

New Mexico Public Education Commission



2023 Charter School Renewal Application Part B: Progress Report

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Table of Contents

Instructions	1
School Information	1
Academic Performance	2
Student Outcomes	2
1. Academic Performance	2
1.a. Student Outcomes	12
1.b. Mission-specific or School-Specific Goals	18
2. Organizational Performance	21
2.a. Educational Program	21
2.b. Financial Compliance	26
2.c. Governance Responsibilities	27
2.d. Equity and Identity	29
2.e. Tribal Consultation	30
2.f. Other Performance Framework Indicators	30

Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Raices del Saber Xinachtli Community School

Authorizer: Public Education Commission

Current Charter Term: 2019-2024

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School Response:

We begin by thanking our students, staff, families, and community partners for their continued dedication in supporting Raices del Saber Xinachtli Community School (Raices). The mission statement and goal at Raices hones in on the areas of focus to support students' academic performance measures. The goal targets students' biliteracy skills, and the AVANT Stamp and WIDA ACCESS data is used to analyze the students' learning proficiencies in Spanish and English. Istation and NM-MSSA are the assessment instruments to measure the students' academic growth. The application embeds these assessments to demonstrate the areas of growth. Students' performance outcomes are also measured using the New Mexico State Standards, teacher observations, and anecdotal notes. Before diving into the assessment tools and data, a historical context explains the journey that makes Raices a unique charter school in Las Cruces, New Mexico.

Raices opened its doors to students, staff, and families during the 2019-2020 school year. The first children to attend Raices were kindergarten and first-grade students. Each year thereafter, additional grades were added and accessible to students as they moved along the continuum until reaching fifth grade. At present, there are two classrooms from kindergarten through third grade, and one classroom in fourth and fifth grade. As of September 22, 2023, there are 139 students enrolled. This is a strong indicator that the community and families are appreciative of staff, the students' academic learning, and the partnership offered through the school's mission.

The chart below reflects student enrollment from the STARS data during the 2019-2023 school years.

School Years	40 th	80 th	120 th
2019-2020	28	31	30
2020-2021	61	62	64
2021-2022	93	87	86
2022-2023	114	118	114

Raices' Mission Statement is as follows: *Raices del Saber Xinachtli Community School implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, biliterate, 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.*

A strong focus of the mission is for all students to become biliterate by the end of fifth grade, and therefore, the implementation of 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. Consequently, the mission specific goal targets learning Spanish in kindergarten to become proficient by the end of fifth grade. The goal states that, *“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.”* The IPT (Individual Proficiency Test) was only administered during the first two school years because the State changed the requirement for measuring Spanish proficiency to AVANT. Therefore, the narrative in this application includes the assessment scores from AVANT when analyzing students’ Spanish proficiencies, WIDA ACCESS to measure the levels of proficiency of English Learners (EL), and Istation data to measure the students’ academic growth.

To provide a global perspective, the instructional practices at Raices follow the requirements set forth by NMPED and highlight the creativity and innovation practices that are within the school’s mission statement. Raices implements Benchmark Adelante (Spanish Language Arts), Benchmark Advance (English Language Arts), and Bridges (math) curriculums to support academic learning. Raices also implements Xinachtli lessons that stem from the Mesoamerican Indigenous ways of learning. A brief summary of these curriculums are provided below.

Benchmark

[Benchmark](#) is aligned with Science of Reading research; Benchmark Advance and Adelante are core language arts programs that provide a cohesive structure for the development of literacy skills and content knowledge. Benchmark Advance supports high expectations and achievement for every learner. Validated by research and independent reviewers and used by students and teachers across the United States, the program provides the tools to nurture success. Teachers and students are able to access the curriculum online that facilitates easy access. On August 21, 2023, staff participated in professional development to gain additional knowledge on Benchmark.

Bridges

The math curriculum is [Bridges](#). On September 15th and 22nd, 2023, educational staff participated in professional development to gain a deeper perspective on the comprehensive curriculum that equips teachers to fully address state standards. The concepts and skills will assist students to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places and Number Corner.

Xinachtli

Xinachtli (Sheen-ach-tlee) is a Nahuatl (Aztec) describing the moment a seed germinates, reaching its “bursting” and “in-between” point when it is no longer a seed and not yet the plant it will transform into. In Mesoamerican philosophy, Xinachtli is the time between night and day, one season and another, which are moments of infinite possibilities. Xinachtli project enriches and enhances 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, learning about Nahuatl as a heritage language, meditation, and the construction of a dialogue community that uses symbolic interaction (such as the use of a talking stick) to ensure authentic, critical and creative listening and sharing.

At the beginning of each school year, staff have participate in professional development learning about the Xinachtli concepts, approach, and implementation practices. Raices integrates personal and cultural identity and enriches the curriculum by using Mexican indigenous heritage as a pedagogy to enrich and augment academic achievement. This curriculum was introduced by educators in Phoenix, Arizona, and El Paso, Texas and is known as the Xinachtli Project (Godina 1996). This type of enrichment pedagogy promotes positive changes in ethnic identity and increased academic aspirations (Luna, Nora; Evans, William P.; Davis, Bret, 2015). We have included two video links that highlights students and educators engaged with learning about Xinachtli.

Xinachtli concepts -indigenous values- are a set of tools based in the natural way of life, adopted throughout the whole school, including environment, relationship with parents, Governance Board in relationship to the school, students and parents' voice, and staff matters. We use what we call the ["Xinachtli Enrichment Calendar"](#) as a monthly guidance with a topic of the month over the year to plan around that topic activities across the school. Another area of support is how we address discipline and behavioral matters.

On the instructional part, one example of implementing the Xinachtli curriculum [occurs every morning during the community circle](#). Students gather outdoors to recite "El Saludo." Students are grouped by classes (kinder-first, second-third, fourth-fifth) and participate daily (adjusting for weather conditions). The morning centering activity is based on the Sun's position in the four cardinal directions and the Sky above and Earth below. The learning outcomes and standards supporting this activity are listed below::

- 1) Astronomy: Besides the relational position of the Sun to Earth and the celestial content of the Sky, highlight events such as moon phases, eclipses, season changes, meteorite showers, comets, and the position of Venus.
 - a. Standards - [1-ESS1-1: Sun, Moon, and Star Patterns](#); [5-ESS2-1: Earth Sphere Interactions](#); [5-ESS1-1: Stellar Brightness and Distance](#); [5-ESS1-2: Daily and Seasonal Sky Changes](#).
- 2) [Social Emotional Learning: Working as a learning community in an outdoor, nurturing atmosphere](#).
- 3) Physical Movement: As a school adopting the Mexican danza called T'zum'dado, learning and practicing its preliminary steps.
 - a. Standards - K-2 1. travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form; 2. demonstrate skills of chasing, fleeing and dodging to avoid others; and 3. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump). 3-4 1. demonstrate mature form in all locomotor patterns; 2. while traveling, avoid or catch an object or individual; and 3. develop patterns and combinations of movements into repeatable sequences. K-2 1. use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling; and 2. recognize similar movement concepts in a variety of skills; 3-4 1. adapt motor skills to the demands of a dynamic and unpredictable environment; 2. identify ways movement concepts can be used to refine movement skills; and 3. explain how appropriate practice improves performance. 5-6 1. using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e., basketball: pivot and shoot; receive a pass and dribble; soccer: receive and control; dribble and shoot; baseball/softball: run and slide; catch and throw, etc.); and 2. using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities.

- 4) Language Enrichment: Teachers and students will alternate using three languages to say the greetings to the directions: Monday-English; Tuesday-Spanish; Wednesday-Nahuatl; Thursday-Spanish; Friday-Nahuatl.
 - a. Standards - Speaking and Listening: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media; Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). .Language: Identify real-life connections between words and their use.

- 5) Geography: Students will learn the general directions of the cardinal points and observe daily the climate conditions changing, and day/night length changes.
 - a. Standards - K-ESS2-1: Weather Patterns; K-PS3-1: Sunlight Warms the Earth; 1-ESS1-2: Seasonal Sunlight; 2-ESS1-1: Earth Events - Slow and Quick; 3-ESS2-1: Seasonal Weather Conditions; 5-PS2-1: Earth's Gravitational Force

The following benchmarks are applicable to the Xinachtli activities that were mentioned above.

