

New Mexico Public Education Commission



Charter School Renewal Application San Diego Riverside Charter School

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CHARTER RENEWAL TIMELINE

Annual Process and Timeline August 1 (may be delayed by data availability)	CSD to prioritize renewing school annual reports. PEC to review annual reports and send out notices of concerns.
Application Submission (October 2)	The Renewal Applications Due
Renewal Application Review (October 3 – October 31)	A CSD review team analyzes applications and schedules renewal site visits prior to completion of the Renewal Analysis. Site visit
Preliminary Analysis (November 1)	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis including a preliminary indication of the recommendation (renewal, non-renewal or renewal with conditions). This analysis will synthesize the strengths and weaknesses of the charter school in relation to the statutory reasons for non-renewal.
November PEC meeting (on or about November 7) PEC letter goes to school (November 10)	PEC to identify schools that may be subject to a condition or non-renewal based on previous information and CSD preliminary renewal analysis. PEC to authorize Chair to send notice letters to school.
Response to Preliminary Analysis (November 15)	Renewal applicants may respond in writing to the Preliminary Renewal Analysis and provide a response to the preliminary recommendation of non-renewal or renewal condition. These responses must be uploaded to the school's Google folder and will be included in the CSD final renewal analysis.
CSD Final Renewal Analysis to PEC (December 1)	The CSD will provide the PED with a final renewal analysis including a recommendation that the PEC renew, renew with conditions, or non-renew the charter. Renewal applicants will receive a copy of the final renewal analysis.
Final Authorization Meeting of PEC (within first three weeks of December)	<p>The PEC will hold a public decision-making meeting to renew, renew with conditions, or non-renew the charter. The school will be provided an opportunity to respond to the PEC notice of a possible non-renewal or renewal with conditions.</p> <p>If, for the first time, a decision to renew with conditions or decision to non-renew is imposed by the PEC without prior notice, the school will be given an opportunity, prior to December 31, to ask for reconsideration of the condition or decision to non-renew at the January PEC meeting and provide a response at that time. The PEC could then decide to lessen or remove the condition or non-renewal decision made in December. The request for reconsideration would stay a notice of appeal until 15 days following the January meeting with the Secretary's approval.</p>

Charter Renewal Application

Part A: TO BE COMPLETED BY THE CHARTER SCHOOL DIVISION

Part A of the application will be completed by CSD. State-authorized schools must complete Parts B, C, D, and E of the application. District-authorized schools must also complete Part F. Parts B, C, and E should be completed using the forms in the Renewal Application Kit. Parts D and F consist only of appendices, which should be submitted as PDFs using the naming conventions indicated below.

Part B: Progress Report

Please submit the Progress Report using the Charter Renewal Application Part B document available on the Charter Renewal Application web page: <https://webnew.ped.state.nm.us/bureaus/public-education-commission/policies-and-processes/renewal-application/>.

Rubric

The following rubric will be used to evaluate the narratives in Part B:

Meets the Standards	<ul style="list-style-type: none"> In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
Demonstrates Substantial Progress	Demonstration Through Data	Demonstration Through Systemic Improvement
	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard. 	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the cause of the inadequate performance; <p style="text-align: center;">and</p> The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; <p style="text-align: center;">and</p> The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; <p style="text-align: center;">and</p> An evaluation of the data and evidence supports the observable and reported successes.

<p>Failing to Demonstrate Progress</p>	<ul style="list-style-type: none"> ● The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. ● An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. and one or more of the following: <ul style="list-style-type: none"> ● The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g., serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or ● The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site including renewal site visit; or ● The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes.
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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's Response

San Diego Riverside Charter School (SDRCS) administers the following state-mandated academic assessments to measure academic performance:

- Istation - Early Lit
- NM Measures of Student Success and Achievement (NM-MSSA) Reading
- NM Measures of Student Success and Achievement (NM-MSSA) Math
- New Mexico Assessment of Science Readiness (ASR)

In addition to the state-mandated academic assessments, SDRCS also administers the short cycle assessments NWEA MAP Reading and Math assessments administered at the Beginning of Year (BOY) Middle of Year (MOY) and End of Year (EOY).

Results

For SY 2019-2020 NMPED suspended the state-mandated standardized testing due to the Covid Health Crisis.

For SY 2020-2021 NMPED suspended the state-mandated standardized testing due to the Covid Health Crisis.

For SY 2021-2022, the total number of San Diego Riverside Charter School students who scored Proficient or Advanced was lower than the statewide number of students in the four subject areas of Early Literacy, Language Arts, Math, and Science.

For SY 2022-2023 state-mandated assessment results are not yet available.

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's Response

Following the covid health crisis, San Diego Riverside Charter School increased participation in three programs: 1) Extended Learning; 2) Accelerated Reader Program; 3) Freckle by Renaissance.

Extended Learning Time Program- Reading

San Diego Riverside Charter School elementary grades k-5 increased daily time spent on Istation literacy intervention, which includes targeted interventions in reading, math, after-school enrichment, and tutoring. Istation adapts and

individualizes learning content for each student when they need it, from critical intervention to enrichment. Student progress is assessed by monthly Istation assessments. **Please refer to Appendix A-1 Academic Data.**

Accelerated Reader Program

San Diego Riverside Charter middle school grades 6-8 increased time spent on the Accelerated Reader Program. During Accelerated Reader interventions the students choose books within their ZPD range (zone of proximal development), read the book at their own pace, and take a quiz online. The Accelerated Reader quizzes check for comprehension and vocabulary usage. Student progress is assessed by teacher conferences and the STAR reading assessment. **Please refer to Appendix A-1 Academic Data.**

Extended Learning Time Program- Math

San Diego Riverside School elementary grades k-5 increased time spent on Istation Math intervention. Istation math provides differentiated ready-made lessons and practice to build math proficiency. Istation math intervention adapts to each individual student's specific needs. Student progress is assessed by monthly Istation assessments. **Please refer to Appendix A-1 Academic Data**

Freckle by Renaissance- Math

San Diego Riverside middle school grades 6-8 increased time spent on Freckle by Renaissance. Freckle is an online intervention which provides differentiated, self-paced practice which is continuously adapting to the student's needs. Student progress is assessed by STAR math assessment. **Please refer to Appendix A-1 Academic Data.**

Impact of Programs

These programs, Extended Learning Time Program (Reading/Math), Accelerated Reader Program, and Freckle by Renaissance (Math) were implemented for a three-year period (SY 2019-2020; SY 2020-2021; SY 2021-2022). The positive impact of the implementation of these programs is demonstrated by student assessment outcomes for SY 2021-2022.

1.0 Impact on Student Reading Outcomes

1.1 Istation Student Outcomes Reading SY 2021-2022 Kindergarten-5th Grade

San Diego Riverside Charter School for SY2021-22 had an overall growth rate of 30.1 when the BOY and EOY scores were compared. The increased time spent on Istation reading intervention substantiated significant growth following the covid health crisis. Out of 31 students enrolled in grades kindergarten thru 5th grade, 3 students declined. **The goal of 15% annual growth by grade was met by 4 out of 6 grades.**

1.2 STAR Student Outcomes Reading SY 2021-2022

San Diego Riverside Charter School for SY2021-22 had an overall growth scaled score of 29. The increased time spent on Accelerated Reader substantiated significant growth following the covid health crisis. Data is limited and only available for current students. NWEA Map Growth was also used.

2.0 Impact on Student Math Outcomes

2.1 Istation Student Outcomes Math SY 2021-22 Kindergarten-5th Grade

San Diego Riverside Charter School for SY2021-22 had an overall growth rate of 22.4 when the BOY and EOY scores were compared. The increased time spent on Istation math intervention substantiated significant growth following the covid health crisis. Out of 31 students enrolled in grades kindergarten thru 5th grade, 7 students declined. **The goal of 15% annual growth by grade was met by 4 out of 6 grades.**

2.2 STAR Student Outcomes Math SY 2021-2022 6th-8th Grade

San Diego Riverside Charter School for SY2021-22 had an overall growth scaled score of 29. Increased time spent on Freckle substantiated significant growth. Data is limited and only available for current students. NWEA Map Growth was also used.

Results of Short Cycle Assessments administered in the absence of state summative assessments. Please refer to Appendix A-1 Academic Data and Appendix A-2 Mission Goal Data for data charts.

Short Cycle Assessments: NWEA MAP Assessments- Reading

As part of the San Diego Riverside Charter School Mission Goal #1, students in grades K-8 are administered the NWEA MAP Reading and Math assessments. These assessment results were also used to determine student proficiency and growth during the absence of state summative assessments for SY 2019-2020 and SY 2020-2021.

For SY 2019-2020 a total of 82 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and middle of the year (MOY). **Of these 82 students, 18 (21%) met the goal of making at least a 5% individual gain and exceeded the standard for San Diego Riverside Charter School Mission Goal #1.** The results for individual students and grade levels are presented in tables located in Appendix A-2 Mission Goal for data charts.

For SY 2020-2021 a total of 71 students, grades K-8 were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 71 students, 19 (27%) met the goal of making at least a 5% individual gain and exceeded the standard for San Diego Riverside Charter School Mission Goal #1.** The results for individual students and grade levels are presented in tables located in Appendix A-2 Mission Goal for data charts.

For SY 2021-2022, a total of 50 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 50 students, 13 (26%) met the goal of making at least a 5% individual gain and exceeded the standard for San Diego Riverside Charter School Mission Goal #1.** The results for individual students and grade levels are presented in tables located in Appendix A.

For SY 2022-2023 a total of 59 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 59 students, 23 (39%) met the goal of making at least a 5% individual gain and exceeded the standard for San Diego Riverside Charter School Mission Goal #1.** The results for individual students and grade levels are presented in tables located in Appendix A.

Short Cycle Assessments: NWEA MAP Assessments- Math

For SY 2019-2020 a total of 88 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and middle of the year (MOY). **Of these 88 students, 11 (13%) met the goal of making at least a 5% individual gain and met the standard for San Diego Riverside Charter School Mission Goal #2.** The results for individual students and grade levels are presented in tables located in Appendix A.

For SY 2020-2021, a total of 72 students, grades K-8 were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 72 students, 15 (21%) met the goal making at least a 5% individual gain and exceeded the standard for San Diego Riverside Charter School Mission Goal #2.** The results for individual students and grade levels are presented in tables located in Appendix A.

For SY 2021-2022, a total of 49 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 49 students, 15 (31%) met the goal of making at least a 5% individual gain and exceeded the standard for San Diego Riverside Charter School Mission Goal #2.** The results for individual students and grade levels are presented in tables located in Appendix A.

For SY 2022-2023 a total of 59 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 49 students, 27 (46%) met the goal of making at least a 5% individual gain and exceeded the standard for San Diego Riverside Charter School Mission Goal #2.** The results for individual students and grade levels are presented in tables located in Appendix A.

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's Response

Mission Goal #1

Each year all SDRCS students in grades K-8 will apply strategies and skills to comprehend information in reading that is read, heard and viewed, as assessed through the school's Short Cycle Assessment. Rating criteria are the following:

- Exceeds Standard: Over 20% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.
- Meets Standard: 10-20% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.
- Not Meet Standard: Less than 10% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.

Results

Please refer to Appendix A-2 Mission Goal Data for reading assessment data charts.

Reading

For SY 2019-2020 a total of 82 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and middle of the year (MOY). **Of these 82 students, 18 (21%) met the goal of making at least a 5% individual gain and exceeded the standard for Mission Goal #1.** The results for individual students and grade levels are presented in tables located in Appendix A-2 Mission Goal for data charts.

For SY 2020-2021 a total of 71 students, grades K-8 were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 71 students, 19 (27%) met the goal of making at least a 5% individual gain and exceeded the standard for Mission Goal #1.** The results for individual students and grade levels are presented in tables located in Appendix A-2 Mission Goal for data charts.

For SY 2021-2022, a total of 50 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 50 students, 13 (26%) met the goal of making at least a 5% individual gain and exceeded the standard for Mission Goal #1.** The results for individual students and grade levels are presented in tables located in Appendix A.

For SY 2022-2023 a total of 59 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 59 students, 23 (39%) met the goal of making at least a 5% individual gain and exceeded the standard. for Mission Goal #1.** The results for individual students and grade levels are presented in tables located in Appendix A.

Mission Goal #2

Each year all SDRCS students in grades K-8 will apply strategies and skills to comprehend information in math that is read, heard and viewed, as assessed through the school's Short Cycle Assessment. Rating criteria are the following:

Exceeds Standard: Over 20% of students will make at least 5% individual gains in math when comparing beginning of year performance to end of year.

Meets Standard: 10-20% of students will make at least 5% individual gains in math when comparing beginning of year performance to end of year.

Not Meet Standard: Less than 10% of students will make at least 5% individual gains in math when comparing beginning of year performance to end of year.

Results

Please refer to Appendix A-2 Mission Goal Data for math assessment data charts.

Math

For SY 2019-2020 a total of 88 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and middle of the year (MOY). **Of these 88 students, 11 (13%) met the goal of making at least a 5% individual gain and met the standard for Mission Goal #2.** The results for individual students and grade levels are presented in tables located in Appendix A-2 Mission Goal for data charts.

For SY 2020-2021, a total of 72 students, grades K-8 were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 72 students, 15 (21%) met the goal making at least a 5% individual gain and exceeded the standard for Mission Goal #2.** The results for individual students and grade levels are presented in the following tables.

For SY 2021-2022, a total of 49 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 49 students, 15 (31%) met the goal of making at least a 5% individual gain and exceeded the standard for Mission Goal #2.** The results for individual students and grade levels are presented in tables located in Appendix A-2 Mission Goal for data charts.

For SY 2022-2023 a total of 59 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 49 students, 27 (46%) met the goal of making at least a 5% individual gain and exceeded the standard for Mission Goal #2.** The results for individual students and grade levels are presented in tables located in Appendix A-2 Mission Goal for data charts.

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 Comprehensive Educational Program terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School's Response

SDRCS is a K-8 charter school committed to strengthening and sustaining pride in the unique cultural identity of our students. As a community-based charter school, we encourage involvement of the entire community in developing a quality education for our students by connecting learning with community values and traditions. Through this commitment our students will be academically and socially prepared for high school.

