

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: **South Valley Preparatory School**

Authorizer: **Public Education Commission (PEC)**

Current Charter Term: **July 1, 2020 – June 30, 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:

Our History and Purpose – It has been nearly 15 years since South Valley Preparatory School opened its doors and nearly seven (7) years since moving from its original location on Gun Club Road in the heart of Albuquerque’s South Valley to its current location in the San Jose Neighborhood. The school commonly known as, “*South Valley Prep*,” remains steadfast in its commitment to providing a small, safe, family learning environment for 6th – 8th grade students in the South Valley and in the greater Albuquerque Metropolitan Area. Currently, 78% of students reside in the South Valley with another sizable group of students coming from the Southeast quadrant (14%) of the city. The remaining students reside in the other quadrants of Albuquerque (i.e., Northeast Heights and Northwest sections of Albuquerque) and nearby cities/villages such as Los Lunas and Peralta. Such data is based on the End-of-the Year (EOY) student enrollment count during the 2023-2024 school year.

State Accountability System – South Valley Prep has received the “*Traditional*” designation since implementation of the current accountability system (see [NM Vistas](#)). [REDACTED]

Subgroup Performance – At South Valley Prep, we believe that when teachers focus on meeting the needs of its most vulnerable students, specifically students with disabilities (SWD) and English learners (ELs), learning is elevated for all students. For South Valley Prep, academic proficiency and growth rates do not mean much if the achievement gap continues to widen for SWD, ELs, Hispanic, and Economically Disadvantaged (ED) students. Consequently, Section 1.a and Appendix A-1 entitled, “*Academic Data*,” presents academic performance of South Valley Prep students, including those belonging to the above subgroups, in contrast to those from comparison schools.

South Valley Prep SWD, ELs, Hispanic, and ED students outperformed their counterparts in comparison schools in both ELA and Math in almost all years since NM-MSSA administration resumed after the 2021-2022 school year. It is important to note that comparison schools have larger enrollment populations than South Valley Prep, but smaller percentages of SWD in most instances resulting in masked results. Specifically, South Valley Prep serves a disproportionately high percentage of SWD (26.35%) when compared to the surrounding district and state (see most recent NOVA 120D report from the 2023-2024 School Year).

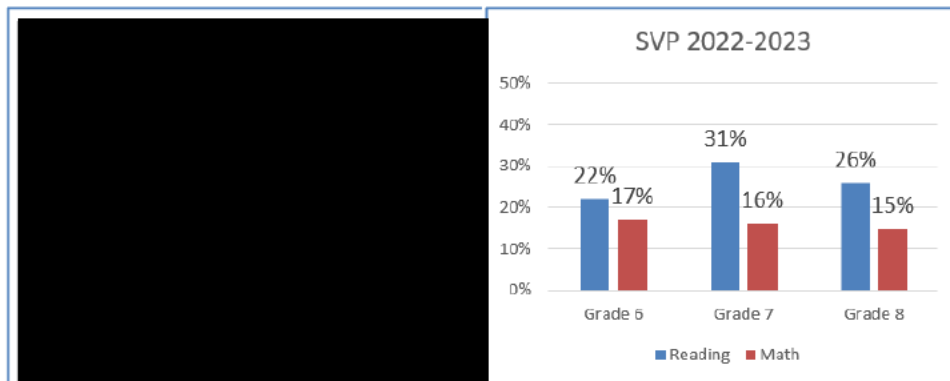
Most Recent Performance – South Valley Prep’s most recent performance on the 2023-2024 NM-MSSA was not publicly available at the time this renewal application was submitted. Previous year data provides a more comprehensive presentation in contrast to comparison schools in Appendix A-1 entitled [“Academic Data.”](#)

Grade-Level Performance Compared to State Averages –

[Redacted]

Grade-Level Performance Compared to Previous Year -

[Redacted]



[Redacted]

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: South Valley Prep has measured academic proficiency and growth through formative, interim, and summative assessments, during the course of its current contract from 2020-2024 as was the case in prior contract years. The school's intent in providing a small, safe, family learning environment is to help students grow academically through close relationships that develop between teachers and students and between students themselves through the [looping model](#). These metrics are presented in visual form in Appendix A-1 entitled "[Academic Data](#)," which provides a description of student proficiency and growth rates from one year to the next that is contrasted with comparison schools (i.e., schools in which South Valley Prep students would have attended based on their residence within attendance boundaries of either Washington, Harrison, Ernie Pyle, or Polk Middle School).

Growth from one year to the next –

Proficiency rates from the 2021-2022 to the 2022-2023 school year resulted in an increase of two (2) percentage points in ELA and an increase of one (1) percentage point in math even in the midst of challenges related to teacher and administrator retention during this two (2) year period. Staff retention stabilized during the 2023-2024 school year, which most likely had a positive impact on student achievement. Such results, however, were not included in this section since submission of this renewal application took place prior to release of the state assessment data. South Valley Prep is confident even greater gains, as evidenced by significant increases in student growth in ELA and math on the NWEA MAP interim assessment, will be observed once spring 2024 results are released.

The NM-MSSA was not administered during the 2020-2021 school year and no comparison data (i.e., to schools in which South Valley Prep students would have attended based on their residence within attendance boundaries of either Washington, Harrison, Ernie Pyle, or Polk Middle School) is presented in this section. However, when reviewing End-of-the Year (EOY) interim assessment results (i.e., NWEA MAP), an increase of 2 percentage points from 4% to 6% in ELA and a decrease in 2 percentage points in math was observed. Lack of growth towards proficiency early in the contract years was not what South Valley Prep had hoped for in math, but growth in both areas specifically on the NWEA MAP during its most recent administration in the 2023-2024 school year is something that South Valley Prep takes pride in.

[REDACTED]

[REDACTED]

[REDACTED]. High staff turnover that began during the 2020-2021 school year most likely contributed to negative student outcomes as the longtime founding administrator retired and significant staff departures occurred in the middle of the school year.

Some steps that South Valley Prep has undertaken to sustain the upward trend in academic rate of growth are:

Targeted Lesson Planning - Instructional staff are required to submit lesson plans that incorporate [WIDA language objectives](#) and/or the simpler more student-friendly [WIDA Can Do Descriptors](#) (e.g.,

summarizing/paraphrasing topic discussed in class) and formative assessments (e.g., exit ticket, quizzes, and class discussions) (see common [Professional Development Plan or PDP template](#) for instructional staff).

Targeted On-Going Professional Development – Monthly and trimester data dives to assist teachers in identifying strengths and needs of students based on interim assessment results (led by [co-instructional coaches](#) and the [assessment coordinator](#)). During the 2024-2025 school year, the co-instructional coach who is bilingual and TESOL endorsed will work with teachers on implementing WIDA standards as well as specific math strategies to be implemented during Math RtI time, which all students are scheduled to be in on a daily basis (see [Master Schedule](#)). Note: NM-MSSA math performance from the 2023-2024 school year decreased from the previous year, while NM-MSSA ELA performance increased and surpassed the state average.

Focus on School/Home Communication – Each teacher’s professional development plan (PDP) emphasizes Domain 4A “*Communicating with Families*” to provide a solid base for the student/teacher relationship to further enhance student academic achievement (see common [PDP template](#) for instructional staff).

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: South Valley Prep has one (1) mission-specific goal which is–

“80% to 85% of South Valley Prep students, enrolled on the 40th and 120th day, will score 91 or higher on the end of year Qualities for Success (Q for S) Assessment OR they will increase their beginning of year Q for S score by at least 10 points by the end of the year score on the Qualities for Success Report Card.”

South Valley Prep had difficulty achieving its mission-specific goal during the past two (2) years (i.e., 2022-2023 and 2023-2024) achieving the MEETS STANDARD rating only once in the past four (4) years. During the 2020-2021 school year, no rating for the mission-specific goal was received due to COVID related school closures. During the 2021-2022 school year, the school received an “EXCEEDS STANDARD” rating. During the 2022-2023 school year, faculty did not administer the Q for S and consequently received a “DATA NOT REPORTED” rating. During the 2023-2024 school year, data was collected, but the school failed to meet criteria at the MEETS STANDARD level (i.e., average student rating fell below the 80% to 85% range). The average student rating, instead, was 72.65, which fell at the DOES NOT MEET STANDARD range (i.e., 70% to 79%) based on the school’s calculation (see [Mission-Specific Goal Listing](#), p.5). The Department’s determination generated a “FALLS FAR BELOW STANDARD” rating. Lack of focus by staff on the mission-specific goal likely caused by inconsistency in leadership during the past two (2) years is suspected to have been the primary cause of failure in meeting the mission-specific goal. During the 2022-2023 school year, the head administrator had sporadic attendance due to various reasons. The school decided to elevate the dean of students to assistant principal to ensure day-to-day operations continue as smoothly as possible in the absence of the head

administrator. The assistant principal was new to school administration and needed further assistance to maintain school operations. Consequently, the governing council hired an interim head administrator during the later part of the 2022-2023 school year to help provide stability. Unfortunately, the Q for S was not administered during this tumultuous time. During the 2023-2024 school year, a new head administrator was hired. The Q for S was administered, but the composite average rating for students at year-end did not meet the MEETS STANDARD threshold. Unfamiliarity with Q for S by both students and a few of the new staff (teacher retention from 2021-2022 to 2022-2023 dipped to a low of 62% according to STARS/Nova reporting) appeared to be the root cause for failure to meet criteria for the mission-specific goal. The following Corrective Action Plan (CAP) was implemented during the 2024-2025 school year:

Corrective Action Plan (CAP) –

“During the 2024-2025 School Year, staff will review [resource materials](#) and a [video](#) on Qualities for Success (Q for S). Staff will use Q for S resources to share with their advisory/homeroom students. In addition, all students must enroll in the year-long Social-Emotional Learning (SEL) focused course entitled, “[Resilience. Inspire. Self-Empower](#)” to enhance acquisition of Q for S traits and characteristics. Self-assessments by students will be administered multiple times during the school year to emphasize acquisition of Q for S concepts.”

Below is a summary of the school’s performance with its current mission-specific goal along with steps taken to improve results.

2023-2024 – DOES NOT MEET STANDARD rating based on the Annual Report provided by the Charter Schools Division (CSD). South Valley Prep collected data on the Qualities for Success (Q for S) student rating form, but yielded a score of 72.65, which fell in the DOES NOT MEET range. At the beginning of the 2024-2025 school year, South Valley Prep implemented a [Corrective Action Plan](#) to improve results. The plan includes: (a) training and resources for teachers to use with their students on the Q for S (see [Q for S Shared Google File](#)) and (b) requirement for students to take an SEL course to solidify their understanding of Q for S concepts (e.g., grit and resilience).

2022-2023 – FALLS FAR BELOW STANDARD (0%) rating based on the Annual Report provided by the Charter Schools Division (CSD). South Valley Prep had a change in leadership at which time teachers were not instructed to collect Q for S data. This error was corrected during the 2023-2024 school year, but results fell short of the MEETS STANDARD mark.

2021-2022 – EXCEEDS STANDARD (88%) rating based on the Annual Report provided by the Charter Schools Division (CSD).

