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MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: Estancia Valley Classical Academy

School Name: Estancia Valley Classical Academy (EVCA)

School Address: 110 State Hwy 344 Edgewood, NM 87015

Head Administrator: Jennifer Mock

Business Manager: Holly Massey

Authorized Grade Levels: K-12

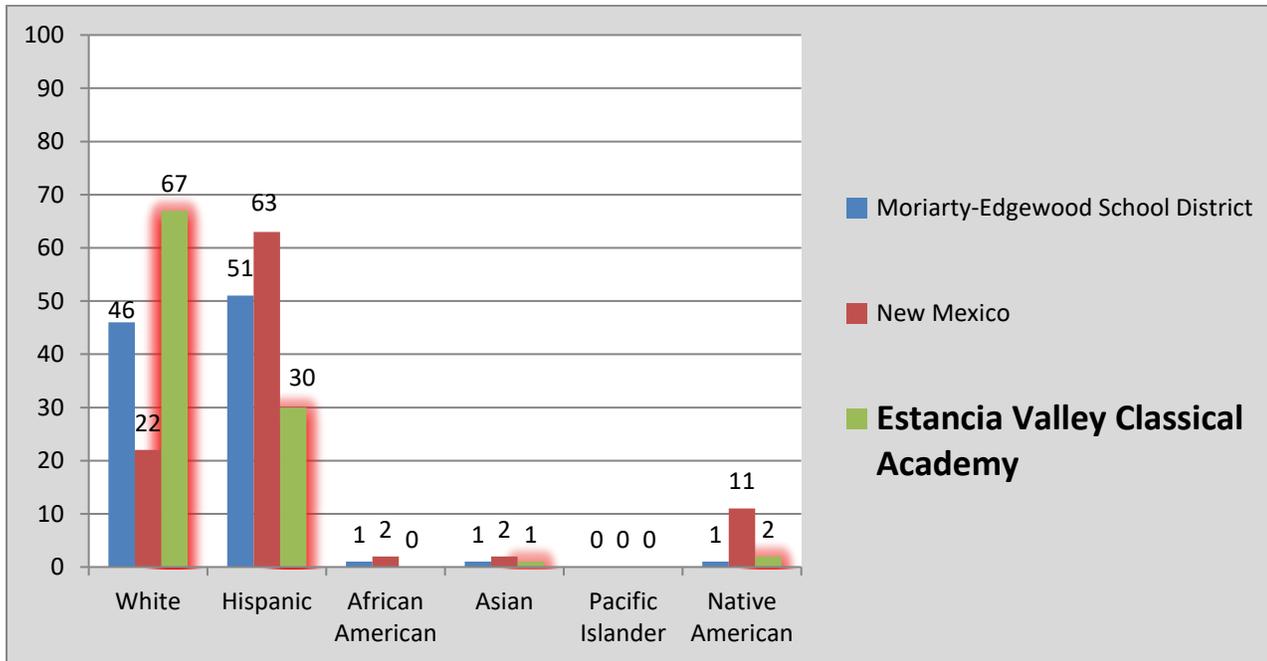
Authorized Enrollment Cap: 780

Current Enrollment: 590

Contract Term: 2017-2022

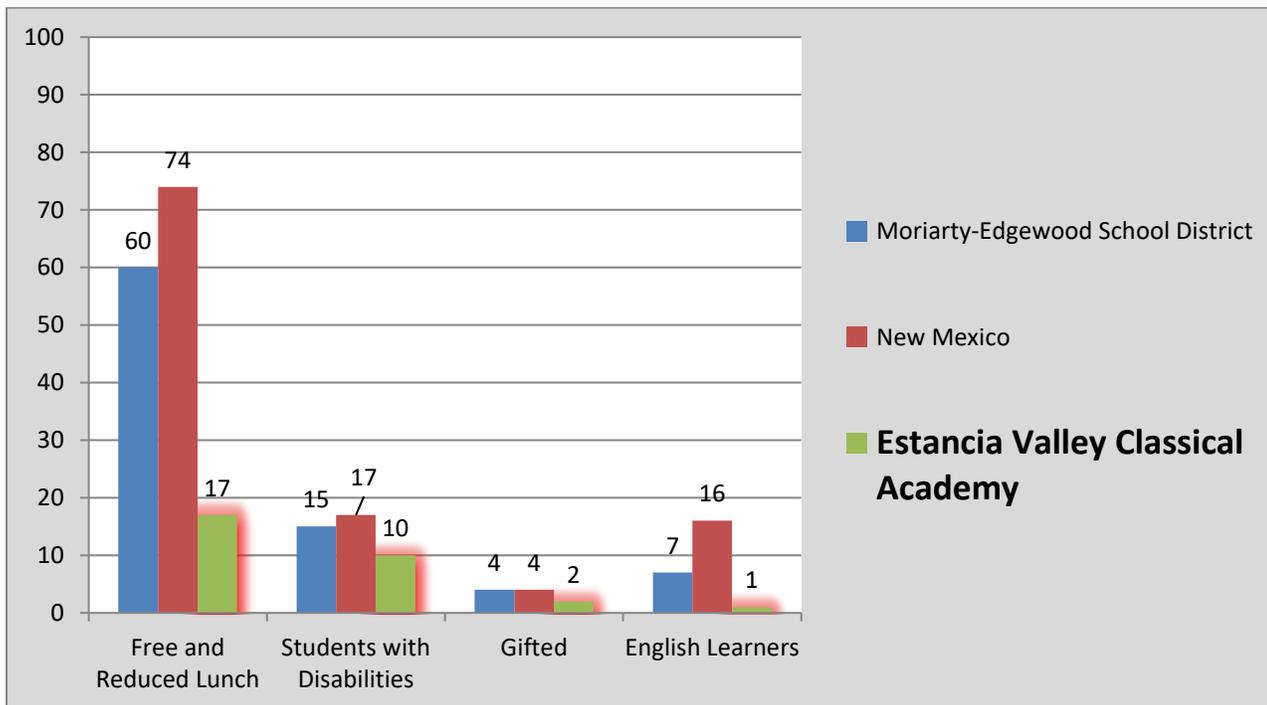
Mission: To preserve our Nation's founding principles, Estancia Valley Classical Academy seeks to furnish willing students a rigorous education in the humanities, the sciences, and the arts with such instruction in the virtues as will best develop the mind and character of its pupils

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 27, 2021

Virtual Site Visit Participants

School: Jennifer Mock: Executive Director; Tim Beard: Dean of Students; Tamara Carlisle: Student Services Director (SPED); Kim Adams: GC member

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

Response to COVID Pandemic

[Estancia Valley Classical Academy](#) (EVCA) is a K-12 school serving almost 600 students in the Moriarity/Edgewood area of NM. The school saw only a small drop in enrollment during the global pandemic, with numbers dropping from 592 to 583. Jennifer Mock started as a new ED during the 2019-20 school year, and she led the virtual site visit. She highlighted the two ideals that drove decision-making during the pandemic: (1) what is best for the students and (2) are the decisions made for the pandemic in line with the school's mission?

EVCA, being a school grounded in a classical education, does not normally use technology in day-to-day instruction; however, for the pandemic, the EVCA teachers learned [Canvas](#) and supported their students remotely and in small group instruction (in-person as well once it was permitted). After the spring of 2020, it was clear that many of the students were not able to attend live zoom sessions because of having to take care of siblings or having to get jobs. Accordingly, by the 2020-21 school year, EVCA teachers recorded all classes using canvas and students could take classes when possible. Teachers also kept consistent office hours for struggling students, offered paper packets for students who struggled with online reading and/or materials, allowed students to check out books, textbooks, and materials, and ensured that assignment due dates were flexible. Additionally, the school provided over 90 chrome books (some of which were newly purchased) to students when needed and ensured that the school's parking lot had Wi-Fi.

EVCA surveyed families several times and it was clear that parents wanted in-person learning. As soon as hybrid was allowed in the state, EVCA brought back the elementary school-age students. In that time, only 38 students remained remote. All essential classes were taught at school and the electives remained online.

