods. In the secondary grades, each student is typically assigned to more than one highly qualified subject teacher depending on the courses taken. These teachers are responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also provide grades for the students in each subject for the student report cards and make promotion or retention decisions.

Depending on the needs of the learner, teacher contact with the student and Learning Coach — most often via telephone or email — may be as frequent as several times a day and at minimum once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. Teachers also interact with students during synchronous Live Lessons, learning events, community activities, and during proctored test sessions. PCA also has New Mexico-credentialed special education teachers on staff to assist in the implementation of the school's special education program.

PCA previously used Personalized Learning Plans (PLP) and student performance data to maximize achievement and to tailor curriculum and instruction. While the school no longer uses the term PLP, personalized learning still occurs throughout the school year. Throughout the year, teachers monitor students' progress through a personalized performance learning process. Teachers adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths. This instructional process creates a unique learning experience for each student.

This process includes:

- Review of Student Background and Interests. Teachers meet with parents/guardians and/or Learning Coaches as well as students to discuss students' strengths, interests, learning preferences and previous school performance data during Welcome Calls.
- Placement and Course Selection. Starting at the time of placement and course assignment, information given during the enrollment process will be used to select courses based on state requirements and each student's individual learning needs.
- Regular Communication. At the start of school, Learning Coaches and teachers establish a regular communication schedule, at least once every two weeks with students. Teachers review progress daily and communicate frequently with students and Learning Coaches (as appropriate). Students are encouraged to contact their teachers as often as they wish or find necessary.
- Universal Screening. All students in grades assessed through state assessments (usually grades K-11) participate in universal screening and benchmark measures to ensure that students keep pace with grade level skills and standards. Students who are not keeping pace with skills and standards, may be identified as in need of interventions to close the achievement gap and to ensure that students are able to receive individualized support.
- Student Engagement and Performance. In addition to universal screening tools, teachers regularly review student performance and engagement data including lesson pacing, course performance, and curriculum-based assessments to ensure that students are achieving success in their courses and are able to meet the demands of the online learning environment. Students who are not able to remain on track with student engagement and performance metrics may be identified as in need of interventions to support their individualized needs.
- Setting Goals. Goal setting is based on the information gathered in the initial process and some initial student work samples. Teachers and students work together to set goals and to accomplish these during the school year. Learning Coaches participate in goal setting discussions as well.
- Next Step Plan (NSP). The New Mexico PED requires each student in grades 8-12 to complete a Next Step Plan each year. School Counselors work with students to create a NSP and to help students understand how their course selections, grades, standardized test scores, career interests and extracurricular activities will affect their aspirations for higher education or career training after high school.
- Schedule Modifications and Electives. Once the school year starts, teachers help personalize the learning schedule. For students in grades K-8, teachers inquire about the student's daily routines and make adjustments to the student's online learning schedule. They also add an elective course when students are ready to handle the additional challenge.

- Differentiated Leveled Courses. As part of a student's personalized performance learning process, teachers or Academic Placement Advisors may recommend that students in grades 3-8 who are needing additional support take Essential level courses, and that students needing higher level work have access to Gifted & Talented mathematics, English Language Arts, and science courses. For grades 9-12, students needing additional support may take Foundations level courses. Those students needing a higher level of challenge may take Honors or Advanced Placement® courses.

Additional information on the school's education program can be found in Section 1, Innovative and Distinctive Education Program; a. School or Mission Specific Unique, Innovative, and Significant Contributions of this renewal application, including the Education Management System, asynchronous model with synchronous support, elementary, middle, and high school curriculum, measures of achievement, instructional model, literacy and college and career focus, and personalized learning plans.

Clubs, Activities, and Learning Events

PCA offers students enrolled in the school access to student-to-student interactions through clubs, activities, and learning events. For example, students in the High School have the opportunity to meet every Friday at noon to socialize. To ensure appropriate use and safety for the students, a teacher monitors the room. The students talk about topics of interest to them, discuss how to be successful on assignments, and play games.

As an integral part of our academic program, students are offered access to a wide range of nationally facilitated virtual clubs and special events throughout the school year. National Clubs are co-curricular and teacher facilitated.

Participation in these virtual clubs and activities enhances students' feeling of connectedness, provides socialization opportunities, and improves academic achievement and school retention rates. All clubs and activities are non-credit and have no impact on student grades.

Some of the clubs last throughout the school year, while others act as special Pop-Up Events that range in duration and subject matter.

The following provides a sampling of some of the clubs offered at PCA:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6-12)
- **Arts and Crafts** encourages students to be imaginative and creative using basic materials found at home and in nature. LiveLesson sessions guide students through the optional club course, with instruction on how to create theme-based crafts throughout the year. Students have the opportunity to create original crafts, share work with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: K-5)
- **Author's Corner** provides an online environment where students can work collaboratively and individually to write original stories and poetry in all genres of fiction and non-fiction. Students can share their writing or favorite book/author during LiveLesson sessions. Students can also collaborate on the message boards to give critiques of student writing, create collaborative stories, and discuss favorite book genres. (Grades: 6-12)

- **Chess Clubs: Introduction and Advanced** members have an opportunity to learn from chess experts and enjoy playing chess with other students in biweekly LiveLesson sessions. Additionally, club members are encouraged to enjoy friendly competition through the use of an online chess gaming system and to use the club's message board to schedule games and discuss strategies. All club members are invited to participate in chess tournaments throughout the year. (Grades: K-12)
- **Debate Club** members learn internationally recognized debate procedures and put them into practice during weekly LiveLesson sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for weekly moderated debates. (Grades: 6-12)
- **Gaming and Technology Club** members have the opportunity to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Students are encouraged to share their original creations, experiences and accomplishments in LiveLesson sessions. (Grades: 6-12)
- **Leadership Club** members learn valuable leadership skills through monthly LiveLesson sessions. They also put their new skills to good use through special opportunities as student leaders. Students who complete enough activities can earn a Leadership Certificate. (Grades 6-12)
- **The *Monitor*: Student Blog** is a student-managed, student-staffed online news blog. The writers and editors use the club Message Board to work together to write and organize content for topics within the blog, including news, entertainment, sports, and advice. (Grades: 6-12)
- **Science Sleuths: Weird Science** focuses on investigating the weirder side of science by following along with fun, hands-on activities from the club course. Club members can also collaborate through discussions and sharing experiment results on the message boards. (Grades: K-5)
- **Science Sleuths: Wild Weather** is for elementary students who investigate weather's wild side. Students complete hands-on activities in the club course. Club members can also collaborate through discussions and sharing results on the message board. (Grades: K-5)

Learning Events provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may participate in Learning Events at museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout New Mexico. Families attend and participate in Learning Events with their student and may also suggest potential Learning Event locations to the school.

During the 2019-20 school year, PCA sponsored 58 Learning Events for students and families, which was a new record. PCA held 23 Learning Events in 2018-19 and 38 Learning Events in 2017-18. PCA plans Learning Events in various locations across New Mexico to allow for families in different parts of the state to attend and participate.

Learning Events for 2020-21 were subject to COVID-19 restrictions.

Initial and On-Going Professional Development

PCA provides staff with initial and on-going professional development to ensure staff is effective in teaching in a virtual environment and addressing New Mexico Standards in their instructional practice.

Prior to the opening of school each year, PCA provides a complete training program for teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics include the curriculum, technology, monitoring student performance, and virtual school instructional techniques.

Additional information on professional development can be found in Section 1, Innovative and Distinctive Education Program; a. School or Mission Specific Unique, Innovative, and Significant Contributions of this renewal application.

Professional Learning Communities

PCA is committed to Professional Learning Communities (PLCs) to encourage collaboration, shared data-driven decision making, collective creativity, and supportive and shared leadership focused on student learning.

As a continuation of synchronous online professional development sessions, teachers continue the conversation within their vertical and horizontal PLCs. This allows for true application of new strategies and resources as teachers personalize instruction and make data-driven decisions.

This focus in results leads teachers to develop and pursue measurable improvement goals that are aligned to school goals for learning. It also allows for teachers to create a series of formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Teachers review these assessments to identify and address areas of learning where many students are experiencing difficulty. Teachers also examine results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning.

In addition, teachers can connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates through pertinent school news and announcements from the weekly issues.

Parent Involvement

PCA is focused on parental involvement and personalized instruction. Our process creates an academic road map for each student, allowing for more individualized instruction, support and training for teachers, and opportunities for parental involvement in their student's learning.

Each student has a Learning Coach, a parent/guardian or other designated responsible adult. PCA provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role.

During the enrollment process, Learning Coaches are also provided the handbooks for PCA which clearly outline the role of the parent, as well as the expectations of the Learning Coach. We also offer both assistance and reassurance by providing extensive information about online education and help families prepare for a successful school year through resources such as Learning Coach Frameworks for Success Series Sessions, the Learning Coach Central website, a monthly newsletter, and an online orientation.

Communication with parents and Learning Coaches is frequent and purposeful throughout the school year in service of three main objectives: 1) to help the teacher monitor the student's progress, 2) to keep parents "in the loop" with current school happenings and their child's performance, and 3) to help the school grow and improve from parent feedback.

Throughout the school year, all personal communication between teachers and parents or students is documented in the online learning platforms' log section, which allows for detailed tracking of interactions and support for students and their families.

Wider communication includes a school newsletter as well as communication provided through Learning Coach Support. This is sent to Learning Coaches and guardians via e-mail message. PCA uses the school website to communicate relevant, up-to-date information to parents, students, and the community.

The following support resources are available for Learning Coaches:

- **Learning Coach Support** – Learning Coaches are provided ongoing support and opportunities to interact with other Learning Coaches during synchronous online sessions. Successful onboarding and continued support contribute to the success of the Learning Coach and student. Programs provided by the Learning Coach Support team are designed to make this process easier and give Learning Coaches the skills and resources needed to better support their students.
- **Learning Coach Foundations for Success Series Sessions** – To prepare for their new role as Learning Coach and the school year, new Learning Coaches can get started by participating in this onboarding series of live, webinar-style sessions. This series helps families plan, organize, and gain confidence as they prepare for their first days of school. Sessions include Getting *Ready for the First Day*, *First Days: What to Expect*, and *Beyond the First Days*.
- **Learning Coach Central** – This website, accessed from the Learning Coach MyPortal accessed from the Learning Coach portal, provides multiple resource documents, and video Quick Clips that support Learning Coaches in their role in providing instructional support to their student.
- **Learning Coach Newsletter** – This online monthly communication is sent to Learning Coaches with features on Learning Coach best practices, EMS updates, tips and strategies, and information about upcoming Learning Coach Success Series sessions.
- **Learning Coach Frameworks for Success Series** – These online sessions are designed to provide strategies for all Learning Coaches to work with and support their students. Sample session topics include online clubs and activities, motivation, learning principles, college and career, and the exceptional learner.

Communication is a two-way street. Through formal and informal channels from learning events to surveys, families have an avenue to provide feedback and input. This ensures that the school is on a cycle of continuous school improvement and that all stakeholders are valued. Families are encouraged to participate in PCA in many ways, including:

- **Parent representation on the Board**: The Governing Board encourages a parent to serve on the school board. Currently, the Board President's son is enrolled in PCA. The Vice President's daughter graduated from PCA in 2021.
- **Public Comment**: Parents are always welcome to attend board meetings and may address the Board in person or via telephone to make public comments. The link to join the meetings is available to the parents and the public three days prior to board meetings.
- **Closed Facebook Group**: Families can join a closed Facebook Group in order to plan events among themselves, get advice from other families, and generally create comradery among the parents.
- **Learning Events**: Parents attend and participate in learning events – previously learning events – with their student and may also suggest potential learning event locations to school administrators. Learning events provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on learning events to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout New Mexico.

- **Course Ratings and Parent Survey**: Parent input is gathered on an ongoing basis for lessons and courses, and a rating box on a five-star scale. Parent surveys are also administered annually by an outside third-party administrator.

Governance Structure

The PCA Governing Council is committed to providing a high-quality, highly accountable virtual K-12 public school in New Mexico including expertise as parents, educators, business and/or community leaders. The Governing Council is composed of no fewer than five (5) and no more than (9) voting members serving staggered terms of 1, 2, or 3 years. The PCA Governing Council has a diversity of talents and includes members representing different locales in New Mexico.

Additional information on PCA's governance structure can be found in Section 4, Contractual, Organizational, and Governance Responsibilities; c. Governance Responsibilities of this renewal application.

We have included biographies for each member of the current Board:

Kyla Anderson, Board President, Santa Fe, NM 2015-present

Kyla Anderson is a founding member of the PCA school Board and has served as Board President since 2015. Ms. Anderson lives in Santa Fe, New Mexico where she is an artist and mother of two boys. Her younger son is enrolled in PCA for the current school year. She has worked with parents on advocacy and legislative issues on public education services for New Mexico families and believes that parents should have the right to choose the education that is best for their child. Her younger son is enrolled in PCA due to health reasons.

Ms. Anderson is a National Board Member of the New Mexico Charter for the Public-School Options (PSO) alliance and also serves as the charter president. The PSO alliance works to keep public school options accessible to students who are enrolled in innovative public schools across New Mexico. Previously, she taught art for nearly three years at Mission Viejo Christian Academy, and worked as an Educational Assistant for Santa Fe Public Schools for four and a half years.

Vivian Cullen, Board Vice President, NM - 2020 - present

Vivian Cullen has dedicated her life to creating better classrooms for students and teachers. She is a dynamic and innovative educational leader with a powerful 'we can' attitude for what is possible in the world of teaching and learning. She possesses a diverse depth of knowledge for effective pedagogy and infectious enthusiasm for the future of education

Ms. Cullen is a 25+ year veteran of K-12 education serving as a teacher, administrator, and district program director. Since 2010, she has supported educators and leaders across the country as an educational consultant. She joined PCA's board of education in 2020, has served as the board Secretary, contributed to the Finance Committee, and currently serves as Vice President. Ms. Cullen lives in Rio Rancho, NM.

Denise Smythe, Board Secretary/Treasurer, Estancia, NM - 2021 - present

Ms. Smythe, a resident of Estancia, joined the PCA school board in 2021. She has a Bachelor's Degree in Elementary Education, a Master's Degree in Instruction with an Emphasis on Technology, as well as a NM Administration Certificate. She has 24 years of education experience. She has been an Elementary Teacher, Elementary Principal, Middle School Principal, High School Dean of Students, and is currently a Gear Up

Coordinator. She has a passion for learning and providing students with educational and life experiences as often as possible. She works with students daily to provide them higher education opportunities.

Brandy Tillian, Board Member, Edgewood, NM 2020-present

Ms. Tillian was born and raised in Gallup, New Mexico. Holds a Bachelor's in Criminal Justice from Eastern New Mexico University and completed a Masters in Pre-K to 12 grade Special Education from Western New Mexico. She has been a Special Education Teacher for 18 years and holds a Level III New Mexico Teacher License.

Jennifer Sears, Board Member, Edgewood, NM - 2020-present

Ms. Sears is a Teacher Support specialist with Albuquerque Public Schools. She supports educators in curriculum and pedagogy centered around mathematical content, instructional strategies and best practices. She believes in lifelong learning and endeavors to inspire colleagues and students to believe in the same. Ms. Sears holds a Bachelor of Science in Business Administration from University of California Riverside, a Master of Arts in Special Education and an Educational Specialist degree in Educational Leadership and policy from the University of New Mexico. She is an experienced administrator, instructional leader, teacher, coach, and mentor with over 16 years of experience in education.

Enrollment Cap

PCA has never exceeded its enrollment cap of 2,000 total students enrolled in grades K-12 during any year of the charter term. PCA opened as a K-8 school and has added a grade each year of the charter to include grades K-12 beginning in the 2020-21 school year. Teachers provide instruction to students in grades and are subject to an aggregate annual enrollment cap of 2,000 students and have not exceeded the enrollment cap during any year of the contract.

PCA is seeking to amend enrollment to add 500 more students for a total of 2,500 students due to the needs of New Mexico students and families. The item was discussed and acted on during the September 2021 meeting, in which the Governing Council voted to add 500 students to enrollment for the 2022-2023 school year, see Appendix J for draft Board Meeting minutes. PCA currently has 2,000 students with approximately 520 students seeking enrollment for the 2021-2022 school year.

Intent to Provide Educational Services

PCA has and will continue to provide virtual educational services including delivery of instructional materials throughout the state of New Mexico.

Facility

The original, primary location of the school was 2212 Primrose Street, Carlsbad, NM 88220. In 2016, the school relocated to its current location.

The current primary Teaching and Learning Center occupies 2,070 square feet located in a retail shopping center with a street address of 1503 West Pierce Street, Carlsbad, NM 88220. The authorizer, Carlsbad Municipal Schools, approved this location upon the school providing the authorizer with evidence of compliance with applicable law, including NMSA 22-8B-4.2(C).

This facility meets all applicable facility requirements of state and federal law and meets all applicable health and safety requirements.

The facility is constructed to house a guest reception area and front desk attendant, 12 workstations, one private office, and staff meeting and break areas. The shopping center location has adequate illuminated parking fields and is one story in height.

Facilities Occupancy Requirement

PCA acknowledges that its facility meets all applicable B occupancy standards and is approved by the New Mexico Public Schools Facilities Authority (PSFA). PCA acknowledges that if it is renewed that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011), unless a waiver is granted by the New Mexico PSFA or other approved entity. PCA complies with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to approved building occupancy.

New Mexico Condition Index

PCA acknowledges that the school may not open or relocate to a facility after opening unless one of the aforementioned conditions has been met.

Per a letter dated May 15, 2017, from the New Mexico Public School Facilities Authority (PSFA), PCA does not need to meet the requirements for Educational Occupancy as the education program is on online virtual curriculum in which students do not need to access to school's facility in person, and, therefore, the PSFA cannot issue a weighted New Mexico Condition Index Score.

A copy of this letter is included with this renewal application.

Facilities Funding

PCA acknowledges that it is only eligible for facilities funding to the extent provided for in applicable law or District policy.

Lease Purchase Agreement

PCA acknowledges that it may not enter into a Public School Lease Purchase Agreement. PCA has not entered into a Public School Lease Purchase Agreement during the term of the charter.

Multiple Facilities

PCA may, but does not currently, maintain separate facilities.

Food Service

PCA does not provide food services.

Transportation

PCA does not provide transportation to-and-from the school, but does ensure students with disabilities receive transportation services in compliance with qualified IEPs and Section 504 plans.

For state testing, in particular, any McKinney Vento students will be provided access to transportation options for in person state testing.

Educational Program Requirements

PCA demonstrates compliance with applicable laws, rules, and regulations relating to instructional days or hours required. Please refer to Section A.3.1.a Material Terms of the Charter – (i) Operational Structure for a complete response.

Next Step Plans (NSPs) are completed for students entering grades 8-12 with the help of the School Counselor. The NSP is a personal, written plan that is developed by each student at the end of grades 8–11 and during the senior year (grade 12). The purpose of the plan is to target the student's postsecondary interests and set forth the studies he or she will complete during high school in order to be on track for graduation. The student, along with their teacher, School Counselor, and Learning Coach review and update the student's NSP annually, and each year's plan explains any differences from the previous year's NSP.

New Mexico law requires that each year's NSP is completed within 60 days of the preceding school year, and that student's parents or legal guardians and the student's guidance counselor or other school official charger with coursework planning must consult with and assist the student in developing the NSP. The signed NSP is filed with the School Leader.

NSPs are completed by the School Counselors and Special Education Managers with the student and the Learning Coach during the last six months of the school year for all students in grades 8-12.

PCA demonstrates compliance with applicable laws, rules, and regulations relating to education requirements for promotion in accordance with New Mexico state statutes.

PCA also complies with the promotion policy regarding retention, including identification, notification, and promotion plan development. Retention will only be considered when it is in the best interest of the student.

Students should expect to have an average course load of seven credits per year in order to meet the New Mexico state graduation requirement of 24 credits. Figure 31 demonstrates the credits that are required to be promoted from one grade to the next.

PCA notifies students and parents, in writing, of the requirements for a high school diploma, available designations, and the eligibility requirements for state scholarship programs and postsecondary admissions. PCA provides this information in the student handbook, on the website, and in the newsletters.

Starting in the 2020-21 school year, PCA will offer diplomas, and in accordance with New Mexico State statute 22-13.11. For students who have special needs, student selection and placement into programming in order to meet graduation requirements will be made in accordance with the IEP Team. If needed, the IEP Team will discuss alternative placement options within the District that are more appropriate for the student to ensure each student is able to receive a free appropriate public education (FAPE).

PCA students will earn 24 credits* in the following areas and subjects in order to graduate:

- English – 4 credits
  - English 9, English 10, English 11, English 12
- Mathematics – 4 credits
  - Algebra I, Geometry, Algebra II, and another approved mathematics course
- Science – 3 credits, 2 with a lab
  - Biology, Chemistry or Physics, Earth Science, any other approved science course
- Social Studies – 3.5 credits
  - New Mexico State History, World History, U.S World History, American Government, Economics
- Physical Health – 1 credit
- Health – ½ credit
- Career Cluster – 1 credit
  - Workplace Readiness, language course other than English
- Electives – 7 credits

**Note: One of the units must be either Honors, Advanced Placement, Dual Credit, or distance learning. There is an exception for those graduating under a Special Education Individualized Education Plan which specifies an alternative graduation plan.*

PCA uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). Students are required to be enrolled in a minimum of four courses per semester in order to be considered full-time students.

PCA's curriculum and instruction meets New Mexico Content Standards including the New Mexico Common Core State Standards (NMCCSS) which were implemented in the state in the 2011-2012 school year, and the Next Generation Science Standards (NGSS) referred to as the NM STEM Ready Standards which were adopted by the state in 2018.

New Mexico now utilizes the New Mexico DASH Educational Plan for Student Success. The New Mexico DASH system contains a resource library with a compilation of materials available to teachers and staff to support the planning, implementation, and monitoring.

The following describes the specific school and state assessments PCA uses to evaluate the progress of students:

- Istation
- New Mexico Assessment of Science Readiness
- New Mexico's Measures of Student Success and Achievement (NM-MSSA
- Scholastic Aptitude Test (SAT)
- World-Class Instructional Design and Assessment (WIDA)

New Mexico schools are expected to test 100% of students in applicable grades, and participation rates of 95% or higher are considered to be very good. PCA has an excellent demonstrated record of student participation in state mandated testing:

- 2016-17: 100% of students participated in reading and math assessments
- 2017-18: 100% of students participated in reading and math assessments

- 2018-19: 98% of students participated in reading and math assessments
- 2019-20: Not applicable; state testing did not take place due to COVID-19
- 2020-21: Not applicable; state testing did not take place due to COVID-19

Due to COVID-19 and the Governor's Emergency Declaration, the NMPED Assessment Bureau requested schools to opt-in for testing. PCA's local district authorizer did not opt-in for testing.

The school certifies that it is compliant with mandated programming as a result of state or federal funding.

PCA is preparing for state testing for the Spring of 2022. PCA has hired a School Test Coordinator, an Assistant Assessment Coordinator, and an IT Specialist to assist with state testing requirements and short cycle assessment data collections. Together the team will be communicating with the families through the school year details and requirements for testing. In addition, the team will book venues for state testing to secure testing sites, plan testing dates, times, and make up locations throughout New Mexico . The team is also prepared to make phone calls to remind parents of the testing locations, date, and time. The Assessment Coordinator also secures testing devices through third party rental companies during peak testing windows, typically April and May.

The Assessment Coordinator has completed the Fall District Test Coordinator training with the NMPED Assessment Bureau and is planning a Professional Development training session on Test Security in which all staff will be trained. The assessment coordinator works closely with the District Test Coordinator at Carlsbad Municipal Schools to ensure all components for testing are completed in a timely manner and uploaded to the appropriate platform. Additional tasks completed by the School Test Coordinator may include:

- creating a Master State Testing Plan
- identifying and tracking state specific deadline, required trainings, testing windows, and technology requirements for assessments
- Identifying state testing populations, including accommodations
- confirming testing schedule
- collaborating with the Special Education Team
- developing state testing communication plan for families
- complete technology request forms
- complete facilities contracts for selected test venues
- confirm student registration/test site information
- proctor logistics planning: assignments, travel, hotel accommodations
- order state testing materials
- portal review to ensure all staff and students are in the portal including all accommodations
- track and monitor participation
- report to the District Test Coordinator, currently at the local district in Carlsbad
- secure test materials
- deliver testing materials to testing locations
- train staff on test security, the various platforms used, as well as the participation tracking tool

The current test coordinator has previous virtual experience and the assistant test coordinator previously worked at the Assessment Bureau. PCA is confident that students will test in the Spring and will reach 95% participation for this school year.

Rights of Students

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS.

PCA is in compliance with applicable laws, rules, and regulations relating to the rights of students. This Renewal Application discusses compliance with the Family Education Rights and Privacy Act (FERPA) specifically in Section A.3.5.c.

Nondiscrimination

PCA is committed to ensuring equal access to an excellent education for all students. PCA does not discriminate against pupils on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services, or any other characteristics referenced in New Mexico Statute Chapter 22, or as required by federal law.

PCA is a nonsectarian, nonreligious and non-home-based public school. PCA's education program is provided in a virtual learning environment and it does not constitute a home-based public school as contemplated under applicable law. Student recruitment and enrollment decisions are made in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability, or need for special education services.

PCA does not discourage a student from enrolling for other reasons, including, but not limited to academic performance of the student.

Enrollment and Admission

PCA maintains and posts enrollment and admissions processes and procedures which comply with applicable law. PCA does not charge tuition or have other admission requirements, except as otherwise provided in the Public School Code.

Through its recruitment/marketing and application guidance activities, PCA regularly discloses full details about its program and encourages families to carefully consider its academic rigor and practical implications before applying. PCA also provides tools (such as contact with other parents and contact with a PCA School Counselor if desired) to help parents decide whether PCA is truly the right fit for their children and themselves.

PCA is open to all eligible school age students statewide and is committed to admitting as many students in grades K-12 as possible within its annually set enrollment limits and projected grade levels served. Such limits help ensure that students are provided with quality instruction and support, including an effective student/teacher ratio. Therefore, if the number of enrollment applications completed during the annual "open application period" exceeds the available slots, PCA will use an electronically generated random number lottery to determine who can attend. The lottery will be open to the public, but attendance is not required. If a random number lottery is needed, PCA will post the date, time, and location of the lottery on its website's enrollment page.

PCA complies with all laws establishing the minimum and maximum age for public school enrollment.

Applications and Lottery

PCA will make admission decisions through a lottery process should more students apply than can be admitted based on the school's enrollment cap of 2,000 students. PCA has adapted, in advance the enrollment, procedures for vacancies that occur during the school year that complies with applicable law.

PCA holds an open application period each year at a time to be specified in the second semester of each year for the following year. To be eligible to enroll or to be included in a lottery, if one is necessary, students who are interested in enrolling must apply by completing the online registration form and a valid form of proof of residency.

No new students will be admitted during the open application period. If there are more completed registrations than available slots at the end of the application period, a lottery will be conducted. If the school is not oversubscribed at the end of the application period, students will be admitted on a first come/first served basis upon completion of enrollment requirements until the enrollment cap is met. The school will continue to accept applications from students who will be placed on the waiting list in the date order the application is received.

The lottery may or may not be conducted in grade clusters. The grade order in which the lottery is drawn, and the total number of students selected may vary each year depending on the number of students who receive an enrollment preference.

PCA will use an electronically generated random number lottery to determine who can attend. The lottery will be open to the public, but attendance is not required. If a random number lottery is needed, PCA will post the date, time and location of the lottery on our website's enrollment page.

When all slots are filled via the lottery, students not selected will be placed on a waiting list in the order of their lottery number and made an offer to enroll in descending order as space becomes available. The waiting list is for one school year only and will not carry over from school year to school year. A new application must be submitted each year.

PCA gives enrollment preference to:

- Students who have been admitted to the school through an appropriate admission process and who remain in attendance through subsequent grades
- Siblings of students already admitted to or attending Pecos Cyber Academy
- Per Interstate Compact on Educational Opportunities for Military Children (NMSA 1978, § 11-8B-1) Children of Military Families and
- Per Section 22-8B-4.1 NMSA 1978 Children of Charter School Personnel

Students selected in the lottery will be provided an offer of enrollment. The offer of enrollment must be accepted within a specified period or the student will forfeit his/her space to the next student on the waiting list. After an offer of enrollment has been accepted, students will have a designated period of time to complete all enrollment requirements or forfeit their space to the next student on the waiting list.

Lottery selection allows for fair and equitable selection of students in the event that more students apply than can be accommodated. Sibling preference in the lottery process will help committed families handle the logistics of successful participation in the virtual school.

Continuing Enrollment

PCA students who enroll in the school remain enrolled through the highest grade served by the school, unless there is a voluntary withdrawal, mandatory withdrawal pursuant to the New Mexico Public School Finance Act, expulsion, graduation, court-ordered placement, IEP team placement, or other applicable laws.

PCA does not encourage a student currently attending the school to disenroll from the school or transfer to another school for any reason (except for suspension, non-compliance with or expulsion).

Caretakers withdrawing their student should contact their homeroom/advisory teacher and provide the following information: the last day the student submitted work, if moving – the forwarding address and moving date, the school the student will be attending, and reason for withdrawal.

Students who are withdrawn from the school, whether by the Caretaker or PCA, will not be eligible for re-enrollment at PCA for at least six months after the withdrawal date. Students must obtain approval from a school administrator in order to re-enroll within six months of the last withdrawal date.

Excessive absenteeism and unexcused absences may warrant withdrawal from school only after all intervention efforts to maintain enrollment have been exhausted. If a student accrues > 20% absenteeism (non-consecutive days), they may be withdrawn from the school provided that the withdrawal is not of a student the school is required to intervene with and keep in the educational setting, as provided in the Attendance for Success Act.