The Students will be able to:

- 1) Identify the four cardinal directions and their relationship to the Sun.
- 2) Identify the six directions in Spanish, English, and Nahuatl.
- 3) Perform the basic steps of T'zum'dado danza.
- 4) Use in concert the instruments of drums, flutes, gourd rattles, and conch shells to salute the directions.
- 5) Name the eight moon phases and explain the nature of moon orbits.
- 6) Identify the two positions of Venus and explain the nature of planet orbits.
- 7) Describe astronomical events like a meteorite shower.
- 8) Explain equinoxes and solstices and the thirteen-day phenomenon after each day.
- 9) Identify when the length of day and night begins to change.

Academic Performance Measures

Raices' instructional staff measure students' growth that includes formative, interim and summative assessments. The tools consist of screeners and other assessments that contain qualitative and quantitative measures. The state assessments also assisted the staff to triangulate data that analyze students' strengths and areas of need. Using these assessments, teachers modify their instructional practices to facilitate individualized, plus large and small group instruction. In each quarter during an academic year, teachers report student progress to parents, especially during Parent-Teacher Conferences. Parents also have the opportunity to request meetings throughout the year to ensure everyone is working collaboratively to support students overall success. In addition, state required assessments are also shared with parents to inform them of their child's academic performance when they become available.

Since 2019, each grade level teacher has analyzed his/her classroom data. During the 2023-2024 school year, grade level teams will begin reviewing and analyzing grade level data with the instructional coach to identify which strategies will facilitate their instructional practices. The instructional coach, literacy coach, interventionist, and SPED teacher will be instrumental in providing staff support. The leadership team will also review all grade level data to identify strategies and other support systems to maximize learning. This year, the leadership team will be identifying the gifted screener and process for students in third grade as this has become a new MLSS requirement. On November 17, 2023, Christopher Vian

will visit our school to provide further guidance on Gifted Education and MLSS. The implementation to maximize gifted education will occur during the 2024-2025 school year.

Raices has implemented the following screeners and assessments at each grade level from 2019-2020 through 2023-2024 school years. It is important to note that due to the COVID Pandemic, assessing students was challenging as well as providing quality instruction during remote learning.

	AVANT	IPT	Dyslexia	Istation	KOT	NM-MSSA	WIDA ACCESS	WIDA SCREENER
Kinder		X		X	X		X	
First		X	X	X			X	
2019-2020								

	AVANT	IPT	Dyslexia	Istation	KOT	NM-MSSA	WIDA ACCESS	WIDA SCREENER
Kinder		NA		X	NA		NA	
First		NA	NA	X			NA	
Second				X			NA	
2020-2021								

	AVANT	IPT	Dyslexia	Istation	KOT	NM-MSSA	WIDA ACCESS	WIDA SCREENER
Kinder	X			X	X		X	X
First	X		X	X			X	
Second	X			X			X	
Third	X			X		X	X	
2021-2022								

	AVANT	IPT	Dyslexia	Istation	KOT	NM-MSSA	WIDA ACCESS	WIDA SCREENER
Kinder	X			X	X		X	X
First	X		X	X			X	
Second	X			X			X	
Third	X			X		X	X	
Fourth								
2022-2023								

	AVANT	IPT	Dyslexia	Istation	KOT	NM-MSSA	WIDA ACCESS	WIDA SCREENER
Kinder	X			X			X	X
First	X		X	X			X	
Second	X			X			X	
Third	X			X		X	X	
Fourth	X			X				
Fifth	X			X				
2023-2024								

Below is a brief description of each assessment initiated at Raices. Please note that the IPT and KOT are no longer assessable to students. During our leadership team meetings/Academic Performance Committee Meetings, the leadership team learned about these assessments from each other. The goal is for staff to become familiar not only with the assessments that they implement in their classrooms, but also to learn about all assessments at Raices. The next goal will be for students to become knowledgeable about their own data (portfolios) to set their own goals to improve their learning outcomes.

AVANT

The [Avant STAMP](#) (Standards-based Measurement of Proficiency) assessment is a placement test that measures the student's language proficiency. At Raices, we measure student's language proficiency in Spanish. This assessment replaced IPT that was used in 2019-2021 school years. It measures reading, writing, listening, and speaking. The performance measures are Novice, Intermediate, Advanced, Superior, and Distinguished.

Dyslexia Screener

In Canvas, first grade teachers take the Teach Me to Read Dyslexia Screener course to become knowledgeable on how to implement this tool. The screener must be administered during the first 40 days of instruction or within two weeks of enrolling in school. It is not a diagnostic tool but flags possible characteristics of dyslexia. The data assists the teachers to plan accordingly and intervene in daily literacy instruction. The data is reported in the state data collection portal (NOVA).

Individual Proficiency Test (IPT)

The [IPT](#) measures language proficiency of Prek through 12th grade students in English and Spanish. These tests provide an initial identification, program placement, progress monitoring, and redesignation in school. English tests measure students who speak English as a second language and Spanish tests are for students who speak Spanish as their first language, heritage language, or second language.

Istation

Teachers use [Istation](#) throughout the school year. The BOY, MOY, and EOY assessment results are shared with NM PED. K-5 students participate in monthly assessments during the first week of each month. Teachers use the data to determine which students need interventions and in each area. Teachers include Istation as part in their Reading, Lectura, and Math centers. Students utilize Istation for 30-40 minutes in each center. Depending upon the need, the Instructional Coach, Interventionist, and Special Education teacher provide individualized or small-group instruction. This supports the MLSS requirement. This team also supports teachers to plan appropriate interventions and understand the data to plan accordingly.

Kindergarten Observation Tool (KOT)

The [KOT](#) is an observational assessment for young children to measure student growth. The rubric ratings consist of seven domains and 26 indicators. Educators observe, document, and reflect on all Essential Indicators (EI's) specified in the Early Learning Guidelines.

LAUs

The New Mexico Language Usage Survey (LUS) must be completed for all new students initially enrolling in a [public school](#). If any question (1-6) is yes, or if another language besides English is indicated on question 7, the WIDA screener for K-12 needs to be completed. The results will indicate if the student is

initially fluent English proficiency (IFEP) or as an English Learner (EL). Parents need to be notified of their status no later than 30 days after the beginning of the school year.

New Mexico Measures of Student Success & Achievement (NM-MSSA)

The [NM-MSSA](#) summative assessment is for students in grades 3-8. The assessment measures math and English language arts in English and Spanish (if needed). The assessment measures if students are on track for college or career readiness by the NM State Standards. Students are able to practice online or with the use of paper versions of the test. During the 2022-2023 school year, we had the testing coordinator from NISN provide professional development to our 3rd and 4th grade teachers.

WIDA

[WIDA](#) is an English language proficiency assessment for students in K-12th grade. It is only given one time when a student initially enrolls in a U.S. school. It assesses the students in four domains: listening, speaking, reading, and writing. If this assessment identifies students as English learners, they are given the WIDA ACCESS on an annual basis. WIDA ACCESS determines the proficiency level of the students' English skills and is anchored in the WIDA English Language Development Standards.

WIDA Screener

In 2021-2022, New Mexico implemented the WIDA Screener for kindergarten as the ELP screener to identify #Ls. The WIDA Screening for potential ELLs should be completed at the beginning of the school year (or as soon as they are enrolled into their initial NM school during the school year). Students should only be screened based on their Language Usage Survey (LUS) answers (if they answered "Yes" on Questions #1-6 or if another language other than English is indicated on Question #7). Students should only be provided with a Language Usage Survey (LUS) during their initial enrollment into a NM school (during Kindergarten or if they are enrolling into their first NM school during 1st grade or higher). Training must be completed prior to administering the WIDA Screener.

[WIDA Update](#): The following two updates regarding the WIDA Screener and WIDA ACCESS for ELLs was provided to NM Schools on March 16, 2023.

- 1) *Starting in school year (SY) 2023-2024, a WIDA Screener for Kindergarten oral language composite score (1st semester) or overall composite score (2nd semester) of 4.0 or lower identifies a student as an EL student, while an oral language composite score (1st semester) or overall composite score (2nd semester) of 4.5 or higher indicates a student is not an EL student and is thus, initial fluent English proficient (IFEP).*
- 2) *Starting in school year (SY) 2023-2024, a proficiency score for ACCESS for ELLs at the overall composite score of 4.7 or higher, which also serves as the proficiency criteria from EL status. Students will be reclassified fluent English proficient (RFEP).*

In previous years, the composite score of 5.0 or higher was identified as the score students would need to achieve to be considered English proficient and to test out of the ELL program. However, a new composite score of 4.7 has been established as the score that demonstrates English proficiency.

