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GOVERNOR

2020-2021 Annual School Performance Report: South Valley Preparatory School

School Name: South Valley Preparatory School

School Address: 2551 Karsten Ct SE, Albuquerque, NM 87102

Head Administrator: Charlotte Alderete-Trujillo

Business Manager: Alfred Martinez

Authorized Grade Levels: 6-8

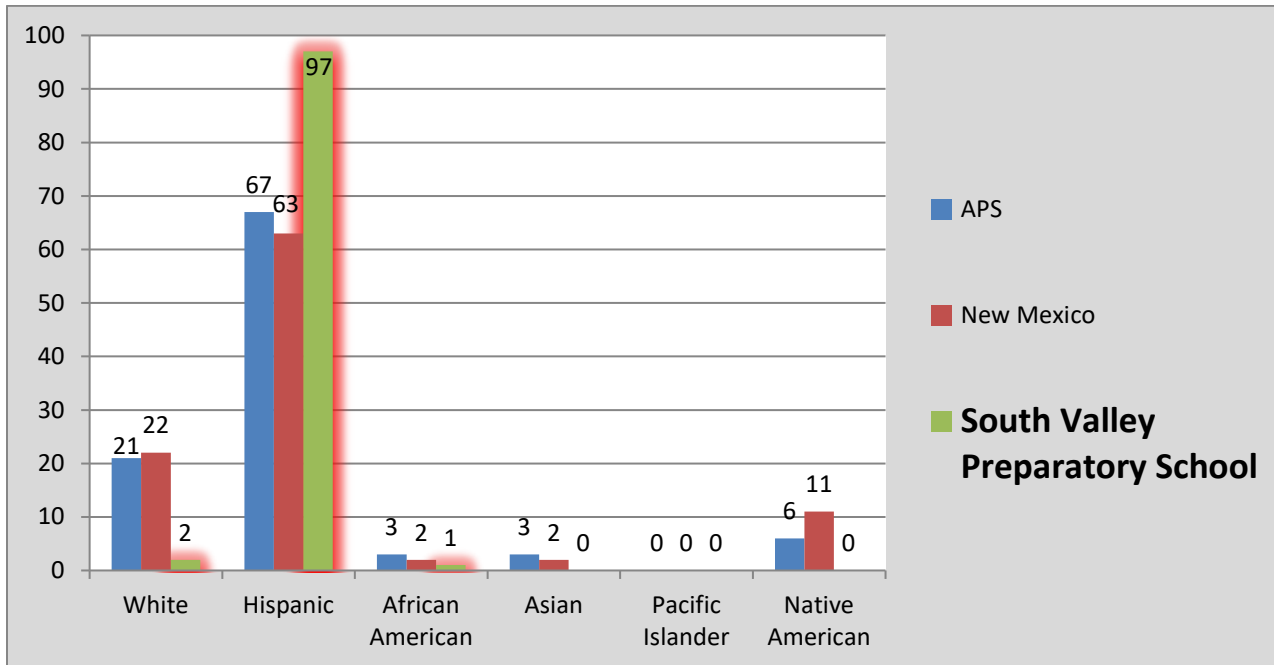
Authorized Enrollment Cap: 210

Current Enrollment: 179

Contract Term: July 1, 2020 – June 30, 2025

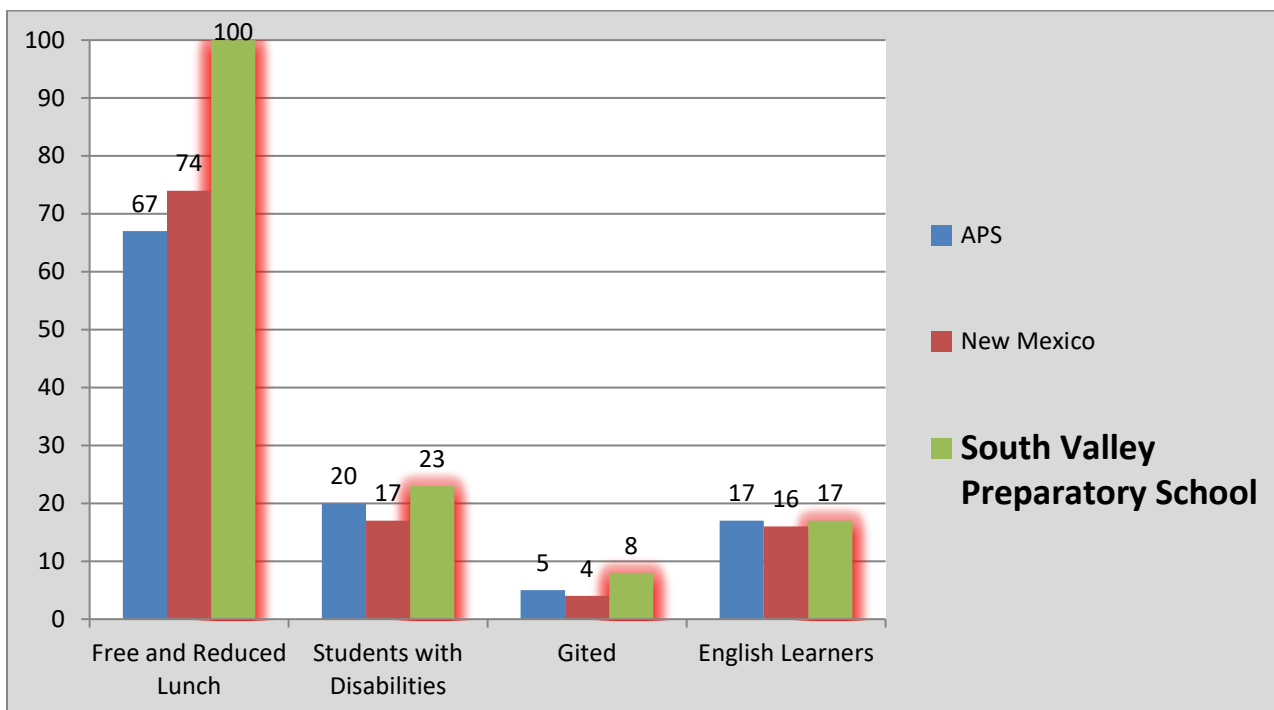
Mission: The mission of South Valley Preparatory School is to provide a small, safe and unique family learning community where students are prepared for high school and beyond.

