

**Pecos Connection Academy/Pecos Cyber Academy School –
Charter Renewal Documentation showing compliance with school condition
(to be completed and submitted to CSD annually)**

Condition: The school must provide a plan outlining how the school will incorporate a culturally and linguistically responsive curriculum during the charter term. The plan must include action steps, training, a timeline and persons responsible.

I affirm that the Information has been collected and is provided in information below, is further detailed in a google document <https://docs.google.com/spreadsheets/d/1LSXEW9 ISFWDJoL0dqi7uJNFPFrHcQcr/edit#gid=1597171023> or is explained further in the comment section below.

Charter School Executive Director or designee

Date of submittal (On or before June 15 each year of the charter term)

1. Culturally and Linguistically Responsive Curriculum plan for school year 20 -20 .

Improvement Actions	Date Completed	Notes on Progress (with date)	Status
Early fall meeting with CLR team and equity to create a Culturally and Linguistically Responsive Curriculum plan for the year. Establish goals with timelines and persons responsible for		Semester meeting with academic/administrative team. Semester meeting with CLR and Equity Council to discuss actionable data and next steps. Annual meeting with equity council to review readiness assessment to begin 5/26/2022 and continue for the term of the charter,	

<p>each goal.</p> <p>PERSONS RESPONSIBLE/ TEAM MEMBERS: CLR Team: Dr. Kim Hite-Pope Lorraine Nobes Gregory Aguilar Kelley Fontanilla Karen Kaufman Virginia Romero</p>		<p>confirm progress and make any adjustments. Update will be provided to those not in attendance.</p>		
	<p>The detail of the actions to be taken by the school each year will be incorporated into working documents found here:</p> <p>https://docs.google.com/spreadsheets/d/1LSXEW9-ISFWDJoL0dqi7uJNFPFrHcQcr/edit#gid=1597171023</p>		<p><i>Goals and action steps for each goal listed below will be identified after the fall meeting of CLR team annually.</i></p>	
	<p>Goal 1: Creating a Culturally and Linguistically Responsive Culture in the School</p> <p>PERSONS RESPONSIBLE:</p>		<p>CLR School Commitment and PCA Diversity Statement <i>Add additional goals and action steps as determined by the CLR team annually</i></p>	<p>Review by GC annually</p>
	<p>Goal 2: Infusing Culturally</p>		<p>1.PCA will adopt use of rubric for teacher graded</p>	<p>1 and 2.To be</p>

<p>Responsive Resources and Lessons into the Curriculum</p> <p>PERSONS RESPONSIBLE:</p>		<p>assignments as best practice to ensure equity in grading.</p> <p>2.Admin will create plan for HOW curriculum maps will be completed, with expectations.</p> <p>3.Teachers will complete curriculum maps for each school year.</p> <p><i>Add additional goals and action steps as determined by the CLR team annually</i></p>	<p>worked on each summer</p> <p>3. Late summer each year</p>
<p>Goal 3: Engaging Students, Parents, and Communities</p> <p>PERSONS RESPONSIBLE:</p>		<p>Equity Council monthly presentation PCA Governing Council</p> <p>Seek school community and equity counsel input for school annual calendar</p> <p><i>Add additional goals and action steps as determined by the CLR team annually</i></p>	<p>Started spring of 2022 to 2024</p>
<p>Goal 4: Ongoing Professional Learning</p> <p>PERSONS RESPONSIBLE:</p>		<p>Dr. Hollie Virtual Trainings provided</p> <p><i>Add additional goals and action steps as determined by the CLR team annually</i></p>	
<p>Quarter 2 meeting with the CLR team. CLR Team Meets Monthly Equity Council Meets Monthly</p> <p>PERSONS RESPONSIBLE: CLR Team – Staffs the Equity Council meeting.</p>		<p>Semester meeting with equity council to review readiness assessment implementation, confirm progress and make any adjustments to supports. Update will be provided to those not in attendance.</p>	

<p>Dr. Kim Hite-Pope Lorraine Nobes Gregory Aguilar Kelley Fontanilla Karen Kaufman Virginia Romero</p> <p>The Equity Council shall be made up of members that meet the requirements for equity councils as set forth by PED, https://webnew.ped.state.nm.us/?s=equity+council</p>			
<p>Quarter 3 meeting with the team. CLR Team Meets Monthly Equity Council Meets Monthly</p> <p>PERSONS RESPONSIBLE: Gregory Aguilar—Lead Dr. Kim Hite-Pope</p>		<p>Semester meeting with academic/administrative team. Semester meeting with CLR and Equity Council to discuss actionable data and next steps. To review plan, confirm progress and make any adjustments. Update will be provided to those not in attendance.</p>	
<p>Quarter 4 meeting with the team.</p> <p>PERSONS RESPONSIBLE: CLR Team Dr. Kim Hite-Pope Lorraine Nobes Gregory Aguilar</p>		<p>Semester meeting with academic/administrative team. Semester meeting with CLR and Equity Council to discuss actionable data and next steps. To review plan, confirm progress and make any adjustments. Update will be provided to those not in attendance.</p>	