The changes should support more students to reach English proficiency levels. We will continue to provide quality instruction to support all students to learn English.

Mission Specific Assessment Data:

The two data charts reference the AVANT Stamp summarizing the students' Spanish proficiency scores from school years 2021-2022 and 2022-2023.

2021-2022 SY AVANT					
Grade Level	# of Students	Listening	Speaking	Reading	Writing
5th					
4th					
3rd	16	2.69	2.25	2.31	1.38
2nd	18	3.06	1.11	1.87	0.72
1st	33	2.175	1.075		
K	18	1.28	0		

2022-2023 SY AVANT					
Grade Level	# of Students	Listening	Speaking	Reading	Writing
5th					
4th	17	4	2.35	3.41	2.71
3rd	19	3.63	2.58	2.47	1.47
2nd	11	2.45	1	1.64	0.64
1st	24	2.43	1.25		
K	27	1.825	0.435		

When analyzing the data from AVANT from school years 2021-2022 and 2022-2023, there was an increase in kindergarten in listening by .5% and speaking by .435%, and in first grade, there was an increase in listening by .25% and speaking by .17%. In 2021-2022 to 2022-2023, the students increased in listening by 2.72% and in speaking by 2.35%.

WIDA ACCESS

The data charts below represent these academic years: 2019-2020, 2021-2022, 2022-2023. These scores reference the students' English proficiency skills as indicated through the WIDA ACCESS scores.

Kinder	Listening	Speaking	Reading	Writing	First	Listening	Speaking	Reading	Writing
Entering				100%	Entering		13%	38%	50%
Emerging					Emerging	13%	38%	25%	50%
Developing					Developing	13%	50%	25%	
Expanding					Expanding				
Bridging		100%	100%		Bridging				
Reaching	100%				Reaching	75%		13%	
2019-2020 School Year					2019-2020 School Year				

Kinder	Listening	Speaking	Reading	Writing
Entering				
Emerging				
Developing				
Expanding				
Bridging				
Reaching				
First	Listening	Speaking	Reading	Writing
Entering				
Emerging				
Developing				
Expanding				
Bridging				
Reaching				
Second	Listening	Speaking	Reading	Writing
Entering				
Emerging				
Developing				
Expanding				
Bridging				
Reaching				

2020-2021 School Year

Kinder	Listening	Speaking	Reading	Writing
Entering	100%	100%	100%	
Emerging				
Developing				
Expanding				
Bridging				
Reaching				
First	Listening	Speaking	Reading	Writing
Entering	14%	43%	29%	57%
Emerging		43%	43%	29%
Developing	14%	14%		14%
Expanding			14%	
Bridging	29%		14%	
Reaching	43%			
Second	Listening	Speaking	Reading	Writing
Entering	33%	33%		
Emerging		33%	100%	33%
Developing				33%
Expanding	33%			
Bridging				
Reaching	33%			
Third	Listening	Speaking	Reading	Writing
Entering	14%	14%	29%	14%
Emerging	29%	57%	29%	29%
Developing		29%		43%
Expanding				14%
Bridging	29%		29%	
Reaching	29%		14%	

2021-2022 School Year

Kinder	Listening	Speaking	Reading	Writing
Entering	50%	25%	100%	100%
Emerging	25%	50%		
Developing	25%	25%		
Expanding				
Bridging				
Reaching				
First	Listening	Speaking	Reading	Writing
Entering				100%
Emerging	100%	100%	100%	
Developing				
Expanding				
Bridging				

Reaching				
Second	Listening	Speaking	Reading	Writing
Entering	14%	49%		14%
Emerging		57%	29%	43%
Developing	43%		57%	43%
Expanding				
Bridging	29%		14%	
Reaching	14%			
Third	Listening	Speaking	Reading	Writing
Entering	50%	50%		25%
Emerging	25%		25%	
Developing		25%	25%	50%
Expanding		25%	25%	
Bridging			25%	
Reaching	25%			
Fourth	Listening	Speaking	Reading	Writing
Entering		11%	33%	11%
Emerging				22%
Developing	22%	33%	11%	44%
Expanding		44%	22%	11%
Bridging	33%			
Reaching	44%		33%	
2022-2023 School Year				

Analysis:

- The number of students completing the assessment in 2010-2020 were low and therefore, they were not included. However, in 2021-2022 school year, 18 students took the assessment, and in 2022-2023, 25 students were assessed.
- In comparing the data from 2021-2022 through 2022-2023, 100% of the kinder students increased their levels of proficiency by moving from Entering to Emerging in first grade in the domains of listening, speaking, and reading. In the area of writing, no students were assessed, 100% of them were in level Entering by first grade.
- First grade students demonstrated an increase in their writing skills in second grade. The percentage of students in writing increased as follows: Entering by 43% Emerging by 14% and Developing by 29%.
- Second grade students demonstrated an increase in the Bridging levels in listening by 29% and reading by 14% in third grade.
- Third grade students demonstrated an increase in the Reaching levels in listening by 15% and reading by 19% in fourth grade.

The better understanding that teachers and students have in regards to the purpose of the assessment, teachers and students will learn which domains students need more support to increase their English proficiency skills.

Istation

The Istation data was collected in September for BOY, December for MOY, and May for EOY. The data below represents Proficiency Levels 4 & 5, from kindergarten through 4th grade during the 2019-2023 school years. The BOY, MOY, and EOY - Reading, Lectura, and Math data in 2020-2021 is high. Students were participating in remote learning and the possibilities of parents supporting with the assessments is probable. There are several “zeros” in the chart demonstrating that students were not assessed or there was no growth. Students are more proficient in reading in English than in Spanish (Lectura). The students in kindergarten and first grade scored high in Math in BOY, MOY, and EOY in 2021-2022. The Istation data from all Levels 1-5 are included in the Part B file.

Reading					Lectura					Math				
		BOY	MOY	EOY			BOY	MOY	EOY			BOY	MOY	EOY
K	19-20	8	0	33	K	19-20	33	0	27	K	19-20	0	0	50
	20-21	86	30	8		20-21	40	36	4		20-21	100	53	46
	21-22	26	30	19		21-22	6	19	0		21-22	57	47	31
	22-23	27	19	14		22-23	4	23	7		22-23	39	40	46
1st	19-20	13	11	34	1st	19-20	0	0	27	1st	19-20	0	0	50
	20-21	8	13	24		20-21	18	8	17		20-21	58	51	36
	21-22	18	9	9		21-22	11	0	0		21-22	18	23	30
	22-23	18	10	0		22-23	5	0	4		22-23	14	9	22
2nd	20-21	27	27	24	2nd	20-21	20	14	6	2nd	20-21	29	16	10
	21-22	6	6	12		21-22	12	13	0		21-22	12	6	12
	22-23	16	22	12		22-23	4	4	0		22-23	8	12	16
3rd	21-22	36	35	36	3rd	21-22	7	0	0	3rd	21-22	0	6	0
	22-23	23	18	13		22-23	6	0	0		22-23	11	17	22
4th	22-23	20	12	28	4th	22-23	14	13	17	4th	22-23	13	0	6

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school’s narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Raices has measured student proficiency and growth over the past four years; however, this became more challenging toward the end of 2019-2020 school year and most of 2020-2021 school year. Closing the school doors and moving virtually, due to COVID, limited the teachers’ interactions with students. Teachers collected data through observations, anecdotal notes, or through student artifacts when

presented virtually. Data included both quantitative and qualitative. Measuring student growth was somewhat attainable and apparent because the teacher, who began instruction in 2019, moved up with the students as they progressed from one grade level to the next. Navigating each child's academic strengths and areas of needs included the students' social and emotional domains.

2019-2020

In August 2019, students who enrolled with Raices began at a different location due to the renovation that was taking place at 2211 N. Valley Drive. Students began their educational journey from a different campus from which we are at now. Staff and students borrowed space provided by La Academia Dolores Huerta, a Dual Language Charter School. Students were housed in three portables for four months. We were limited to three portables: one for kindergarten, one for first grade, and another for our administrative offices. The most significant impact of moving there was that we lost nearly half of our original enrollment and could not begin with two kinder grades and one first grade as originally planned.

[La Academia Dolores Huerta](#) is located at Mesilla Park in Las Cruces; it is across the street from a public park, which we use for physical exercise, playground facilities, and outings. In the middle of limitations, we had some positive outcomes. Being in a historic neighborhood, we conducted small-scale field trips pointing out names of streets, such as Manso Avenue, which honors the first inhabitants of this area. The Academia also supported our efforts as much as possible, including our students in their cultural activities when appropriate.

