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### 2020-2021 Annual School Performance Report: Horizon Academy West

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**School Name:** Horizon Academy West

**School Address:** 3021 Todos Santos St, Albuquerque, NM 87120

**Head Administrator:** Fatima Mendoza

**Business Manager:** Diana Cordova

**Authorized Grade Levels:** Pre-K-5

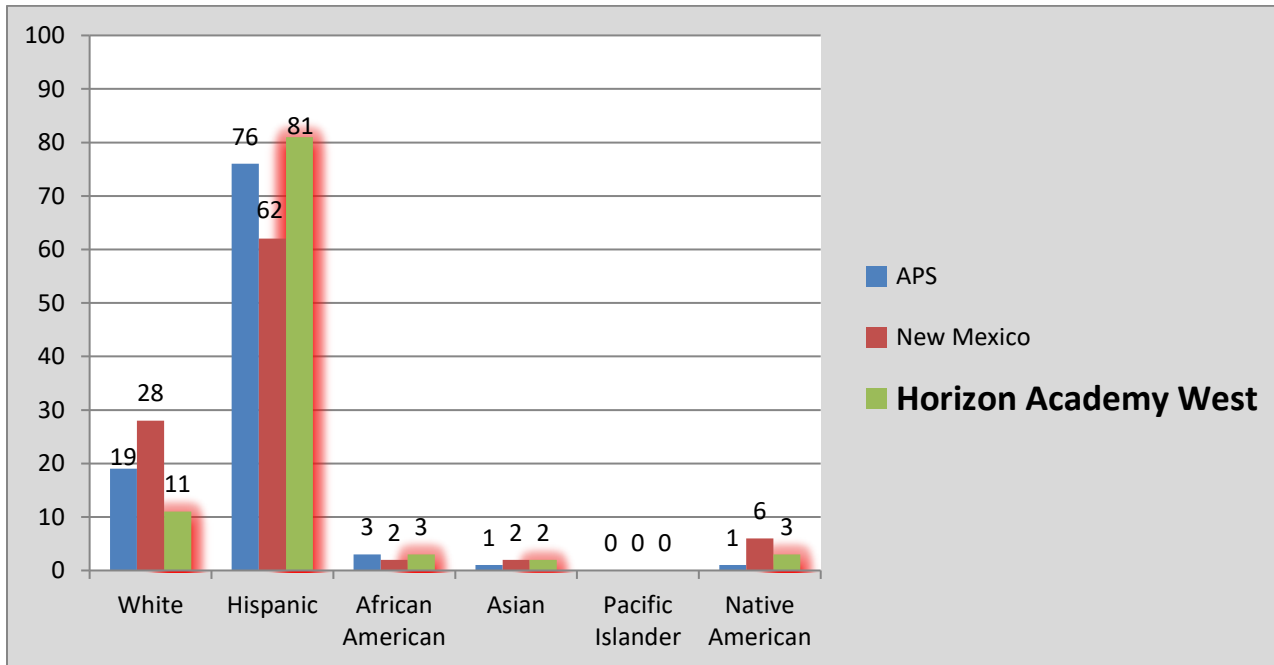
**Authorized Enrollment Cap:** 500

**Current Enrollment:** 428

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

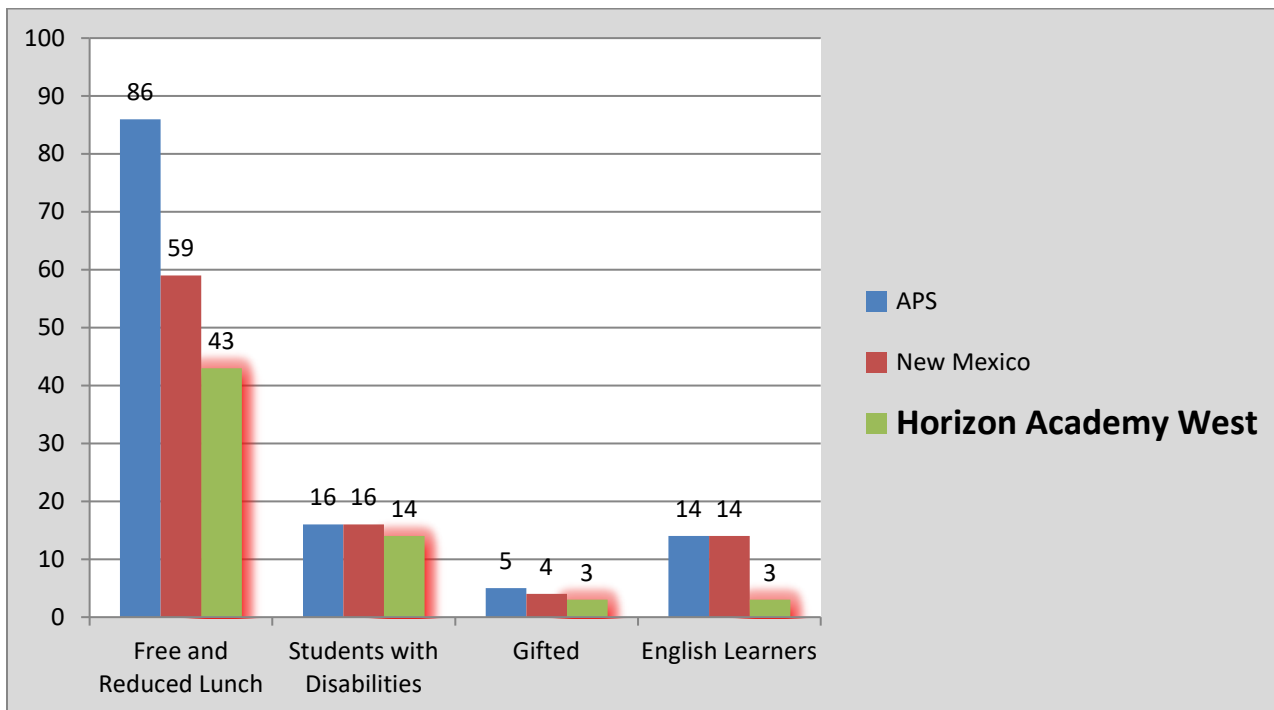
**Mission:** *Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.*

