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2020-2021 Annual School Performance Report: Turquoise Trail Community Charter

School Name: Turquoise Trail Community Charter

School Address: 13 San Marcos Loop, Santa Fe, NM 87508

Head Administrator: Christopher Eide

Business Manager: Francesca Margaritondo

Authorized Grade Levels: Pre-k through 8

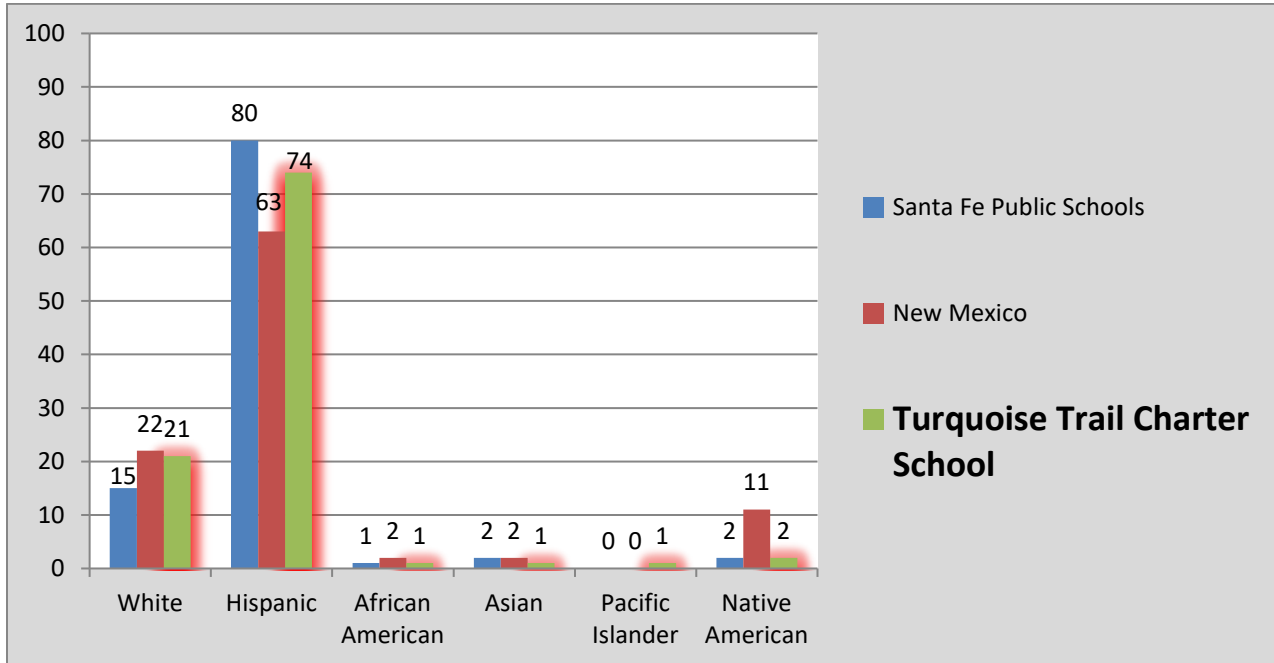
Authorized Enrollment Cap: 840

Current Enrollment: 682

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

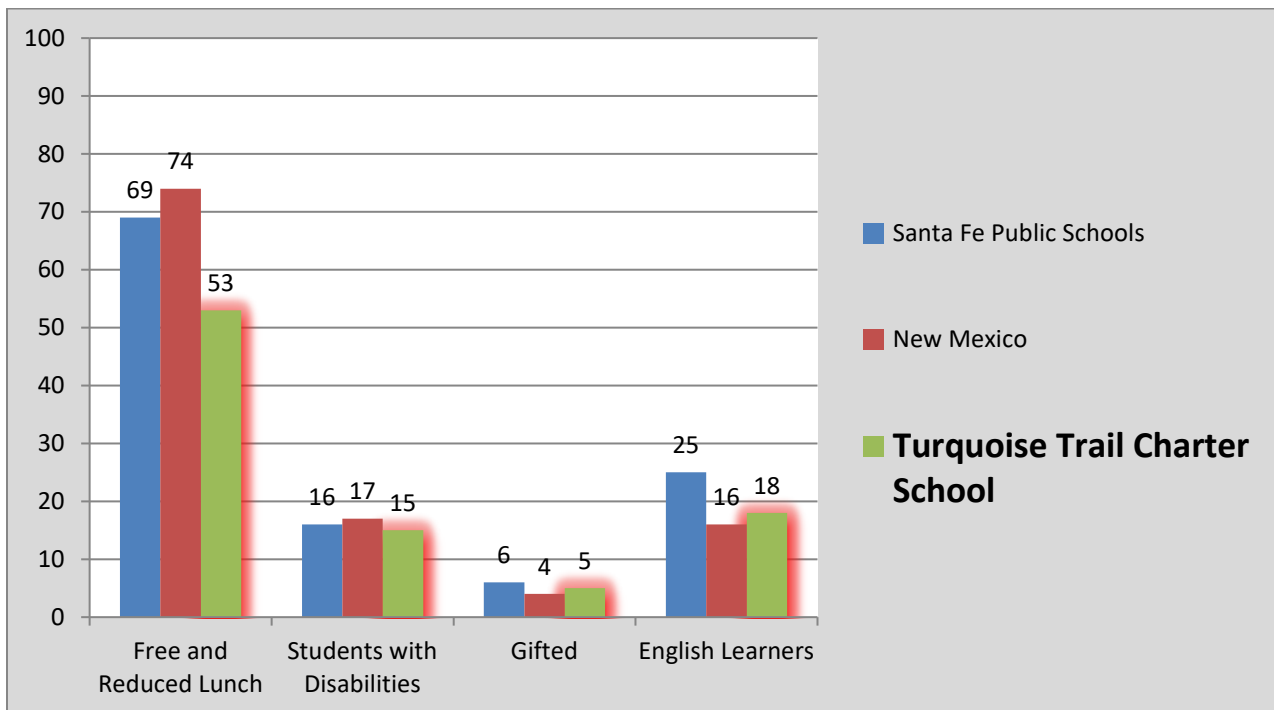
Mission: Turquoise Trail Charter School serves a diverse community of students and families in a safe and supportive environment fostering communication, collaboration, critical thinking, and creativity. Teaching and learning are research-based, challenging, data-driven, and relevant to unique student needs and interests.

