



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

KURT STEINHAUS, ED.D.  
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM  
GOVERNOR

## 2020-2021 Annual School Performance Report: Tierra Encantada Charter School

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**School Name:** Tierra Encantada Charter School

**School Address:** 4601 Mission Bend, Santa Fe, NM 87507

**Head Administrator:** Daniel Pena

**Business Manager:** Steve Alarid

**Authorized Grade Levels:** 7-12

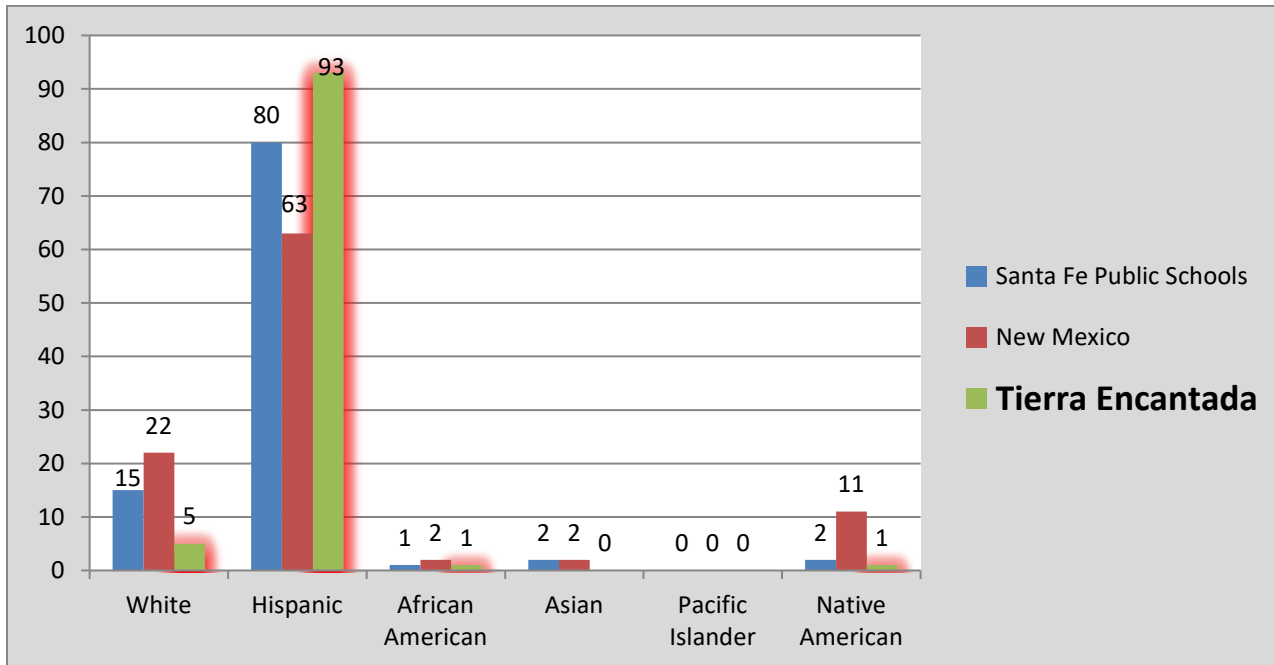
**Authorized Enrollment Cap:** 400

**Current Enrollment:** 315

**Contract Term:** 2020-2025

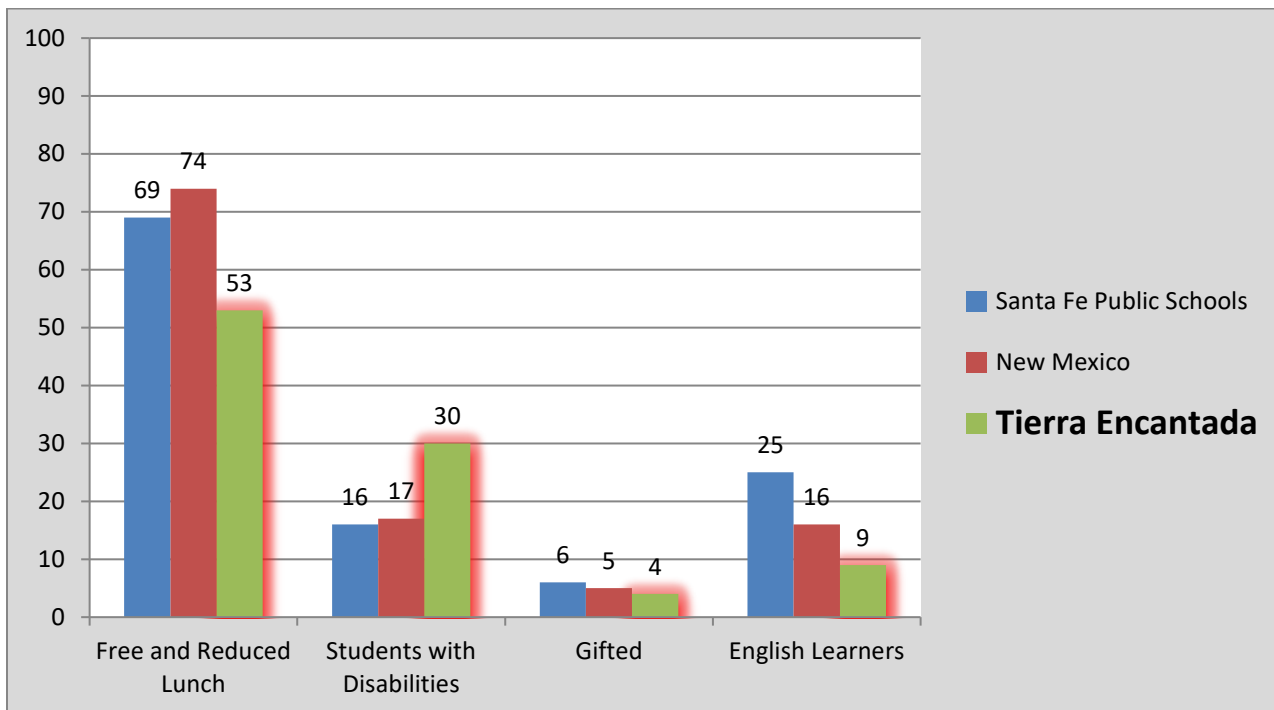
**Mission:** The mission of the Tierra Encantada Charter School is to empower students as citizen scholars within a dual language environment through a rigorous learning curriculum, which will prepare students for post-secondary success.

**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 18, 2021

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### Virtual Site Visit Participants

*School:* Daniel Pena: School Director; Angela Esquibel-Martinez: Principal

*OPFD/CSD:* Missy Brown; Brigette Russell; Dolores Archuleta

### Response to COVID Pandemic

[Tierra Encantada](#) serves 315 students, grades 7-12, in Santa Fe. The school leaders discussed that at the beginning of the pandemic, the staff worked hard to connect with the community, get the right equipment to families, and to plan for the next school year so that it would run smoothly. After developing strong plans for school year 2020-21, the school has received a lot of great responses and positive feedback from families. Many students still had high academic performance and celebrated straight A's and perfect attendance and those success stories increased as the year progressed.

Prior to the pandemic, the students were already practicing self-sufficiency and independence. The school leaders were allowing students to take their Mac Books home and to turn in work through google classroom. The school leaders found more success with google classroom than they did with Zoom as an online platform for teaching. The school leaders explained that some TE students thrived in the more flexible learning environment while others obviously needed more structure.

Since opening the doors for in-person learning, 110 students said that they wanted to return but the numbers for in-person attendance are usually around 40-50. When there were dips in attendance school leaders used [ENGAGE NM](#), and other resources to connect with struggling students. The efforts worked; however, other students decided to return to remote learning. The 7<sup>th</sup> and 8<sup>th</sup> graders had the lowest attendance rates, but school leaders stated that it was difficult to gauge whether these grades struggled more because of the pandemic, or because of their age, or because it is a much higher population within the school.

### Teaching, Learning, and Assessment

Tierra Encantada implements schoolwide [NWEA MAPs](#) which was administered during this school year. The school also implements the bilingual test for biliteracy, [Avant](#). The school did not administer [NM-MSSA](#) this year but will start next year.