As soon as hybrid was permitted for the upper grades, EVCA offered it. At this time, only 65 K-12 students remained remote. During the hybrid schooling, all but one teacher came back to the school and EVCA leaders were happy to accommodate the teacher who remained remote. Finally, in-person school, five days a week, started on March 15th and only 37 students remain remote. The school had everything in place regarding COVID safe practices and have been visited by the PED twice to ensure that everything is running smoothly. Per the full return, the school updated safety signage to include messaging in English and Spanish, implemented a staggered drop off and pick up time, and set up specific teachers to help students who remained remote.

EVCA leaders explained that they implemented [vault](#) testing and that when they did have a few positive cases, they quarantined those affected students and classes (29 total people were quarantined). The school worked with a nearby clinic and 18 of the 66 staff members have been fully vaccinated.

Teaching, Learning, and Assessment

The school leaders explained how in awe they were of the EVCA teachers as they worked diligently to continue to provide the classical education despite the challenges. The school's teachers met to identify and teach only the most critical components of the curriculum this year as delivery of the entire educational program was difficult. Once those areas were identified, the staff truncated instruction. Ms. Mock explained that when something was not ideal, the teaching staff simply adapted. She brought up the choir teachers' ability to adjust the curriculum even though no one

was allowed to actually sing. Additionally, she said that “CANVAS conversation” worked well to maintain the use of Socratic seminars, which are an integral part of the school’s curriculum.

The school leaders applauded CANVAS as an effective tool for their teachers and said that to ensure all teachers felt comfortable with the platform, all teacher meetings had a designated CANVAS support time where challenges and tips could be shared. The leaders also explained that they tried to support the teachers by being flexible and by encouraging them to take care of themselves and their families.

The school also re-evaluated their grading system to come up with a more equitable grading system during the pandemic, which is an initiative underscored by Deputy Secretary Warniment. Ms. Mock explained that the new grading system better supported students who may have missed an assignment by eliminating the large scale of percentages that make up the “F” grade.

Student and Family Support and Engagement

Mr. Beard discussed EVCA’s ability to engage and support students. He talked about how the rural location of EVCA had a major impact on families; some families even live as far as 45 miles away from the school. As a result, internet connectivity was often non-existent for some. Mr. Beard also emphasized how difficult it was for many students as their guardians were working or experiencing financial troubles. With frequent calls home and frequent contact with PED regarding what was allowed, the school managed to successfully execute the goal of always “doing what was best for the student.” Many families chose to come to the school’s parking lot after work so their children could access the recorded classes and complete the any assignments.

In addition, Mr. Beard explained that it was clear that many of the upper grade students were struggling mentally and emotionally and a total of eight students were suicidal. The school reached out to PED to see if those students could physically come into the school to receive instruction and social and emotional support. This in-person support was approved on a temporary basis. For those students, a 5:1 ratio student to teacher was implemented.

The school leaders discussed the efforts staff made to reach out to students. Attendance was taken daily, even for those students who were not in live classes. If the school could not get in touch with the parents directly, EVCA leaders called daily and then tried alternative avenues of communication. For example, it was mentioned that the staff went to the place where a student worked to find ways to bring him back to school.

Performance Framework Indicators (school-specific questions)

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

EVCA leaders explained that all level D students have one-on-one aids. One of the 8 has chosen to remain remote and receives services virtually. Another student is an ability pathway student. The school leader explained that the EVCA diagnostician was able to complete all evaluations and recommendations this year. Additionally, the school provided a lot of in-person, small group instruction for students with special needs whenever it was permitted by the governor and DOH.

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

EVCA leaders stated that all testing was being carried out but that many students opted out of or refused to be classified. The school does have a variety of EL students, including an Arabic, Chinese, and Lebanese student. The school has carved out intervention times for EL students and this year is helping one EL student get into college and another HS EL student graduate and get a job while going to CNM. The school actively tries to recruit more Hispanic students with advertisements in Spanish. Additionally, the school has cultural lunches where the students share the cuisine from their place of birth when possible.