Kelley Fontanilla Karen Kaufman Virginia Romero			
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Comments on completion of step 1, (complete if needed):

2. PCA Readiness Assessment Tool

Improvement Actions	Date Completed	Notes on Progress (with date)	Status
<p>Fall meeting with the equity council to review Readiness Assessment Tool and to create a plan to better incorporate the items on the tool into the school and mission. Establish steps with timelines and persons responsible to make the improvements.</p> <p>PERSONS RESPONSIBLE/ TEAM MEMBERS: CLR Team Dr. Kim Hite-Pope</p>		<p>Annual meeting with the academic planning team. Update will be provided to those not in attendance. equity council to review readiness assessment to begin 5/26/2022 and continue for the term of the charter, confirm progress and make any adjustments. Current readiness assessment (submitted 2019) will serve as baseline for new readiness assessment.</p>	

Lorraine Nobes Gregory Aguilar–Lead Equity Council Kelley Fontanilla Karen Kaufman Virginia Romero				
	Steps identified with responsible parties listed			
	Step 1: PERSONS RESPONSIBLE:			
	Step 2: PERSONS RESPONSIBLE:			
	Step 3: PERSONS RESPONSIBLE:			
	Step 4: PERSONS RESPONSIBLE:			
Semi-annual meeting with the team. PERSONS RESPONSIBLE: CLR Team Lorraine Nobes Gregory Aguilar–Lead Equity Council		Semester meeting with academic/administrative team. Semester meeting with CLR and Equity Council to discuss actionable data and next steps. Update will be provided to those not in attendance.		

Kelley Fontanilla Dr. Kim Hite-Pope Karen Kaufman Virginia Romero			
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Comments on completion of step 2, (complete if needed):

The PCA Readiness Assessment Tool

This tool consists of rating statements about the state’s “at-risk” students defined as: Based on the legal authority cited below, an “at-risk student” means a student who:

1. is designated an English language learner;
2. is economically disadvantaged;
3. is Native American;
4. has a disability; or
5. is highly mobile, as shown by a failure to remain in school for an entire year or

consecutive years. The tool is designed using a Likert rating scale:

Always—An integral part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

Usually—A component that is not ALWAYS the focus of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

About half the time-- A component that sporadically the focus of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

Seldom—Rarely part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

Never—Rarely part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

Draft rating statements.	Always	Usually	About half the time	Seldom	Never
Serving English Learners					
1. Our district/charter school follows state regulation in the English Learner identification process as well as state policy as outlined in the Language Usage Survey (LUS) Guidance Handbook.			✓		
2. Our district/charter school ensures that all English Learners are identified in accordance with state regulation and policy and reported in the Student Teacher Accountability Reporting System (STARS).		✓			
3. Our English Learner program is designed for English Learners to become proficient in English as measured by the state’s annual English language proficiency					✓

assessment.					
4. Our English Learner program is designed for English Learners to participate meaningfully in ALL instructional programs with language supports.					✓
5. Our English language development teachers are trained and qualified to teach English language acquisition for English learners.					✓
6. ALL our content teachers are trained to support English Learners in their content classes. This includes teachers who teach honors and advanced placement (AP) courses as well as teachers in gifted programs.					✓
7. Our district/charter school provides grade-level support throughout the school day for English learners, which includes programming beyond placing students in a classroom with a Teaching English to Speakers of Other Languages (TESOL)-endorsed teacher.					✓
8. Our district/charter school provides grade-level appropriate resources and materials for English Learners throughout all classes and programs.					✓