Tierra Encantada teaches SEL habits of citizenship and character. Students are given class assignments and assessments in a home-based 45-minute class. In the SEL class, students create and form relationships with a CREW class, they work on team building, and they have wellness checks and break-out sessions within the course. Lead teachers for SEL are in constant communication with students. School leaders explained that this support was extremely helpful to students as the parental loss this year was quite significant. Not all losses were necessarily because of COVID, but twenty or so families lost a parent or guardian. The school staff tried to support students through all these hardships including, job loss and parent deportation. Because of all these factors, many TE students found themselves as primary caregivers or guardians to their siblings during the day. As a result, the school staff tried to offer individualized programs for students to meet all of the various needs.

The school leaders discussed their mission specific goal and material terms around dual-credit classes. Tierra Encantada works with [Northern NM College](#) and [Santa Fe Community College](#). TE staff still supported students in getting them

registered for classes, and in helping students understand how to best learn from college professors. The school leaders tracked their dual credit cohorts and many students found that the  
YEAR Annual Performance Report Summary

online dual credit was easier than in-person. TE also expanded the dual credit program offerings to 9-10<sup>th</sup> graders. The school leaders also managed to collaborate with their dual credit entities and make important modifications such as best practices around dropping a class, attending class and on bussing students to locations. Many students passed their dual credit classes despite the pandemic.

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

The school leaders talked about a focus on school community outreach. The school hosted a clothing drive and bolstered their virtual presence on the TE Facebook page. Since the school normally focuses on projects that are community based, it was hard to fully implement that due to the pandemic restrictions. However, the school leaders did say that, as it was possible, the projects went virtual.

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

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#### **2.a. Is the school meeting financial reporting and compliance requirements?**

The CSD asked the school about the business manager's last known certification date which was 2018.

*The school leaders affirmed that the business manager has recertified his CPO and assured CSD that he will also register as CPO on the GSD website.*

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

Board members have a two-hour training exemption in Fiscal Understanding, so they only have 6 hours to complete however only one member has 2 hours completed. Has the board developed the tracking tool to monitor their training as requested during the September 2019 site visit?

*The school leaders confirmed that the remaining board will be taking classes with PSCNM.*

#### **4.a. Is the school protecting the rights of all students?**

Can the ELL Coordinator confirm that parents are also receiving their student's ACCESS assessment outcomes with their annual letters? *School leaders confirmed this.*

#### **4.c. Is the school meeting teacher and other staff credentialing requirements?**

*School leaders confirmed that the instructor in question has received a waiver from the PED licensure department.*

**Mission-Specific Goals:**

Goal 1: 70% of students enrolled on the 40th and 120th day, will earn college credit as follows: Grade 9: 1 introductory college class, and Grades 10 and 11: a minimum of 2 courses, and Grade 12: a minimum of 3 courses