The target population is children from the Pueblo of Jemez who reside within the boundaries of the Jemez Valley school district. The Towa Language is an essential element of the rich heritage, culture, and identity of the Jemez people. Jemez Pueblo leaders and tribal officials recognize the importance of preserving and perpetuating the Towa language for the continuing survival of the community and its members. Instruction in the Towa language, which is only orally transmitted, is the sole domain of the Tribe and community members. A basic tenet of San Diego Riverside Charter School sets out the importance of and respect for culture and language, thus contributing to a student's positive self-concept and continuing positive self-development, which are both ingredients for academic success. SDRCS and Walatowa High Charter School administrators and teachers are working with other tribal educators and leaders to develop a new paradigm for retaining primary (Towa) language skills and traditional knowledge and culture.

The SDRCS program emphasizes a combination of direct instruction methods, along with hands-on, experiential education that is culturally sensitive and exemplary. Our 21-person staff, half of whom are Jemez, includes 10 licensed teachers. Teachers and staff members serve as facilitators, role models, and mentors to our students.

As part of SDRCS's original founding vision, the middle school was to operate as a quasi-academy employing an accelerated curriculum in order to motivate and challenge students, while the elementary school worked to cultivate and sustain the interests of younger students, preparing them to graduate into the upper-grade, academy levels. This was not implemented fully under the original charter. However, in recent years, encouraged by introduction of the Gear Up Program, a federally funded state program targeting 7th and 8th grade students, SDRCS teachers have collaborated with Walatowa Early College Charter High School staff to update and refine instructional strategies at the middle school level.

In our present environment, SDRCS continues to provide an education that encourages each student to: (1) achieve high academic standards; (2) develop and improve social skills by building self-esteem, through achievement and discipline; (3) work in an enriched environment that promotes learning and community service.

The SDRCS program emphasizes academics while supporting students' Pueblo cultural identity for those students who are Native American. The instructional program offers all students the opportunity to master essential, as well as advanced skills needed as a foundation for future academic and societal success. In order to improve productivity and learning effectiveness, curriculum, learning styles, management process and staff development, as a philosophy and practice, are constantly assessed for improvement and modification when necessary.

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 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's Response

The school has hired a contracted business manager firm to help with all of their audit findings. The business manager and assistant business manager are part of the contracted business manager firm, K12 Accounting. The school and K12 Accounting are working together to get procedures in place for the principal to sign off on journal entries. The principal has been set up in the accounting system, aptafund to approve purchase requisitions so that POs are issued before items are bought and invoice are created. K12 Accounting helps review travel per diem expenditures to make sure that the school is following the law of travel per diem. The principal has recently completed the Chief Procurement Training with NMEDGE.

Annual Audits

San Diego Riverside Charter School is considered a component unit of the Jemez Valley Public School District and participates in the district's selection process to award contracts for financial auditing services. The audit is conducted in accordance with generally accepted accounting principles applicable to public schools. The district and the charter school issued the financial statements for the 2004-05 fiscal year. Audits for the 2005-06, 2006-07 and 2007-08 fiscal years have been awarded to an independent public accounting firm approved by the Office of the State Auditor, but have not been completed at the time of this application (October 2008). SDRCS conducts annual audits including: a) internal audit; b) lunch program audit; and c) all other audits as required by state and federal law.

Audit Findings

It may be determined that a school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses. In addition, the audits should not include an on-going concern disclosure in the audit report.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
Year 1: 2019-2020	4	2020-005 School Athletic Equity Act data Submission –other noncompliance 2020-006 CPO registration and training- other noncompliance 2020-007 Travel and Per Diem – other noncompliance 2020-008- Journal Entries – other noncompliance	2020-005- the school didn't have sports during the data submission time 2020-006 – school is getting school personnel trained for CPO 2020-007- School is working on procedures to correct the issue 2020-008 – School is working to fix this issue and have principal sign off on all journal entries
Year 2: 2020-2021	4	2021-002 – Journal Entries not being approved by Principal- Significant Deficiency 2021-003 Internal Control Finding over Expenditures- Significant Deficiency 2021-006 Budgetary Conditions- other non-compliance 2021-007- School Athletic Equity Act Data Submission – other compliance	2021-002-School has hired new business manager who will address issues with journal entries and have principal approve them electronically 2021-003 School has hired new Business Manager that will use electronic approval of all requisitions 2021-006- The school has a new business manager and will address the inconsistencies 2021-007-the school didn't have sports during he data frame time.
Year 3: 2021-2022	3	2022-003 Internal Control Finding over Expenditures- Significant Deficiency – Invoices where dated before POs 2022-006 Open Meeting Act – other noncompliance- the board had missing board meeting minutes 2022-007 Internal Controls over Capital Asset Inventory Certification- other noncompliance- inventory list was not certified by the board.	2022-03- Staff has been trained on purchasing, and procedures have been adopted for purchasing violations 2022-006 – The school is developing a to pay for a school employee to be responsible for drafting the minutes of GC 2022-07 – The board approved the inventory list in the September meeting but could not provide support of the approval
Year 4: 2022-2023		Audit is still taking place	

Internal Control Procedures for Effective Fiscal Management

San Diego Riverside Charter School has established and works hard to maintain an adequate internal control structure that ensures compliance with all applicable laws and regulations. Our internal control structure consists of the policies and procedures described below. Halfway through Fiscal 2006-2007, SDRCS moved from an on-site system comprised of a licensed business manager and office clerk to outsourcing school finance and business and financial services with onsite support provided by an experienced business assistant. Since 2007, Comprehensive Business Management Services have been provided under contract with REDW, LLC The Rogoff Firm, 6401 Jefferson NE, Albuquerque, NM, 87109, Phone: (505) 988-3200, under the supervision of Michael J. Vigil, CPA and Senior Manager. Mr. Vigil, also a highly experienced Licensed Business Manager, works directly with the SDRCS Business Assistant and the Principal to maintain a smooth workflow and timely processing of all financial documents and efficient monitoring of the school's accounts. The following description of our financial control system and roles of staff refer to both SDRCS and the contractor staff.

1.0 Control Environment

The SDRCS control environment implemented in 2007, in consultation with REDW, represents the collective effect of various factors on establishing, enhancing, and maintaining the effectiveness of specific internal controls. These factors include the following:

- Administration/Management's philosophy and operating style;
- San Diego Riverside Charter School's organizational structure;
- The oversight role of the Governing Board;
- Administration/Management's control methods for monitoring and following up on performance, including internal auditing;
- Personnel policies and practices;
- Various external influences that affect San Diego Riverside Charter School's operations and practices.

2.0 Accounting System

The SDRCS accounting system consists of methods and records that have been established to identify, assemble, analyze, classify, record and report San Diego Riverside Charter School's transactions and to maintain accountability for the related assets and liabilities. We have focused on establishing methods and records to ensure the following:

- All valid transactions are identified and recorded;
- Transactions are recorded on a timely basis and described in sufficient detail to permit proper classification for financial reporting;
- The value of transactions is measured in a manner that permits the proper recording of their monetary value in the financial statements;
- Accuracy is maintained when determining the time period in which transactions occurred to ensure that transactions are recorded in the proper accounting period; and,
- Transactions and related disclosures are in the financial statements.

3.0 Control Procedures

SDRCS control procedures are those policies and procedures in addition to the control environment and

accounting system that management has established to provide reasonable assurance that specific objectives will be achieved. We have devised, established and continuously strive to maintain a structure of internal accounting controls to provide that the following are in place:

- Segregation of responsibilities to ensure that the following duties are segregated: authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction;
- A system of authorization and recording procedures to ensure that all transactions are properly approved and recorded;
- Sound accounting practices are in place in the performance of duties and functions. This includes varied error-checking routines that are performed in connection with record keeping and comparing recorded amounts with existing assets and liabilities. Appropriate action shall be taken with respect to any differences;
- Employees handling significant amounts of cash must be adequately bonded. Access to assets is permitted only in accordance with management's authorization;
- Receipts, checks or warrants, purchase requisitions, purchase orders, and vouchers shall be sequentially pre-numbered;
- Proper safeguards are in place to protect unused checks and other pre-numbered forms and cash that has not been deposited and other receipts;
- All transactions are recorded as necessary to permit preparation of the financial statements in conformity with Generally Accepted Accounting Principles (GAAP); and,
- Independent checks on performance and proper valuation of recorded amounts is being performed including clerical checks, reconciliations, comparison of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer generated reports.

4.0 Organizational Structure

San Diego Riverside Charter School established and maintains an effective organizational structure to give appropriate consideration to ensure the following:

- A system of measurement of, and accountability for employee performances, is in place;
- A policy has been established in which the delegation of responsibility for employee actions is combined with sufficient authority to perform the assigned activities;
- Budgets and financial reports are created and maintained;
- There is adequate monitoring of activities at each level of the organizational structure;
- There is a system of checks and balances in place which separates incompatible activities to preclude absolute control by any individual or unit. This system also provides supervision by higher levels of management and for the monitoring of the overall school activities.

5.0 Budget

Budget Development

1. The Business Manager is responsible for developing the proposed budget which covers all funds. In addition, a budget calendar must be developed to include a meeting for community input.

2. The prior year budget will be reviewed, and a budget to actual report will be developed. This report will be given to the Principal and Governing Board to review.
3. The Business Manager will consult with the Principal and Governing Board regarding the strategic direction of the budget for the upcoming year. The following will also be considered when developing the proposed budget:
 - Current and expected growth patterns;
 - The budget to actual report from the prior year; and,
 - The Educational Plan for Student Success.
4. Once the proposed budget has been developed, which is done on an Excel spreadsheet, it is forwarded to the Principal for approval.
5. The proposed budget is then presented to the Governing Board for approval in an open meeting.
6. Once the budget has been approved by the Governing Board it is sent to be included in the overall JVPS Budget.

Budget Adjustments and Modifications

1. Budget adjustments, which do not alter the total amount of the budget, include the following:
 - Intra-budget transfers, which are transfers between expenditure codes within the same function.
 - Inter-budget transfers, which are transfers between expenditure codes outside state functions.
2. Budget modifications, which do alter the total amount of the budget, include the following:
 - Budget increases, which increase the funds available for the current year.
 - Budget decreases, which decrease the funds available for the current year.
3. There are no budget transfers allowed between funds.
4. The Business Manager is responsible for preparing a proposal for all budget adjustments and budget modifications.
5. The Business Manager will submit the proposed modified budget to the Principal for approval.
6. Once approved by the Principal, the proposed modified budget is submitted to the Governing Board for approval at a scheduled meeting. If the changes are approved, the approval is noted in the meeting minutes. A budget adjustment request is then submitted either electronically or manually to the Public Education Department for approval.
7. Once all approvals are in place, the Business Office Bookkeeper makes the approved changes to the budget in the Budget Module in the APTA financial system.
8. The Business Office Bookkeeper will notify the Business Manager when all changes have been made,

and the Business Manager will review the modified/adjusted budget.

6.0 Purchasing

Requisition Processing

1. The requisitioning employee completes a pre-numbered purchase requisition form.
2. After all applicable information has been obtained, based on the procurement terms (see procurement process below), the requisitioning employee must sign and date the purchase requisition and forward it to the Principal for approval.
3. The Principal will review the purchase requisition and either approve, change or deny the purchase.
 - If the purchase requisition is approved, the Principal will sign and date the purchase requisition to signify approval.
 - If the purchase requisition is denied, the reason will be documented on the purchase requisition, the Administrative Assistant will make a copy of the denial to be filed, and the form will be sent back to the requisitioning employee.
4. Once approved, the purchase requisition is forwarded to the school's Administrative Assistant to be entered into the Purchasing Module.
5. The selected vendor must be entered into the system as follows:
 - If the vendor is an existing vendor, their name is chosen from the vendor list.
 - If the vendor is a new vendor, at a minimum the vendor name, federal tax ID number and 1099 designation must be entered.
6. The original purchase requisition is then filed in the appropriate vendor file in chronological order.

Procurement Process

1. Goods and services under \$5,000 may be obtained from the best obtainable source, considering cost, service, delivery, and prior use of similar goods. Although quotes are not required, they are strongly recommended in order to ensure the best obtainable price is achieved.
2. For purchases of tangible items between \$5,001 - \$10,000 and services between \$5,001 and \$30,000, the requisitioning employee must obtain three quotes. The quotes can be either verbal or written. All quotes must be documented on the purchase requisition, and the chosen vendor must be noted. If the lowest bidder is not utilized, the reason for the selection must be documented on the purchase requisition. Any supporting documents relating to the bids must be attached to the purchase requisition.
3. Competitive bids must be obtained on a request for proposal form and in accordance with New Mexico State Statute for purchases exceeding the following thresholds:
4. Bids are required for tangible items estimated to cost more than \$20,000.

5. Bids are required for professional services estimated to cost more than \$50,000.
6. In all instances where it is possible, the “Piggy Back” process will be utilized in accordance with New Mexico State Statute Section 13-1-129 NMSA.

Verification and Approval

1. When the purchase requisition is entered into the system, a purchase order number is assigned to the purchase and a pre-numbered purchase order is automatically generated.
2. Once the purchase order is generated, the Business Office Bookkeeper will verify the accuracy of the cost account by reviewing the purchase order within the Purchasing Module. If any changes are mandated, they are entered into the system at this time.
3. The Assistant Business Office Bookkeeper is responsible for comparing the purchase order to the current budget to verify that the funds are available. During this verification process, the specific line within the budget that corresponds to the purchase must be considered rather, then, the total amount of the remaining budget.
 - If the funds are not available, the purchase requisition is sent back to the Principal with an explanation as to why the purchase order will not be processed.
 - If funds are available, the Business Office Bookkeeper documents the fund availability on the purchase order.
4. Prior to printing the purchase order, the Assistant Business Manager must review the vendor information for completeness and accuracy as follows:
 - If a different vendor is utilized because the vendor noted on the purchase order was not on the state approved vendor list, the new vendor and product information is entered.
 - If the original vendor is on the state approved vendor list, any omitted information is entered into the system and all existing information is checked for accuracy.
5. The Assistant Business Manager is the only employee within the Business Office that has the access to change or enter vendor information. The School’s Administrative Assistant is the only employee within the school that has access to change or enter vendor information.
6. After the purchase order is complete, two copies are printed, a vendor copy and a file copy.
7. The Assistant Business Manager must sign and date both copies of the purchase order.
8. The vendor copy is forwarded to the selected vendor to initiate the purchase and the file copy is filed in the Open Purchase Order file until an invoice is received.