9. Our district/charter school provides grade-level appropriate instructional materials to all teachers that support our English language development course.					✓
10. Our district/charter school has a long-term professional development (PD) plan focused on English learners that has a lasting positive impact on the classroom practices of each teacher.			✓		
11. Our district/charter school provides PD to ALL teachers on language supports and sheltering content for English Learners. This includes teachers in honors and advanced placement (AP) courses as well as in special education and gifted services.				✓	
12. Our district/charter school has procedures that are implemented so that ALL teachers have the English language proficiency assessment results of each English Learner student in their classroom.					✓
13. Our district/charter school provides professional development to ALL teachers so that they understand how to use English language proficiency data to inform their instruction.					✓
14. Our district/charter school has procedures in place to ensure that assessment data such as the English language proficiency assessment results are used to make decisions about instruction.					✓
15. Our district/charter school creates conditions where programs or services are planned, designed, implemented, and evaluated respecting and accounting for our English Learner students' and families' cultural and linguistic values and heritage.					✓
16. Our district/charter school's curriculum includes units of study, courses, or programs that are centered on the knowledge and perspectives of our communities' ethnicities and reflects the narratives and points of view rooted in their lived experiences.					✓
17. Our district/charter school uses the standards, guidance, monitoring, and compliance resources provided by the NMPED to support English Learners.			✓		
18. Our district/charter school's strategic plan includes English Learners and sets professional development goals for ALL teachers to have the skills to serve English Learners in their classrooms.					✓

19. Our district/charter school ensures that ALL English Learners receive adequate instruction, including effective English language development, regardless of student participation in a state-funded Bilingual Multicultural Education Program (BMEP).					✓
20. English Learners (EL) in our district/charter school have equity in accessing gifted services, honors courses and advanced placement (AP) courses, and there is parity in participation in such services and courses as compared to never-EL students.					✓
21. Our district/charter school reports to the NMPED Student Teacher Accountability Reporting System (STARS) three times a year during the data snapshot dates the English language development services provided to each English Learner.			✓		
22. Our district/charter school administers the state-approved English language proficiency assessment (ACCESS for ELLs or Alternate ACCESS) annually to each English Learner.	✓				
23. Our district/charter school keeps sufficient documentation of the EL identification process and annual English language proficiency assessment (ACCESS for ELLs or Alternate ACCESS) per state policy as outlined in the Serving English Learners Manual.	✓				

24. Our district/charter school continues to monitor the academic progress of exited English Learners (reclassified fluent English proficient students) for two years after they achieve English language proficiency.					✓
25. Our district/charter school provides at least a 45-minute English language development block every school day that is differentiated based on the English language proficiency level of the English Learners.					✓
26. Our district/charter school implements the NMPED's English Language Development Instructional (ELDIF) Framework in every English Language Development course.					✓
27. Our content area teachers use the state-adopted WIDA English Language Development Standards for language objectives and supports in every content course.					✓
28. Our district/charter school participates in the free WIDA Consortium-offered self-paced eLearning that					✓

support educators and administrators through six different eWorkshop modules.					
29. Our district/charter school has a process to identify parents who are limited English proficient and offers free, effective language assistance that includes a competent interpreter proficient in the language that the parents prefer to communicate in.					✓
Serving Native American English Learners/Native American Students					
30. Our district/charter school employs a director or coordinator with expertise in indigenous students.					✓
31. Our district/charter school employs a director or coordinator who specializes in English Language Development and has expertise in Native American students.					✓
32. Our district/charter school's school administrators and educators with expertise and knowledge of Native American language and culture incorporate Native American culture and language and historical contributions (from Q.43) into the general curriculum.					✓
33. Our district/charter school employs staff, including Indian Education directors, English Language Development and Special Education teachers and administrators that support learning needs of Native American English Learners.					✓
34. Our district/charter school uses materials that support the development of oral and written academic English for Native American English Learners and account for language arts, science, social studies, and math.					✓
35. Our district/charter school collaborates with sovereign Nations, Tribes, and Pueblos to ensure the maintenance of languages for Native American students.					✓
36. Our district/charter school consults and collaborates with sovereign Nations, Tribes, and Pueblos on all the development of curricula and related decisions that impact Native American students.					✓
37. Native American students in our district/charter school have equity in accessing gifted services, honors courses and advanced placement (AP) courses, and there is					✓

parity in participation in such services and courses as compared to other students.					
38. Our district/charter school provides professional development to ALL teachers on how to serve Native American students. This includes teachers in honors and					✓
advanced placement (AP) courses as well as in special education and gifted services.					
39. Our district/charter school uses the NMPED's Tribal consultation guidance documents, or the Navajo Nation's Tribal Consultation manual and documents as applicable					✓
40. Our district/charter school consults with sovereign Nations, Tribes, and Pueblos when reviewing data and structuring our annual strategic plan.					✓
41. Our district/charter school complies with recent legislation that requires sovereign Nations, Tribes, and Pueblos are consulted when schools are opened or closed on tribal lands.					✓
42. Our district/charter school has conducted a needs assessment to determine what services Native American students need to assist them in graduating from high school and becoming career-and-college-ready.					✓
43. Our district/charter school provides professional development for ALL educators focused on academic outcomes and culturally and linguistically responsive academic proficiency for Native American students.					✓
44. Our district/charter school reviews Native American students' academic growth, proficiency rates and progress via multiple measures in all core content areas, English language proficiency for English Learners and school climate to inform instruction.					✓
45. Our district/charter school ensures that district/charter school-level leaders carefully read and understands the requirements of the Indian Education Act.			✓		
46. Our district/charter school ensures that principals carefully read and understands the requirements of			✓		