Toward the end of November 2019, students were relocated to their original destination. Several weeks later, students were off on winter break. At the turn of the New Year in 2020, students enjoyed their school environment, but two months later during spring break (March 2020), students were not able to return to school due to the pandemic (Covid-19).

After spring break (March 2020), the transition to virtual learning became extremely challenging. A [Google Classroom platform was established that included instructional videos](#). A YouTube channel was initiated and lessons were uploaded to support the Dual Language Model (English and Spanish instruction) and Nahuatl language was also incorporated in the lessons. A schedule was developed to support students in kindergarten and first grade. Students were assigned a specific time to participate in small group instructional activities from 8:00 am – 12:00 pm. Teachers were given a directive to provide language arts and mathematics.

Students also had an option to participate in the Out-of-School Time (OST) Program that was offered after school. During the after-school program, the team continued instruction via YouTube. Some activities included movement, literacy, numeracy, and social-emotional support. [Student materials were sent home during lunch distribution to facilitate their participation](#). Tutoring was also an option to provide individualized support. One-to-one assistance was given for approximately one hour per student in Language arts and math. Online learning was challenging; however, as an added layer of support, students were provided with chrome books and hot spots. Technology software and internet accessibility was made possible using Connectivity Funds.

Teachers reported that not having a private space to meet with students during remote learning made their interaction challenging. Some parents left the students online by themselves and sustaining the student's attention and focus became difficult. Parents would leave to do other chores or be with their other children. While providing instruction, some children would lay down on the couch and listen to the teacher teach. Even though there were many challenges and struggles, teachers continued their path to do their job and teach to the best of their ability.

Remote learning was the catalyst for us to create Tloke Nauoke, our own YouTube television channel. It is located at <https://www.youtube.com/@TlokeNauoke>. Lessons were recorded for students to watch and then discuss remotely. Productions included virtual visits to nearby historic sites such as Lucer Canyon and Hueco Tanks State Park. I-station was made available for students to use at home under parent supervision. Although not adequate circumstances, it did provide time and space for children to practice reading, lecturing, and math. Teachers monitored student work virtually, guiding assignments, reviewing results, and providing feedback. The teachers administered quizzes and then read the questions to their children. Afterwards, the students showed their answers on screen. Participation increased in grade value as we could not give long assessments or tests.

2020-2021

At the beginning of the 2020-2021, students continued with remote learning. In October 2020, students who had an Individualized Educational Plan began receiving services in small groups at Raices. In November, Raices began to bring other students in small groups throughout the week. The staff and administrative team delivered lunch to students either at Raices, or lunches were delivered to families at their homes. The OST team also supported with lunches at school using a drive through method.

In April 2021, parents received a survey at which time the decision was made to increase school hours for all students. Staff were vigilant of safety measures and they along with the students wore masks throughout the day. Families had their own worries about students' health. Teachers also expressed their own concerns due to the restrictions in wearing masks and following all other mandatory health requirements. Another concern of teachers was about students adapting to the classroom setting and ensuring everyone's safety was followed. Therefore, the challenge was not only focusing on the students' academic learning, but everyone needed to follow all the safety protocols. Clear plastic dividers were placed at each table, and air purifiers were set in each classroom. Other materials were purchased along with filters and cleaning supplies. ESSER funds were beneficial in purchasing supplies and materials. Outdoor activities increased in the school environment, and the garden became a great place to extend learning opportunities.

Our cultural enrichment program, termed Xinachtli (germinating seed) requires students to learn to read the Aztec Calendar, manage a base 20 (Mayan) math system, and participate in modes of communication that teach dialogue, introspection, listening to indigenous stories of origin, and increase students' construction of knowledge via metaphors: One is the Sun, Two is the Earth, Three are the Animals, etc. Students are assessed in their ability to tell the day-date, month, and year in Nahuatl and correlated with the time in the Gregorian Calendar. They demonstrate use of base 20 applications to solve word problems and computation sentences. They are assessed weekly for comprehension of oral tradition stories. Their Community Circle (Tlahtokan) is measured using the Language Arts Standards for Listening and Speaking. Xinachtli practices are extended into the afterschool program and programs to the public. Our students have performed at charter school community fairs and kindergarten graduations. Raices staff will continue to work on a progress-monitoring tool to identify and measure student-learning outcomes applicable to Xinachtli curriculum, such as "El Saludo" and other components according to each grade level. Raices is proposing to include these measures on the Performance Framework. The Xinachtli Formative Assessment in draft format is included in the Part B file.

2022-2023

In July 2022, Raices was faced with an additional challenge due to the installation of three portables, which consisted of adding six additional classrooms. The installation of the portables were complete in

August 2022. This caused a delay for students entering school in July, and students had to make up the additional days during spring break and other holidays.

2019 through 2023

During the first four years of implementation, it was challenging for Raices due to the turnover of administrators and teachers. All efforts are being made to establish systems and build relationships amongst the staff, students, and administration. The majority of the teachers are enrolled in LETRS and continued professional development opportunities are being implemented to keep everyone abreast of the requirements. In efforts to improve the head administrator's leadership role, she enrolled in the IEL/SWIFT Community Schools Principal Fellowship Program. This learning experience will assist in guiding and facilitating the staff, students, and community to improve and enrich the learning opportunities at Raices.

Actions Taken to Improve Student Outcomes

2022-2023

In February 2023, a leadership team was comprised of one teacher from every grade level during the spring semester to discuss the strengths, objectives, and areas of need. When the leadership team met with the audit team in February, they shared their perspectives and impact in academics.

As a result of observations conducted by the Head Administrator, staff, leadership team input, and the work established at the Community School Strategic Sessions, professional development was planned for 2023-2024 school year in the following areas: Curriculum (Benchmark Adelante and Advance; Bridges, and Xinachtli), Special Education (Behavior, Autism, Speech and Language, etc.); Social-Emotional Learning, and Dual Language. Each professional development session will be documented and will also support in meeting the required 60 hours of training by the end of the school year. An Excel spreadsheet will reflect the number of hours that are offered.

2023-2024

Other measures have taken place to improve student outcomes. A brief summary is included below referencing the Leadership Team/Academic Performance Committee, Instructional Coach, and the Structured Literacy Student Focused Grant. Included is information on Dual Language 90/10 Model and Xinachtli Street Data.

Leadership Team/Academic Committee

The head administrator sees the importance of shared leadership. The leadership team and the Academic Performance Committee led by a Governance Board member merged to take a productive approach in supporting academics. The team meets at a minimal two times per month and their voice is important towards decision-making. The teachers who take part in the leadership team will be serving for one semester term during the school year, then the other grade level teachers participate during the second semester. This will give each teacher per grade level an opportunity to participate in this leadership role every year.

Instructional Coach

Due to the demand placed on having 80% of teachers being new in their profession or at Raices, Title I funds were used to hire an instructional coach to support their teaching practices. The coach will work with all teachers and serve as a mentor to new teachers. The goal is to focus on academics, classroom management, and/or other areas of need identified by either the teachers, instructional coach, or head

administrator. The instructional coach will alternate weeks to observe instruction, and then visit with the teachers during their planning time to discuss, review, and develop plans to modify teaching practices and positively affect instruction and student outcomes.

Structured Literacy Student Focused Grant

Raices applied and received the Structured Literacy Student Focused five-year grant through Southwest Regional Education Cooperative. In August 2023, an assigned Structured Literacy Coach was assigned to Raices. The goal is to provide equitable teaching for all students through improving practice through teacher action plans with the achievement of the student in mind. The literacy coach visits with the teachers twice a week (Tuesdays and Thursdays) to support their instruction in language arts (to include English Language Arts and Spanish Language Arts). Benchmark Advance and Benchmark Adelante is the language arts curriculum used in K-5.

Dual Language 90/10 Model

Raices is incorporating the Dual Language 90/10 Model. This model focuses on providing Spanish and English instruction, time varies according to each grade. Raices follows the Bilingual Multicultural Education Program application by providing the home/heritage language daily for three hours. Teachers must obtain a bilingual endorsement, or they must apply for a bilingual waiver and obtain the bilingual waiver to be able to teach at Raices. All classroom teachers either hold a bilingual endorsement or a waiver. During the 2023-2024 school year, the fifth grade teacher applied for a bilingual waiver. Below is the table indicating the percentage of time Spanish and English is taught.