Exemptions from the Procurement Code

1. There are several items that are exempt from the Procurement Code which are listed in Section 13-1-98, NMSA, 1978 Compilation. Those related to school districts include:
 - Procurement of items of tangible personal property or services from another state agency or a

- local public body;
 - Purchases of publicly provided or publicly regulated gas, electricity, water, sewer and refuse collection services;
 - Travel or shipping by common carrier or by private conveyance or to meals and lodging;
 - Contracts for public school transportation services are covered under regulation;
 - Minor purchases consisting of magazine subscriptions, conference registration and fees and other similar purchase where prepayments are required;
 - The issuance, sale and delivery of public securities pursuant to the applicable authorizing statute with the exception of bond attorneys and general financial consultants;
 - Contracts for retirement and other benefits pursuant to Sections 22-11-47 through 22-11- 52, NMSA, 1978 Compilation; and,
 - Entertainers.
2. When a purchase is exempt from the procurement code, or is a recurring purchase or a reimbursement payment, the normal purchasing process does not need to be followed. In any of these instances, the following procedures are followed:
 - For recurring payments, no purchase requisition, purchase order or check request is required. The Business Office Bookkeeper will enter the payment into the Accounts Payable Module during the bi-weekly invoice processing.
 - For reimbursements or other items that are exempt from the procurement code, the requester must complete a check request form and submit the supporting documentation to the Business Office.
 3. The Assistant Business Manager will review the voucher summary report that is created during the invoice processing cycle and authorize that all payments that are not supported by a purchase order or do not follow the normal procurement process are mandated and appear to be reasonable expenses.

7.0 Accounts Payable Processing

Receiving

1. A designated individual at the school is responsible for receiving all purchased goods and performing the following steps when goods are received:
 - Inspect the goods for visible damage in the presence of the carrier. Damaged goods should not be accepted.
 - The employee will inspect all goods received and compare the items and quantities to the open purchase order in the Purchasing Module. The items and quantities received will be entered into the Receiving Module and a receiving report will be generated in the system.
 - If discrepancies are discovered, they are documented and investigated.
2. Once the receiving report is completed, it is printed and acts as the proof of delivery form.
3. The goods are delivered to the requisitioning employee. The recipient is required to sign and date the receiving report to authorize that all goods on the receiving report were received.
4. The packing slip and the signed receiving report are forwarded to the school's Administrative

Assistant to be matched and maintained with the corresponding purchase requisition.

Invoice Processing

1. All invoices are forwarded to the Business Office. When an invoice is received, the Business Office Bookkeeper will pull the corresponding purchase order from the open purchase order file, print the receiving report and attach both documents to the invoice.
2. Accounts Payable will be processed on a bi-weekly basis.
3. The Bookkeeper is responsible for comparing the invoice, purchase order and receiving report. The following should be performed:
 - Verify that all items shown on the invoice were received. Compare the items and quantities shown on the invoice to the items and quantities shown shipped or delivered on the receiving reports.
 - Verify the calculations and totals on the invoice, such as quantities received multiplied by unit price.
 - Verify that the total on the invoice is no more than 10% and \$100 over the amount approved on the Purchase Order. If the total exceeds the limit, a new Purchase Order must be created and the verification and approval process must be redone with the new total.
4. The Business Office Bookkeeper will enter all invoices to be paid into the Accounts Payable Module.
5. A voucher summary report is printed and forwarded to the Assistant Business Manager along with all invoices and supporting documents.
6. The Assistant Business Manager will compare each payment on the voucher summary report to the supporting documentation and initial and date the report to authorize that the checks may be printed.
7. The check stock is maintained in a locked cabinet that must remain locked at all times. The Business Office Bookkeeper will take the number of checks needed according to the voucher summary report from the cabinet and lock it back immediately.
8. The Business Office Bookkeeper will then print all checks listed on the voucher summary report and print the check register.
9. The checks and supporting documents are forwarded to the authorized individuals to be signed.
10. The Business Manager will match all checks to the check register to ensure that all printed checks were received.
11. The signed checks are given to the Business Office Bookkeeper to be mailed to the appropriate vendor.
12. The payment vouchers and supporting documents are given back to the Business Office Bookkeeper to be stamped "Paid" and filed in the appropriate vendor files by date.

13. The Business Office Bookkeeper will file the check register by date.

Travel

1. Employees traveling for work-related purposes must document their proposed itinerary on a pre-numbered travel requisition form. The form must include, at a minimum, the following information:
2.
 - Employee name;
 - Dates of travel;
 - Reason for the travel;
 - Estimated cost and description of related expenses including hotel, flight, rental car, mileage, per diem, registration fees, etc.; and,
 - An indication as to whether advanced funds or reimbursement will be utilized.
3. Per Diem and mileage rates will be applied according to the state rates established by the Department of Finance and Administration.
4. Once the requisition is completed, the requisitioning employee must sign and date the form.
5. The travel requisition form must be submitted to the Principal for review and approval.
 - If the travel requisition is denied, the Principal will document the reason for the denial.
 - If the travel requisition is approved, the Principal will sign and date the requisition.
6. If the Principal is the employee that is submitting a travel requisition, it must be reviewed and approved by the Governing Board Chairperson.
7. The travel requisition form has triplicate copies that will be distributed as follows: original form to the requisitioning employee; duplicate copy to the School's Administrative Assistant; and the triplicate copy to the Business Office.
8. Funds may be advanced, if requested, up to 80% of the total estimated travel cost. If advance funds are required, the payment will be processed by the Business Office Bookkeeper during the next accounts payable cycle and in accordance with the accounts payable policies and procedures.
9. The requisitioning employee is responsible for making all travel arrangements.
10. All receipts must be maintained.
11. When the employee returns from travel, they have 7 days to complete a pre-numbered travel voucher. The corresponding receipts or other supporting documentation must be attached to substantiate each expense. The travel voucher must include, at a minimum, the following information:
 - Employee name;
 - Corresponding travel requisition number;
 - A description of each expense incurred;
 - The actual cost of each expense; and,
 - For advances, a reconciliation must be performed between the expense totals on the travel

requisition and those on the travel voucher with a total of how much is owed to the employee or due from the employee.

12. The completed travel voucher must be signed and dated by the employee and forwarded to the Principal for approval.
13. If the Principal is the employee that is submitting the travel voucher, it must be reviewed and approved by the Business Manager.
 - If the Travel Voucher total exceeds the approved total on the Travel Requisition form by greater than 10% and by more than \$100, the Business Manager will forward the Travel Voucher to the Governing Board for approval.
14. The travel voucher form has triplicate copies that will be distributed as follows: original form to the requisitioning employee; duplicate copy to the School's Administrative Assistant; and the triplicate copy to the Assistant Business Manager.
15. The School's Administrative Assistant will match travel voucher to the corresponding travel requisition, and file the forms in the appropriate personnel file.
16. The Business Office will match all travel vouchers received to their corresponding travel requisitions and determine if payment is due.
17. Any payment due to the employee will be processed by the Business Office Bookkeeper during the next accounts payable cycle and in accordance with the accounts payable policies and procedures.

Bank Reconciliations

1. Bank reconciliation is performed on a monthly basis by the Assistant Business Manager.
2. The check register and GL detail are exported from the accounting system into Excel. The bank reconciliation is performed in an Excel spreadsheet using a preexisting template.
3. The bank statement is viewed online.
4. The reconciliation must be completed by the 15th of each month.
5. All differences between Bank and Book will be posted in the month reconciled.
6. The Business Manager will review and approve the bank reconciliation after completion.

8.0 Payroll

Employee Master File Maintenance

1. The Principal and the Governing Board are responsible for monitoring the hiring and termination of employees, authorizing salaries, initiating employment contracts and maintaining staffing levels approved in the annual budget.
2. Each time employment information changes whether it is due to a newly hired employee, a termination, a pay rate change, or a change in payroll deductions including tax information, insurance coverage or other benefit deductions, a personnel action form must be completed by the Principal.
3. The employee and the Principal must sign and date the personnel action form.

4. Certified employees that are paid based on a salary must have an employment contract in place. Each time their salary changes, the Principal must update the employee's contract, and both the Principal and the employee must sign and date the updated contract.
5. A copy of all personnel action forms and employee contracts are maintained in the corresponding personnel file and a copy is forwarded to the Business Office prior to the effective payroll.
6. The personnel action forms and updated employee contracts are used to update the employee master files in the Payroll Module. This is done prior to payroll processing and is performed by the Accounting Specialist, Assistant Business Manager or the Business Manager.
7. Access to personnel files and master files is restricted to authorized staff. All payroll information is kept in a locked filing cabinet and the computerized employee master files are password-protected.

Direct Deposit

1. If an employee elects to use direct deposit, a Direct Deposit Form must be completed and signed. A voided check must be attached to the Direct Deposit Form.
2. All direct deposit documentation will be sent to the Business Office prior to the effective payroll.
3. The Accounting Specialist or the Assistant Business Manager will enter all direct deposit information into the Employee Management Module.
4. The direct deposit documents are filed in a locked filing cabinet.

Time Sheets

1. All hourly employees are responsible for preparing and signing a time sheet at the end of each period. The biweekly time sheet is used to record hours worked, paid time off and holidays.
2. Before taking time off, employees complete and submit a leave request form to the Principal for approval. The Principal's leave requests must be sent to the Governing Board Chair for approval. If an employee misses work and a leave request was not completed prior to the absence, an absentee report is created. Leave that is taken without sufficient leave balances are docked from the employee's pay.
3. Employees are responsible for turning in their time sheets to the Principal by the Monday following the final day of the pay period.
4. The Principal will review and approve all time sheets and attach any corresponding leave requests or absentee reports.
5. All payroll documents including approved time sheets with supporting leave requests and absentee reports, any personnel action forms and updated or new employee contracts are forwarded to the Business Office for payroll processing no later than the Tuesday following the final day of the pay period.
6. The Business Office receives all payroll documents.
7. The Business Office Bookkeeper performs the following tasks prior to entering information into the Payroll Module:

- Review each time sheet and leave request to ensure that the employee and the Principal signed it;
 - Recalculate the time sheets; and,
 - Ensure that all documented leave is supported by an authorized leave request or an absentee report.
8. The Business Office Booker will enter all payroll information including hours worked, paid time off and any unpaid time off into the Payroll Module.
 9. After all payroll information has been entered, a voucher summary report is printed.
 10. The voucher summary report and all supporting documentation are forwarded to the Assistant Business Manager to be reviewed. The Assistant Business Manager's review ensures reasonableness and accuracy of the current pay period calculation, and ensures that checks or direct deposits are not accidentally issued to terminated employees.
 11. The Assistant Business Manager will sign and date the Voucher Summary Report to authorize that the checks may be printed. All documents are forwarded back to the Business Office Bookkeeper.
 12. If errors are discovered, the Business Office Bookkeeper corrects them before printing the checks.
 13. The check stock is maintained in a locked cabinet that must remain locked at all times. The Business Office Bookkeeper will take the number of checks needed according to the voucher summary report from the cabinet and lock it back immediately.
 14. The Business Office Bookkeeper will then print all checks and direct deposit slips listed on the voucher summary report. A check register will be printed.
 15. The checks, direct deposit slips, supporting documents and the check register are forwarded to the Business Manager to be signed.
 16. The Business Manager will match all checks to the check register to ensure that all printed checks were received.
 17. The Business Manager will sign and date the check register to signify that the checks were received and signed.
 18. The Business Manager delivers the signed payroll checks to the Principal for distribution to the employees.
 19. Any unclaimed payroll checks are maintained by the Principal in a locked drawer.

Quarterly Payroll Reports

1. Quarterly tax reports are prepared by either the Accounting Specialist or the Assistant Business Manager or the Business Manager and consist of the following:
 - Form 941 – Employer's Quarterly Federal Tax Return
 - State Taxation and Revenue Report

- Worker's Compensation Report
- SUTA
- FUTA

Monthly Payroll Reports

1. Monthly tax reports are prepared by either the Accounting Specialist or the Assistant Business Manager or the Business Manager and consist of the following:
 - Education Retirement Board Report
 - NMPSIA
 - AIG – Valic 403B
 - EFPTS
 - NMCHCA
2. For the payments listed above, the Business Office Bookkeeper will obtain the vendor invoice and forward the invoice and supporting documentation to the Assistant Business Manager.
3. The Assistant Business Manager will review the invoice and approve it. Once the invoice has been approved for payment, it will be forwarded back to the Business Office Bookkeeper to initiate payment during the next regularly scheduled Accounts Payable Cycle.

9.0 Capital Assets

Capitalization

1. A capital asset shall be defined as any single item of non-expendable personal property, the cost of which exceeds \$5,000 and has a useful life of more than one year.
2. The cost basis of assets includes all charges relating to the purchase of the asset, including the purchase price, freight charges, and installation, if applicable.
3. The cost of buildings includes all expenditures related directly to acquisition or construction. These costs include materials, labor, and overhead incurred during construction, and fees, such as attorney's fees, architect's fees, and building permits.
4. Expenditures incurred in connection with maintaining an existing facility in good working order are expensed as a repair if the cost is less than \$5,000.

Acquisitions

1. The purchase of capital assets is initiated using the same policies and procedures as all other purchases. (See Purchasing Policies and Procedures)
2. The Business Office is responsible for ensuring that all purchases that qualify as capital assets are properly coded during the purchase order approval stage of the purchasing process.

Dispositions

1. All dispositions will be processed according to the salvage process and in accordance with New

Mexico State Statutes.

- After the salvage process has been completed, the Business Office deletes the item from the asset records and records the disposition.
2. Missing or stolen assets are reported in writing to the Principal as soon as possible.
 - A police report must be filed for all stolen assets.
 - If unrecovered, the Business Office is notified in writing and the asset is then removed from the asset records.