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

A student who is long-term suspended or expelled from PCA shall be deemed to be suspended or expelled from the school district in which the student resides. A student who is suspended from a school district may also be considered suspended or expelled from the school located within the geographic boundary of that district. PCA has developed its own enrollment policies for enrolling students who have been suspended or expelled from another charter school or a district. The School Leader is responsible for reviewing enrollment applications and making a decision regarding students that are currently expelled prior to the student being enrolled in PCA.

As stated in the school handbook, when a student is suspended, the student is temporarily removed from class or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of the EMS is restricted. Student access to email, the message boards, online clubs/activities, and/or the EMS may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the EMS and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with his/her schoolwork during a suspension.

As stated in the school handbook, when a student is expelled, the student is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives,

criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. The School will not discipline students protected under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act (IDEA), or the American with Disabilities Act (ADA) unless the School complies with the requirements of those acts and state law.

Students with Special Needs

PCA disagreed in part with the "Falls Far Below Standard" rating provided by CMS. Please note that PCA has recently replaced its Manager of Special Education and has renamed the position Special Education Director.

PCA identifies, evaluates, and offers a Free Appropriate Public Education (FAPE) to all eligible children who are accepted for enrollment.

In September 2020, PCA updated the school's Special Education policies to reflect the adoption of CMS's Special Education Policies and Procedures, which were updated in May 2020.

PCA has developed a spreadsheet for each Case Manager, Special Education Secretary, and Special Education Director to track re-evaluations. A training will take place with all Special Education Teachers and Case Managers to explain how we determine the continuum of services and how to consider all services for FAPE. The Prior Written Notice will be detailed as to why services were reduced as agreed upon by the team, including the parent. The team will be trained on how to consider all services for Free Appropriate Public Education.

Additional information on plans for students with disabilities and gifted students, and response to intervention can be found in Section 1, Innovative and Distinctive Education Program; a. School or Mission Specific Unique, Innovative, and Significant Contributions of this renewal application.

English Learners

PCA disagreed in part with the "Falls Far Below Standard" rating provided by CMS.

PCA's English Language Learning program has undergone significant changes. PCA uses the Language Usage Survey (LUS) which is collected for all students and is placed into the student's file. When "Yes" is marked on any of the first seven questions on the LUS, PCA contacts the caretakers of the students and a screening is conducted. Caretakers are then notified of the student's screening results, and if the student does not meet the performance score, the student is placed into the Bilingual program.

PCA hired a certified Bilingual Education teacher during the 2019-20 school year and hired another Bilingual Teacher with a K-12 certification at the start of the 2020-21 school year. The bilingual teacher attends the regularly scheduled LiveLesson sessions to offer language support to the students. During the 2020-21 school year, PCA incorporated lessons in both English and Spanish for all EL students.

The Bilingual teacher attends monthly professional development opportunities.

During the 2019-20 school year, all but one student were ACCESS tested, and the one student who was not tested was out of the country.

SY2020-2021 Assessment

Due to COVID-19 and the Governor's Emergency Declaration, the NMPED Assessment Bureau requested schools to opt-in for testing. PCA's local district authorizer did not opt-in for testing.

Additional information on plans for English learners, and response to intervention can be found in Section 1, Innovative and Distinctive Education Program; a. School or Mission Specific, Unique, Innovative, and Significant Contributions of this renewal application.

Attendance

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS.

PCA demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

As stated in the school handbook, required instructional hours are based on a 180-day school year. PCA students must attend school a specific number of hours per week. The hours vary by grade level. This means that if a student is required to attend school for 30 hours each school week, but attends only 20 hours during a week, the child is absent for one-third of that week. PCA reports these hours to the state.

Grades	Recommended Hours Per Day	Recommended Hours Per Week	Minimum Hours Per Year*
K-5	5.5	27.5	990
6-12	6	30	1,080

Figure 29 Attendance Requirements

**Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.*

Students should attend school for the recommended number of hours for the day and the week, and Caretakers or Learning Coaches must log attendance in the EMS attendance system.

Attendance should be recorded daily. While there are no required hours per day or week, PCA strongly recommends that students aim to complete at least the minimum recommended hours per day and/or week in order to stay on track to successfully complete the required hours for the year and to avoid chronic or excessive absenteeism.

Marking and Verifying Attendance

PCA has stated attendance policies that require a student to log in and to demonstrate the state mandated minimum hours applicable to his/her grade level. These attendance requirements mandate that a student must log in to the Education Management System, complete the required daily/weekly/annual hours of attendance as required by the state of New Mexico, be in regular, documented contact with their teacher(s), and be documenting in completion of coursework and lessons at a pace that ensures they will complete all assigned coursework by the end of the semester/school year.

Teachers are in regular contact with students to ensure they are completing their work, that the students themselves are completing assignments, and to provide students with synchronous and asynchronous instruction and support.

Parents or Learning Coaches and students are jointly responsible for ensuring that students meet their school's attendance requirements, and that the student's attendance is properly documented. PCA takes responsibility for enforcing attendance laws, and students not attending school as mandated by law will be considered chronically absent.

Parents or Learning Coaches can record attendance hours if their child attends PCA learning events. The hours in attendance at the learning events count for in-school hours.

Only the parent/guardian or Learning Coach (not the student) can record attendance. Once the parent or Learning Coach enters the number of hours of attendance for a given day, the attendance record cannot be changed by the parent or Learning Coach. If the parent or Learning Coach has entered incorrect attendance hours, he/she must send written documentation to the teacher requesting a change.

Types of Absences

Absent means not in attendance for a class or school day for any reason, excused or not excused, except for interscholastic extracurricular activities. Reasons for excused absences may include, but are not limited to, the following:

- **Health problems** – Students are unable to participate in schoolwork due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Learning Coach or parent/guardian must send a written note or email message to the student's teacher(s) documenting the health issue. PCA also requires a doctor's note for absences of more than three (3) consecutive days related to health issues.
- **Other excused absences** – Examples of other reasons for excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year, court appearances requiring the student's attendance, attendance at special events of educational value that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the School's leader, and for which the family provides appropriate documentation as required.
- **Unexcused absences** – Absences that are not approved by PCA are considered unexcused.

If a student is absent, the student is still responsible for completing all required lessons and assessments for the school term. It is the student's responsibility to request make-up work and make appropriate arrangements to make up any tests missed due to absence.

Extended Absences

If a Learning Coach is aware that a student is going to be unable to complete their learning activities for more than three (3) consecutive school days, the Learning Coach is responsible for contacting the teacher as soon as possible to inform PCA of the planned absence. Students are still expected to complete all the required work by the end of the course.

Annual Recurrent Enrollment

PCA agreed with the "Working to Meet Standard" rating provided by CMS.

The following table demonstrates student enrollment at the end of each school year from 2016-17, students who responded "Yes" when asked if they intend to return the following school year, and students who actually returned.

Table 13 Recurrent Enrollment

School Year	EOY Enrollment	Intent to Return	Intent to Return %	Actual Return	Actual Return %
2016-17	360	282	78%	250	69%
2017-18	576	440	76%	393	68%
2018-19	953	755	79%	759	80%
2019-20	1,343	1,222	91%	1,130	92%
2020-21	1,911	1,553	81%	1,198	77%

Financial Management and Oversight – Reporting and Compliance

PCA disagreed with the "Falls Far Below Standard" rating provided by CMS.

CMS stated, and PCA agreed, that "All documentation required by the PED in support of the PCA annual budget was submitted, resulting in timely approval of the final Operating Budget" and that "Quarterly Financial Reporting required by the [PED] was submitted, as required, in a timely manner."

There is a very important inaccuracy in the CMS Review as it relates to the membership and duties of PCA's Finance Committee versus our vendor, Pearson.

Likewise, there is no corporate decision-making in PCA's procurement process. PCA's Chief Procurement Officers are Gloria Lopez and Dr. Kim Hite-Pope. Procurement decisions are made by the PCA Governing Council in consultation with our Chief Procurement Officers and Board Council.

CMS expresses concern about Parent and Community Involvement in the budgeting process, which we address in the PCA Executive Summary shared with CMS on August 14, 2020. Angela Price, a parent of a PCA student, currently serves on the Board's Finance Committee and is involved in the budgeting process. Gowen Hays, a community member, joined the Finance Committee in August of 2020, and is a Business Manager of Dora Schools.

Authorization Notification

On November 3, 2017, PCA received a Special Education Complaint which was filed against the school by the parent of a special needs student. On November 7, 2017, Carlsbad Municipal Schools' Director of Special Education was notified of the complaint via e-mail by the New Mexico PED Special Education Bureau. The Corrective Action Plan (CAP) cited the district for failing to develop and implement an IEP that meets the needs resulting from student's disabilities to enable the student to be involved in and make progress in the general

education curriculum. The other citation was that the district's actions and/or omissions resulted in a denial of free appropriate public education (FAPE) to the student.

From the time that the complaint was received, PCA's former School Leader and Special Education Director, Student Academic Services, Carlsbad Municipal Schools, and New Mexico PED Special Education Bureau took steps as reasonably necessary, and as consistent with adopted policies, to address the issue. Documented evidence of the complaint resolution process and communication with the parent and parent liaison were collected in order to correct the non-compliance complaint.

On December 5, 2017, PCA provided a statement from the Special Education Manager which detailed the school's response to the complaint, citing that the school developed an appropriate IEP for the student in accordance with federal and state law. The school immediately scheduled an IEP meeting once the student was enrolled in the school and attempts were made to provide agreed upon services to the student. PCA provided direct special education, occupational therapy, and language therapy and counseling/social work to the student in accordance with the IEP.

A letter dated July 2, 2018 from the New Mexico PED Special Education Department stated, "The New Mexico Public Department of Education Special Education Bureau has received the Carlsbad Municipal School's response to the corrective actions required for this case. The Special Education Bureau has reviewed the documentation submitted by the Carlsbad Municipal Schools and has determined that all findings of non-compliance have been corrected. Therefore, all conditions concerning the complaint have been satisfied.

Operational Reporting

PCA acknowledges there were shortcomings in reporting to CMS under the former School Leader, who is no longer employed at the school.

As of July 2020, PCA has installed new leadership and is actively seeking to implement school improvements while working collaboratively with CMS to support the students of New Mexico.

On August 14th, 2020, PCA provided an Executive Summary to the identified issues and will provide quarterly reports to the CMS Superintendent and Deputy Superintendent.

Financial Management and Oversight – Accounting Principles

PCA agreed with the "Meets Standard" rating provided by CMS.

CMS stated, and PCA agreed, that "Corrective Action has been initiated to address the audit findings."

CMS further states that "the audit finding for the School Personnel Act as a direct result related to the failure of the third-party Human Resources contractor to maintain required documentation." PCA is seeking to alter its human resources contracting effective in the 2020-21 school year.

CMS further states that "the audit finding for the school personnel act as a direct result related to the failure of the third-party human resources contractor to maintain required documentation." PCA is seeking to alter its human resources contracting during the 2020-21 school year.

Governance and Reporting – Governance Requirements

PCA agreed in part with the "Falls Far Below Standard" rating provided by CMS.

The PCA Governing Council approves an annual Open Meeting Act resolution. The last Open Meeting Act resolution as approved during a Board meeting on June 16, 2020. The Board also has an "Access to Public Records" policy which was approved on August 28, 2015. The Governing Council approved a Conflict of Interest Policy, an Anti-Nepotism policy, and Board Bylaws during a Board meeting on August 28, 2015. The Anti-Nepotism policy is also covered in the Board Bylaws.

The Governing Council has an Audit Committee and Finance Committee for school financial purposes.

The Governing Council is mandated to comply with state training requirements. NMPED monthly emails to the School Leader advising of all training opportunities available to them through the NMPED and Public Charter Schools of New Mexico (PCSNM). These emails are sent at the beginning of each month and include opportunities for the current and upcoming months. They also include a link to all posted training opportunities for the current school year. In addition to monthly emails, Board Members are reminded of training requirements and opportunities during Board Meetings several times a year.

Finally, if a Board Member has not completed his/her training hours by the end of May, PCA sends personal emails noting the number of hours that still need to be completed and a listing of all remaining opportunities to complete those hours.

The Governing Council has a plan in place for body succession. Board member composition is discussed annually in April to remind the Board of which members' terms are up for renewal in June, and to review the annual process of the election of Officer positions. Board members are encouraged to speak with the Board Chair if they are contemplating resignation to allow for time to recruit for new members, or to hold additional discussion at subsequent Board meetings regarding Officer positions prior to the annual approvals at the Board's June Annual meeting. An "Update on Board Member Recruitment" line item is added to each subsequent Board meeting agenda after a resignation, for discussion of recruitment efforts. All reasonable efforts are made to replace the vacancy within the time frame allotted.

As of the annual meeting on June 17, 2020, the School's governing body has at least five members. Paul Perez resigned on July 29, 2020, and PCA is evaluating possible replacement candidates.

The PCA Governing Council agrees that we need to formalize a new process for notification.

CMS states that it "has not received formal notification and had to review board minutes to establish membership of board and leadership order of the board." CMS representatives may attend PCA meetings and PCA's Governing Council provides CMS with copies of all minutes. These meeting minutes include Action Items where a member's resignation or designation of a new member is noted.

However, PCA's obligation to notify CMS should be implemented more intentionally. PCA's Governing Board President and School Leader will inform the CMS Superintendent and Deputy Superintendent.

Additional information on PCA's governance requirements can be found in Section 4, Contractual, Organizational, and Governance Responsibilities; c. Governance Responsibilities of this renewal application.

Governance and Reporting – Management Accountability

PCA agreed in part with the "Falls Far Below Standard" rating provided by CMS.

There is an inaccuracy in CMS's understanding of the PCA Governing Council's evaluation process for our school leader. CMS states that "it appears that the contractor is leading the performance review of the school leader." This is incorrect. Working with the school's attorney, the Governing Board Council has created a school leader evaluation process which is updated yearly.

School Complaint Process

PCA has an established process for resolving community, parental, and other public complaints as documented in the School Handbook.

Students and/or their parents/guardians may file written reports regarding any suspected prohibited behavior by completing the Report of Bullying, Aggressive, or Other Prohibited Behavior Form, found in the My School section of the Virtual Library (located in the EMS), and sending this to the School. Such reports may be filed with any school staff member or administrator, and they are promptly forwarded to the School Leader for review, investigation, and action.

Students and/or their parents/guardians may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, School Leader, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the Report of Bullying, Aggressive, or Other Prohibited Behavior Form, found in the My School section of the Virtual Library. This written report is promptly forwarded by the school staff member and/or administrator to the School Leader for review, investigation, and appropriate action.

Authorizer Notification Regarding Complaints

As described in Section A.3.2.a Financial Management and Oversight – Reporting and Compliance, PCA received a Special Education Complaint on November 3, 2017. PCA responded to the complaint according to our prescribed complaint procedures and in compliance with applicable laws, regulations, and rules. PCA notified the Authorizer of the School's response to the complaint within a reasonable time frame prior to the end of the academic year in which the complaint was filed.

Employees – Teacher and Staff Credentials

PCA disagreed with the "Working to Meet Standard" rating provided by CMS.

All PCA teachers and administrators hold a New Mexico license and are properly licensed based on assignment, as per New Mexico requirements. PCA has a School Business Manager, and that person holds a NMPED license

Employees – Employee Rights

PCA agreed with the "Meets Standard" rating provided by CMS.

CMS states that "[a]fter reviewing Employee handbook, questions of hiring, complaints, salary schedules, additional compensation, leave time, background checks have the appearance of being the responsibility of the Connection HR Department, and not the duties of Pecos Cyber Academy school leader."

The PCA Governing Council, not Pearson, sets all policies and provisions in our Employee Handbook. The provisions in our Handbook are set by state law, district policy, and our PCA Governing Council.

Further, our Governing Council and School Leader, "employ, fix the salaries of, assign, terminate, and discharge all employees of the charter school." The PCA Governing Council has historically contracted with Pearson for some Human Resources services such as talent acquisition, background checks, payroll, and tracking leave. However, ultimate control of our school personnel and policy, including hiring, assignment, management, promotion, and dismissal, all definitively reside with the PCA Governing Council and School Leader.

Employees – Background Checks

PCA agreed with the "Meets Standard" rating provided by CMS.

CMS states, and PCA agrees, that the school has "provided proof of staff background checks and compliance with state requirements to CMS HR staff."

PCA ensures that all staff files are complete and housed at the PCA office in Carlsbad.

School Environment – Facility and Transportation Requirements

PCA agreed with the "Meets Standard" rating provided by CMS.

CMS states, and PCA agrees, that a lease is in place and the safety plan has been reviewed and cleared by the PED. A copy of the lease and lease amendment can be found in Appendix E3.

CMS raises a concern based on a parent interview that students may be riding with other students to Learning Events.

Parents may designate another adult to transport their child to and from Learning Events or Assessments. PCA will ask interested families to complete a parent/guardian consent form at the beginning of each year.

School Environment – Health and Safety Requirements

PCA agreed with the "Meets Standard" rating provided by CMS.

CMS states, and PCA agrees, that the school's "safety plan has been approved by evidence of document and letter from the PED."

School Environment – Handling of Information

PCA disagreed in part with the "Falls Far Below Standard" rating provided by CMS.

PCA demonstrates compliance with applicable laws, rules, and regulations relating to security of information.

Personally identifiable information must be protected, especially social security and financial account numbers, under state and federal privacy laws. Furthermore, the confidence of our regulators and students and their families depend upon carrying out these responsibilities in full.

Student records are kept electronically and physically on-site at the PCA Office behind locked doors.

The hard drives on all issued laptops have encryption and a process has been implemented for users to swap existing laptops for ones with encrypted hard drives.

Staff members and other users must comply with the following:

- Never store personally identifiable information that includes social security or financial account numbers locally on a laptop or other removable media such as USB and flash drives unless the data is encrypted, and password protected. Staff should only view Data View export files when connected to the network. Use must be temporary and be followed by prompt deletion, as specified in the next bullet.
- To the extent that student information that doesn't include a social security or financial account number must, for legitimate reasons, be temporarily saved on a computer that does not have an encrypted hard drive, this information must be permanently deleted – by deleting the file(s) and then emptying the Recycle Bin (or the system's equivalent) from the computer immediately after use.
- Never send emails that contain personally identifiable information that includes social security or financial account numbers. If it is required by any regulatory authority or vendor to transmit a file that contains this kind of information, users should contact the MIS helpdesk and request assistance to appropriately encrypt or otherwise store the file.
- Laptops and other electronic devices such as smartphones that receive organizational/school emails are password protected in case the device is lost or stolen. If it is necessary to temporarily leave a portable electronic device in a vehicle, the device should be locked in the trunk.
- Failure to comply with the above requirements is considered a serious breach of responsibility and may be grounds for termination of employment or other action(s) as provided for by PCA's rules and policies, including discontinuing access to the online learning platform or to the organization's network.

PCA and all school staff must comply with FERPA in the handling of student data.

Staff are responsible for limiting disclosures of confidential and proprietary information to those individuals who need to know the information in order to perform their job responsibilities. Confidential information should not be disclosed to non-employees except pursuant to a Non-Disclosure Agreement approved by the Legal Department.

Staff must conspicuously label confidential information with the applicable classification notice (e.g., "Pecos Cyber Academy Confidential"). In addition, all confidential information must be safeguarded and kept secure and disposed of in a secure manner (subject to records retention requirements).

Staff should not accept information or other materials from a contractor, vendor or other non-employee that may be trade secret information obtained or provided without the owner's consent. Unauthorized use of third-party confidential information can contaminate the third party's work. Any authorized use of third-party confidential information must be in compliance with the applicable Non-Disclosure Agreement.

Staff are responsible for reviewing the requirements and only disclosing student information if specifically required by regulation and when such disclosure is permitted by FERPA. Staff are never permitted to remove any FERPA-protected information from school property in print or electronic form except for legally permitted purposes and when specifically authorized by a manager.

PCA staff are responsible for limiting disclosures of confidential and proprietary information to those individuals who need to know the information in order to perform their job responsibilities. Confidential information

should not be disclosed to non-employees except pursuant to a Non-disclosure Agreement approved by the Legal Department.

PCA staff conspicuously label confidential information with the applicable classification notice (e.g., “Pecos Cyber Academy Confidential”). In addition, all confidential information is safeguarded and kept secure and disposed of in a secure manner (subject to records retention requirements).

c. Governance Responsibilities*

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

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

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

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

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

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

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

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

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

School response:

The PCA Governing Council is committed to providing a high-quality, highly accountable virtual K-12 public school in New Mexico including expertise as parents, educators, business and/or community leaders. The Governing Council is comprised of no fewer than five (5) and no more than (9) voting members serving staggered terms of 1, 2, or 3 years. The PCA Governing Council has a diversity of talents and includes members representing different locales in New Mexico.

The following tables demonstrate the Governing Board members, Board member positions and terms, and committee memberships for each year of the charter term.

2015-2016

Table 14 2015-2016 Board Members

Name	Position	Term	Committee
Kyla Anderson	President	8/25/2015 - 6/20/2017	Nominating, Audit, and Finance
Brenda Suggs	Treasurer	8/25/2015 - 6/20/2017	
Margie Abualkhai	Secretary	8/25/2015 - 6/20/2017	
Virginia Padilla-Vigil	Member	8/25/2015 - 6/20/2017	
Paul Perez	Member	8/25/2015 - 6/20/2017	
Angela Sanchez	Member	8/25/2015 - 10/20/2015	

2016-2017

Table 15 2016-2017 Board Members

Name	Position	Term	Committee
Kyla Anderson	President	Term renewed for three years	Nominating and Audit
Brenda Suggs	Treasurer	Term renewed for two years	
Margie Abualkhai	Secretary	Resigned 12/14/2016	
Virginia Padilla-Vigil	Member	Resigned 6/20/2017	Finance
Paul Perez	Member	Term renewed for three years	
Bobby Bowen	Member	Term renewed for two years	
Theodore Cordova	Member	Term to begin during 2017-18 school year once initial training complete	

2017-2018

Table 16 2017-2018 Board Members

Name	Position	Term	Committee
Kyla Anderson	President	Until June 2020	Nominating
Brenda Suggs	Treasurer	Resigned 10/17/2017	
Stacy Doyal	Treasurer	Appointed 10/17/2017	Finance and Audit
Paul Perez	Secretary	Until June 2020	
Greg Brown	Member	4/17/2018 - June 2018	
Miley Grandjean	Member	8/15/2017 - June 2018	
Theodore Cordova	Member	Resigned 1/16/2018	
Mike Harrington	Member	Term to begin during the 2018-19 school year once initial training complete	

2018-2019

Table 17 2018-2019 Board Members

Name	Position	Term	Committee
Kyla Anderson	President	Until June 2020	Nominating
Stacy Doyal	Treasurer	Until 2021	
Paul Perez	Secretary	Until June 2020	Finance
Greg Brown	Member	Term renewed for three years	Audit
Mike Harrington	Member	Resigned 11/28/2018	
Mary Erwin	Member	10/15/2018 - 3/7/2019	

2019-2020

Table 18 2019-2020 Board Members

Name	Position	Term	Committee

Kyla Anderson	President	Term renewed for three years	Nominating
Stacy Doyal	Treasurer	Until 2021	Finance
Paul Perez	Secretary	Term renewed for three years- Resigned 7/28/2020	
Greg Brown	Member	Until 2022	Audit
Kim Hite-Pope	Member	Term Renewed for two years - Resigned 7/8/2020	
Tamara Piburn	Member	Appointed for a one-year term starting 6/17/2020	

2020-2021

Table 19 2020-2021 Board Members

Name	**Position**	**Term**	**Committee**
Kyla Anderson	President	June 2023	Nominating
Danielle Johnston	Treasurer	Resigned July 2021	Finance
Vivian Cullen	Vice President	Until June 2023	Finance Audit
Brandy Tillian	Member	Until June 2023	
Jennifer Sears	Member	Until June 2023	
Laura Weathers	Treasurer	Resigned February 2021	Finance Audit

PCA received and agreed with a “Falls Far Below Standard” rating provided by CMS.

The PCA Governing Council approves an annual Open Meeting Act resolution. The last Open Meeting Act resolution was approved during a Board meeting on June 16, 2020. The Board also has an “Access to Public Records” policy which was approved on August 28, 2015. The Governing Council approved a Conflict of Interest Policy, an Anti-Nepotism policy, and Board Bylaws during a Board meeting on August 28, 2015. The Anti-Nepotism policy is also covered in the Board Bylaws.

The PCA Governing Council approves an annual Open Meeting Act resolution. The last Open Meeting Act resolution was approved during a Board meeting on June 21, 2020.

The Governing Council has an Audit Committee and Finance Committee for school financial purposes.

The Governing Council has a plan in place for body succession. Board member composition is discussed annually in April to remind the Board of which members' terms are up for renewal in June, and to review the annual process of the election of Officer positions. Board members are encouraged to speak with the Board Chair if they are contemplating resignation to allow for time to recruit for new members, or to hold additional discussion at subsequent Board meetings regarding Officer positions prior to the annual approvals at the Board's June Annual meeting. An "Update on Board Member Recruitment" line item is added to each subsequent Board meeting agenda after a resignation, for discussion of recruitment efforts. All reasonable efforts are made to replace the vacancy within the time frame allotted.

As of the annual meeting on June 17, 2020, the School's governing body has at least five members. Paul Perez resigned on July 29, 2020, and PCA evaluated possible replacement candidates and installed a new member, Tamara Piburn.

The following table demonstrates the Governing Board members' training hours for each year of the charter term.

Table 20 Board Training Requirements

Name	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Kyla Anderson	Met Training Requirement	Met Training Requirement	Met Training Requirement	Met Training Requirement	Met Training Requirement	Met Training Requirement
Brenda Suggs	Met Training Requirement	Did Not Meet Requirement	Resigned	-	-	-
Margie Abualkhai	Met Training Requirement	Resigned	-	-	-	-
Virginia Padilla-Vigil	Met Training Requirement	Resigned	-	-	-	-
Paul Perez	Met Training Requirement	Met Training Requirement	Met Training Requirement	Met Training Requirement	Met Training Requirement	Resigned
Angela Sanchez	Resigned	-	-	-	-	-
Bobby Brown	-	Did Not Meet Requirement	Resigned	-	-	-
Theodore Cordova	-	N/A	Resigned	-	-	-

Stacy Doyal	-	-	Met Training Requirement	Met Training Requirement	Met Training Requirement	Met Training Requirement
Miley Grandjean	-	-	Resigned	-	-	-
Mike Harrington	-	-	N/A	Resigned	-	-
Mary Erwin	-	-	-	Resigned	-	-
Kim Hite-Pope	-	-	-	-	Resigned	-
Danielle Johnston	-	-	-	-	-	Resigned
Brandy Tillitan	-	-	-	-	-	Met Training Requirement
Jennifer Sears	-	-	-	-	-	Met Training Requirement
Vivian Cullen	-	-	-	-	-	Met Training Requirement
Laura Weathers	-	-	-	-	-	Resigned

The Governing Council is mandated to comply with state training requirements. The NMPED sends monthly emails to the School Leader advising of all training opportunities available to them through the NMPED and Public Charter Schools of New Mexico (PCSNM). These emails are sent at the beginning of each month and include opportunities for the current and upcoming months. They also include a link to all posted training opportunities for the current school year. In addition to monthly emails, Board Members are reminded of training requirements and opportunities during Board Meetings several times a year.

Finally, if a Board Member has not completed his/her training hours by the end of May, PCA sends personal emails noting the number of hours that still need to be completed and a listing of all remaining opportunities to complete those hours.