2020-2021– DOES NOT MEET (77%) rating based on the Annual Report provided by the Charter Schools Division (CSD). The relational connection between students and staff did not appear to have developed as strongly as staff had hoped for during the hybrid laden school year.

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: South Valley Prep’s mission and unique program offerings continue to drive the school’s educational program. In addition to the narrative section describing each program the appendix uploaded into Epicenter entitled, “[A-1 SVP supplementaleducationalprogram](#),” provides additional information in visual-format of program implementation. Service learning and outdoor experiential opportunities, which have required help from community partners over the years such as through Memoranda of Understanding (MOUs) may also be viewed digitally [here](#).

Looping - South Valley Prep has incorporated the looping model in core subject areas (humanities, math, and science) since 2010 to improve academic understanding of students by enhancing relational connections between the teacher and student and between the students themselves. Implementation of this approach is evidenced in the school’s [master schedule](#).

Reading Intervention - South Valley Prep has implemented a reading intervention program for all students since the 2010-2011 school year. The reading program used over the years has been [Success for All](#), which has been rated by the U.S. Department of Education “*What Works Clearinghouse*” as having “*positive effects on alphabetics, potentially positive effects on reading fluency, and mixed effects on comprehension and general reading achievement*” (see review [here](#)). Although NM-MSSA results from the 2023-2024 school year showed gains in reading proficiency by as much as 16-percentage points for the current 2023-2024 7th grade class and a 13-percentage point gain for the current 2023-2024 8th grade class, staff felt a need to review other intervention programs (e.g., [Engage New York](#) currently implemented by one of the special educators and enhanced materials for [Spanish literacy/literature](#) currently implemented during the Spanish Language Arts class) as proficiency and growth rates continue to lag behind those of the surrounding district (i.e., Albuquerque Public Schools) and state. Reading intervention continues to be provided for all students on a daily basis during 2nd period from 9:03am – 9:49am with most classes extending instruction until 10:37am.

Fine Arts - At least one teacher in both strands has and continues to integrate fine and performing arts into their electives and/or core courses (e.g., in preparation for the school’s [Annual Holiday Show](#) scheduled for December 13, 2024 at the University of New Mexico Continuing Education Building and as evidenced in [electives syllabi](#)). In addition, the school has contracted with local artist such as, [Eddyberto Cardenas](#), who recently facilitated creation of a culturally focused activity (i.e., [Aztec Mural](#)) with a group of students during a 2-month period culminating in a community wide performance and celebration towards the end of the 2023-2024 school year. Fine and performing arts activities are regularly posted on the school’s two (2) social media sites [Facebook](#) and [Instagram](#).

Service Learning – South Valley Prep has provided numerous opportunities for students to engage in service learning since the 2020-2021 school year. The majority of service learning activities have necessitated the need to partner with organizations such as Food Corp and Central New Mexico College (CNM) (see appendix entitled, “[A-1 SVP supplementaleducationalprogram](#),” and MOUs with local and national organizations [here](#)).

Many of the service-learning opportunities for students are braided with outdoor experiences and fine arts. For example, students have learned about food and environmental justice through workshops sponsored by and visits to [Los Jardines Institute](#) (LJI). When students are not at the LJI farm, they may be found in the bosque learning about acequias or clearing paths of trash and debris (see appendix entitled, ‘[A-1 SVP supplementaleducationalprogram](#),’) to maintain open space access for the public. For the 2024-2025 school year, South Valley Prep scheduled eleven (11) opportunities for students to serve on the LJI farm and at the bosque learning about conservation. Community partners also provide workshops for students on site as part of their educational program (see [service learning rotation schedule](#)).

Outdoor Experience – South Valley Prep is committed to providing quality outdoor experiences not just for its 7th grade students, but for students in all grades to help maintain students’ physical, mental, and overall wellbeing. Specifically, regularly scheduled visits to [Los Jardines Institute](#) (LJI) and the bosque, with guidance from [Nature Niños](#) staff, have been scheduled throughout the 2024-2025 school year. Past partnerships with Chispas Farms and Cottonwood Gulch (see MOUs [here](#)) have also contributed to helping South Valley Prep students connect with resources that enhance outdoor experiences.

After School Program – South Valley Prep received the 21st Century Community Learning Center (CCLC) program grant, which runs through the end of the 2025-2026 school year. The program offers students support in English Language Arts (ELA), math, social studies, and science through its homework club along with online access to most of these subjects through the [IXL program](#). The after school program also incorporates hands-on project-based learning activities that embed reading and math skills in activities such as cooking and Mariachi. Robotics was offered through the 2022-2023 school year, but has not been offered since due to lack of qualified staff to take over the program.

Health and Wellness – South Valley Prep provides students the opportunity to take physical education (PE) each year from 6th-8th grades (see [2024-2025 Master Schedule](#)). The school has partnered in past years with organizations such as [Food Corp](#) to help students learn about healthy eating habits and food justice/social justice as part of their comprehensive education program. In an effort to provide healthier food options for students, South Valley Prep is transitioning from meals (breakfast, lunch, and dinner) purchased from a local vendor to preparing it’s own meals on-site beginning October 9, 2024.

A critical part of addressing the social and emotional needs of South Valley Prep students is ensuring cultural identity brought into the classroom by its students is celebrated. Consequently, guest speakers such as University of New Mexico (UNM) Chicano Studies instructor Gabino Noriega and English Department associate professor Dr. Bernadine Hernandez, with expertise in Chicanx and Latinx topics, have also presented at South Valley Prep (most recently during the 2023-2024 school year) to expand and build upon students’ perspectives and worldviews. During the 2024-2025 school year, South Valley Prep continues to innovate in the area of Social Emotional Learning (SEL) by offering students across all grades a course entitled, “[Resilience. Inspire. Self-Empowerment \[RISE\]](#).” It is anticipated that such course will also help students acquire and apply [Qualities for Success](#) concepts that are part South Valley Prep’s mission-specific goal. Also in the current year, [PB & J Family Services](#) has been scheduled to provide direct support to students on a weekly basis through whole-class lessons targeting the wellbeing specifically of in-coming students (i.e., those in 6th grade). During the 2024-2025 school year, PB & J Family Services is schedule to work with students on Fridays during the last period of the school day (1:38pm – 2:40pm) beginning September 5, 2024 through May 30, 2025.

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: South Valley Prep’s head administrator and business office staff which includes the business manager, assistant to the business manager, and office manager, meet on a weekly basis to go over finance related items and to ensure [policies and procedures](#) posted online are followed.

FY2023 – South Valley Preparatory School received two (2) “*Other Matters*” level findings related to: (a) Controls over capital assets (i.e., 2 assets purchases for \$16,592 that were not identified as capital asset additions) and (b) School Personnel Act (i.e., school did not require all school personnel, volunteers, and contractors to complete required training programs). Management continues to review all purchases to identify assets that must be inventoried and has required all school personnel, volunteers, and contractors to complete required trainings or present evidence of completion of such trainings. The office manager has been assigned with overseeing inventory and staff trainings.

FY2022 – South Valley Preparatory School received two (2) “*Other Matters*” level findings related to: (a) Non-Compliance with the Open Meetings Act (i.e., lack of specificity in meeting minutes during closed session) and (b) financial close and reporting (i.e., erroneous fund/function codes for USDA revenue). The head administrator began reviewing governing council meeting agendas and minutes that include close session agenda item(s) prior to publication to ensure items to be discussed during closed sessions include enough specificity for the public. The business manager has since ensured on a monthly basis that all revenues are recorded under the proper revenue code. As a result of implementing these procedures no audit repeat findings occurred the following year.

FY2021 – South Valley Preparatory School received one (1) “*Other Noncompliance*” level finding related to budgetary compliance (i.e., over-expending in fund 24301 and function 1000; actual reporting in OBMS did not agree with trial balance). The business manager has implemented procedures including review of actual expenditures monthly and preparation of maintenance BARs along with review of year-end actuals in order to make adjustments, if necessary, prior to submitting year-end reports that resulted. As a result of implementing these procedures no audit repeat findings occurred the following year.

FY2020 – South Valley Preparatory School received three (3) “*Other Noncompliance*” level findings with one (1) of the findings a repeat from FY2019. The findings related to: (a) untimely RHC report filing, which was the repeat from FY2019, (b) purchasing in which 2 of the 24 disbursements sampled exceeded their purchase order amount, and (c) lack of control over the school’s assets. The business office staff ensured that RHC submissions were filed by the 10th of each month moving forward, monthly review of purchase orders to ensure sufficient funds were available were also performed moving forward, and the fixed asset listing (online system) was amended to include date of service of such assets. As a result of implementing these procedures no audit repeat findings occurred the following year.

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: South Valley Prep has had a consistent governing council since the 2020-2021 school, but recently experienced high turnover during the 2023-2024 school year in which four (4) of the five (5) longstanding members resigned. Two (2) of the departing members served for over eight (8) years. There were no gaps in membership that resulted in less than five (5) council members at any time during the year, but training requirements have not been met by new members resulting in a rating of DOES NOT MEET STANDARD for the indicator during the 2023-2024 school year. The school received a WORKING TO MEET STANDARD in 2020-2021, 2021-2022, and 2022-2023, which were all related to council members not attaining mandatory training requirements year-in and year-out as well as one (1) untimely notice of vacancy during the 2021-2022 school year. This is unacceptable. Consequently, the following Corrective Action Plan (CAP) has been implemented.

Corrective Action Plan (CAP)

“During regular meetings, governing council members will provide an update on their training status. If training requirements remain unfulfilled, then the member will provide the chair with a target date of completion for required trainings. The chair will work closely with Charter Schools Division staff to ensure training information is passed along to council members. Council members who do not complete training requirements by the agreed upon target date will be considered for removal from the council following procedures set-forth in the governing council’s [bylaw](#).”

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: All students have equal access to culturally and linguistically relevant instruction (e.g., [materials purchased specifically for English learners](#)). In addition to the numerous culturally relevant activities that have taken place over the years (see Epicenter uploaded document entitled, ‘[A-1 SVP supplementaleducationalprogram](#)’), the school library contains a plethora of culturally and linguistically relevant literature for students including novels written in Spanish. During the 2024-2025 school year, newly acquired literature and texts written in Spanish for use in the Spanish Language Arts (SLA) and the adjacent enrichment class taught by Ms. Carmela Montez and Ms. Elsa Martinez respectively may also be found in these teachers’ classrooms.

Some of the cultural activities that have taken place over the years include: (a) participation in the annual Marigold Parade with South Valley Prep holding Sugar Skull Workshops on-site and (b) school wide celebration of the Aztec mural painted by students during the 2023-2024 school year, which was led by local indigenous artist [Eddyberto Cardenas](#). Other ways that South Valley Prep promotes and celebrates diversity, equity, and inclusion (DEI) in its day-to-day activities include Spanish interpretation/translation at all family events (e.g., Open House and 8th Grade Promotion). The school continues to participate in the New Mexico Public Education Department’s Bilingual Multicultural Education Program (BMEP) to help further meet the needs of its English learners (ELs) through its Spanish Language Arts (SLA) course offering (as stated earlier) in addition to the required English Language Development (ELD) courses offered to eligible students during 3rd period (9:51am – 10:37am)

\that are currently taught by Ms. Carmela Montez and Ms. Bianca Caraveo who are both TESOL endorsed.

