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SECRETARY OF EDUCATION, DESIGNATE

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### 2020-2021 Annual School Performance Report: Media Arts Collaborative Charter School

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**School Name:** Media Arts Collaborative Charter School

**School Address:** 4401 Central Avenue NE, Building #2 Albuquerque, NM 87108

**Head Administrator:** Jonathan Dooley

**Business Manager:** Patrick Kelly

**Authorized Grade Levels:** 6-12

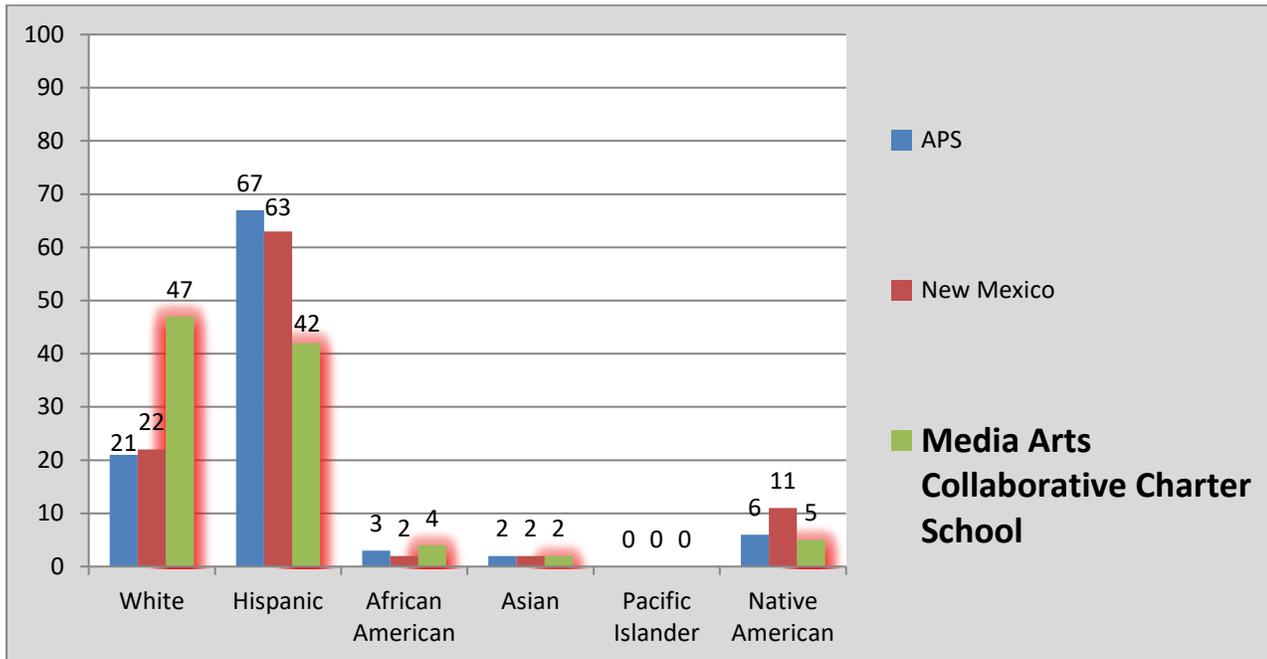
**Authorized Enrollment Cap:** 360

**Current Enrollment:** 214

**Contract Term:** July 1, 2018 – June 30, 2023

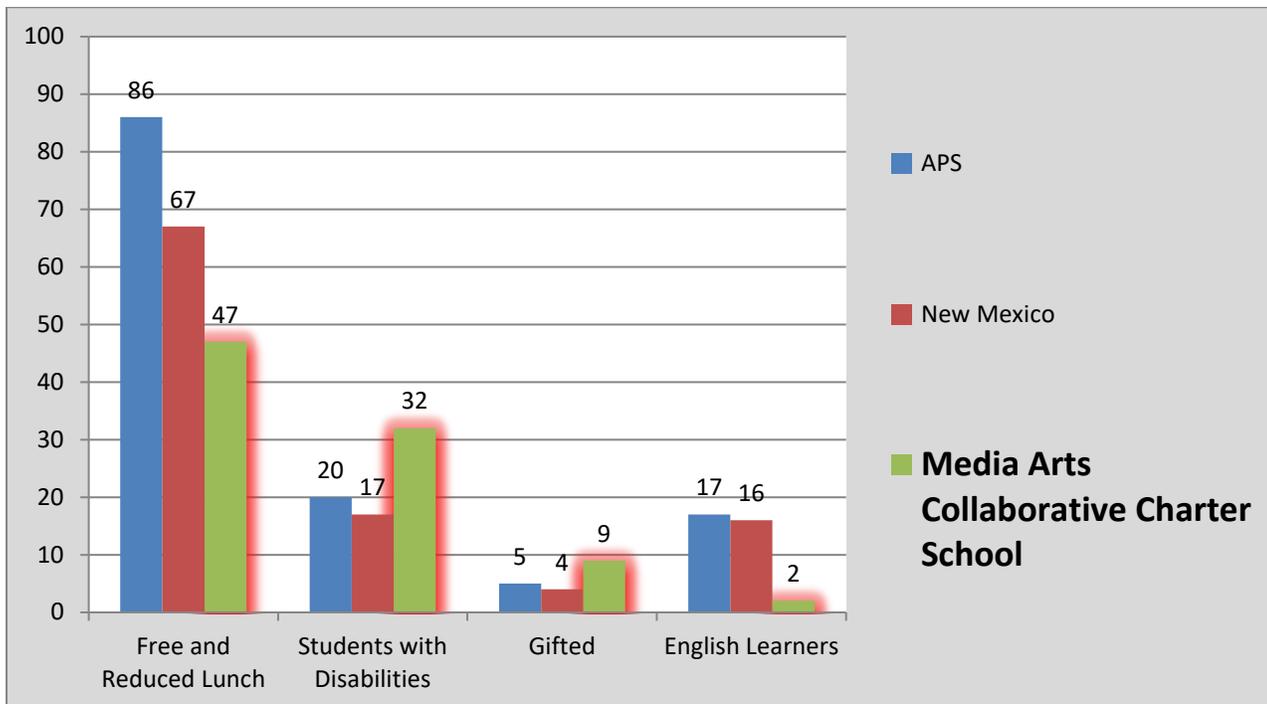
**Mission:** *The Media Arts Collaborative Charter School (MACCS) offers secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.*

**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 27, 2021

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#### Virtual Site Visit Participants

**School:** Jonathan Dooley; Patrick Kelly

**PED:** Corina Chavez; Melissa Sanchez; Missy Wauneka

#### Response to COVID Pandemic

MACCS serves 192 students in grades 6-12 in Albuquerque. MACCS aims to provide a comprehensive, project-based, cross-curricular education that prepares students for careers in media arts. MACCS took this approach into virtual learning during the pandemic by providing devices to all students, using [Zoom](#) and [Google Classroom](#) for instruction, and by creating space for students to continue project-based, media arts learning, and content creation in the virtual environment. Enrollment during the pandemic dropped by approximately 25 students to its current number of 192 students. MACCS worked to ensure that all students had high-quality laptops with the capability to do video production and other media arts projects. MACCS also worked to ensure all students had internet access.

#### Teaching, Learning, and Assessment

Students are typically online for 3-4 hours per day. Now that in-person learning has started, this allows teachers to focus on in-person students in the morning and virtual students in the afternoon. Throughout virtual learning, MACCS has utilized a schedule that balances synchronous learning time for half the day with large blocks of open time during which students can collaborate and create media arts projects.