Appendices and Attachments

Appendix Number	File Naming Convention	Contents	Attached (Check if Yes)
A1	Appendix_A1_Pecos	Academic Data	☒
A2.1	Appendix_A2.1_Pecos	Literacy	☒
A2.3	Appendix_A2.3_Pecos	Reading	☒
A2.6	Appendix_A2.6_Pecos	Parental Involvement	☒
A2.7	Appendix_A2.7_Pecos	Personalized Learning	☒
A2.8	Appendix_A2.8_Pecos	Math	☒
A2.9	Appendix_A2.9_Pecos	Attendance	☒
B	*Non-Applicable*	Complaint Communications	☐
C	Appendix_C_Pecos	Employee Petitions	☒
D	Appendix_D_Pecos	Household Petitions	☒
E1	Appendix_E1_Pecos	E-Occupancy	☒
E2	Appendix_E2_Pecos	NMCI score from PSFA	☒
E3	Appendix_E3_Pecos	Lease Agreement	☒
E4	Appendix_E4_Pecos	Facility Master Plan	☒
E5	*Non-Applicable*	Facility Assurances Certificate	☐
F	Appendix_F_Pecos	Letters of Support	☒
G	Appendix_G_Pecos	Student Handbook	☒
H	Appendix_H_Pecos	Employee Handbook	☒
I	Appendix_I_Pecos	Special Education Handbook	☒
J	Appendix_J_Pecos	Board Meeting Minutes	☒

K	Appendix_K_Pecos	COVID Safe Plan	☒
L	Appendix_L_Pecos	Course Offerings	☒
M	Appendix_M_Pecos	Master Schedule	☒
N	Appendix_N_Pecos	Sample Teacher Schedule	☒

Additional Information

Additional Information	File Naming Convention	Attached (Check if Yes)
910B5	910B5_Pecos	☒
Annual Report	Annual Report_Pecos	☒
Audit Report	Audit Report_Pecos	☒
Cash Report	Cash Report_Pecos	☒
Charter Contract	Charter Contract_Pecos	☒
Corrective Action Plan	Corrective Action Plan_Pecos	☒
Improvement Plan	Improvement Plan_Pecos	☒
Performance Framework	Performance Framework_Pecos	☒
Site Visit Document	Site Visit Documents_Pecos	☒
Special Education Maintenance of Effort	Special Education MoE_Pecos	☒
STARS Membership	STARS Membership_Pecos	☒

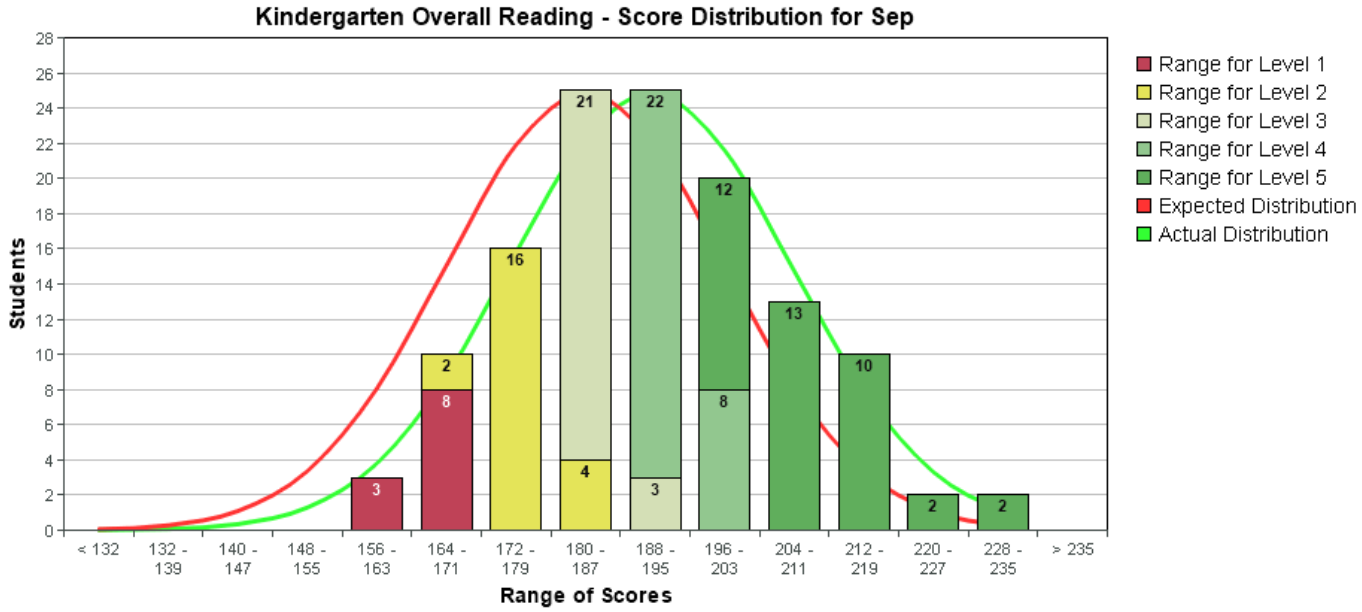
APPENDIX A2.1

Literacy

Distribution Report

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021

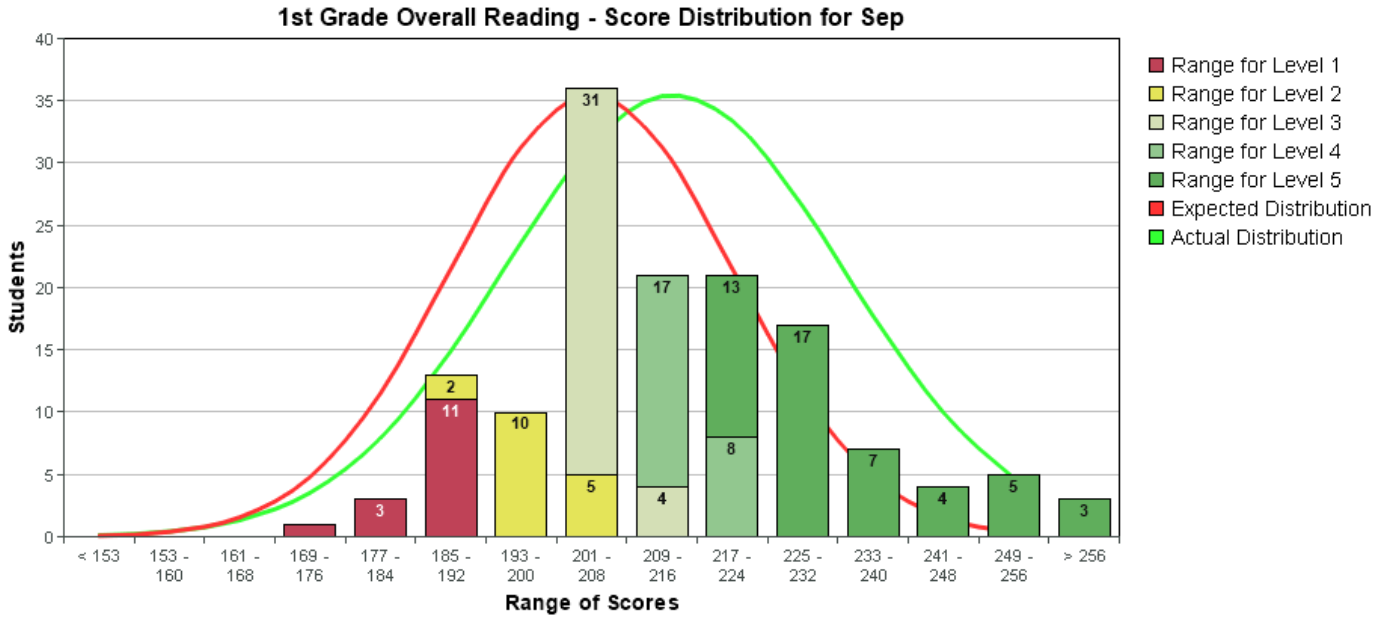


Classroom	Range of Scores and the Number of Students in each Range														
	< 132	132 - 139	140 - 147	148 - 155	156 - 163	164 - 171	172 - 179	180 - 187	188 - 195	196 - 203	204 - 211	212 - 219	220 - 227	228 - 235	> 235
[+] [redacted]	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0
[+] [redacted]	0	0	0	0	3	10	16	25	25	20	13	10	2	2	0
126 Total	**0**	**0**	**0**	**0**	**3**	**10**	**16**	**25**	**25**	**20**	**13**	**10**	**2**	**2**	**0**

Distribution Report

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021

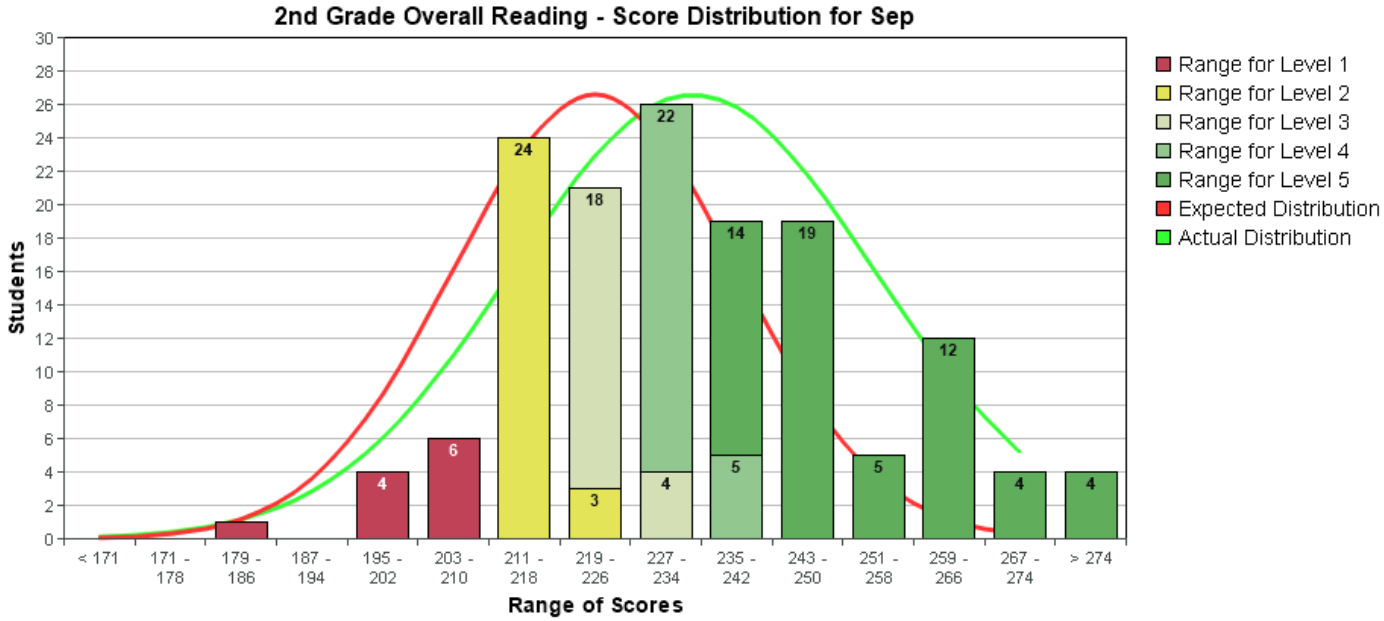


Classroom	Range of Scores and the Number of Students in each Range														
	< 153	153 - 160	161 - 168	169 - 176	177 - 184	185 - 192	193 - 200	201 - 208	209 - 216	217 - 224	225 - 232	233 - 240	241 - 248	249 - 256	> 256
[+] [redacted]	0	0	0	1	3	13	10	36	21	21	17	7	4	5	3
[+] [redacted]	0	0	0	0	0	1	0	2	1	0	0	0	0	0	0
141 Total	0	0	0	1	3	13	10	36	21	21	17	7	4	5	3

Distribution Report

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021

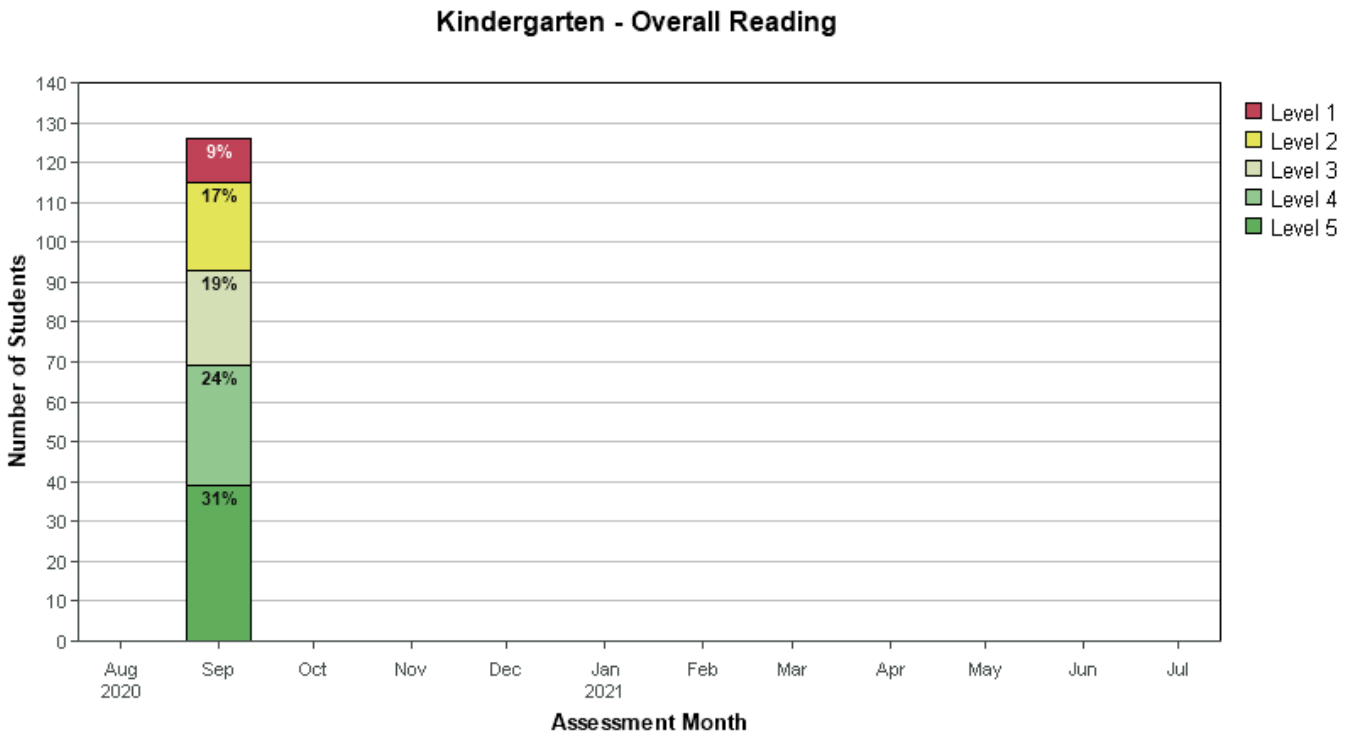


Classroom	Range of Scores and the Number of Students in each Range														
	< 171	171 - 178	179 - 186	187 - 194	195 - 202	203 - 210	211 - 218	219 - 226	227 - 234	235 - 242	243 - 250	251 - 258	259 - 266	267 - 274	> 274
[+] [redacted]	0	0	1	0	4	6	24	21	26	19	19	5	12	4	4
[+] [redacted]	0	0	1	0	0	0	3	2	1	1	1	0	0	0	0
145 Total	**0**	**0**	**1**	**0**	**4**	**6**	**24**	**21**	**26**	**19**	**19**	**5**	**12**	**4**	**4**

Level Movement

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



Aug - Sep | Oct - Nov | Dec - Jan | Feb - Mar | Apr - May | Jun - Jul

Aug - Sep (Overall Reading)

View as CSV

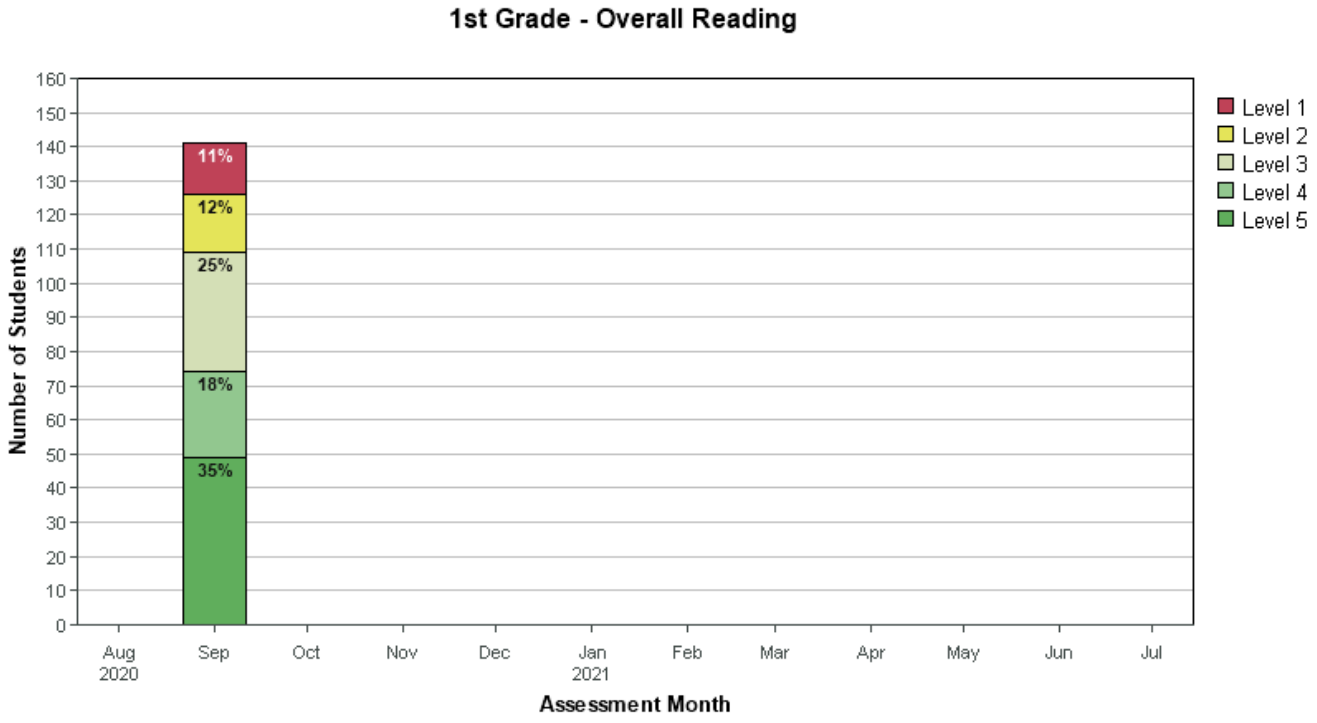
Classroom	Aug [+]						Sep [+]					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
[+] [redacted]							5	0	1	1	1	2
[+]							126	11	22	24	30	39
All Classrooms							126	11	22	24	30	39

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

Level Movement

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



Aug - Sep | Oct - Nov | Dec - Jan | Feb - Mar | Apr - May | Jun - Jul

Aug - Sep (Overall Reading)

View as CSV

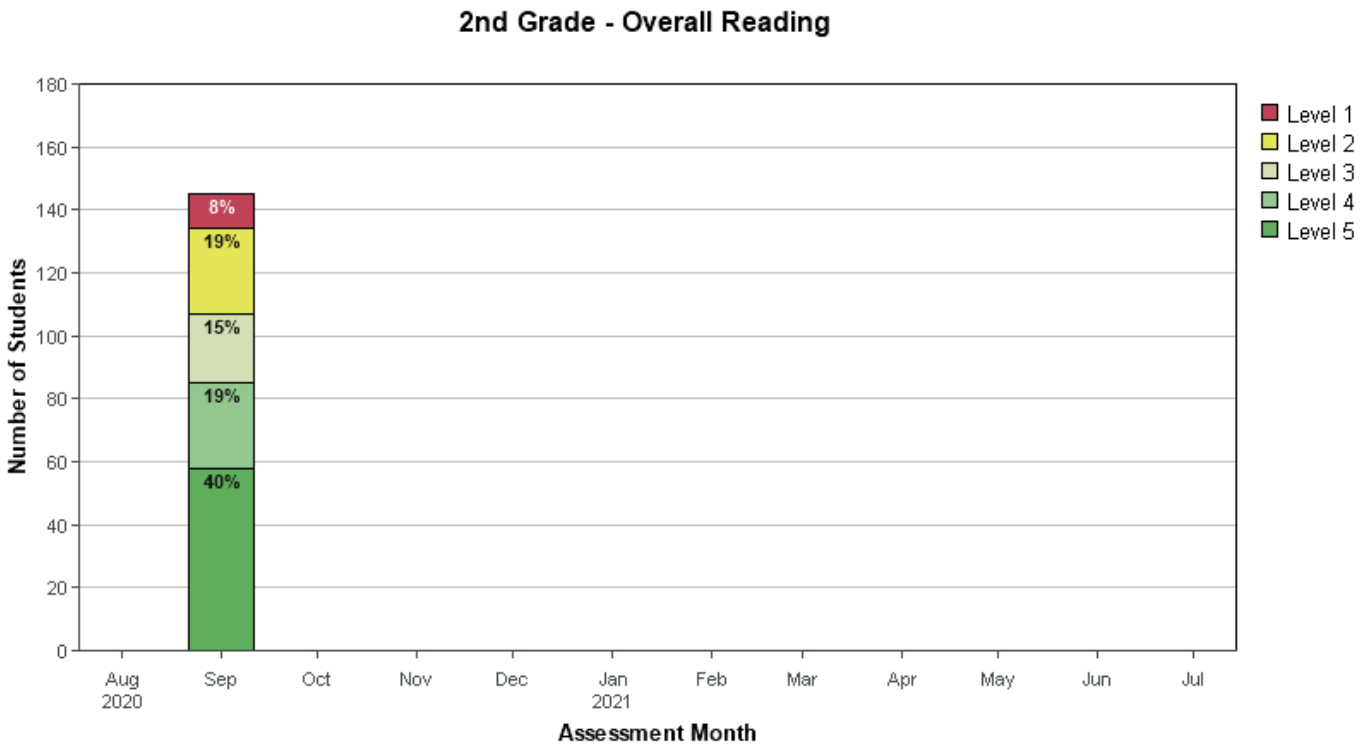
Classroom	Aug [+]						Sep [+]					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
[+] [redacted]							141	15	17	35	25	49
[+] [redacted]							4	1	1	1	1	0
All Classrooms							141	15	17	35	25	49

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

Level Movement

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



Aug - Sep | Oct - Nov | Dec - Jan | Feb - Mar | Apr - May | Jun - Jul

Aug - Sep (Overall Reading)

View as CSV

Classroom	Aug [+]						Sep [+]					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
[+] [redacted]							145	11	27	22	27	58
[+] [redacted]							9	1	4	1	2	1
All Classrooms							**145**	**11**	**27**	**22**	**27**	**58**

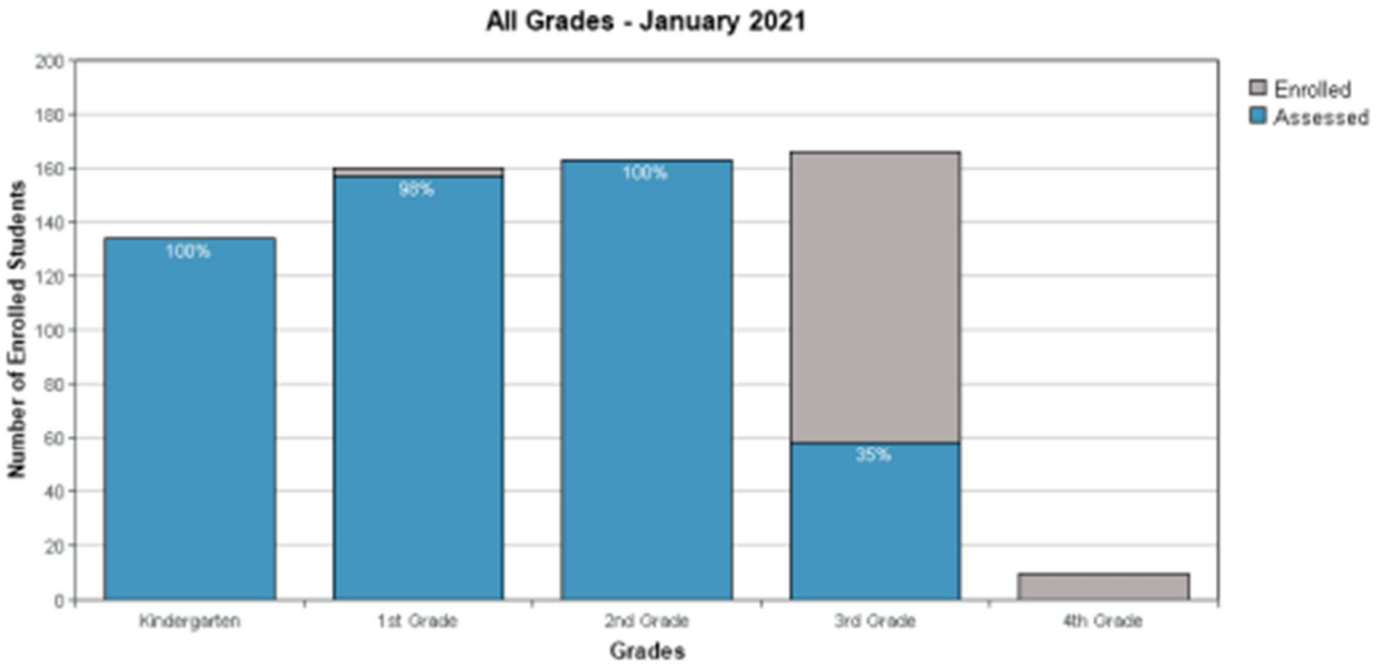
*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

Overall Completion:

Classroom	Kindergarten		1st Grade		2nd Grade	
	Students Enrolled	Percent of Students Assessed	Students Enrolled	Percent of Students Assessed	Students Enrolled	Percent of Students Assessed
1st Grade - G Walker			160	98%		
2nd Grade - C Coleman					163	100%
Classroom - C Turner	5	100%	11	100%	12	100%
Kindergarten - K Martin	134	100%				
All Classrooms	**134**	**100%**	**160**	**98%**	**163**	**100%**

ISIP™ Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021

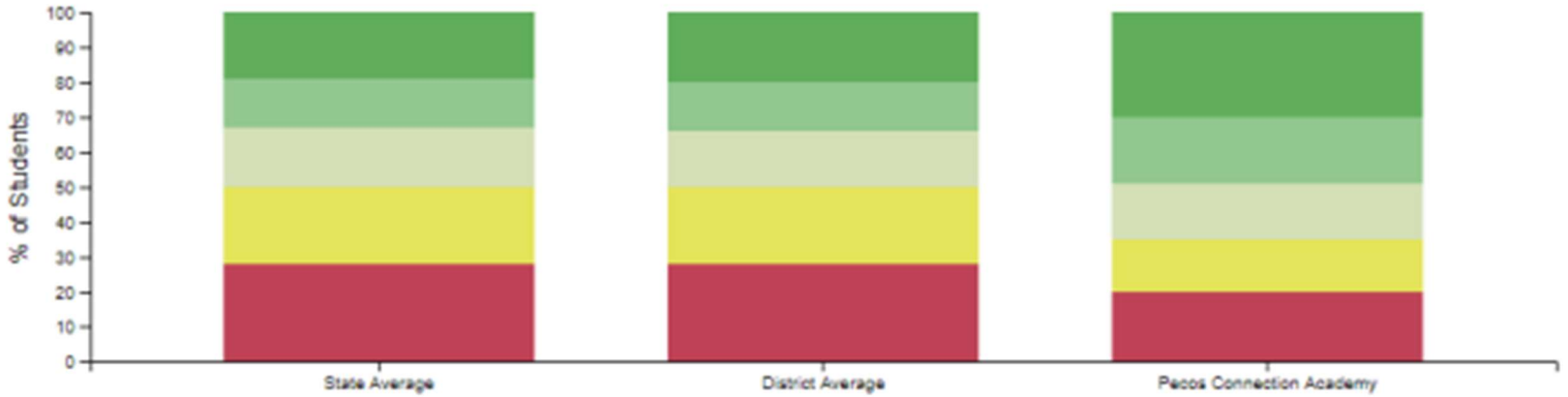


Comparison between State/District/PCA

Kindergarten:

ISIP™ Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



Understanding Comparisons

Filter by Grade

View: Percentage of Students | Number of Students

Comparison for January

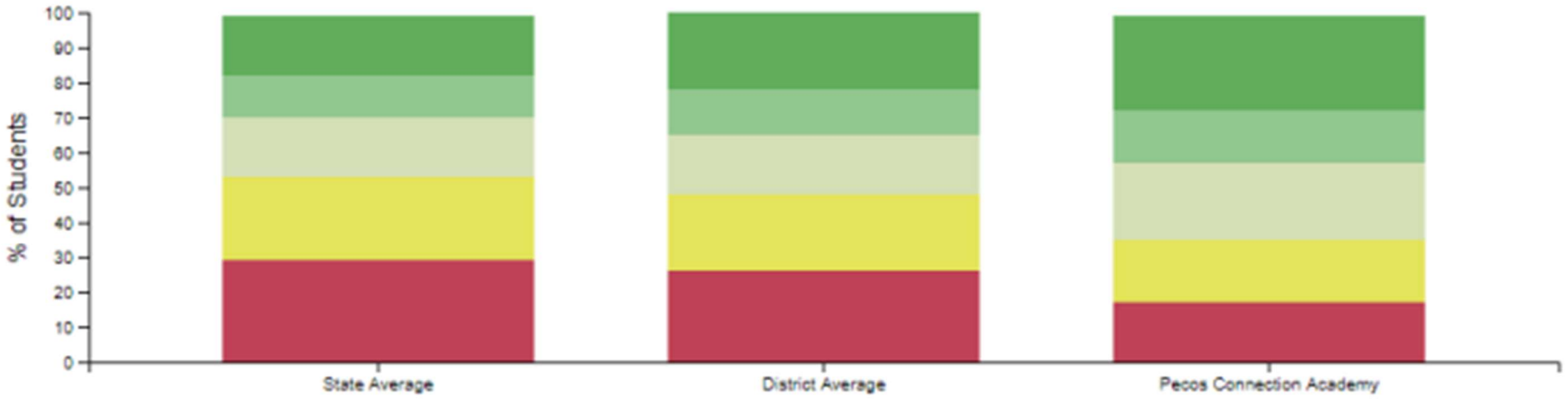
View as CSV

Name	Students Assessed	Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%
State Average	**N/A**	**N/A**	**28%**	**N/A**	**22%**	**N/A**	**17%**	**N/A**	**14%**	**N/A**	**19%**
District Average	**N/A**	**N/A**	**28%**	**N/A**	**22%**	**N/A**	**16%**	**N/A**	**14%**	**N/A**	**20%**
Pecos Connection Academy	134	27	20%	20	15%	21	16%	26	19%	40	30%

1st:

