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SECRETARY OF EDUCATION

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**Charter Schools Division**  
**2023-24 Renewal Application Part A**  
**Revised**  
**November 7, 2023**

**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:** 111

**Contract Term:** 2019-2024

**Weighted NMCI:** 16.5

**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.

**Educational Program of School as written in the contract:**

Fully engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. The curriculum in each content area uses an approach that is student centered and culturally responsive. This constructivist pedagogy engages all students in a way that enhances their cognitive abilities and allows them to grow in self-confidence as they participate in knowledge construction. The opportunity for a child to learn in two languages promotes brain development (Morales, Calvo, Bialystok, 2013), enriches academic ability in all subjects, and empowers students by becoming biliterate in a world that increasingly demands multilingual citizens. These are the opportunities we will bring to the children enrolled in Raíces del Saber Xinachtli Community School.

- i. Xinachtli - A Key Component of Curriculum as an Innovative Approach to Pedagogy. Evidenced by items such as but not limited to an engagement calendar, lesson plans, dialogue circles, and school schedule.
- ii. The Mathematics Block as Organized in Four Sections offered daily; Number Talks, Whole-group mathematics lessons, Learning Stations/Centers, Whole-class dialogue/lesson summary.
- iii. Five Main Components of the Balanced Literacy Framework offered daily; Readers Workshop, Interactive Read-Aloud (accountable talk), Shared Reading (focus poetry, big book, close reading), Writers Workshop, Word Study.
- iv. The 90/10 dual language bi-literacy model (Spanish and English).

**Amendments approved in last four years:**

PEC Meeting Date	Approved? (Y/N)	Amendment Request
12/16/2022	Y	GB Board Change
12/16/2022	Y	Change in Head Administrator
12/16/2022	Y	GB Board Change
10/21/2022	Y	GB Board Change
10/21/2022	Y	GB Board Change
9/19/2022	Y	GB Board Change
9/16/2022	Y	GB Board Change
8/19/2022	Y	School Relocation
8/19/2022	Y	Change in Head Administrator
7/22/2022	Y	GB Board Change
7/22/2022	Y	GB Board Change
1/14/2022	Y	Change in Business Manager
7/23/2021	Y	Change in Business Manager

7/23/2021	Y	Change in Head Administrator
5/14/2021	Y	Change in Head Administrator
8/21/2020	Y	Change in Business Manager
12/13/2019	Y	School Location
8/23/2019	Y	School Location

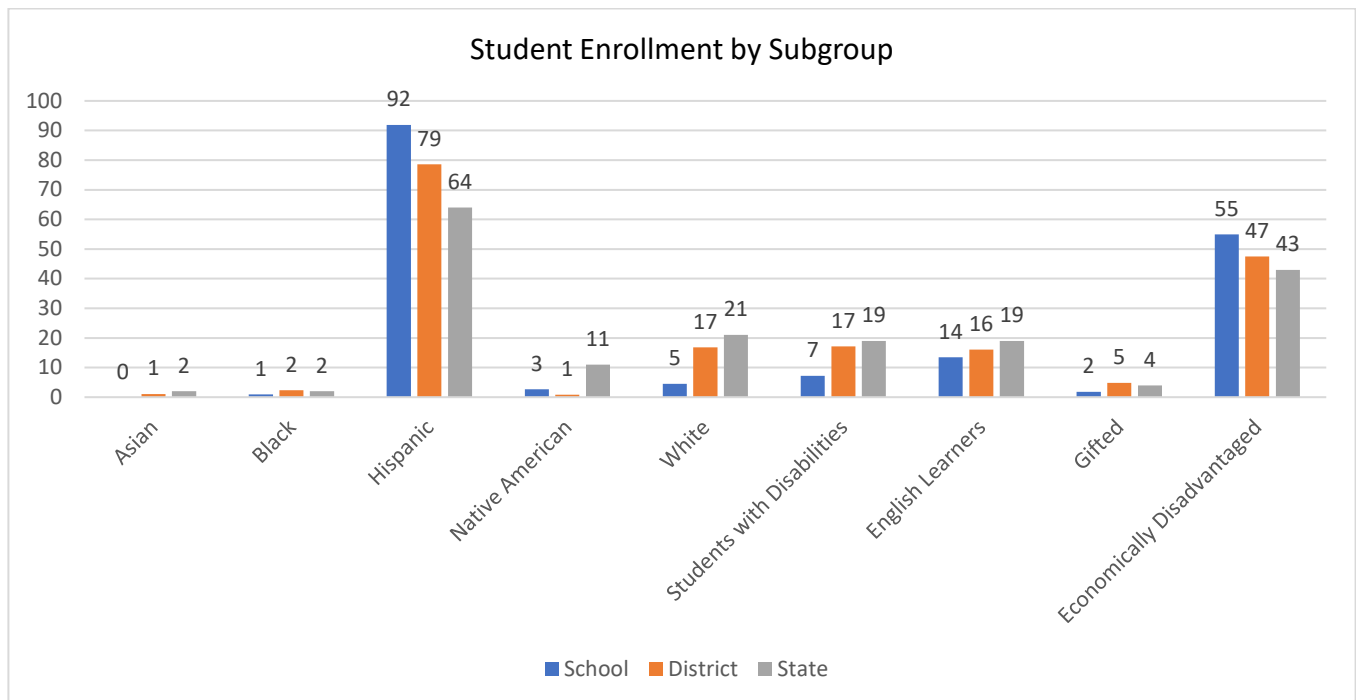
Source: Amendments and Notifications

**Waivers:**

Non-Discretionary Waiver	First Year of Waiver Implementation
Evaluation Standards for School Personnel	Before May 2023