Grade	Spanish	English
Kinder	90%	10%
First	80%	20%
Second	70%	30%
Third	60%	40%
Fourth	50%	50%
Fifth	50%	50%

Street Data

Raices is proposing to include Street Data in the new Framework. The data will capture additional qualitative data that is pertinent to demonstrating student success in addition to highlighting the voices of students, families, and staff. The street data that is presented below includes testimonials shared by four mothers from Raices and Tiahui Certificates.

Street Data: Testimonials

Our cultural enrichment component called Xinachtli (Sheen-ach-tlee) challenges students to learn two math systems, base-10 and Mayan base-20; two calendar systems, the Gregorian and Aztec Calendar; and a way of viewing the world through a lens that uses symbol and metaphor. The following four examples are testimonies given by four students' mothers and has been included as street data.

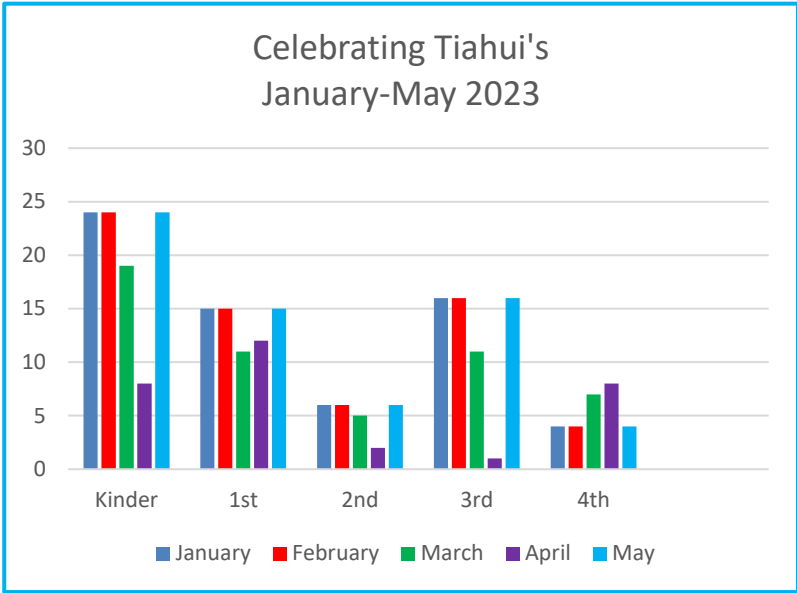
- 1) I teach 4th grade at a local charter school (not Raices). In May of 2023, my daughter came to my class and presented some information before leading several small math groups in a follow up activity related to her presentation. At that time, she was in 2nd grade at Raíces del Saber, learning math strategies and techniques that she enjoys sharing. The presentation to my 4th*

graders was on counting in Náhuatl (Aztec language) from zero to 20. She wrote the Roman numerals along with the Náhuatl symbols helping my students pronounce and count them, then helped them practice. After a whole class presentation, she facilitated groups of 4-6 students in using the Nepowalzintzin (Mayan base-20 abacus). Under her guidance, each group learned how the Nepo works, then practiced addition and subtraction along with skip counting using the extra Nepos that she had pre-made for this occasion. She can and wants to give more presentations in my class!

- 2) When my daughter's great-grandmother died (2020) it was very hard on our family, especially her grandmother. I felt challenged as to how to comfort her. What a surprise that she was able to comfort her and us using what she calls "saludos" which are metaphors she learned in kinder and first grade that begin with "One is the Sun..." She used the greeting "Nine are the Seasons" to explain to her grandmother about the steps in life and how natural death is, that after we die the waters of the Earth return the essence of the deceased back to us in the form of rain. It was such a beautiful explanation, something I would never have been able to do.*
- 3) Our family was on summer (2020) vacation in Puerto Vallarta, Jalisco in Mexico. We were shopping at a local marketplace that stocks artistry reflecting indigenous culture. When we stopped at one of the shops, my daughter recognized the Aztec Calendar hanging on the wall. She immediately called it by its proper Nahuatl name, Tonal Machiotl. The owner took interest and approached us asking her if she knew the calendar. "Of course!" she replied and started naming some of the glyphs in Nahuatl. The owner, obviously an indigenous person engaged my daughter in a dialogue about this iconic symbol of Mexican culture. Then he asked, "where did you learn all this?" She told him about attending a school called Raíces del Saber in Las Cruces. "Here in Mexico?" the owner asked. He was surprised to learning it was in the United States, concluding that "in this country they don't teach those things anymore."*
- 4) My son loves his school. He says he never wants to leave until he grows up. We did not know how much he was learning and how he liked it until at my father-in-law's birthday party in Las Vegas last summer (2022). We had hired a ballet folklorico as entertainment and after their presentation, my son held everyone's attention by explaining how much culture is taught at his school. He spoke about the Aztec Calendar, the mathematics, and the Nahuatl language. He had us all doing the greetings to the four directions in Spanish and Nahuatl. What is interesting is that we were consider moving to Las Vegas to be with my husband's family and after he gave us that talk, my father-in-law said it might be good idea to stay in Las Cruces so that he can finish here. At home if he misbehaves or doesn't want to do his homework, all I have to say is that I am putting him in another school.*

Street Data: Tiahui Certificates

A Tiahui is a certificate given to students to acknowledge them for their work during their instructional day and/or during their participation in the after-school program. They are recognized in several areas: Respect, Awareness, Initiative, Community, Encouragement, and Serenity. After the students receive five Tiahui's, they have the opportunity to visit the Head Administrator and receive a prize. The chart below displays the number of students receiving five Tiahuis from kinder through 4th grade between January – May 2023. An emphasis is placed on recognizing and celebrating students' positive behaviors and efforts.



The chart demonstrates that more kindergarten students are receiving and taking their Tiahui's to obtain their prize.

Below is an example of the Tiahui Certificate that are completed by teachers or other instructional staff during the school day and/or after school. We are also encouraging students to give Tiahui's to staff to show their appreciation of adults.


TIAHUI

Student: _____ Date: _____

Teacher: _____ Other: _____

In our school _____ demonstrated:

- Respect _____
- Awareness _____
- Initiative _____
- Community _____
- Encouragement _____
- Serenity _____




Portrait of a Graduate Profile

During our engagement with NISN, our partner in education, the head administrator and teachers learned of the Graduate Profile. During the 2022-2023 school year, students, parents, and staff had an opportunity to share their top expectations of what students should know after graduating from Raices. The data was collected and is demonstrated below.



Portrait of a Graduate Profile



<p>The goal is for students to be Biliterate in English and Spanish. Students are also learning Nahuatl.</p> 	<p>Students, Staff, and Families at Raices acknowledge the importance of respecting everyone’s culture. Students also enjoy participating in Meditation lessons. One of the parents stated that staff, <i>“Personal dejen huellas en los niños para que en el futuro recuerden sus enseñanza y consejos, saber que una sociedad donde se trabaja para el bien común y no solo para el bien propio, la escuela es un lugar de aprendizaje, maestros confiar en los alumnos, maestros tengan una vocación de servicio para dejar huellas en los niños, apoyo de los padres.”</i></p>	<p>Students’ favorite coursework that focuses on academic content are reading, math, art, and physical education. Another area of focus is participating in the Warriors Club during the after school program. Parents added that, <i>“Leer, comprender y razonar y conocimiento de la lectura, escritura, fundamentos básicos de matemáticas.”</i></p>	<p>The following skills highlight the characteristics and life skills to support students as productive citizens. Respect, Kindness, Helping Others, Good Manners, Humor, Initiative, Improvement, Cooking, Relationships, Happiness, Confidence, Independence, Mindful, Safety, Values, Appreciation, and Critical Thinking Skills. Parents aspire their children to have, <i>“Confianza, actitud, Buena auto estima, desarrollo social y reconocer necesidades y emociones personales, seguir reglas y tener respeto, apoyar, escuchar, y castigar para el bien del futuro, motivarlos para que continúen sus estudios.”</i></p>
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The team will also be working on creating the Capstone to demonstrate student achievement and success during the 2023-2024 school year.

1.b. Mission-specific or School-Specific Goals

Report on the school’s performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

State Accountability System

In 2019-2020 and 2020-2021 (year 1 and 2), there was no data available. In 2021-2022 (year 3), the NMVISTAS score was 29.8, the percentile proficiency for English Learners was 38.6%. The Designation was Traditional. In 2022-2023 (year 4), the Designation in NMVISTAS was identified as Traditional. This designation indicates that Raices is “above the threshold for support and improvement” and the overall NMVISTAS score was 30 and the percentile rank was 38.2%. Year 3 and 4 goals and overall rating in Academic Indicator 3 falls far below standard. The Annual Report Indicator Rating displays *ACCESS at 74%* and the overall target is 95% for all assessments. Science was not accessed since it measures students’ proficiency in 5th grade and it will be measured in 2023-2024 school year. As indicated previously, we will be changing our goal in measuring Spanish proficiency from using IPT to AVANT.