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: While South Valley Prep has a small population of Native American students, all students have equal access to our curricula and programs. South Valley Prep continues to communicate with our entire school community through family engagement nights, robocalls, phone texts, social media (e.g., Instagram and Facebook) on a regular basis. South Valley Prep works with families when tribal celebrations or feast days fall on a school day.

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: Over the course of the current contract, South Valley Prep received a number of DOES NOT MEET STANDARD and WORKING TO MEET STANDARD ratings across various indicators in which a narrative response was provided to present improvement actions. A number of responses were embedded under each section in which the shortcomings occurred (e.g., failure to meet governance requirements was addressed in section ‘2c Governance Responsibilities’ of this renewal application):

During the 2023-2024 school year, South Valley Prep received a “Does Not Meet Standard” and “Working to Meet Standard” in the following:

WORKING TO MEET STANDARD – Indicator 1c “Rights of Students with Disabilities.” School Response – According to the 2023-2024 Annual Report, a “SPED CAP was issued January 2024.” The school was given a deadline of December 2, 2024 to complete CAP requirements – one (1) year to meet all requirements. The school met all CAP requirements within six (6) months closing the case on May 9, 2024. Further detail on the CAP is provided in the section below entitled, “UPDATE ON COMPLAINTS FILED AGAINST THE SCHOOL.” Information on the case may also be reviewed digitally [here](#).

DOES NOT MEET STANDARD - Indicator 3a “Governance Requirements?” The 2023-2024 Annual Report indicated that “No member completed training hours.” School Response – On July 24, 2024, the

governing council immediately implemented the following CAP, which is also described in section 2c “Governance Responsibilities” of this renewal application:

Corrective Action Plan (CAP)

“During regular meetings, governing council members will provide an update on their training status. If training requirements remain unfulfilled, then the member will provide the chair with a target date of completion for required trainings. The chair will work closely with Charter Schools Division staff to ensure training information is passed along to council members. Council members who do not complete training requirements by the agreed upon target date will be considered for removal from the council following procedures set-forth in the governing council’s [bylaw](#).”

WORKING TO MEET STANDARD – Indicator 3c “Reporting Requirements.” School Response – The 2023-2024 Annual Report indicated that “[o]ne late personnel change notification was submitted.” The school was remiss in not providing the required notice to the PEC for a governing council member who resigned in October of 2023. Upon being notified of such error on July 23, 2024, the school submitted the required notice of resignation to the Charter Schools Division (CSD) the following day on July 24, 2024 for eventual presentation to the Public Education Commission (PEC).

WORKING TO MEET STANDARD – Indicator 4d “Employee Rights.” School Response – According to the 2023-2024 Annual Report, “[m]ultiple complaints were filed against the school with several agencies.” Some of the complaints have been closed, while others are still pending. An update/explanation on these complaints is provided in the section below entitled, “UPDATE ON COMPLAINTS FILED AGAINST THE SCHOOL.” Information on each case may also be reviewed digitally [here](#).

During the 2022-2023 school year, South Valley Prep received a “Does Not Meet Standard” and “Working to Meet Standard” in the following:

WORKING TO MEET STANDARD - Indicator 1d “English Learners.” School Response – The Annual Report indicated that in STARS EOY one (1) student was reported as having exited from EL status. However, no assessment was presented to support exiting the student. The school began reviewing [WIDA ACCESS](#) results at the beginning of each year to ensure eligible students are identified and to ensure services are offered for which they are entitled. Specifically, the office manager and the head administrator share WIDA ACCESS scores once received (physically mailed to the school), update eligibility information in the school’s Student Information System (SIS), and place students accordingly into an English Language Development (ELD) and/or Spanish Language Arts (SLA) class. As important is the school’s efforts to help ELs develop academic language in English as quickly as possible given that only two (2) students total during the 2022-2023 and 2023-2024 school years achieved a composite score of 4.7 that allowed them to exit from the program. This is not acceptable. During the 2024-2025 school year, South Valley Prep added two (2) staff members with TESOL endorsements, an additional ELD class was added to the master schedule, additional materials were purchased specifically for ELs, and teachers have been required to include WIDA Standards/Can Do Descriptors in their lesson plans.

DOES NOT MEET STANDARD - Indicator 2a “Financial Reporting and Compliance.” School Response— The [2022-2023 Annual Report](#) indicated that the financial quarterly report was late by one day at Q1, Q3, and Q4. Timely submission of fiscal reports was compliant during the following year.

WORKING TO MEET STANDARD - Indicator 3a “Governance Requirements.” School Response – The report indicated “one board member did not complete any training hours.” Governing council members agreed to attend the next available training offered and earn training hours at the Annual Charter School Conference sponsored by the Charter Schools Division (CSD). Because the council has not achieved a

MEETS STANDARD rating in this area, a Corrective Action Plan (CAP) was implemented at the start of the 2024-2025 school year (see Section 2c).

WORKING TO MEET STANDARD - Indicator 4b *“Attendance and Retention.”* School Response – Attendance rate at EOY was reported in STARS as 91% falling short of the 95% target. The school continues to conference with parents to determine root causes for absenteeism. Staff continue to collaborate with each other and with parents on interventions as required by the Attendance for Success Act. Some of the interventions include: home visits to emphasize importance of daily attendance, prompts to take the school bus, and referral to Children, Youth, and Families Department (CYFD) for possible educational neglect.

During the 2021-2022 school year, South Valley Prep received a “Does Not Meet Standard” and “Working to Meet Standard” in the following:

WORKING TO MEET STANDARD - Indicator 2d *“Managing Grant Funds.”* School Response – The Annual Report indicated that the school *“did not expend Community Schools Implementation Grant and Family Income Index funds.”* This is accurate and the school successfully made efforts to expend such grants resulting in improved rating for the indicator the next year.

WORKING TO MEET STANDARD - Indicator 2e *“Staffing for Fiscal Management.”* School Response – The Annual Report indicated that the *“[g]overning board audit committee [was] incomplete.”* The issue was not repeated in the subsequent report as the required number of council members on both the audit and finance committees were met.

WORKING TO MEET STANDARD - Indicator 3a *“Governance Requirement.”* School Response – Although the school did not meet standard for this indicator, the rating is an improvement from the previous year of DOES NOT MEET STANDARD with the CAP as described in Section 2c.

WORKING TO MEET STANDARD - Indicator 4b *“Attendance and Retention.”* School Response – Attendance rate at EOY was reported in STARS as 91% missing the 95% target. The school continued to conference with parents to determine root causes for absenteeism and to collaborate on interventions as required by the Attendance for Success Act.

DOES NOT MEET STANDARD- Indicator 4d *“Employee Rights.”* School Response – The report indicated *“[n]o formal mentoring plan; no evidence of formal feedback to teachers. One teacher appears to be paid below the minimum pay for Level 3 teachers.”* This indicator was rated MEETS STANDARD the following year after remedying shortcomings. A current mentoring plan for new teachers including those who are level II and III, but new to the school is in place and may be reviewed digitally [here](#).

WORKING TO MEET STANDARD - Indicator 5c *“Health and Safety.”* School Response – The report indicated that *“Emergency Drill and immunization logs not clear. Documentation not clear.”* This indicator was rated MEETS STANDARD the following year.

During the 2020-2021 school year, South Valley Prep received a “Does Not Meet Standard” and “Working to Meet Standard” in the following:

WORKING TO MEET STANDARD - Indicator 2a *“Financial Reporting and Compliance.”* School Response – The 2020-2021 [Annual Report](#) indicated that the school *“had one finding in FY18, three findings in FY19, and two findings in FY20. None of the findings were significant deficiencies or material weaknesses”* (p. 5). The school implemented procedures in the business office that resulted in no repeat findings in the proceeding years.

DOES NOT MEET STANDARD- Indicator 2c *“Financial Mgmt & Oversight: responsive to audit findings.”* School Response – The FY2020 audit showed an *“untimely RHC report”* (repeat finding from FY2019) that the school exceeded *“the PO several times...due to the attorney’s bill”* and that the school did not properly document capital assets. A narrative explanation of how the school addressed each finding was presented in Section 2b *“Financial Compliance”* of this renewal application.

WORKING TO MEET STANDARD - Indicator 3a *“Governance & Reporting: complying with governance requirements.”* School Response – The report indicated that *“only two governing board members have completed their mandatory hours.”* Rating for the indicator improved to WORKING TO MEET STANDARD the following year although not all council members completed required training hours.

UPDATE ON COMPLAINTS FILED AGAINST THE SCHOOL:

Department of Labor (2023-2024) – Closed January 26, 2024

The school received a Department of Labor (DOL) complaint on November 19, 2023 (Case ID#: 1987485). Results of the investigation yielded underpayment for overtime work performed by one (1) employee from November 8, 2021 through November 17, 2023 for the amount of \$1,747.94. The new head administrator and new business manager notified the impacted employee and the employee was paid in full on January 26, 2024 closing the case (see Appendix B-1 entitled, *‘Complaint Communications’* and [link to documents](#)).

Special Education (2023-2024) – Closed May 9, 2024

The school received a special education complaint on November 27, 2023 (Case ID#: 2324-26). The corrective action plan (CAP) required remedies for violations in the areas of: (a) student confidential files, (b) Prior Written Notices (PWNs), (c) interpretation services, (d) records, and (e) transfer students. The findings acknowledged that *“[m]any of the staff members who would have knowledge regarding the allegations contained in the complaint, including all of the special education staff, are no longer employed by the Charter School”* (see p. 3 under *‘General Findings of Fact’* in the Complaint Resolution Report, January 26, 2024). CAP requirements were due December 30, 2024. All conditions were met approximately seven (7) months early and was closed on May 9, 2024 (see Appendix B-1 entitled, *‘Complaint Communications’* and [link to documents](#)).

Human Rights Bureau (2023-2024) – Dismissed March 21, 2024

The school received a Department of Workforce Solutions, Human Rights Bureau complaint No: 23-06-0454-E during the 2023-2024 school year. The determination letter was issued on March 21, 2024 stating *“No probable cause”* based on the investigation (see Appendix B-1 entitled, *‘Complaint Communications’* and [link to documents](#)).

Equal Employment Opportunity Commission (2022-2023) – Dismissed April 25, 2024

The school received an Equal Employment Opportunity Commission (EEOC) complaint Charge No: 543-2023-00881 during the 2022-2023 school year. The determination and notice of rights letter was issued on April 25, 2024 stating that the letter serves as *“official notice from EEOC of the dismissal your charges and of your right to sue”* (see Appendix B-1 entitled, *‘Complaint Communications’* and [link to documents](#)).

Equal Employment Opportunity Commission (2023-2024) – Dismissed May 9, 2024

The school received an Equal Employment Opportunity Commission (EEOC) complaint Charge No: 543-2024-00027 during the 2023-2024 school year. The determination and notice of rights letter was issued

on May 9, 2024 stating that the letter serves as “official notice from EEOC of the dismissal your charges and of your right to sue” (see Appendix B-1 entitled, ‘Complaint Communications’ and [link to documents](#)).