Source: CSD Internal Monitoring

**Demographics as reported in STARS 2022-23 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	0*
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>15</b>

\*Note: see pages 6-7 for Mission-Specific Goal point scale.

### State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. 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 with an overall score that places them in the top 25% of schools in the state are awarded the Spotlight designation. Schools may also receive designations of excellence in specific areas. Schools below the 75<sup>th</sup> percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support.

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).

**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**.

### Overall Standing:

Contract Year	School Year	Vistas Score	Percentile Rank	Designations
Year 1	2019-20	Not available		
Year 2	2020-21			
Year 3	2021-22	30	38.6%	Traditional
Year 4	2022-23	Available November 2023		

Source: NMVistas.org

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show <math>\leq 20\%</math> and if it was 98% it would show <math>\geq 80\%</math>.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show <math>\leq 5\%</math> and if it was 98% the chart would show <math>\geq 95\%</math>.</p>
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%	

**Proficiency:**

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Year 3 (2021-22) Proficiency Percentages			
	Reading	Math	Science
All	*****	*****	
Asian			
Black			
Hispanic	*****	*****	
Native	*****		
White			
SwD			
EL	*****	*****	
FRL	*****	*****	

Source: NMVistas.org

**Academic Growth:** Growth rates are not available for Years 1 and 2 (2019-20 to 2020-21) as statewide assessments were not administered to all students in those years. The growth rate for Year 3 (2021-22) was calculated by using an expected growth trendline from 2018-19 to 2021-22. The growth rate for Year 4 (2022-23) will reflect growth from Year 3 to Year 4.

**No growth data** – school is lacking two comparable years for measurement.

Source: NMVistas.org

**English Learner Progress toward Proficiency: 38.6%**

Source: NMVistas.org

**School-Specific or Mission-Specific Goals:**

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
Year 1	Unable to Review - COVID	No Goal	Unable to Review - COVID
Year 2	Unable to Review - COVID		Unable to Review - COVID
Year 3	Falls Far Below Standard		Falls Far Below Standard
Year 4	Falls Far Below Standard		Falls Far Below Standard

Source: CSD Internal Monitoring

**Mission-Specific Goal:** 75% of Raíces students who are administered the IPT assessment<sup>1</sup> 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 oral IPT (grades K-5), 5 points as measured by the IPT-1 (grades 2-3)	100

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

	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

**Student Attendance/Retention/Recurrent:**

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
FY20	97%	No Data	No Data
FY21	87%	86%	90%
FY22	93%	82%	88%
FY23	93%	84%	81%

**Student Attendance Source:** STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report

**Teacher Retention Rate:**

Year	Retention Rate
FY20 to FY21	33%
FY21 to FY22	80%
FY22 to FY23	43%

**Source:** STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers)

## Financial Compliance

### Enrollment Trends as reported in STARS EOY:

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

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade

### Staffing measured in Full-Time Equivalents (FTE):

Year	EAs	Non-certified Personnel	Other Personnel	Principal	Reg Ed Teacher	SPED Teacher	Related Service Personnel	TOTAL All Funds
FY20	1	2	0.04	1	2	0.4	0	6.44
FY21	1	5	0.25	1	3	0.5	0	10.75
FY22	1	4.5	0.33	0.9	3.1	1	1.16	11.99
FY23	1	4.5	0.04	0	8	1	0.13	14.67

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment

### FTE paid for with operational funds:

Year	Reg Ed Teacher	SPED Teacher	Reg Ed EA	SPED EA	Principal Head Admin	Admin / Support	Support Services	TOTAL Operational
FY20	3	0.5	2	0	1	0	3	8.5
FY21	4	0.5	1	0	1	0	3	8.5
FY22	3	1	1	0	1	1	3	10.35
FY23	6	1	2	1	1	0	3	14.5

Source: OBMS > Reports > Budget Reports > Budget Job Class Report



**Actual SEG Funding and Operational Expenses, in whole dollars, by Function Code:**

Function	Function Name	FY20	%	FY21	%	FY22	%	FY23	%
1000	Direct Instruction	163,335*	52%	354,816	52%	525,446	58%		
2100	Student Support	6,365	2%	1,941	0%	9,098	1%		
2200	Instructional Support	820	0%	0	0%	1,119	0%		
2300	Central Administration	77,459	25%	133,637	20%	148,807	17%		
2400	School Administration	16,503	5%	34,226	5%	54,267	6%		
2500	Central Services	32,449	10%	48,527	7%	56,274	6%		
2600	Maintenance and Operations	18,545	6%	97,029	14%	105,798	12%		
2700-5999	All Other Function Codes	0	0%	8,321	1%	484	0%		
Total Operational Expense Fund 11000		\$315,477	100%	\$678,497	100%	\$901,292	100%		
Total Operational Revenue Fund 11000		\$386,431		\$914,709		\$1,089,054			

**\*Note:** The school has identified the FY20 Function 1000 figure as being \$150,325.51; however, CSD records from PED’s School Budget Bureau have recorded \$163,335 as the number. We are unable to identify the cause of the discrepancy at this time.