ISIP™ Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



Understanding Comparisons

Filter by Grade

View: Percentage of Students | Number of Students

Comparison for January

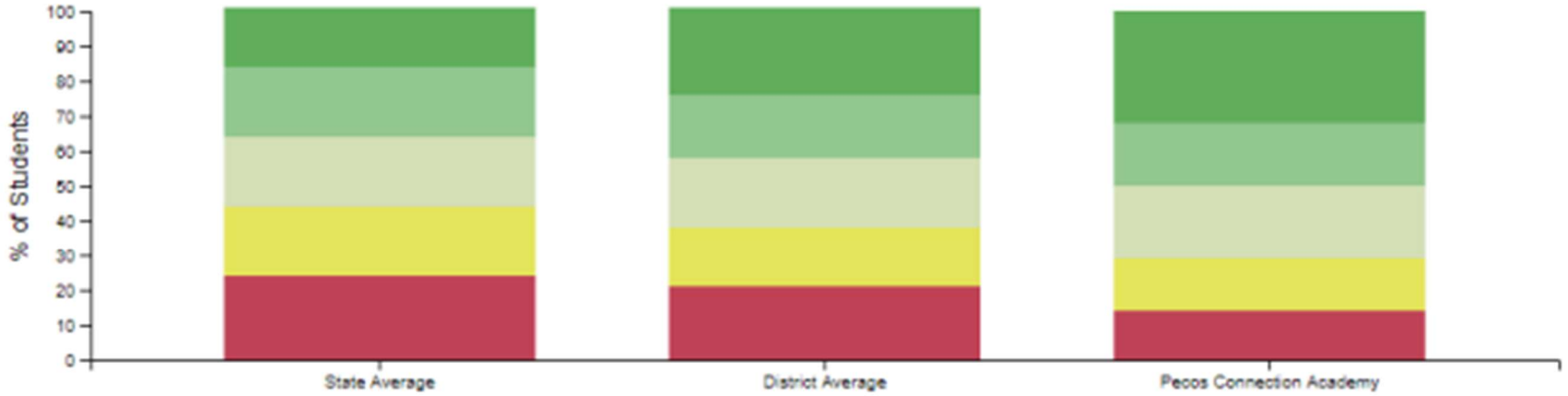
View as CSV

Name	Students Assessed	Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%
State Average	**N/A**	**N/A**	**29%**	**N/A**	**24%**	**N/A**	**17%**	**N/A**	**12%**	**N/A**	**17%**
District Average	**N/A**	**N/A**	**26%**	**N/A**	**22%**	**N/A**	**17%**	**N/A**	**13%**	**N/A**	**22%**
Pecos Connection Academy	157	27	17%	29	18%	35	22%	23	15%	43	27%

2nd:

ISIP™ Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



Understanding Comparisons

Filter by Grade

View: Percentage of Students | Number of Students

Comparison for January

View as CSV

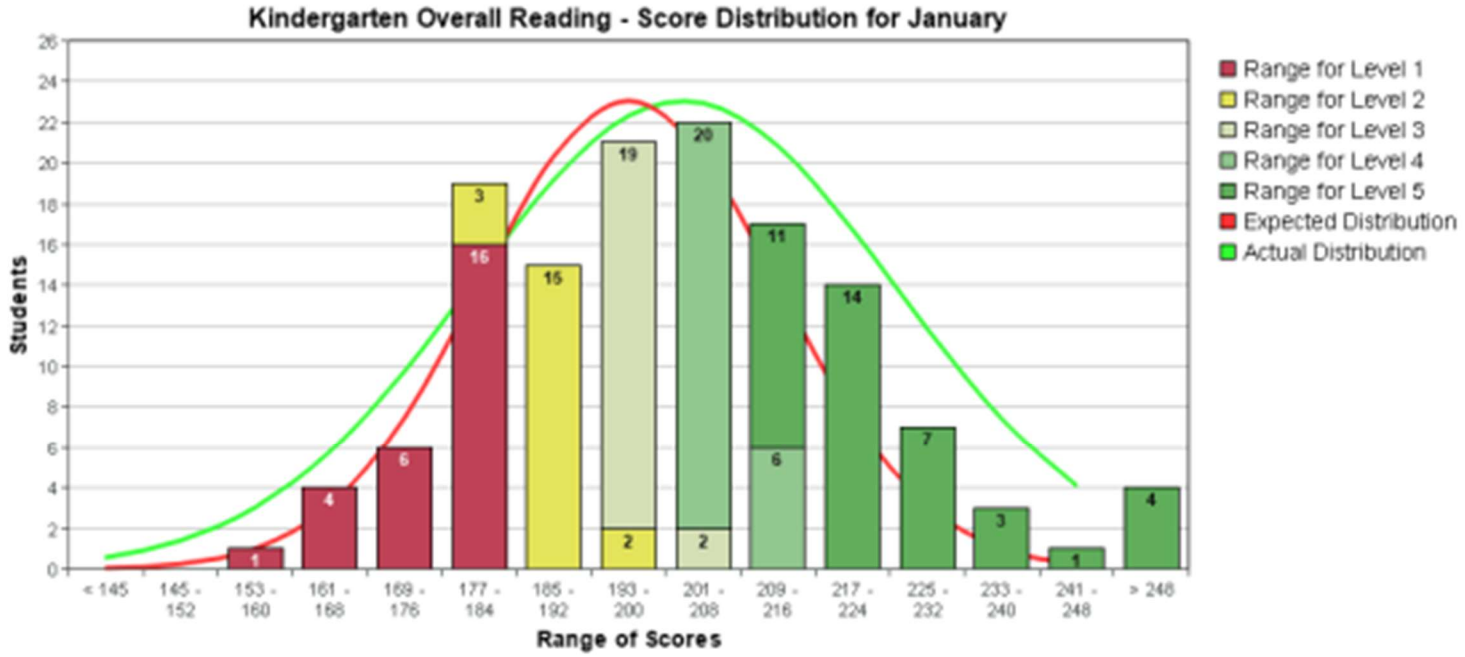
Name	Students Assessed	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %	Level 5 #	Level 5 %
State Average	N/A	N/A	24%	N/A	20%	N/A	20%	N/A	20%	N/A	17%
District Average	N/A	N/A	21%	N/A	17%	N/A	20%	N/A	18%	N/A	25%
Pecos Connection Academy	163	23	14%	24	15%	35	21%	29	18%	52	32%

Distribution:

Kindergarten

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021

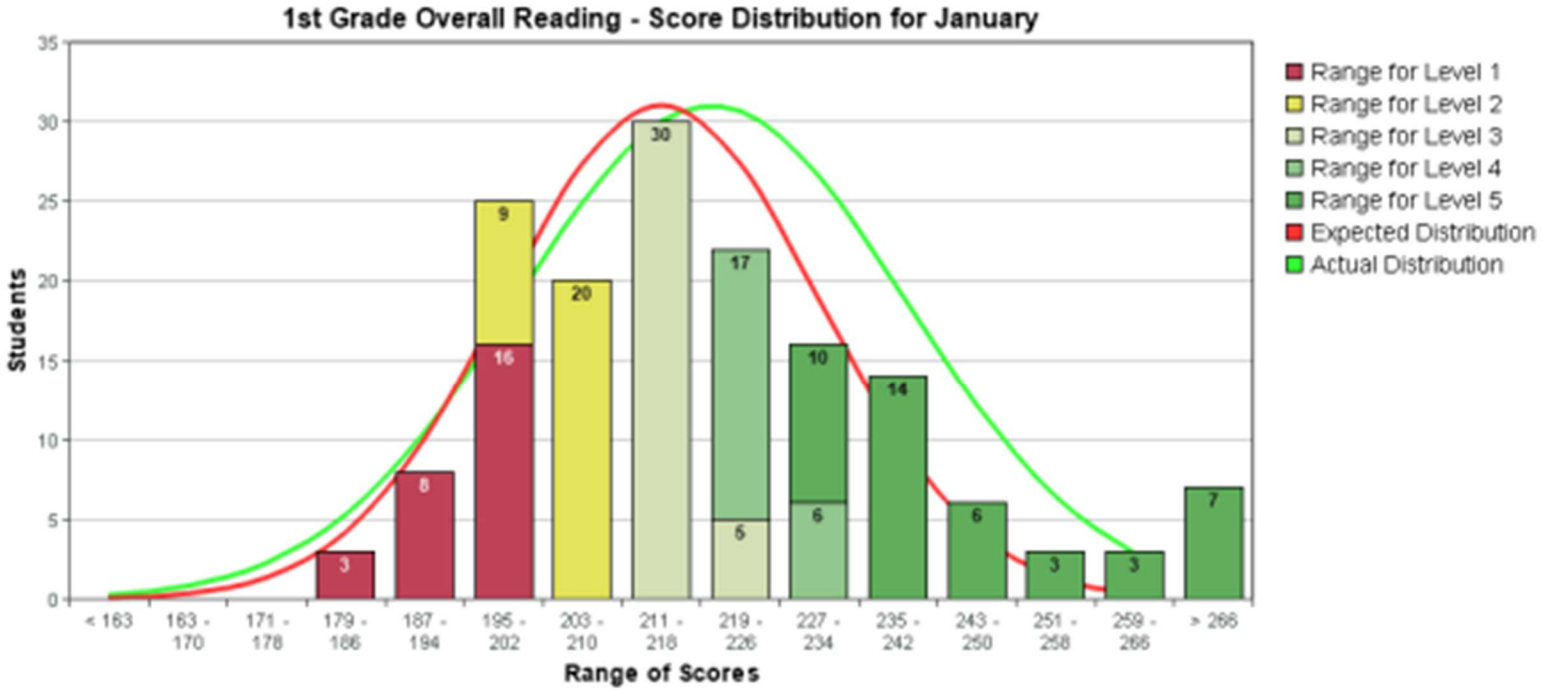


Classroom	Range of Scores and the Number of Students in each Range														
	< 145	145 - 152	153 - 160	161 - 168	169 - 176	177 - 184	185 - 192	193 - 200	201 - 208	209 - 216	217 - 224	225 - 232	233 - 240	241 - 248	> 248
[+] Classroom - C Turner	0	0	1	0	0	0	2	1	0	0	1	0	0	0	0
[+] Kindergarten - K Martin	0	0	1	4	6	19	15	21	22	17	14	7	3	1	4
134 Total	0	0	1	4	6	19	15	21	22	17	14	7	3	1	4

1st Grade:

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



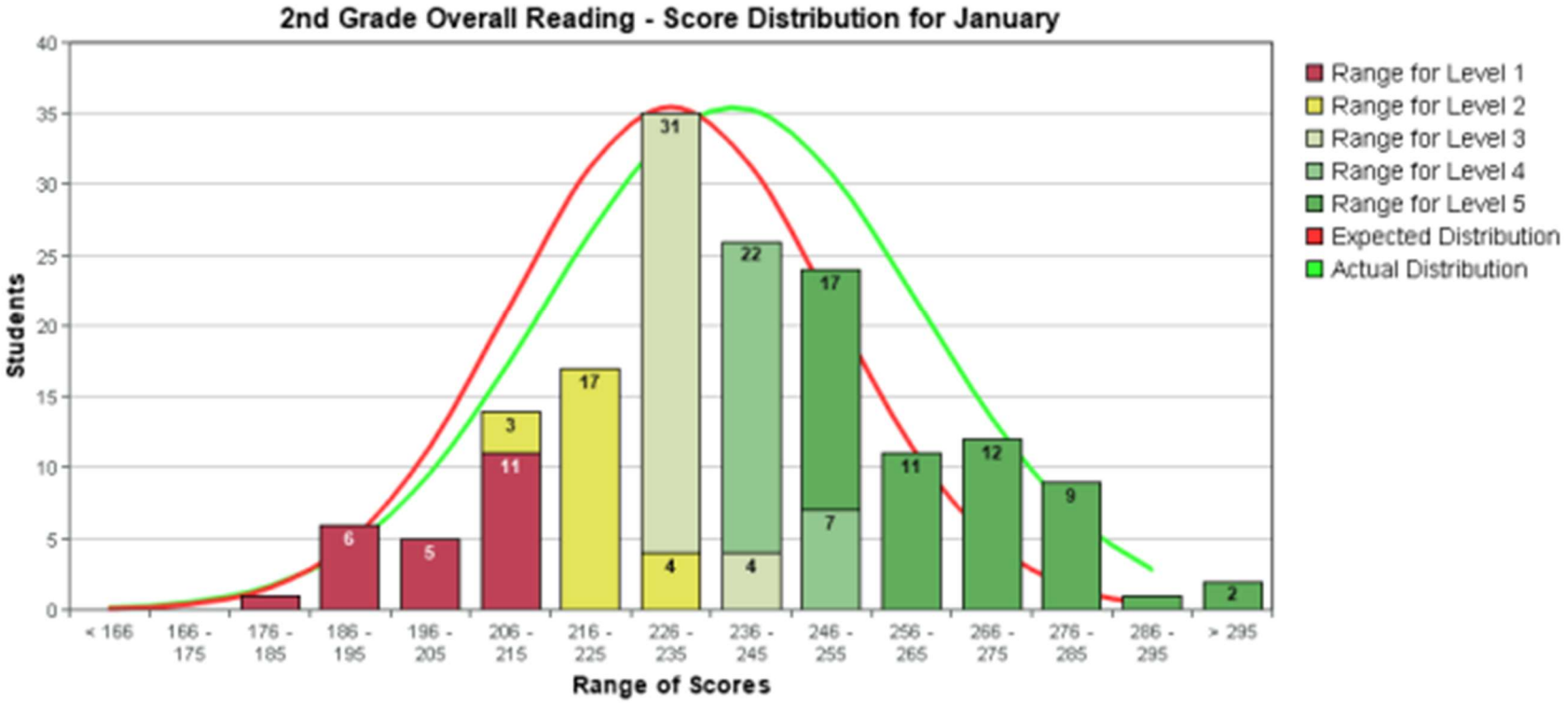
Classroom	Range of Scores and the Number of Students in each Range														
	< 163	163 - 170	171 - 178	179 - 186	187 - 194	195 - 202	203 - 210	211 - 218	219 - 226	227 - 234	235 - 242	243 - 250	251 - 258	259 - 266	> 266
[+] 1st Grade - G Walker	0	0	0	3	8	25	20	30	22	16	14	6	3	3	7
[+] Classroom - C Turner	0	0	0	0	3	4	1	0	1	1	0	0	0	1	0
157 Total	0	0	0	3	8	25	20	30	22	16	14	6	3	3	7

Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

2nd Grade:

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



Classroom	Range of Scores and the Number of Students in each Range														
	< 166	166 - 175	176 - 185	186 - 195	196 - 205	206 - 215	216 - 225	226 - 235	236 - 245	246 - 255	256 - 265	266 - 275	276 - 285	286 - 295	> 295
[+] 2nd Grade - C Coleman	0	0	1	6	5	14	17	35	26	24	11	12	9	1	2
[+] Classroom - C Turner	0	0	0	3	0	2	2	1	2	2	0	0	0	0	0
163 Total	0	0	1	6	5	14	17	35	26	24	11	12	9	1	2

Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

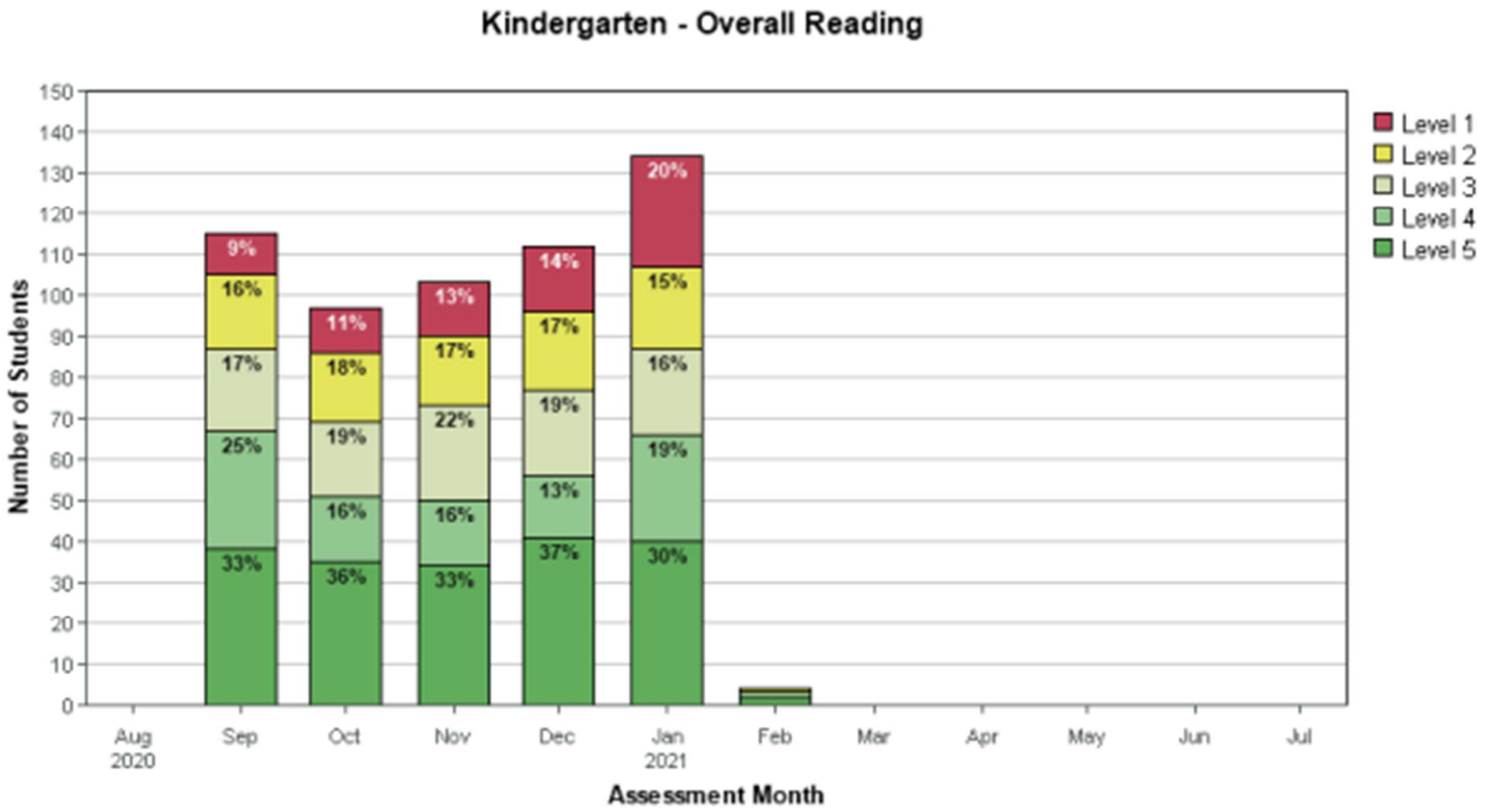
Level Movement:

Kindergarten

Level Movement

ISIP™ Early Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2020/2021



August - September | October - November | December - January | February - March | April - May | June - July

August - September (Overall Reading)

View as CSV

Classroom	August [+]						September [+]					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
[+] Classroom - C Turner							5	0	1	1	1	2
[+] Kindergarten - K Martin							115	10	18	20	29	38
All Classrooms							**115**	**10**	**18**	**20**	**29**	**38**

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

August - September | October - November | December - January | February - March | April - May | June - July

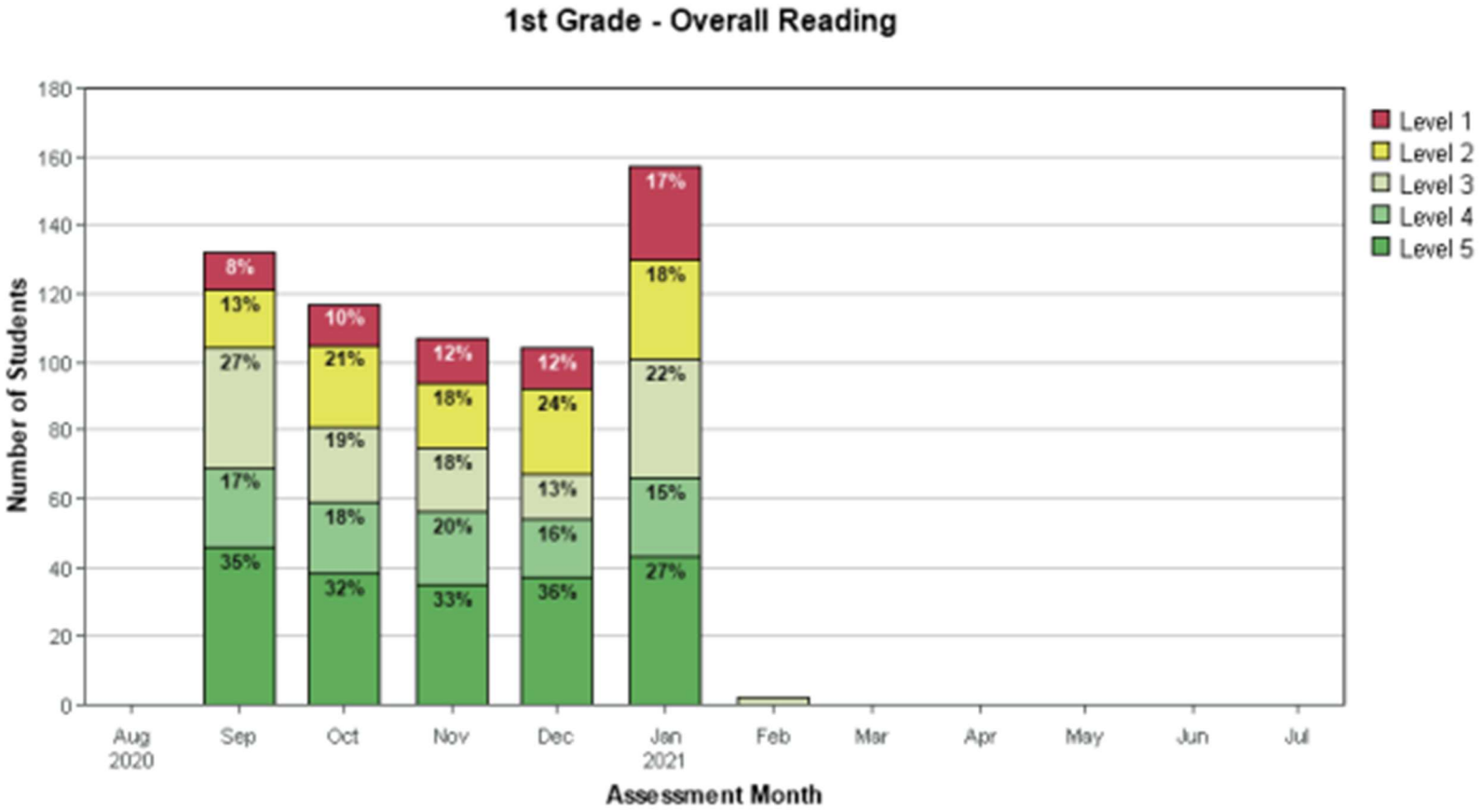
December - January (Overall Reading)

View as CSV

Classroom	December [+]						January [+]					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
[+] Classroom - C Turner	3	0	1	1	0	1	5	1	2	1	0	1
[+] Kindergarten - K Martin	112	16	19	21	15	41	134	27	20	21	26	40
All Classrooms	**112**	**16**	**19**	**21**	**15**	**41**	**134**	**27**	**20**	**21**	**26**	**40**

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

1st Grade


1st Grade - Overall Reading
Number of Students
Assessment Month
Level 1
Level 2
Level 3
Level 4
Level 5
Aug 2020
Sep
Oct
Nov
Dec
Jan 2021
Feb
Mar
Apr
May
Jun
Jul
8%
13%
27%
17%
35%
10%
21%
19%
18%
32%
12%
18%
18%
20%
33%
12%
24%
13%
16%
36%
17%
18%
22%
15%
27%

August - September | October - November | December - January | February - March | April - May | June - July

August - September (Overall Reading)

View as CSV

Classroom	August [+]						September [+]					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
[+] 1st Grade - G Walker							132	11	17	35	23	46
[+] Classroom - C Turner							5	2	1	0	1	1
All Classrooms							132	11	17	35	23	46

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

August - September | October - November | December - January | February - March | April - May | June - July

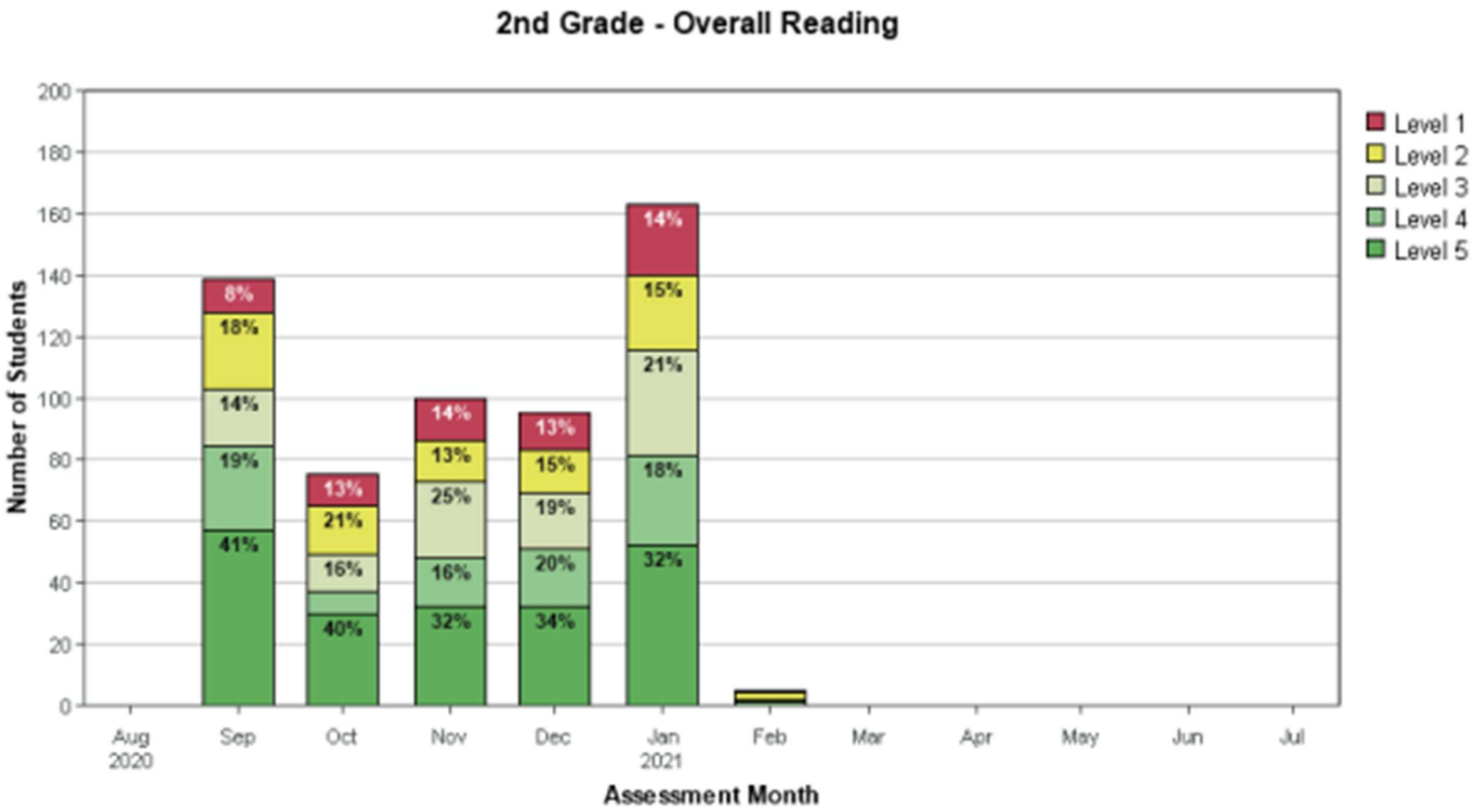
December - January (Overall Reading)

View as CSV

Classroom	December [+]						January [+]					
	Total Students	Students by Level					Total Students	Students by Level				
		1	2	3	4	5		1	2	3	4	5
[+] 1st Grade - G Walker	104	12	25	13	17	37	157	27	29	35	23	43
[+] Classroom - C Turner	5	4	0	0	0	1	11	5	3	0	2	1
All Classrooms	104	12	25	13	17	37	157	27	29	35	23	43

*Some columns will not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.