Office of Civil Rights (2023-2024) – Received June 14, 2024

The school received an Office of Civil Rights (OCR) complaint Case No: 08-24-1516. The school is currently responding to the employee complaint at the time of this application (see Appendix B-1 entitled, ‘Complaint Communications’ and [link to documents](#)).

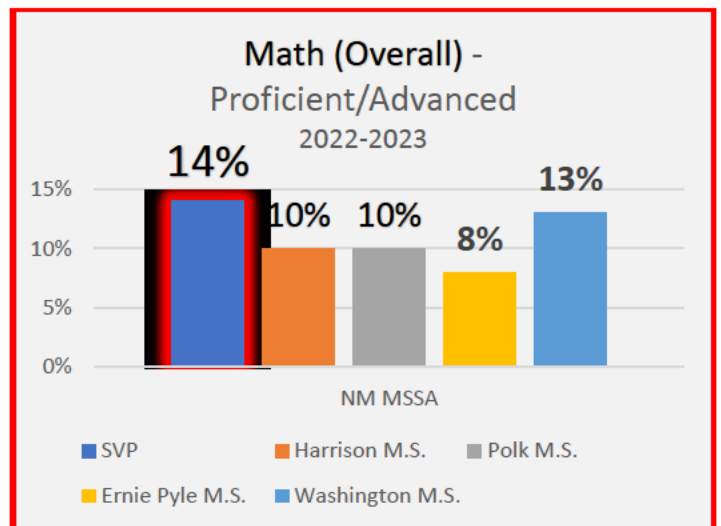
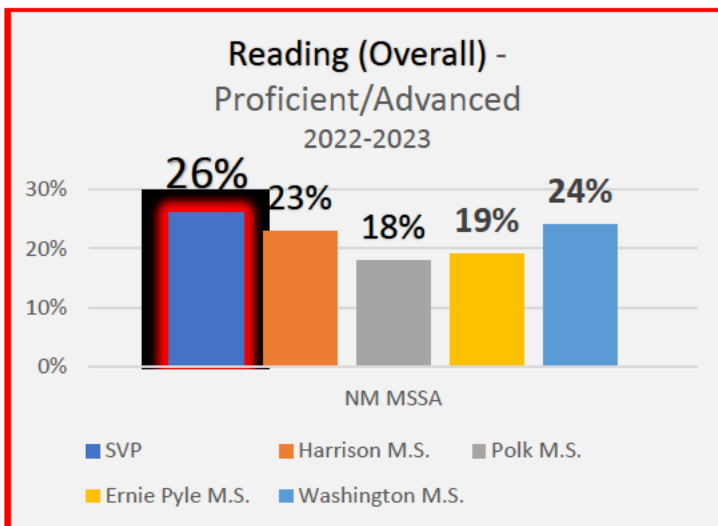
Appendix A-1 Academic Data

This section provides 2022-2023 and earlier performance results by South Valley Prep students on the NM-MSSA compared to students from four (4) schools in which the majority of South Valley Prep students would have attended. Subgroup performance is also presented. Comparison schools are Washington, Polk, Ernie Pyle, and Harrison Middle Schools. Washington Middle School was included because it is the San Jose neighborhood where South Valley Prep is located. Polk, Ernie Pyle, and Harrison Middle Schools were included because the majority of South Valley Prep students reside within each of these schools' attendance boundaries. This section also presents interim assessment results from 2023-2024 and earlier.

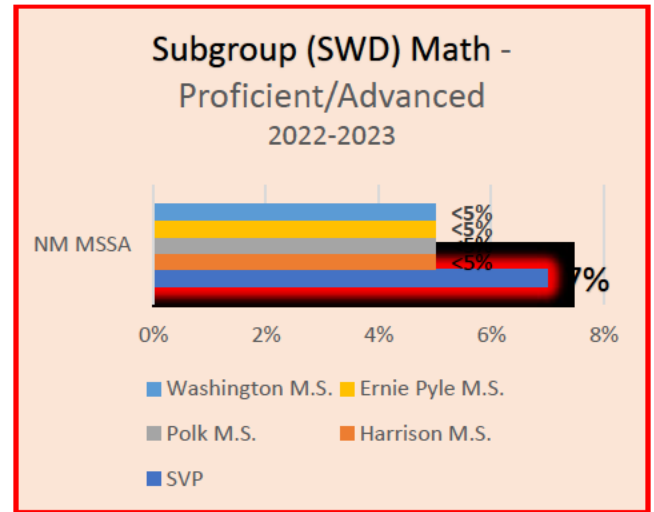
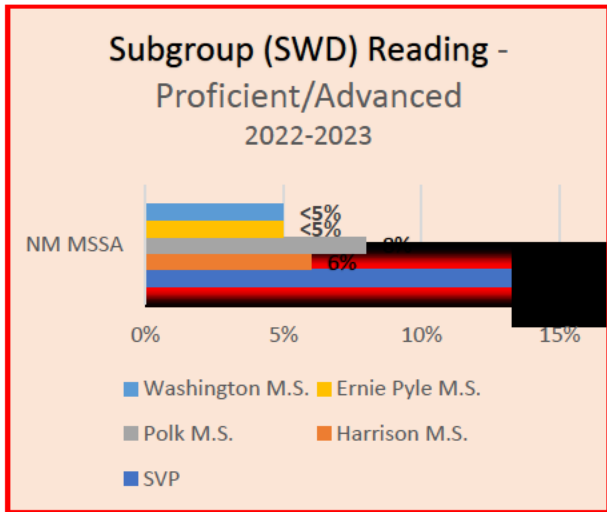
State Assessment Results Over Time

NM-MSSA 2022-2023

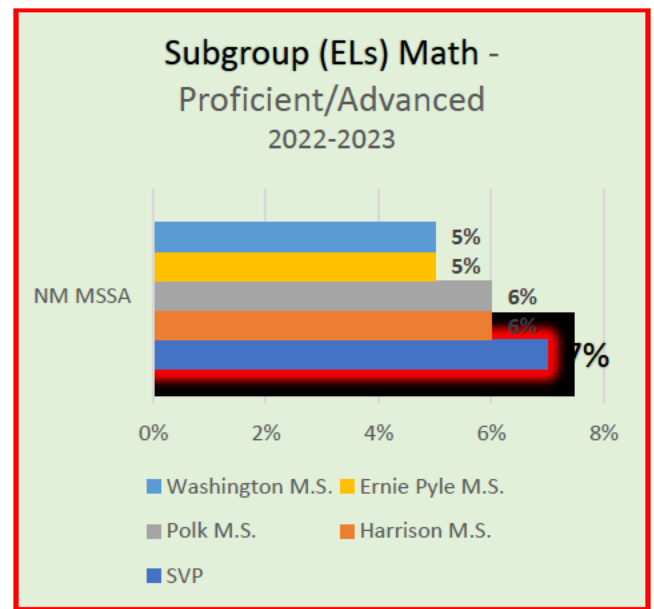
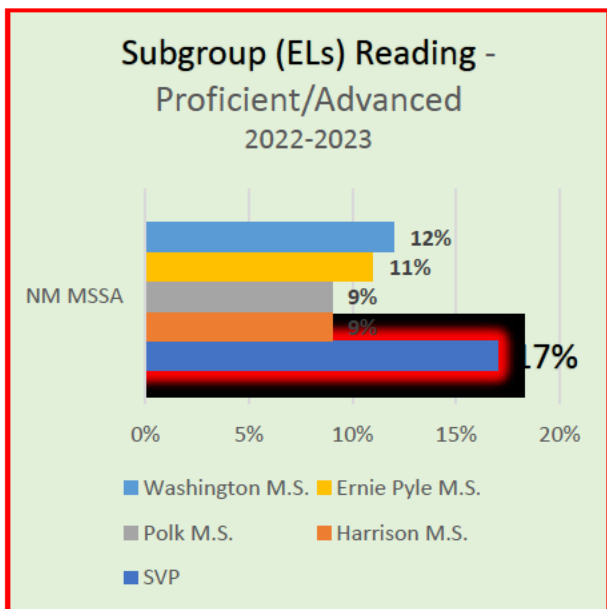
Overall Performance – During the 2022-2023 school year, South Valley Prep performed below Albuquerque Public Schools (APS) and the state in English Language Arts (ELA) and math. However, South Valley Prep outperformed all comparison schools in ELA and math.



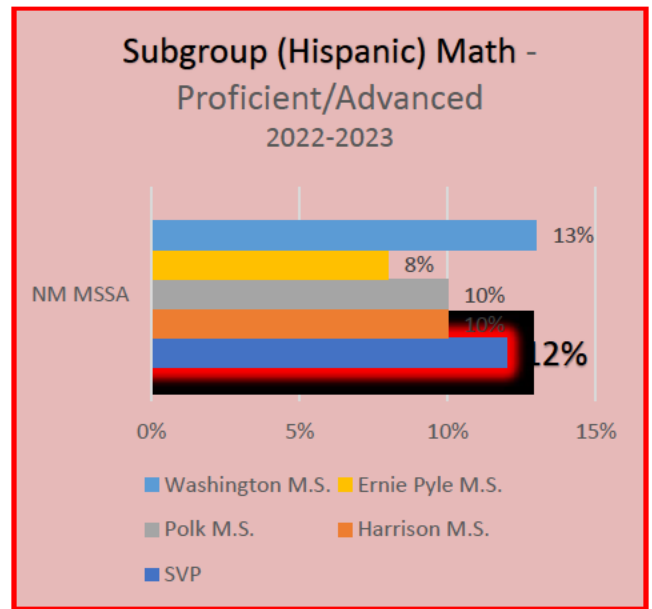
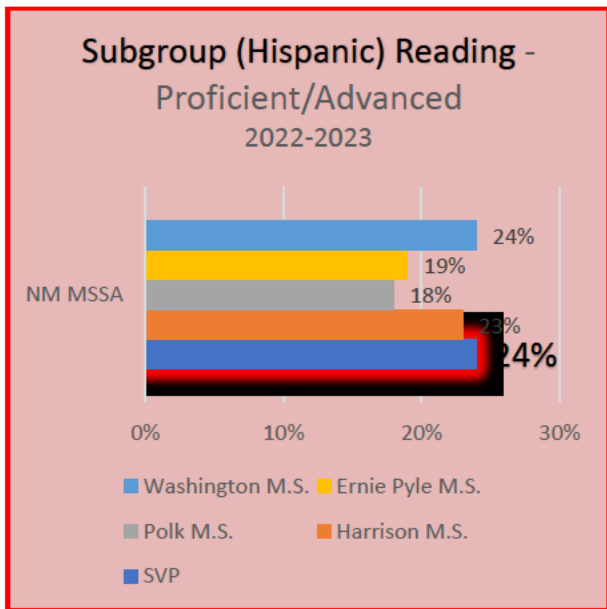
Subgroup Performance (SWD) – Students with disabilities (SWD) at South Valley Prep outperformed their counterparts in ELA and math compared to those who attended the four (4) comparison schools. 2022-2023 results were an improvement from the previous year. The proficiency rate for SWD at South Valley Prep was higher than those from comparison schools by at least seven (7) percentage points in ELA.