Mission Specific Goals							
<b>Grand Totals</b>							
9th: Total Students	56	Total Pass >= 1 Class	22 % PASS 1 CLASS	39.29 Fails Far Below Standard			
10th: Total Students	59	Total Pass >= 2 Class	14 % PASS 2 CLASS	23.73 Fails Far Below Standard			
11th: Total Students	52	Total Pass >= 2 Class	14 % PASS 2 CLASS	26.92 Fails Far Below Standard			
12th: Total Students	26	Total Pass >= 3 Class	8 % PASS 3 CLASS	30.77 Fails Far Below Standard			
			<b>School Average</b>	<b>30.18% Fails Far Below Standard</b>			
<b>Fall Totals</b>							
9th Total Students	56	Total Pass >= 1 Class	11 % PASS 1 CLASS	19.64			
10th Total Students	59	Total Pass >= 2 Class	1 % PASS 2 CLASS	1.69			
11th Total Students	52	Total Pass >= 2 Class	3 % PASS 2 CLASS	5.77			
12th Total Students	26	Total Pass >= 3 Class	4 % PASS 3 CLASS	15.38			
<b>Pass/ Fail</b>							
9th Total Enrolement	15	Total Pass	11	Total Fail/ Withdrawl	4	Pass %	73
10th Total Enrolement	36	Total Pass	23	Total Fail/ Withdrawl	13	Pass %	64
11th Total Enrolement	39	Total Pass	29	Total Fail/ Withdrawl	10	Pass %	74
12th Total Enrolement	28	Total Pass	22	Total Fail/ Withdrawl	6	Pass %	79
<b>Total</b>	<b>118</b>	<b>Total</b>	<b>85</b>	<b>Total</b>	<b>33</b>	<b>Pass %</b>	<b>72</b>
<b>Spring Totals</b>							
9th: Total Students	56	Total Pass >= 1 Class	12 % PASS 1 CLASS	21.43			
10th: Total Students	58	Total Pass >= 2 Class	4 % PASS 2 CLASS	6.9			
11th: Total Students	52	Total Pass >= 2 Class	5 % PASS 2 CLASS	9.62			
12th: Total Students	23	Total Pass >= 3 Class	2 % PASS 3 CLASS	8.7			
<b>Pass/ Fail</b>							
9th Total Enrolement	13	Total Pass	12	Total Fail/ Withdrawl	1	Pass %	92
10th Total Enrolement	42	Total Pass	31	Total Fail/ Withdrawl	11	Pass %	76
11th Total Enrolement	37	Total Pass	28	Total Fail/ Withdrawl	9	Pass %	76
12th Total Enrolement	24	Total Pass	16	Total Fail/ Withdrawl	8	Pass %	67
<b>Total</b>	<b>116</b>	<b>Total</b>	<b>87</b>	<b>Total</b>	<b>29</b>	<b>Pass %</b>	<b>75</b>

Goal 2: 50% of students in grade 8, enrolled on the 40th and 120th day who were also enrolled on the 120th day of the previous year, will increase one level on the state assessment for Spanish language proficiency.

**Avant 4s 8th Grade**

**2020 - 2021**

**Test levels:**

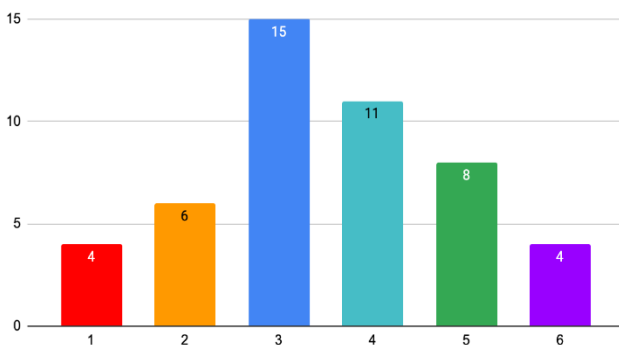
**Novice:1, 2 and 3**

**Intermediate: 4.5 and 6**

**Advanced: 7,8 and 9**

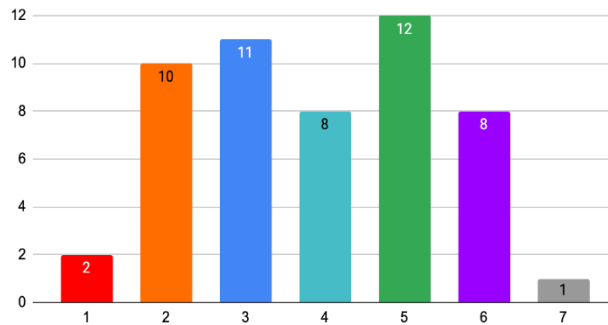
AVANT 4s - 8th Grade

Fall Report 2020 - 2021



AVANT 4s 8th Grade

Spring Report 2020 - 2021



**# of students who took the test in Fall and Spring: 39**

**# of students who remained in the same level: 23**

**# of students who went down one level: 1**

**# of students who went down two levels: 1**

**# of students who went up one level: 13**

**# of students who went up two levels: 1**

**Total number of 8th grade who moved up ONE level: 33%**

**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:** 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>Tierra Encantada</b>	<b>2020-2021</b>
<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>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	Working to Meet 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	Working to Meet 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	Meets (or Exceeds) 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	Working to Meet 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](#)

2019-2020 Renewal Year

2020-21 was Tierra Encantada Charter School's first year of operation in the current contract.

