



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: Solare Collegiate Charter School

School Name: Solare Collegiate Charter School

School Address: 8801 Gibson Blvd. SW, Albuquerque, NM 87121

Head Administrator: Rachael Sowards

Business Manager: Katie Rarick

Authorized Grade Levels: 5-8

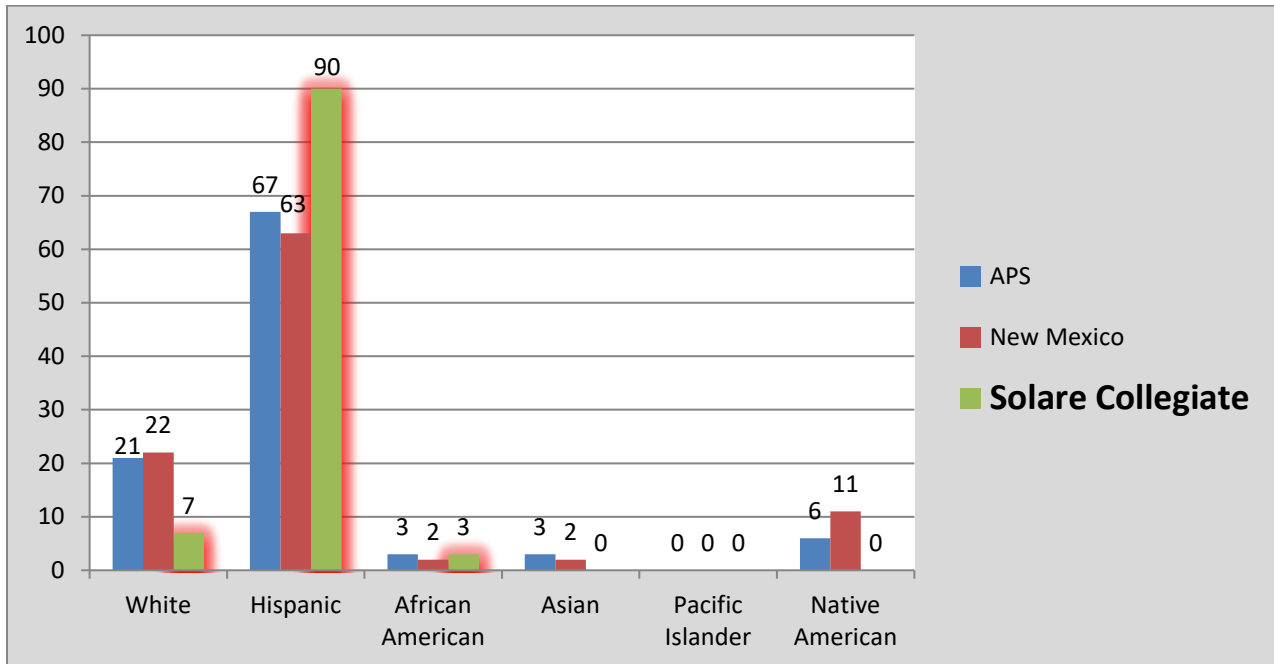
Authorized Enrollment Cap: 416

Current Enrollment: 186

Contract Term: 2019-2024

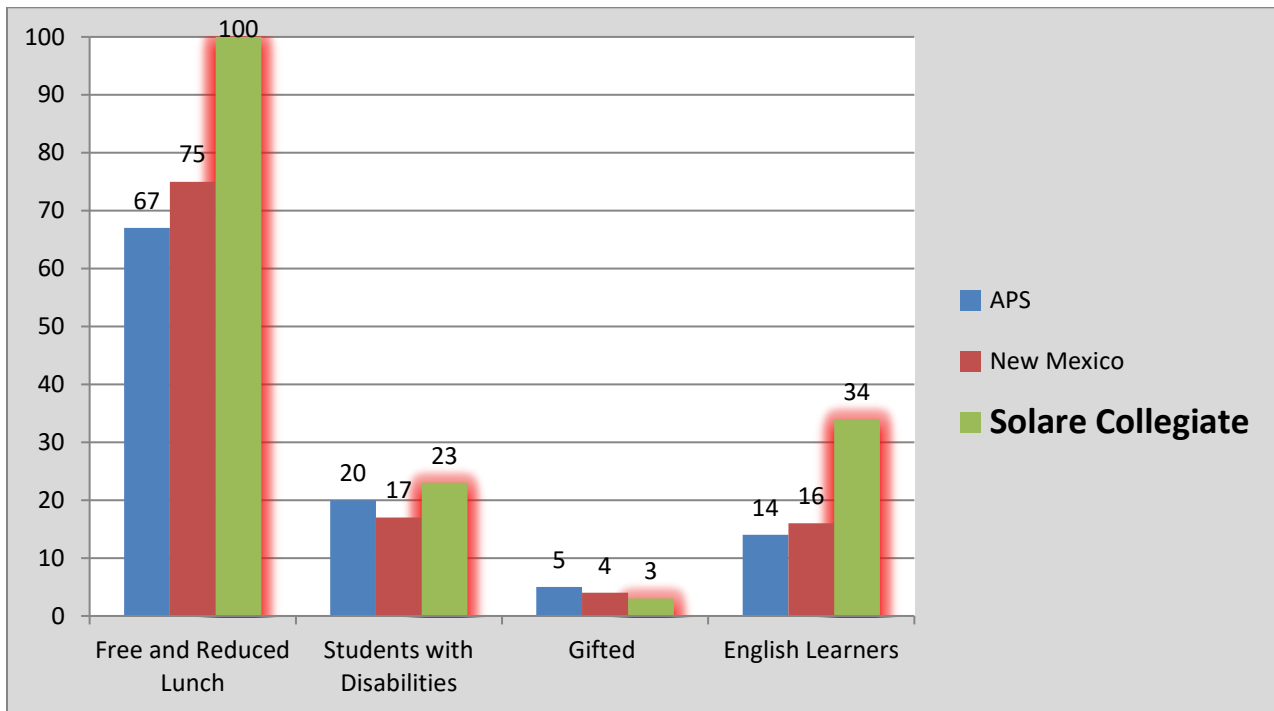
Mission: Through academic rigor, individualized supports, and character development, Solare Collegiate Charter School equips all students in grades five through eight with the academic and personal skills to excel in the high school and college of their choice.