The 2022-2023 AVANT assessment will be used as our baseline to set the goals for the next five years. The goal is to increase .5% in each domain on an annual basis.

Grade Level	# of Students	Listening	Speaking	Reading	Writing
5th					
4th	17	4	2.35	3.41	2.71
3rd	19	3.63	2.58	2.47	1.47
2nd	11	2.45	1	1.64	0.64
1st	24	2.43	1.25		
K	27	1.825	0.435		
2022-2023 SY AVANT					

Student Attendance/Retention/Recurrent

The chart below is a summary of years 1, 2, 3, and 4. Raices met the Student Retention and Student Recurrent Enrollment goals. However, Student Attendance was met year 1 but not years 1-4. The goal for 2023-2024 is to increase student attendance to meet 95%. An office assistant was hired to support in overseeing attendance data in Infinite Campus and the administrative team will work with families to ensure students are attending school.

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
Year 1	97%	No Data	No Data
Year 2	87%	86%	90%
Year 3	93%	82%	88%
Year 4	93%	84%	81%

Teacher Retention Rate

The data that was included in the 22-23 Annual Report- Performance Framework identifies the percentage of teachers who returned to Raices. In January 2023, when the new head administrator was hired, she observed that teachers needed more time during the day to plan. Students' dismissal time changed from 3:30 pm to 2:45 pm during the 2023-2024 school year to give additional time for teachers to plan. This change will probably assist with the teacher retention rate.

Year	Retention Rate	Feedback
FY20 to FY21	33%	
FY21 to FY22	80%	
FY22 to FY23	43%	Were the percentage of new teachers and Ed Fellows added to the increase in the Retention Rate?

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

Raices is a community school that addresses input from the students, staff, and families, especially those participating in the Concilio de Padres group, and other partners from the community.

Curriculum

Before the beginning of the school year, one of our teachers, who is co-founder of Raices, provided two days of professional development to staff to implement Xinachtli. Staff also participated in Benchmark Adelante (Spanish curriculum) and Benchmark Advance (English curriculum) trainings this year. In maximizing support, the instructional coach and literacy coach are supportive of staff so they could implement the Benchmark curriculums at its fullest. As for the math curriculum (Bridges), staff participated in two-four hour sessions this year. Collectively, we are working together to learn more about these curriculums. A great way to deliver the content has been in small groups. The MLSS coach is another individual that supports the head administrator in walk-throughs to ensure teachers are getting the support needed to implement the curriculums and standards adequately.

LETRS

One of our second grade teachers has finished his LETRS course and he received a certificate of completion. The rest of the teachers in grades K-4 have been enrolled in LETRS. There are two groups currently participating in LETRS. The first group was enrolled during the 2022-2023 school year, and they are in Cohort X (four teachers). The second group was enrolled this year, 2023-2024, and they are in Cohort VW (four teachers). The fifth grade teacher will be added next school year. Raices hires subs to relieve teachers of their teaching responsibilities during worktime so they could participate in LETRS PD. Teachers are encouraged to work collaboratively to support each other through this process. The literacy coach is available to support staff as needed. The head administrator has also enrolled in LETRS.

Extending Academic Enrichment Opportunities

After School Program – “Tloke Nauoke” (OST -Out of School Time-)

A strength of Raíces is our “Tloke Nauoke” (a *Nahuatl* concept of movement and form of the human body uniting the circle and the square.) This is [the After-School program at Raices Del Saber Xinachtli Community School](#) (typically called by the PED the OST -Out of School Time-). The program offers students, families, and community members extended academic learning opportunities with an approach of utilizing the natural world and land-based learning, ancestral knowledge, arts, science, food, social-emotional learning, and many other resources. Creating an Inclusive environment for alternative learning and nurturing of the whole Body, Mind, and Spirit. Our program will not succeed if we don't count with the collaboration of important partners such as: [NACA Inspired Schools Network \(NISN\)](#), [Indigenous Educators Corps \(NISN-IEC Members\)](#), [FoodCorps NM](#), [La Semilla Food Center](#), [21st Century-STEM/NMSU](#), [Families and Youth Inc.](#), and [KidsCan](#), [Cruces Creative](#).

- The Tloke Nauoke Program follows the [academic monthly thematic calendar](#), the “Xinachtli Enrichment Calendar” which includes science, math, literacy, and student-led experiences that foster and reinforce natural connections to land and cultural identities. The Tloke Nauoke After School program offers extracurricular activities created to support and nurture positive identity formation. All activities offered are culturally relevant and reflect the community dynamic within the borderlands. Examples of these activities include gardening/ earth studies, drumming, storytelling, yoga, dance, cooking, adobe building, and student/community partner-led collaborative projects.
- Land-based Learning – Community Garden – “Nauhi Ollin” Garden (-a Nahuatl foundation about the four movements, the four directions - uses cultural concepts representing community, knowledge, education, willpower, transformation, and most importantly, self-reflection-self-transformation:) The focuses on the garden representing community and land-based learning. The outdoor classroom environment offers students, teachers, families, and community members the chance to reconnect to cultural traditions while building strong community foundations. The purpose is to obtain valuable skills and learn about healthy habits and foods. Following the traditional plant-based milpas of Meso-American and Ancient Knowledge practices of New Mexican and borderland communities, the Nauhi Ollin garden offers multiple benefits. Fostering a connection between the knowledge of the medicine wheel and complete mind, body, and spirit health. The Nauhi Ollin Garden provides a safe, culturally inclusive, and skill-building environment. Through a holistic approach to food as medicine, community as culture, and land as identity, Raices Del Saber Xinachtli Community School implements the high demand and need for culturally relevant opportunities that are inclusive for all participants. Our Community Garden receives support from two of our community partners, FoodCorps NM and La Semilla Food Center. We received funds and resources [to build a traditional Horno](#), our outdoor oven, in which many recipes can be made using natural burning wood and the element of fire. This will support the creation of a sustainable and natural way to teach how to cook and process plants, herbs, and foods. Along with this goal, we are building a shade structure in the traditional ways that will incorporate the use of twigs (ramas) from seasonal mesquite harvest and latillas. This shade structure will provide a space for celebrations, outdoor cooking classes, traditional preparations of food, as well as an outdoor classroom for student activities.
- Garden/Nutrition Class
Raices implements nutrition education programs by partnering with NACA Inspired Schools Network (NISN), La Semilla Food Center, and FoodCorps. We receive assistance with our garden and nutrition education program that helps to educate communities to achieve healthier food for schools. FoodCorps supports in hiring a service member that specifically teaches students all

aspects of food, from cultivation to consumption. On a weekly basis, all of our students are exposed to food related education. Our program is very hands-on and encourages learning through many different concepts and practices of the Native American ancestral cultures based on the lands we occupy. During the school week, every class has an opportunity to engage with different tools (metates, molcajetes, tortilla presses) and foods (Jalapenos, squash, corn, amaranth) that our ancestors of these lands would produce. Our school also collaborates with the Science, Technology, Engineering, and Mathematics (STEM) outreach center at New Mexico State University (NMSU) that allows for a variety of after school programs to be offered to our students. One specific garden/nutrition class is called Magia de Maiz.

- The Tloke Nauoke program is rooted in reformative and social justice (Restorative Justice). This means that all activities focus on allowing the students to express themselves in ways unique to their individual needs and identities. The activities and support offered during the after-school time are not only culturally excellent and academically relevant, but they also offer multiple opportunities for students to learn and embrace the person they are and the person they are growing to be. In the after-school program, all activities are offered in a center-based environment. Providing options and choices that help build confidence in skill development. In one after-school session, a student can participate in music, learn a new skill in harvesting corn, create in the recycled maker space, enjoy a dance session, or even choose to work alone if that interests them.
- College and Career Connections are something that the Tloke Nauoke After School program would like to begin exploring as we grow toward upgrades such as 4th and 5th. Over the first three years of operation, we have focused mostly on creating opportunities for academic and social-emotional support for our students, especially during the time we faced the global pandemic. In partnership with the 21st Century Community Learning Centers Program (CCLC,) the first hour of our program offers STEM, Path to Space, Readers Theaters, Maker Space, and Spanish Through TPR. The Youth Development Dialogue space is implemented through inquiry and introduction to life skills such as cooking, gardening, creative problem solving, and positive communication, which is highly important to seeking independence beyond adolescence. In preparation for their transition to the next level of middle school, parents, partners, and staff are working on projecting this goal to be implemented the following school year.
- Other classes that have been offered during the after school program are the following: Ballet Folklorico, Rio Grande Ecology, Bucket Drum Line, Mural Paint by numbers, cooking class offered by Chef (Guardian/Steward of Ancestral Maize ways), Multimedia Artist/Sculpture, Danza Azteca, Mindfulness, Cultural Sports, Conexion Cultural, Ballet Folklorico, Readers theater, Cuentas a mano, Pathway to Space, Paining and artistic expression, Cruces Creatives Maker Space, Kids Can, and Carpentry.