2nd Grade


2nd Grade - Overall Reading
Number of Students
200
180
160
140
120
100
80
60
40
20
0
Level 1
Level 2
Level 3
Level 4
Level 5
8%
18%
14%
19%
41%
13%
21%
16%
40%
14%
13%
25%
16%
32%
13%
15%
19%
20%
34%
14%
15%
21%
18%
32%
Aug 2020
Sep
Oct
Nov
Dec
Jan 2021
Feb
Mar
Apr
May
Jun
Jul
Assessment Month

Skill Growth

Kindergarten

1st

Executive Summary

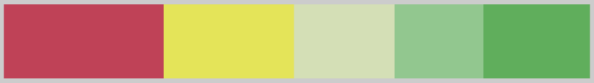
Assessment Completion

Classroom	Kindergarten		1st Grade		2nd Grade	
	Students Enrolled	Percent of Students Assessed	Students Enrolled	Percent of Students Assessed	Students Enrolled	Percent of Students Assessed
1st Grade			148	100%		
2nd Grade					151	100%
Kindergarten	128	100%				

Comparison

Comparison for May

Level 1 Level 2 Level 3 Level 4 Level 5

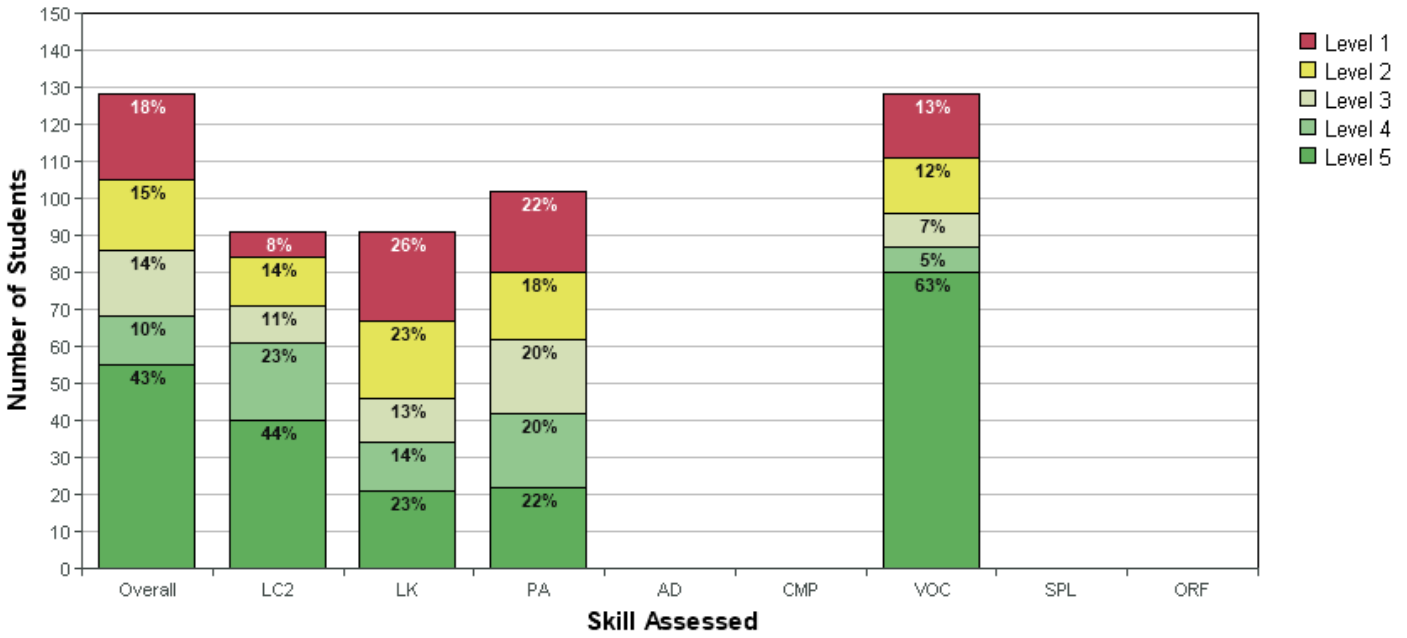
Name	Students Assessed	Performance by Level
State Average	N/A	
District Average	N/A	
Pecos Connection Academy	488	

percentages may not total 100 due to rounding

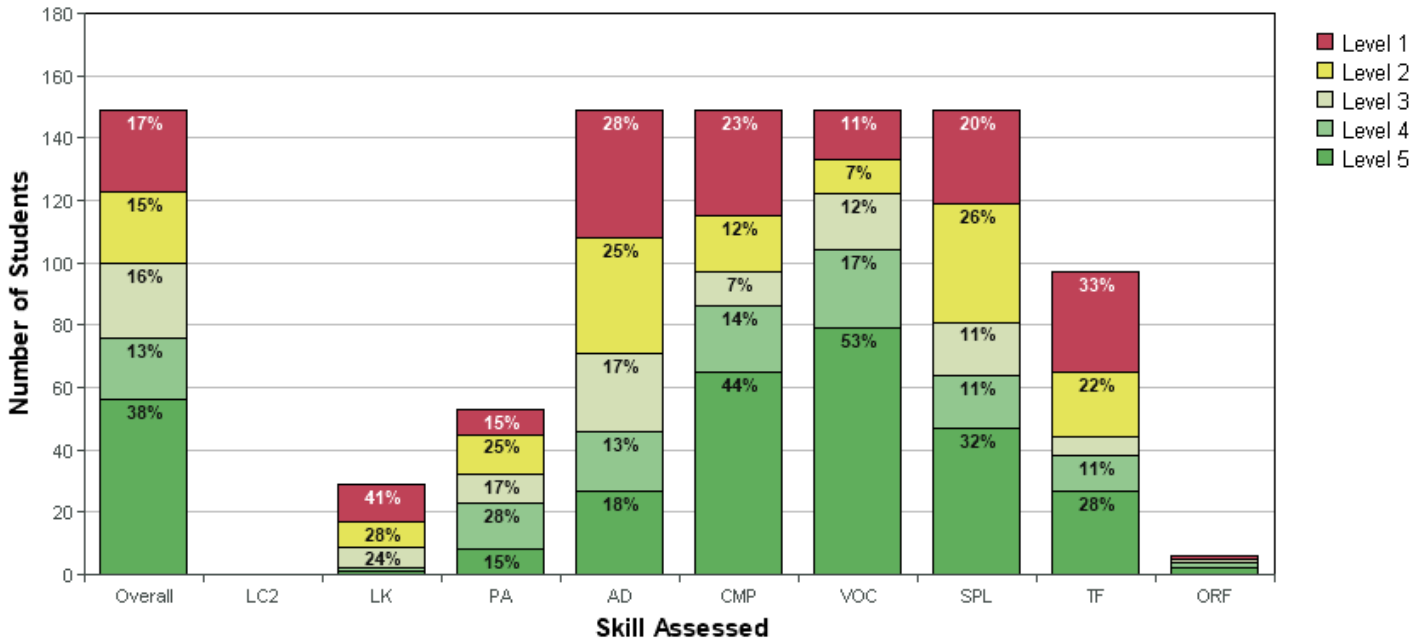
ISIP™ Early Reading Results

Overall Reading Overall [+]	Listening Comprehension LC2 [+]	Letter Knowledge LK [+]	Phonemic Awareness PA [+]	Alphabetic Decoding AD [+]	Reading Comprehension CMP [+]	Vocabulary VOC [+]	Spelling SPL [+]	Oral Reading Fluency ORF [+]

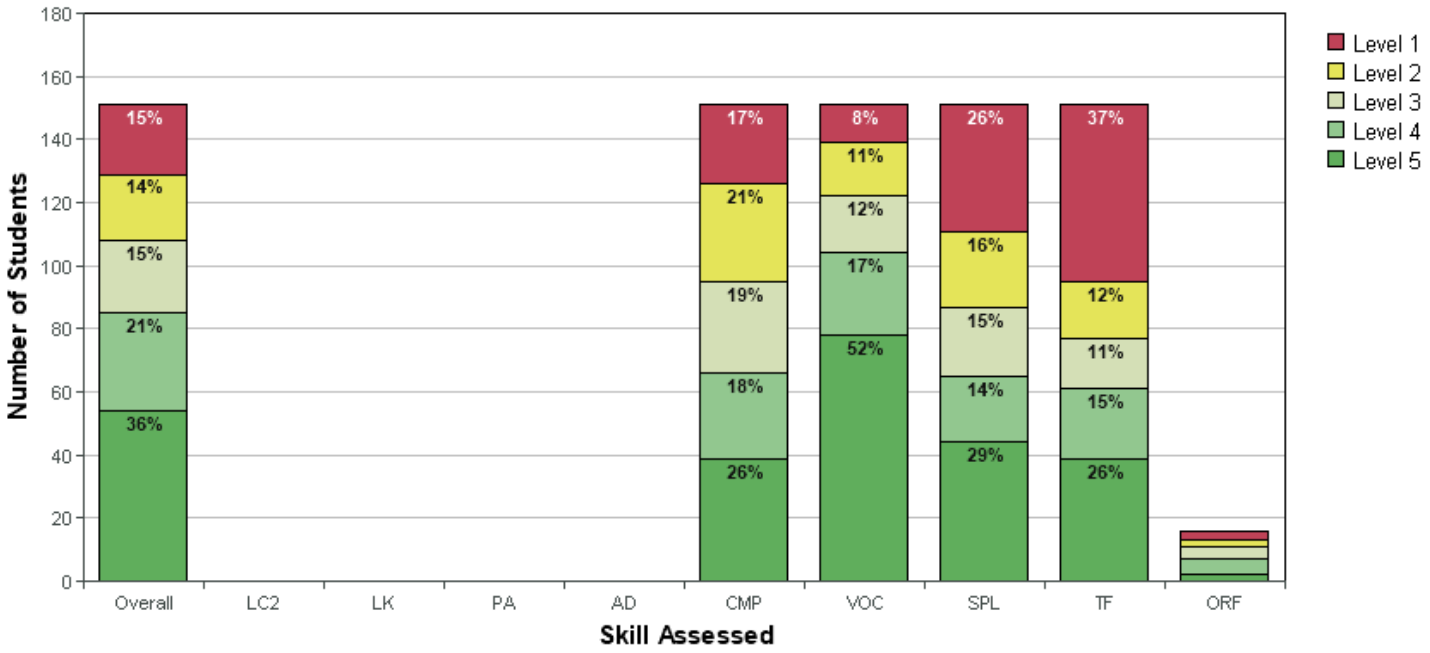
Kindergarten - May 2021



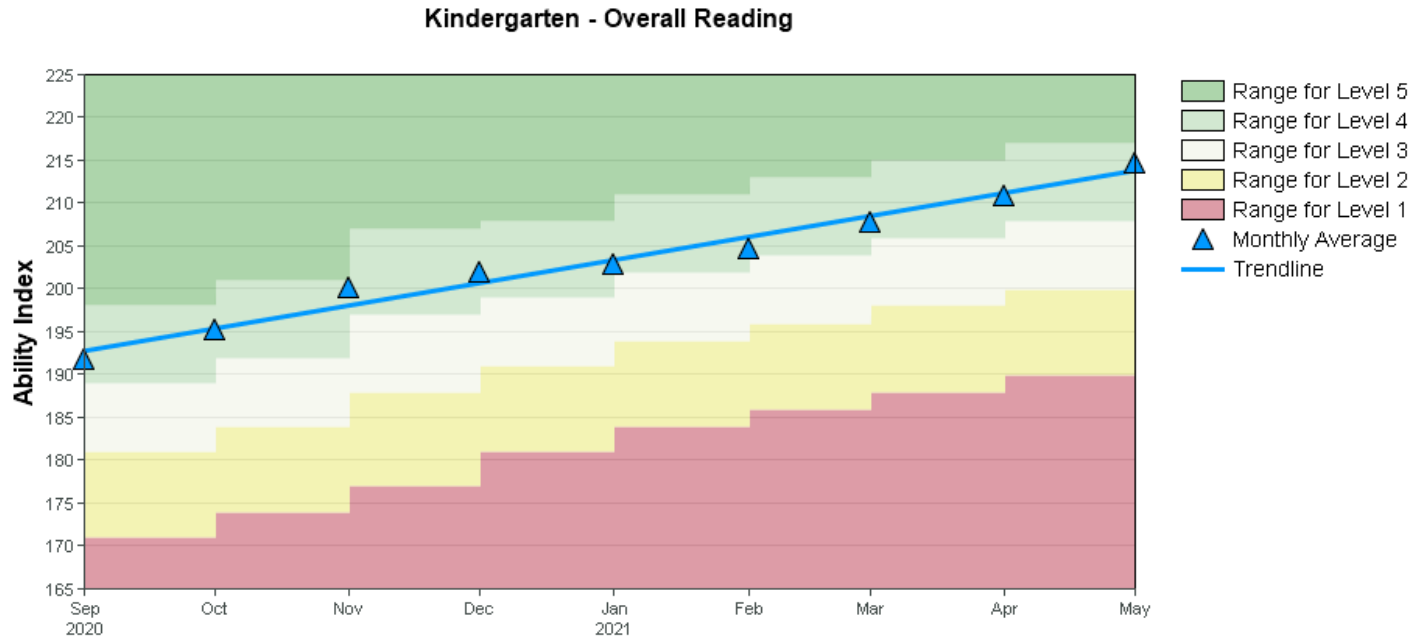
1st Grade - May 2021

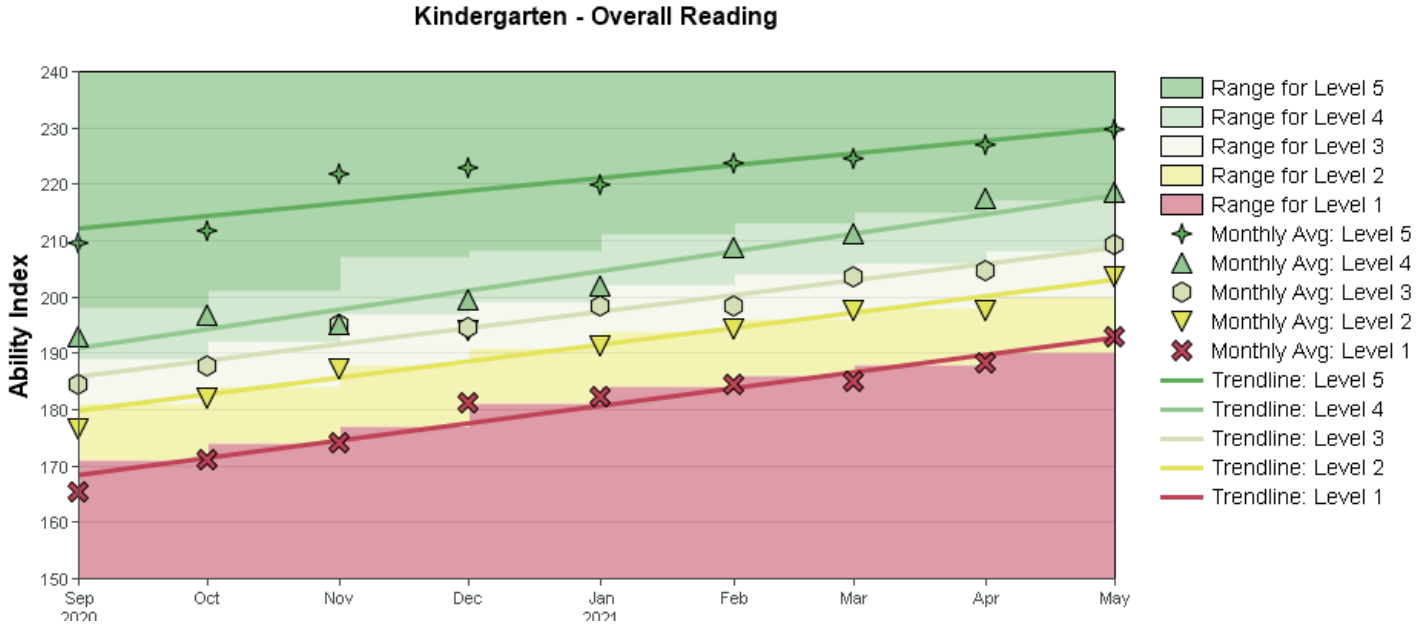


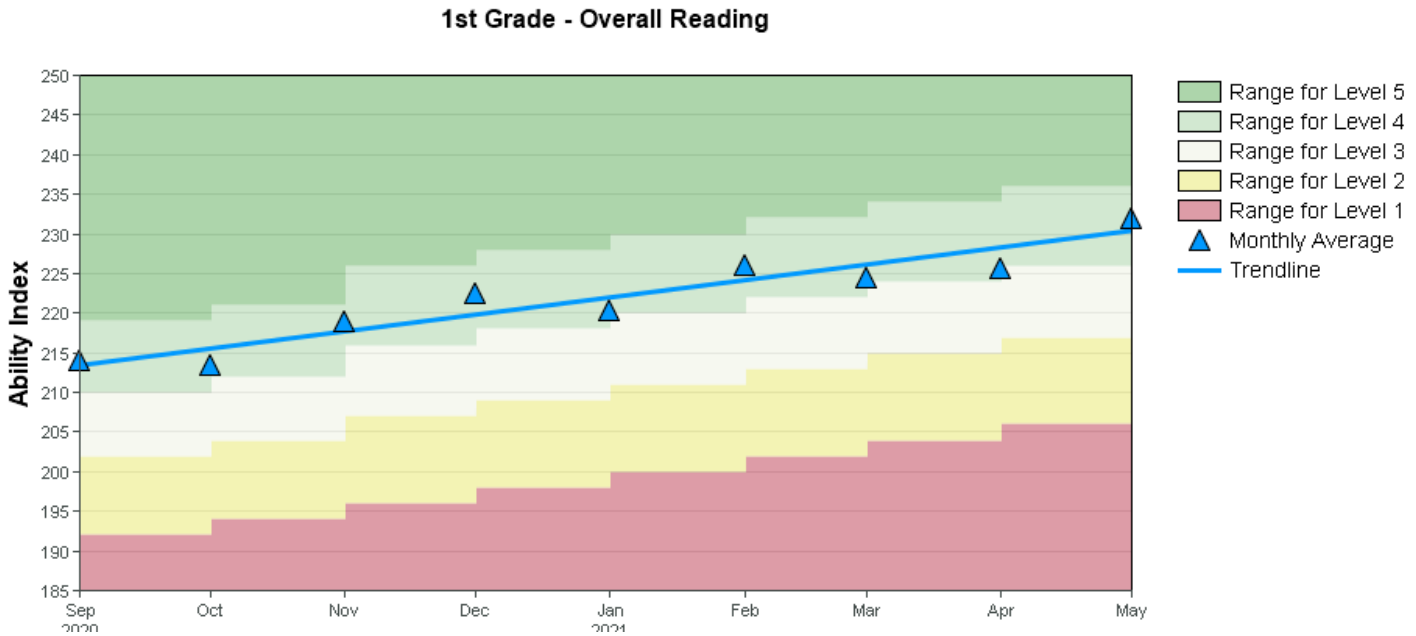
2nd Grade - May 2021

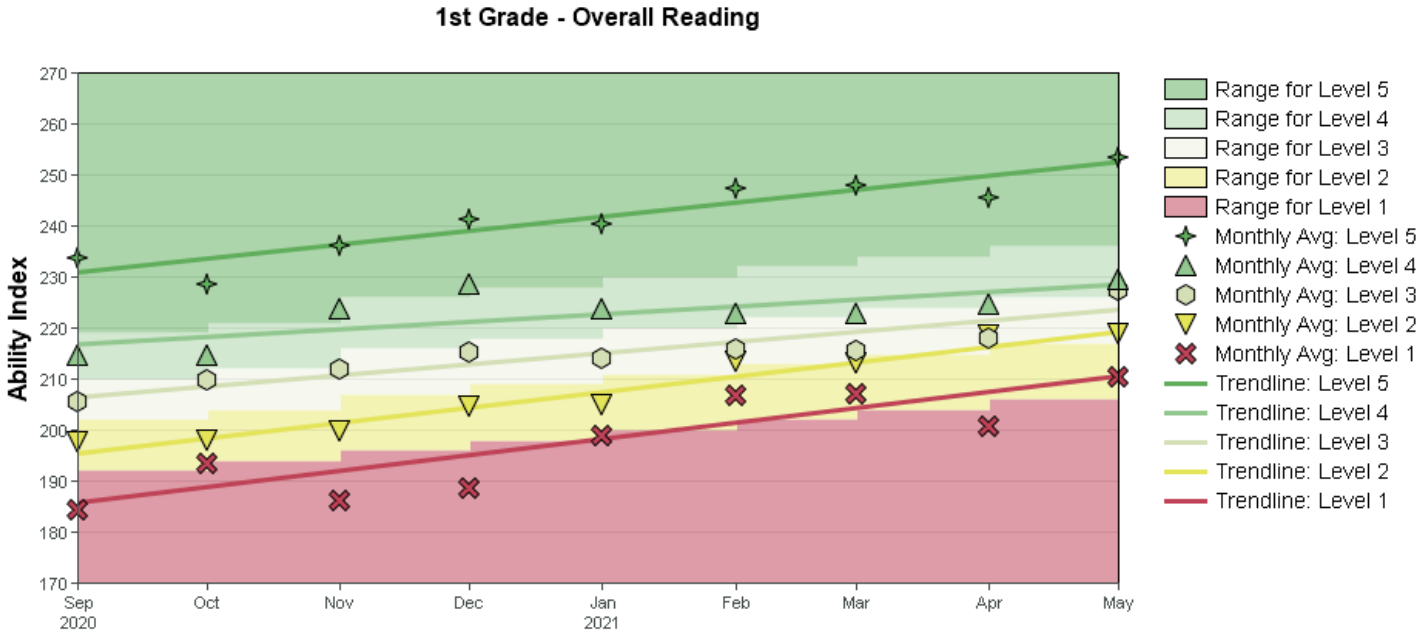


Skill Growth

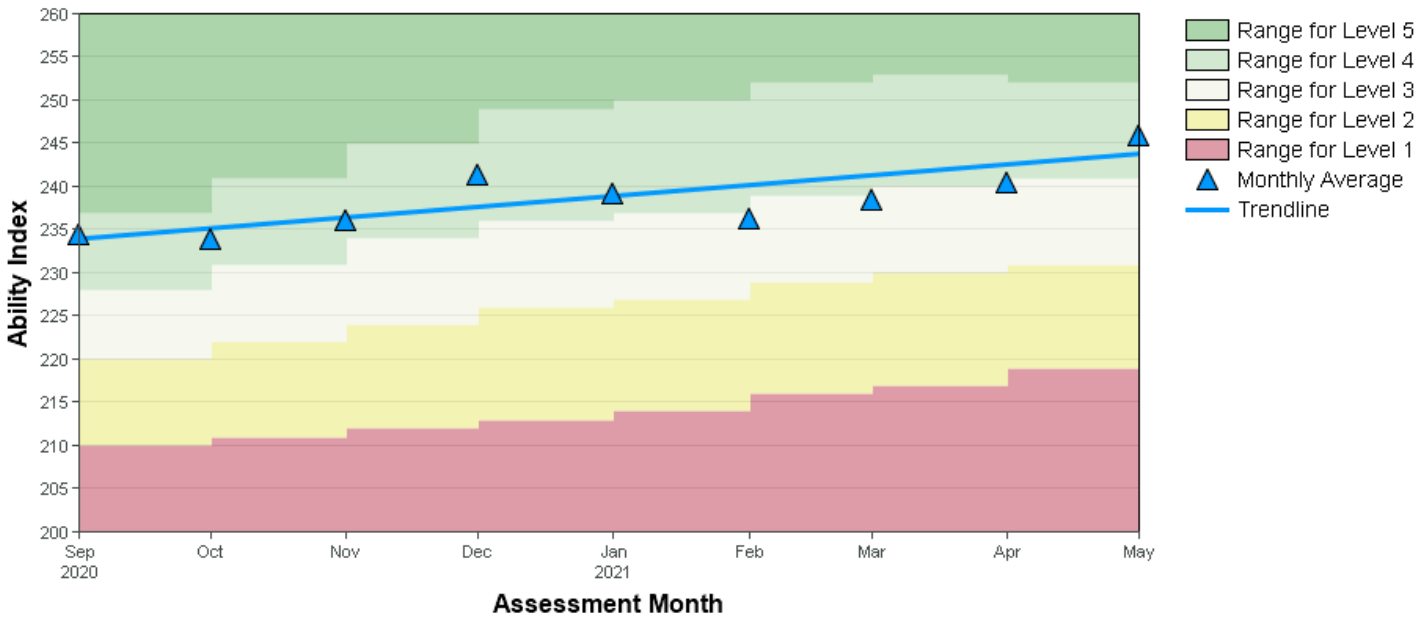




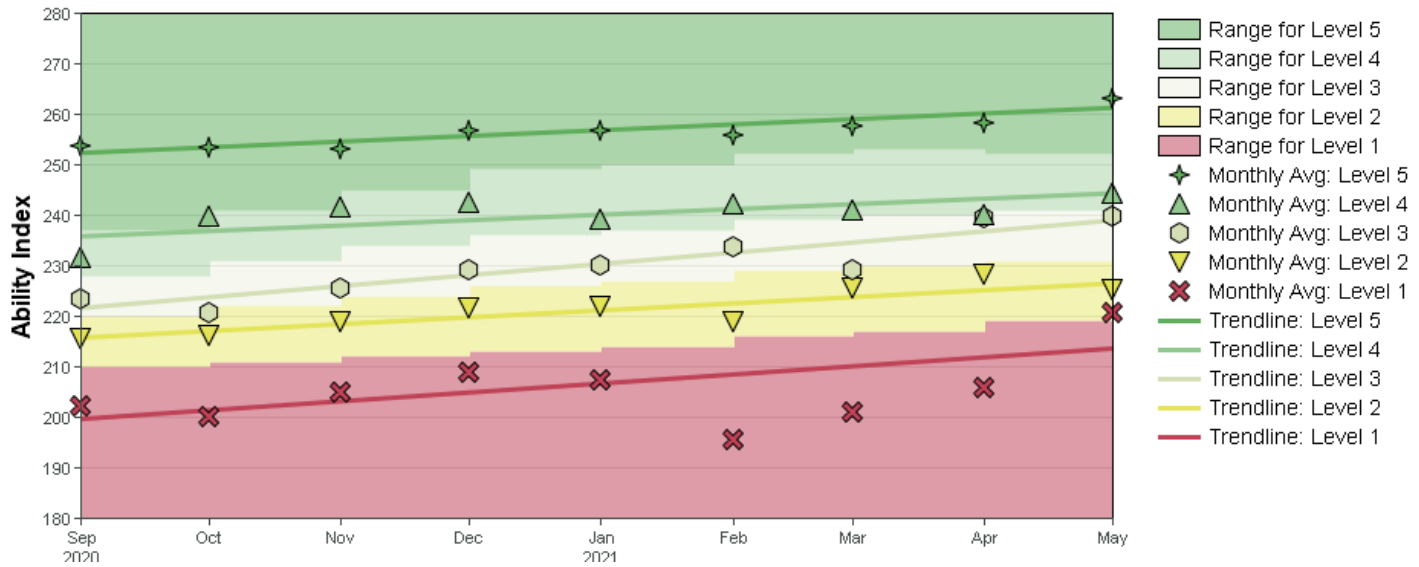

1st Grade - Overall Reading
Ability Index
250
245
240
235
230
225
220
215
210
205
200
195
190
185
Sep
2020
Oct
Nov
Dec
Jan
2021
Feb
Mar
Apr
May
Range for Level 5
Range for Level 4
Range for Level 3
Range for Level 2
Range for Level 1
Monthly Average
Trendline


1st Grade - Overall Reading
Ability Index
270
260
250
240
230
220
210
200
190
180
170
Sep
2020
Oct
Nov
Dec
Jan
2021
Feb
Mar
Apr
May
Range for Level 5
Range for Level 4
Range for Level 3
Range for Level 2
Range for Level 1
Monthly Avg: Level 5
Monthly Avg: Level 4
Monthly Avg: Level 3
Monthly Avg: Level 2
Monthly Avg: Level 1
Trendline: Level 5
Trendline: Level 4
Trendline: Level 3
Trendline: Level 2
Trendline: Level 1

