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2020-2021 Annual School Performance Report: Southwest Secondary Learning Center

School Name: Southwest Secondary Learning Center

School Address: 10301 Candelaria NE, Albuquerque, NM 87112

Head Administrator: Christine Lutz

Business Manager: Heather Riley

Authorized Grade Levels: 9-12

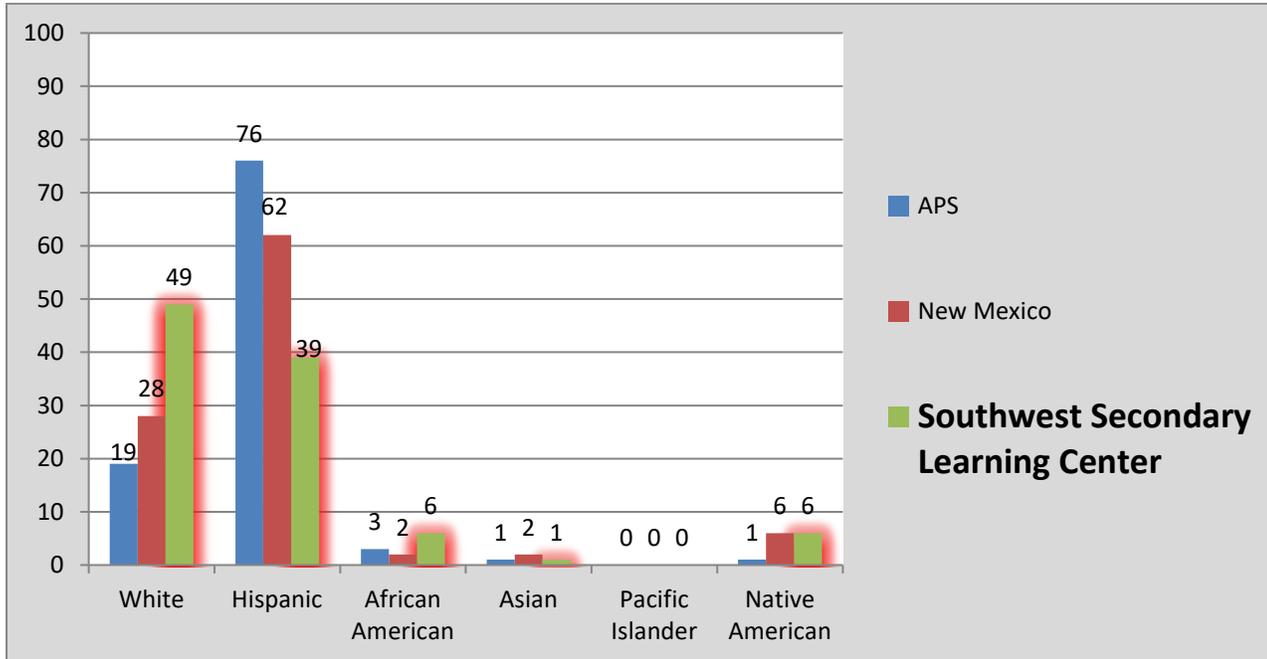
Authorized Enrollment Cap: 500

Current Enrollment: 160

Contract Term: 2019-2024

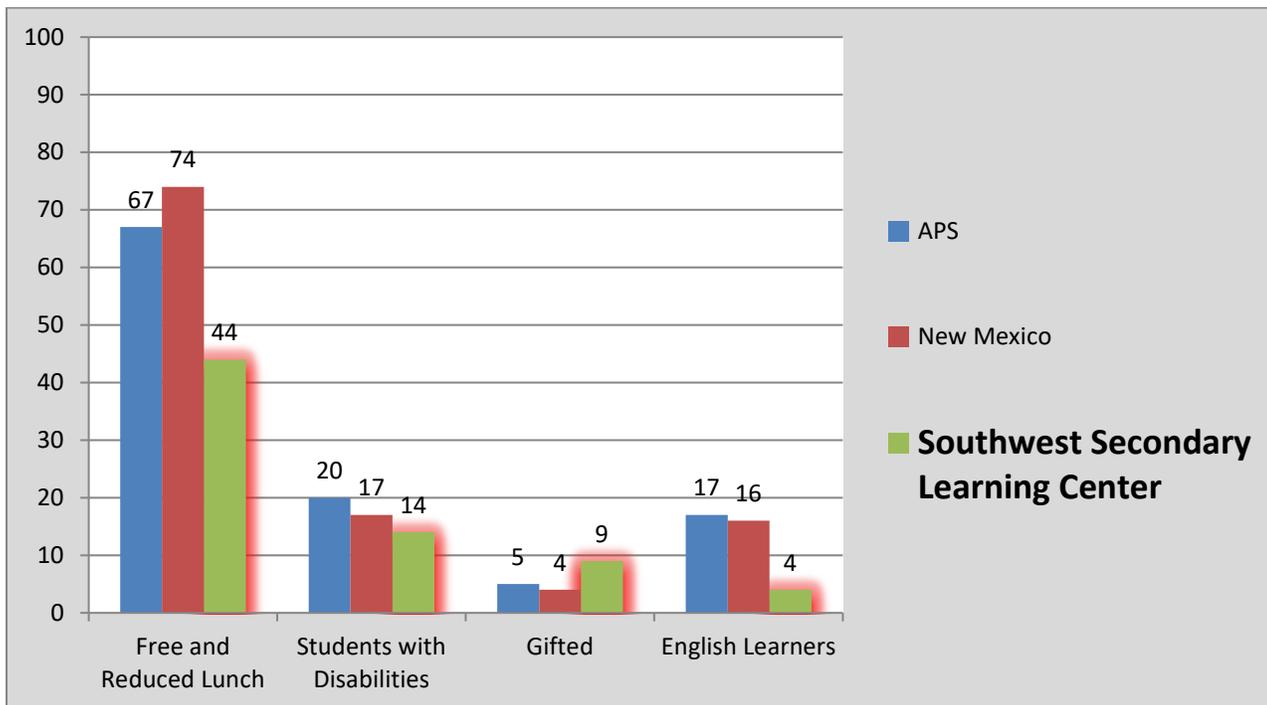
Mission: The mission of the Southwest Secondary Learning Center is to sustain a high performing learning community by preparing computer-literate students for college or a career through a blended learning model that is individualized, self-directed and flexible.

