



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

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

MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: ACES Technical Charter School

School Name: ACES Technical Charter School

School Address: 4501 Montgomery Blvd. NE, Ste. C1, Albuquerque, NM 87109

Head Administrator: Dr. Jeron Campbell

Business Manager: Ashley Wolfel – Vigil Group

Authorized Grade Levels: 6 – 12, currently serving grade 6 only

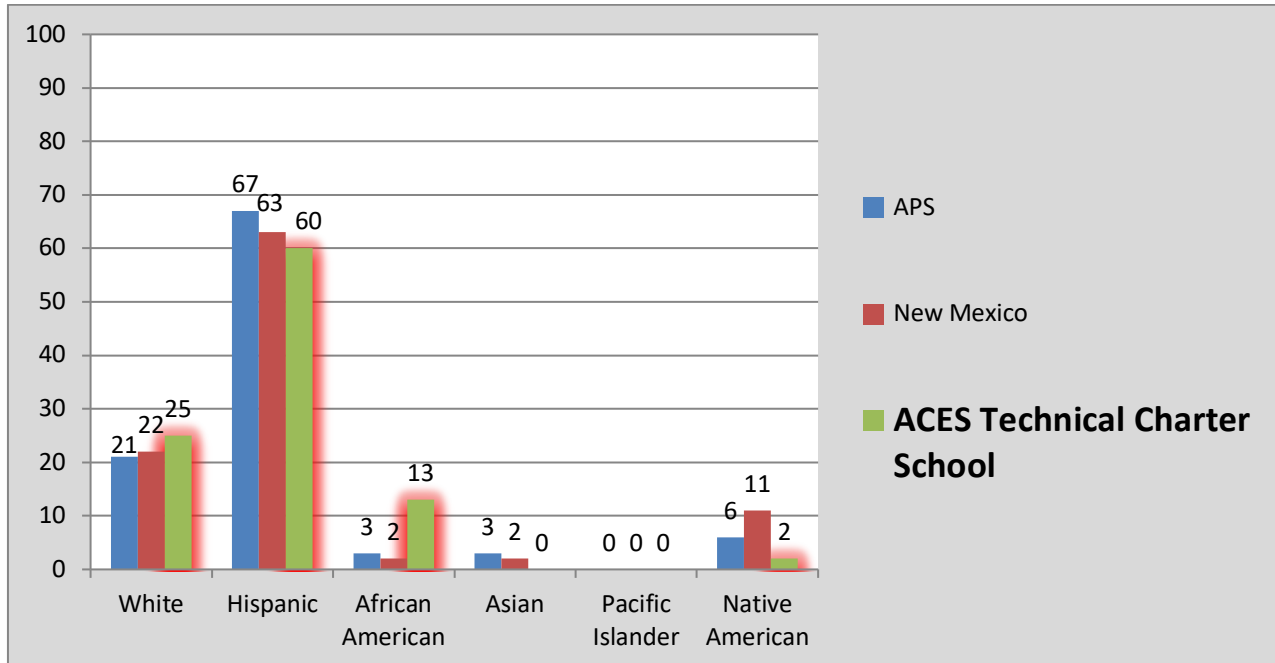
Authorized Enrollment Cap: 875

Current Enrollment: 45

Contract Term: July 1, 2020 – June 30, 2025

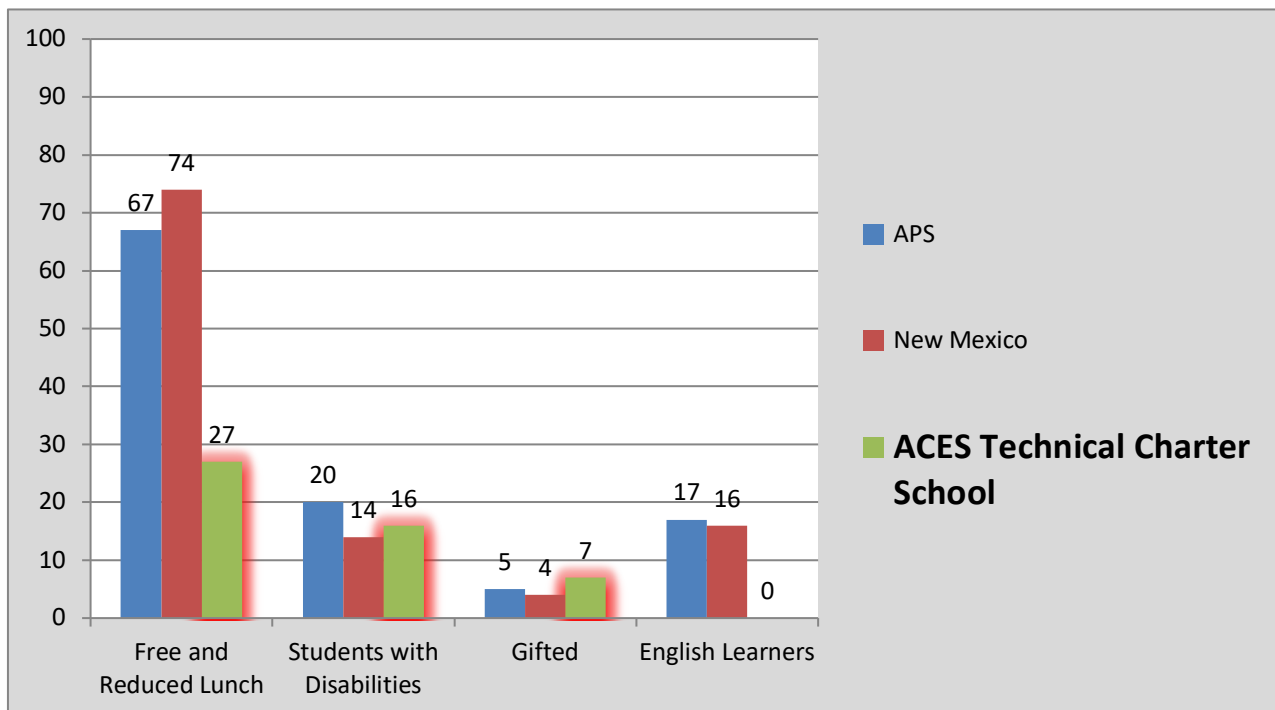
Mission: *ACES Technical Charter School will provide students with a challenging and exciting education and graduate students exceptionally prepared for any college and career of their choice.*

Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups



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

Site Visit Summary: April 13, 2021

Virtual Site Visit Participants:

School: Dr. Jeron Campbell: Principal; Dr. Finnie Coleman: Board Chair; Ashley Wolfel: Business Manager **PED:**

Corina Chavez, CSD Director; Karen Woerner; Melissa Brown; Dylan Wilson; Brigette Russell

Response to COVID Pandemic

[ACES technical charter school](#) serves grade 6 but is authorized to serve grades 6-12. The school's enrollment was lower than projected due to COVID, with 44 sixth graders currently enrolled. School was 100% online until April 5, when about half the students came back in person. Laptops were provided to each student to ensure equitable access during distance learning. The schedule was not changed, but class times were reduced from 60 to 45 minutes to keep students from becoming disengaged during distance learning.

Teaching, Learning, and Assessment

All instruction was live from ACES teachers. Curriculum was [Savvas My Perspectives](#) for ELA, [Carnegie Learning](#) for math, [National Geographic](#) for social studies, and [Elevate Science](#) (changed from Stemscopes, which would have been more difficult to implement in a virtual context). Students have both physical books and digital access for all curriculum except social studies, where there are books available in the classroom only due to cost. Students take a STEM exploration class and learn [Python coding](#). All students take music and are learning to read music and to play the guitar; the students performed at a virtual winter concert. Teachers use their own assessments. No "out of box" interim exams are administered. Students take at least one midterm and a final in each class.