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 20, 2021

Virtual Site Visit Participants

School: Chris Eide: Head Administrator; Christie Berg: Elementary School Principal; Harry Phillips: MS principal; Danielle Garcia: Director of Operations; Dr. Jenn Pena: Special Education Contractor; Ale Rodriguez: GC member and FC; Rebekah Runyan: principal at K-12 and running business office; Sammi Triolo: GC president

OPFD/CSD: Missy Brown; Dylan Wilson; Rachel Stofocik

Response to COVID Pandemic

[Turquoise Trail Charter School \(TTCS\)](#) serves about 687 students in grades pre-K-8. The school did not have a large enrollment drop during the pandemic; about 14 students disenrolled for various reasons. When pandemic hit, the school did not initially have devices for every student, so the staff improvised. Teachers and families worked together to share computers for houses with siblings. Teachers would coordinate the synchronous or asynchronous learning between those siblings. The staff worked hard to get whatever technology was needed to students and had to do a lot of problem-solving. TTCS got computer donations from businesses, donations from families, and elsewhere and the IT team refurbished and distributed donated computers. Every kid was eventually connected and given access to devices. School leaders brought books, food, school supplies etc. to families throughout the year. One staff member, Tammie Padilla, spent countless hours with families to make sure that they had internet access. If students were behind, TTCS teachers went to children's homes and sat outside with kids to get them caught up. The leadership team also worked hard to make sure that everyone felt comfortable with Google Classroom and that teachers could align it with the Tyler information system used.

Mr. Eide explained that at this time last year, TTCS was on the verge of deciding on whether to unionize as 92% of staff were interested. The unionization did not pass, but school staff are still pursuing the possibility. Mr. Eide explained that the culture at the school was fractured when he began in his position a year ago and that he and the new leadership team focused on alleviating and addressing that feeling of turbulence and uncertainty. TTCS established a leadership committee with teacher reps from all grades who met biweekly. TTCS provided two teacher fellowships through [Teach Plus](#). The school added non-voting teacher members to the Governance Council. The leadership team collaborated with teachers and families regarding what the school calendar should look like next year. In addition, per teacher request, the school wrote a budget proposal slating a 5.1% raise for all teachers to make up for the extra days that they are working in next year's extended calendar.

In the 2020-21 school year, TTCS did offer small group instruction to students with special needs. In January, school leaders tried to be cognizant and considerate of what teachers and families wanted regarding the return to hybrid/in-person learning. Many TTCS families felt nervous about returning as there were several losses to the pandemic within the community and those losses were felt by everyone. The Head even wrote an [op-ed](#) about the mixed feelings among staff. Mr. Eide and Ms. Garcia decided to exceed CDC and PED recommendations regarding COVID-safe practices. The school had HEPA filters in every room, they provided multiple masks for everyone, they implemented stringent cleaning practices and planned out protocols to ensure safety. When the secretary said that it was the expectation that all staff would return, by then, the TTCS staff was comfortable with the idea and the school was prepared. 50% of TTCS students are now at the school and all classrooms are designed according to what is best for those teachers and students. For instance, in first grade of the four classes, one teacher instructs all virtual students and the other three are in-person. In 2nd grade, all teachers offer the virtual and in-person learning in all four sections. The Head explained that it varies from grade level to grade level to empower that particular teacher and group of students.