Asset Records

1. The Business Office maintains a detailed listing of capital assets; including the description,
2. The Business Office updates the general fixed assets account group when new assets are acquired, disposed of, lost or stolen. Annually, the Business Office furnishes the Principal with a list of capital assets, including any quarter year acquisitions or disposals.
 - a. The Principal will be responsible for designating an employee to perform a physical inventory and identify capital assets that are not on the listing.
 - b. Any discrepancies noted by the school are reported to the Business Office as soon as possible. The Business Office will be responsible for reconciling any differences.
3. At year-end, the Assistant Business Manager will reconcile the ledger account to the school's inventory listing and make any necessary adjustments.
4. The Business Office is responsible for keeping adequate records on the depreciation lives, depreciation method used, and accumulated depreciation for each fixed asset.

10.0 Cash Controls

Cash Receipts

1. The School's Administrative Assistant and the Business Office Bookkeeper both maintain a book of pre-numbered cash receipts.
2. Coin, currencies, checks, money orders, and other forms of monies are received in the following ways:
 - Received at the school by the teacher and the amount received from each source must be entered on a cash receipts listing. The teacher is responsible for turning in all monies received and the corresponding cash receipts listing on a daily basis to the School's Administrative Assistant. The School's Administrative Assistant is required to count all monies received in the presence of the teacher and issue to the teacher a pre-numbered cash receipt at that time.
 - Received directly by the School's Administrative Assistant, who issues pre-numbered cash receipt.
 - Received directly by the Business Office Bookkeeper, who issues pre-numbered cash receipt.
3. The cash receipts book has triplicate copies that shall be distributed as follows: original to payer; duplicate attached to the schools copy of the corresponding deposit slip; triplicate remains in the

receipt book.

4. If a receipt is voided, all copies shall be marked "VOID" and retained in the receipt book.
5. All monies received must be kept in a locked drawer until they are deposited.
6. All checks shall be endorsed with the "For Deposit Only" stamp when received.

Depositing

1. All monies must be deposited into a checking account within 24 hours of being received.
2. The School's Administrative Assistant and the Business Office Bookkeeper are responsible for completing pre-numbered deposit slips.
3. The deposit slip and all monies being deposited are forwarded to the appropriate authority for approval.
 - The Principal approves all deposits at the school.
 - The Assistant Business Manager approves all deposits at the Business Office.
4. Deposits are made by the School's Administrative Assistant and the Business Office Bookkeeper.
5. A copy of the deposit slip, the deposit verification slips and all related cash receipts are filed together by date.

Revenue Ledger

1. All revenue entries are entered into the revenue ledger by the Assistant Business Manager.
2. Cash receipts issued from the Business Office will be entered by referring to the triplicate copy of the cash receipt.
3. The School's Administrative Assistant is responsible for forwarding a copy of all cash receipts to the Assistant Business Manager on a weekly basis.

11.0 Student Activity Funds

Deposits

1. Student Activity Funds are used to account for those resources owned, operated and managed by the student body, under guidance of a staff member or another adult, for educational, recreational or cultural purposes. These funds are used for a wide range of activities that can include the school yearbook, student athletics or various student clubs.
2. The club sponsor or treasurer must bring all monies collected to the School's Administrative Assistant for deposit by the end of the day of collection.
3. Sponsors who fail to deliver funds to the School's Administrative Assistant shall be reported to the Business Manager.
4. The School's Administrative Assistant will issue a pre-numbered cash receipt for the monies received,

and record the receipt on a Student Activity Funds Log. The depositor is required to sign the log to signify the noted amount of deposited funds is accurate.

5. The Student Activity Funds Log must be forwarded to the Business Office at the end of the day in which the collection occurs, so that it can be entered into the system.
6. The School's Administrative Assistant will follow the normal deposit procedures when depositing Student Activity Funds.
7. Sponsors are responsible for developing budgets upon deposit of funds.
8. The Assistant Business Manager will reconcile the cash account on a monthly basis.

Disbursements

1. Sponsors are responsible for submitting a check request and all other appropriate documents to withdraw funds from their account.
2. Sponsors are responsible for obtaining the Principal's signature on the check request, approving the withdrawal of funds, prior to submitting the request to the Business Office.
3. Funds that are withdrawn shall be given to the adult sponsor; under no circumstances shall funds be released to individual students. Funds will be disbursed in the form of a check. Absolutely no cash will be given as a form of withdrawal.
4. All excess change that results from a withdrawal shall be re-deposited in accordance with the deposit procedures above.
5. When a prepayment must be made or a reimbursement is being claimed, the appropriate receipts or other supporting documents must be attached to substantiate the amount of the withdrawal. Again, funds that are not accounted for with receipts must be re-deposited.
6. All goods purchased through Student Activities must follow the school's procurement policies.
7. Any balances remaining of the account name shall be carried over into the new fiscal year under the same account.

12.0 Journal Entries

1. All journal entries are made at the Business Office.
2. The Business Office Bookkeeper prepares a journal entry by completing a pre-numbered journal entry form.
3. The Business Office Bookkeeper must sign and date the journal entry form.
4. The form, along with supporting documentation that justifies the journal entry, is sent to the Assistant Business Manager or the Business Manager. They are the only employees who have access in the system to enter journal entries.

5. The Assistant Business Manager or the Business Manager must review the journal entry, ensure the accuracy of the account coding, enter the journal entry into the system and sign and date the journal entry form to signify that the entry was approved and posted.
6. Unused journal entry forms remain in the custody of the Business Office Bookkeeper.
7. Journal entry forms that have been processed are forwarded back to the Business Office Bookkeeper to be filed in the journal entry file in chronological order along with any supporting documentation.
8. If a journal entry form is voided, it is stamped "VOID" and filed in the journal entry file.

13.0 General Ledger

1. The general ledger is a record containing the accounts needed to reflect the financial position and the results of operations of the school. Double-entry bookkeeping is utilized, and therefore the debits and credits in the general ledger equal.
2. The school utilizes the New Mexico Public Education Department (PED) Uniform Chart of Accounts (UCOA). The structure of the UCOA is as follows:

<u>Component</u>	<u>Structure</u>
Fund	X/XXXX
Function	X/XXX
Object	X/XXXX
Program	XXXX
Location	XXX/XXX
Job Class	XXXX

3. The Assistant Business Manager is responsible for maintaining the following journals:
 - Cash Disbursement Journal
 - Cash Receipts Journal
 - Payroll Journal
 - All other accounting data is summarized in the General Journal at month end
4. These journals are all used to update the General Ledger (summary of accounts) at month- end.

14.0 Financial Reporting

1. All reports are generated by the Assistant Business Manager or Business Manager.
2. The following reports are generated:
 - Expenditure report
 - Cash report

- Annual End of the year report
3. All reports are reviewed and approved by the Business Manager prior to being submitted.
 4. All monthly and quarterly reports must be submitted to the state by the 15th day of the end of the reporting period.
 5. The Annual Summary of the Year Report must be submitted by July 31st (last day of the month following year-end).

15.0 Record Retention

1. The school retains records in an orderly fashion, for time periods that comply with the State Records Retention Act.
2. Filing at the school is performed and maintained by the School's Administrative Assistant.
3. Filing at the Business Office is performed and maintained by the Business Office Bookkeeper.
4. All archived files, manual and CD-ROM, will be stored by category and date in filing boxes, and maintained in a locked room. The filing boxes will be clearly labeled indicating what files are in the box.
5. The School's Administrative Assistant and the Business Office Bookkeeper are responsible for maintaining adequate and up-to-date records of where all records are maintained.
6. Three to six months after each year end (June 30), the Assistant Business Manager has all files exceeding their required holding period destroyed in accordance with the State Records Retention Act.
7. The Assistant Business Manager maintains a permanent list of all destroyed records for future reference.

16.0 Account Reconciliations

Asset Account Reconciliations

1. Asset accounts, which may include investments, inventory, prepaid expenses, travel advances, employee accounts receivable, etc., will be reconciled by the Assistant Business Manager on a monthly basis. This reconciliation is necessary to make adjustments to the asset account to correct previous posting errors, to correct detail in the asset account as a result of the discovery of subsequent information about an account and other miscellaneous adjustments needed to bring the asset account in agreement with the supporting detail.
2. These asset accounts should first be reconciled to any supporting subsidiary ledgers. The subsidiary ledgers maintain the detail by individual transaction. All debt and credit entries to the individual subsidiary ledgers should be agreed to the total postings in the General Ledger for that period.
3. Once the subsidiary ledgers have been reviewed, corrected and are deemed accurate, adjusting journal entries may be necessary to bring the General Ledger in agreement with the totals from the

subsidiary ledgers. The information necessary to complete these adjusting journal entries will be uncovered during step #2 above.

4. The Business Office Bookkeeper will maintain a separate file folder for each asset account, including monthly reconciliations.

Liability Account Reconciliations

1. Liability Accounts which may include payroll taxes payable, capital lease liability, accounts payable, etc., should be reconciled by the Assistant Business Manager on a monthly basis. This reconciliation is necessary to make adjustments to the asset account to correct previous posting errors, to correct detail in the asset account as a result of the discovery of subsequent information about an account and other miscellaneous adjustments needed to bring the liability account in agreement with the supporting detail.
2. These liability accounts should first be reconciled to any supporting subsidiary ledgers. The subsidiary ledgers maintain the detail by individual transaction. All debt and credit entries to the individual subsidiary ledgers should be agreed to the total postings in the General Ledger for that period.
3. Once the subsidiary ledgers have been reviewed, corrected and are deemed accurate, adjusting journal entries may be necessary to bring the General Ledger in agreement with the totals from the subsidiary ledgers. The information necessary to complete these adjusting journal entries will be uncovered during step #2 above.
4. The Business Office Bookkeeper will maintain a separate file folder for each asset account, including monthly reconciliations.

Fund Balance Account Reconciliations

1. Fund balance amounts represent the earnings that a fund has accumulated as a result of collecting more revenue that has been spent.
2. A schedule should be developed at the end of the fiscal year summarizing the activity that gave rise to the fund balance. This schedule should identify the revenues and expenditures for each program and the related fund balance created. A budget should then be established to plan for the subsequent disbursement of a positive fund balance or for the collection of revenues to eliminate a negative fund balance.
3. The following format can be used for reconciliation of the fund balance account:

Beginning Fund Balance	(XXXXXXXX)
Current Year Revenues	(XXXXXXXX)
Current Year Expenditures	<u>(XXXXXXXX)</u>
Ending Fund Balance	(XXXXXXXX)

Expenditure Account Reconciliations

1. Expenditures should be reconciled by the Assistant Business Manager on a monthly basis. This reconciliation is used to verify the amounts listed as expended in each account line item. It should

reveal any data entry posting errors.

2. The Assistant Business Manager will print a detailed general ledger for the month, listing all expenditure line items.
3. All supporting documentation (expense voucher packages) will be examined to determine if each item was correctly posted to the appropriate general ledger account.
4. A schedule will be developed for each account, listing the date, vendor, description and amount for each general ledger posting.
5. The total listing of the schedule listing should agree to the general ledger balance.

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's Response

The San Diego Riverside Charter School Board has met its obligations every year. A monthly board meeting is held on the second Thursday of every month. The board agenda is posted at the minimum of 72 hours prior to the meeting at San Diego Riverside, Jemez Valley Public Schools District office, the school website, and the schools Facebook page. The guarantee a quorum is established and verified prior and during every meeting. San Diego Riverside Charter School's school board meetings were held monthly during the pandemic via zoom.

The governing council didn't have five board members during the covid year 2021-2022. One board member resigned to be on another charter school board and another board member moved to Florida. The 3 remaining board members continued to hold board meetings and adhere to all governance council responsibilities.

San Diego Riverside Charter School currently has a 5-member board.

The governing council has signed up and attended School Board Trainings annually with the exception of SY 2020-2021. Governing Council President Margaret Creel was contacted in May 2021 and was advised to complete trainings.

Governing Council has always made sure the annual audits are complete and within compliance.

Governance Council Finance Committee

David Toledo- Governing Council Member

Cliff Tompson- Principal

Governance Council Audit Committee

Margaret Creel- Governing Council President

Cliff Tompson- Principal

2.d. Equity and Identity

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's Response

San Diego Riverside Charter School uses our half-day schedule on Fridays to hold faculty trainings in the afternoon, which are then simultaneously by our three Professional Learning Community (PLC) meeting. Because we are a small school, our middle school teachers review the social, academic, and overall growth of each student, identifying areas of deficiency and problem solving to plan for subsequent instructional opportunities. We are located in the town of Jemez Pueblo, NM, and our school is located in the heart of the pueblo. Consequently, our ethnic makeup is not surprisingly comprised overwhelmingly of member of the Jemez Pueblo. We lack ethnic diversity that is found in many other schools within a 100-mile radius of our town.

I mentioned that our middle school PLC uses time collaboratively to discuss each student. This works well because our faculty members each teach students during the day, so every teacher knows every student fairly well. Thus, prescriptions for teacher behavior center around the observed social and academic needs of each student. Our elementary PLC acts differently, choosing instead to focus on teaching and learning successes and failures as measure by teacher tests, anecdotal notes, and MAPs results. Thus, the solutions to problems that are found by our elementary PLC and our middle school PLC vary in type. Our middle school PLC found that fall celebrations around famous people and events showed tremendous student interest in Billy Mills and Maria Tallchief, which our faculty found surprising, and subsequently each teacher found a way to illustrate teaching and learning examples around the lives of both Mr. Mills and Ms. Tallchief. Through this process our students wrote about – in our school newspaper – interesting insights about each well-known American Indian.

Our third PLC is the Riverside PLC, and it is composed of our Towa language teacher, our Towa art teacher, and our Towa speaking educational assistants. These professionals meet to discuss how our recent addition into Franklin Covey's Leader in Me schools can be used to practice The Seven Habits of Highly Effective People.