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

Virtual Site Visit Participants

School: Rachael Sowards: Head of School; Jane Guevara: Manager of Operations

OPFD/CSD: Corina Chavez; Brigette Russell; Rachel Stofocik

Response to COVID Pandemic

[Solare Collegiate Charter School](#) has been open for two years in the southwest mesa of Albuquerque, has 19 team members, and serves 191 scholars in grades 5-7 with the intention to add 8th grade. Solare will expand to 338 scholars and 30 team members for the 2021-22 school year. 94% of student population is Black Indigenous, or other persons of color (BIPOC), 46% are considered low-income, 23% are students with special needs, and that 34% are English Learners. The school is in the final stages of completing the construction of their new building (which will be done in July) to support 416 students.

Solare immediately sent students home with two-weeks-worth of work and teachers offered office hours when the lockdown began in the spring of 2020. By April 6th of 2020, the school offered synchronous and asynchronous learning time. In the beginning of the pandemic, the school offered recorded classes—but many children did not watch them. In addition, after feedback from many parents saying that they wanted more structure, the school implemented only synchronous learning in the 2020-21 school year. If a kid was having tech issues, teachers would call or face time with the student individually. In addition, Solare required that students wear uniforms even when they were online; the school also established norms, rules, expectations, and boundaries for online and hybrid learning.

From Sep-Nov. of 2020 grades 5 & 6 participated in hybrid learning and 7th graders participated online. 75% of students participated in hybrid learning, whenever it was permitted per the Governor's orders, and by March 29th of 2021, the school made the transition back to full in-person learning with 88% participation. 96% of students were engaged daily in synchronous online learning and there were high levels of hybrid participation. With regards to challenges, school leaders identified intermittent attendance throughout the day and kids opting out of harder classes. Ms. Seward stated that valuing teacher voice in determining learning formats was the school's biggest innovation. Specifically, the teachers wanted to stop teaching online and in-person learners at different times; the teachers wanted to make sure that it was equitable. Thus, after purchasing and distributing tech tools, 100% of teaching staff provided classes to both in-person and online students simultaneously.

Teaching, Learning, and Assessment

Solare's Head of School admitted that standardized and norm-referenced-testing proved difficult during the pandemic. However, around 70% of 7th graders and 90% of 5th graders participated in the state's summative testing. Currently, the school does not have the space to offer make-up testing. Normally, the school uses [Anet](#) and [NWEA maps](#) assessments three times a year to gauge where students are and where they need support.

Solare implemented its mission and material terms as successfully as possible during the pandemic. One mission-specific goal is focused on oral literacy, so the Head of School pushed the team to bring in student voice as much as possible. Teachers got creative, using the chat functions and timed responses. In addition, Solare staff kept expectations high and worked with students to get them to a place where they felt more comfortable in participating online.

Solare does not have much comparative data from student academic performance from the first year to the next. The staff decided to have daily exit tickets instead of larger assessments (the head of school admitted that if the pandemic situation happened again, she would have pushed for a two-week assessment rather than exit tickets to better understand students' retention of learning. Assessment data that was collected showed that 5th graders were slightly above the national average, 6th graders were about on par, and 7th were slightly below. Back to in-person learning,

Solare uses STAR reading and STAR math to understand how much students are growing. [NM-MSSA](#) and [ASR](#) were both administered. Based on those results, the school will be able to make some goals for student academic needs in school year 2021-22. The school prefers anet to maps as it offers more comprehensive data, offers assessments in the interim and has an anet coach to help teachers to focus instruction.

