



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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ARSENIO ROMERO, Ph.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2022-23 Annual Report
March 1, 2024**

School Name: Estancia Valley Classical Academy

School Address: 110 Hwy 344 Edgewood, NM 87015

Head Administrator: Jennifer Rivera

Governing Board Chair: Kim Adams

Business Manager: Marla E. Lovato

Authorized Grade Levels: K-12

Grade Levels Served: K-12

Authorized Enrollment Cap: 780

2022-23 End of Year Enrollment: 609¹

Contract Term: 2022-2027

Conditions/CAP: Special Education Corrective Action Plan (see last page)

Waivers: None

Mission:

To preserve our Nation's founding principles, Estancia Valley Classical Academy seeks to furnish willing students a rigorous education in the humanities, the sciences, and the arts with such instruction in the virtues as will best develop the mind and character of its pupils.

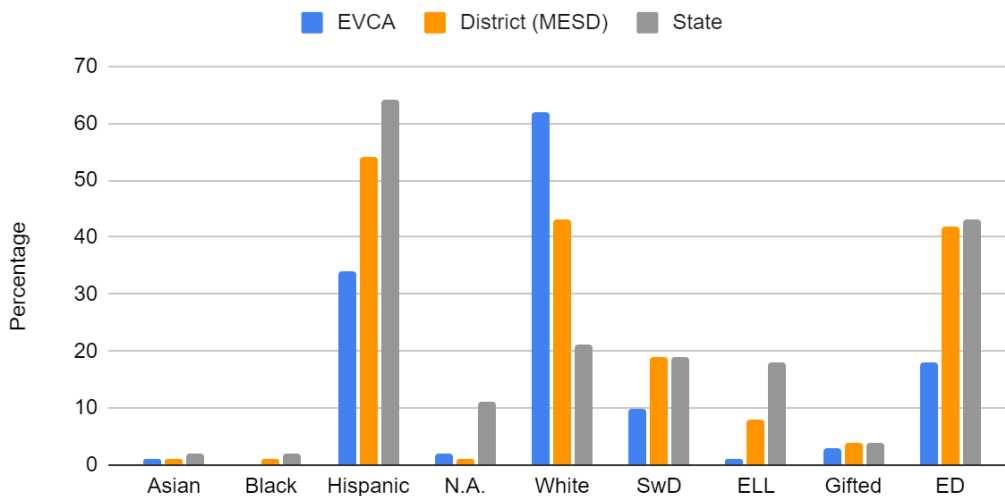
¹ According to EVCA's contract, the facility cap is 575. The EOY enrollment exceeded the cap at 609. If the facility cap has changed, the school must submit documentation of Amendment notification to CSD.

Educational Program:

- i. The EVCA provides students with a content-rich, academically-rigorous education in the classical liberal arts tradition.
- ii. EVCA grounds education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools. First is the Core Knowledge Sequence - a specific, grade-by-grade core curriculum of common learning. The Sequence is distinguished by a planned progression of specific knowledge in world history and geography, American history and geography, mathematics, science, language arts, visual arts and music. Students read and discuss classical literature. Core Knowledge is supplemented with a multi-sensory, brain-based approach for teaching "explicit" phonics, reading and language arts; and a conceptual approach to mathematical skill building and problem solving.
- iii. Students at EVCA also receive instruction in the fine arts. In keeping with classical education, the EVCA teaches music and art largely through an intensive study of technique and through the works of the masters. In music, students are exposed to a wide array of music. They learn about composers and their music, the elements of music, and vocal ranges. In the visual arts, students learn about the elements of art and works of art from various periods and cultures.
- iv. In the high school, students receive a classical liberal arts education that aligns with but exceeds New Mexico standards. High school students complete 23.5 credits of core curriculum and 1.5 credits of elective courses.
- v. Students in grades 7-12 are required to complete at least two years of Latin.
- vi. Seniors are required to complete a Moral Philosophy course and present a Senior Thesis. These represent an in-depth inquiry into a question or topic that is the culmination of the student's academic and character development at the EVCA. The process of researching and completing the thesis hones students' ability to conduct research, to analyze and synthesize information, and to communicate effectively about what they have learned.
- vii. To achieve our mission, EVCA teachers employ the following methods:
 - a. The Socratic Method
 - b. Use of Primary Source documents in History
 - c. Integrating a Standard of Excellence represented in the Eight Pillars of Character (citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility). Teaching and coaching in the classical virtues are integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-command and self-sacrifice found in classical literature and history.
 - d. Teaching of Study Skills
 - e. Studying Latin and Greek roots in K-6.