Our school's Lighthouse Team includes me (the principal), our K/1 teacher, Kellie Reynosa, and an Educational Fellow, Kira Loretto. We meet with our trainer, Kristi Shinn, to plan social-emotional learning opportunities for teaching tolerance and acceptance of others. We are currently planning for February, 2024, for Black History Month, to present a survey of well-known literature produced by Black writers including Richard Wright (author of Native Son), Sharon Bell Mathis (author of The Hundred Penny Box), poet Langston Hughes, and the work of Mary Bethune. Their writings will be examined, displayed, and studied this winter.

Finally, our school is planning a field trip to the National Hispanic Cultural Center in ABQ in the spring, for the purpose of teaching our students of the important and varied contributions made within New Mexico and the world at large of the tremendous contributions made by Latinos.

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's Response

Tribal “consultation” occurs primarily through monthly meetings with the Jemez Pueblo Department of Education. The school’s Indian Education Committee representatives participate in meetings held monthly throughout the year.

Parent Advisory Committee provides active monthly participation in school decision making and SDRCS collaborates with Jemez Health and Human Services providing mental health services for referred students.

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 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's Response

Appendix A-1 Academic Data

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.

All Students Statewide

SY 2019-2020

During SY 2019-2020 NMPED suspended the state-mandated testing due to the Covid Health Crisis.

SY 2020-2021

During SY 2019-2020 NMPED suspended the state-mandated testing due to the Covid Health Crisis.

SY 2021-2022

Table 1a

Istation - Early Lit

NM Measures of Student Success and Achievement (NM-MSSA) Reading and Math

New Mexico Assessment of Science Readiness (ASR)

Entity	Subject	Test Grade	Student Group	Total Number of Students Tested	Total Number of Students who Scored Proficient or Advanced	Percentage of Students who Scored Proficient or Advanced
Statewide	Early Lit	All Grades	All Students	62833	20490	32.60%
Statewide	Language Arts	All Grades	All Students	2E+05	52828	33.80%
Statewide	Math	All Grades	All Students	2E+05	38181	24.50%
Statewide	Science	All Grades	All Students	66597	22114	33.20%

SY 2022-2023

The NMPED Accountability Office has not yet posted the SY 2022-2023 state results for mandated testing.

San Diego Riverside Charter School Students

SY 2019-2020

State-Mandated Assessments

During SY 2019-2020 NMPED suspended the state-mandated testing due to the Covid Health Crisis. In place of the state-mandated testing, San Diego Riverside Charter School (SDRCS) administered the NWEA MAP Reading and Math assessment at the Beginning of Year (BOY) and Middle of Year (MOY). **Please refer to the NWEA MAP Reading and Math assessment results in Appendix 2 Mission Goal Data.**

SY 2020-2021

State-Mandated Assessments

During SY 2020-2021 NMPED suspended the state-mandated testing due to the Covid Health Crisis. In place of the state-mandated testing, San Diego Riverside Charter School (SDRCS) administered the NWEA MAP Reading and Math assessment at the Beginning of Year (BOY) Middle of Year (MOY) and End of Year (EOY) as the SDRCS short-cycle assessment. **Please refer to the NWEA MAP Reading and Math assessment results in Appendix 2 Mission Goal Data.**

SY 2021-2022

State-Mandated Assessments

The positive impact of the three-year Extended Learning Time Program (SY 2019-2020; SY 2020-2021; SY 2021-2022) is demonstrated by the Istation student outcomes for SY 2021-2022.

Student Outcomes Reading SY 2021-2022 Kindergarten-5th Grade

San Diego Riverside Charter School for SY 2021-2022 had an overall growth rate of 30.1 when the BOY and EOY scores were compared. The increased time spent on Istation reading intervention substantiated significant growth following the covid health crisis. Out of 31 students enrolled in grades kindergarten thru 5th grade 3 students declined. **The goal of 15% annual growth by grade was met by 4 out of 6 grades.**

Student Outcomes Math SY 2021-2022 Kindergarten-5th Grade

San Diego Riverside Charter School for SY 2021-2022 had an overall growth rate of 22.4 when the BOY and EOY scores were compared. The increased time spent on Istation math intervention substantiated significant growth following the covid health crisis. Out of 31 students enrolled in grades kindergarten thru 5th grade 7 students declined. **The goal of 15% annual growth by grade was met by 4 out of 6 grades.**

Table 2a: Istation Reading Kindergarten 2021-2022

Student	Beginning of Year	End of Year	+/-
1	149	171	+22
2	159	173	+14
3	160	177	+17
4	160	179	+19
5	173	194	+21

SY2021-22 Kindergarten mean growth 18.6

Table 2b: Istation Reading 1st Grade 2021-2022

Student	Beginning of Year	End of Year	+/-
1	171	198	+27
2	176	182	+6
3	182	180	-2
4	185	211	+26
5	187	198	+11
6	194	211	+17

SY2021-22 1st Grade mean growth 14.1

Table 2c: Istation Reading 2nd Grade 2021-2022

Student	Beginning of Year	End of Year	+/-
1	184	190	+6
2	194	216	+22
3	196	211	+15
4	197	220	+23
5	251	272	+21

SY2021-22 2nd Grade mean growth 17.4

Table 2d: Istation Reading 3rd Grade 2021-2022

Student	Beginning of Year	End of Year	+/-
1	218	230	+12
2	226	240	+14
3	227	241	+14
4	232	233	+1

SY2021-22 3rd Grade mean growth 10.2

Table 2e: Istation Reading 4th Grade 2021-2022

Student	Beginning of Year	End of Year	+/-
1	197	351	+154
2	313	312	-1
3	372	404	+32
4	385	413	+28
5	408	433	+25
6	412	264	-148

SY 2021-22 4th Grade mean growth 15.0

Table 2f: Istation Reading 5th Grade 2021-2022

Student	Beginning of Year	End of Year	+/-
1	303	462	+159
2	260	399	+139
3	407	464	+57
4	507	575	+68

SY2021-22 5th Grade mean growth 105.7

Math

Student Outcomes Math SY 2021-22 Kindergarten-5th Grade

San Diego Riverside Charter School for SY2021-2022 had an overall growth rate of 22.4 when the BOY and EOY scores were compared. The increased time spent on Istation math intervention substantiated significant growth following the covid health crisis. Out of 31 students enrolled in grades kindergarten thru 5th grade 7 students declined. The goal of 15% annual growth by grade was met by 4 out of 6 grades.

Table 3a: Istation Math Kindergarten 2021-2022

Student	Beginning of Year	End of Year	+/-
1	218	225	+7
2	287	302	+15
3	291	384	+93
4	306	338	+32
5	307	350	+43

SY2021-22 Kindergarten mean growth 38.0

Table 3b: Istation Math 1st Grade 2021-2022

Student	Beginning of Year	End of Year	+/-
1	335	263	-72
2	336	390	+54
3	352	453	+101
4	355	252	-103
5	370	350	+20
6	386	458	+72

SY2021-22 1st Grade mean growth 12.0

Table 3c Istation Math 2nd Grade 2021-2022

Student	Beginning of Year	End of Year	+/-
1	396	423	+27
2	402	442	+40
3	406	439	+33
4	417	460	+43
5	447	523	+76
6	461	424	-37

SY2021-22 2nd Grade mean growth 30.3

Table 3d: Istation Math 3rd Grade 2021-22

Student	Beginning of Year	End of Year	+/-
1	439	497	+58
2	456	490	+34
3	465	519	+54
4	470	473	+3

SY2021-22 3rd Grade mean growth 37.25

Table 3e: Istation Math 4th Grade 2021-2022

Student	Beginning of Year	End of Year	+/-
1	437	475	+38
2	463	444	-19
3	473	465	-8
4	478	479	+1
5	479	447	-32
6	489	470	-19

SY 2021-22 4th Grade mean growth -6.5

Table 3f: Istation Math 5th Grade 2021-22

Student	Beginning of Year	End of Year	+/-
1	450	499	+49
2	447	472	+25
3	471	467	+4
4	476	493	+17

SY2021-22 5th Grade mean growth 23.7

Additional Assessments

STAR Student Outcomes Reading SY 2021-2022 6th-8th Grade

San Diego Riverside Charter School for SY 2021-2022 had an overall growth scaled score of 29. The increased time spent on Accelerated Reader substantiated significant growth following the covid health crisis. Data is limited and only available for current students. NWEA Map Growth was also used.

Table 4: STAR Reading SY 2021-2022 6th-8th Grade

Student	SS Beginning of Year	SS End of Year	Scaled Score +/-
1	1052	1081	+29
2	1029	1046	+17
3	1017	1039	+22
4	881	929	+48

Average Scaled Score BOY 995

Average Scaled Score EOY 1024

Overall Change 29

STAR Student Outcomes Math SY 2021-2022 6th-8th Grade

San Diego Riverside Charter School for SY 2021-2022 had an overall growth scaled score of 29. Increased time spent on Freckle substantiated significant growth. Data is limited and only available for current students. NWEA Map Growth was also used.

Table 5: STAR Math SY 2021-2022 6th-8th Grade

Student	SS Beginning of Year	SS End of Year	Scaled Score +/-
1	1052	1081	+29
2	1029	1046	+17
3	1017	1039	+22
4	881	929	+48

Average Scaled Score BOY 995
Average Scaled Score EOY 1024
Overall Change 29

SY 2022-2023

State-Mandated Assessments

Istation - Reading

Student Outcomes Reading SY 2022-2023 Kindergarten-5th Grade

San Diego Riverside Charter School for SY2022-23 had an overall growth rate of 18.9 when the BOY and EOY scores were compared. The increased time spent on Istation reading intervention substantiated significant growth following the covid health crisis. Out of 38 students enrolled in grades kindergarten thru 5th grade 11 students declined. The goal of 15% annual growth by grade was met by 4 out of 6 grades.

Table 6a: Istation Reading SY 2022-2023 Kindergarten

Student	Beginning of Year	End of Year	+/-
1	100	204	+104
2	146	344	+198
3	154	248	+94
4	173	251	+78
5	169	213	+44
6	177	302	+125
7	193	142	-51
8	216	143	-73

SY2022-23 Kindergarten mean growth 15.3

Table 6b: Istation Reading SY2022-2023 1st Grade

Student	Beginning of Year	End of Year	+/-
1	171	202	+31
2	240	252	+12
3	250	249	-1
4	253	295	+42
5	314	332	+18

SY2022-23 1st Grade mean growth 20.4

Table 6c: Istation Reading SY 2022-2023 2nd Grade

Student	Beginning of Year	End of Year	+/-
1	275	296	+21
2	280	374	+94
3	296	329	+33
4	313	323	+10
5	324	333	+9
6	322	360	+38
7	332	427	+95
8	342	377	+35
9	379	423	+44

SY2022-23 2nd Grade mean growth 42.1

Table 6d: Istation Reading SY 2022-2023 3rd Grade

Student	Beginning of Year	End of Year	+/-
1	357	388	+31
2	376	373	-3
3	380	356	-24
4	401	422	+21
5	458	446	-12
6	549	540	-9

SY2022-23 3rd Grade mean growth 0.6

Table 6e: Istation Reading SY2022-2023 4th Grade

Student	Beginning of Year	End of Year	+/-
1	365	461	+96
2	419	413	-6
3	424	460	+36
4	449	451	+2

SY2022-23 4th Grade mean growth 32.0

Table 6f: Istation Reading SY2022-23 5th Grade

Student	Beginning of Year	End of Year	+/-
1	316	366	+50
2	405	372	-33
3	412	394	-18
4	442	374	-68
5	528	557	+29
6	544	603	+59

SY2022-23 5th Grade mean growth 3.1

Additional Assessments

STAR Student Outcomes Reading SY 2022-2023 8th Grade

San Diego Riverside Charter School for SY2022-23 had an overall growth scaled score of -6. The increased time spent on Accelerated Reader substantiated a decline in growth. Data is limited and only available for current students. NWEA Map Growth was also used.

Table 7: STAR Reading SY 2022-2023 6th-8th Grade

Student	SS Beginning of Year	SS End of Year	Scaled Score +/-
1	955	895	-60
2	1076	1108	+32
3	1057	1043	-14
4	1017	1035	+18

Average Scaled Score BOY 1026

Average Scaled Score EOY 1020

Overall Change -6

State-Mandated Assessments

Istation - Math

Student Outcomes Math SY 2022-23 Kindergarten - 5th Grade

San Diego Riverside Charter School for SY2022-23 had an overall growth rate of 26.2 when the BOY and EOY scores were compared. The increased time spent on Istation math intervention substantiated significant growth following the covid health crisis. Out of 37 students enrolled in grades kindergarten thru 5th grade 8 students declined. The goal of 15% annual growth by grade was met by 4 out of 6 grades.

Table 8a: Istation Math Kindergarten 2022-2023

Student	Beginning of Year	End of Year	+/-
1	157	247	+90
2	193	222	+29
3	196	176	-20
4	201	255	+54
5	212	190	-22
6	243	289	+46
7	316	362	+46

SY2022-23 Kindergarten mean growth 31.8

Table 8b: Istation 1st Grade 2022-2023

Student	Beginning of Year	End of Year	+/-
1	245	276	+31
2	232	244	+12
3	304	343	+39
4	303	381	+78
5	357	361	+4

SY2022-23 1st Grade mean growth 32.8

Table 8c: Istation 2nd Grade 2022-23

Student	Beginning of Year	End of Year	+/-
1	391	441	+50
2	401	423	+22
3	402	451	+49
4	409	428	+19
5	415	440	+25
6	422	450	+28
7	435	473	+38
8	443	472	+29
9	445	458	+13
10	446	423	-23

SY2022-23 2nd Grade mean growth 25.0

Table 8d: Istation Math 3rd Grade 2022-23

Student	Beginning of Year	End of Year	+/-
1	403	496	+93
2	422	473	+51
3	428	427	-1
4	449	436	-13
5	494	554	+60
6	503	459	+44

SY2022-23 3rd Grade mean growth 39.0

Table 8e: Istation Math 4th Grade 2022-23

Student	Beginning of Year	End of Year	+/-
1	468	492	+24
2	475	492	+17
3	500	503	+3

SY 2022-23 4th Grade mean growth 14.6

Table 8f: Istation Math 5th Grade 2022-23

Student	Beginning of Year	End of Year	+/-
1	456	477	+21
2	467	455	-12
3	474	452	-22
4	478	477	-1
5	481	520	+39
6	537	597	+60

SY2021-22 5th Grade mean growth 14.5

Additional Assessments

STAR Student Outcomes Math SY 2022-2023 6th-8th Grade

San Diego Riverside Charter School for SY2022-23 had an overall growth decline of -6. The Freckle intervention was not used with fidelity and therefore the students test scores declined. The reason for the inconsistency of the intervention was the change in teachers during the school year. Data is limited and only available for current students. NWEA Map Growth was also used. San Diego Riverside Charter School has adopted a new math intervention program for SY2023-24. Mathia is a teacher led, self-paced intervention. NWEA Map Growth BOY, MOY, EOY will be used to determine the success of the new program.