The After-School Program “Tloke Nauoke” is sustained by the W.K. Kellogg Foundation, Community School Implementation Grant, FoodCorps NM, ESSER III OST grant, and the NACA Inspired Schools Network. Under the supervision of the Director of Operations and Community Engagement and the OST Coordinator, they both manage and guide a team comprised of two OST part-time support staff, five Indigenous Educators Corps members (IEC members) provided by NACA-NISN, and 10 instructors from the 21st Century. There are 139 students enrolled at Raices and from these students, [93 are enrolled in the after-school program](#). The program operates from 2:45 p.m. to 5:30 p.m. From 2:45 to 3:45 pm, instructors from the 21st Century provide a variety of classes. Students have recess and at 4:15 pm, dinner is provided free of charge to all students. After dinner, students work on their homework and if they need extra support, the staff are there to help. After homework has been completed, parents begin to arrive to pick up their child(ren). Fridays are specifically dedicated to Xinachtli enrichment activities.

Ed Fellows - The Ed Fellow Program

[Ed. Fellows](#) is an innovative program that is currently funded using ARPA (American Rescue Plan Act). The program is designed to provide additional supplemental support to students and teachers in the classroom allowing for extra resources to better provide small group instruction. In addition, the program removes barriers for individuals interested in becoming licensed educators. The Ed. Fellows are hired by the LEA (Local Education Agency), or local district or charter school. They become full-time employees at their district or charter school. The program reimburses the LEA for the cost of the Ed. Fellow's salary and benefits as well as stipend funding for the Ed. Fellow and Mentor Teacher. The role of the Ed. Fellow when in the school building, is to support small group instruction. This instruction can be helpful for intervention, enrichment, and social emotional support for students. The Ed. Fellow should not be utilized as a traditional Educational Assistant role, as they are intended to supplement, or be in addition to, the Educational Assistants already on staff. Ed. Fellows might need to take leave throughout the day to complete their higher education requirements, attend program professional development, or observe other classroom instructional techniques and grade levels, and if they were serving in the traditional EA role, this would impact both the school and the Ed. Fellow.

In 2022-2023, three Ed Fellows participated in the Ed Fellow Program during the fall semester and three more Ed Fellows were hired in spring of 2023. In 2023-2024, Raices continues to employ six Ed Fellows. One of the Ed Fellows is completing his student-teaching fall of 2023. We congratulate him and wish him continued success.

Community School Implementation Strategy

In 2019, we started the process to apply for the Community School Implementation grant and we received the award. Currently we are in our 4th year getting ready to complete the requirements as set forth from this grant. Over the last three years including the Pandemic's period, we were able to leverage resources strengthening our [Community School strategy](#). One of the key components of this Community School (CS) strategy is the [collaborative leadership](#), which is comprised by staff administration, Governance Board members, Concilio de Padres members, and community partners.

At the last two-day Community School Strategic Sessions [that occurred on May 11 and 12, 2023](#), staff, parents, and community partners discussed and created Action Plans to increase student, staff, and school outcomes. The five areas that were identified in the Action Plans are the following: Effective Community Partnership; Strengthening Collaborative Educational Leadership (Curriculum Alignment: Grade level & School level and Accelerated Teacher Development); Planning for Growth, Student Care, and Safety (Powerful, Preventive Student Care and Future Facilities for Safety and Stability).

Raices is rich with an array of partners throughout the community that have continued to support our efforts in strengthening our educational opportunities for students, parents, and staff. The partners are as follows:

- Association of Charter School Education Services (ACES)
- Casa De Mi Alma
- Children's Reading Alliance
- Community Connections Coord. Empowerment Congress
- Dona Ana Arts Council
- Doña Ana Village Assoc.
- JMP Academy of Professional Development, LLC
- La Semilla Food Center
- Ngage NM

- NMSU STEM Outreach
- NACA Inspired Schools Network
- Region 9 Education Cooperative
- Sol Counseling and Wellness Center
- Sonrisa Therapy Services
- Concilio de Padres:
 - Eric Rodriguez (Chair)
 - India Hernandez (Secretary)
 - Irma Lopez
 - Julia & Aldair Márquez
 - Karla Martinez
 - Krisity del Castillo
 - Lei Lani Nava (Vice Chair)
 - Marisa de Wolf
 - Sandra Gonzalez
- Governance Board Members:
 - Raul Aldair Marquez (Chair)
 - Patricia Minjarez (Vice-Chair)
 - Veronica Lucio (Secretary)
 - Maria Elena Garza (Treasurer)
 - Patsy López (Board Member at Large)
- Independent Collaborators
 - Co-Founder (Jane Asche)
 - District Director, US House of Representatives (Gabe Vasquez)
 - Gadsden former principal during Xinachtli Project implementation at Canutillo (Hector Giron)
 - NMSU (Dr. Elaine Hampton and Dr. Susan Brown)
 - Professor, Cultural Anthropology, Dep't of Anthropology NMSU (Lois Stanford)

A brief description of some of our community agencies that support with wraparound services are as follows:

Casa de Mi Alma

In 2021-2023 school years, Casa de Mi Alma provided in school counseling services to students attending Raices whose families qualified for Medicaid. Services were provided on-site and this year, several students continue to be seen not at Raices, but at Casa de Mi Alma.

During the 2023-2024 school year, Raices is contracting with Sol Counseling and Wellness Center to provide additional individualized support to students at Raices.

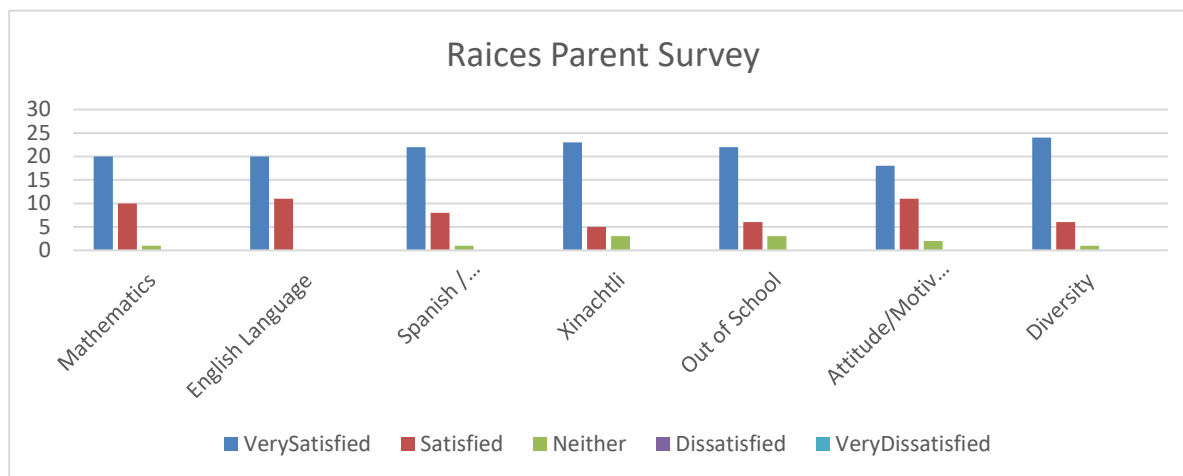
Sol Counseling Services

Sol Counseling Services will implement and maintain school-based behavioral health services to students enrolled at Raices. Sol Counseling and Wellness will provide face-to-face counseling services to students enrolled in Raices two days a week. Staff and/or a parent might refer students; however, we will ensure that a parent permission form is signed before services are rendered.