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	76
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	62.5
Overall Academic Score: average of indicators 1 and 3	69.25

State Accountability System:

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

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.

- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

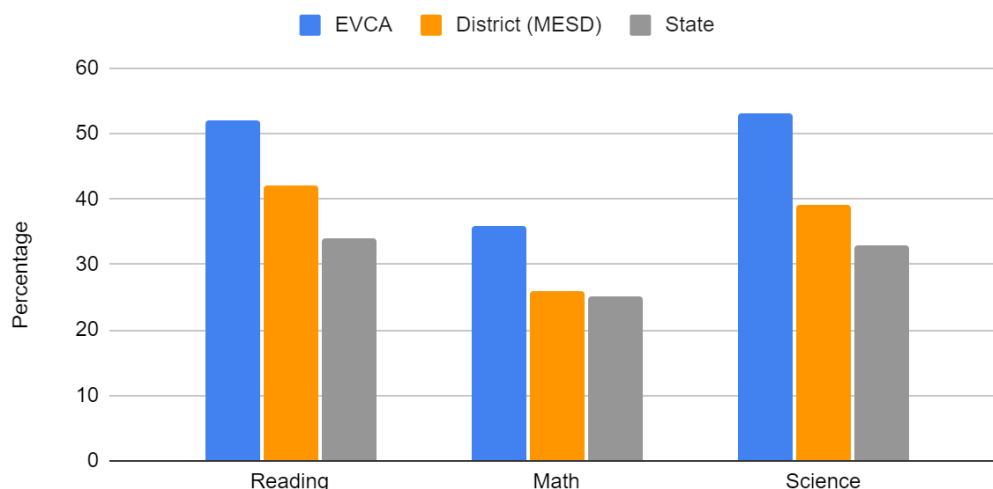
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Estancia Valley Classical Academy** received the designation of **Spotlight**.

Proficiency

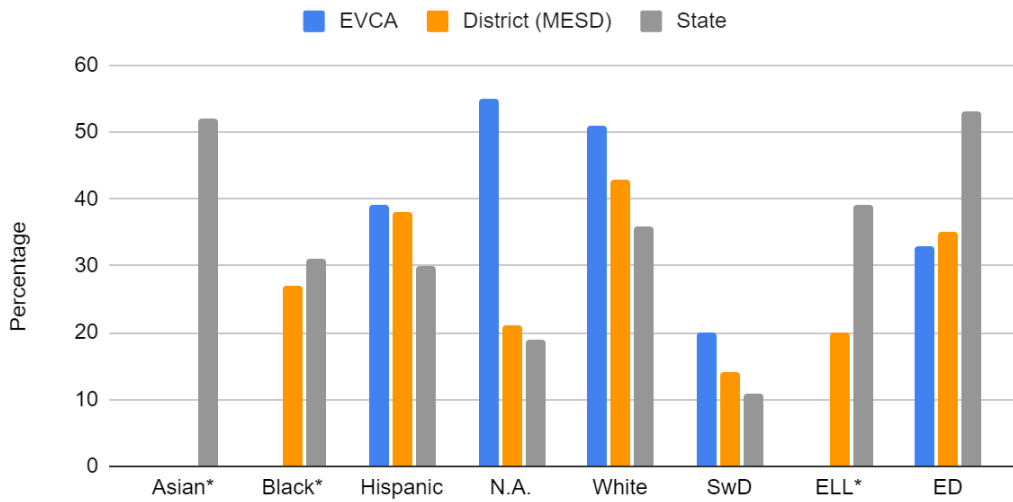
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

