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GOVERNOR

2020-2021 Annual School Performance Report: School of Dreams Academy (SODA)

School Name: School of Dreams Academy

School Address: 906 Juan Perea Rd. Los Lunas, NM 87031

Head Administrator: Mike Ogas

Business Manager: Kyle Hunt: Vigil Group

Authorized Grade Levels: prek-12

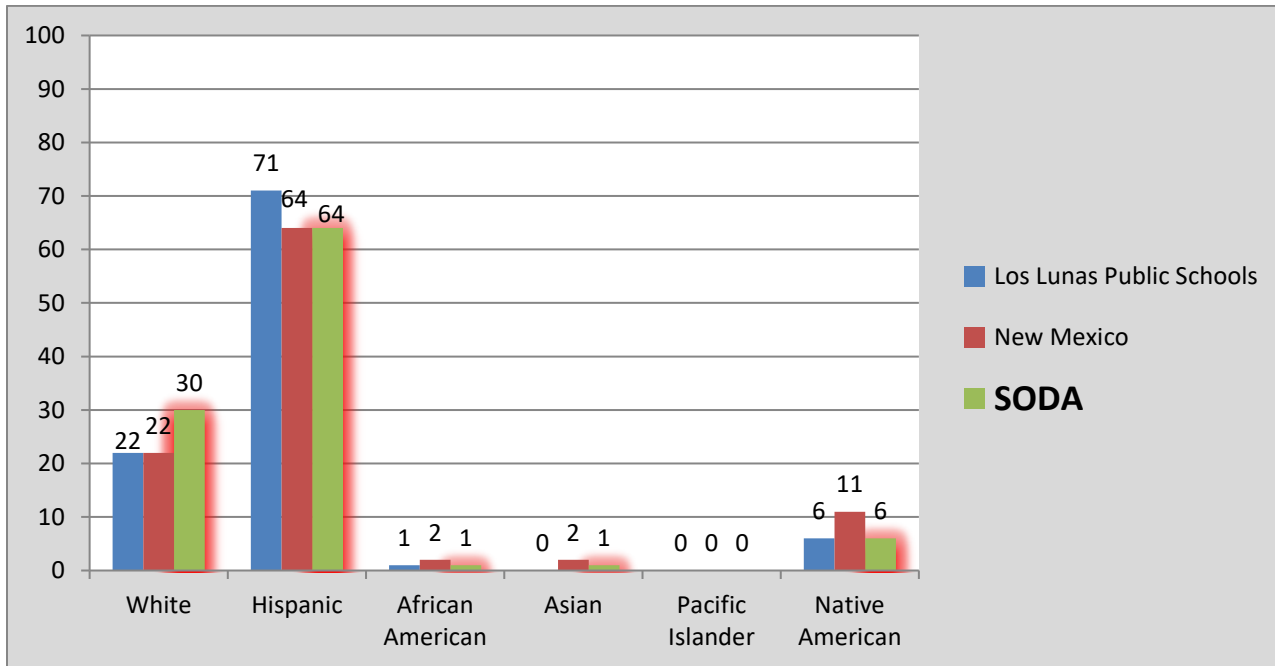
Authorized Enrollment Cap: 625

Current Enrollment: 499

Contract Term: 2019-2024

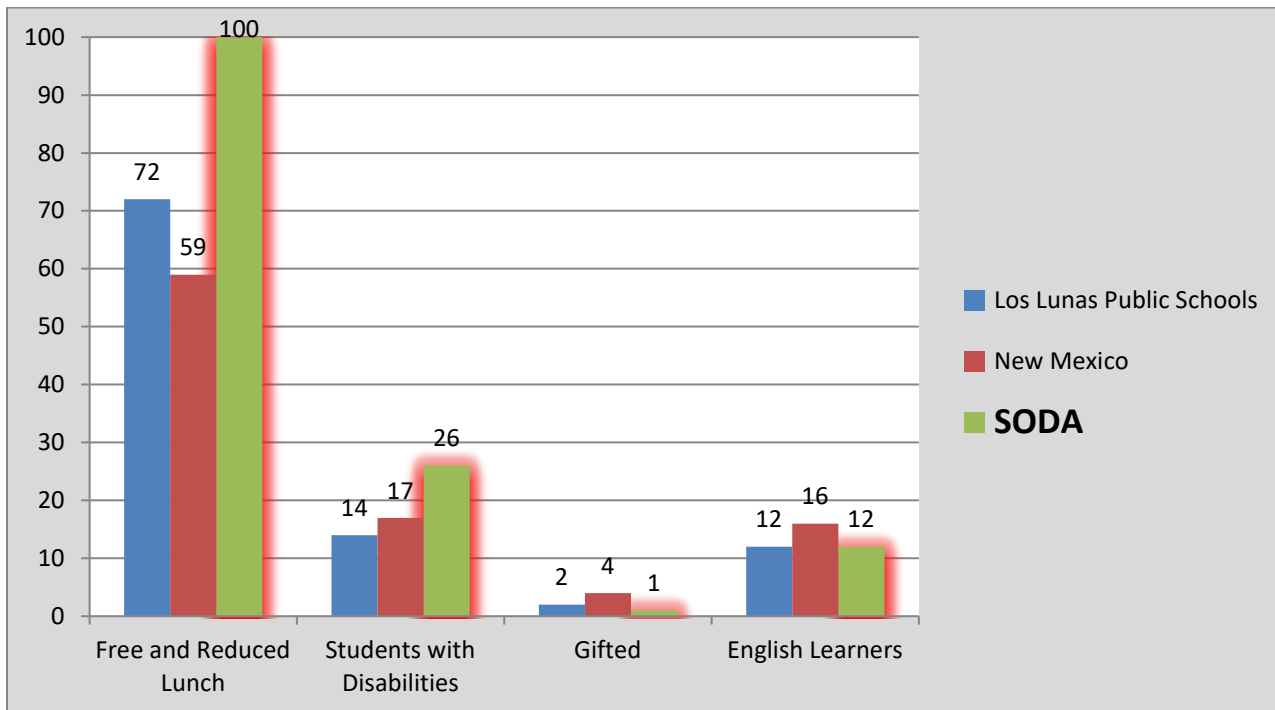
Mission: The Mission of the School of Dreams Academy is to graduate students of the Rio Grande Valley who embrace an education that emphasizes Science, Technology, Engineering, Arts and Mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.

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: May 6, 2021

Virtual Site Visit Participants

School: Mike Ogas; superintendent; Cynthia Swanson: Asst. HS Principal; Krystal Salazar: Early College HS Coordinator/MS counselor; Teresa Ogas: Preschool and Child-Find Coordinator; Jacob Omlor: Elementary School Counselor; Cynthia Sandoval: School Nurse; Samial Morerod: Special Education Coordinator/Elementary School Principal; Buddy Lindsay: Systems Tech; Michelle Nelson: Master Social Worker

OPFD/CSD: Missy Brown; Karen Woerner; Corina Chavez; Rachel Stofocik

Response to COVID Pandemic

[School of Dreams Academy](#) (SODA) serves 508 students in pre-K through 12th grades. The school's enrollment increased during the pandemic. SODA received \$425K from a legislative appropriation to refurbish the school's tech capacity; the ten-year-old servers were replaced, and new laptops as well as cameras, headsets, and work phones were purchased for teachers. The school's technology director trained all secondary school staff on Google Classroom in the beginning of the 2019-20 school year and once the COVID shutdown began, the director helped all staff and students move to a completely remote setting. Chrome books were distributed, as well as packets. 250 devices were purchased and distributed; by the 2020-21 school year, every student, (pre-K-12) had a chrome book (550 altogether). SODA staff worked with ITDRC to get Wi-Fi in the parking lot of the school. Training on all the technology was offered to the entire community.