Initially, teachers struggled to transition to virtual teaching. Over time, they've improved and begun to explore some of the opportunities provided with virtual learning. For example, the social studies teacher is partnering with museums and students are creating artifacts that will be put on display. Students have been creating podcasts and other media arts. Because students have laptops with creative software, all core teachers are now able to integrate media arts into their classes. Learning is project-based, and student centered, allowing for student voice and choice.

Teachers meet in Goal Teams. They were supported during the pandemic by participating in CNM training for remote instruction. MACCS administrators did Elevate walkthroughs and observations, giving teachers feedback with a focus on how teachers were communicating with students. MACCS utilized the [NWEA MAP](#) Short Cycle Assessment this year.

Successes from this year include the way MACCS continued its focus on integrated, project-based, media arts curriculum while students were learning virtually. MACCS designed a unique schedule to allow for teacher and student collaboration, provided laptop computers capable of running creative software, and designed media arts projects that students could complete from their homes. MACCS also continued to showcase students' work via public exhibitions and competitions.

The initial transition to virtual teaching and student engagement has been two of MACCS' biggest challenges this year. However, MACCS rose to these challenges by providing professional development and feedback to teachers as well as additional support and incentives to students, via Operation: Reconnect and KidTalks, to encourage more student engagement.

### **Student and Family Support and Engagement**

Student engagement has been a challenge this school year, but MACCS has focused on innovative ways to motivate, engage, and support students and families. Many students were home without supervision, and it was difficult to get them to turn on their cameras and participate in class. During the first quarter of the 2020-21 school year, many MACCS students failed classes. Subsequently, the school implemented an initiative called Operation: Reconnect, which included tutoring, grade forgiveness incentives (opportunities to make up for poor grades in the first quarter); and comprehensive school improvement.