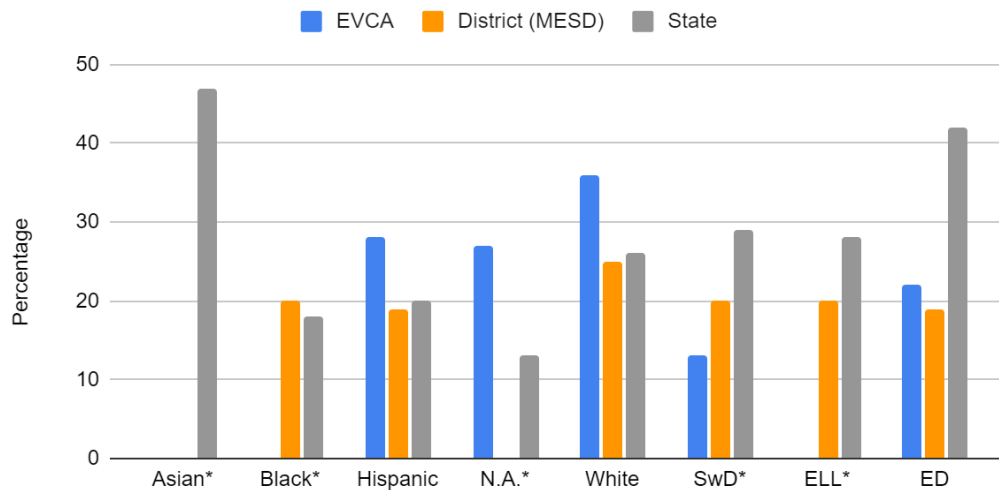
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size. District English language learner population also masked, $\leq 20\%$ in reading.

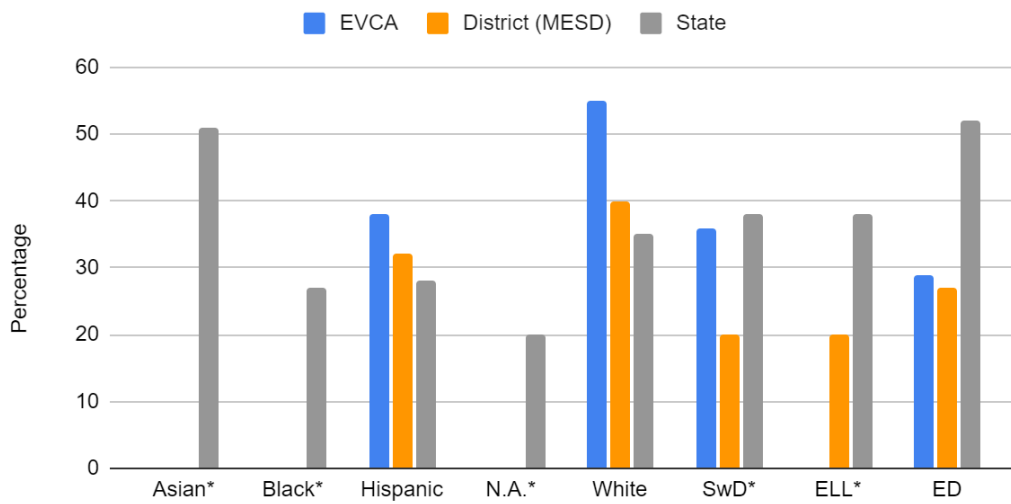
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size. District populations also masked, black, students with disabilities, and English language learners, $\leq 20\%$ in math.

Percent Proficient in Science by Subgroup 2022-23

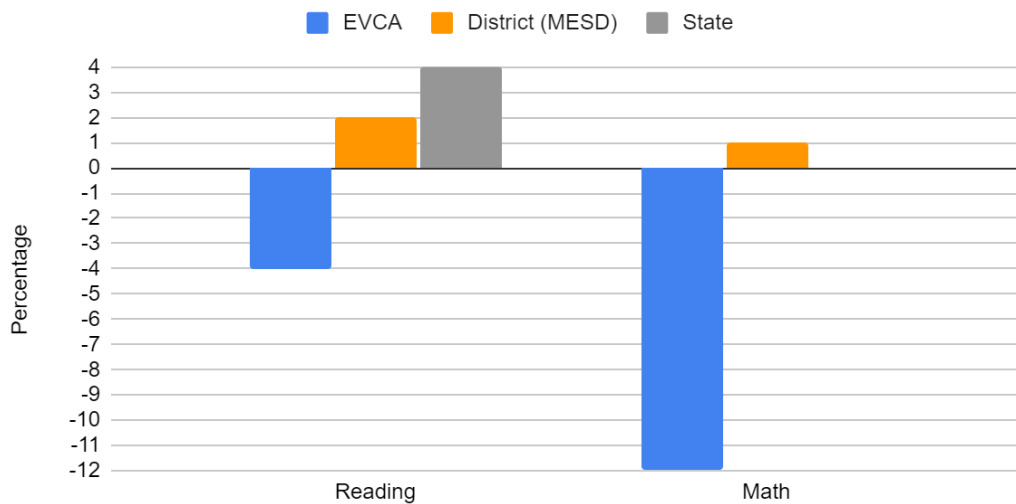


Source: NMVistas.org

***Note:** groups are masked due to population size. District populations also masked: students with disabilities, English language learners, $\leq 20\%$ in science.