2a-2c Audit Findings FY20

School Financial Reports: Per NMSA § 22-8-13.2(B), school districts and charter schools shall post the reports required under Subsection A of this section on the school district's or charter school's web site. Please note that this will be reviewed and rated in FY2021.

2019-001 (Previously #2018-004) Financial Close and Reporting (Other Matters) Condition/Context: During our review of financial close and reporting, we noted the following matters. • We noted an adjusting entry was not properly reported in OBMS, which resulted in Operational Fund 11000, Function 1000 and 2000 expenditures differing from the June 30, 2019, trial balance by \$1,311. • We noted revenue reported in Fund 24101 Title 1 was \$250 more than reported expenditures related to a reimbursed stipend that was not fully paid out or earned by an employee. 2019-002 Cash Management (Other Matters) Condition/Context: During our review of credit card statements and disbursements, we noted the school incurred and paid \$101.07 of late fees and interest charges related to the January 2019 credit card statement. We also noted the school paid late fees to ERB of \$21.35 during the fiscal year.

2.d. Is the school managing grant funds responsibly?

Holly Massey explained school will not use GEER funds.

4.a. Is the school protecting the rights of all students? (Asked about the demographics of the school. To what does the leadership attribute the difference in percentages as compared to the local school district?)

Mr. Beard, the Dean of Students explained that the physical location of the school has a lot to do with these percentages. Ms. Mock, the ED also said that the school is actively trying to recruit a more diverse population.

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.

Estancia Valley Classical Academy is on track for full renewal. Please see the PEC Performance Review and Accountability System (Attachment A to the Charter Contract) for details on renewal profiles and renewal recommendations.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER

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.

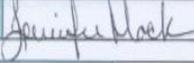
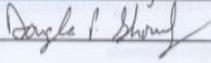
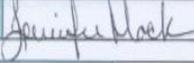
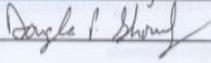
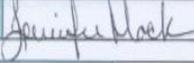
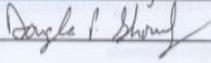
Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.

| Estancia Valley Classical Academy | 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 | Not Applicable |
| Financial Performance Framework | |
| Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair | Not Applicable |
| 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 4a Students & Employees: protecting the rights of all students | ASSURANCES |
| 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 | Meets (or Exceeds) Standard |
| Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment | Meets (or Exceeds) Standard |
| Included in Indicator 4b | |
| 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 3a Governance & Reporting: complying with governance requirements | Meets (or Exceeds) Standard |
| Included in Indicator 3c | |
| Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements | Meets (or Exceeds) 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 5c School Environment: complying with health and safety requirements | ASSURANCES |
| Indicator 5d School Environment: handling information appropriately | ASSURANCES |
| OTHER | |
| School specific conditions in the Charter Contract, if any | |
| 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 2c Financial Mgmt & Oversight: responsive to audit findings | Meets (or Exceeds) 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 | |
| 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 5b School Environment: complying with transportation requirements | ASSURANCES |

Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term

| Estancia Valley Classical Academy | 2017-2018 | 2018-2019 | 2019-2020 |
|--|------------------------------------|---|-----------------------------|
| Category I. Academic Performance Framework | | | |
| Indicator 1 Components of School Accountability System | Meets (or Exceeds) Standard | 62.85 Points (Spotlight) | |
| Indicator 2 Subgroup Performance | Not Applicable | Pending | |
| Indicator 3 Mission Specific Goals | Not Applicable | Not Applicable | |
| Financial Performance Framework | | | |
| Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard | 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 | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| Indicator 1b Educational Program: state assessment requirements | Working to Meet Standard | Meets (or Exceeds) Standard | Unable to Review - COVID |
| Indicator 4a Students & Employees: protecting the rights of all students | Working to Meet Standard | Meets (or Exceeds) Standard | Unable to Review - COVID |
| Indicator 1c Educational Program: protecting the rights of students with disabilities | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard | Unable to Review - COVID |
| Indicator 1d Educational Program: protecting the rights of English Language Learners | Meets (or Exceeds) Standard | Working to Meet Standard | Unable to Review - COVID |
| Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <i>Included in Indicator 4b</i> | Meets (or Exceeds) Standard | | |
| Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements | Falls Far Below (or Does Not Meet) | Working to Meet Standard | Working to Meet Standard |
| Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles | Falls Far Below (or Does Not Meet) | Falls Far Below (or Does Not Meet) Standard | Meets (or Exceeds) Standard |
| Indicator 3a Governance & Reporting: complying with governance requirements | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <i>Included in Indicator 3c</i> | Meets (or Exceeds) Standard | | |
| Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements | Working to Meet Standard | Meets (or Exceeds) Standard | Unable to Review - COVID |
| Indicator 4d Students & Employees: respecting employee rights | Meets (or Exceeds) Standard | Working to Meet Standard | Unable to Review - COVID |
| Indicator 4e Students & Employees: completing required background checks / reporting ethical violations | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard | Unable to Review - COVID |
| Indicator 5a School Environment: complying with facilities requirements | Working to Meet Standard | Meets (or Exceeds) Standard | Unable to Review - COVID |
| Indicator 5c School Environment: complying with health and safety requirements | Meets (or Exceeds) Standard | Working to Meet Standard | Unable to Review - COVID |
| Indicator 5d School Environment: handling information appropriately | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| OTHER | | | |
| School specific conditions in the Charter Contract, if any | Not Applicable | | |
| Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs | | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| Indicator 1f Educational Program: NM DASH Plan | | Not Applicable | Not Applicable |
| Indicator 2c Financial Mgmt & Oversight: responsive to audit findings | | Working to Meet Standard | Working to Meet Standard |
| Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility | | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management | | Working to Meet Standard | Working to Meet Standard |
| Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls | | Not Applicable | Not Applicable |
| Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements | | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls | | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| Indicator 5b School Environment: complying with transportation requirements | | Not Applicable | Unable to Review - COVID |

Appendix B: Assurances

| | | | | | | | | | | | | | |
|---|---|----------------------------|---------------|--|-----------|--|----------------|--------------------------|---------------------|--|-----------|--|----------------|
| <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p>Charter Schools Division Performance Indicator Assurances 2020-21</p> </div> </div> <div style="margin-top: 10px;"> <p>Charter School Name: Estancia Valley Classical Academy</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="border: 1px solid black; height: 15px; width: 100%; margin-top: 10px;"></div> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school protects the rights of students with special needs, by: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school protects the rights of English Learner (EL) students: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school complies with federal and state grant program requirements. <input checked="" type="checkbox"/> The school meets Governance and reporting requirements: <ul style="list-style-type: none"> ✓ 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). <input checked="" type="checkbox"/> The school protects the rights of all students: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1. <input checked="" type="checkbox"/> The school protects employee rights: <ul style="list-style-type: none"> ✓ 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. <input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2. <input checked="" type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, <u>if applicable</u>. | <div style="margin-top: 10px;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school complies with health and safety requirements: <ul style="list-style-type: none"> ✓ The school conducts all required emergency drills per <u>PED memorandum of 3/25/21</u>. ✓ 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. <input checked="" type="checkbox"/> The school handles information appropriately: <ul style="list-style-type: none"> ✓ 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. </div> <div style="border: 1px solid black; height: 15px; width: 100%; margin-top: 10px;"></div> <p style="font-size: small; margin-top: 10px;">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%;">School Leader Printed Name</td> <td colspan="2">Jennifer Mock</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date 7-12-2021</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%;">Board Chair Printed Name</td> <td colspan="2">Douglas P. Shornley</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date 7-14-2021</td> </tr> </table> | School Leader Printed Name | Jennifer Mock | | Signature |  | Date 7-12-2021 | Board Chair Printed Name | Douglas P. Shornley | | Signature |  | Date 7-14-2021 |
| School Leader Printed Name | Jennifer Mock | | | | | | | | | | | | |
| Signature |  | Date 7-12-2021 | | | | | | | | | | | |
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