To target individual student needs, Solare has “Focus Blocks” or small group instruction; however, the pandemic made it harder to implement the focus blocks due to the requirement to cohort students. With ESSER funds, Solare hired a reading specialist to better support the students. Like many schools, Solare staff found that student success online varied a lot depending on the student; some flourished online and some really needed to be at the school. The head of school underscored that the staff really focused on getting students back in-person and then focused on their social and emotional needs.

Student and Family Support and Engagement

Remote and hybrid learning required increased communication between the school and families; Solare averaged 2,300 text and email messages per week between teachers and families and this number did not include administrative calls. All communications were made available in English and Spanish; Solare uses [Deans list](#), a simple system for sending out messages to families that logs all data. The school also set up weekly supply pick-ups so that families could access any resources they needed (post-its, pencils, etc.) Solare leaders stated that because of COVID, the school staff developed stronger relationships with families.

The pandemic did not hinder the school’s commitment to teacher Professional Growth. The head of school continued observing teachers weekly for 45 minutes at a time. One of the school’s innovations is to provide teaching staff with many mini observations, numerous walk-throughs, and professional feedback; each week a teacher identifies two small goals or areas for improvement. Teachers explained that they felt like they had really grown even more this year because of the pandemic. The Manager of Operations handles administrative work so that the Head can offer 80% of her time to staff support.

Finally, Solare implements a daily AM advisory that focuses on Social & Emotional Learning. It is a time when students can check in and reflect on their development regarding the school’s core values. Ms. Seward stated that this advisory time has been extremely productive in the return to in-person learning as the students needed some support and relearning of social skills.

Performance Framework Indicators (school-specific questions)

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

The school was asked if there is a sign in/sign out process for students with special needs.

The school confirmed that they do have and use such a process.

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

One EL student comes up on the error report every year and it cannot be fixed. CSD told school to simply include the documentation every year.

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

The school leader stated that the board is aware not all the GB training hours are completed but that she will encourage the board to get that done soon.

Mission-Specific Goals:

Goal 1: On the EOY assessment, 80% of 5th and 6th grade Solare Collegiate scholars, enrolled on the 40th and 120th day STARS report, will score a 3 or better AND 80% of 7th and 8th grade Solare Collegiate scholars, enrolled on the 40th and 120th day STARS report, will score a 4 on the Critical Thinking VALUE Rubric.

School Response: In light of the COVID-19 pandemic, and the mode of student learning being primarily hybrid and remote throughout the majority of the 2020-2021 school year, we were not able to collect the observation-based data for the oral literacy mission specific goals. While we did continue to prioritize student dialogue during classes, with the Zoom format, it was difficult to engage students in dialogue at the same level as we would see in a regular classroom setting.

Assurances:

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

Overall Financial/Organizational Framework Rating: Meets Standard

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

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.

Solare Collegiate Charter School	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	Unable to Review - COVID ▼
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	Meets (or Exceeds) 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	Meets (or Exceeds) 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	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	ASSURANCES ▼
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES ▼
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	Meets (or Exceeds) 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](#)

Solare Collegiate Charter School	2019-2020
Category I. Academic Performance Framework	
<u>Indicator 1</u> Components of School Accountability System	
<u>Indicator 2</u> Subgroup Performance	
<u>Indicator 3</u> Mission Specific Goals	
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	Unable to Review - COVID ▼
<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	Meets (or Exceeds) Standard ▼
<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	Meets (or Exceeds) Standard ▼
<u>Indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard ▼
<u>Indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard ▼
<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	Unable to Review - COVID ▼
<u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard ▼
<u>Indicator 4a</u> Students & Employees: protecting the rights of all students	Unable to Review - COVID ▼
<u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard ▼
<u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Unable to Review - COVID ▼
<u>Indicator 4d</u> Students & Employees: respecting employee rights	Unable to Review - COVID ▼
<u>Indicator 4e</u> Students & Employees: completing required background checks / reporting ethical violations	Unable to Review - COVID ▼
<u>Indicator 5a</u> School Environment: complying with facilities requirements	Unable to Review - COVID ▼
<u>Indicator 5b</u> School Environment: complying with transportation requirements	Unable to Review - COVID ▼
<u>Indicator 5c</u> School Environment: complying with health and safety requirements	Working to Meet Standard ▼
<u>Indicator 5d</u> School Environment: handling information appropriately	Working to Meet 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 Solare Collegiate

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	Rachael Sowards		
Signature	<i>Rachael Sowards</i>	Date	7/2/2021
Board Chair Printed Name	Michael Wallace		
Signature	<i>Michael Wallace</i>	Date	8/6/2021