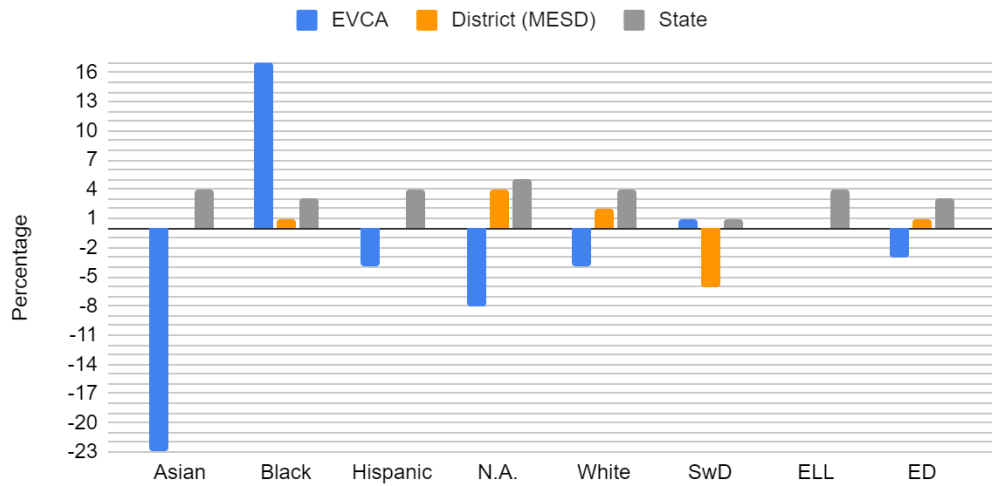
Improvement (Growth)

Percent Growth for All Students (2021-22 to 2022-23)



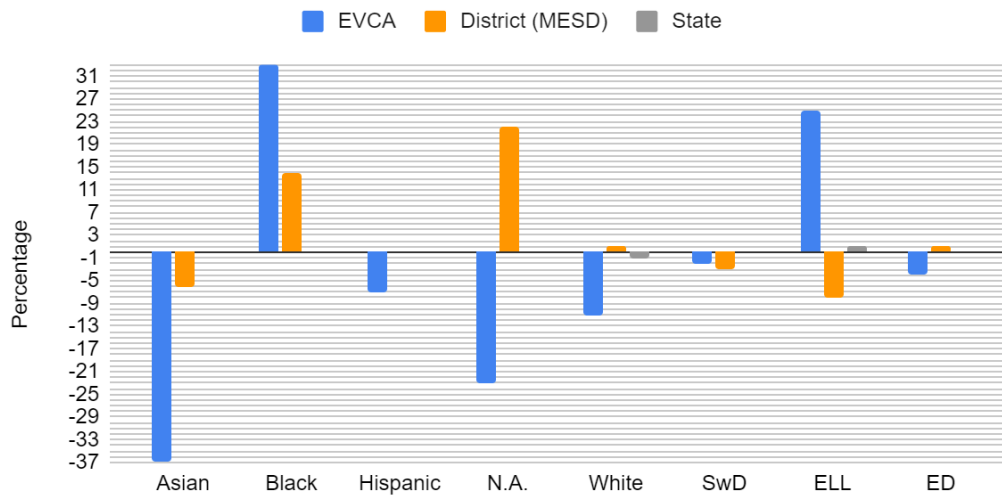
Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

Math Percent Growth by Subgroup (2021-22 to 2022-23)



