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**Charter Schools Division
2021-22 Annual Report**

School Name: Raíces del Saber Xinachtli Community School

School Address: 2211 N Valley Drive Las Cruces, NM 88007

Head Administrator: Dr. Maria Artiaga

Governing Board Chair: Raul Aldair Marquez

Business Manager: Terrance Hester

Authorized Grade Levels: K-5

Authorized Enrollment: 220

2021-22 End of Year Enrollment: 95

Contract Term: 2019-2024

Mission: Raíces del Saber Xinachtli Community School implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, bi-literate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills. Raices creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage.

About the School

Raíces del Saber Xinachtli Community School opened in 2019-20 serving 30 students in grades K-1. The school is adding a grade a year, so that in 2021-22 there were 95 students enrolled in grades K-3.

The school seeks to fully engage students in the learning process and in order to increase their attention and focus, educational staff motivates them to practice higher-level critical thinking skills, and promote meaningful learning experiences. The curriculum in each content area uses an approach that is student centered and culturally responsive. Activities are created to engage all students in a way that enhances their cognitive abilities and allows them to grow in self-confidence as they participate in knowledge construction.

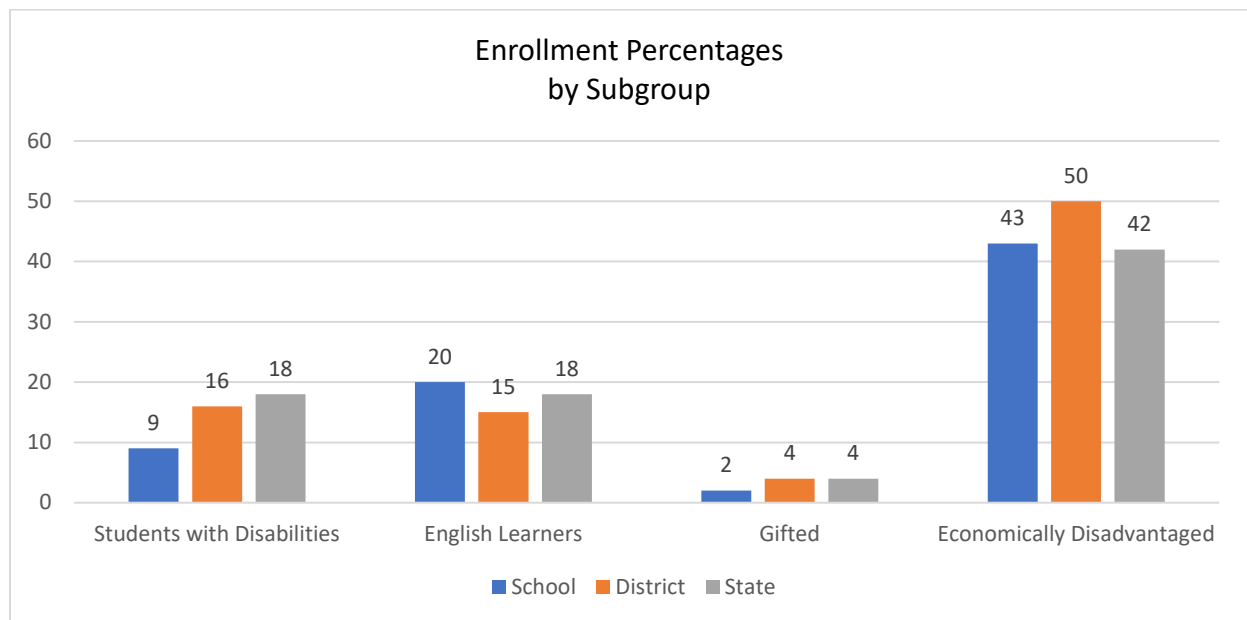
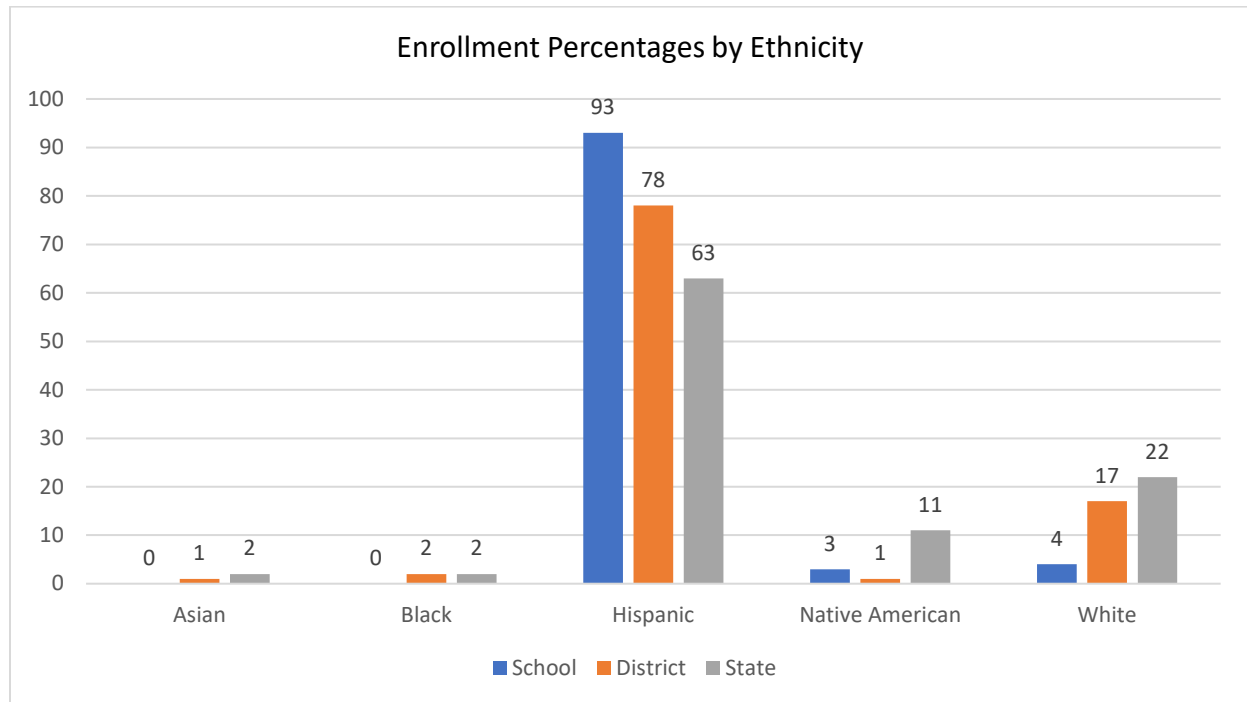
Xinachtli is a Nahuatl (Aztec) word describing the moment a seed germinates, reaching its “in between” point when it is no longer a seed and not yet the plant; transformation occurs and it’s a time of infinite possibilities. The Xinachtli project enriches student learning through their participation in an interdisciplinary curriculum that presents Mesoamerican forms of calendar systems, mathematics, use of symbol and metaphor to interpret natural phenomenon, oral storytelling of myths of origin and formation, and learning about Nahuatl as a heritage language.

