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GOVERNOR

2020-2021 Annual School Performance Report: Raices del Saber Xinachtli Community School

School Name: Raices del Saber Xinachtli Community School

School Address: 2211 N. Valley Dr., Las Cruces, NM 88007

Head Administrator: Angela Stock

Business Manager: Vicki Chavez

Authorized Grade Levels: K-5

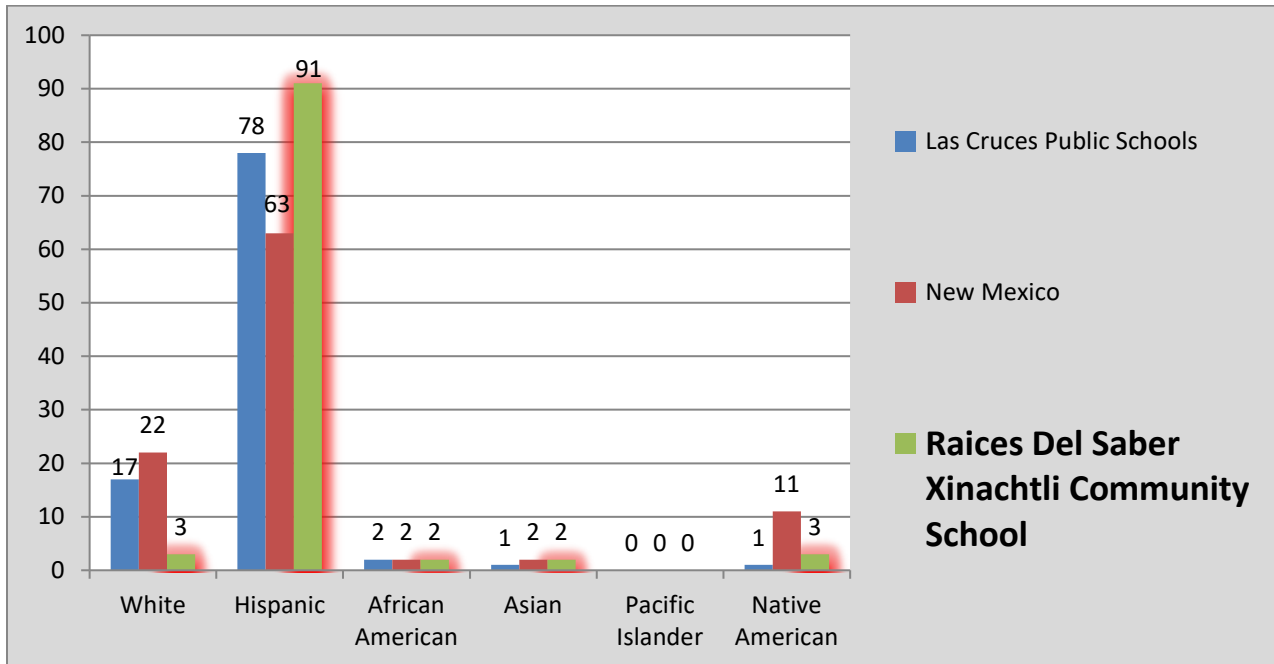
Authorized Enrollment Cap: 220

Current Enrollment: 64

Contract Term: July 1, 2019 – June 30, 2024

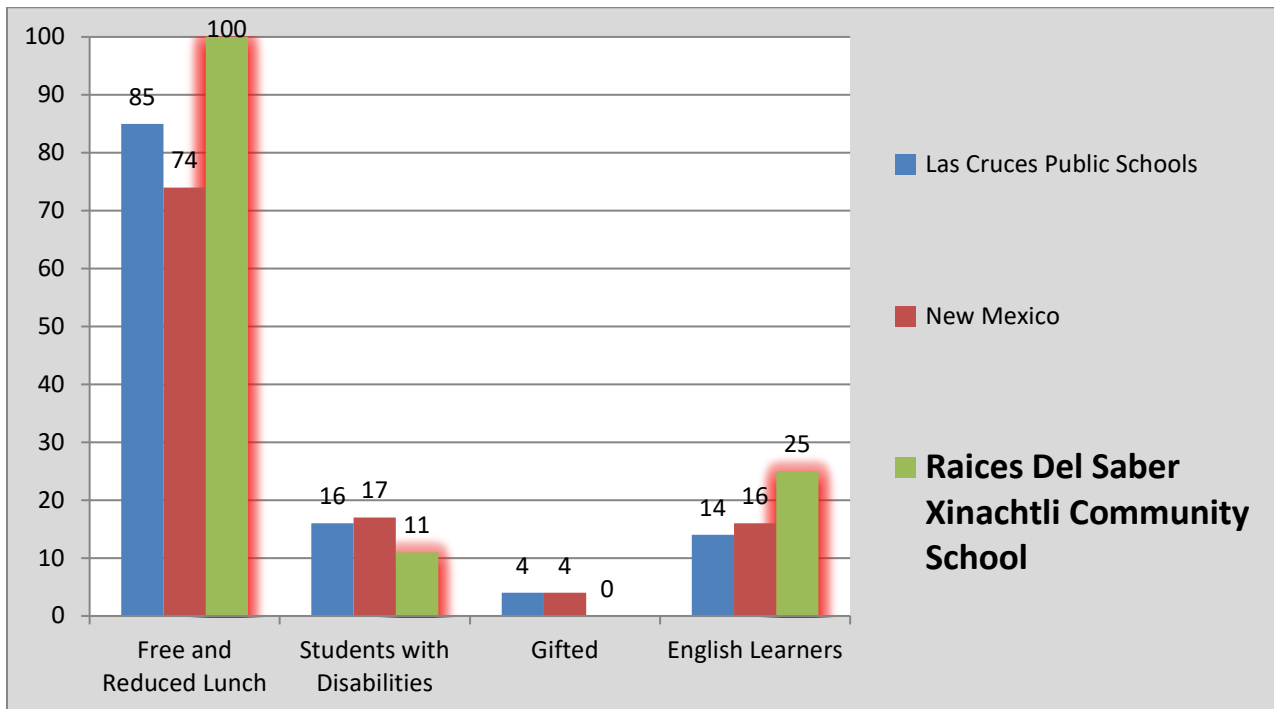
Mission: *Raices del Saber Xinachtli Community School implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, bi-literate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills. Raices creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage.*