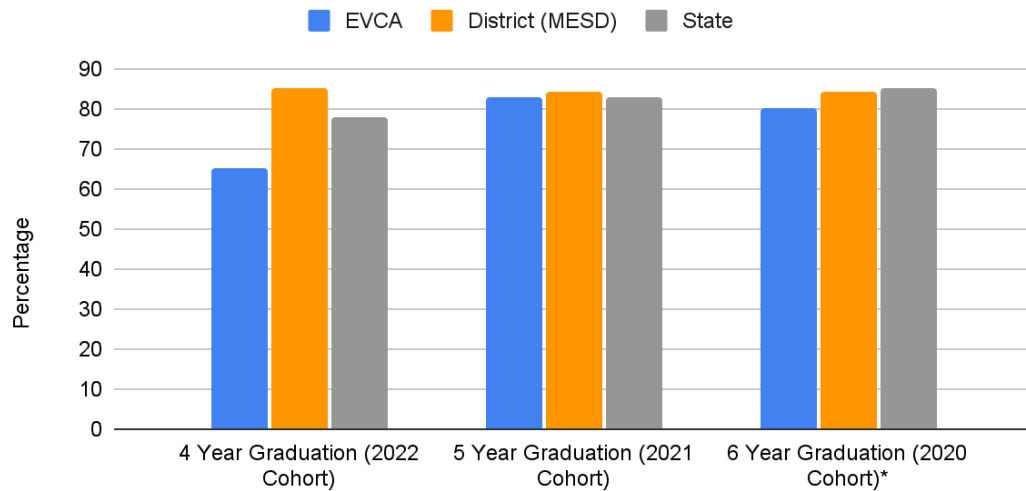
Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

English Learner Progress (NMVistas): -4%

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

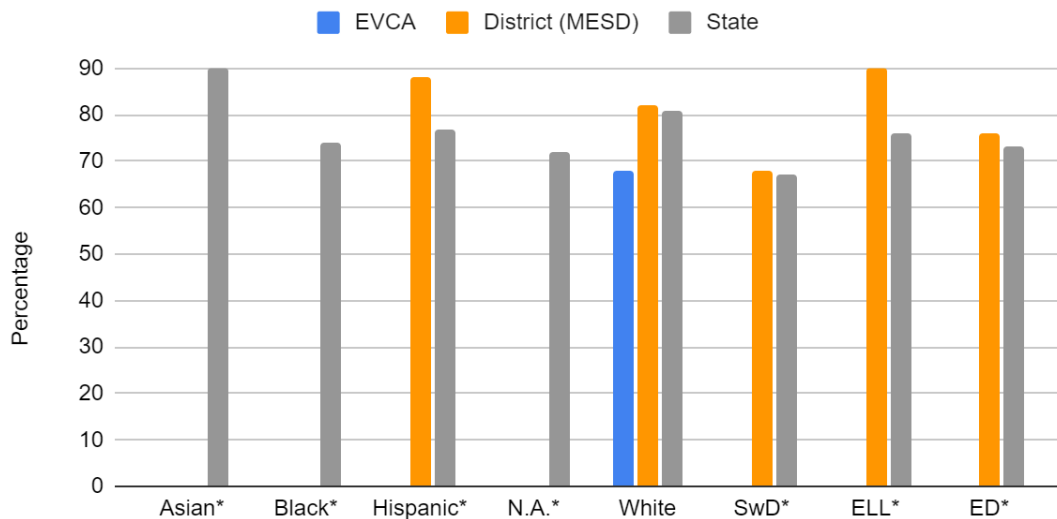
High School Graduation



Source: NMVistas.org

***Note:** school data masked for 6-year graduation rate: $\geq 80\%$.

4-Year Graduation by Subgroup



Source: NMVistas.org

***Note:** groups are masked due to population size. District population of English language learners also masked, $\geq 90\%$.

Mission-Specific Goals

Goal 1: The EVCA seeks to furnish students with a classical education in the Humanities, Sciences, and the Arts. A key to such an education is the learning of Art.

Goal: 75-89% of 1st, 3rd, and 7th grade students, and high school students enrolled in Art, who are enrolled on the 40th day and included in the end-of-year (EOY) report to the state, will receive a grade of C or better in Art, graded by art rubrics.

Performance Level	Target	Points
Exceeds Standard	90% or more of 1st, 3rd, and 7th grade students, and high school students enrolled in Art, who are enrolled on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in Art.	100
Meets Standard	75-89% of 1st, 3rd, and 7th grade students, and high school students enrolled in Art, who are enrolled on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in Art.	75
Working to Meet Standard	50-74% of 1st, 3rd, and 7th grade students, and high school students enrolled in Art, who are enrolled on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in Art.	25
Does Not Meet Standard	Less than 50% of 1st, 3rd, and 7th grade students, and high school students enrolled in Art, who are enrolled on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in Art.	0

Rating: Exceeds Standard- 99.5% attainment- **100 pts.**

Goal 2: The Estancia Valley Classical Academy seeks to furnish students a classical education. A key to such an education is the learning of History.