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 28, 2021

Virtual Site Visit Participants

School: Christine Lutz: Head Administrator; Lisa Mora: Dean of Students; Denise Dixon: Academic Dean/Smart Lab Teacher; Deborah Burns: GC member/Parent;

OPFD/CSD: Melissa Sanchez; Dylan Wilson; Brigette Russell; Rachel Stofocik

Response to COVID Pandemic

[Southwest Secondary Learning Center](#) (SSLC) is a charter school that began in 2001. The school serves 158 students in grades 9-12 and is in Albuquerque. The Director, Ms. Christine Lutz began the virtual site visit talking about how proud she was of the SSLC community; everyone stood up and faced the challenges during the COVID pandemic. SSLC has always been a blended model of in-person and online learning and is founded on its vision of offering a unique educational setting. Specifically, the physical school has large computer labs accommodating up to 90 students at a time where students work on individualized learning programs with the teachers monitoring and helping when needed. SSLC ensures that students are computer-literate and self-directed so that they are college- and career-ready upon graduation.

SSLC leaders concentrated on flexibility, adaptability and compassion throughout the past year and a half. SSLC already had a strong online component so transitioning to remote learning was not as difficult. However, the loss of the hands-on Smart Lab component did negatively affect the students initially. The school experienced an enrollment decline and as a result, a decline in funding. Despite those hardships, the Head Administrator stated that the GC was able to secure a lease to purchase agreement for the building.

The head administrator also talked about the efforts made to support the SSLC staff during such uncertain times. She emphasized the need for collaboration in decision-making and efforts to reach out personally to individual teachers and staff as the frustrations and feelings of isolation within the time often took their toll.

The state did not permit full re-opening for high schools until late February and SSLC's doors opened on March 1st. Thirty percent of students returned, and the rest decided to remain remote. For the future, the school leaders worked on goal setting and came up with the following: (1) increase enrollment; (2) offer additional course options to include more direct instruction; (3) continue flexibility to offer remote or in-person; (4) greater awareness of student and staff mental health concerns; (5) ongoing assessment for continuous improvement and ensuring the (6) use data all the time (which it is clear, the students already do well).

Teaching, Learning, and Assessment

To best support the students during the remote learning, the Academic Dean, Ms. Dixon discussed how the staff tried to keep the Smart Lab as an integral part of the learning experience. Initially, the school offered virtual labs or STEM-related lessons via zoom. When a CTE grant presented itself, Ms. Dixon applied and was able to get the school "STEM backpacks" within four weeks. With over 72 backpacks, the school was able to organize a pick-up/drop-off system where students could take home a STEM backpack, complete the project, present on it, and then bring it back to the school. Using a UV light sanitizer, the SSLC staff sanitized the backpacks and then checked them out to other students. The backpacks contained projects like building bridges or creating something with a 3D printer. Once students returned to in-person learning, the Smart Lab was set up so that students were socially distanced and could work independently on projects. The school divided the students so that some were in the lab on Mondays and Wednesdays and the next group came on Tuesdays and Thursdays.