Appendix B: Assurances

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p><b>Charter Schools Division</b> <b>Performance Indicator Assurances</b> <b>2020-21</b></p> </div> </div> <div style="margin-top: 10px;"> <p><b>Charter School Name</b> <span style="border: 1px solid black; padding: 2px;">Tierra Encantada</span></p> </div> <p style="font-size: small; margin-top: 10px;">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.</p> <div style="background-color: #90EE90; height: 15px; margin: 5px 0;"></div> <p><input checked="" type="checkbox"/> <b>The school protects the rights of students with special needs, by:</b></p> <ul style="list-style-type: none"> <li>✓ Providing services per individual IEP.</li> <li>✓ Maintaining both direct service and ancillary support logs.</li> <li>✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school protects the rights of English Learner (EL) students:</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school complies with federal and state grant program requirements.</b></p> <p><input checked="" type="checkbox"/> <b>The school meets Governance and reporting requirements:</b></p> <ul style="list-style-type: none"> <li>✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.</li> <li>✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.</li> <li>✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).</li> </ul> <p><input checked="" type="checkbox"/> <b>The school protects the rights of all students:</b></p> <ul style="list-style-type: none"> <li>✓ School meets all Culturally &amp; Linguistically Responsive Framework requirements.</li> <li>✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.</li> <li>✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.</li> <li>✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12).</li> <li>✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.</li> <li>✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17</li> <li>✓ School updates Next Step Plans annually for all high school students.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.</b></p> <p><input checked="" type="checkbox"/> <b>The school protects employee rights:</b></p> <ul style="list-style-type: none"> <li>✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.</li> <li>✓ School has an employee handbook that includes discipline and grievance policies.</li> <li>✓ School has a salary schedule that complies with minimum teacher salaries.</li> <li>✓ School has a documented mentorship program for first year Level One teachers.</li> <li>✓ School obtains legally compliant background checks per NMSA § 22-10A-5.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school complies with facility requirements in NMSA § 22-8B-4.2.</b></p> <p><input checked="" type="checkbox"/> <b>The school complies with transportation requirements, including all inspections and insurance, if applicable.</b></p>	<p><input checked="" type="checkbox"/> <b>The school complies with health and safety requirements:</b></p> <ul style="list-style-type: none"> <li>✓ The school conducts all required emergency drills per <a href="#">PED memorandum of 3/25/21</a>.</li> <li>✓ The school maintains immunization records, including a master immunization log.</li> <li>✓ All staff complete training on reporting child abuse and neglect.</li> <li>✓ The school has a Diabetes Management plan.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school handles information appropriately:</b></p> <ul style="list-style-type: none"> <li>✓ School completes all STARS reporting requirements on time.</li> <li>✓ School follows proper security procedures, including keeping student files locked.</li> <li>✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.</li> <li>✓ School maintains a procedure for the transfer of cumulative files.</li> </ul> <div style="background-color: #90EE90; height: 15px; margin: 5px 0;"></div> <p style="font-size: x-small;">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.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%;"><b>School Leader Printed Name</b></td> <td colspan="2">Danny Pena</td> </tr> <tr> <td><b>Signature</b></td> <td style="font-size: x-small; text-align: center;">DocuSign by <i>Danny Pena</i> 404EE0A2B706A4</td> <td><b>Date</b> 8/1/2021</td> </tr> <tr> <td colspan="3"><b>Board Chair Printed Name</b></td> </tr> <tr> <td><b>Signature</b></td> <td style="font-size: x-small; text-align: center;">DocuSign by <i>Miguel Salazar</i> 1D302CF6643451</td> <td><b>Date</b> 8/1/2021</td> </tr> </table>	<b>School Leader Printed Name</b>	Danny Pena		<b>Signature</b>	DocuSign by <i>Danny Pena</i> 404EE0A2B706A4	<b>Date</b> 8/1/2021	<b>Board Chair Printed Name</b>			<b>Signature</b>	DocuSign by <i>Miguel Salazar</i> 1D302CF6643451	<b>Date</b> 8/1/2021
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