Teaching, Learning, and Assessment

Regarding assessment, the school continued to use iStation and [MAPS](#). Ms. Garcia explained that testing the MS students was easier because they were more adaptable to online testing and learning. The results for the younger students were somewhat skewed as guardians would often help them. However, the school offered retests and small group testing to get more accurate readings of student progress.

In special education, the school contracts with Dr. Jenn Pena, who is moving the school to a more inclusive model. Dr. Pena is working with all teachers to make sure they understand how to best meet the needs of “all” students rather than just those with IEPs. In addition, the school is trying to partner with other charter schools and CNM to create five fellowships for teachers to get their dual licensure through the alternative program.

Student and Family Support and Engagement

To continue as much of the school’s mission and material terms as possible during the pandemic, the school still held events. There was a virtual winter concert and there will be another in the spring. As the TTCS “coyotes,” the staff started a gathering on every full moon to provide 30 minutes of updates and announcements. The Head started a “pack chat” radio program to engage families on the radio. During the summer, TTCS launched a [podcast](#) interviewing staff to share with the community and to keep abreast of how everyone was handling the pandemic. Overall, the school leaders’ goal was to strengthen communication and transparency.

The school offers full wraparound services to ensure that students are supported socially and emotionally. TTCS continued to run a successful childcare throughout the year with no COVID outbreaks. In addition, the school started the first [Farm to Table](#) in public schools in Santa Fe, partnering with [Kids Kitchen](#). Every Friday staff passed out fresh whole foods to families. Harry Phillips, the MS principal worked with two students to successfully pass [Senate Memorial 1](#) to make outdoor education a priority in the state. The school is currently considering all the facets and interpretations of outdoor learning in order to create a robust outdoor learning program and environment. The school recently partnered with [Meow Wolf](#) to create a technological interface between students’ devices and the land. The head discussed how this opens a door to a possible partnership with [Epic minds](#). Finally, for 8th grade graduation, the students will be at [Motorama](#) with the school band and the mayor. Afterward, there will be a showing of Jumanji 2.

Performance Framework Indicators (school-specific questions)

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

SPED Bureau reported noncompliance with Indicator 11.

School leaders document all initial consents to ensure timeliness. Systems are now in place. All initial evaluations will be completed by June. Child Find—with pre-K kids—diagnostician will complete work in early June. Then early finds with kids coming in through SAT—school is holding EDTs in the next couple of weeks.

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

School staff worked with PED to address this, although it was hard to really gather data during pandemic. School is looking to hire a new bilingual director to help make sure that school is tracking these students in a more comprehensive way. All kids have received services but not reported properly yet and it looks like there are students identified inaccurately. CSD recommended that the school document the work that has been done to address these matters to have evidence of what happened. The report is never 100% accurate and the school worked with Kirsi at PED.

2a-2c Audit Findings FY20

Is the school meeting financial reporting and compliance requirements? There was one audit finding.

School leaders said that the internal controls have improved greatly since transitioning to new business management. The school has identified all the issues and then documented all of the steps to address the issues and to improve the system moving forward. The board and committees meet monthly, and packets are given to committee members beforehand for review.

If the FC chair deems that anything requires more support and review, it is attached to memos to those transactions so that it is all crystal clear.

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

How will the board ensure that all their members will complete their required training hours before June 30, 2021?
All have plans to complete the hours and all are reminded all the time. Hopefully the members are going through PSCNM because PED finished those offering.

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

There are 7 teachers with licensing issues. *The school has been working with PED to get these issues resolved.*

Mission-Specific Goals:

Goal: Exhibition of Mastery - 75% of all students within each grade level (K-8), enrolled on the 40th and 120th day, will achieve overall "Mastery" on the grade-level competencies, measured by the Exhibition of Mastery (EoM) rubrics.

School Response: We were able to adapt to meet the context of the pandemic and work individually with each student on Exhibitions of Mastery that were non-traditional, compared to what we usually expect. In the end, 88% of students were able to submit an Exhibition of Mastery that met expectations. The analysis here is that teachers were able to connect via virtual platforms, connections with families and other teachers to ensure that students had the ability to demonstrate mastery in a variety of ways. Through coaching of students and exploration of new ideas, we were able to ensure that as many students as possible were able to access and deliver on this idea. Many students (12% school wide), however, struggled too deeply with access and consistency to be able to produce work or produce work at the level that we considered "mastery". We fell somewhere between "meets" and "exceeds" this past year.

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.

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	Meets (or Exceeds) Standard
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	Working to Meet Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable
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	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Does Not Meet Standard
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	ASSURANCES
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	Working to Meet Standard
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](#)

2019-2020 Renewal Year

2020-21 was Turquoise Trail Community Charter School's first year of operation in the current contract.

Appendix B: Assurances



**Charter Schools Division
Performance Indicator Assurances
2020-21**

Charter School Name Turquoise Trail 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 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 Chris Eide
Signature *Chris Eide* **Date** Aug 10, 2021

Board Chair Printed Name Sammi Triolo
Signature *Sammi Triolo* **Date** Aug 10, 2021