During the year, the school leaders were able to maintain student testing. 49% of the seniors came for SAT testing in the fall and 70% of juniors participated in the PSAT/NMSQT. 15% of students took the ASVAB and two students gained

military entrance afterward. In the spring, 70% of the juniors took the SAT. The school continued using short-cycle assessments all year and also explained that they will be returning to [NWEA](#) and eliminating [Renaissance](#). The school leaders explained that NWEA provided more detailed results and was not timed. Thus, students who needed more time, as delineated in their IEPs, performed a lot better on NWEA. Ms. Lutz said the school was also set to purchase NWEA science and were excited that this short cycle may fill a hole in their data.

SSLC staff updated the school's virtual attendance policy contract and through weekly data collection, staff gauge whether a student is successfully working remotely. If not, the student, according to an agreed-upon contract, must physically return to the school.

SSLC serves 23 students with IEPs and scheduled those students in both the main lab and in support labs to receive direct instruction from SPED instructors. All ancillary services were provided remotely and in-person. Once success mentioned by Ms. Mora was the school's ability to customize special education instruction by modifying [Edgenuity](#) and by providing a lot more direct instruction and supports. The Special Education staff worked tirelessly to keep students engaged and supported. Ms. Lutz did mention however, that building relationships with new students was difficult in a remote setting; however, remote learning forced teachers to really concentrate most on a student's strengths and then how to best empower those students. Finally, the school has 7 EL students and three of them received direct services weekly.

Student and Family Support and Engagement

All SSLC leaders and a parent highlighted the school's daily 30-minute social and emotional lessons (SEL). In the 30-minute sessions, the teachers asked students to reflect on a certain topic like "goal setting," or "who were they most appreciative of in their lives," or "what are their top priorities for the day." There was always an exit ticket at the end of each SEL session and staff and parents emphasized the success and benefit of this daily opportunity to reflect. The school also provided a help-line available from 8-5 daily for students who were struggling.

For academic pressure release, the school leaders, with the help of a very robust student council, provided virtual gatherings in the evenings, like movie nights, trivia nights ([Kahoot](#)), cooking, spirit-week, pajama day, hat day, and many more. Additionally, the student council organized E-sports, a STEM team, a Yearbook and ice cream social, and a Geek Squad.

To best support families, the school staff communicated weekly with parents, sent out a regular newsletter, completed and shared next step plans, offered virtual parent orientation sessions, and rigorously implemented the Attendance for Success Act. Ms. Mora shared the binder she had documenting her implementation of the Attendance for Success Act. Ms. Lutz did admit that the Act was almost impossible to execute with all the other responsibilities that the school had, but that 1/3 of students were receiving some sort of attendance intervention, which included things like on-going outreach from sponsor teachers and referrals to graduation alliance.

Performance Framework Indicators (school-specific questions)

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

The school has 7 identified EL students. There are another 5 students listed on the STARS ELP Error Report which the school should investigate and document the results in the student cum folders. The CSD advised the school to keep the printout of the report until the next reporting window to avoid researching again, if any remain on the list due to inadvertent prior tests.

2.d. Is the school managing grant funds responsibly?

Title II - last RfR submitted 05/19/2020, 5.54% of GY18 and 100.00% of GY19 remains; school was reminded to use the remaining GEERS funding.

2.a-2c. Audit Findings FY20

2020—Zero Audit Findings

Mission-Specific Goals:

Goal 1: 86-100% of 9th and 10th grade students enrolled on the 40th and 120th day of the current school year will earn a "C" or better in Smart Lab, SSLC's College and Career Readiness S.T.E.A.M. Lab.

Goal 2: 90 - 100% of 11th and 12th grade students enrolled at 40 and 120 day of the current school year in dual credit, SMART Lab, or CCR elective will achieve a grade of "C" or better.

School Response: SSLC did its best to implement and measure mission specific goals. Data was collected and analyzed. Attainment of reasonable scores for mission specific goals was greatly hampered by the COVID-19 school closures for the 20-21 school year. To try and maintain our hands-on CTE Smart Lab the school purchased high quality STEM backpacks that went home with students. Even with solid access to their teachers via Zoom, it proved difficult to engage and support students. SSLC dual credit students also reported lower grades than normal and reported difficulty with the CNM platform, devices and navigating college level classes fully online. Please see attached summary documents to include summary data comparing 19 - 20 and 20 -21. Graphs were also created.

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.

Southwest Secondary Learning Center (SSLC)	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	Meets (or Exceeds) 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	Meets (or Exceeds) Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) 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	Meets (or Exceeds) 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

Southwest Secondary Learning Center (SSLC)	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	Working to 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	Working to 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	Meets (or Exceeds) 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	Working to Meet Standard ▼
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard ▼
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard ▼
Indicator 4d Students & Employees: respecting employee rights	Meets (or Exceeds) Standard ▼
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) 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	Working to Meet 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 Southwest Secondary Learning Center

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.**

- Rectangular Sign**
- 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 Christine B. Lutz
 Signature Christine B. Lutz Date 7-16-21

Board Chair Printed Name DEBORAH J BURNS
 Signature Deborah Burns Date 7/22/2021