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 24, 2021

Virtual Site Visit Participants

School: Christy Takacs: Interim Director; Elva Varela: Office Manager; Lucia Carmona: Director of Operations and Community Engagement; Jane Asche: GB Chair

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

Response to COVID Pandemic

[Raíces del Saber Xinachtli Community School](#) has been open for two years and currently serves 68 students in grades K-2. The school plans on adding a grade every year until they are a K-5 school. Christy Takacs has been the interim director for a few weeks now and the Governing Board has almost completed the process of hiring a new Director. Taking input from teachers and parents, the board has narrowed it down to three candidates and one person will be selected at the next board meeting (tonight).

According to Board Chair, Ms. Asche, despite the challenging year, the staff worked their hearts out to stay connected with the families. The school kept close to 100% of enrollment. Immediately, the staff created a YouTube channel introducing indigenous concepts, etc. The YouTube channel is used for the promotion of the educational theories behind the school's mission. The channel has received a lot of attention and school staff has been asked to sit on local and national panels to discuss the approaches to learning at Raices.

The school began the lockdown making sure that all families were connected and could access the classes and meetings. Ms. Carmona and other staff made home visits to make sure students were connected. The school leaders also taught children and guardians how to use the technology and how to access all materials. It only took 3-4 weeks in the beginning to ensure that every student had a device and was connected.

The community school grant helped staff connect with the families. The school began distributing meals from the beginning of the pandemic lockdown. School leaders also focused on making sure that everyone got not only food, but also helped with economic assistance and housing when possible. Teachers checked in weekly with all families. The kindergarten class was very large but had educational assistants and so everyone was reaching out. In the 2020-21 school year, the students were completely online and per the governor's orders in the spring, over 90% of students decided to return. An interventionist, who was hired this year, worked solely with the students who were still virtual by bringing them the lessons from their teachers and then individually helping them get through the curriculum. When students could return, the board spent a lot of time studying the guidance from the CDC and NMPED, making sure that all precautions were taken (taking temperatures, wearing masks, proper cleaning, and social distancing).

While the school leaders explained that they could not implement all the material terms or mission outlined in their Charter, much of it was implemented and other advantages resulted from the pandemic, such as the entire community being more computer literate. The school leaders stated that their OST (out-of-school time program) was innovative; the teachers created an online version for the enrichment program. The school also provided classes for parents in Spanish and English.

Teaching, Learning, and Assessment

School leaders stated that the students did not progress as much academically as the previous year, or as much as the school staff would have hoped for, but that was to be expected when most of the year was in remote learning. The school director still provided an academic progress report at every board meeting. Students worked with Elva in the front office to schedule meetings and assessment scheduling. The teachers still administered [iStation](#) testing.

Beyond the finance and audit committees, the school has an Academic Committee which includes one parent, a teacher, Lucia, and the principal. The Academic Committee meets with the Governing Council to offer and receive information

on best practices. The interim director explained that the school had been collecting reading and math core assessment data every ten days and that these student results were shared with the parents during the four parent-teacher conferences held throughout the year or more if necessary. The school also collected data on the students' social and emotional experiences in school; this work is done through the partnership with the [Naca inspired school network \(NISN\)](#). The students use emojis to communicate what they are feeling and how they are doing.

Good progress has been made toward accomplishing the mission-specific goals, but not at the level specified in the framework. Immersion in a language is very difficult to do online. Luckily, school leaders have seen peers really helping one another with language upon the return to the school.