Goal: 75-89% of 3rd, 6th, 9th, and 11th grade students, who are enrolled in the EVCA on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in History.

Performance Level	Target	Points
Exceeds Standard	90% or more of 3rd, 6th, 9th, and 11th grade students, who are enrolled in the EVCA on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in History.	100
Meets Standard	75-89% of 3rd, 6th, 9th, and 11th grade students, who are enrolled in the EVCA on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in History.	75
Working to Meet Standard	50-74% of 3rd, 6th, 9th, and 11th grade students, who are enrolled in the EVCA on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in History.	25
Does Not Meet Standard	Less than 50% of 3rd, 6th, 9th, and 11th grade students, who are enrolled in the EVCA on the 40th day and included in the end of year (EOY) report to the state, will receive a grade of C or better in History.	0

Rating: Working to Meet Standard- 58.4% attainment- **25 pts.**

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Estancia Valley Classical Academy	2022-23
Organizational Performance	
1a Mission and Educational Program	Meets Standard
1b State Assessment Requirements	Meets Standard
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Meets Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	N/A
2a Governance Requirements	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard
2c Reporting Requirements	Working to Meet Standard
3a Rights of All Students	Meets Standard
3b Attendance and Retention	Meets Standard
3c Staff Credentialing	Meets Standard
3d Employee Rights	Meets Standard
3e Background Checks, Ethics	Meets Standard
4a Facilities	Meets Standard
4b Transportation	N/A
4c Health and Safety	Meets Standard
4d Handling Information	Meets Standard
4e Information accessible to the public	Meets Standard
4f School climate	Meets Standard
5a Financial Reporting and Compliance	Working to Meet Standard
5b Accounting Principles	Does Not Meet Standard
5c Responsive to Audit Findings	Working to Meet Standard
5d Managing Grant Funds	Meets Standard
5e Staffing for Fiscal Management	Meets Standard
5f Internal Controls	Meets Standard

Explanation of 2022-23 Indicator Ratings

2.c. One governing board notification was reported late.

5a. Q3 late 3 days. In Jan. 2023 the school filed a notice of financial irregularities. Confirmed during annual site visit.

5b. [FY22](#) audit reflects five (5) audit findings for the academy and one (1) for the foundation, of which four (4) are material weaknesses.

5c. [FY22](#) audit reflects one repeat finding 2022-001, from 2020-001.

Site Visit Attendees

Monday, March 6, 2023

CSD Team: Martica Davis (Lead), Frank McCulloch, Kyle Wood, Juilanna Montoya, Kimberly Gonzales, and Dr. Elena Valdez (PED Language and Culture Division)

School Leadership: Jennifer Rivera, Head Administrator

Governing Board: Kim Adams and Tera Dick

Special Education Corrective Action Plan Status

Summary of Annual Determination Letter, 2022-23 School Year (from letter dated February 7, 2024):

Each year, the NMPED is required to assign annual determinations in accordance with the Individuals with Disabilities Education Act (IDEA). The determination is made based upon data submitted by the Local Education Agency (LEA) through the STARS system and participation in random sampling of student post-secondary transition data. Information is also obtained through monitoring visits, dispute resolution information, and any other public documentation made available.

LEA Determination: Based upon a comprehensive review of the LEA's data and information, **Estancia Valley Classical Academy** is assigned an annual determination of **Needs Assistance– Year 1** for School Year 2022-2023. The data used to make this annual determination was based on the data in the enclosed document titled "2022-2023 Annual Determination Data" and is listed below:

- **Indicator 4B**

Corrective Action Plan (CAP) required: As a result of the identified non-compliance, the Special Education Division (SED) will be issuing a Corrective Action Plan (CAP) to address the identified non-compliance. As part of the CAP process, the LEA will initially be required to complete either a Root Cause Analysis (RCA) and/or a Self-Assessment (SA) for missed compliance indicators. The RCA/SA must be completed and returned to the assigned SED Education Administrator, Catherine Quick, no later than February 29, 2024. All non-compliance identified in the determination letter must be corrected no later than February 7, 2025.

Letter of determination and determination data sheets are **attached**.