At the start of the pandemic, Wednesdays were dedicated to social/emotional learning; the school created "SODA strong initiative days" which was used to help families cope. These "SODA strong tasks" are still required weekly and families use social media to share SODA Strong activities. In addition, the school set up several meal distribution-sites in the valley and the school leaders themselves passed out food and other resources like clothes, furniture, and school supplies as well. In addition, the school got its own app where parents could look at daily updates and schedules.

For the current school year, students work five days a week with academic classes from 7:40-2:40 pm and enrichment or ELTP classes offered in the afternoons. Currently, 50% of students are back on campus and the remaining remote students have external cameras and use those to attend live classes. SODA leaders explained that many students have trouble getting to school because of how the pandemic has affected transportation.

Teaching, Learning, and Assessment

SODA has always underscored the importance of Individualized Learning Plans (ILPs) and so the transition to remote schooling was seamless since the staff and students were accustomed to flexible learning models and individualized teaching. Accordingly, if the student and parents wanted more learning and instruction then enrichment classes were available and if the parent/student needed less, that adjustment was made as well. The school utilizes many tools such as [Istation](#), [MobyMax](#), [Khan Academy](#), and Google classroom. During the pandemic, some students were able to take more classes as they no longer factored in the commute to school. For pre-K through 2nd grade, SODA implemented the [Heggerty Phonemic Awareness program](#) in both English and Spanish to address reading. The program helps students gain phonemic awareness and improve articulation.

Older students continue using [Edgenuity](#), which, at SODA, comes with a certified online teacher that the students have as a resource in addition to the SODA instructors. The school adapted learning to whatever the students needed; many students excelled and went at their own pace while others preferred the SODA teachers and one-on-one instruction. All short-cycle tests were still administered.

SODA leaders talked about working with Shelly Cherrin to fully implement MLSS. In Special Education, SODA utilizes [Trailblazers](#) in order to implement a full-inclusion model in each pre-K classroom; this inclusive model attracts many families with students with special needs. School leaders explained that in many ways being forced into remote learning allowed for increased communication with parents. Parents were more involved in IEPs because they could participate via zoom. Director Ogas acknowledged the school's difficulty in implementing EL services correctly but assured the CSD that the school has had meetings to address the issues and has designed and is using a correction plan. Additionally, SODA is in the beginning stages of implementing a dual-language program for K-8. Currently, there is a two-hour program in K-5 and a one-hour program in 6-8.

Student and Family Support and Engagement

Since SODA has always used an advisory system where two teachers follow a student for six years, the teachers know the students well and this helped keep students engaged during the difficult time. In addition, the school tried to give students as normal a year as possible. School leaders organized a car graduation, a Prom drive-in, and several other virtual group activities.

SODA has implemented extended learning for three years now and is looking to add K-5 plus. For example, the school worked with [Explora](#) to get earth day kits. Also, the remote learning allowed SODA staff to intervene when they noted potential danger. The school leaders told a story of how a classroom teacher discovered that a SODA family did not have heat, and possibly using the gas stove to warm the house, making the child fall asleep during class. Teachers were able to intervene and get the family help.

Teachers worked long hours and met with students whenever the students were available. Since many children were busy babysitting siblings, or many parents still had their children in daycare still, the teachers were flexible and accessible to students even beyond work hours. SODA's exceptional nurse provided updated health information for the biweekly health and wellness phone calls made by school staff.

To support teachers during this time, SODA's behavioral support staff was also available to teachers. The staff complemented Director Ogas for his support of the teachers and his trust in their decisions regarding what was best for students.

Performance Framework Indicators (school-specific questions)

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

The school has 94 students with disabilities (in addition to the 39 in PreK). Of those 5 are Level C and 5 are Level D. The school was asked to confirm the levels of need as Level D is typically for students who require self-contained classrooms or one-on-one support.

The school responded that most students came with IEPs with those levels.

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

1. The school has 60 identified EL students. However, this indicator has been rated as Does not Meet Standard for several years in a row.

The school has improved its processes this year and recently held a meeting with Deputy Director Woerner to review the requirements for identifying, servicing, assessing and progress monitoring students, as well as notifying parents annually.