The 90/10 dual language bi-literacy model (Spanish and English) is implemented across all grade levels, empowering students to become biliterate in a world that increasingly demands multilingual citizens.

Mathematics and Balanced Literacy Frameworks

The Mathematics Block is offered daily in four sections: Number Talks, Whole-group mathematics lessons, Learning Stations/Centers, Whole-class dialogue/lesson summary. The Balanced Literacy Framework contains five components of the Balanced Literacy Framework are offered daily: Readers’ Workshop, Interactive Read-Aloud (accountable talk), Shared Reading, Writers’ Workshop, and Word Study.

Demographics as reported in STARS 2021-22 End of Year (EOY)



Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	30
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals if two goals, average of points on each goal	52
Overall Academic Score: average of Indicators 1 and 3	41

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

Raíces del Saber Xinachtli Community School ranked above **38.2%** of elementary and middle schools statewide. The school received a designation of **Traditional Support School**.

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		Examples: In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$. In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	*****	*****	
Asian			
Black			
Hispanic	*****	*****	
Native	*****		
White			
SwD			
EL	*****	*****	
FRL	*****	*****	

English Learner Progress toward Proficiency: 22%

Mission-Specific Goal: 75% of Raíces students who are administered the IPT assessment¹ at the beginning-of-year and end-of-year will attain an annual growth rate in Spanish of one proficiency level as measured by the oral IPT (grades K-5), 5 points as measured by the IPT-1 (grades 2-3) in reading and writing, and 5 points as measured by IPT-2 (grades 4-5) in reading and writing; as measured by administration of the IPT assessment at beginning and end of year.

Performance Level	Target	Points
Exceeds Standard	100% of Raíces students who are administered the IPT assessment at the beginning-of-year and end-of-year will attain an annual growth rate in Spanish of one proficiency level as measured by the	100

¹ **Note:** The PED Language and Culture Division now requires all schools to use the Avant assessment to measure progress in bilingual programs.

	oral IPT (grades K-5), 5 points as measured by the IPT-1 (grades 2-3) in reading and writing, and 5 points as measured by IPT-2 (grades 4-5) in reading and writing; as measured by administration of the IPT assessment at beginning and end of year.	
Meets Standard	75-85% of Raíces students who are administered the IPT assessment at the beginning-of-year and end-of-year will attain an annual growth rate in Spanish of one proficiency level as measured by the oral IPT (grades K-5), 5 points as measured by the IPT-1 (grades 2-3) in reading and writing, and 5 points as measured by IPT-2 (grades 4-5) in reading and writing; as measured by administration of the IPT assessment at beginning and end of year.	75
Does Not Meet Standard	60-74% of Raíces students who are administered the IPT assessment at the beginning-of-year and end-of-year will attain an annual growth rate in Spanish of one proficiency level as measured by the oral IPT (grades K-5), 5 points as measured by the IPT-1 (grades 2-3) in reading and writing, and 5 points as measured by IPT-2 (grades 4-5) in reading and writing; as measured by administration of the IPT assessment at beginning and end of year.	25
Falls Far Below Standard	59% and below of Raíces students who are administered the IPT assessment at the beginning-of-year and end-of-year will attain an annual growth rate in Spanish of one proficiency level as measured by the oral IPT (grades K-5), 5 points as measured by the IPT-1 (grades 2-3) in reading and writing, and 5 points as measured by IPT-2 (grades 4-5) in reading and writing; as measured by administration of the IPT assessment at beginning and end of year.	0

Rating: Falls Far Below Standard (52%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Raíces del Saber Xinachtli	2019-20	2020-21	2021-22
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Not Reviewed	Working to Meet Standard
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Working to Meet Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Assurances	Meets Standard
1f NM DASH Plan	N/A	Not Reviewed	Meets Standard
2a Financial Reporting and Compliance	N/A	Working to Meet Standard	Working to Meet Standard
2b Accounting Principles	N/A	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	N/A	N/A	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Not Reviewed	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Does Not Meet Standard
3a Governance Requirements	Meets Standard	Meets Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Meets Standard	Assurances	Meets Standard
3c Reporting Requirements	Meets Standard	Assurances	Working to Meet Standard
4a Rights of All Students	Working to Meet Standard	Assurances	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Meets Standard	Meets Standard
4c Staff Credentialing	Not Reviewed	Assurances	Meets Standard
4d Employee Rights	Not Reviewed	Assurances	Meets Standard
4e Background Checks, Ethics	Not Reviewed	Assurances	Meets Standard
5a Facilities	Not Reviewed	Assurances	Meets Standard
5b Transportation	Not Reviewed	Assurances	N/A
5c Health and Safety	Working to Meet Standard	Assurances	Meets Standard
5d Handling Information	Working to Meet Standard	Assurances	Meets Standard

Explanation of 2021-22 Indicator Ratings

- 1.b. ACCESS 74%. Target is 95% for all assessments.
- 2.a. CAP received 9/16/22.
- 2.b. Finding 2021-003 Significant Deficiency.
- 2.c. Significant Deficiency audit finding for FY21.
- 2.d. Community Schools Implementation Grant and Family Income Index funds not expended.
- 2.f. Audit finding for late fees paid.
- 3.a. Governing board members have not completed all required training hours. Some but not all audit committee members attend exit interview.
- 3.c. Two untimely submissions of amendment requests.