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SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

February 07, 2024

Executive Director Jennifer Rivera
Estancia Valley Classical Academy
P.O. Box 1780
Edgewood, NM 87015

RE: Annual Determination 2022-2023 School Year (Corrective Action Required)

Dear Executive Director Rivera:

Each year, the New Mexico Public Education Department (PED), as the State Education Agency (SEA), is required to assign annual determinations in accordance with the Individuals with Disabilities Education Act (IDEA) at 34 CFR § 300.600(a)(2) and Subsection F of 6.31.2.9 NMAC. This determination is made based upon data submitted by the Local Education Agency (LEA) through the Student Teacher Accountability Reporting System (STARS) and participation in random sampling of student post-secondary transition data. Information is also obtained through monitoring visits, dispute resolution information, and any other public documentation made available.

Making Determinations

In making determinations, data submitted for State Performance Plan (SPP) and Annual Performance Report (APR) indicators 1-14 were examined to determine the validity and reliability of the submitted data and its consistency with the required measures outlined in the SPP and APR, Part B Measurement Table. Specific compliance indicators (9, 10, 11, 12, and 13) were reviewed to determine if the LEA demonstrated substantial compliance of 95% or higher. Indicator 4B data were reviewed to ensure that LEAs did not have any significant discrepancy in the rates of long-term suspensions and expulsions. The correction of issues of non-compliance, the submission of timely and valid data as well as audit findings were also considered in assigning the LEA an annual determination.

The SEA also considered the following factors in making an annual determination for the LEA:

- Unresolved special conditions;

2022-2023 Annual Determination

February 07, 2024

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- Designation as a "high risk" LEA;
- Long standing audit issues;
- Length of time a problem existed was unacceptable;
- Magnitude of the problem was a concern;
- Progress the LEA made to correct the problem was insufficient.

The determination criteria are further summarized in the enclosed *2022-2023 Determination Criteria* table.

LEA Determination

Based upon a comprehensive review of the LEA's data and information, Estancia Valley Classical Academy is assigned an annual determination of **Needs Assistance - Year 1** for School Year 2022-2023. The data used to make this annual determination was based on the data in the enclosed document titled *2022-2023 Annual Determination Data and is listed below.*

- **Indicator 4B**

For LEAs that were found to have non-compliance with a compliance indicator (4B, 9, 10, 11, 12, or 13), this letter serves as the official notification of non-compliance. According to 34 CFR § 300.600 (e), LEAs must correct non-compliance as soon as possible, and in no case later than one year after the state's identification of the non-compliance.

About an "Intervention" Designation

If your LEA was assigned the determination of Needs Intervention or Needs Substantial Intervention, you may request an informal hearing in accordance with Subsection F of 6.31.2.9 NMAC. The hearing will afford the LEA an opportunity to demonstrate why a determination of Needs Intervention or Needs Substantial Intervention should not be made. The request for the hearing must be made in writing to the New Mexico Secretary of Education within 30 days of the date of the determination. The hearing will be conducted by the Secretary or the Secretary's designee. The formal rules of evidence shall not apply to the hearing.

Correcting Non-Compliance

Although 95% is considered a level of substantial compliance, all non-compliance must be fully corrected as soon as possible and in no case later than one year from the SEA's identification of the non-compliance in accordance with 34 CFR §300.600(e). The targets for compliance indicators 11, 12, and 13 must be 100% and the targets for indicators 4A, 4B, 9, and 10 are 0%. Correction of non-compliance is required for LEAs that were found to be Meets Requirements but had a score of less than 100% or greater than 0% for a compliance indicator.

An SEA or LEA is not considered to be compliant with the indicators unless it meets the target set by the U.S. Secretary of Education in accordance with 34 CFR §§ 300.600(d) and 300.601(a)(3) and has fully corrected any non-compliance. This includes ensuring that LEAs demonstrate correction of non-compliance in accordance with the Office of Special Education Programs

(OSEP) Question and Answer (QA) 23-01 document (copy enclosed). States are not permitted to establish thresholds for meeting compliance that is less than full compliance (100%).

The determination of the correction of non-compliance is based on an updated review of the data and information primarily obtained from the LEA. This includes correction of individual case(s)

2022-2023 Annual Determination

February 07, 2024

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of non-compliance and a conclusion that the LEA is correctly implementing the specific regulatory requirements. This two-prong approach is consistent with the OSEP QA 23-01 regarding "Reporting on Correction of Non-compliance in the Annual Performance Report Required under Sections 616 and 642 of the Individuals with Disabilities Education Act."