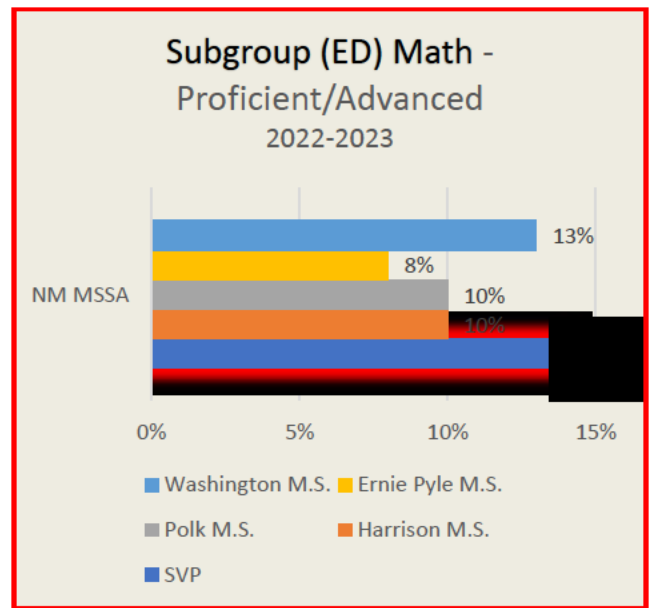
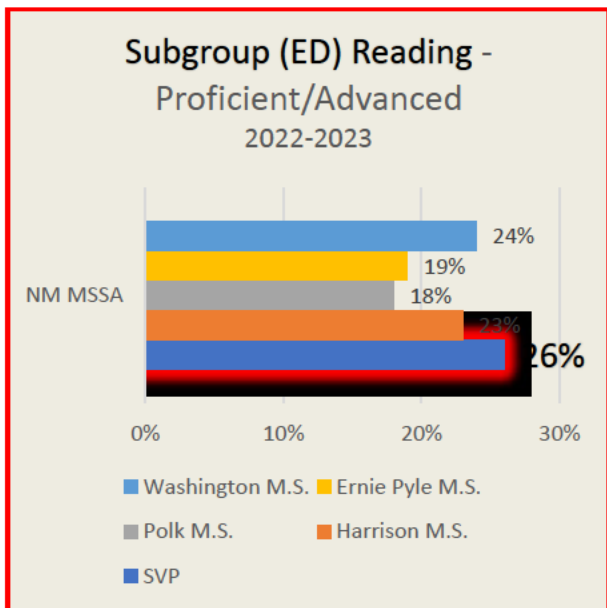
Subgroup Performance (ELs) – English learners (ELs) at South Valley Prep outperformed their counterparts in ELA and math compared to those who attended the four (4) comparison schools, which is an improvement from the previous year. The proficiency rate for ELs at South Valley Prep was higher than those from comparison schools by at least five (5) percentage points in ELA.



Subgroup Performance (Hispanic) – Hispanic students at South Valley Prep outperformed their counterparts in ELA and equaled the performance of one other comparison school in ELA. In math, Hispanic students from South Valley Prep outperformed three (3) of four (4) of their counterparts and was outperformed by one of the schools a percentage point.

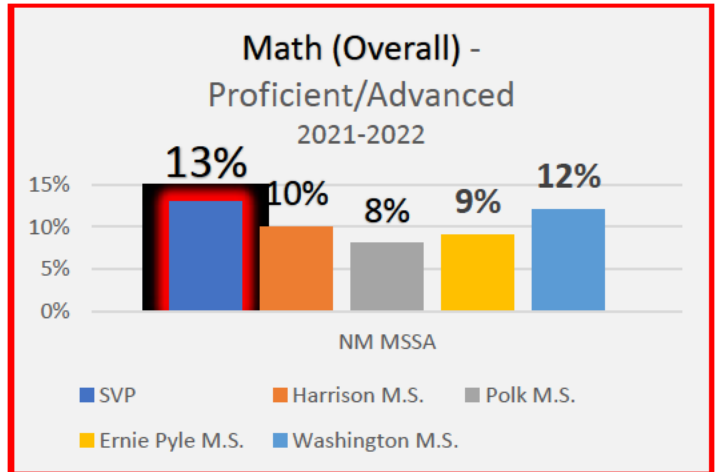
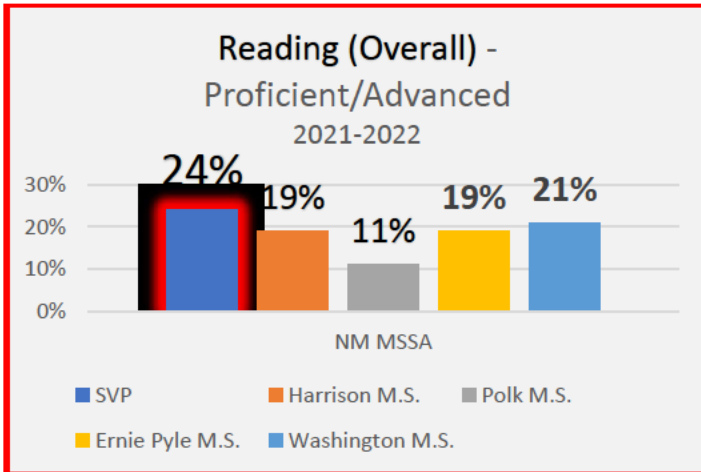


Subgroup Performance (Economically Disadvantaged) – Economically Disadvantaged (ED) students at South Valley Prep outperformed their counterparts at all comparison schools in ELA and Math.

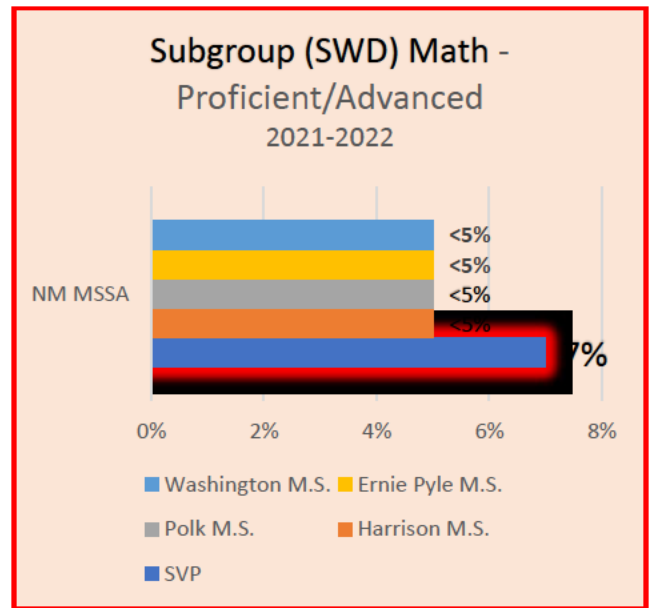
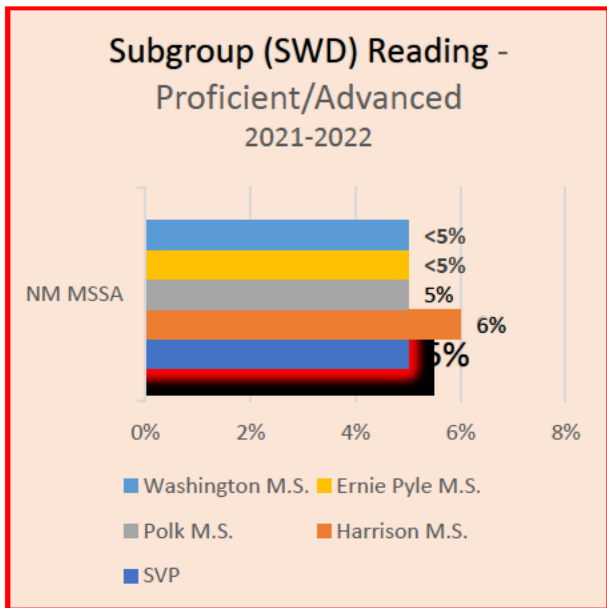


NM-MSSA 2021-2022

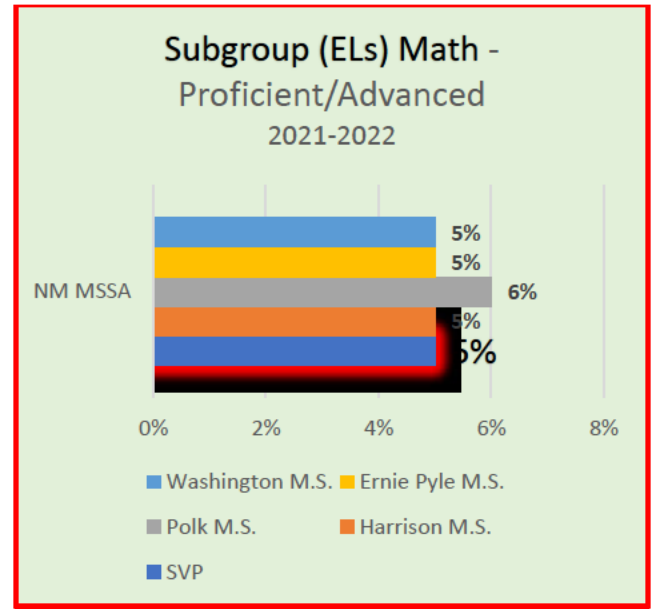
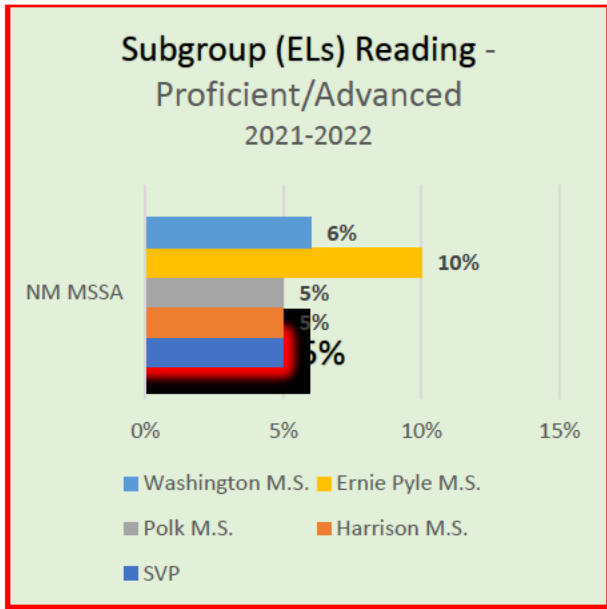
Overall Performance – During the 2021-2022 school year, South Valley Prep performed below Albuquerque Public Schools (APS) and the state in English Language Arts (ELA) and math. However, South Valley Prep outperformed all comparison schools in ELA and math.



