

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

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Instructions

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

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

School Information

Name of School: 21st Century Public Academy

Authorizer: PEC

Current Charter Term: SY 2020 to 2025

Academic Performance

Student Outcomes

1. Academic Performance

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

School response: We utilize NWEA Maps for short cycle assessment 3 times a year; first week of school, MOY and EOY. We use this data to drive instruction and compare student performance to standards, grades and OSI opportunities to enhance instruction. Goals are established annually at twice the expected growth according to NWEA Maps. Teachers report to all staff after each assessment cycle, with a focus on growth and percentage of students who reach the target goals.

1.a. Student Outcomes

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

School response: We have relied on NWEA MAPS assessment data for proficiency and growth. We collected this data even during the remote months in the 2020-21 school year. In years wherein we receive state summative assessment data, we compare our EOY MAPs achievement data to the summative assessment proficiency data. After the 2022-2023 school year we noted a disparity between our students' Math results between the two assessments, and so made adjustments to our Math instruction during the 2023-2024 school year with an emphasis on using sample questions from the state assessment as a model for the types of questions students should be accustomed to answering.

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

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

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

School response: We have met our mission-specific goal every year with the exception of 2019-2020, when the mid-year shutdown prevented us from finishing the remaining planned OSI experiences. During the remote months of 2020-2021, our teachers designed virtual OSIs using video and streaming in order to continue providing our students with these experiences, even while they were required to stay home. We maintain a record of student performance on the RACED written response tied to each OSI in an Accountability Document, shared with all staff, that includes the number of students who participated in each OSI and the number of students who met the minimum of a 3 on the written response rubric. This document is also shared every year during our annual site visit.

2. Organizational Performance

2.a. Educational Program

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

School response: Since inception we have utilized the OSI (Outside School Instruction) as a platform to provide experiences outside of the school to solidify learning in the classroom. We often need parents to chaperone OSI's and are therefore included in the meaning and deliverance of the OSI's. Instruction in the 4 core areas is provided prior to each OSI and reviewed and solidified in all 4 core areas after the experience. As a result of the Pandemic, we have implemented VOSI's (Virtual Outside School Instruction) which has really opened up our global exposure. Consistency in this delivery method and accountability to ensure all students are completing the assignments has proven to be very successful. We utilize the "inclusion" model for special education, so no students are left out of the OSI experiences. We reinforce "GRIT" as a means to assist students in holding themselves accountable for their own behavior and are implementing more instances of restorative justice when appropriate. Middle School teachers have two preps daily for more availability and access for parents and curriculum planning. Elementary teachers have one hour daily and twice a month have 2 additional hours for curriculum/OSI planning. All Elementary students have PE everyday. We have a website where parents can access grades, see attendance and contact teachers directly. We utilize NWEA Maps as a short cycle assessment to drive instruction. Growth targets are established school wide, by grade level, by classroom and by individual students. We challenge ourselves as a staff to achieve double the expected growth as measured by NWEA Maps.

2.b. Financial Compliance

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

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

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial

compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

FY 2020 – 3 Findings – Financial Statement Findings – Fund 2100-Function 3000-\$1,742 Management Oversight. Finding 2020-001 - The school recognized Fund 21000 would incur a negative fund balance and negative function. Covid-19 pandemic caused a suspension of food service operations and were unable to address these issues. The school proposed a Cash Transfer to the NMPED to move cash from Fund11000 to Fund 21000 for the deficit and propose a Budget Adjustment. Cash Transfer was not approved by PED until July 23, 2020 after the end of the FY. School will propose changes earlier to give PED more time.

Finding 2020-002 – Capital Assets – Capital Assets transferred and capitalized to the Foundation should have been removed from the capital asset listing. – Overstatement of capital assets. In the future the school business manager will request the capital asset listing from the foundation to verify.

Finding 2020-003 – Cutler Charitable Foundation Lack of Internal Controls. Capital Asset roll forward showed Phase 2 as construction in progress however the building was completed and an E-Occupancy was received. Statement from the bank did not agree by \$533. The Foundation did not keep proper documentation. Relied on the bank. No effect on basic financial statements. Correction included in the capital asset listing and roll forward as buildings and improvements as discussed with auditors and the CPA firm for the Cutler Charitable Foundation.

FY-2021 – No Findings

FY-2022 – 1 Finding Financial Statement – Capital Asset Management Replacement of a water heater costing \$5,244 was not identified by the school as a capital asset. Business manager will do a review of all purchases at year end to make sure all capital assets are identified and listed properly.

FY-2023 – No Findings

2.c. Governance Responsibilities

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

School response:

SY 2020 – 3 members did not complete the academic portion of the training

SY 2021 – Compliant

SY 2022 – Compliant

SY 2023 – Compliant

SY 2024 - Compliant

2.d. Equity and Identity

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

School response: The school’s ELL coordinator provides CLR training to all staff during our annual in-service week prior to students returning to school. The school’s equity council meets monthly and includes parents and staff members. Thus far they have completed the Readiness Assessment and CLR Framework documents. The school also has an active Student Equity Council, founded last school year.

All staff have completed the three required Meeting the Moment training courses provided by PED in Canvas.

When we review our EOY short-cycle assessment data, we compare the results in each of the following subgroups to ensure we are providing equitable instruction to all students: ELL, Free & Reduced Lunch, students with IEPs.

2.e. Tribal Consultation

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

School response: N/A

2.f. Other Performance Framework Indicators

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

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

School response: We did receive one complaint, and it is closed. I have uploaded the complaint, the communication and the resolution letter closing the complaint.