Student and Family Support and Engagement

ACES uses [Schoology](#) as its learning management system (LMS) where there is 24/7 access to student progress for students and parents. During video parent-teacher conferences, students made PowerPoint presentations as part of the conferences. There is a ten-minute advisory daily, and social-emotional learning topics are addressed. Students with disabilities learn in the general education environment. A special education teacher does pull-outs and push-ins but aim for 100% inclusion, with accommodations provided as needed. The school needs to follow up with PED's Special Education Division regarding its corrective action plans. Dr. Campbell indicates that everything required has been done, but SED still has the school listed as needing follow up.

Performance Framework Indicators (school-specific questions)

1b. Has the DTC completed both the fall and winter training via the Assessment Bureau? Has the school submitted its assessment survey?

Dr. Campbell attended winter training only. The school will be administering Grade 6 NMSSA ELA and Math.

1c. What is the status of the IEPs and services (both direct and ancillary)? What is the status of the student with overdue IEPs and evaluations?

According to the Head Administrator, all are complete except one child in foster care (who has an overdue IEP and overdue Evaluation). The school is working through social worker to contact the student and family and have a CES diagnostician ready. The school has a teacher providing special education services both in person and remotely and are also providing OT/SW/SLP services.

What is the status of the Corrective Action Plan with Special Education Bureau?

The Special Education Division advised that the school is on a Corrective Action Plan (CAP) for not having service providers to serve students with disabilities (SWDs) and did not report related service staff serving SWDs (40 - 120 day)

1d. How are students identified as potential EL students? Please investigate the status of the 5 students on the ELP Error Report in STARS.