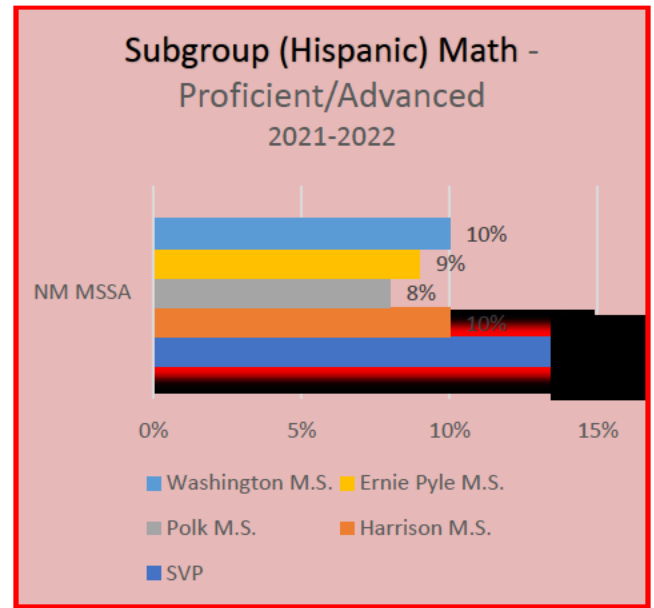
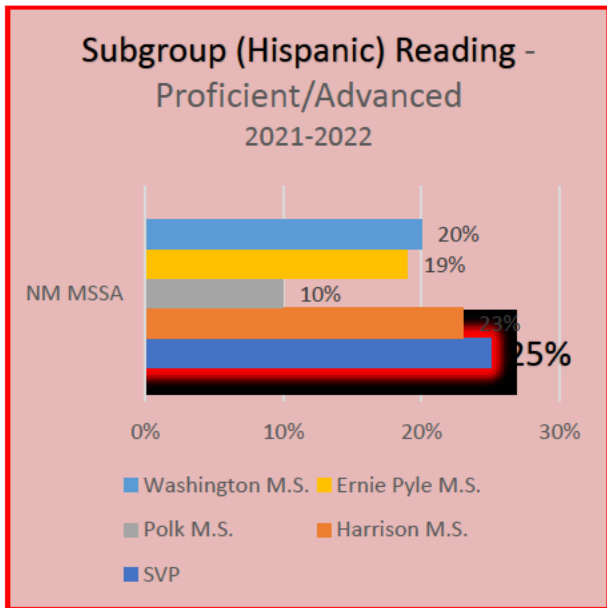
Subgroup Performance (SWD) – Students with disabilities (SWD) at South Valley Prep performed at the same proficiency level compared with their counterparts at three (3) of the four (4) comparison schools in ELA. SWD at one (1) of the comparison schools outperformed SWD at South Valley Prep in ELA. The proficiency rate in math for SWD at South Valley Prep was higher than their counterparts at all four (4) comparison schools.



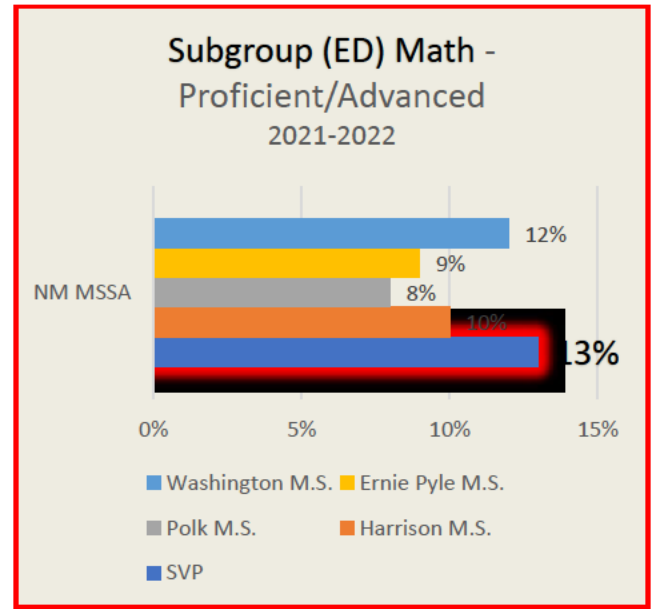
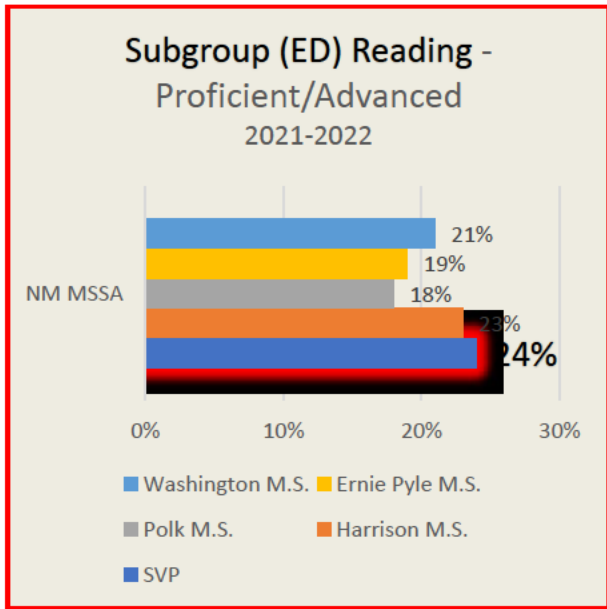
Subgroup Performance (ELs) – English learners (ELs) at South Valley Prep performed at the same proficiency level compared with their counterparts at two (2) of the four (4) comparison schools in ELA and math. SWD at two (2) of the comparison schools outperformed ELs at South Valley Prep with one (1) school outperforming ELs at South Valley Prep by five (5) percentage points. The proficiency rate in math for ELs at South Valley Prep was the same as those from three (3) of the four (4) comparison schools with one (1) of the comparison schools outperforming ELs at South Valley Prep by one (1) percentage point.



Subgroup Performance (Hispanic) – Hispanic students at South Valley Prep outperformed their counterparts at all comparison schools in ELA and Math. The proficiency rate for Hispanic students at South Valley Prep was higher than those from comparison schools by at least five (5) percentage points in ELA and four (4) percentage points in math.



Subgroup Performance (Economically Disadvantaged) – Economically disadvantaged (ED) students at South Valley Prep outperformed their counterparts at all comparison schools in ELA and Math.



NM-MSSA 2020-2021

Unavailable

Due to COVID-19 school closures and inconsistencies with serving students remotely, except for a small number of students who receive in-person instruction on a limited basis, the NM-MSSA was not administered during the 2020-2021 school year. However, South Valley Prep was and continues to be committed to ensuring student performance continues to be administered and results made available to teachers and parents in order to alter instruction to meet student needs. Consequently, the End-of-Year (EOY) interim assessment was administered remotely in the spring of 2021. See the 2020-2021 EOY results in the next section entitled “*Interim Assessment Over Time*” that describes student outcomes on the Northwest Evaluation Assessment (NWEA) Measure of Academic Progress (MAP). The assessment provider, however, cautions that “*MAP Growth assessment data attained in a remote testing environment should not be used as the basis for high-stakes decisions for students, teachers, and/or schools*” (see [NWEA Recommendations for Administration in a Remote Environment](#), p. 3).

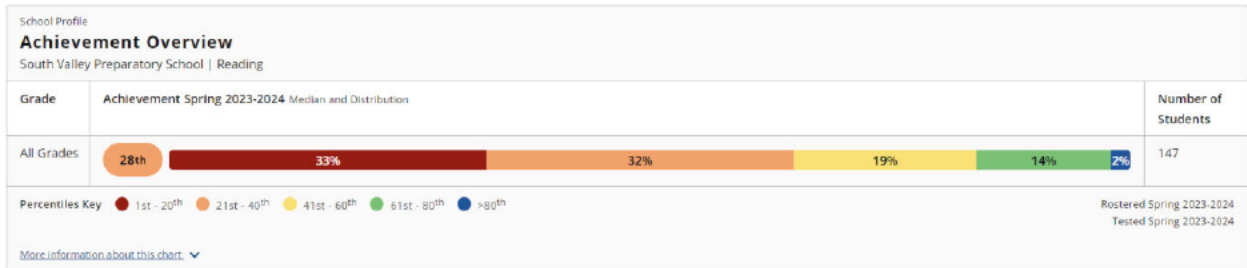
Interim Assessment Results Over Time

PROFICIENCY RATE

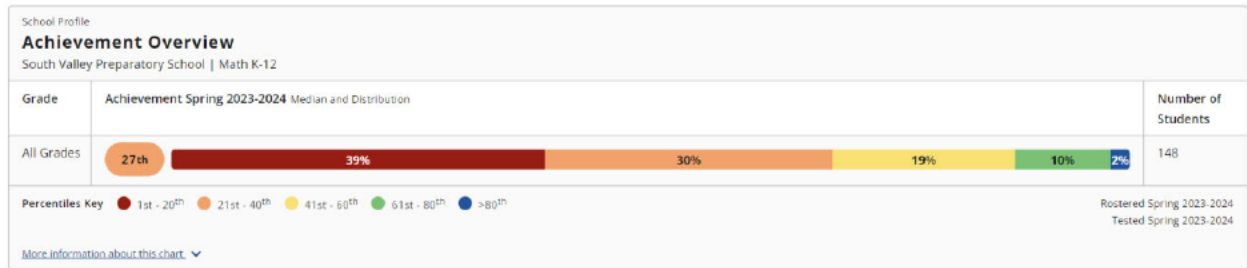
NWEA (MAP) 2023-2024

Overall Performance – Students were more engaged (e.g., eager to know how they performed after each test administration) during administration of NWEA MAP assessment during the 2023-2024 school year compared to previous years. Gains were observed in both reading and math (+6 percentage points each with math proficiency rates doubling from the previous year) during the 2023-2024 school year when compared to the 2022-2023 school year. Interim assessment results were reflected in the state summative assessment NM-MSSA were 6th, 7th, and 8th grade student proficiency rates in ELA were 44%, 38%, and 44% respectively, which collectively was higher than the state average.