Community School Evaluation Report

Dr. Elaine Hampton and Dr. Susan Brown conducted a Parent Satisfaction Survey in May 2023. There were 31 parent responses (19 English and 12 Spanish). The following graph illustrates if the parents

were very satisfied, satisfied, neither, dissatisfied, or very dissatisfied in the following areas: Math, English Language, Spanish/Bilingual, Xinachtli, Out of School, and Attitude/Motivation.



The survey included strengths and recommendations, which are noted below:

Strengths: Children enjoy going to school; Ninguna estoy muy contenta mi niño ha avanzado muchísimo, gracias; all staff and volunteers are absolutely amazing; Raices Del Saber is a wonderful school with a great staff!; Raices is a beautiful school family and I'm so grateful our community (and my family) has this resource available for our children; My kid love this school hopefully continue with more grades! We love it; Todo a sido satisfactorio para (nombre de niño); Es nuestro primer año en RAICES, es una escuela sin igual integralmente en Las Cruces NM. El personal a diario pone el corazón en cada detalle, la atmosfera de la escuela esta en otra dimensión a la estándar de las escuela públicas de la ciudad, los valores que trasmiten en cada Niño y su desarrollo son fundamentales; y Gracias Gracias Gracias.

Recommendations: Send more homework; add a cafeteria, playground, landscaping and shades; emphasis on STEAM; communication with parents and school community; include communication on website; more school advertisement on radio and newspaper to increase enrollment and community events; and campus security; transportation to school.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

2.b. Accounting Principles (2020-2021 and 2021-2022) – Does not meet standard

The processes and procedures that caused the findings are being actively addressed and improved upon year-by-year. The previous years' findings have been addressed and are continually being reviewed for improvement. Finding 2021-003, for Financial Close and Reporting was for AJE that was not posted after the audit results and was determined it was overlooked due to the changing in Business Managers. This finding also included a line for funds not being drawn timely and therefore needed an adjustment to assign expenditures to operations from previous used fund. This has been addressed by continuing to remain consistent with assigned business manager. This has also been assisted in preventing future occurrences with ensuring direct communication between the school and the business manager through multiple forms of communication. The team not only is utilizing email and phone communication but has also implemented a limited access to google drive for the use of maintaining additional tracking for funds and documentation needed for school operations.

2.f. Internal Controls – Does not meet standard

Finding 2020-002/2021-001 for late fees, the school has implemented the use of a team drive to upload invoices for payment and tracking to prevent delay in payments. The drive is being reviewed and used daily to ensure uploaded items are addressed. Since the inception of this practice, the school has seen a more efficient pathway for payment processing and control. The school is also moving towards electronic payments whenever possible as to expedite payments and prevent delays in vendors receiving payment. Also, in regards to POs being issued subsequent to the purchase or service, this procedure has gone a review and had change in processes to ensure the issues do not occur. The steps now have included more staff to be authorized to initiate the process and more training/direction has been given to staff regarding the practice. Purchasing is reviewed continually by the business office and school administration to ensure items are not overlooked and if something needs to be addressed, it can be done so immediately.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

The members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members. There have been 16 governing board members in the past four years. The history of governance board performance has been consistent in taking their full mandatory training, in keeping a minimum number of five members as By-Laws established with a maximum of nine. Since day one, the original governance board were in compliance establishing the first [Board of Finance](#).

Below is the composition of the Governance Board members since 2019 to present. Two of the members passed away (Rocio Benedicto and Ray Reich). We thank them for their passion and dedication in advocating for our community school. The members of the board completed all their required training hours in 2022-2023 school year. Other updates are included in Part A of the application.

Governance Board Members 2019-2020	
1. Dr. Emma Armendariz	Chair
2. Dr. Jane Asche	Vice-Chair
3. Paul Gutierrez	Treasurer
4. Irene Oliver-Lewis	Secretary
5. Alejandro Garcia Flores	Concilio de Padres Representative
6. Ray Reich	Member at Large
7. Rocio Benedicto	Member at Large
Governance Board Members 2020-2021	
1. Jane Asche	Chair
2. Holaya Ponce-Acosta	Vice-Chair
3. Paul Gutierrez	Treasurer
4. Tonya Hall	Secretary
5. Daniel Ferraro	Concilio de Padres Representative
6. Emma Armendariz	Member at Large
7. Ray Reich	Member at Large
Governance Board Members 2021-2022	
1. Jane Asche	Chair
2. Holaya Ponce	Vice-Chair
3. Ray Reich	Treasurer
4. Tonya Hall	Secretary
5. Daniel Ferraro	Concilio de Padres Representative
6. Emma Armendariz	Member at Large
Governance Board Members 2022-2023	
1. Holaya Ponce	Chair
2. Raul Aldair Marquez	Vice-Chair
3. Ray Reich	Treasurer
4. Dr. Sabrina Zamora	Secretary
5. Daniel Ferraro	Concilio de Padres Representative
6. Patricia Lopez	Member at Large
7. Dr. Maria Luisa Gonzalez	Member at Large
Governance Board Members 2023-2024	
1. Raul Aldair Marquez	Chair and Concilio de Padres Representative
2. Patricia Minjarez	Vice-Chair
3. Maria Elena Vargas	Treasurer
4. Veronica Lucio	Secretary
5. Patricia Lopez	Member at Large

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act (NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

Annual Report 4.b (Overall Meets Standard) Attendance and Retention

Raices del Saber co-founders established a commitment to work in partnership with the community at large embracing the values of inclusion, adopting the Concilio de Padres/Parents Council as equal partners to the board and walking together to address and receive input during decision-making processes. This commitment embraces the Community School pillars. The Concilio de Padres have assigned a staff liaison (Director of Operations and Community Engagement) to secure engagement, communication, and awareness about critical items that may impact students and families.

In 2019, the state ordered all schools to formalize an Equity Council. Raices del Saber immediately addressed this requirement and staff were already working towards addressing these requirements in a meaningful way. Raices broke down barriers and limitations that our families faced. During the process when the school was being formed, the founders proceeded in an organic way to engage the community; this led to forming a community of shared leadership. There was cross-sector participation and everyone worked together to model the vision where our students would be encouraged to become bilingual and learn Spanish and English. The goals focused on promoting high academic performance, positive identity formation, and the reclaiming of cultural heritage. In conclusion, Raíces established an environment where students, parents and families are valued as participants in the construction of knowledge.

The Raices Equity Council is comprised of parents, community partners, and staff members. The team focus on addressing critical areas that may affect student learning. Discussions are held and all efforts are made to address disparities that may impact student's success in school and in life, such as, ELD, SPED, multi-race, gender identity, socio-economic, legal status, and homeless population.

Raices del Saber Xinachtli Community School Equity Council Members	
Name of Member	Representative
India Hernandez	Parent (LGBTQ+)
Yadira Soriano	Parent
Karla Martinez	Parent (ELD)
Filo Rigales	Teacher (SPED)
Georgina Badoni	Parent (Native American)
Dr. Carrie Shaver	NMSU Assistant Professor, Community Member
Diana Ginez	After-School Coordinator
Dr. Maria Artiaga	Head Administrator
Lucia Carmona	Community School Coordinator

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

N/A

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

2021-2022 Annual Report: Improvement Actions, see below:

2.a. Financial Reporting and Compliance

The CAP was received 9/6/2022. The CAP was received upon request from CSD during the review. The business manager had changed and the new business manager had not been aware of the requirements to submit a second CAP beyond managements response during the close out of the school’s annual audit.

The data below is the Enrollment trends as reported in STARS at the End of Year.

Grades Served	FY20	FY21	FY22	FY23
K	17	28	26	27
1	14	20	34	23
2	Added grade 2 in FY 20	19	18	25
3		Added grade 3 in FY22	17	19
4			Added grade 4 in FY23	17
Total	31	67	95	111

2.b. Accounting Principles (2020-2021 and 2021-2022) – Does not meet standard

Finding 2021-003/2022-001 indicates that the school failed to enter corrective AJE based on audit results. FY 2023 worked with the auditors and AptaFund support to ensure journal entries are completed for compliance with state statutes and GAAP. The school and business manager are verifying entries monthly to try and ensure controls are in place.

2.f. Internal Controls – Does not meet standard

Finding 2020-002/2021-001 for late fees-the school has implemented the use of a team drive to upload invoices for payment and tracking to prevent delay in payments. The drive is being reviewed and used daily to ensure uploaded items are addressed. Since the inception of this practice, the school has seen a more efficient pathway for payment processing and control. The school is also moving towards electronic payments whenever possible as to expedite payments and prevent delays in vendors receiving payment.