**Source:** School Budget Bureau

**Operational Cash Balance:**

Year	Cash Amount	% Increase (Decrease)	CB Target	Days Cash on Hand
FY2020	No data	Missing Comparison Year	No data	No data
FY2021	\$3,055.00	Missing Comparison Year	0.3%	1.22
FY2022	\$255,390.00	8259.74%	19.1%	69.76
FY2023	\$308,178.00	20.67%	18.0%	65.85

**Source:** OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

**Audit Findings:** Audit reports are not completed until a fiscal year ends, so that schools received the FY2019 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2019-20) are based on the audit report for FY2019 (SY 2018-19).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY2019	0	0	0	0	No
FY2020	5	0	0	1	No
FY2021	3	1	0	1	No
FY2022	2	1	0	0	No

Source: NMPED Audit Report, Clifton Larson and Associates

### Governing Body Performance

**Board Membership and Officers:** Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY2020	Emma Armendariz	Holaya Ponce-Acosta	Jane Asche	Yes	N/A
FY2021	Jane Asche	Holaya Ponce-Acosta	Tonya Hall	Yes	Yes
FY2022	Holaya Ponce-Acosta	Dan Fierro/ Raul Aldair Marquez	Sabrina Zamora	Yes	Yes
FY2023	Raul Aldair Marquez	Patricia Minjarez	Veronica Lucio	Yes	No

Source: CSD Internal Monitoring

**Governing Board Training:** Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members? **Note:** Red font indicates that the member did not complete all required training hours. An asterisk indicates the school has a 2-hour fiscal exemption.

Board Members	FY20	FY21	FY22	FY23
Alejandro Flores	No	N/A	N/A	N/A
Rocio Benedicto	No	N/A	N/A	N/A
Ray Reich	Yes	Yes	Yes	N/A
Emma Armendariz	Yes	Yes	N/A	N/A
Jane Asche	Yes	Yes	N/A	N/A
Holaya Ponce-Acosta	No	Yes	Yes	N/A
Raul Aldair Marquez	N/A	N/A	No	Yes
Patsy Lopez	N/A	N/A	Yes	Yes
Maria Luisa Gonzalez	N/A	N/A	Yes	N/A
Sabrina Zamora	N/A	N/A	Yes	N/A
Dan Ferraro	Yes	Yes	N/A	N/A
Tonya Hall	Yes	Yes	N/A	N/A
Paul Gutierrez	No	Yes	N/A	N/A
Veronica Lucio	N/A	N/A	N/A	Yes
Maria Elena Garza	N/A	N/A	N/A	Yes
Patricia Minjarez	N/A	N/A	N/A	Yes

Source: CSD Internal Monitoring

### Performance Framework Ratings

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**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework
Year 1	2019-20	Meets Standard
Year 2	2020-21	Meets Standard
Year 3	2021-22	Meets Standard
Year 4	2022-23	Meets Standard

Source: CSD Internal Monitoring

## Multi-year Performance Framework Ratings

Raíces del Saber Xinachtli	2019-20	2020-21	2021-22	2022-23
<b>Organizational and Financial Performance</b>				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Not Reviewed	Working to Meet Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	Not Reviewed	Meets Standard	Not Rated
2a Financial Reporting and Compliance	N/A	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
2b Accounting Principles	N/A	Does Not Meet Standard	Does Not Meet Standard	Meets Standard
2c Responsive to Audit Findings	N/A	N/A	Working to Meet Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard	Meets Standard
2e Staffing for Fiscal Management	Not Reviewed	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Working to Meet Standard	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Assurances	Working to Meet Standard	Working to Meet Standard
4a Rights of All Students	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Meets Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Not Reviewed	Assurances	Meets Standard	Meets Standard
4d Employee Rights	Not Reviewed	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Not Reviewed	Assurances	Meets Standard	Meets Standard
5a Facilities	Not Reviewed	Assurances	Meets Standard	Meets Standard
5b Transportation	Not Reviewed	Assurances	N/A	N/A
5c Health and Safety	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
5d Handling Information	Working to Meet Standard	Assurances	Meets Standard	Meets Standard

### Explanation of 2022-23 Indicator Ratings

- 2.a. Q1 report to NMPED School Budget Bureau submitted late.
- 2.c. FY22 audit reflects one audit finding 2022-001 was a repeat finding from 2021-003.
- 3.c. One late governing body notification.
- 4.b. Attendance rate was 93% at EOY (Attendance rate must be 95%).

### 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.

Source: CSD Internal Monitoring