2nd Grade - Overall Reading

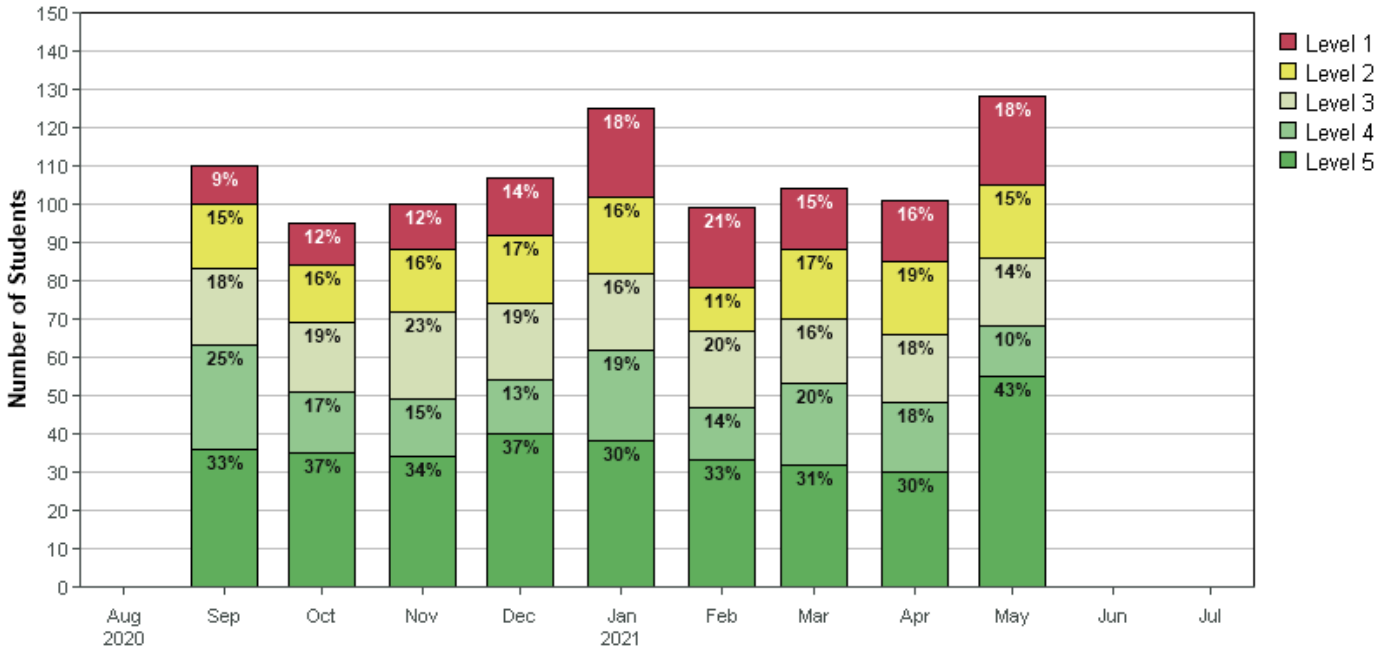


2nd Grade - Overall Reading

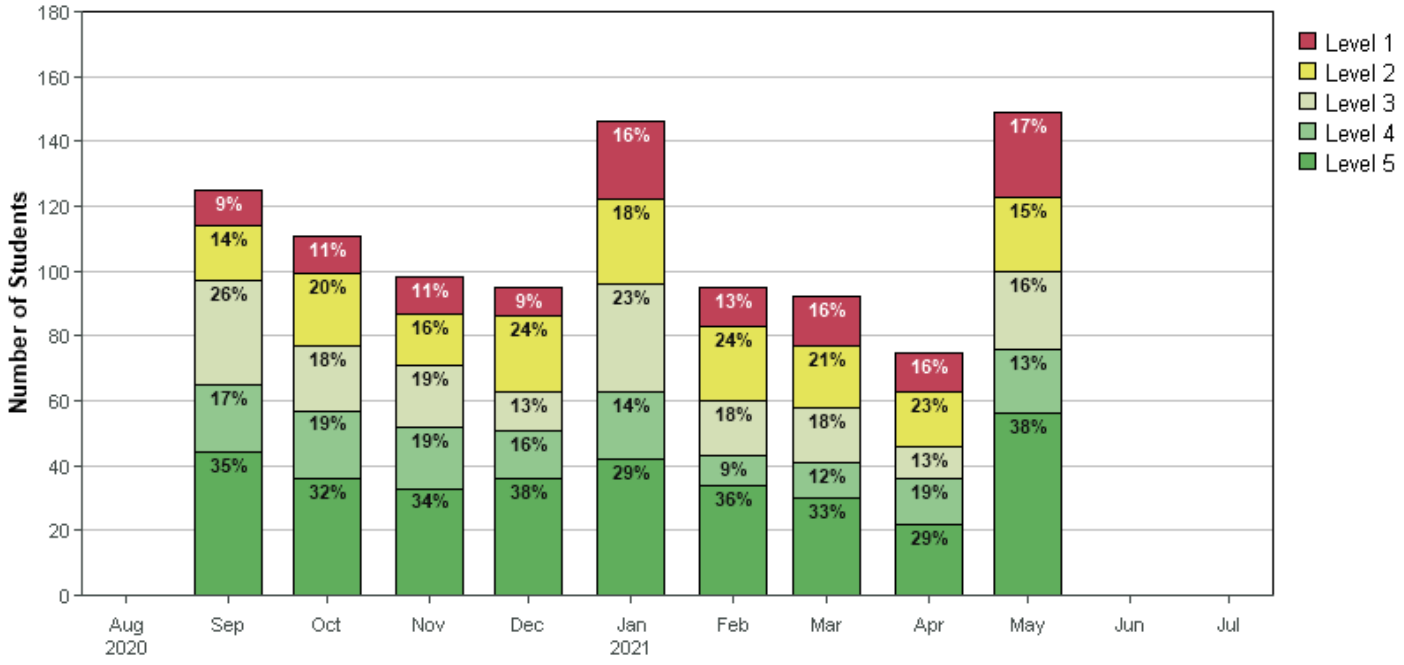


Level Movement

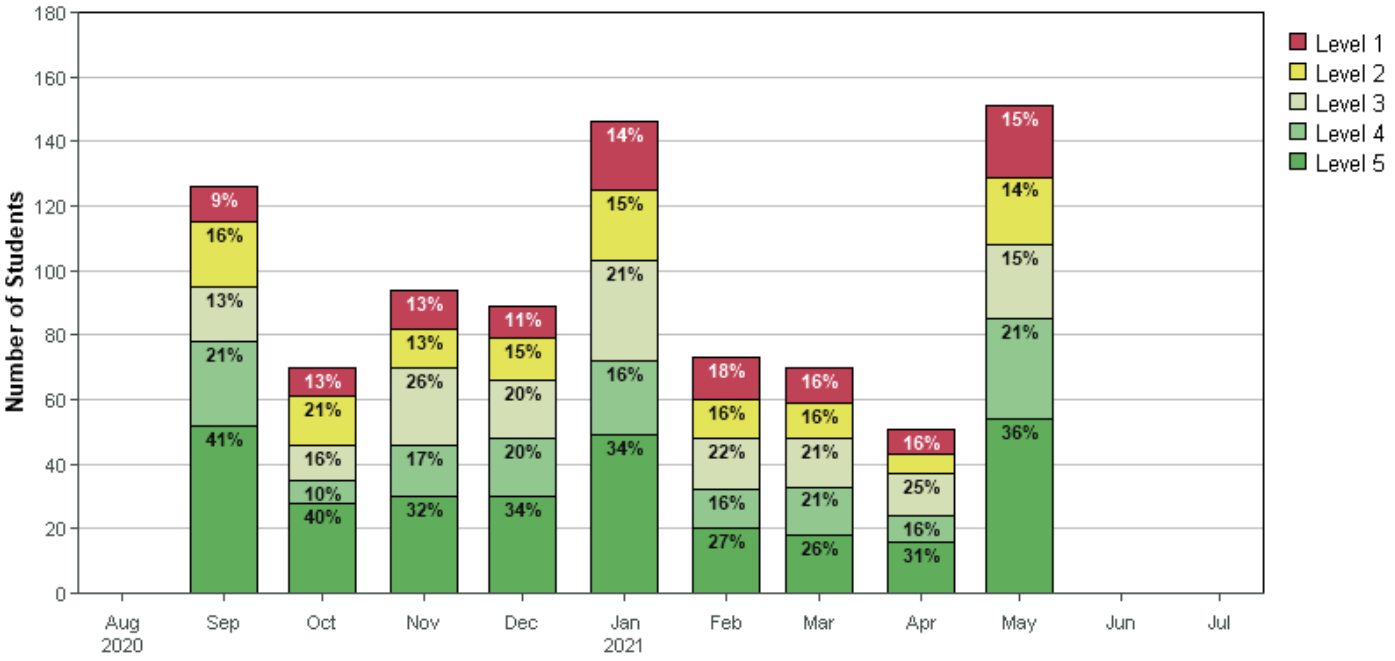
Kindergarten - Overall Reading



1st Grade - Overall Reading



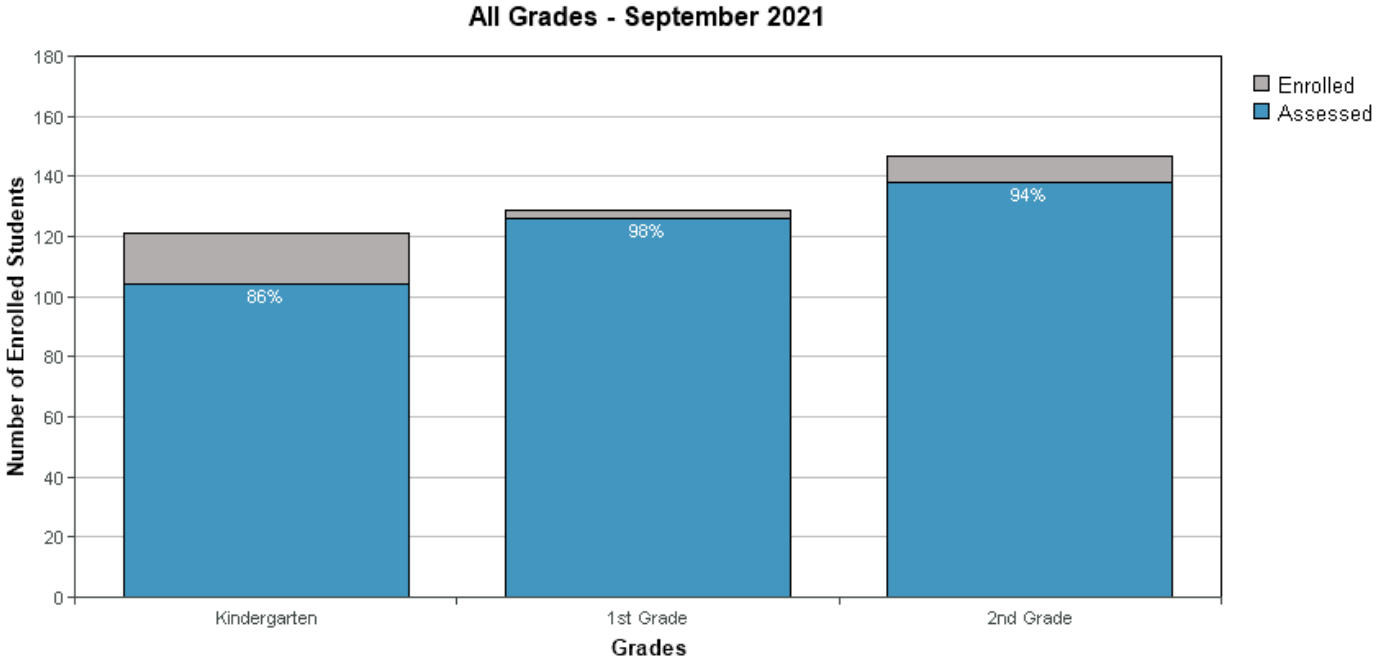
2nd Grade - Overall Reading



Assessment Completion

ISIP™ Reading results for Pecos Connection Academy

Carlsbad Municipal Sch Dist - 2021/2022
as of Sat Sep 25 2021 10:32:47 AM (-06:00)



Total Enrolled Students: 397 **Total Assessed:** 368 (93%)

View as CSV

Classroom	Students Enrolled	Number of Students Assessed	Percent of Students Assessed
1st Grade - G Walker	129	126	98%
2nd Grade - C Coleman	147	138	94%
Classroom - M Quintana	18	17	94%
Kindergarten - K Martin	121	104	86%
All Classrooms	**397**	**368**	**93%**

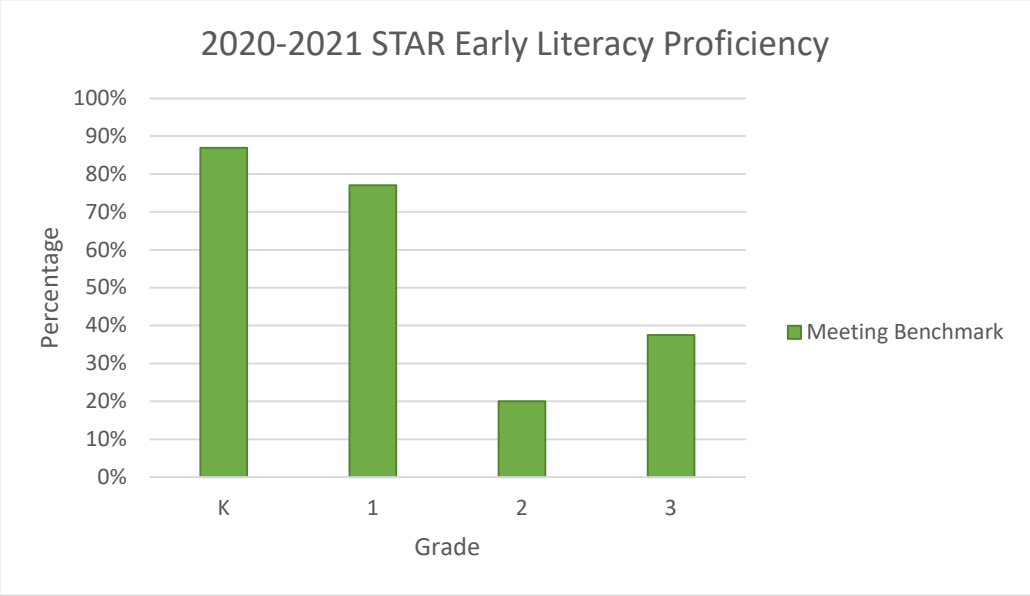
***Some columns may not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

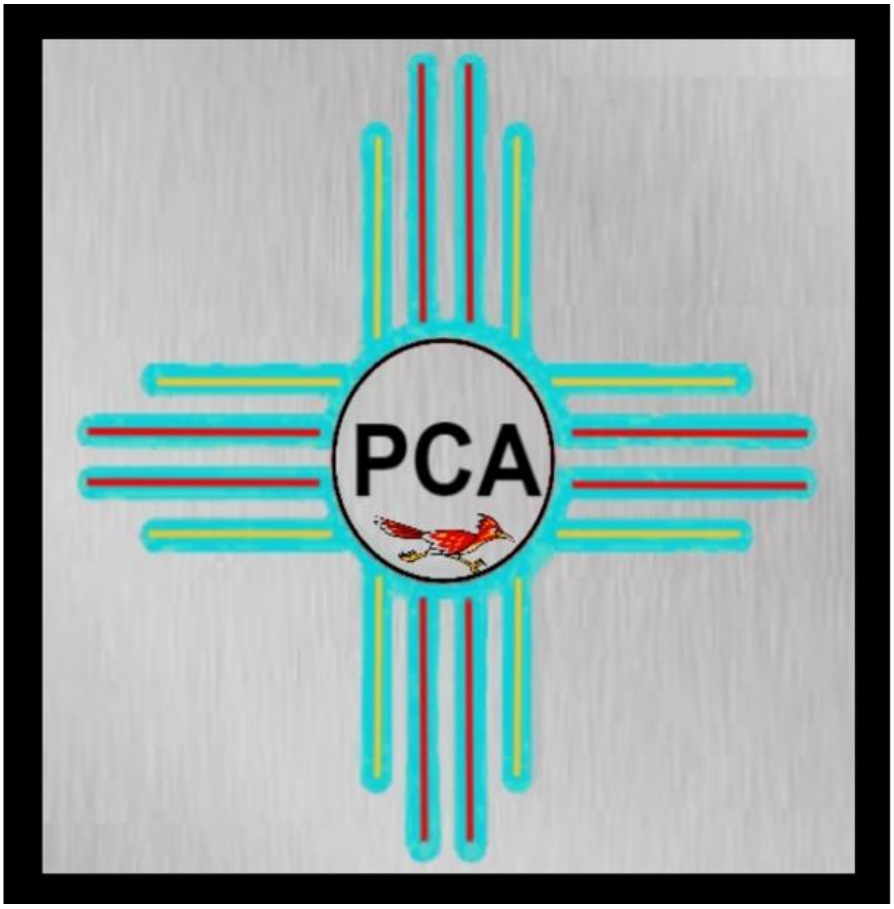
View as CSV

Classroom	Kindergarten		1st Grade		2nd Grade	
	Students Enrolled	Percent of Students Assessed	Students Enrolled	Percent of Students Assessed	Students Enrolled	Percent of Students Assessed
1st Grade - G Walker			129	98%		
2nd Grade - C Coleman					147	94%
Classroom - M Quintana	3	100%	9	100%	6	83%
Kindergarten - K Martin	121	86%				
All Classrooms	**121**	**86%**	**129**	**98%**	**147**	**94%**

***Some columns may not appear to sum properly because students are included only once in the total even though they may appear in multiple classrooms.**

Proficiency Report					
		Proficiency			
		Meeting Benchmark		Below Benchmark	
Grade	# of students	Total	%	Total	%
K	130	113	87%	17	13%
1	148	114	77%	34	23%
2	10	2	20%	8	80%
3	8	3	38%	5	63%





APPENDIX A2.3

Goal 3 – Reading

RENAISSANCE®

Star Longitudinal Report

Star Early Literacy Enterprise Assessment (English)

Generated Jun 4, 2021, 2:36 PM

School
Pecos Connections Academy

Grade
13 Grades

Demographics
All Demographics

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

Grade

Kindergarten

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	K		6	5%	4	3%	7	5%	113	87%	130

Grade

1st

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	1		8	5%	15	10%	11	7%	114	77%	148
2019 - 2020	K	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

2nd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	2		5	50%	3	30%	0	0%	2	20%	10
2019 - 2020	1	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	K	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

3rd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	3		3	38%	1	13%	1	13%	3	38%	8
2019 - 2020	2	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	1	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

4th

No results. Adjust selections above to generate a table.

Grade

5th

No results. Adjust selections above to generate a table.

Grade

6th

No results. Adjust selections above to generate a table.

Grade

7th

No results. Adjust selections above to generate a table.

Grade

8th

No results. Adjust selections above to generate a table.

Grade

9th

No results. Adjust selections above to generate a table.

Grade

10th

No results. Adjust selections above to generate a table.

Grade

11th

No results. Adjust selections above to generate a table.

Grade

12th

No results. Adjust selections above to generate a table.

RENAISSANCE®

Star Longitudinal Report

Star Reading Enterprise Assessment (English)

Generated Jun 4, 2021, 2:39 PM

School
Pecos Connections Academy

Grade
13 Grades

Demographics
All Demographics

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

Grade

Kindergarten

No results. Adjust selections above to generate a table.

Grade

1st

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	1		3	3%	3	3%	2	2%	106	93%	114
2019 - 2020	K	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

2nd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	2		13	9%	11	7%	4	3%	123	81%	151
2019 - 2020	1	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	K	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

3rd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	3		21	15%	11	8%	17	12%	89	64%	138
2019 - 2020	2	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	1	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

4th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	4		12	8%	22	14%	18	12%	101	66%	153
2019 - 2020	3	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	2	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

5th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	5		24	14%	21	12%	25	15%	99	59%	169
2019 - 2020	4	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	3	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

6th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	6		32	18%	23	13%	28	16%	90	52%	173
2019 - 2020	5	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	4	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

7th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	7		26	15%	28	16%	27	16%	92	53%	173
2019 - 2020	6	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	5	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

8th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	8		43	25%	26	15%	29	17%	71	42%	169
2019 - 2020	7	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	6	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

9th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	9		25	17%	30	21%	23	16%	66	46%	144
2019 - 2020	8	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	7	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

10th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	10		24	22%	19	18%	12	11%	52	49%	107
2019 - 2020	9	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	8	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

11th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	11		28	20%	30	21%	26	18%	57	40%	141
2019 - 2020	10	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	9	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

12th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	12		22	22%	15	15%	18	18%	45	45%	100
2019 - 2020	11	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	10	No Activity Data Found	--	--	--	--	--	--	--	--	0

School **Pecos Cyber Academy**
Date Range **08/01/21–07/31/22**
Demographics **All Demographics**

School

Pecos Cyber Academy

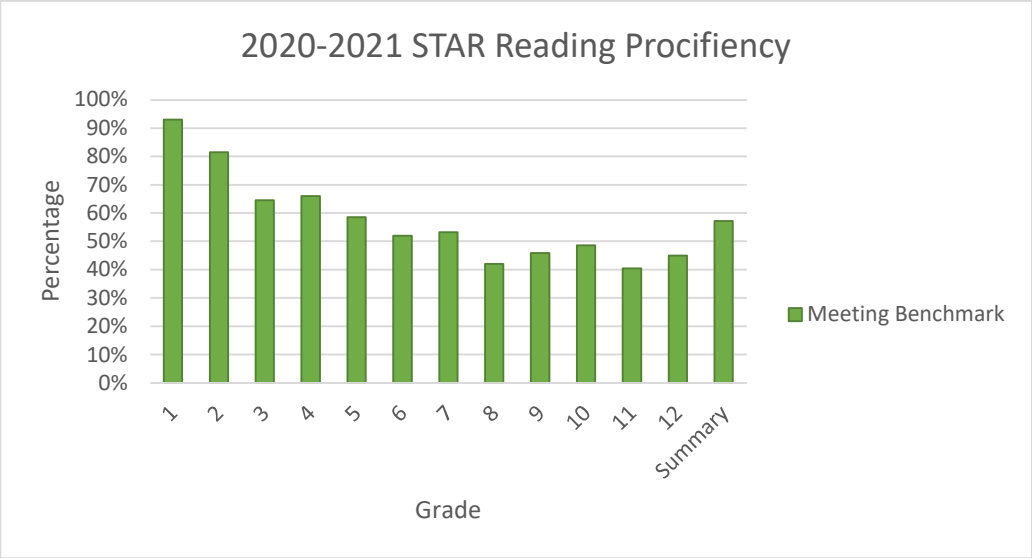
	Less than Proficient						Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Level 5		Tested		Not Tested	
Grade ▲	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade K	-	-	-	-	-	-	-	-	-	-	0	0%	125	100%
Grade 1	2	29%	2	29%	2	29%	0	0%	1	14%	7	5%	123	95%
Grade 2	41	32%	17	13%	18	14%	40	31%	12	9%	128	86%	21	14%
Grade 3	45	31%	28	19%	27	19%	38	26%	7	5%	145	93%	11	7%
Grade 4	31	24%	27	21%	34	27%	27	21%	9	7%	128	91%	12	9%
Grade 5	31	18%	37	21%	48	28%	54	31%	3	2%	173	94%	11	6%
Grade 6	34	20%	30	17%	52	30%	53	31%	3	2%	172	98%	4	2%
Grade 7	15	10%	29	20%	30	21%	62	42%	10	7%	146	95%	7	5%
Grade 8	21	12%	39	22%	44	25%	63	36%	8	5%	175	94%	11	6%
Grade 9	28	20%	30	21%	31	22%	47	33%	5	4%	141	97%	4	3%
Grade 10	31	24%	31	24%	30	23%	28	22%	9	7%	129	94%	8	6%
Grade 11	18	18%	19	19%	19	19%	35	35%	10	10%	101	97%	3	3%
Grade 12	38	28%	25	19%	28	21%	36	27%	8	6%	135	93%	10	7%
All Students Summary	**335**	**21%**	**314**	**20%**	**363**	**23%**	**483**	**31%**	**85**	**5%**	**1580**	**82%**	**350**	**18%**

Report Summary

All Schools

	Less than Proficient						Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Level 5		Tested		Not Tested	
School ▲	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Pecos Cyber Academy	335	21%	314	20%	363	23%	483	31%	85	5%	1580	82%	350	18%

Proficiency Report					
		Proficiency			
		Meeting Benchmark		Below Benchmark	
Grade	# of students	Total	%	Total	%
1	114	106	93%	8	7%
2	151	123	81%	28	19%
3	138	89	64%	49	36%
4	153	101	66%	52	34%
5	169	99	59%	70	41%
6	173	90	52%	83	48%
7	173	92	53%	81	47%
8	169	71	42%	98	58%
9	144	66	46%	78	54%
10	107	52	49%	55	51%
11	141	57	40%	84	60%
12	100	45	45%	55	55%
Summary	1732	991	57%	741	43%



APPENDIX A2.6

Goal 6 – Parental Involvement

PECOS CONNECTIONS ACADEMY

EXECUTIVE BOARD SUMMARY 2020-21

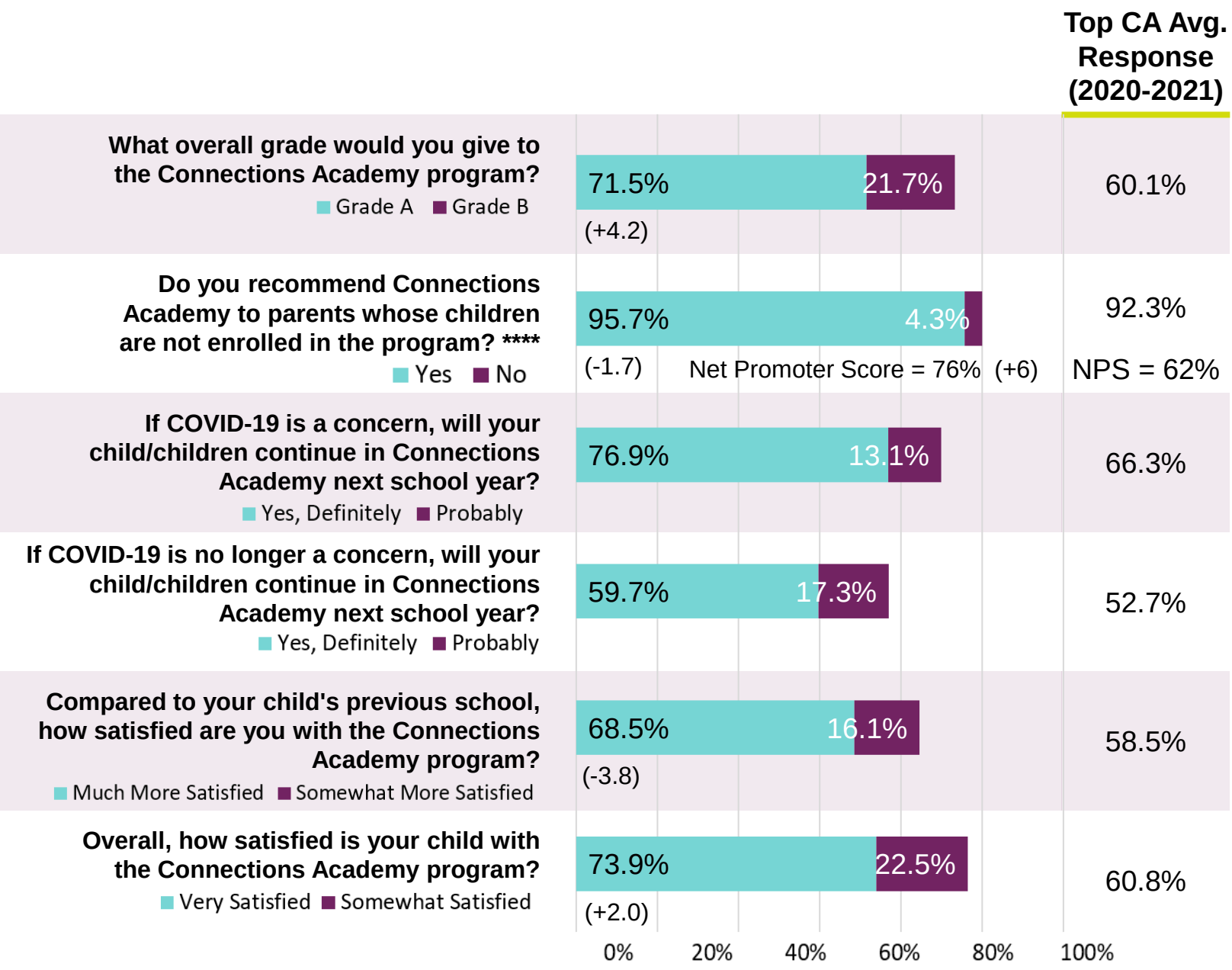
Parent Satisfaction Survey

Pecos Connections Academy

Parent Satisfaction Survey 2020-2021

Executive Summary

Satisfaction with Connections Academy Program



* Top two response options.

** (+/-x.x) = Point change from 19-20 to 20-21, e.g., 20.0% to 21.5% = (+1.5)

*** ▼ indicates a top score lower than the Connections Academy average.

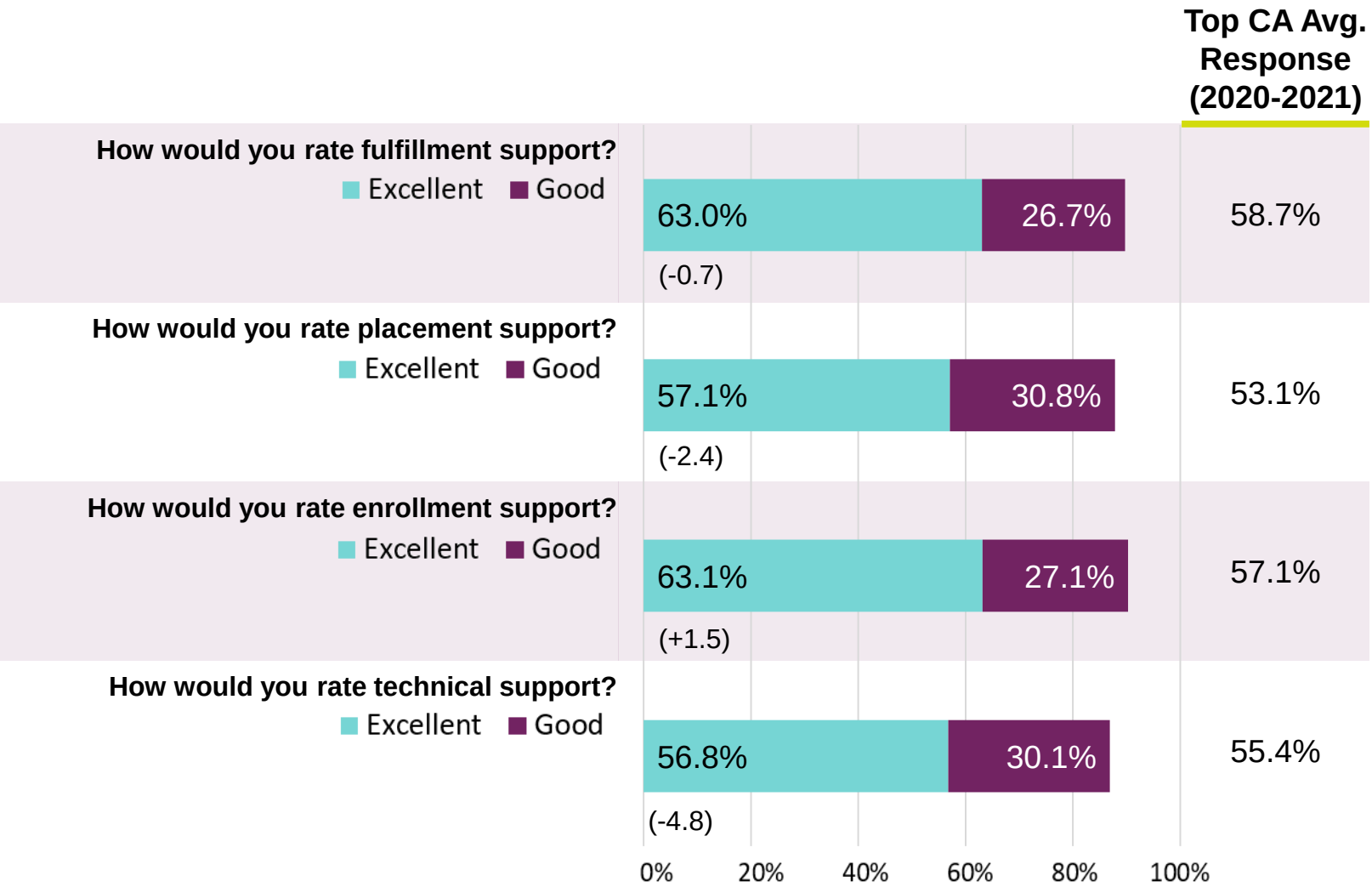
**** Survey Rating: Yes = 6 to 10; No = 0 to 5; Net Promotor Score (NPS) = (10 + 9) – (0 to 6). Note: NPS results reflect updated rating scale format (0 on left, 10 on right).

Pecos Connections Academy

Parent Satisfaction Survey 2020-2021

Executive Summary

Support Staff



* Top two response options.