The staff also started KidTalks, which are weekly intervention meetings to identify targeted intervention for students. MACCS staff did home visits during the pandemic and integrated movement into virtual and in-person learning.

Throughout the school year, MACCS engaged students and families through virtual events and art competitions, such as the school's annual gala - which was transitioned to a virtual event this year. MACCS communicated with families via social media and weekly newsletters containing all the resources needed to navigate virtual learning. MACCS also held virtual family events, such as Town Halls, Curriculum Nights, Parent Teacher Conferences, a Holiday Food and Gift Drive, and Drive in Movie Nights.

**Performance Framework Indicators (school-specific questions)**

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**2e. Is the school adequately staffed to ensure proper fiscal management?**

CSD: Some discussion was had about MACCS decrease in enrollment over the past few years, and the impact this would have on funding and thereby staffing.

*MACCS shared that it is working with a Public Relations firm to increase enrollment for next school year and beyond.*

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

CSD: No Governing Board Member training has been reported to CSD as of this time.

*The school will follow up with the board to ensure that required training is completed and reported by the deadline.*

**Mission-Specific Goals:**

Goal 1: Students will complete at least one (1) career pathway program of study (Programming & Design, Post-Production Film, and/or Visual Arts pathways), upon their graduation from Media Arts Collaborative Charter School.

Students will be included in the data set if they are enrolled as a senior on the 40th day, and who graduate by the end of May; and they are on the traditional graduation track (not on the ability-option graduation track for students with severe cognitive disabilities).

Goal 2: Students will complete at least one (1) internship program upon their graduation from Media Arts Collaborative Charter School.

Students will be included in the data set if they are enrolled as a Senior on the 40th day, and who graduate by the end of May; and they are on the traditional graduation track (not on the ability-option graduation track for students with severe cognitive disabilities).

Internship Requirements: 60 contact hours required in 1 semester for a 0.5 high school credit. Contact hours will be verified by timesheets and written personal reflections. Internships are graded on a "Pass" or "Fail" basis.

School Response:

*Goal 1: Students will complete at least one (1) Career Pathway Program of study (Programming & Design, Post-Production Film, and/or Visual Arts Pathways), upon their graduation from Media Arts Collaborative Charter School.*

*Goal 2: Students will complete at least one (1) Internship Program upon their graduation from Media Arts Collaborative Charter School.*

The COVID-19 pandemic brought challenges for the Media Arts Collaborative Charter School (MACCS) Mission-Specific Goals. Seniors started the 2020-21 school year on track to meet our goal as their Career Pathway courses were already scheduled in the Master Schedule. The Pathway breakdown was as follows:

- Film Production, 15%
- Programming & Design, 32%
- Visual Arts, 53%

However, because the Internship Program involves off-campus experiences, planning had to be more creative to follow COVID Safe Protocols. As a result, the coordinators and administration had to think out-of-the-box as to what constituted an internship and scheduled weekly meetings in the Master Schedule to help interns stay organized and on track.

MACCS was intentional at keeping our media partners updated on the program status, and in some cases, modified the hours and assignments to respect the parameters of the pandemic. Hence, Seniors focused more on community service that involved limited contact such as completing murals which had been started prior to the pandemic or working with teachers and staff on end-of-year projects which proved to be difficult in the remote setting.

In April 2021, as students returned to campus, some interns assisted in producing a promotional video with the school's public relations firm while others started working with industry partners that were reopening for the public, such as the Desert Ice Wolves, a popular internship experience.

Despite these challenges, MACCS was able to "Meet and Exceed Standards" for the 2020-21 school year. Below are graphs of the data at the end of the year in comparison to previous years during the renewal period.