the Indian Education Act.					
47. Our district/charter school ensures that teachers carefully read and understands the requirements of the Indian Education Act.					✓
Serving Students with Disabilities					
48. Our district/charter school follows the New Mexico Technical Evaluation and Assessment Manual (The New Mexico T.E.A.M.) in the educational evaluation processes.	✓				
49. Our district/charter school follows the guidance in The New Mexico T.E.A.M. when assessing students who are culturally and linguistically diverse to ensure that a student's language needs are distinguished from a student's disability related needs.	✓				
50. Our district/charter school ensures that all district and school staff understand that students may exit from services. If the student is no longer eligible, s/he exits the Individual Education Program (IEP) and is monitored for academic progress.	✓				
51. Our district/charter school partners with business and community to ensure that students with disabilities have equal employment opportunities to earn comparable wages in their community to those available for people without disabilities.		✓			
52. Our district/charter school has participated in training on the vocational transition process for students with disabilities, beginning at age 13.					✓
53. Our district/charter school ensures that a Special Education Director(s) participate in the webinars and trainings provided by the NMPED.			X		

54. Our district/charter school provides professional development to ALL teachers about learning opportunities in the general-education curriculum that are inclusive and effective for all students (least restrictive environment).	✓				
55. Our district/charter school provides special education teachers with specific professional learning on effective methodologies to teach reading.	✓				
56. Our district/charter school provides professional development for all teachers focused on serving students with autism.					✓
57. Our district/charter school provides professional development to ALL teachers so that Students with Disabilities can achieve at high levels when provided with instructional supports and accommodations in ALL classrooms.		✓			
58. Our district/charter school's Individualized Education Program (IEP) teams ensure that Students with Disabilities (SWD) are educated with students without disabilities to the greatest extent possible, and improves outcomes for students.	✓				
59. Our district/charter school's Individualized Education Program teams discuss the whole child including the English language proficiency level of English Learners with disabilities.		✓			
60. Our district/charter school uses assessments that accurately and appropriately measure the academic growth and performance of students with disabilities.	✓				
61. Our district/charter school implements high-quality (per Instructional Materials Bureau guidance) curricula and instructional supports that incorporate the principles of universal design for learning to meet ALL students' needs.	✓				
62. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with deafness.					✓
63. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with deaf-blindness					✓
64. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a hearing impairment					✓

<p>65. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with an intellectual disability.</p>				<p>✓</p>
<p>66. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with an orthopedic impairment.</p>				<p>✓</p>
<p>67. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with other health impairments.</p>				<p>✓</p>
<p>68. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a serious emotional disturbance.</p>				<p>✓</p>
<p>69. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a specific learning disability that includes Dyslexia.</p>				<p>✓</p>

70. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a speech language impairment.					✓
71. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a traumatic brain injury.					✓
72. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with visual impairment, including blindness.					✓
73. Developmental delay is considered a disability under special education for children ages three (3) to nine (9).					✓
74. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students with autism.					✓
75. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students with an intellectual disability.					✓
76. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students ages 3-9 with developmental delay.					✓
77. Our district/charter school understands the underrepresentation of students with disabilities in charter schools, and is committed to equitable enrollment processes.	✓				
78. Our district/charter school ensures that ALL teachers understand what procedural safeguards (parents' rights) are.					✓

79. Our district/charter school ensures that ALL parents of students with disabilities are taught about procedural safeguards (parents' rights) in culturally and linguistically responsive ways in a language they understand.					✓
80. Our district/charter school ensures that ALL teachers have access to the Individualized Education Program (IEP) of ALL students with disabilities on or before the first day of school.	✓				
81. Our district/charter school ensures ALL staff has participated in de-escalation training.					✓
82. Our district/charter school's strategic plan includes a focus on the least restrictive environment for students with disabilities.	✓				
83. Our district/charter school provides professional development to principals and other leaders about the Individuals with Disabilities Education Act (IDEA).					✓
84. Our district/charter school provides professional development to ALL teachers about the Individuals with Disabilities Education Act (IDEA).		✓			