The school has zero (0) students identified as EL and five (5) students listed on the ELP Error Report, all listed as Initially Fluent English Proficient and all with prior WIDA ACCESS scores in 2020 that were "Not Proficient". The school is not familiar with the guidelines for identifying EL status for all students who register at the school. The school was also advised that they should administer the WIDA ACCESS test annually for all students identified as English Language Learners. OPFD/CSD will provide instructions and more information.

2a-c. Financial audits are on a one-year lag. Since this is the school's first year of operation, there is no audit report for the prior school year and these indicators will be rated next year, based on the audit for the 2020- 2021 academic year. Ratings for 2a – 2c will be "Not Applicable".

2e. Who serves on the school's audit and finance committee?

Audit Committee: At least two board members (more are allowed but cannot be a quorum), a community member and a parent are needed, plus the Head Administrator and the School Business Manager. Finance Committee: Two board members (more are allowed but cannot be a quorum) Committees should meet regularly and keep meeting notes.

3a. Governing Board agendas, meeting minutes, and OMA resolution are posted on the school's website. It is recommended, but not required, that bylaws also be posted. Please also post contact info for Governing Board members on the website.

How is the Governing Board tracking mandatory training hours for each member? As of the date of the site visit, it appears that only one board member has completed the required training hours. The Governing Board should review [NMAC 6.80.5](#) and review the trainings offered via the CSD Governing Board Training Schedule

PDF link at https://webnew.ped.state.nm.us/bureaus/options_parents_families/charter-schools/trainings-offered/ The list of sessions is updated regularly. YEAR

4c. Is the school aware that a teacher (AA) has an expired teaching license? What steps have been taken to rectify the situation?

She is teaching math and appears to have an expired teaching license or endorsement. The expiration on her substitute license is 2022 and a vocational license that expires in 2023.

Does the school have an approved waiver for the teacher (NW) serving as a long-term sub? Were letters sent to parents?

The link to the NMPED Licensure Waiver forms is: <https://webnew.ped.state.nm.us/information/waivers/>

The school must contact Professional Licensure to confirm the status on the above two staff members.

Has the school and The Vigil Group established a system for compiling personnel files, i.e., who is maintaining the hard file (should be the school) and protocol for how The Vigil Group will provide relevant paperwork that should be maintained within the personnel file. (From Pre-Opening visit)?

Dr. Campbell indicated that he has created a spreadsheet/checklist and makes sure that the items are in the files for each staff member.

Has ACES Technical obtained an ORI number? If not, have they applied? How and when? How is the school conducting Background Checks for employment at the school?

The school has obtained an ORI number (NM931203Z) but indicated that they are not receiving background checks from the system. There is a requirement for a staff member to be trained on security and confidentiality to login to the system and access the background checks from the account. The school has three staff members not cleared yet. The school indicated that they have had staff fingerprinted twice and are unable to get the reports. The Head Administrator said the school needs DPS to "reset them" so that staff can get re fingerprinted. CSD will reach out to DPS but the school must also follow up with Angela Martinez at NMDPS to inquire what is necessary in order to get this resolved. This is an urgent matter.

Mission-Specific Goals:

Goal: 70% of students, enrolled on the 40th and 120th day, will pass the STEM course with a C or better, which includes successful completion of a STEM project demonstration. Students in grades 6 and 7 will take a mandatory course called STEM Explorations. Students in grades 8-10 will be offered project-based STEM electives.

School Response:

Based upon the analysis below, the data shows that 37 of our 44 students, 84.1%, achieved a grade of C or better in the STEM course. These are the final second semester grades. This is less than a percentage point from the Exceeds Standard goal.

ACES TECH STEM Course Grades	Number of Students	Percentage
A	23	52.3%
B	5	11.4%
C	9	20.5%
D	2	4.5%
F	5	11.4%
Total	44	100.0%

Percentage with C or better	
37	84.1%

Assurances:

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

Overall Financial/Organizational Framework Rating: Meets Standard

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

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

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

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

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

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

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

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

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

2019-2020 Renewal Year

2020-21 was ACES Technical Charter School's first year of operation in the current contract.

Appendix B: Assurances



Charter Schools Division
 Performance Indicator Assurances
 2020-21

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

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

- The school complies with health and safety requirements:**
 - ✓ The school conducts all required emergency drills per [PED memorandum of 3/25/21](#).
 - ✓ The school maintains immunization records, including a master immunization log.
 - ✓ All staff complete training on reporting child abuse and neglect.
 - ✓ The school has a Diabetes Management plan.
- The school handles information appropriately:**
 - ✓ School completes all STARS reporting requirements on time.
 - ✓ School follows proper security procedures, including keeping student files locked.
 - ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
 - ✓ School maintains a procedure for the transfer of cumulative files.

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

School Leader Printed Name	Jeron T. Campbell		
Signature	<i>Jeron T. Campbell</i>	Date	8/3/21

Board Chair Printed Name	Stephanie D. McIver, PhD		
Signature	<i>Stephanie D. McIver</i>	Date	08/06/2021