Reading Proficiency (Spring 2023)



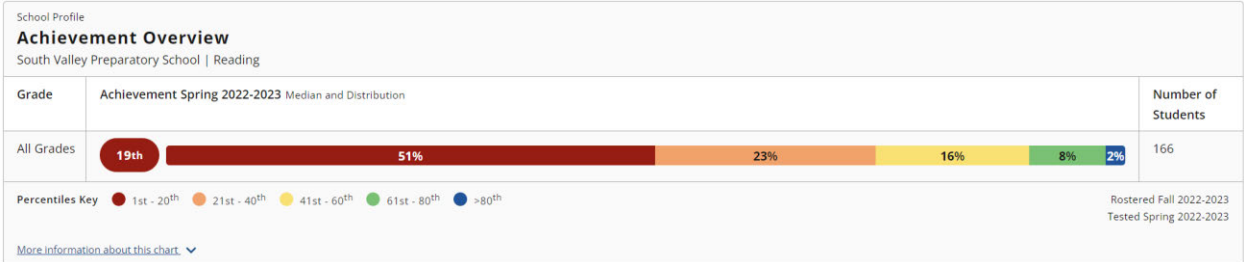
Math Proficiency (Spring 2024)



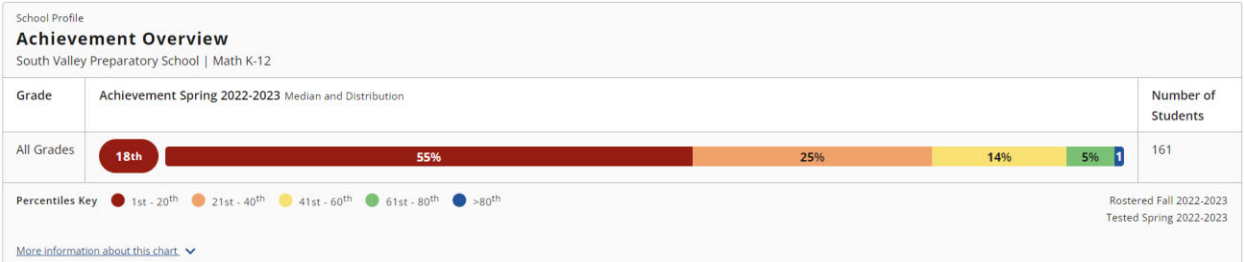
NWEA (MAP) 2022-2023

Overall Performance – Students at South Valley Prep performed below the 20th percentile in both reading and math, which was likely due to challenges with teacher and head administrator turnover.

Reading Proficiency (Spring 2023)



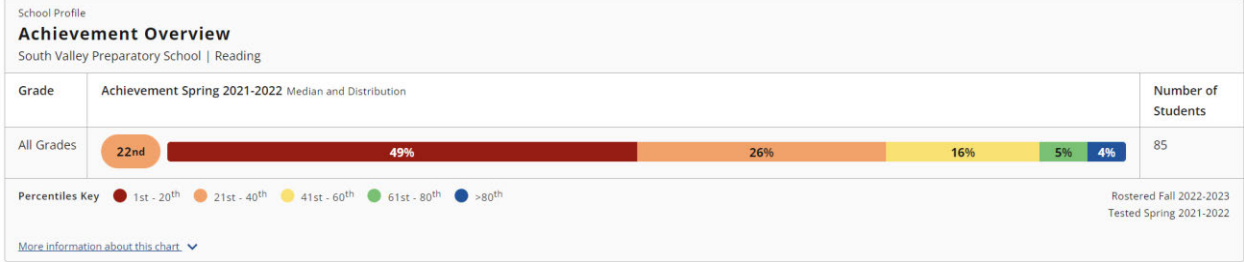
Math Proficiency (Spring 2023)



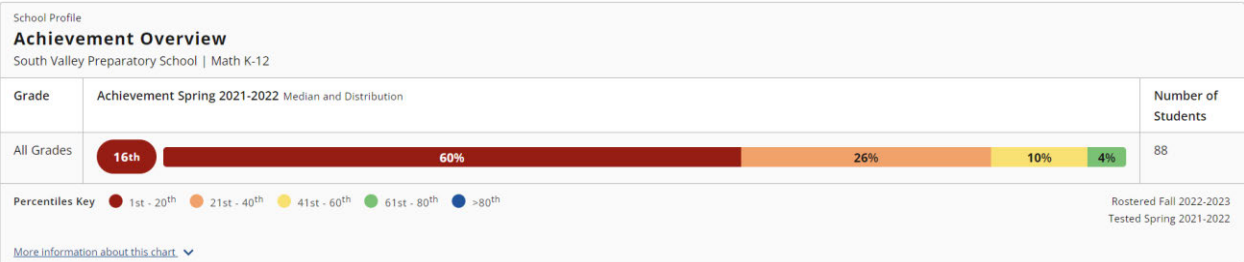
NWEA (MAP) 2021-2022

Overall Performance – Low test participation rate was observed during the 2021-2022 school year requiring caution when comparing performance within and across years.

Reading Proficiency (Spring 2022)



Math Proficiency (Spring 2022)



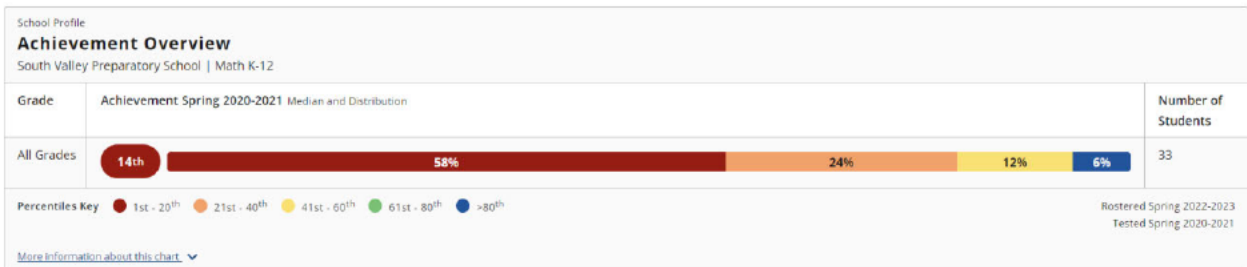
NWEA (MAP) 2020-2021

The NWEA MAP (interim assessment) in reading and math was administered to a small group of students at the end of the 2020-2021 school year. Test takers comprised less than 22% of the total student body. A myriad of reasons why school personnel elected not to mandate the assessment including the uncertainty that came with the sporadic in-person/hybrid learning formats experienced during the course of the year. Another factor was the potential negative impact, emotionally, that such assessment might have had for some students as expressed by families and faculty. Nevertheless, efforts to measure student academic performance, in order to improve learning, was made and continues to be a commitment held by South Valley Prep. Again, caution should be taken when interpreting assessment results during the 2020-2021 school year.

Reading Proficiency (Spring 2021)



Math Proficiency (Spring 2021)



Interim Assessment Results Over Time

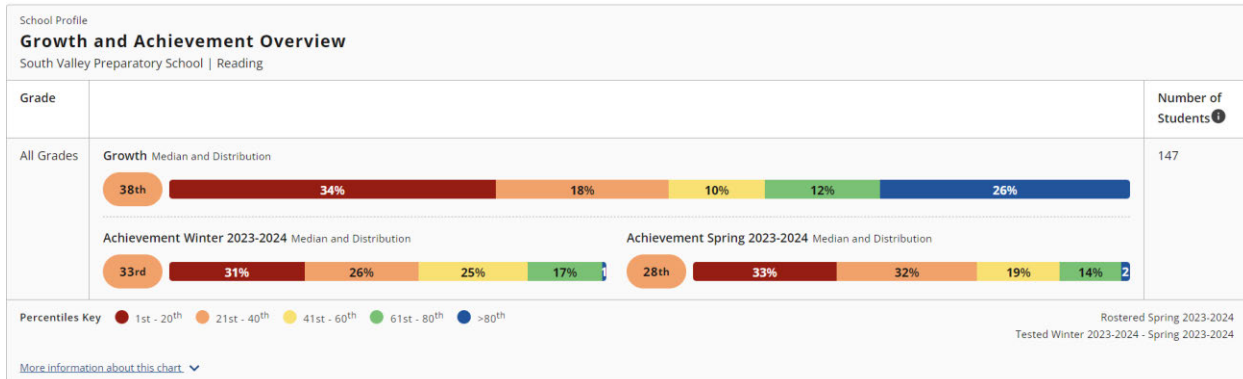
RATE OF GROWTH

NWEA (MAP) 2023-2024

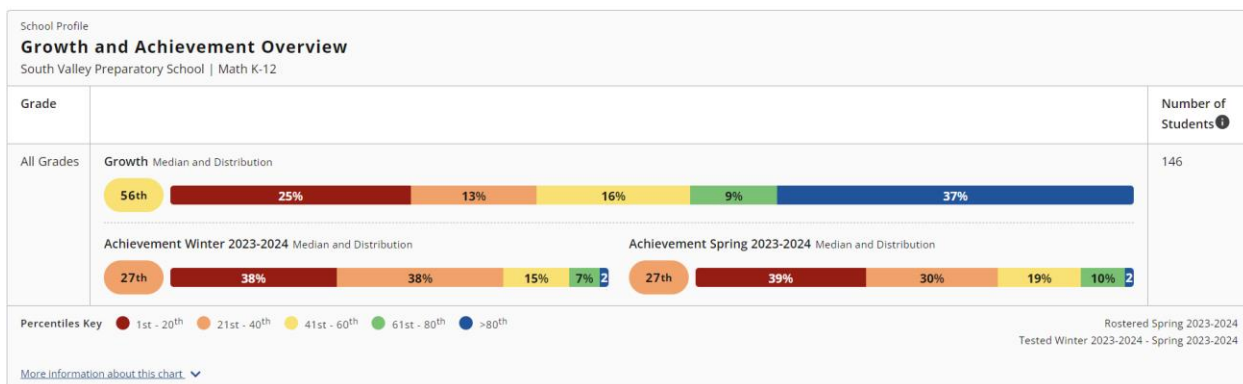
Overall Performance – Rate of growth experienced by a significant number of students in both reading and math was cause for excitement for the South Valley Prep school community given the historically low proficiency rates experienced in past years. Specifically, 26% of students in reading and 37% of students in math experienced growth rates at the 89th percentile or above as measured from the Middle-of-Year (MOY) to the End-of-Year (EOY). A cause of concern, however, is the high percentage of students who experienced rate of growth at a level below the 20th percentile (i.e., 34% of students in reading and 25% of students in math).

Staff, as well as a number of students, felt that administering the interim assessment immediately after students had just completed NM-MSSA may have resulted in “test burn-out.” Consequently, interim assessments will be administered at least one (1) week after NM-MSSA is taken during the 2024-2025 school year mitigating test fatigue specifically in late spring.