Carnegie Learning MATHia stands out as an effective mathematics learning platform due to its adaptive, personalized, and engaging approach. Studies have shown that students who have used MATHia demonstrate significant improvements in math proficiency and confidence. For those who initially struggled with math, MATHia's adaptive nature has led to remarkable progress, helping bridge gaps in understanding. Furthermore, even students who had not previously engaged with the platform have shown remarkable growth once they started using MATHia. This highlights the platform's ability to provide tailored support,

making math more accessible and comprehensible for a diverse range of learners. MATHia continues to be a valuable tool in the quest to enhance math education and empower students with the mathematical skills they need for success.

Table 8g: STAR Math SY 2022-2023 6th-8th Grade

Student	SS Beginning of Year	SS End of Year	Scaled Score +/-
1	955	895	-60
2	1076	1108	+32
3	1057	1043	-14
4	1017	1035	+18

Average Scaled Score BOY 1026

Average Scaled Score EOY 1020

Overall Change -6

State-Mandated Assessments

NM Measures of Student Success and Achievement (NM-MSSA) Reading

NM Measures of Student Success and Achievement (NM-MSSA) Math

New Mexico Assessment of Science Readiness (ASR)

For SY 2022-2023, of the 32 students who were tested in Language Arts and Math, the total number of San Diego Riverside Charter School students who scored Proficient, Nearing Proficient and/or Advanced are as follows.

Language Arts, Grades 4-8: Proficient = 5; Nearing Proficient = 11; Advanced = 0

Math, Grades 4-8: Proficient = 0; Nearing Proficient = 8; Advanced = 1

Of the 15 students (Grades 5 and 8) who were tested in Science, the total number of San Diego Riverside Charter School students who scored Proficient, Nearing Proficient and/or Advanced are as follows.

Grade 5: Proficient = 1; Nearing Proficient = 1; Advanced = 0

Grade 8: Proficient = 1; Nearing Proficient = 4; Advanced = 0

The NMPED Accountability Office has not yet posted state results for mandated testing and consequently SDRCS is not able to compare SDRCS results with state-wide results.

Table 8h: NM MSSA/ASR 2022-2023 4th Grade

Student	Language Arts		Mathematics	
	Scale Score	Achievement Level	Scale Score	Achievement Level
1	440	Nearing Proficiency	446	Nearing Proficiency
2	438	Novice	415	Novice
3	420	Novice	439	Novice
4	400	Novice	446	Nearing Proficiency

Table 8i: NM MSSA/ASR 2022-2023 5th Grade

Student	Language Arts		Mathematics		Science	
	Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level
1	500	Novice	532	Novice	538	Novice
2	500	Novice	542	Novice	527	Novice
3	514	Novice	527	Novice	527	Novice
4	542	Novice	517	Novice	543	Novice
5	559	Nearing Proficiency	548	Nearing Proficiency	555	Nearing Proficiency
6	500	Novice	527	Novice	533	Novice
7	570	Proficient	575	Advanced	562	Proficient

Table 8j: NM MSSA/ASR 2022-2023 6th Grade

Student	Language Arts		Mathematics	
	Scale Score	Achievement Level	Scale Score	Achievement Level
1	635	Nearing Proficiency	611	Novice
2	623	Novice	608	Novice
3	618	Novice	633	Novice
4	635	Nearing Proficiency	611	Novice
5	666	Proficient	627	Novice

Table 8k: NM MSSA/ASR 2022-2023 7th Grade

Student	Language Arts		Mathematics	
	Scale Score	Achievement Level	Scale Score	Achievement Level
1	719	Novice	731	Novice
2	738	Nearing Proficiency	740	Novice
3	752	Nearing Proficiency	747	Novice
4	773	Proficient	743	Novice
5	764	Proficient	743	Novice
6	711	Novice	707	Novice
7	755	Nearing Proficiency	750	Nearing Proficiency
8	759	Nearing Proficiency	752	Nearing Proficiency

Table 8I: NM MSSA/ASR 2022-2023 8th Grade

Student	Language Arts		Mathematics		Science	
	Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level
1	864	Proficient	859	Nearing Proficiency	858	Nearing Proficiency
2	800	Novice	827	Novice	846	Nearing Proficiency
3	839	Novice	820	Novice	838	Novice
4	831	Novice	850	Nearing Proficiency	847	Nearing Proficiency
5	836	Novice	803	Novice	842	Novice
6	853	Nearing Proficiency	803	Novice	861	Proficient
7	854	Nearing Proficiency	847	Nearing Proficiency	844	Novice
8	844	Nearing Proficiency	803	Novice	851	Nearing Proficiency

Appendix A-2 Mission Goal Data

Mission Goal #1 - Reading

Each year all SDRCS students in grades K-8 will apply strategies and skills to comprehend information in reading that is read, heard and viewed, as assessed through the school's Short Cycle Assessment. Rating criteria are the following:

Exceeds Standard: Over 20% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.

Meets Standard: 10-20% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.

Not Meet Standard: Less than 10% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.

Results

SDRCS staff administers the NWEA MAP Reading and Math assessment at the Beginning of Year (BOY) Middle of Year (MOY) and End of Year (EOY) as the SDRCS short-cycle assessment.

Due to the Covid Health Crisis, San Diego Riverside Charter School closed in March, 2020, and the NMPED excused all schools from all EOY testing for SY 2019-2020. Consequently, SDRCS administered the NWEA MAP Reading and Math assessment only at the Beginning of Year (BOY) and Middle of Year (MOY) for SY 2019-2020.

SY 2019-2020 MAP READING ASSESSMENTS

For SY 2019-2020 a total of 82 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and middle of the year (MOY). **Of these 82 students, 18 (21%) met the goal of making at least a 5% individual gain and exceeded the standard.**

**Table 1-K: NWEA MAP Reading Assessment – Grade K
SY 2019-2020**

Kinder STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/- Points	Target Point Gain	Target Percentage	MET
						Y/N
1	134	128	-2	6.4	5%	N
2	137	135	-2	6.6	5%	N
3	137	140	+3	6.6	5%	N
4	137	141	+4	6.7	5%	N
5	140	141	+1	6.75	5%	N
6	140	142	+2	6.95	5%	N
7	145	143	-2	7.2	5%	N
8	149	144	-5	7.65	5%	N
9	155	158	+3	7.85	5%	N

Number of students who met the goal = 0

**Table 1-1: NWEA MAP Reading Assessment - Grade 1
SY 2019-2020**

1st Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	133	146	+13	6.65	5%	Y
2	137	130	-7	6.85	5%	N
3	143	134	-9	7.15	5%	N
4	144	144	0	7.2	5%	N
5	147	162	+15	7.35	5%	Y
6	151	143	-8	7.55	5%	N
7	151	154	+3	7.55	5%	N
8	158	170	+12	7.9	5%	Y
9	168	164	-4	8.4	5%	N

Number of students who met the goal = 3

**Table 1-2: NWEA MAP Reading Assessment - Grade 2
SY 2019-2020**

2nd Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	141	156	+15	7.05	5%	Y
2	148	157	+9	7.4	5%	Y
3	151	166	+15	7.55	5%	Y
4	152	171	+19	7.6	5%	Y
5	154	163	+9	7.7	5%	Y
6	155	168	+13	7.75	5%	Y
7	155	162	+7	7.75	5%	N
8	155	160	+5	7.75	5%	N
9	165	172	+7	8.25	5%	N
10	177	192	+15	8.85	5%	Y

Number of students who met the goal = 7

**Table 1-3: NWEA MAP Reading Assessment - Grade 3
SY 2019-2020**

3rd Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	152	157	+5	7.85	5%	N
2	163	164	+1	8.15	5%	N
3	163	173	+10	8.15	5%	Y
4	167	176	+9	8.35	5%	Y
5	173	170	-3	8.65	5%	N
6	196	196	0	9.8	5%	N

Number of students who met the goal = 2

**Table 1-4: NWEA MAP Reading Assessment - Grade 4
SY 2019-2020**

4th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	158	185	+27	7.9	5%	Y
2	160	166	+6	8	5%	N
3	166	168	+2	8.3	5%	N
4	176	180	+4	8.8	5%	N
5	177	180	+3	8.85	5%	N
6	190	192	+2	9.5	5%	N
7	195	206	+11	9.75	5%	Y
8	198	191	-7	9.9	5%	N

Number of students who met the goal = 2

**Table 1-5: NWEA MAP Reading Assessment - Grade 5
SY 2019-2020**

5th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	177	174	-3	8.85	5%	N
2	181	179	-2	9.05	5%	N
3	190	194	+4	9.5	5%	N
4	191	192	+1	9.55	5%	N
5	228	233	+5	11.4	5%	N

Number of students who met the goal = 0

**Table 1-6: NWEA MAP Reading Assessment - Grade 6
SY 2019-2020**

6th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	181	194	+13	9.05	5%	Y
2	188	189	+1	9.4	5%	N
3	200	198	-2	10	5%	N
4	204	203	-1	10.2	5%	N
5	212	214	+2	10.6	5%	N
6	214	219	-5	10.7	5%	N
7	222	213	-9	11.1	5%	N

Number of students who met the goal =1

**Table 1-7: NWEA MAP Reading Assessment - Grade 7
SY 2019-2020**

7th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	185	205	+20	9.25	5%	Y
2	190	196	+6	9.5	5%	N
3	200	201	+1	10	5%	N
4	204	217	+13	10.2	5%	Y
5	206	192	-14	10.3	5%	N
6	206	205	-1	10.3	5%	N
7	207	202	-5	10.35	5%	N
8	208	197	-11	10.25	5%	N
9	211	209	-2	10.55	5%	N
10	213	216	+3	10.65	5%	N
11	217	214	-3	10.85	5%	N
12	224	217	-7	11.2	5%	N
13	225	225	0	11.25	5%	N

Number of students who met the goal =2

**Table 1-8: NWEA MAP Reading Assessment - Grade 8
SY 2019-2020**

8th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	190	190	0	9.5	5%	N
2	190	195	+5	9.5	5%	N
3	192	185	-7	9.6	5%	N
4	192	185	-7	9.6	5%	N
5	195	213	+18	9.75	5%	Y
6	196	193	-3	9.8	5%	N
7	202	209	+7	10.1	5%	N
8	203	198	-2	10.15	5%	N
9	207	202	-5	10.35	5%	N
10	207	205	-2	10.35	5%	N
11	208	214	+6	10.4	5%	N
12	211	216	+5	10.55	5%	N
13	215	206	-9	10.75	5%	N
14	216	207	-9	10.8	5%	N
15	217	206	-1	10.85	5%	N
16	218	215	-3	10.9	5%	N
17	218	198	-20	10.9	5%	N
18	222	201	-21	11.1	5%	N
19	222	228	+6	11.1	5%	N
20	228	223	-5	11.4	5%	N

Number of students who met the goal = 1

SY 2020-2021 MAP READING ASSESSMENT

For SY 2020-2021 a total of 71 students, grades K-8 were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 71 students, 19 (27%) met the goal of making at least a 5% individual gain and exceeded the standard.**

**Table 2-K: NWEA MAP Reading Assessment - Grade K
SY 2020-2021**

Kinder STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	129	137	8	6.45	5%	Y
2	132	136	4	6.6	5%	N
3	134	151	17	6.7	5%	Y
4	136	151	15	6.8	5%	Y
5	140	139	-1	7	5%	N
6	141	147	6	7.05	5%	N
7	144	155	11	7.2	5%	Y
8	146	161	15	7.3	5%	Y
9	150	155	5	7.5	5%	N
10	151	159	8	7.55	5%	Y
11	157	140	-17	7.85	5%	N

Number of students who met the goal = 6

**Table 2-1: NWEA MAP Reading Assessment - Grade 1
SY 2020-2021**

1st Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	143	160	17	7.15	5%	Y
2	148	177	29	7.4	5%	Y
3	150	143	-7	7.5	5%	N
4	155	148	-7	7.75	5%	N
5	168	161	-7	8.4	5%	N
6	174	184	10	8.7	5%	Y
7	200	185	-15	10	5%	N

Number of students who met the goal = 3

**Table 2-2: NWEA MAP Reading Assessment - Grade 2
SY 2020-2021**

2nd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	141	163	22	7.05	5%	Y
2	155	169	14	7.75	5%	Y
3	161	138	-23	8.05	5%	N
4	162	168	6	8.1	5%	N
5	163	175	12	8.15	5%	Y
6	168	172	4	8.4	5%	N
7	169	171	2	8.45	5%	N
8	171	193	22	8.55	5%	Y

Number of students who met the goal = 4

**Table 2-3: NWEA MAP Reading Assessment - Grade 3
SY 2020-2021**

3rd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	151	172	21	7.55	5%	Y
2	155	164	9	7.75	5%	Y
3	157	170	13	7.85	5%	Y
4	160	160	0	8	5%	N
5	161	156	-5	8.05	5%	N
6	162	161	-1	8.1	5%	N
7	163	154	-9	8.15	5%	N

Number of students who met the goal = 3

**Table 2-4: NWEA MAP Reading Assessment – Grade 4
SY 2020-2021**

4th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	158	172	14	7.9	5%	Y
2	167	158	-9	8.35	5%	N
3	172	189	17	8.6	5%	Y
4	203	191	-12	10.15	5%	N

Number of students who met the goal = 2

**Table 2-5: NWEA MAP Reading Assessment - Grade 5
SY 2020-2021**

5th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	170	185	15	8.5	5%	Y
2	179	184	5	8.95	5%	N
3	180	176	-4	9	5%	N
4	199	177	-22	9.95	5%	N
5	201	186	-15	10.05	5%	N
6	203	200	-3	10.15	5%	N
7	208	205	-3	10.4	5%	N