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 19, 2021

Virtual Site Visit Participants

School: Charlotte Alderete-Trujillo, Principal; Jamie Munsey, Asst Principal; Amanda Gutierrez-Lopez, Community Supports Specialist; M Trujillo, board member; Bernadette Fietze, board chair; Monica Aguilar, board member; Ramona Blea, office manager

CSD/OPPD: Brigette Russell; Karen Woerner; Rachel Stofocik

Response to COVID Pandemic

[South Valley Preparatory School](#) (SVP) is in Albuquerque's south valley and focuses on providing a small and supportive community for middle school students, grades 6-8. SVP's principal, Charlotte Trujillo began the presentation for the virtual site visit with a piece of student artwork created in response to the pandemic with an accompanying student quote, "we are more than a school, we are a family." The rest of the opening powerpoint presentation and discussion from SVP staff centered on this core idea. During the presentation, the school's leaders and governing board shared poignant student artwork, photographs of school projects, and anecdotes of support initiatives that all developed during the public health emergency beginning in March of 2020.

SVP made a smooth transition to Google Classrooms from the start of the pandemic as a result of the training they had at the beginning of the 2019 school year. Additionally, the school had a 1:1 ratio for student chrome books and when some families were having trouble with internet connection, the school provided hotspots as needed. All students, as well as some staff, were set up with computers and hot spots, by 3/16/20 and 4/3/20. The staff maintained their normal teaching schedule as well as teacher collaborations and meetings, extended learning time, community school supports, ancillary supports, and professional development throughout the entirety of the pandemic. Specifically, all staff teams and meetings occurred weekly or biweekly (i.e., by content, grade level, Special Education, SAT/MLSS, health and wellness and school-wide).

Principal Trujillo also used capital outlay to bring the building up to a MERV-13 standard in its HVAC system and additionally purchased air purification devices for each classroom.

The staff began "Grab and Go" weekly meal pick-ups for entire families by 4/3/20, distributing 6-day-week packages with breakfast, lunch, and milk. Those meals were supplemented by grants and partnerships like "[NM Grown](#)" to increase family's access to fresh produce.

Teaching, Learning, and Assessment

When in lockdown, SVP maintained synchronous learning the entire time, continuing all short-cycle assessments via [NWEA Maps](#), [ThinkCerca](#) writing benchmarks, explicit reading instruction, and small group instruction. Small group instruction was offered and emphasized for 41 students with special needs from the very beginning of the lockdown.

As soon as it was allowed, the school offered Hybrid Schooling to students with a focus on social and emotional learning activities in the afternoon to balance out screen time. The school also maintained Google Classrooms and offered recorded lessons for students to account for those who had problems with streaming the class live.

The NWEA MAP results resulted in SVP's decision to bring 6th graders ONLY back first for 4 weeks when we were able to return in hybrid. SVP targeted the 6th grade for direct and explicit instruction in reading and additional tutoring help both in person and virtually. 7th and 8th graders remained remote during that time. All other grades returned hybrid after that initial 4 weeks.

Once full entry was permitted, SVP welcomed back about 95 students out of a total of 179. Using CARES money, the school purchased cameras for each classroom so that the teachers did not have to use their computer to teach in-person

and virtual students simultaneously. SVP continued all core content and ancillary services throughout the pandemic and has maintained a 93% attendance rate. Principal Trujillo stated that the school still uses a leveled reading program and has most recently been able to offer the same in math. For extra help, SVP offers tutoring and reteach services at the end of the day.