As a result of the identified non-compliance, the Special Education Division (SED) will be issuing a Corrective Action Plan (CAP) to address the identified non-compliance. As part of the CAP process, the LEA will initially be required to complete either a Root Cause Analysis (RCA) and/or a Self-Assessment (SA) for missed compliance indicators. The RCA/SA must be completed and returned to the assigned SED Education Administrator, Catherine Quick, no later than February 29, 2024.

Based upon the results of the RCA or SA, the areas of non-compliance will be addressed through a CAP. The CAP may also include any target indicators where the set target was not met by the LEA. All non-compliance identified in this letter must be corrected no later than February 07, 2025.

If you have any questions or concerns, please do not hesitate to call Catherine Quick at (505) 470-9013. Thank you for your efforts to improve the educational outcomes for students with disabilities.

Sincerely,

DocuSigned by:

Arsenio Romero
Secretary of Education

AR/cm

Enc. (5): How the State Made Determinations under Section 616
2022-2023 Annual Determination Data
2022-2023 Determination Criteria
OSEP QA 23-01
Root Cause Analysis (RCA) Form(s):

cc: Corina Chavez, Director, Charter Schools Division, PED
Catherine Quick, Education Administrator, Special Education Division, PED
Tamara Carlisle, Special Education Director, Estancia Valley Classical Academy

2022-2023 Local Education Agency (LEA) Annual Determination Data

LEA: ESTANCIA VALLEY CLASSICAL ACADEMY

2022-2023 Annual Determination: Needs Assistance - Year 1

Compliance Indicators						
Indicator	Indicator Description	School Year Data Used	Indicator Type	Requirement	LEA Score	LEA Performance
4B	Suspension and Expulsion by Race and Ethnicity	2021-2022	Compliance	0.00%	<i>a. Sig Discrep - White b. Contributing PPPs</i>	<i>Non-Compliant</i>
9	Disproportionate Representation	2022-2023	Compliance	0.00%	<i>No Dispro Rep</i>	<i>Compliant</i>
10	Disproportionate Representation in Specific Disability Categories	2022-2023	Compliance	0.00%	<i>No Dispro Rep</i>	<i>Compliant</i>
11	Child Find - 60 Day Timeline	2022-2023	Compliance	100.00%	<i>NDR</i>	<i>NA</i>
12	Early Childhood Transition	2022-2023	Compliance	100.00%	<i>NDR</i>	<i>NA</i>
13	Secondary Transition	2022-2023	Compliance	100.00%	<i>100.00%</i>	<i>Compliant</i>

Other Factors		
Area	Year Data Used	LEA Performance
Corrected Non-Compliance	2021-2022	<i>NA</i>
Continued Non-Compliance	2022-2023	<i>0</i>
Submission of Timely Data	2022-2023	<i>Yes</i>
Submission of Reliable Data	2022-2023	<i>Yes</i>
Audit Results	FY 2021	<i>No Findings</i>

Interpreting the Data:
<ul style="list-style-type: none"> ▪ For indicators 4B, 9 and 10 the OSEP requirement is 0%; however, the state has it's own definition of Significant Discrepancy and Diproportionate Representation. If LEAs do not meet the state's definition, LEAs are found to be compliant. ▪ The LEA Score is compared to the measurment requirement to determine the LEA Performance. ▪ An LEA Performance of "Compliant" is utilized for Compliance Indicators. Compliant means the LEA was compliant with the requirements for this indicator. "Non-Compliant" means the LEA was not compliant with the requiremets for the indicator. ▪ An LEA Score of "NDR" means No Data Reported. ▪ An LEA Performance rating of "NA" means Not Available/Not Applicable. This usually occurs when there is no data available (NDR) to make an LEA Performance rating. ▪ "No Sig Discrep" means the LEA was not found to have Significant Discrepancy as defined by the State for this indicator ▪ "No Disp Rep" means the LEA was not found to have Disproportionate Representation as defined by the State for the Indicator. ▪ An LEA Performance of "Yes" for Submission of Timely Data indicates the LEA met all data reporting timelines. No indicates the LEA did not meet all data reporting timelines. ▪ An LEA Performance of "Yes" for Submission of Reliable Data indicates the LEA submitted valid and accurate data. No indicates the LEA did not meet submit valid and accurate data.