** (+/-x.x) = Point change from 19-20 to 20-21, e.g., 20.0% to 21.5% = (+1.5)

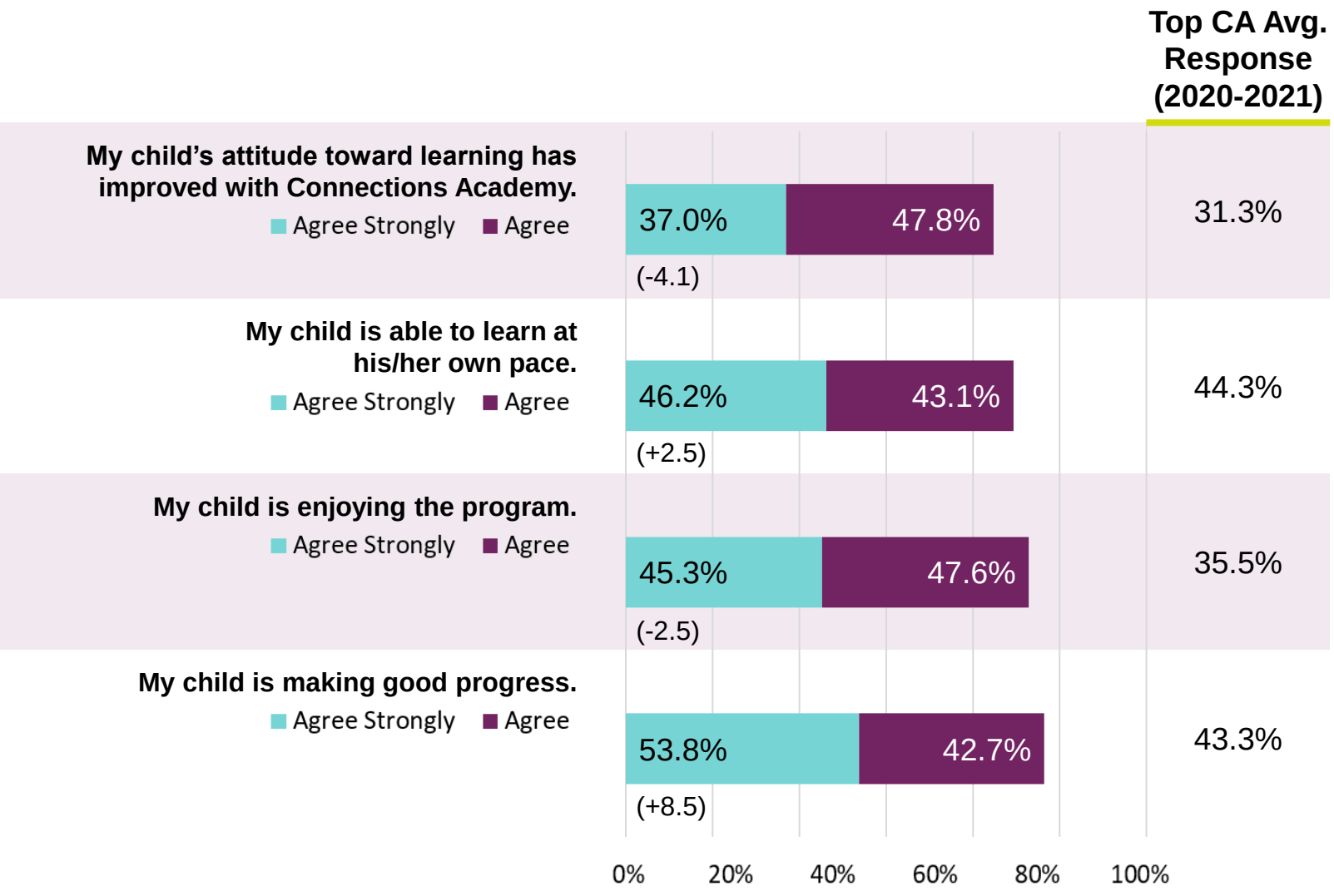
*** ▼ indicates a top score lower than the Connections Academy average.

Pecos Connections Academy

Parent Satisfaction Survey 2020-2021

Executive Summary

Academic and Emotional Success



* Top two response options.

** (+/-x.x) = Point change from 19-20 to 20-21, e.g., 20.0% to 21.5% = (+1.5)

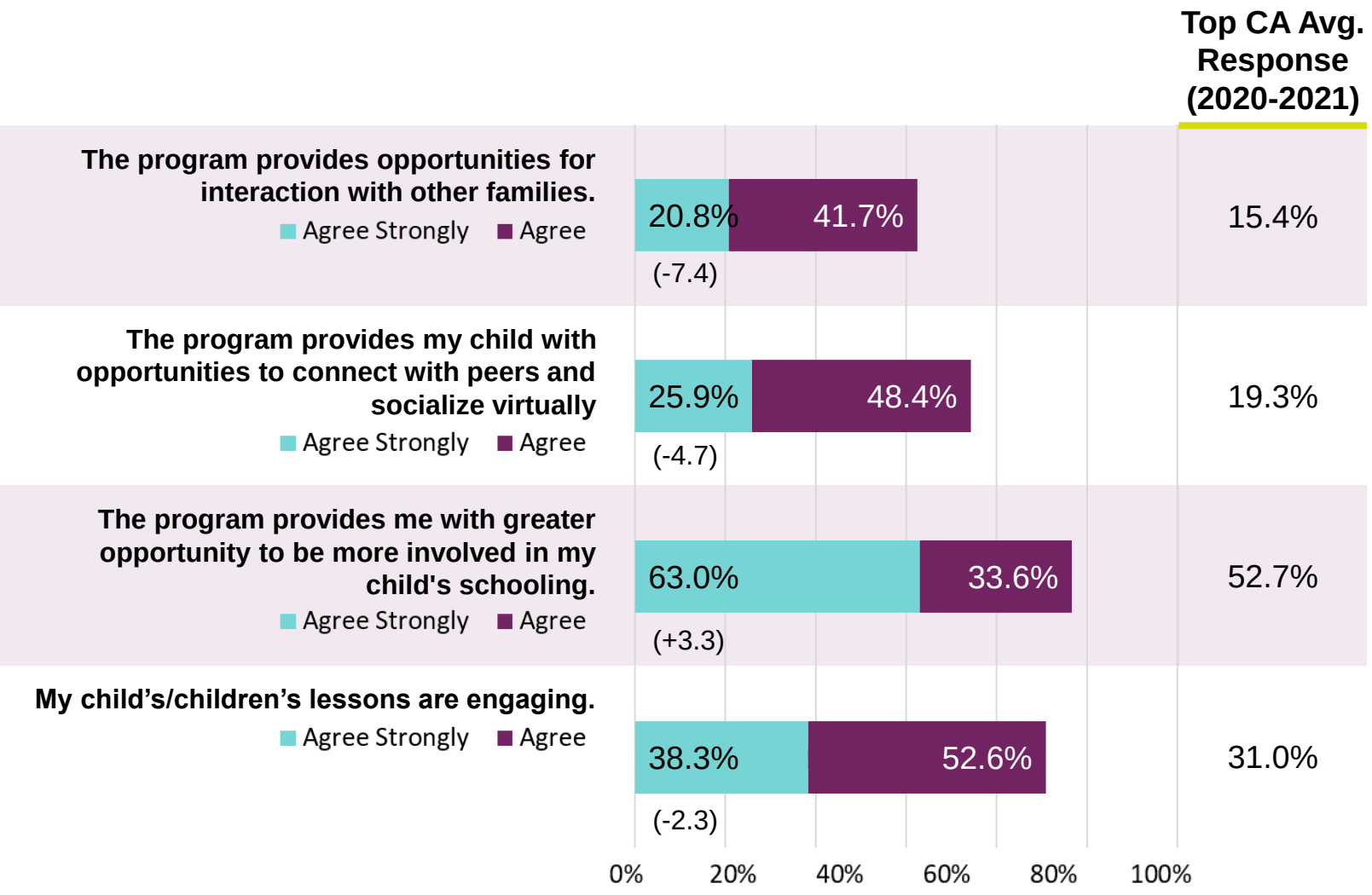
*** ▼ indicates a top score lower than the Connections Academy average.

Pecos Connections Academy

Parent Satisfaction Survey 2020-2021

Executive Summary

Student & Family Engagement



* Top two response options.

** (+/-x.x) = Point change from 19-20 to 20-21, e.g., 20.0% to 21.5% = (+1.5)

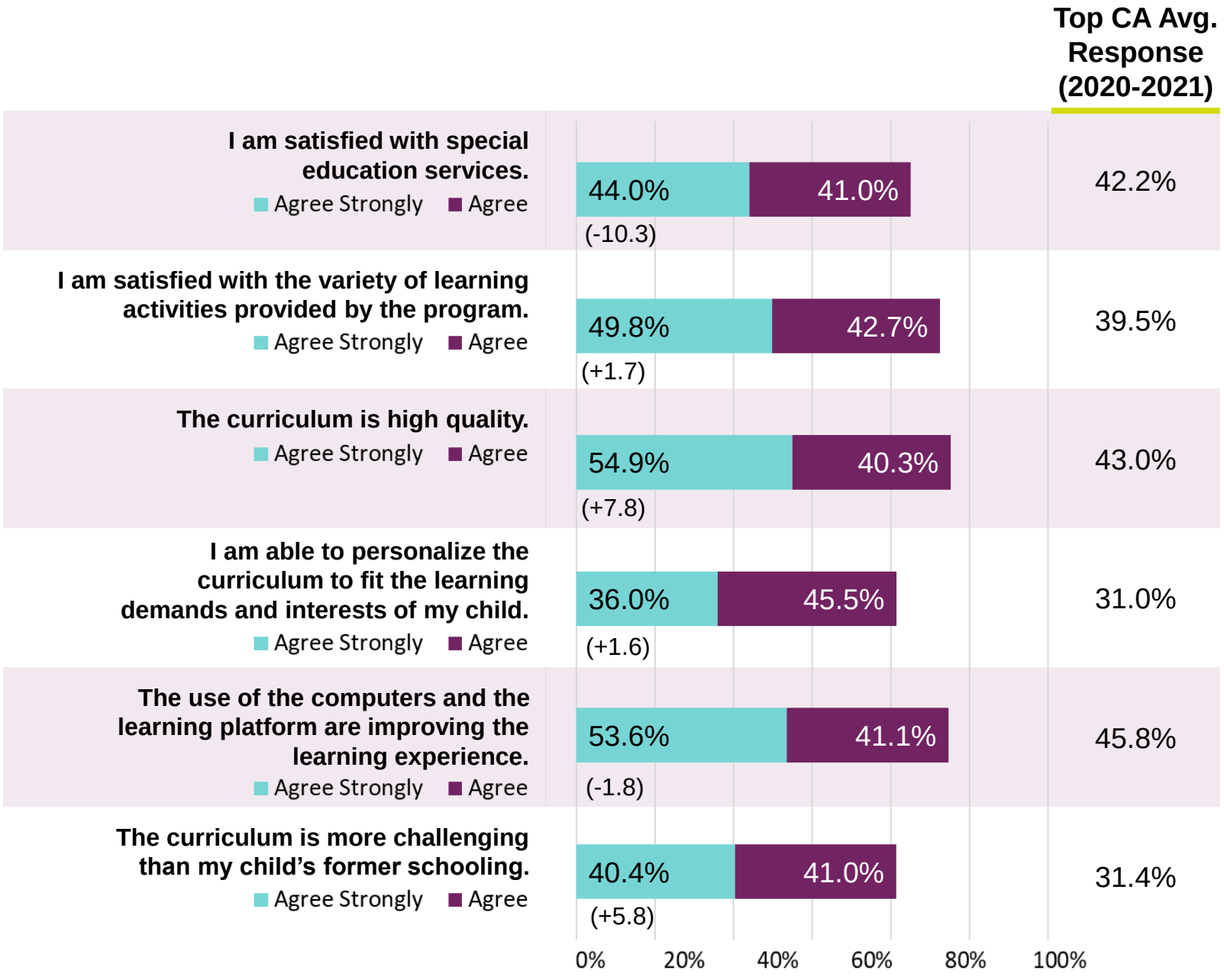
*** ▼ indicates a top score lower than the Connections Academy average.

Pecos Connections Academy

Parent Satisfaction Survey 2020-2021

Executive Summary

Connections Academy Academic Experience



* Top two response options.

** (+/-x.x) = Point change from 19-20 to 20-21, e.g., 20.0% to 21.5% = (+1.5)

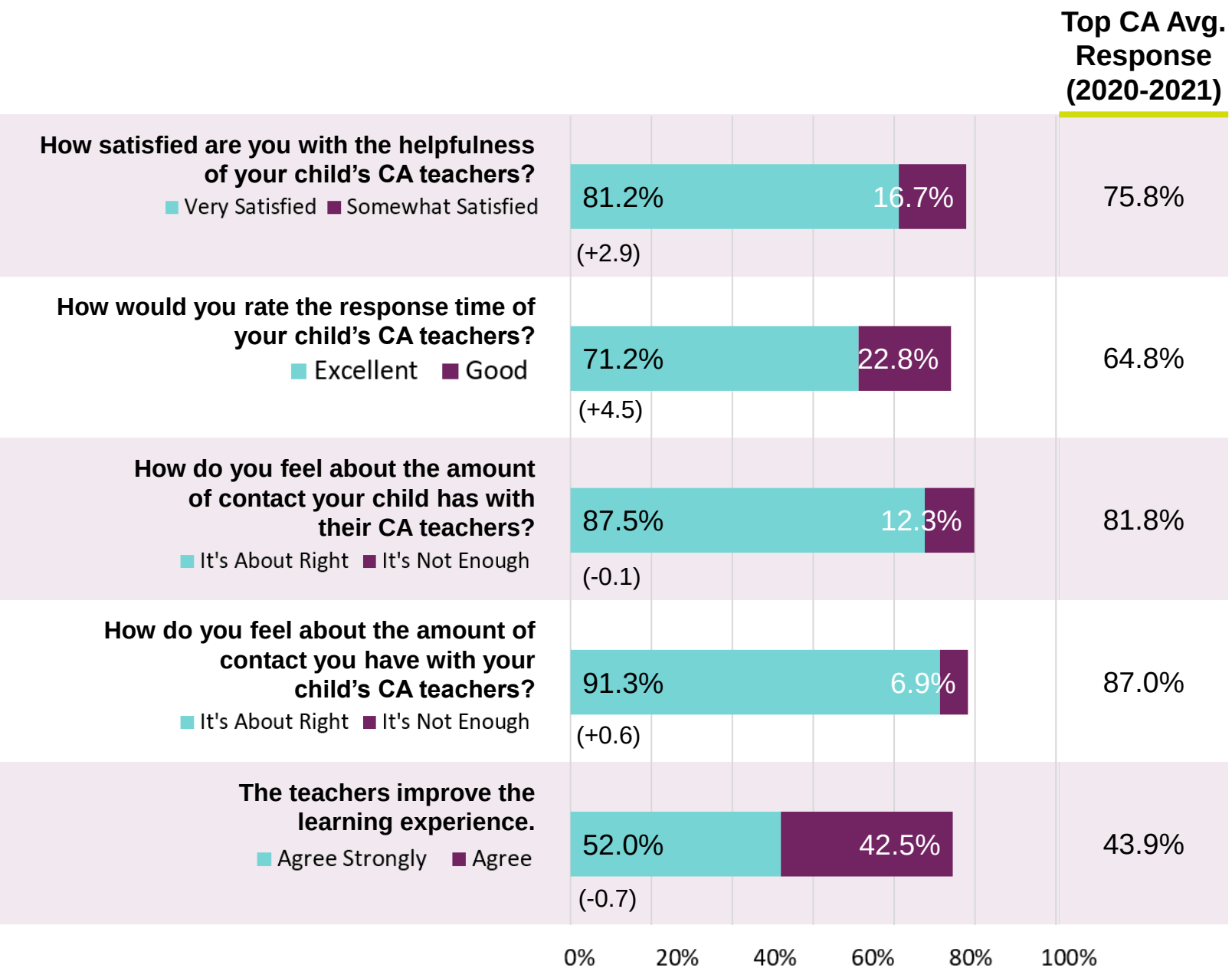
*** ▼ indicates a top score lower than the Connections Academy average.

Pecos Connections Academy

Parent Satisfaction Survey 2020-2021

Executive Summary

Teachers and Staff



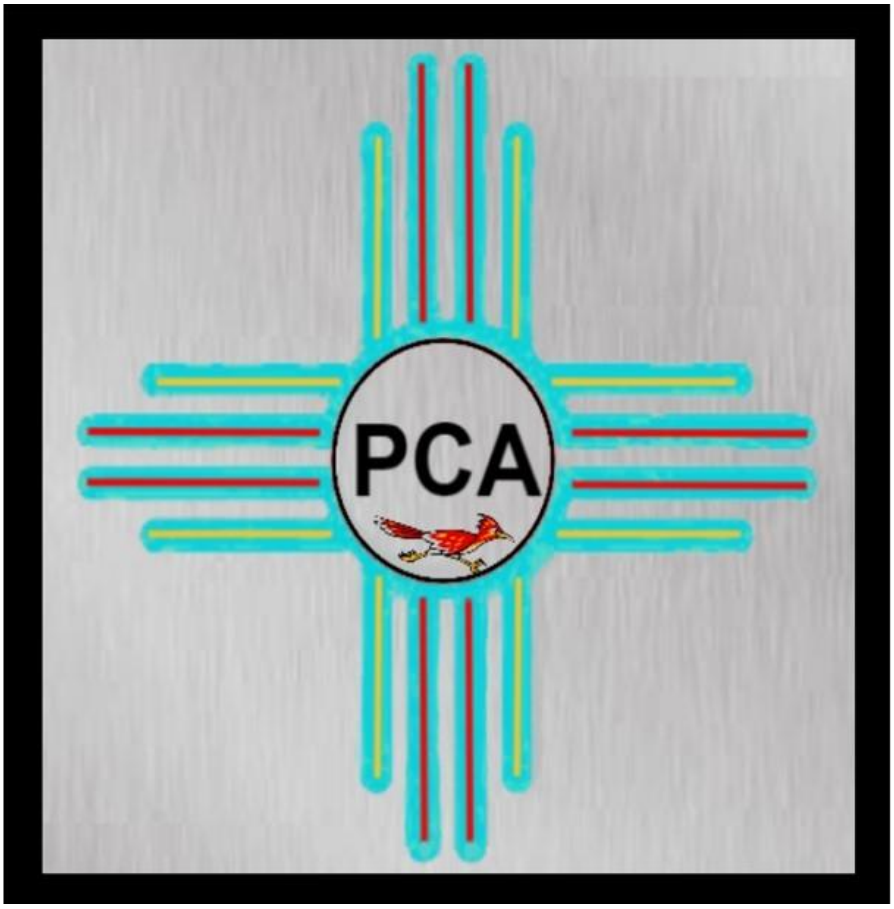
* Top two response options.

** (+/-x.x) = Point change from 19-20 to 20-21, e.g., 20.0% to 21.5% = (+1.5)

*** ▼ indicates a top score lower than the Connections Academy average.

Addendum: Comparison of Top Two Responses

		NEW MEXICO-PECOS TOTAL 2020-21			NEW MEXICO-PECOS TOTAL 2019-20			CONNECTIONS ACADEMY TOTAL 2020-21		
		Top Response	2nd Response	Sum of Top Two Responses	Top Response	2nd Response	Sum of Top Two Responses	Top Response	2nd Response	Sum of Top Two Responses
	Satisfaction with Connections Academy Program									
1-1	What overall grade would you give the CA Program?	71.5%	21.7%	93.3%	67.3%	25.3%	92.6%	60.1%	29.5%	89.6%
1-2	Would you recommend CA to parents whose children are not enrolled in the program?	95.7%	4.3%		97.4%	2.6%		92.3%	7.7%	
1-3	If COVID-19 is a concern, will your child/children continue in Connections Academy next school year?	76.9%	13.1%	89.9%				66.3%	16.6%	82.8%
1-4	If COVID-19 is no longer a concern, will your child/children continue in Connections Academy next school year?	59.7%	17.3%	77.0%				52.7%	16.9%	69.5%
1-5	Compared to your child's previous school, how satisfied are you with the CA program?	68.5%	16.1%	84.6%	72.3%	13.6%	85.9%	58.5%	19.5%	78.0%
1-6	Overall, how satisfied is your child with the CA program?	73.9%	22.5%	96.4%	71.9%	25.5%	97.3%	60.8%	32.6%	93.4%
	Support Staff									
2-1	How would you rate fulfillment support?	63.0%	26.7%	89.7%	63.7%	25.8%	89.5%	58.7%	28.1%	86.8%
2-2	How would you rate placement support?	57.1%	30.8%	87.8%	59.5%	28.7%	88.3%	53.1%	33.6%	86.7%
2-3	How would you rate enrollment support?	63.1%	27.1%	90.3%	61.6%	28.8%	90.4%	57.1%	30.4%	87.5%
2-4	How would you rate technical support?	56.8%	30.1%	86.9%	61.6%	28.3%	89.9%	55.4%	31.5%	86.9%
	Academic and Emotional Success									
3-1	My child's attitude towards learning has improved with CA.	37.0%	47.8%	84.8%	41.1%	47.9%	89.0%	31.3%	46.0%	77.2%
3-2	My child is able to learn at his/her own pace.	46.2%	43.1%	89.3%	43.7%	43.7%	87.5%	44.3%	43.1%	87.4%
3-3	My child is enjoying the program.	45.3%	47.6%	92.9%	47.7%	46.6%	94.3%	35.5%	52.2%	87.7%
3-4	My child is making good progress.	53.8%	42.7%	96.4%	45.2%	48.3%	93.5%	43.3%	49.0%	92.3%
	Student & Family Engagement									
4-1	The program provides opportunities for interaction with other families.	20.8%	41.7%	62.5%	28.1%	53.6%	81.7%	15.4%	46.7%	62.1%
4-2	The program provides my child with opportunities to connect with peers and socialize virtually.	25.9%	48.4%	74.3%	30.6%	53.8%	84.4%	19.3%	52.4%	71.7%
4-3	The program provides me with greater opportunity to be more involved in my child's schooling.	63.0%	33.6%	96.6%	59.7%	38.8%	98.5%	52.7%	43.3%	96.0%
4-4	My child's/children's lessons are engaging.	38.3%	52.6%	90.9%	40.7%	53.6%	94.3%	31.0%	56.6%	87.6%
	Academic Experience									
5-1	I am satisfied with special education services.	44.0%	41.0%	85.1%	54.4%	33.6%	87.9%	42.2%	41.3%	83.5%
5-2	I am satisfied with the variety of learning activities provided by the program.	49.8%	42.7%	92.5%	48.1%	46.6%	94.7%	39.5%	49.8%	89.3%
5-3	The curriculum is high quality.	54.9%	40.3%	95.3%	47.1%	49.4%	96.6%	43.0%	50.7%	93.7%
5-4	I am able to personalize the curriculum to fit the learning demands and interests of my child.	36.0%	45.5%	81.4%	34.4%	46.4%	80.8%	31.0%	46.9%	78.0%
5-5	The use of the computer and the learning platform are improving the learning experience.	53.6%	41.1%	94.7%	55.3%	42.0%	97.3%	45.8%	46.4%	92.3%
5-6	The curriculum is more challenging than my child's former school.	40.4%	41.0%	81.4%	34.5%	43.0%	77.6%	31.4%	41.5%	72.9%
	Teachers and Staff									
6-1	How satisfied are you with the helpfulness of your child's CA teachers?	81.2%	16.7%	97.8%	78.2%	19.1%	97.3%	75.8%	20.0%	95.8%
6-2	How would you rate the reponse time of your child's CA teachers?	71.2%	22.8%	94.0%	66.7%	26.0%	92.7%	64.8%	26.0%	90.8%
6-3	How do you feel about the amount of contact your child has with their CA teachers?	87.5%	12.3%	99.8%	87.6%	11.6%	99.2%	81.8%	17.1%	98.9%
6-4	How do you feel about the amount of contact you have with your child's CA teachers?	91.3%	6.9%	98.2%	90.7%	8.0%	98.7%	87.0%	10.6%	97.6%
6-5	The teachers improve the learning experience.	52.0%	42.5%	94.5%	52.7%	43.5%	96.2%	43.9%	46.7%	90.6%



APPENDIX A2.7

Goal 7 – Personalized Learning

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
1892040	1	1	11	1
1897113	1	1	6	1
1909975	1	1	15	1
1914756	1	1	8	1
1930388	1	1	10	
1931171	1	1	10	1
1941014	1	1	8	1
1949613	1	1	7	1
1950166	1	1	11	1
1953283	1	1	11	1
1953284	1	1	10	1
1957146	1	1	9	1
1982641	1	1	16	1
1991321	1	1	9	1
1993467	1	1	12	
2023762	1	1	8	
2024453	1	1	12	1
2028227	1	1	9	1
2039767	1	1	10	1
2042957	1	1	7	1
2044911	1	1	8	1
2134559	1	1	8	
2153823	1	1	2	1
2154636	1	1	10	
2192890	1	1	6	1
2196268	1	1	10	1
2197420	1	1	8	1
2200261	1	1	8	1
2200262	1	1	12	1
2205996	1	1	8	1
2205997	1	1	9	
2234779	1	1	13	1
2244700	1	1	10	1
2250648	1	1	15	1
2258466	1	1	12	1
2276329	1	1	8	1
2290165	1	1	9	1
2299221	1	1	13	1
2299222	1	1	8	1
2304214	1	1	8	1
2314770	1	1	8	1
2339886	1	1	12	1
2355624	1	1	8	1
2369007	1	1	9	1
2378874	1	1	14	1
2380103	1	1	8	1
2380105	1	1	8	1
2383396	1	1	8	1
2383489	1	1	14	1
2388663	1	1	15	
2399285	1	1	8	1
2401709	1	1	8	1
2401999	1	1	8	1
2410851	1	1	19	1

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
2423504	1	1	9	1
2438299	1	1	8	1
2482137	1	1	9	
2512124	1	1	7	1
2519625	1	1	6	
2532445	1	1	12	
2534202	1	1	10	1
2536369	1	1	7	1
2540507	1	1	7	
2547884	1	1	9	1
2553690	1	1	8	1
2555480	1	1	4	1
2555542	1	1	9	1
2562695	1	1	8	1
2562696	1	1	10	1
2563412	1	1	10	1
2565156	1	1	8	1
2567129	1	1	8	1
2573460	1	1	7	1
2578946	1	1	9	
2579226	1	1	9	1
2581988	1	1	7	1
2586252	1	1	9	
2589242	1	1	13	1
2594540	1	1	11	1
2596309	1	1	9	1
2621348	1	1	8	1
2624554	1	1	11	1
2627205	1	1	10	
2627206	1	1	23	1
2627259	1	1	8	1
2638624	1	1	7	1
2641239	1	1	16	1
2644133	1	1	8	
2647086	1	1	11	1
2648145	1	1	11	1
2648146	1	1	8	1
2649667	1	1	8	1
2649668	1	1	8	1
2650899	1	1	13	
2653319	1	1	9	1
2654676	1	1	12	1
2661154	1	1	9	1
2661155	1	1	14	1
2661924	1	1	8	1
2661925	1	1	17	1
2663394	1	1	8	1
2664820	1	1	9	
2665548	1	1	9	1
2666844	1	1	10	1
2666845	1	1	8	1
2668887	1	1	7	
2668913	1	1	12	1
2671300	1	1	9	1

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
2674799	1	1	8	1
2675186	1	1	9	1
2675187	1	1	8	
2675188	1	1	8	1
2676669	1	1	8	1
2677703	1	1	12	1
2677716	1	1	9	1
2678000	1	1	8	1
2678020	1	1	10	1
2678021	1	1	7	1
2678062	1	1	9	1
2678402	1	1	6	1
2678443	1	1	19	1
2678491	1	1	8	1
2678492	1	1	10	
2678693	1	1	8	1
2678695	1	1	27	1
2678846	1	1	9	1
2679294	1	1	8	1
2679394	1	1	8	1
2680947	1	1	9	1
2680959	1	1	7	1
2680963	1	1	11	1
2683348	1	1	7	1
2684923	1	1	6	
2685124	1	1	8	1
2686137	1	1	8	1
2686680	1	1	10	1
2687512	1	1	7	1
2690824	1	1	8	1
2690825	1	1	6	
2691655	1	1	9	1
2692147	1	1	9	1
2692602	1	1	8	1
2693876	1	1	7	1
2693877	1	1	12	1
2700997	1	1	14	1
2700998	1	1	8	1
2702256	1	1	7	
2702257	1	1	18	1
2703562	1	1	8	
2708715	1	1	8	1
2708716	1	1	8	1
2710315	1	1	8	1
2716621	1	1	8	1
2718571	1	1	14	1
2719049	1	1	16	
2719997	1	1	10	1
2724307	1	1	8	1
2724443	1	1	10	1
2724444	1	1	7	
2725066	1	1	9	1
2726692	1	1	10	1
2727982	1	1	7	1

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
2727983	1	1	8	1
2727984	1	1	8	1
2731495	1	1	8	1
2736936	1	1	9	1
2742087	1	1	9	1
2743927	1	1	16	1
2747060	1	1	9	1
2747899	1	1	15	
2748220	1	1	24	1
2748979	1	1	8	1
2752265	1	1	11	
2752267	1	1	8	
2752466	1	1	7	1
2753226	1	1	8	1
2755004	1	1	9	1
2755005	1	1	15	1
2757495	1	1	8	
2759642	1	1	8	1
2767986	1	1	8	
2769116	1	1	8	
2772406	1	1	7	
2774280	1	1	11	
2776085	1	1	6	
2776513	1	1	11	1
2780615	1	1	8	1
2781945	1	1	13	
2783280	1	1	12	
2783281	1	1	8	1
2789452	1	1	11	
2794456	1	1	8	1
2798483	1	1	7	
2798502	1	1	10	1
2798503	1	1	8	1
2798773	1	1	11	1
2798842	1	1	14	
2798843	1	1	7	
2798989	1	1	6	
2800788	1	1	8	1
2803545	1	1	8	1
2805403	1	1	11	
2806544	1	1	12	
2806672	1	1	9	1
2807066	1	1	6	1
2807853	1	1	9	1
2810010	1	1	6	1
2811490	1	1	15	1
2814676	1	1	9	1
2818421	1	1	13	1
2821679	1	1	13	1
2823185	1	1	7	1
2825716	1	1	7	1
2826065	1	1	10	
2831161	1	1	9	1
2831164	1	1	8	