**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 26, 2021**

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**Virtual Site Visit Participants**

*School:* Fatima Mendoza: Executive Director; Cynthia Carter: Director of Support Services; Diana Cordova: Business Manager; Kathy Young: Testing Coordinator; Carrie Rodriguez: Governing Council Secretary; Carol Blackshear: SPED Coordinator

*OPFD/CSD:* Missy Brown; Dylan Wilson; Brigitte Russell; Corina Chavez; Rachel Stofocik

**Response to COVID Pandemic**

[Horizon Academy West](#) (HAW) is a charter school in Albuquerque that serves 428 students in pre-K through 5<sup>th</sup> grade. Executive Director of HAW, Fatima Mendoza recently became the administrator. However, Cynthia Carter, the former administrator, has stayed with the school as the Director of Support Services and so the transition to a new administrator, during a pandemic, was successful. Ms. Mendoza offered a detailed presentation for the CSD team.

When the pandemic first hit, HAW took a week to get organized by surveying the community to find out where chrome books were needed, and to orient teachers and students with virtual learning platforms. 150 chrome books were distributed and Zoom was initially used to engage students and families. Many of the upper grade teachers were already using Google Classroom and the younger grade educators began using Seesaw.

In July, the HAW offered summer school to the students who needed it. During this summer period, another survey and chrome book distribution occurred; this time the school passed out over 300 chrome books. HAW received the CSD distance learning grant, which helped the school augment their technological resources. During the summer, the HAW team also (1) provided two days of virtual PD to all staff; (2) coordinated weekly meal distributions; (3) continued material and chrome book distributions; and (4) ensured teachers, students and families were trained on google and other online platforms.

Once the 2020-21 school year began, HAW did provide some small group instruction. Additionally, the Special Education Coordinator, Ms. Blackshear was able to provide some on-site learning to students who needed the in-person teaching. The school was prepared for a hybrid model of learning through an adjusted four-day school week schedule. In Hybrid: 275 (64%) students were onsite and 155 were remote. Ms. Mendoza discussed the many steps that the school took to ensure safety, such as the installation of touchless water bottle stations (from a food grant), the rearrangement of eating areas outside, and the use of plastic barriers between teachers and sometimes students.

In March through the beginning of April, HVAC systems were installed. The school had planned for quarantine time after Spring Break prior to the state announcing that schools must open fully. During that quarantine time, 4 cases occurred. By April, HAW returned to complete reopening with about 310 students returning and 120 still working remotely.

Ms. Mendoza discussed some of the biggest challenges during the school year. She mentioned that taking attendance was somewhat complicated as students would often show up for a first class but then not show up for others. Overall, the attendance often reflected patterns that were already seen pre-pandemic. The school's enrollment dropped from 450 students in grades K-5 versus 399 students. In response, the GC and HAW leadership team was looking at more ways to market the school and bring families back. In addition, she discussed the inefficiency of teaching remote and in-person students simultaneously, stating that preferably each grade would have a designated virtual learning teacher and an in-person teacher.

She also explained that covering classes was always difficult as some teachers could not return due to sickness. Also, sometimes coverage was needed in order to attend PED meetings on new mandates and protocols, etc. She stated that the PED meetings were helpful but also very time consuming.