Number of students who met the goal = 1

**Table 2-6: NWEA MAP Reading Assessment - Grade 6
SY 2020-2021**

6th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	186	168	-18	9.3	5%	N
2	189	190	1	9.45	5%	N
3	191	196	5	9.55	5%	N
4	193	194	1	9.65	5%	N
5	194	201	7	9.7	5%	N
6	200	199	-1	10	5%	N
7	212	184	-28	10.6	5%	N

Number of students who met the goal = 0

**Table 2-7: NWEA MAP Reading Assessment - Grade 7
SY 2020-2021**

7th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	182	209	27	9.1	5%	Y
2	184	192	8	9.2	5%	N
3	203	191	-12	10.15	5%	N
4	204	209	5	10.2	5%	N
5	219	213	-6	10.95	5%	N
6	221	205	-16	11.05	5%	N

Number of students who met the goal = 1

**Table 2-8: NWEA MAP Reading Assessment - Grade 8
SY 2020-2021**

8th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	195	200	5	9.75	5%	N
2	198	202	4	9.9	5%	N
3	199	218	19	9.95	5%	Y
4	201	200	-1	10.05	5%	N
5	204	215	11	10.2	5%	Y
6	205	221	16	10.25	5%	Y
7	209	208	-1	10.45	5%	N
8	210	214	4	10.5	5%	N
9	211	225	14	10.55	5%	Y
10	213	207	-6	10.65	5%	N
11	213	207	-6	10.65	5%	N
12	214	225	11	10.7	5%	Y
13	221	228	7	11.05	5%	N
14	226	227	1	11.3	5%	N

Number of students who met the goal = 5

SY 2021-2022 MAP READING ASSESSMENTS

For SY 2021-2022, a total of 50 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 50 students, 13 (26%) met the goal of making at least a 5% individual gain and exceeded the standard.**

**Table 3-K: NWEA MAP Reading Assessment – Grade K
SY 2021-2022**

Kinder STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	144	137	-7	7.2	5%	N
2	153	143	-10	7.65	5%	N
3	153	156	3	7.65	5%	N
4	189	142	-47	9.45	5%	N

Number of students who met the goal = 0

**Table 3-1: NWEA MAP Reading Assessment - Grade 1
SY 2021-2022**

1st Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	126	135	9	6.3	5%	Y
2	135	133	-2	6.75	5%	N
3	144	143	-1	7.2	5%	N
4	147	166	19	7.35	5%	Y
5	149	153	4	7.45	5%	N
6	149	159	10	7.45	5%	Y
7	151	155	4	7.55	5%	N

Number of students who met the goal = 3

**Table 3-2: NWEA MAP Reading Assessment - Grade 2
SY 2021-2022**

2nd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	142	158	16	7.1	5%	Y
2	158	163	5	7.9	5%	N
3	159	169	10	7.95	5%	Y
4	188	124	-64	9.4	5%	N

Number of students who met the goal = 2

**Table 3-3: NWEA MAP Reading Assessment - Grade 3
SY 2021-2022**

3rd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	149	172	23	7.45	5%	Y
2	166	193	27	8.3	5%	Y
3	168	180	12	8.4	5%	Y
4	169	178	9	8.45	5%	Y

Number of students who met the goal = 4

**Table 3-4: NWEA MAP Reading Assessment - Grade 4
SY 2021-2022**

4th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	154	188	34	7.7	5%	Y
2	162	183	21	8.1	5%	Y
3	163	169	6	8.15	5%	N
4	164	177	13	8.2	5%	Y
5	174	162	-12	8.7	5%	N
6	182	168	-14	9.1	5%	N

Number of students who met the goal = 3

**Table 3-5: NWEA MAP Reading Assessment - Grade 5
SY 2021-2022**

5th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	175	198	23	8.75	5%	Y
2	183	180	-3	9.15	5%	N
3	196	189	-7	9.8	5%	N
4	197	215	18	9.85	5%	Y

Number of students who met the goal = 2

**Table 3-6: NWEA MAP Reading Assessment - Grade 6
SY 2021-2022**

6th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	179	183	4	8.95	5%	N
2	181	175	-6	9.05	5%	N
3	193	197	4	9.65	5%	N
4	201	212	11	10.05	5%	Y
5	204	207	3	10.2	5%	N
6	222	223	1	11.1	5%	N

Number of students who met the goal = 1

**Table 3-7: NWEA MAP Reading Assessment - Grade 7
SY 2021-2022**

7th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	185	191	6	9.25	5%	N
2	187	197	10	9.35	5%	Y
3	188	202	14	9.4	5%	Y
4	190	186	-4	9.5	5%	N
5	194	209	15	9.7	5%	Y
6	203	203	0	10.15	5%	N
7	213	216	3	10.65	5%	N

Number of students who met the goal = 3

**Table 3-8: NWEA MAP Reading Assessment - Grade 8
SY 2021-2022**

8th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	177	181	4	8.85	5%	N
2	195	192	-3	9.75	5%	N
3	196	198	2	9.8	5%	N
4	197	181	-16	9.85	5%	N
5	198	231	33	9.9	5%	Y
6	200	191	-9	10	5%	N
7	209	209	0	10.45	5%	N
8	215	215	0	10.75	5%	N

Number of students who met the goal = 1

SY 2022-2023 MAP READING ASSESSMENT

For SY 2022-2023 a total of 59 students, grades K-8, were administered the NWEA MAP Reading assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 59 students, 23 (39%) met the goal of making at least a 5% individual gain and exceeded the standard.**

**Table 4-K: NWEA MAP Reading Assessment - Grade K
SY 2022-2023**

Kinder STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	121	139	+18	6.05	5%	Y
2	126	132	+6	6.3	5%	Y
3	129	129	0	6.45	5%	N
4	132	140	+8	6.6	5%	Y
5	133	141	+8	6.65	5%	Y
6	135	144	+9	6.75	5%	Y
7	135	156	+21	6.75	5%	Y
8	142	144	+2	7.1	5%	N

Number of students who met the goal = 6

**Table 4-1: NWEA MAP Reading Assessment - Grade 1
SY 2022-2023**

1st Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	132	140	+8	6.6	5%	Y
2	135	158	+23	6.75	5%	Y
3	137	133	-4	6.85	5%	N
4	147	154	+7	7.35	5%	Y
5	148	152	+4	7.4	5%	N

Number of students who met the goal = 3

**Table 4-2: NWEA MAP Reading Assessment - Grade 2
SY 2022-2023**

2nd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	142	141	-1	7.1	5%	N
2	147	151	+4	7.5	5%	N
3	157	170	+13	7.85	5%	Y
4	158	166	+8	7.9	5%	Y
5	160	154	-6	8	5%	N
6	161	165	+4	8.05	5%	N
7	161	170	+9	8.05	5%	Y
8	162	170	+8	8.1	5%	Y
9	162	173	+11	8.1	5%	Y
10	168	177	+9	8.4	5%	Y

Number of students who met the goal = 6

Table 4-3: NWEA MAP Reading Assessment - Grade 3
SY 2022-2023

3rd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	156	171	+15	7.8	5%	Y
2	159	171	+12	7.95	5%	Y
3	166	168	+2	8.3	5%	N
4	174	165	-9	8.7	5%	N
5	190	183	-7	9.5	5%	N
6	200	196	-4	10	5%	N

Number of students who met the goal = 2

Table 4-4: NWEA MAP Reading Assessment – Grade 4
SY 2022-2023

4th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	183	185	+2	9.15	5%	N
2	183	193	+10	9.15	5%	Y
3	184	186	+2	9.2	5%	N
4	187	192	+5	9.35	5%	N

Number of students who met the goal = 1

Table 6-5: NWEA MAP Reading Assessment - Grade 5
SY 2022-2023

5th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	165	166	+1	8.25	5%	N
2	166	176	+10	8.3	5%	Y
3	172	186	+14	8.6	5%	Y
4	177	188	+11	8.85	5%	Y
5	178	170	-8	8.9	5%	N
6	206	214	+8	10.3	5%	N
7	213	213	0	10.65	5%	N

Number of students who met the goal = 3

Table 4-6: NWEA MAP Reading Assessment - Grade 6
SY 2022-2023

6th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	168	191	+23	8.4	5%	Y
2	189	184	-5	9.45	5%	N
3	190	179	-11	9.5	5%	N
4	198	185	-13	9.9	5%	N
5	219	219	0	10.95	5%	N

Number of students who met the goal = 1

Table 4-7: NWEA MAP Reading Assessment - Grade 7
SY 2022-2023

7th	Grade	BEGINNING OF	END OF	+/-	Target	Target %	MET
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STUDENT	YEAR RIT	YEAR RIT		Point Gain		Y/N
1	183	168	-15	9.15	5%	N
2	203	202	-1	10.15	5%	N
3	208	204	-4	10.4	5%	N
4	211	214	+3	10.55	5%	N
5	213	213	0	10.65	5%	N
6	218	175	-43	10.9	5%	N

Number of students who met the goal = 0

**Table4-8: NWEA MAP Reading Assessment - Grade 8
SY 2022-2023**

8th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	188	208	+20	9.4	5%	Y
2	193	189	-4	9.65	5%	N
3	194	173	-21	9.7	5%	N
4	201	197	-4	10.05	5%	N
5	207	209	+2	10.35	5%	N
6	217	219	+2	10.85	5%	N
7	220	217	-3	11	5%	N
8	220	222	+2	11	5%	N

Number of students who met the goal = 1

Mission Goal #2 - Math

Each year all SDRCS students in grades K-8 will apply strategies and skills to comprehend information in math that is read, heard and viewed, as assessed through the school's Short Cycle Assessment. Rating criteria are the following:

Exceeds Standard: Over 20% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.

Meets Standard: 10-20% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.

Not Meet Standard: Less than 10% of students will make at least 5% individual gains in reading when comparing beginning of year performance to end of year.

Results

SDRCS staff administered the NWEA MAP Math assessment at the Beginning of Year (BOY) and End of Year (EOY) as the short-cycle assessment.

SY 2019-2020 MAP MATH ASSESSMENTS

Due to the Covid Health Crisis, San Diego Riverside Charter School closed in March, 2020, and the NMPED excused all schools from all EOY testing for SY 2019-2020.

For SY 2019-2020 a total of 88 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and middle of the year (MOY). **Of these 88 students, 11 (13%) met the goal of making at least a 5% individual gain and met the standard.**

**Table 5-K: NWEA MAP Math Assessment - Grade K
SY 2019-2020**

Kinder STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	128	128	0	6.4	5%	N
2	132	125	-7	6.6	5%	N
3	132	134	+2	6.6	5%	N
4	134	143	+9	6.7	5%	Y
5	135	136	+1	6.75	5%	N
6	139	129	-10	6.95	5%	N
7	144	144	0	7.2	5%	N
8	153	144	-9	7.65	5%	N
9	157	159	-2	7.95	5%	N

Number of students who met the goal = 1

**Table 5-1: NWEA MAP Math Assessment - Grade 1
SY 2019-22020**

1st Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	129	130	+1	6.45	5%	N
2	136	125	-11	6.8	5%	N
3	139	139	0	6.95	5%	N
4	140	152	+8	7	5%	Y
5	151	157	+6	7.55	5%	N
6	151	164	+3	7.55	5%	N
7	154	137	-17	7.7	5%	N
8	169	163	-6	8.45	5%	N
9	171	177	+6	8.55	5%	N

Number of students who met the goal = 1

Table 5-2: NWEA MAP Math Assessment - Grade 2
SY 2019-2020

2nd Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	157	159	+2	7.85	5%	N
2	158	162	+4	7.9	5%	N
3	164	174	+10	8.2	5%	Y
4	166	183	+17	8.3	5%	Y
5	170	168	-2	8.5	5%	N
6	173	172	-1	8.65	5%	N
7	177	176	-1	8.85	5%	N
8	180	184	+4	9	5%	N
9	182	189	+7	9.1	5%	N
10	193	214	+21	9.65	5%	Y

Number of students who met the goal = 3

Table 5-3: NWEA MAP Math Assessment - Grade 3
SY 2019-2020

3rd Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	163	167	+4	8.35	5%	N
2	163	173	+10	8.35	5%	Y
3	163	175	+12	8.35	5%	Y
4	167	172	+5	8.35	5%	N
5	172	179	+5	8.6	5%	N
6	195	195	0	9.75	5%	N

Number of students who met the goal = 2

Table 5-4: NWEA MAP Math Assessment - Grade 4
SY 2019-2020

4th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	163	178	+15	8.15	5%	Y
2	176	184	+8	8.8	5%	Y
3	180	180	0	9	5%	N
4	185	196	+11	9.25	5%	Y
5	189	193	+4	9.45	5%	N
6	189	184	-5	9.45	5%	N
7	192	197	+5	9.6	5%	N
8	194	194	0	9.7	5%	N

Number of students who met the goal = 3

Table 5-5: NWEA MAP Math Assessment - Grade 5
SY 2019-2020

5th STUDENT	Grade	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
							Y/N
1		188	196	+8	9.4	5%	N
2		189	202	+13	9.45	5%	Y
3		194	197	+3	9.7	5%	N
4		196	205	+9	9.8	5%	N
5		218	222	+4	10.8	5%	N

Number of students who met the goal = 1

Table 5-6: NWEA MAP Math Assessment - Grade 6
SY 2019-2020

6th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	186	193	+7	9.3	5%	N
2	194	192	-2	9.7	5%	N
3	198	181	-3	9.9	5%	N
4	203	211	+8	10.15	5%	N
5	205	193	-12	10.25	5%	N
6	220	218	-2	11	5%	N
7	226	234	+8	11.3	5%	N

Number of students who met the goal = 0

**Table 5-7: NWEA MAP Math Assessment - Grade 7
SY 2019-2020**

7th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	190	198	+8	9.5	5%	N
2	196	195	-1	9.8	5%	N
3	200	201	+1	10	5%	N
4	205	206	+1	10.25	5%	N
5	206	206	+0	10.3	5%	N
6	211	210	-1	10.55	5%	N
7	214	206	-8	10.7	5%	N
8	216	214	-2	10.8	5%	N
9	217	217	0	10.85	5%	N
10	219	213	-6	10.95	5%	N
11	220	221	+1	11	5%	N
12	226	231	+5	11.3	5%	N
13	228	220	-8	11.4	5%	N