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
2831166	1	1	8	1
2844395	1	1	10	
2849935	1	1	8	
2852412	1	1	8	1
2853650	1	1	9	1
2855460	1	1	9	1
2862176	1	1	7	
2862578	1	1	7	1
2865741	1	1	10	1
2866928	1	1	8	
2869890	1	1	7	1
2870431	1	1	11	1
2872771	1	1	6	
2886995	1	1	8	1
2892165	1	1	6	
2898529	1	1	6	
2905941	1	1	13	1
2906288	1	1	10	
2916769	1	1	8	1
2923985	1	1	8	
2923987	1	1	12	1
2924245	1	1	10	1
2939478	1	1	10	1
2942221	1	1	13	1
2944931	1	1	8	1
2944932	1	1	14	1
2945324	1	1	11	1
2949324	1	1	8	
2967402	1	1	10	
2972588	1	1	4	1
2979573	1	1	9	1
2979640	1	1	13	1
2980950	1	1	9	
2981649	1	1	8	
2982486	1	1	8	1
2982892	1	1	9	1
2984099	1	1	11	1
2984575	1	1	9	1
2984774	1	1	7	1
2985065	1	1	11	1
2985422	1	1	8	1
2989530	1	1	9	
2989691	1	1	8	1
2993369	1	1	10	1
2993927	1	1	13	1
2999202	1	1	9	1
3000072	1	1	12	1
3001415	1	1	10	
3001625	1	1	10	1
3003514	1	1	7	1
3004779	1	1	8	
3007942	1	1	11	1
3008444	1	1	31	
3012495	1	1	11	

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
3013100	1	1	15	1
3013288	1	1	10	1
3014728	1	1	11	1
3017845	1	1	9	1
3019426	1	1	8	1
3023948	1	1	8	
3024231	1	1	7	1
3029363	1	1	9	
3029747	1	1	10	1
3030134	1	1	15	1
3031077	1	1	8	1
3033011	1	1	17	1
3033135	1	1	5	1
3033773	1	1	14	1
3033774	1	1	7	1
3036476	1	1	9	1
3037100	1	1	11	1
3041555	1	1	8	1
3041882	1	1	8	1
3046859	1	1	8	
3048084	1	1	10	1
3048085	1	1	7	1
3051014	1	1	8	1
3057998	1	1	8	1
3062383	1	1	13	1
3064965	1	1	8	1
3065625	1	1	8	
3067228	1	1	9	1
3068215	1	1	8	1
3071277	1	1	17	1
3075795	1	1	10	1
3076142	1	1	9	1
3076186	1	1	21	1
3076227	1	1	8	1
3076272	1	1	10	
3076309	1	1	11	1
3076568	1	1	10	1
3077895	1	1	7	1
3078062	1	1	8	1
3078275	1	1	8	1
3078304	1	1	8	
3079076	1	1	7	1
3079201	1	1	12	1
3080602	1	1	11	1
3083981	1	1	13	1
3084009	1	1	9	
3088458	1	1	7	1
3088824	1	1	8	1
3091807	1	1	5	
3092043	1	1	8	1
3095237	1	1	17	1
3095364	1	1	7	1
3101631	1	1	18	1
3102909	1	1	6	1

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
3104617	1	1	13	1
3108035	1	1	8	1
3109550	1	1	10	1
3118437	1	1	8	
3119074	1	1	7	
3119267	1	1	7	1
3119307	1	1	10	
3119308	1	1	8	
3122794	1	1	11	1
3125004	1	1	14	1
3125207	1	1	8	1
3126812	1	1	7	
3130607	1	1	8	1
3135452	1	1	9	1
3137637	1	1	10	
3138041	1	1	12	1
3138063	1	1	9	1
3139763	1	1	7	1
3143934	1	1	11	
3148346	1	1	16	
3148619	1	1	10	1
3149164	1	1	10	1
3150113	1	1	9	
3152170	1	1	6	
3152337	1	1	22	1
3153865	1	1	8	1
3156185	1	1	7	1
3158589	1	1	10	
3158590	1	1	8	1
3159198	1	1	8	1
3164821	1	1	11	1
3165498	1	1	8	1
3170273	1	1	10	1
3171122	1	1	9	1
3173444	1	1	9	
3173445	1	1	9	1
3174300	1	1	8	
3175314	1	1	12	1
3176153	1	1	8	1
3181484	1	1	7	1
3185913	1	1	8	
3186151	1	1	10	
3186196	1	1	10	1
3187849	1	1	8	1
3188195	1	1	10	1
3188432	1	1	19	1
3188978	1	1	11	
3189392	1	1	11	1
3189857	1	1	10	1
3190701	1	1	19	1
3192667	1	1	9	1
3192722	1	1	9	
3194913	1	1	12	
3199302	1	1	9	1

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
3199303	1	1	8	1
3201165	1	1	8	1
3201684	1	1	12	
3202775	1	1	8	1
3207312	1	1	8	1
3211945	1	1	7	1
3212355	1	1	9	1
3212812	1	1	11	
3213465	1	1	11	1
3213933	1	1	11	1
3214274	1	1	11	1
3214392	1	1	8	
3223940	1	1	8	1
3224242	1	1	10	1
3224254	1	1	17	1
3224295	1	1	8	1
3224505	1	1	8	1
3224608	1	1	11	1
3225172	1	1	9	1
3225244	1	1	11	
3226741	1	1	8	1
3226898	1	1	9	1
3226996	1	1	8	
3227000	1	1	8	
3227924	1	1	8	1
3230014	1	1	9	1
3232166	1	1	10	
3234001	1	1	9	1
3234877	1	1	9	
3237733	1	1	8	1
3239982	1	1	8	1
3240203	1	1	8	1
3241158	1	1	15	1
3241159	1	1	9	1
3241160	1	1	12	
3241659	1	1	9	1
3242381	1	1	9	1
3243280	1	1	6	1
3243595	1	1	8	1
3243993	1	1	16	
3244132	1	1	10	1
3244894	1	1	16	1
3244896	1	1	9	1
3244898	1	1	8	
3246946	1	1	9	1
3247210	1	1	14	
3247288	1	1	13	1
3247586	1	1	12	1
3247662	1	1	7	
3248055	1	1	15	1
3250448	1	1	15	1
3251560	1	1	10	1
3254098	1	1	8	1
3255947	1	1	15	1

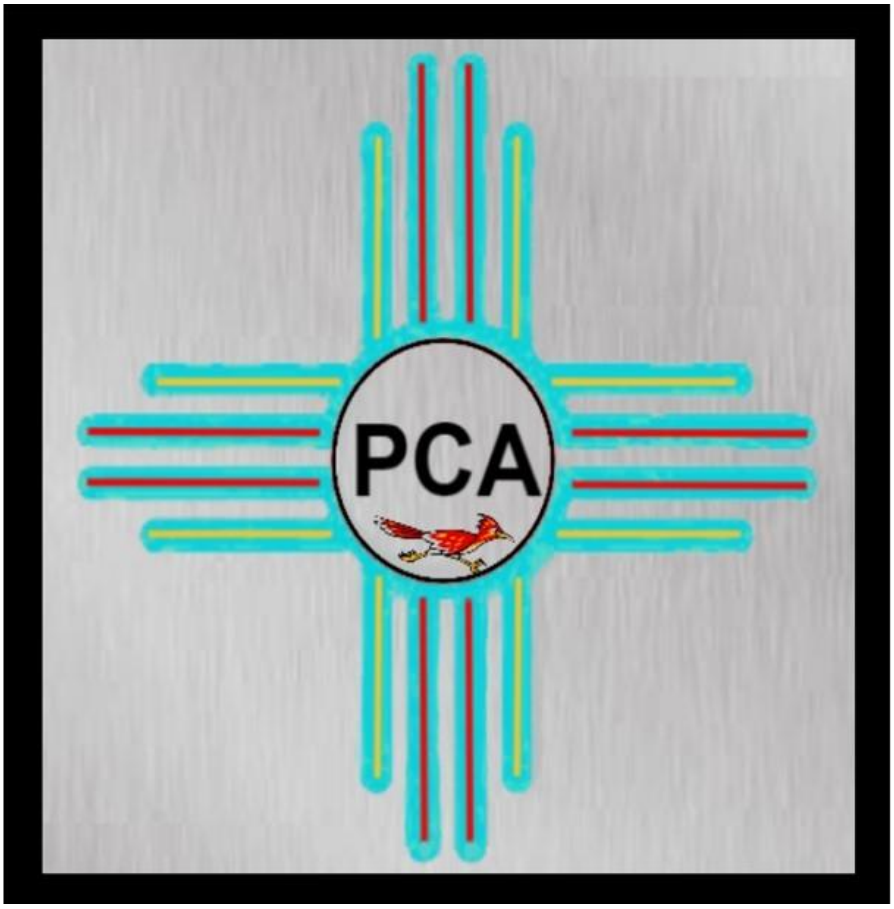
User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
3257719	1	1	9	
3257946	1	1	8	1
3260454	1	1	8	1
3261216	1	1	10	1
3264354	1	1	10	
3264476	1	1	9	1
3264883	1	1	11	
3265602	1	1	17	
3266290	1	1	8	1
3270640	1	1	12	1
3270991	1	1	11	1
3271018	1	1	11	1
3271027	1	1	8	1
3272684	1	1	8	1
3273056	1	1	8	1
3274006	1	1	15	1
3275348	1	1	8	
3275688	1	1	7	1
3280890	1	1	8	1
3281062	1	1	24	1
3282056	1	1	22	
3286166	1	1	9	1
3286673	1	1	8	1
3287450	1	1	8	1
3287689	1	1	8	1
3291747	1	1	11	
3293125	1	1	20	
3294293	1	1	8	1
3294989	1	1	53	1
3298807	1	1	9	1
3299141	1	1	11	1
3300611	1	1	14	
3303680	1	1	8	1
3304625	1	1	15	
3305511	1	1	8	1
3308666	1	1	9	
3308672	1	1	10	1
3308988	1	1	8	
3311032	1	1	8	1
3311163	1	1	16	
3311170	1	1	8	1
3311245	1	1	8	1
3317673	1	1	8	1
3317864	1	1	5	
3317933	1	1	11	
3318741	1	1	8	1
3319006	1	1	12	1
3321101	1	1	9	1
3322643	1	1	19	
3324179	1	1	7	1
3325210	1	1	9	1
3326610	1	1	8	
3331576	1	1	9	1
3333310	1	1	0	

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
3334065	1	1	7	1
3334067	1	1	22	1
3334689	1	1	14	1
3340863	1	1	24	1
3341074	1	1	8	1
3341585	1	1	7	1
3345677	1	1	8	1
3346099	1	1	13	1
3347494	1	1	10	1
3348083	1	1	9	1
3349866	1	1	24	1
3361025	1	1	18	
3361299	1	1	14	1
3363874	1	1	10	1
3367241	1	1	12	1
3368259	1	1	8	
3369054	1	1	8	1
3369106	1	1	12	1
3371614	1	1	24	1
3373982	1	1	8	1
3375044	1	1	9	
3375394	1	1	17	
3375535	1	1	9	
3375583	1	1	12	
3375810	1	1	8	
3379620	1	1	9	1
3379721	1	1	21	1
3380998	1	1	9	1
3382478	1	1	10	1
3385257	1	1	11	1
3386302	1	1	28	1
3386690	1	1	15	1
3387374	1	1	8	1
3387562	1	1	8	
3388050	1	1	12	1
3390096	1	1	11	1
3393951	1	1	8	1
3395013	1	1	7	1
3395067	1	1	25	1
3400010	1	1	8	
3400147	1	1	10	1
3400933	1	1	10	1
3408390	1	1	11	1
3412675	1	1	12	1
3415383	1	1	8	1
3417891	1	1	8	1
3419982	1	1	8	1
3421368	1	1	8	1
3423434	1	1	8	1
3423597	1	1	7	1
3424815	1	1	10	1
3425225	1	1	10	
3429234	1	1	8	1
3430886	1	1	8	1

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
3430954	1	1	9	1
3432602	1	1	10	1
3434915	1	1	8	1
3435293	1	1	24	
3435686	1	1	8	1
3439486	1	1	14	1
3439568	1	1	8	
3445116	1	1	11	
3448091	1	1	8	1
3448472	1	1	10	
3450055	1	1	8	1
3451876	1	1	8	1
3452676	1	1	8	1
3452844	1	1	9	1
3453173	1	1	10	1
3454311	1	1	18	1
3455443	1	1	8	1
3456395	1	1	9	1
3457565	1	1	8	1
3460916	1	1	9	
3463149	1	1	13	1
3463284	1	1	7	1
3465562	1	1	8	1
3468882	1	1	11	1
3469015	1	1	9	1
3470679	1	1	7	1
3470682	1	1	8	1
3472551	1	1	12	1
3478447	1	1	7	1
3501089	1	1	8	1
3502317	1	1	8	1
3503919	1	1	9	1
3505293	1	1	8	1
3508417	1	1	10	1
3516004	1	1	8	1
3521168	1	1	8	1
3530377	1	1	12	1
3532849	1	1	8	1
3539724	1	1	7	1
3539825	1	1	7	1
3542692	1	1	8	
3542693	1	1	9	1
3542694	1	1	8	1
3543042	1	1	8	
3546660	1	1	9	1
3548502	1	1	9	1
3550312	1	1	18	
3554171	1	1	8	1
3556828	1	1	8	
3556992	1	1	10	1
3557677	1	1	8	1
3558251	1	1	6	1
3560667	1	1	9	1
3560692	1	1	16	1

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
3560735	1	1	10	
3561719	1	1	9	1
3561735	1	1	7	1
3571282	1	1	14	1
3573751	1	1	7	1
3575097	1	1	10	
3575098	1	1	8	1
3586015	1	1	28	1
3589608	1	1	6	
3590098	1	1	8	1
3592901	1	1	9	1
3593094	1	1	8	1
3593266	1	1	17	1
3597285	1	1	16	1
3598135	1	1	9	1
3598713	1	1	8	1
3611266	1	1	7	
3615127	1	1	11	1
3615128	1	1	8	1
3615129	1	1	8	1
3615290	1	1	13	1
3615291	1	1	11	1
3616728	1	1	10	1
3618880	1	1	10	1
3618881	1	1	7	1
3618882	1	1	9	1
3623531	1	1	8	1
3623532	1	1	9	1
3624862	1	1	11	
3625114	1	1	8	1
3627274	1	1	9	1
3628758	1	1	10	
3629181	1	1	16	1
3633481	1	1	9	1
3636087	1	1	8	1
3636732	1	1	8	1
3638121	1	1	9	1
3638527	1	1	18	1
3638528	1	1	14	1
3640413	1	1	10	1
3642826	1	1	13	
3642828	1	1	29	1
3646337	1	1	8	1
3646382	1	1	8	1
3652715	1	1	16	1
3656624	1	1	9	
3676677	1	1	11	1
3676695	1	1	16	1
3677965	1	1	16	
3699391	1	1	17	1
3706614	1	1	10	1
3727120	1	1	13	1
3778799	1	1	8	1
3800234	1	1	9	

User ID	Welcome Call - Student	Welcome Call - Parent	In Year Conferences	Final Conference
3990404	1	1	2	1
3994416	1	1	11	1
4000311	1	1	10	1
4001492	1	1	8	1
4006122	1	1	9	1
4009213	1	1	4	1
4014302	1	1	7	1
4021337	1	1	4	1
4029215	1	1	4	
4029216	1	1	4	
4029217	1	1	4	
4029825	1	1	4	1
4029826	1	1	4	1
4034746	1	1	7	
4036782	1	1	3	
4048396	1	1	4	1
4049707	1	1	4	1
4063951	1	1	4	1
4063979	1	1	1	
4064561	1	1	5	
4122514	1	1	3	1
4123417	1	1	2	
TOTAL	**670**	**670**	**6648**	**512**



APPENDIX A2.8

Goal 8 – Math

RENAISSANCE®

Star Longitudinal Report

Star Math Enterprise Assessment (English)

Generated Jun 4, 2021, 2:38 PM

School	Grade	Demographics
Pecos Connections Academy	**13 Grades**	**All Demographics**

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

Grade

Kindergarten

No results. Adjust selections above to generate a table.

Grade

1st

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	1		5	3%	3	2%	7	5%	133	90%	148
2019 - 2020	K	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

2nd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	2		14	9%	7	5%	9	6%	121	80%	151
2019 - 2020	1	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	K	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

3rd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	3		6	4%	10	7%	21	15%	101	73%	138
2019 - 2020	2	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	1	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

4th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	4		22	14%	14	9%	17	11%	100	65%	153
2019 - 2020	3	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	2	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

5th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	5		29	17%	20	12%	20	12%	100	59%	169
2019 - 2020	4	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	3	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

6th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	6		34	20%	14	8%	18	10%	107	62%	173
2019 - 2020	5	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	4	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

7th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	7		25	14%	18	10%	19	11%	111	64%	173
2019 - 2020	6	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	5	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

8th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	8		27	16%	31	18%	25	15%	86	51%	169
2019 - 2020	7	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	6	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

9th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	9		19	13%	29	20%	23	16%	73	51%	144
2019 - 2020	8	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	7	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

10th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	10		13	12%	22	21%	14	13%	58	54%	107
2019 - 2020	9	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	8	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

11th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	11		22	16%	23	16%	19	14%	76	54%	140
2019 - 2020	10	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	9	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

12th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	12		22	22%	6	6%	11	11%	61	61%	100
2019 - 2020	11	No Activity Data Found	--	--	--	--	--	--	--	--	0
No school year defined	10	No Activity Data Found	--	--	--	--	--	--	--	--	0

School: **Pecos Cyber Academy** | Date Range: **08/01/21–07/31/22** | Demographics: **All Demographics**

School

Pecos Cyber Academy

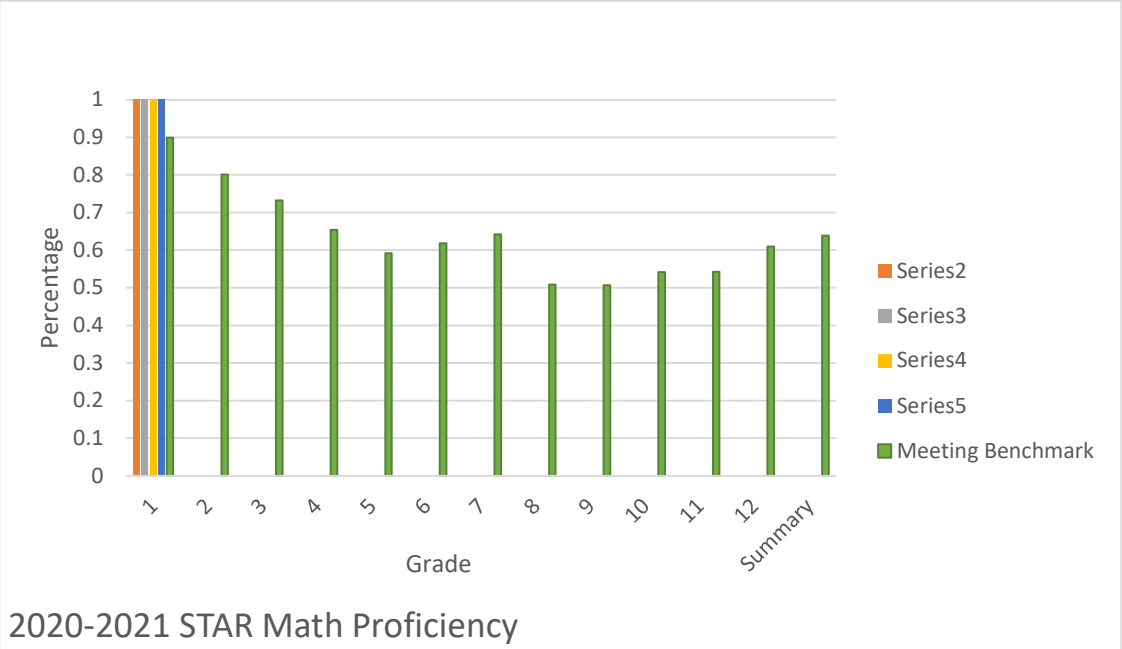
	Less than Proficient						Proficient				Star Math Participation			
	Level 1		Level 2		Level 3		Level 4		Level 5		Tested		Not Tested	
Grade ▲	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade K	-	-	-	-	-	-	-	-	-	-	0	0%	125	100%
Grade 1	11	9%	18	15%	28	23%	49	40%	16	13%	122	94%	8	6%
Grade 2	25	17%	33	22%	32	22%	31	21%	26	18%	147	99%	2	1%
Grade 3	29	20%	50	34%	29	20%	29	20%	8	6%	145	93%	11	7%
Grade 4	31	24%	52	41%	29	23%	14	11%	2	2%	128	91%	12	9%
Grade 5	54	31%	65	38%	32	18%	21	12%	1	1%	173	94%	11	6%
Grade 6	61	36%	55	32%	38	22%	15	9%	2	1%	171	97%	5	3%
Grade 7	42	29%	42	29%	41	28%	17	12%	3	2%	145	95%	8	5%
Grade 8	61	35%	45	26%	47	27%	22	13%	0	0%	175	94%	11	6%
Grade 9	57	40%	41	29%	26	18%	17	12%	0	0%	141	97%	4	3%
Grade 10	58	45%	30	23%	22	17%	19	15%	0	0%	129	94%	8	6%
Grade 11	42	42%	19	19%	21	21%	17	17%	2	2%	101	97%	3	3%
Grade 12	48	36%	35	26%	26	19%	25	19%	1	1%	135	93%	10	7%
All Students Summary	**519**	**30%**	**485**	**28%**	**371**	**22%**	**276**	**16%**	**61**	**4%**	**1712**	**89%**	**218**	**11%**

Report Summary

All Schools

	Less than Proficient						Proficient				Star Math Participation			
	Level 1		Level 2		Level 3		Level 4		Level 5		Tested		Not Tested	
School ▲	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Pecos Cyber Academy	519	30%	485	28%	371	22%	276	16%	61	4%	1712	89%	218	11%

STAR Math Proficiency Report					
		Proficiency			
		Meeting Benchmark		Below Benchmark	
Grade	# of students	Total	%	Total	%
1	148	133	90%	15	10%
2	151	121	80%	30	20%
3	138	101	73%	37	27%
4	153	100	65%	53	35%
5	169	100	59%	69	41%
6	173	107	62%	67	39%
7	173	111	64%	62	36%
8	169	86	51%	83	49%
9	144	73	51%	71	49%
10	107	58	54%	49	46%
11	140	76	54%	64	46%
12	100	61	61%	39	39%
Summary	1765	1127	64%	639	36%



APPENDIX A2.9

Goal 9 – Attendance

School Name - 3rd Grade Schedule

3rd ELA- Daily, Math- Daily, Science 3 days a week, Social Studies 3 days a week, PE, 2 Electives

	Monday	Tuesday	Wednesday	Thursday	Friday
Time	Daily Schedule	Daily Schedule	Daily Schedule	Daily Schedule	Daily Schedule
8:00-8:30	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)
8:30-9:00					Elementary Team Meeting
9:00-10:00	LLs - ELA and Math	LLs - ELA and Math	LLs - ELA and Math	LLs - ELA and Math	Complete 6 Lessons
10:00-10:15	LLs - Music / Work on lessons and submit work	Work on Lessons and submit	LLs - Sci or SS / Work on Lessons and submit work	Work on Lessons and submit work	Attend Academic Opportunities
10:15-10:30	*Break*	*Break*	*Break*	*Break*	*Break*
10:30-10:45	Record LL attendance, edit and post recording to message board / Reading Intervention Block- Small group and one on one times	Math Intervention Block Small group and one on one times	Record LL attendance, edit and post recording to message board / Reading Intervention Block Small group and one on one times	Math Intervention Block Small group and one on one times	Complete 6 lessons Attend Academic Opportunities
10:45-11:00	*Break*		*Break*		
11:00-11:30	Grading		Grading	LL - PE	
11:00-11:30 / 11:30-12:00	Work on Lessons and submit	Work on Lessons and submit	Work on Lessons and submit	Work on Lessons and submit	
12:00-12:30	*Lunch*	*Lunc*	*Lunch*	*Lunch*	*Lunch*
12:30 - 1:00	ST/CT contacts, CBAs, logging	*Lunch*	communication, managing IAs	communication, managing IAs	Complete 6 lessons Attend Academic Opportunities
1:00-2:00	Open Door or Scheduled Tutoring	Open Door or Scheduled Tutoring	Open Door or Scheduled Tutoring	Open Door or Scheduled Tutoring	
2:00-2:30	New Teacher Training / ST/CT contacts, CBAs, communication and daily lessons	ST/CT contacts, CBAs, communication and daily lessons	ST/CT contacts, CBAs, communication and daily lessons	ST/CT contacts, CBAs, communication and daily lessons	
2:30-3:00	Grading				
3:00-3:30	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete Assignments	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete Assignments	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete Assignments	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete Assignments	Complete 6 lessons Attend Academic Opportunities

School Name - 7th Grade Schedule

7th ELA, Math, Science, NM History, 3 Electives

	Monday	Tuesday	Wednesday	Thursday	Friday
Time	Daily Schedule	Daily Schedule	Daily Schedule	Daily Schedule	Complete 6 Lessons Attend Academic Opportunities
8:00-8:30	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Complete 6 Lessons Attend Academic Opportunities
8:30-9:45	Work on and Submit Lessons	Work on and Submit Lessons	Work on and Submit Lessons	1st Thursday 9-10 Counseling LL	Complete 6 Lessons Attend Academic Opportunities
9:45-10:00	*Break*	*Break*	*Break*	*Break*	*Break*
10:00-11:00	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Complete 6 Lessons Attend Academic Opportunities
11:00-12:00	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Complete 6 Lessons Attend Academic Opportunities
12:00-12:30	*Lunch*	*Lunch*	*Lunch*	*Lunch*	*Lunch*
12:30 - 1:00	Work on and Submit Lessons	Work on and Submit Lessons	Work on and Submit Lessons	Work on and Submit Lessons	Complete 6 Lessons Attend Academic Opportunities
1:00-2:00	LL - ELA	LL - History	LL - ELA	LL - History	Complete 6 Lessons Attend Academic Opportunities Work in 15 minute break
2:00-3:00	LL - Math	LL - Science	LL - Math	LL - Science	Complete 6 Lessons Attend Academic Opportunities
3:00-3:30	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete CBAs & Next Step Plans	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete CBAs & Next Step Plans	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete CBAs & Next Step Plans	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete CBAs & Next Step Plans	Complete 6 Lessons Attend Academic Opportunities

School Name - 10th Grade Schedule

10th ELA, Geometry, Biology, World History, 3 Electives

	Monday	Tuesday	Wednesday	Thursday	Friday
Time	Daily Schedule	Daily Schedule	Daily Schedule	Daily Schedule	Complete 6 Lessons Attend Academic Opportunities
8:00-8:30	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Begin School (check webmails, check feedback on lessons, visit the school message board find announcements)	Complete 6 Lessons Attend Academic Opportunities
8:30-9:45	Work on and Submit Lessons	Work on and Submit Lessons	Work on and Submit Lessons	Work on and Submit Lessons	Complete 6 Lessons Attend Academic Opportunities
9:45-10:00	*Break*	*Break*	*Break*	*Break*	*Break*
10:00-11:00	**LL - 10th Grade ELA**	**LL - World History**	**LL - 10th Grade ELA**	**LL - World History**	Complete 6 Lessons Attend Academic Opportunities
11:00-12:00	**LL - Geometry**	**LL - Biology**	**LL - Geometry**	**LL - Biology**	Complete 6 Lessons Attend Academic Opportunities
12:00-12:30	*Lunch*	*Lunch*	*Lunch*	(1st Thursday monthly LL - Counseling (Topics: Study Habits, Self-Advocacy,Bullying)	*Lunch*
12:30 - 1:00	Work on and Submit Lessons	Work on and Submit Lessons	Work on and Submit Lessons	(1st Thursday monthly - LL - Counseling (Topics: Study Habits, Self-Advocacy,Bullying)	Complete 6 Lessons Attend Academic Opportunities
1:00-2:00	Work on and Submit Lessons Open Door or Scheduled Tutoring Work in 15 minute break	Work on and Submit Lessons Open Door or Scheduled Tutoring Work in 15 minute break	Work on and Submit Lessons Open Door or Scheduled Tutoring Work in 15 minute break	Work on and Submit Lessons Open Door or Scheduled Tutoring Work in 15 minute break	Complete 6 Lessons Attend Academic Opportunities Work in 15 minute break
2:00-3:00	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Work on and Submit Lessons Open Door or Scheduled Tutoring	Complete 6 Lessons Attend Academic Opportunities
3:00-3:30	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete CBAs & Next Step Plans	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete CBAs & Next Step Plans	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete CBAs & Next Step Plans	Complete the Day: Submit Lessons, Return phone calls, check webmails, complete CBAs & Next Step Plans	Complete 6 Lessons Attend Academic Opportunities

Chronic Absenteeism

School Year: 2020-2021

Note: This report includes only Public and Charter Schools. Off-Site, District Office and State Supported schools are not included.

% missed = 1-(Present/enrolled); **% Chronic Absenteeism** = ([% missed] >= .1)/ [Total Student Count]

District Name	District Code	Location Legal Name	Loc ID	Student ID	Total Student Count	Total Days Enrolled	Total Days	% Days Present	% Days Missed	Student Count Missed GTE .1 %	%Chronic Absenteeism
CARLSBAD	020	PECOS CONNECTIONS ACADEMY	005	All	2,143	341,404	329,175	0.9642	0.0358	296	0.1381

Chronic Absenteeism

School Year: 2020-2021

Note: This report includes only Public and Charter Schools. Off-Site, District Office and State Supported schools are not included.

% missed = 1-(Present/enrolled); **% Chronic Absenteeism** = ([% missed] >= .1)/ [Total Student Count]