Finally, Ms. Mendoza discussed the many successes that occurred during the pandemic. She mentioned that parent communication increased, that teacher planning improved as a result of increased communication and altered schedule,

and that the extra financial opportunities through State and Federal grants allowed the school to ensure that all resources were in place and provided. The school used funds for chrome books, Promethean Boards and Cameras.

### **Teaching, Learning, and Assessment**

Ms. Mendoza discussed the school staff's focus on instruction rather than on learning gaps as following student progress data was difficult during the pandemic. To strengthen instruction, zoom norms and small group learning was established, while remote links were made available.

Ms. Mendoza said that the school's mission and goals did not change as a result of the pandemic, but that the implementation of those objectives did. The school's staff carried out HAW's rigorous curriculum, ensuring that instruction for the younger grades and iMSSA the older grades was administered monthly, that asynchronous and synchronous learning was available, and that students always had an opportunity to reenter a class despite potential internet issues.

The entire staff was trained in Linda Mood Bell Structured Literacy and awaits feedback from PED on whether or not they received approval of this structured literacy.

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

HAW supported the school community in a variety of ways. HAW bolstered social and emotional learning (SEL) through the implementation of the [Zones of Regulation](#); additionally, HAW provided counseling, daily check-ins, and social workers. In the coming school year, HAW will hire an interventionist to focus on SEL.

The school provided professional development on self-care to staff more frequently especially as pandemic fatigue took hold. For parents, the school offered family engagement opportunities through family evening activities like virtual science night and virtual literacy night. The school partnered with [Explora](#) and the [BioPark/Zoo](#) for these evenings and students could get materials beforehand to participate or simply watch the demonstrations.

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## Performance Framework Indicators (school-specific questions)

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

The school was asked about an overdue IEP.

*The school leaders said that the IEP meeting was conducted in January. The guardians didn't want to sign right away, so the IEP was finalized on March 1.*

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

*Cynthia Carter is still CPO. She needs to update her registration on the State Purchasing Department website.*

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

The board does have 3 officers. With regards to GB training hours: This year the GB members were planning to take the virtual trainings offered by CSD. Members are aware they need to complete them.

### 5.c. Is the school complying with health and safety requirements?

*The Safe Schools Plan has been submitted. The school is awaiting feedback.*

### **Mission-Specific Goals:**

Mission goals were optional on the 2018 version of the contract. The school elected not to include mission-specific goals. Upon renewal, the school will be required to add mission goals (one minimum; two maximum).

### **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.

<b>Horizon Academy West</b>	<b>2020-2021</b>
<b>Category I. Academic Performance Framework</b>	
<u>Indicator 1</u> Components of School Accountability System	Unable to Review - COVID
<u>Indicator 2</u> Subgroup Performance	Unable to Review - COVID
<u>Indicator 3</u> Mission Specific Goals	Not Applicable
<b>Category II. Organizational Performance Framework</b>	
<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	Meets (or Exceeds) Standard
<u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard
<u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
<u>Indicator 1f</u> Educational Program: NM DASH Plan	Not Applicable
<u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard
<u>Indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
<u>Indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
<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	Meets (or Exceeds) Standard
<u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
<u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
<u>Indicator 4a</u> Students & Employees: protecting the rights of all students	ASSURANCES
<u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
<u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<u>Indicator 4d</u> Students & Employees: respecting employee rights	ASSURANCES
<u>Indicator 4e</u> Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
<u>Indicator 5a</u> School Environment: complying with facilities requirements	ASSURANCES
<u>Indicator 5b</u> School Environment: complying with transportation requirements	ASSURANCES
<u>Indicator 5c</u> School Environment: complying with health and safety requirements	ASSURANCES
<u>Indicator 5d</u> 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>Horizon Academy West</b>	2018-2019	2019-2020
<b>Category I. Academic Performance Framework</b>		
<b>Indicator 1</b> Components of School Accountability System	<b>52.34 Points (Upper Middle)</b>	
<b>Indicator 2</b> Subgroup Performance	Pending	
<b>Indicator 3</b> Mission Specific Goals	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	Meets (or Exceeds) Standard
<b>Indicator 1b</b> Educational Program: state assessment requirements	Meets (or Exceeds) Standard	Unable to Review - COVID
<b>Indicator 1c</b> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Working to Meet Standard
<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	Meets (or Exceeds) 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	Meets (or Exceeds) Standard	Meets (or Exceeds) 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	Working to Meet Standard
<b>Indicator 2f</b> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls		
<b>Indicator 3a</b> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) 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	Not Applicable	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



Appendix B: Assurances



Charter Schools Division  
 Performance Indicator Assurances  
 2020-21

Charter School Name	Horizon Academy West
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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	Carissa Cantrell		
Signature	<i>Carissa Cantrell</i>	Date	7/20/2021
Board Chair Printed Name	Storm Gonzalez		
Signature	<i>Storm Gonzalez</i>	Date	7/20/2021