Number of students who met the goal = 0

**Table 5-8: NWEA MAP Math Assessment - Grade 8
SY 2019-2020**

8th Grade STUDENT	BEGINNING OF YEAR RIT	MIDDLE OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	186	188	+2	9.3	5%	N
2	189	191	+2	9.45	5%	N
3	194	196	+2	9.7	5%	N
4	201	209	+8	10.05	5%	N
5	201	206	+5	10.05	5%	N
6	202	197	-5	10.1	5%	N
7	203	208	+5	10.15	5%	N
8	203	195	-8	10.15	5%	N
9	207	209	+2	10.35	5%	N
10	209	207	-2	10.45	5%	N
11	210	214	+4	10.5	5%	N
12	212	219	+7	10.6	5%	N
13	215	222	+7	10.75	5%	N
14	217	219	+2	10.85	5%	N
15	219	214	-5	10.95	5%	N
16	221	225	+4	11.05	5%	N
17	222	221	-1	11.1	5%	N
18	224	226	+2	11.2	5%	N
19	225	223	-2	11.25	5%	N
20	227	230	+3	1.35	5%	N
21	235	231	-4	11.75	5%	N

Number of students who met the goal = 0

SY 2020-2021 MAP MATH ASSESSMENTS

For SY 2020-2021, a total of 72 students, grades K-8 were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 72 students, 15 (21%) met the goal making at least a 5% individual gain and exceeded the standard.**

**Table 6-K: NWEA MAP Math Assessment - Grade K
SY 2020-2021**

Kinder STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	126	137	11	6.3	5%	Y
2	131	140	9	6.55	5%	Y
3	135	151	16	6.75	5%	Y
4	137	150	13	6.85	5%	Y
5	142	149	7	7.1	5%	Y
6	144	141	-3	7.2	5%	N
7	147	147	0	7.35	5%	N
8	153	167	14	7.65	5%	Y
9	155	164	9	7.75	5%	N
10	156	172	16	7.8	5%	Y
11	160	165	5	8	5%	N

Number of students who met the goal = 7

**Table 6-1: NWEA MAP Math Assessment - Grade 1
SY 2020-2021**

1st Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	150	170	20	7.5	5%	Y
2	154	160	6	7.7	5%	N
3	157	152	-5	7.85	5%	N
4	165	160	-5	8.25	5%	N
5	170	176	6	8.5	5%	N
6	197	190	-7	9.85	5%	N
7	214	198	-16	10.7	5%	N

Number of students who met the goal = 1

**Table 6-2: NWEA MAP Math Assessment - Grade 2
SY 2020-2021**

2nd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	156	153	-3	7.8	5%	N
2	168	176	8	8.4	5%	Y
3	170	160	-10	8.5	5%	N
4	170	174	4	8.5	5%	N
5	173	176	3	8.65	5%	N
6	179	196	17	8.95	5%	Y
7	182	182	0	9.1	5%	N
8	190	215	25	9.5	5%	Y

Number of students who met the goal = 2

Table 6-3: NWEA MAP Math Assessment - Grade 3
SY 2020-2021

3rd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	165	188	23	8.25	5%	Y
2	169	189	20	8.45	5%	Y
3	169	169	0	8.45	5%	N
4	169	181	12	8.45	5%	Y
5	174	181	7	8.7	5%	N
6	174	178	4	8.7	5%	N
7	183	175	-8	9.15	5%	N

Number of students who met the goal = 3

Table 6-4: NWEA MAP Math Assessment - Grade 4
SY 2020-2021

4th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	170	175	5	8.5	5%	N
2	172	161	-11	8.6	5%	N
3	181	187	6	9.05	5%	N
4	190	182	-8	9.5	5%	N

Number of students who met the goal = 0

**Table 6-5: NWEA MAP Math Assessment - Grade 5
SY 2020-2021**

5th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	173	194	21	8.65	5%	Y
2	178	177	-1	8.9	5%	N
3	182	190	8	9.1	5%	N
4	196	195	-1	9.8	5%	N
5	200	209	9	10	5%	N
6	201	204	3	10.05	5%	N
7	201	196	-5	10.05	5%	N

Number of students who met the goal = 1

**Table 6-6: NWEA MAP Math Assessment - Grade 6
SY 2020-2021**

6th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	178	189	11	8.9	5%	Y
2	182	188	6	9.1	5%	N
3	190	193	3	9.5	5%	N
4	199	204	5	9.95	5%	N
5	201	194	-7	10.05	5%	N
6	202	204	2	10.1	5%	N
7	203	194	-9	10.15	5%	N

Number of students who met the goal = 1

**Table 6-7: NWEA MAP Math Assessment - Grade 7
SY 2020-2021**

7th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	188	184	-4	9.4	5%	N
2	197	194	-3	9.85	5%	N
3	199	210	11	9.95	5%	Y
4	220	223	3	11	5%	N
5	223	229	6	11.15	5%	N
6	227	231	4	11.35	5%	N

Number of students who met the goal = 1

Table 6-8: NWEA MAP Math Assessment - Grade 8
SY 2020-2021

8 th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	197	201	4	9.85	5%	N
2	208	208	0	10.4	5%	N
3	209	203	-6	10.45	5%	N
4	211	214	3	10.55	5%	N
5	211	209	-2	10.55	5%	N
6	211	231	20	10.55	5%	Y
7	213	211	-2	10.65	5%	N
8	215	207	-8	10.75	5%	N
9	215	234	19	10.75	5%	Y
10	215	223	8	10.75	5%	N
11	218	218	0	10.9	5%	N
12	219	218	-1	10.95	5%	N
13	222	235	13	11.1	5%	Y
14	223	227	4	11.15	5%	N
15	223	236	13	11.15	5%	Y

Number of students who met the goal = 4

SY 2021-2022 MAP MATH ASSESSMENTS

For SY 2021-2022, a total of 49 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 49 students, 15 (31%) met the goal of making at least a 5% individual gain and exceeded the standard.**

**Table 7-K: NWEA MAP Math Assessment - Grade K
SY 2021-2022**

Kinder STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	144	150	6	7.2	5%	N
2	147	157	10	7.35	5%	Y
3	149	155	6	7.45	5%	N
4	193	158	-35	9.65	5%	N

Number of students who met the goal = 1

**Table 7-1: NWEA MAP Math Assessment - Grade 1
SY 2021-2022**

1st Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	135	144	9	6.75	5%	Y
2	147	164	17	7.35	5%	Y
3	153	166	13	7.65	5%	Y
4	155	158	3	7.75	5%	N
5	159	169	10	7.95	5%	Y
6	160	141	-19	8	5%	N
7	175	166	-9	8.75	5%	N

Number of students who met the goal = 4

**Table 7-2: NWEA MAP Math Assessment - Grade 2
SY 2021-2022**

2nd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	155	169	14	7.75	5%	Y
2	158	186	28	7.9	5%	Y
3	172	176	4	8.6	5%	N
4	211	160	-51	10.55	5%	N

Number of students who met the goal = 2

**Table 7-3: NWEA MAP Math Assessment - Grade 3
SY 2021-2022**

3rd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	172	193	21	8.6	5%	Y
2	173	197	24	8.65	5%	Y
3	185	200	15	9.25	5%	Y
4	193	193	0	9.65	5%	N

Number of students who met the goal = 3

**Table 7-4: NWEA MAP Math Assessment - Grade 4
SY 2021-2022**

4th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	169	198	29	8.45	5%	Y
2	174	185	11	8.7	5%	Y
3	176	187	11	8.8	5%	Y
4	177	196	19	8.85	5%	Y
5	177	193	16	8.85	5%	Y
6	186	177	-9	9.3	5%	N

Number of students who met the goal = 5

**Table 7-5: NWEA MAP Math Assessment - Grade 5
SY 2021-2022**

5th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	175	185	10	8.75	5%	Y
2	183	206	23	9.15	5%	Y
3	196	192	-4	9.8	5%	N
4	197	208	11	9.85	5%	Y

Number of students who met the goal = 3

**Table 7-6: NWEA MAP Math Assessment - Grade 6
SY 2021-2022**

6th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	180	180	0	9	5%	N
2	190	194	4	9.5	5%	N
3	193	198	5	9.65	5%	N
4	201	208	7	10.05	5%	N
5	203	188	-15	10.15	5%	N
6	206	206	0	10.3	5%	N

Number of students who met the goal = 0

**Table 7-7: NWEA MAP Math Assessment - Grade 7
SY 2021-2022**

7th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	191	194	3	9.55	5%	N
2	192	199	7	9.6	5%	N
3	198	201	3	9.9	5%	N
4	198	210	12	9.9	5%	Y
5	202	194	-8	10.1	5%	N
6	213	221	8	10.65	5%	N

Number of students who met the goal = 0

**Table 7-8: NWEA MAP Math Assessment - Grade 8
SY 2021-2022**

8th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	185	186	1	9.25	5%	N
2	190	196	6	9.5	5%	N
3	194	196	2	9.7	5%	N
4	196	201	5	9.8	5%	N
5	197	210	13	9.85	5%	Y
6	201	198	-3	10.05	5%	N
7	217	214	-3	10.85	5%	N
8	225	243	18	11.25	5%	Y

Number of students who met the goal = 2

SY 2022-2023 MAP MATH ASSESSMENTS

For SY 2022-2023 a total of 59 students, grades K-8, were administered the NWEA MAP Math assessment at the beginning of the year (BOY) and end of the year (EOY). **Of these 49 students, 27 (46%) met the goal of making at least a 5% individual gain and exceeded the standard.**

**Table 8-K: NWEA MAP Math Assessment - Grade K
SY 2022-2023**

Kinder STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	119	129	+10	5.95	5%	Y
2	127	124	-3	6.35	5%	N
3	128	137	+9	6.4	5%	Y
4	130	135	+5	6.5	5%	N
5	134	139	+5	6.7	5%	N
6	139	147	+8	6.95	5%	Y
7	140	154	+14	7	5%	Y
8	152	169	+17	7.6	5%	Y

Number of students who met the goal = 5

**Table 8-1: NWEA MAP Math Assessment - Grade 1
SY 2022-2023**

1st Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	128	133	+5	6.4	5%	N
2	133	143	+10	6.65	5%	Y
3	136	165	+30	6.8	5%	Y
4	144	166	+22	7.2	5%	Y
5	148	160	+12	7.4	5%	Y

Number of students who met the goal = 4

**Table 8-2: NWEA MAP Math Assessment - Grade 2
SY 2022-2023**

2nd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	139	144	+5	6.95	5%	N
2	143	160	+17	7.15	5%	Y
3	146	166	+20	7.3	5%	Y
4	155	173	+18	7.75	5%	Y
5	158	174	+16	7.9	5%	Y
6	159	168	+9	7.95	5%	Y
7	165	174	+9	8.25	5%	Y
8	170	177	+7	8.5	5%	N
9	170	184	+14	8.5	5%	Y
10	172	180	+8	8.6	5%	Y

Number of students who met the goal = 8

**Table 8-3: NWEA MAP Math Assessment - Grade 3
SY 2022-2023**

3rd Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	164	179	+15	8.2	5%	Y
2	167	175	+8	8.35	5%	Y
3	169	174	+5	8.45	5%	N
4	173	176	+3	8.65	5%	N
5	176	180	+4	8.8	5%	N
6	192	198	+6	9.6	5%	N

Number of students who met the goal = 2

**Table 8-4: NWEA MAP Math Assessment - Grade 4
SY 2022-2023**

4th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	186	196	+10	9.3	5%	Y
2	186	198	+12	9.3	5%	Y
3	190	204	+14	9.5	5%	Y
4	196	205	+9	9.8	5%	Y

Number of students who met the goal = 4

**Table 8-5: NWEA MAP Math Assessment - Grade 5
SY 2022-2023**

5th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	182	197	+15	6.1	5%	Y
2	182	189	+7	9.1	5%	N
3	184	182	-2	9.2	5%	N
4	189	206	+17	9.45	5%	Y
5	193	196	+3	9.65	5%	N
6	195	199	+4	9.75	5%	N
7	224	229	+5	11.2	5%	N

Number of students who met the goal = 2

**Table 8-6: NWEA MAP Math Assessment - Grade 6
SY 2022-2023**

6th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	182	198	+16	9.1	5%	Y
2	187	190	+3	9.35	5%	N
3	194	191	-3	9.7	5%	N
4	197	200	+3	9.85	5%	N
5	214	208	-6	10.7	5%	N

Number of students who met the goal = 1

**Table 8-7: NWEA MAP Math Assessment - Grade 7
SY 2022-2023**

7th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	186	174	-12	9.3	5%	N
2	202	201	-1	10.1	5%	N
3	202	206	+4	10.1	5%	N
4	202	210	+8	10.1	5%	N
5	211	209	-2	10.55	5%	N
6	216	215	-1	10.8	5%	N

Number of students who met the goal = 0

**Table 8-8: NWEA MAP Math Assessment - Grade 8
SY 2022-2023**

8th Grade STUDENT	BEGINNING OF YEAR RIT	END OF YEAR RIT	+/-	Target Point Gain	Target %	MET
						Y/N
1	192	201	+9	9.6	5%	Y
2	198	196	-2	9.9	5%	N
3	200	205	+5	10	5%	N
4	201	200	-1	10.05	5%	N
5	207	215	+8	10.35	5%	N
6	210	217	+7	10.5	5%	N
7	212	214	+2	10.6	5%	N
8	221	228	+7	11.05	5%	N

Number of students who met the goal = 1

Mission Goal #3

Each year at least 90% of SDRCS students will participate in a classroom/community-outreach project demonstrating cultural values and traditions measurable through either participation (K-2) or passing grade of C or higher (Grades 3 - 8).

Results:

SDRCS continues to meet this goal.

List projects for each school year.

SY 2019-2020

SY 2020-2021

SY 2021-2022

SY 2022-2023