Student and Family Support and Engagement

Raices has many partnerships. The school is partnered with the NISN, mentioned above, for after-school engagement activities and for helping the school implement the social and emotional learning program and supports. The school also partners with [La Semilla food center](#) to develop the community garden. Families have participated in online gardening and cooking classes throughout the year, and [La Semilla](#) provides the food and tools to cook the meals.

All parents part of the school nominated two parent representatives from each class to be participants and informers regarding what parents saw that was working and what was not.

Likewise, the school has worked to engage and empower teachers with Professional Development every Friday when students are dismissed from school. For example, Teachers participated in PD with the school's UNM partner or via [Dual Language NM](#). The chair discussed what a wealth of knowledge the board was. One board member introduced the 21st century model. The staff and board members were so well-versed in topics, that they often presented for the staff. Staff meetings were also used as a time for teachers to check in with each other and to collaborate. The interim director mentioned that since she had been on board, she did a lot of teambuilding among the staff, many of whom had never met each other in person.

Performance Framework Indicators (school-specific questions)

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

The school discussed using the Language Usage Survey and CSD reminded staff that LUS is only for kindergarten and that when a child transfers from another NM school, the EL status can be found in STARS. The school was advised to run an error report. The school was given the names of the students showing up on the ELP error report.

2a-2c Audit Findings FY20

2020-001 - P/R & Related liabilities - ERB & RHC contributions made 15 days & 10 days late.

2020-002 - Lack of Policies/Procedures - travel - receipts do not agree with reimbursement, preapproval was not included in payment packet

2020-003 - Lack of Policies/Procedures - cash receipting - receipts not prenumbered, could not tell if depositing timely.

2020-004 - (Significant Deficiency) P/R - accrued payroll posted incorrect amount by \$13K. Understates expenses. 2020-005 - Lack of Policies/Procedures - journal entry supporting documentation. Cited change in business management was the contributing factor

The CSD staff underscored that 4 of 5 findings were lack of procedures. CSD staff recommended that the school DFA website to review the most recent rules on MAPs (model accounting practices), which is updated every year. Regarding the payroll significant deficiency, the CSD recommended that the school tie up loose ends.

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

Did the school revise its Background check policy to align with the 2019 approved legislation, as mentioned in this indicator of the school's 2019-2020 Web EPSS report? Considering the 2019 approved legislation, the school is asked to review its Background Check policy to ensure alignment with the revised requirements. The Governing Board may want to consult with the school's attorney regarding this matter. Revisions include but are not limited to: obtaining a pre-employment background check for all school personnel (including licensed and non-licensed staff) paid by the school and ensuring that contractors and volunteers have cleared background checks which the school is not required to fund. The school should also consider procedures for clearing a pre-employment background check that is returned with "hits" and identifying school personnel that are responsible for reviewing and clearing pre-employment background checks. *School has applied for an ORI number after finally receiving a letter saying they are able to apply for one*

Mission-Specific Goals:

Goal: 75% of Raices students who are administered the IPT assessment at the beginning-of-year and end-of-year will attain an annual growth rate in Spanish of one proficiency level as measured by the oral IPT (grades K-5), 5 points as measured by the IPT-1 (grades 2-3) in reading and writing, and 5 points as measured by IPT-2 (grades 4-5) in reading and writing; as measured by administration of the IPT assessment at beginning and end of year.

Raices del Saber Xinachtli Community School

Mission-specific goals from the current contract:

Mission Goal 1	Goal: 75% of Raices students who are administered the IPT assessment at the beginning-of-year and end-of-year will attain an annual growth rate in Spanish of one proficiency level as measured by the oral IPT (grades K-5), 5 points as measured by the IPT-1 (grades 2-3) in reading and writing, and 5 points as measured by IPT-2 (grades 4-5) in reading and writing; as measured by administration of the IPT assessment at beginning and end of year.
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Was the school able to implement and measure the mission-specific goals in 2020-2021? YES NO

If no, please explain:

Due to Covid19 restrictions we were unable to administer the assessments to evaluate student growth.

Assurances:

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

Overall Financial/Organizational Framework Rating: Meets Standards

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: 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.

Raices del Saber Xinachtli Community 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	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	Unable to Review - COVID
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	Not Applicable
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	ASSURANCES
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

Raices del Saber Xinachtli Community 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	Working to Meet Standard ▼
<u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard ▼
<u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	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	Unable to Review - COVID ▼
<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	Unable to Review - COVID ▼
<u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard ▼
<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	Working to Meet Standard ▼
<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: Raíces del Saber Xinachtli Community School

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	Julia Rivera-Tapia	
Signature	<i>Julia Rivera-Tapia</i>	Date 7.30.2021
Board Chair Printed Name	Holaya Ponce Acosta	
Signature	<i>Holaya Ponce Acosta</i>	Date 7/30/21