2. There are still 8 students on the 120-day STARS ELP Error Report.

The school will need to review the STARS ELP Error Report and correct the errors as well as make notes regarding the results and how the errors, if any, were corrected. The school is encouraged to run that report after every reporting window to catch any kids that were missed and then progress monitoring students for two years after they have exited the program.

3. Kindergarten students were identified as EL based on the language usage survey, without W-APT screening.

CSD encouraged school leaders to reach out to Kirsi Laine regarding how to rectify this situation.

2a-2c Audit Findings FY20

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

The FY19 Audit Report was a “Disclaimed/Modified” one. The school had nine (9) findings in FY19, eight (8) of which were repeats, five (5) were material weaknesses or significant deficiencies.

The school (School of Dreams/School of Dreams Educational Foundation) had six (6) findings in FY20.

- 2020-001 Exceeded budget authority (repeat)
- 2020-002 Cash receipts - lack of supporting documentation (repeat)
- 2020-003 Purchasing - purchase order after the fact (repeat)
- 2020-004 Payroll - overpaid an employee/lack of procedures (NEW)
- 2020-005 Procurement Card purchases - lack of supporting documentation (repeat)
- 2020-006 Financial Reporting (foundation) - lack of effective, accurate financial reporting (repeat)

The school indicated that Mike Ogas, Head Administrator and Kyle Hunt, SBO from The Vigil Group, meet monthly with PED School Budget to make sure they are on top of the financial concerns and the school is scheduled to be back on track by December. The school was asked to include Melissa Sanchez, Data and Financial Analyst in CSD in these meetings.

One of the school’s employees recently completed the CPO training and the school is reminded to have her register online at the State Purchasing Division’s website each year. (Now for the 2020-2021 school year and again in the Fall for the 2021-2022 school year.) The link is <https://www.generalservices.state.nm.us/statepurchasing/chief-procurement-officer-list.aspx>

Kyle Hunt, the SBO, explained that the problems all began because of a misunderstanding of reporting from the foundation. School knew it was going to take a couple of years to get back on track. The audit committee meets quarterly. The Finance Committee meets before each Governing Board meeting.

The school also has an in-house business manager, Donna Jarvis.

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

1. The school posts agendas (required) and meeting minutes (recommended) on its website. It is also recommended that the school post OMA resolution and bylaws.

The school indicated that they updated the OMA resolution in April 2021. CSD encouraged school to review Bylaws as the latest version is from 2008.

2. According to CSD records, there are three (3) members who have not logged any training hours this academic year and one has only completed one hour. A new member has completed the seven-hour introduction but not the additional three hours.

The school indicated that the President and in-house business manager schedule and track hours for the Governing Board. The school agreed that it would follow up with board members about training completion.

3. The school was reminded to have evidence of the head administrator evaluation for each academic year, preferably on file in the head administrator's personnel file. This can be meeting minutes where it was discussed or the signature page of a formal evaluation.

4.e. Is the school completing required background checks and reporting ethical violations?

The school indicated that it has applied for, but not yet received an ORI number for conducting background checks. For new hires, the school obtains the background check from other schools or from the staff member. This is a huge liability issue, and the school should continue to communicate with NM Department of Public Safety until the school is issued an ORI number and staff are trained to retrieve them. In the meantime, the advice was to enter into an MOU with another school who can obtain the background checks on the school's behalf until this is resolved.

Mission-Specific Goals:

Goal: Each year, 75% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 75% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.

School Response: The school was unresponsive.

Assurances:

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

Overall Financial/Organizational Framework Rating: Does Not Meet 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.

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

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

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

Appendix B: Assurances



Charter Schools Division
Performance Indicator Assurances
2020-21

Charter School Name: School of Dreams Academy (SODA)

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	Michael S Ogas	
Signature	<i>Michael S Ogas</i>	Date 10/10/21
Board Chair Printed Name	Kathy Chavez	
Signature	<i>Kathy Chavez</i>	Date 10/6/21