Principal Trujillo underscored the importance of her staff's connection with families and SVP's explicit reading instruction. The teachers call guardians once every three weeks. Through many parent surveys, SVP staff has been able to adjust teaching so that SVP students and families are satisfied.

Most importantly, the school has not had to modify or change its mission or any material terms during the pandemic.

Student and Family Support and Engagement

SVP maintained student and Family support and engagement in a variety of ways. Pragmatically, essential school leaders and administrators returned physically to the school once permitted to maintain effective correspondence with the students and families. The Community Schools coordinator, Ms. Gutierrez, explained that many of the community outsourced services were no longer available during the pandemic, but that the school team was able to pull together and find creative ways to still provide wraparound services. For example, the school helped a family whose house burnt down, by relying on the rest of the community to provide clothing and food, to raise funds, and to help the family with the paperwork necessary to move into a new home by providing covid-safe access to the school's computers and copy machine. Principal Trujillo mentioned how important it was to finally have the community schools grant so that the school could staff the community schools' program and strengthen its impact. She also provided a list of resource partnerships which included: the city of Albuquerque Community Impact fund, NM Gas, Salvation Army, Red Cross, Low-Income Energy Assistance, YES NM portal, HELPNM, Child's Voice, P-EBT, Locker 505, and Bernalillo County Income.

SVP has, and is still, providing students and staff with numerous opportunities to stay engaged and to remain mentally healthy. The school has created "Friday Challenges" for students to get them outside (hiking, planting a garden etc.), online cooking classes with families in the evenings, small social gatherings for parents at local businesses, and drive-through events for students and parents like "Trunk or Treat."

Additionally, the school has offered several other out-of-school time opportunities including but not limited to: a virtual and in-person cooking club, an Aztec Podcast Club, the community cleanup project, intramural sports, an in-person Mariachi Club, and an afterschool arts and crafts club.

Performance Framework Indicators (school-specific questions)

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

The school has 41 students with disabilities on IEPs, three of whom are identified as Level D. The school explained that those students are at that level due to behavior (one) and major psych medication for another who may need one-on-one (seeking grant). SVP is applying to Los Ninos for one-on-one support for the school's two-level D students. However, Ms. Trujillo explained that the two-level D students are flourishing in the remote learning environment.

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

Only one student is listed on ELP Error Report and school leaders confirmed that they investigated this issue, and it has been resolved.

2a-2c Audit Findings FY20

The school had one finding in FY18, three findings in FY19, and two findings in FY20. None of the findings were significant deficiencies or material weaknesses. The SBO explained that the issue with exceeding the PO several times was due to the attorney's bills.

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

According to the CSD records, only two governing board members have completed all their mandatory hours. Three members did not complete training hours.

Mission-Specific Goals:

Goal: 80% to 85% of South Valley Prep students, enrolled on the 40th and 120th day, will score 91 or higher on the end of year Qualities for Success (Q for S) Assessment OR they will increase their beginning of year Q for S score by at least 10 points by the end of the year score on the Qualities for Success Report Card.

Goal: 80% to 85% of South Valley Prep students, enrolled on the 40th and 120th day, will score 91 or higher on the end of year Qualities for Success (Q for S) Assessment OR they will increase their beginning of year Q for S score by at least 10 points by the end of the year score on the Qualities for Success Report Card.

Class: Q for S Report card	End of year@ 91or 10pts above	Total
6A	17/18	94%
6B	17/18	94%
6C	16/17	94%
7A	19/23	83%
7B	17/24	71%
7C	6/21	29%
8A	19/27	70%
8B	26/27	96%

Rectangular Snip

Results 76.5363=77% of SVP population met the requirements of scoring 91 or higher on the Qualities of success report

Narrative:

South Valley Preparatory School did not meet the set goal of 80%-85% of students scoring a 91 or higher on the Q for S report card during the 2020-2021 school year. Due to the pandemic, the lack of face to face access to all students and the extreme circumstances student accessibility to SEL support was different for students.

In reviewing and reflecting on the specific case of the low percentage in the 7C strand, we noted that there was a switch in staffing to a new teacher mid-way through the year. The relationship connection between students and staff was not developed at that point and that is part of our SEL support and school mission/values.

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.

South Valley Prep	2020-2021
Category I. Academic Performance Framework	
<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	Unable to Review - COVID
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	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	Unable to Review - COVID
<u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet 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	Does Not Meet 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	Falls Far Below(Does Not Me
<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
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](#)

2019-2020 renewal year

2020-2021 was South Valley Preparatory School's first year of operation in the current contract.

Appendix B: Assurances



Charter Schools Division
Performance Indicator Assurances
2020-21

Charter School Name: South Valley Preparatory Charter 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 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	Charlotte Aiderete-Trujillo		
Signature		Date	7/19/21
Board Chair Printed Name	Bernadette Fietze		
Signature	Bernadette Fietze	Date	

Signature:
Bernadette Fietze (Jul 19, 2021 15:13 MDZ)
Email: bernadette@markarmijo.com