Reading Growth (Spring 2024)



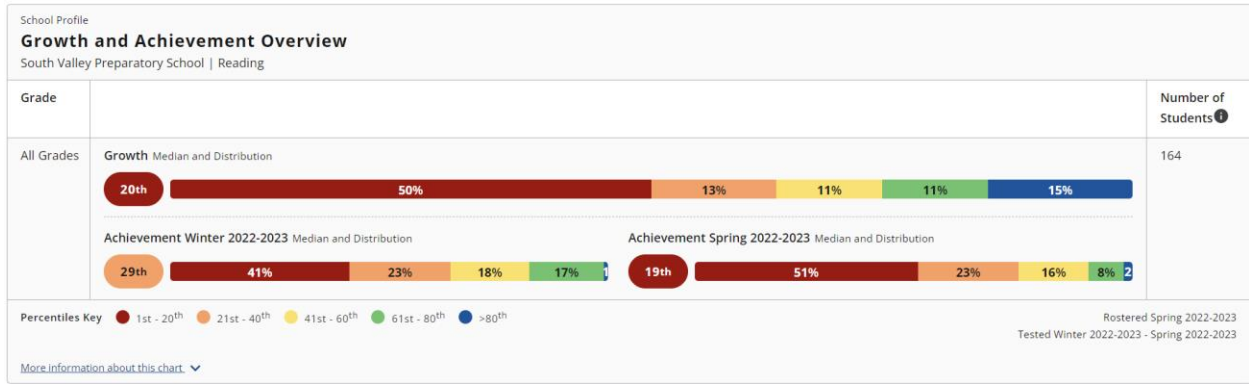
Math Growth (Spring 2024)



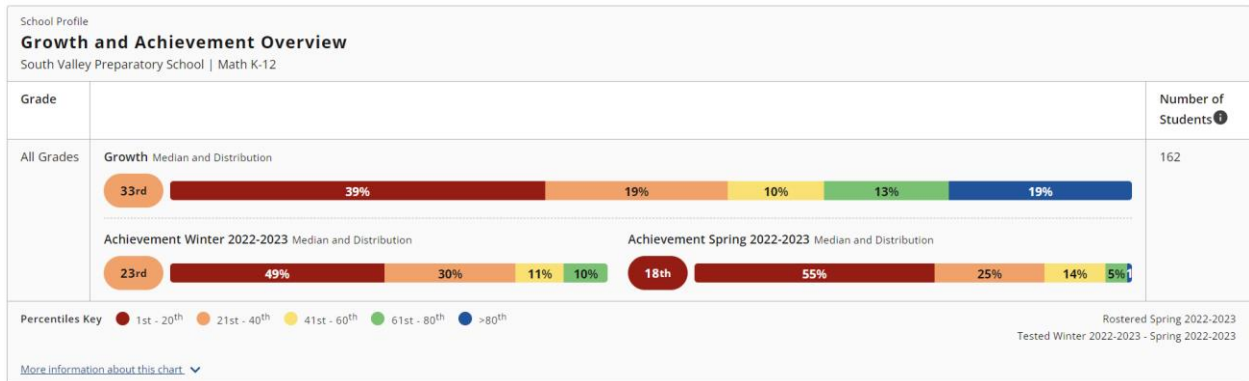
NWEA (MAP) 2022-2023

Overall Performance – Rate of growth in both reading and math was a significant concern during the 2022-2023 school year. Specifically, 50% of students in reading and 39% of students in math experienced a rate of growth below the 20th percentile at the End-of-Year (EOY). The turn-over in administration as well as departure of two (2) core faculty members (essentially 1/3 of the core teachers) caused school wide behavioral challenges for most of the year that likely impacted student performance on the interim assessment. A new administrative team came on board in late summer of 2023 providing consistent leadership for the school community.

Reading Growth (Spring 2023)



Math Growth (Spring 2023)



NWEA (MAP) 2021-2022

Reading Growth (Spring 2022) – None available since only EOY was administered.

Math Growth (Spring 2022) – None available since only EOY was administered.

NWEA (MAP) 2020-2021

Reading Growth (Spring 2021) – None available since only EOY was administered.

Math Growth (Spring 2021) – None available since only EOY was administered.

Appendix A-1: 2b Comprehensive Educational Program

This section provides supporting evidence of service learning, outdoor experience, health/wellness, and other programs offered by South Valley Prep that have taken place during the past four (4) years that are in addition to the narrative provided in Section 2a earlier in the application.

Outdoor and Service Learning Experiences



Exploring the Acequias and the Bosque



Outdoor and Service Learning Experiences

Service Learning at Los Jardines Institute



Cultural Connection with Food Corp Participants at Indian Pueblo Cultural Center (IPCC)



Health and Wellness – Growing Vegetables In Urban Industrial Setting with Food Corp



Outdoor and Service Learning Experiences



Earth Day Workshop at Los Jardines Institute

Cultural Connection - Aztec Mural Club and local artist EddyBerto Cardenas with special guest Danza Azteca Kalpulli Ehecatl



Outdoor and Service Learning Experiences

Service Learning on the Farm



Cultural Connection - Muertos & Marigold (opening the school to the community)



student_firstName	student_lastName	student_homeroom	Team	Grit	Optimism	Self-Control	Self-Control	Gratitude	Curiosity	Zest	Total Points	# of Students
Bittner, William				3	3	3	3	3	3	3	818	24
Bittner, William				6	6	6	6	6	6	6	818	24
Bittner, William				0	4	0	0	4	0	0	818	24
Bittner, William				5	6	4	4	5	5	5	818	24
Bittner, William				6	6	6	6	6	6	6	818	24
Bittner, William				7	7	6	6	7	7	7	818	24
Bittner, William				3	3	3	3	3	3	3	818	24
Bittner, William				6	6	6	6	6	6	6	818	24
Bittner, William				0	0	0	0	0	0	0	818	24
Bittner, William				7	7	7	7	7	7	7	818	24
Bittner, William				6	6	6	6	6	6	6	818	24
Bittner, William				5	5	4	4	5	5	5	818	24
Bittner, William				6	6	6	6	6	6	6	818	24
Bittner, William				8	8	8	8	8	8	8	818	24
Bittner, William				6	6	5	5	6	6	6	818	24
Bittner, William				6	6	3	3	6	6	6	818	24
Bittner, William				6	6	6	6	7	7	7	818	24
Bittner, William				7	7	7	7	7	7	7	818	24
Bittner, William				6	6	6	6	7	7	7	818	24
Bittner, William				7	7	7	7	7	7	7	818	24
Bittner, William				7	7	7	7	7	7	7	818	24
Bittner, William				3	3	3	3	3	3	3	818	24
Bittner, William				7	7	7	7	7	7	7	818	24
Bittner, William				6	6	5	5	6	6	6	818	24
Bittner, William											818	24
Bittner, William											818	24

Analysis based on end-of-year assessment (i.e., 1st section of mission-specific goal)
Average per homeroom: 34.91666

student_firstName	student_lastName	student_homeroom	Team	Grit	Optimism	Self-Control	Self-Control	Gratitude	Curiosity	Zest	Total Points	# of Students
Bittner, William				3	3	3	3	3	3	3	838	24
Bittner, William				6	6	6	6	6	6	6	838	24
Bittner, William				5	6	4	4	5	5	5	838	24
Bittner, William				6	6	6	6	6	6	6	838	24
Bittner, William				7	7	6	6	7	7	7	838	24
Bittner, William				3	3	3	3	3	3	3	838	24
Bittner, William				6	6	6	6	6	6	6	838	24
Bittner, William				6	6	6	6	6	6	6	838	24
Bittner, William				7	7	7	7	7	7	7	838	24
Bittner, William				6	6	6	6	6	6	6	838	24
Bittner, William				5	5	4	4	5	5	5	838	24
Bittner, William				6	6	6	6	6	6	6	838	24
Bittner, William				6	6	6	6	6	6	6	838	24
Bittner, William				6	6	5	5	6	6	6	838	24
Bittner, William				6	6	6	6	7	7	7	838	24
Bittner, William				7	7	7	7	7	7	7	838	24
Bittner, William				6	6	6	6	7	7	7	838	24
Bittner, William				7	7	7	7	7	7	7	838	24
Bittner, William				3	3	3	3	3	3	3	838	24
Bittner, William				7	7	7	7	7	7	7	838	24
Bittner, William				6	6	5	5	6	6	6	838	24
Bittner, William											838	24
Bittner, William											838	24

Analysis based on end-of-year assessment (i.e., 1st section of mission-specific goal)
Average per homeroom: 34.91667

student_firstName	student_lastName	student_homeroom	Team	Grit	Optimism	Self-Control	Self-Control	Gratitude	Curiosity	Zest	Total Points	# of Students
Tuan, Louie				3	5			6	6	5	789	23
Tuan, Louie				6	4			5	4	3	789	23
Tuan, Louie				5	4			5	4	3	789	23
Tuan, Louie				6	6			7	6	6	789	23
Tuan, Louie				6	3			4	3	4	789	23
Tuan, Louie				3	6			6	7	7	789	23
Tuan, Louie				3	5			5	4	3	789	23
Tuan, Louie				5	6			7	7	6	789	23
Tuan, Louie				4	4			6	7	5	789	23
Tuan, Louie				6	6			7	7	7	789	23
Tuan, Louie				6	6			7	7	7	789	23
Tuan, Louie				4	3			3	4	4	789	23
Tuan, Louie				3	6			7	7	6	789	23
Tuan, Louie				6	6			5	5	4	789	23
Tuan, Louie				3	5			7	6	6	789	23
Tuan, Louie				3	3			3	5	3	789	23
Tuan, Louie				3	4			4	5	4	789	23
Tuan, Louie				5	5			6	7	6	789	23
Tuan, Louie				5	4			5	5	6	789	23
Tuan, Louie				3	6			6	7	6	789	23
Tuan, Louie				6	3			4	4	5	789	23
Tuan, Louie				5	5			5	6	6	789	23
Tuan, Louie											789	23
Tuan, Louie											789	23

Analysis based on end-of-year assessment (i.e., 1st section of mission-specific goal)
Average per homeroom: 34.3043

student_firstName	student_lastName	student_HomeroomTeach	Git	Optimism	Self-Control	Self-Control	Gratitude	Curiosity	Zest	Totals Tri 3 of
Avila, Santana			4	5	5	5	6	4	4	33
Avila, Santana			5	5	3	3	3	6	5	30
Avila, Santana			3	3	3	3	4	3	3	12
Avila, Santana			5	4	4	4	5	4	3	28
Avila, Santana			7	7	7	7	7	7	7	49
Avila, Santana			7	7	6	6	6	7	6	46
Avila, Santana			7	7	7	7	7	7	7	47
Avila, Santana			6	6	6	6	7	6	6	43
Avila, Santana			3	4	2	2	4	5	3	23
Avila, Santana			7	7	7	7	7	7	7	49
Avila, Santana			7	7	7	6	7	6	7	48
Avila, Santana			3	4	3	3	4	7	4	28
Avila, Santana			6	6	5	2	4	7	6	36
Avila, Santana			6	5	5	6	7	7	6	42
Avila, Santana			4	4	3	2	4	6	4	27
Avila, Santana			6	6	6	6	7	6	6	43
Avila, Santana			7	7	7	7	7	7	7	49
Avila, Santana			3	4	2	3	4	5	3	24
Avila, Santana			4	3	3	3	5	5	4	27
Avila, Santana			7	7	6	6	6	7	6	45
Avila, Santana			5	7	6	6	6	4	5	39
Avila, Santana			7	7	7	7	7	7	7	49
Avila, Santana			7	7	7	6	7	7	7	48
Avila, Santana			1	1	2	2	4	3	2	15
Avila, Santana			6	6	7	7	6	6	6	44
Avila, Santana			6	7	6	7	7	7	7	47
										Total Point
										980
										No. of Stud
										25

Analysis based on end-of-year assessment [i.e., 1st section of mission-specific goal]
Average per homeroom - 39.2

2022-2023

Not available. Survey was not administered to students.

2021-2022

Mission-specific Goal: 80-85% of SVP students will score 91 or higher on EOY Qualities for Assessment OR increase their BOY Q-for-S score by at least 10 points by the EOY Q-for-S Report Card.

Goal Met: Yes

For the 21-22 school year 97% of the students took the Qualities of Success end of year assessment. Of the total enrollment on the 120th day count of 178, 172 of our students took the assessment. Of the 172 students who took the assessment 88% of students scored 91 or higher on the EOY Qualities for Success Assessment.

2020-2021

Not available due to COVID-19 school closure.