**Media Arts Collaborative Charter School**

Mission-Specific Goals – Career Pathways

2020-21 Results

\*COVID-19 Pandemic

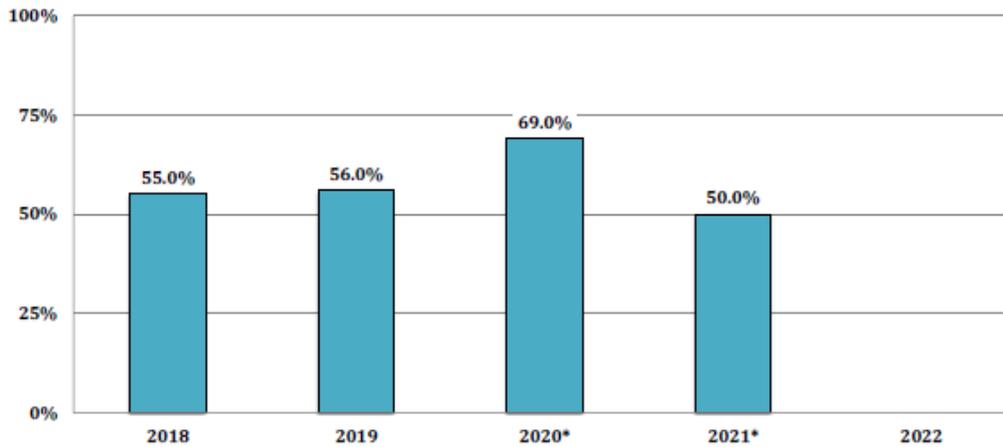
MISSION-SPECIFIC GOALS	Exceeds	Meets	Does Not Meet	Falls Far Below
<p><b>Career Pathways</b>                      Students included in the data set – All graduates who were registered as seniors on the 40<sup>th</sup> day, who graduate by the end of May, and who are on the traditional graduation track (not the ability-option for students with severe cognitive disabilities). Verified by updated ILPs and evidenced on transcripts.</p>	76% – 100% of graduates complete one (1) or more of the following Career Pathway program of studies: Programming & Design, Film Production, and Visual Arts	51% – 75% of graduates complete one (1) or more of the following Career Pathway program of studies: Programming & Design, Film Production, and Visual Arts	25% – 50% of graduates complete one (1) or more of the following Career Pathway program of studies: Programming & Design, Film Production, and Visual Arts	0% – 24% of graduates complete one (1) or more of the following Career Pathway program of studies: Programming & Design, Film Production, and Visual Arts





**Media Arts Collaborative Charter School**  
 Mission-Specific Goals - Internships  
 2020-21 Results  
 \*COVID-19 Pandemic

MISSION-SPECIFIC GOALS	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Internships</b> Students included in the data set - All graduates who were registered as seniors on the 40 <sup>th</sup> day, who graduate by the end of May, and who are on the traditional graduation track (not the ability-option for students with severe cognitive disabilities). <i>Internship requirements</i> - 60 contact hours required in 1 semester for a 0.5 credit (exceptions at the discretion of administration). Verified by timesheets and written reflections. Internships are graded on a "Pass" or "Fail" basis and evidenced on transcripts.	76% - 100% of graduates complete one (1) or more Internships (Internships are worth 0.5 credits.)	51% - 75% of graduates complete one (1) or more Internships (Internships are worth 0.5 credits.)	25% - 50% of graduates complete one (1) or more Internships (Internships are worth 0.5 credits.)	0% - 24% of graduates complete one (1) or more Internships (Internships are worth 0.5 credits.)



**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.*

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## PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

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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:** 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.

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

<b>Media Arts Collaborative Charter School</b>	2018-2019	2019-2020
<b>Category I. Academic Performance Framework</b>		
<b>Indicator 1</b> Components of School Accountability System	<b>55.4 Points (Upper Middle)</b>	
<b>Indicator 2</b> Subgroup Performance	Pending	
<b>Indicator 3</b> Mission Specific Goals	Pending	
<b>Financial Performance Framework</b>		
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category II. Organizational Performance Framework</b>		
<b>Indicator 1a</b> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1b</b> Educational Program: state assessment requirements	Working to Meet Standard	Unable to Review - COVID
<b>Indicator 1c</b> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 1d</b> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Unable to Review - COVID
<b>Indicator 1e</b> Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1f</b> Educational Program: NM DASH Plan	Not Applicable	Not Applicable
<b>Indicator 2a</b> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard	Working to Meet Standard
<b>Indicator 2b</b> Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2c</b> Financial Mgmt & Oversight: responsive to audit findings	Does Not Meet Standard	Does Not Meet Standard
<b>Indicator 2d</b> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2e</b> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2f</b> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls		Meets (or Exceeds) Standard
<b>Indicator 3a</b> Governance & Reporting: complying with governance requirements	Does Not Meet Standard	Meets (or Exceeds) Standard
<b>Indicator 3b</b> Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 3c</b> Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4a</b> Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 4b</b> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4c</b> Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 4d</b> Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 4e</b> Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 5a</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 5b</b> School Environment: complying with transportation requirements	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 5c</b> School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 5d</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Financial Performance Framework</b>		
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard

Charter School Name	Media Arts Collaborative 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	Jonathan Dooley		
Signature		Date	6/30/2021

Board Chair Printed Name	Michael A. Trujillo		
Signature		Date	6-30-21