Raíces del Saber Xinachtli Community School

Governance Board Meeting Minutes-DRAFT

Date December 17, 2020

Approved: (date of meeting here when approved)

Raíces del Saber Xinachtli Community School, 2211 N. Valley Drive

The Meeting was conducted via the Zoom Meeting Platform

Time: 5:19 pm – 7:45 pm

1. Roll Call and Call to Order:

   The following Board Members confirmed attendance and stated their full name via Roll Call:

Governance Board Members						
	Name	Office	Present	Absent	Arrived Late	Departed Early
1	Jane Asche	Chair	X			
2	Holaya Ponce Acosta	Vice-Chair	X			
3	Paul Gutierrez	Treasurer	X			
4	Tonya Hall	Secretary	X			
5	Emma Armendáriz	Director at Large			5:21 pm	
6	Daniel Ferraro	Director at Large		X		
7	Ray Reich	Director at Large	X			

   Upon determining the presence of a quorum Board Chair Jane Asche called the meeting to order at 5:19 pm

   Others in Attendance: Principal, Angela Stock; Director of Community Engagement, Lucia Carmona; Raíces Teacher - Laura Hoobler; SWREC - Priscilla Cabral; Office Administrator - Elva Varela; Raíces Teacher - Juanita Ribail, Maria Realzola, Veronica Lucio, Martin Calva, Karen Chavez, Carla Martinez, Raíces Teacher - Issis Inzunza, Raíces Teacher - Carlos Aceves, Raíces Teacher - Regina Miller, Raíces Staff - Anita Lara , Raíces Staff - Kayla Martinez – staff, Filo Rigales, India Hernandez, Lesley Ortiz, Amanda Deetz Gately, Dulcinea Lara, Norma Orrantia, Roland Telles, Danny Rivera

1. *Conflict of Interest Declaration* – None Declared

2. *Approval of Agenda* - December 17, 2020 Governance Board Meeting –
   Motion: Paul Gutierrez moved to approve the agenda for the December 17, 2020, Raíces Governance Board Meeting. Second by Ray Reich Motion passed unanimously by roll call vote.

3. *Approval of Minutes of November 19, 2020 Governance Board Meeting –*

Motion: Ray Reich moved to approve the Minutes for the November 19, 2020, Raíces Governance Board Meeting. Second by Emma Armendáriz. Motion passed unanimously by roll call vote.

4. *Public Input* – Input on items other than whether students should be allowed to receive instruction in the school building during the COVID pandemic once the NM Department of Health lifts current restrictions. Parents and teachers will have the opportunity to discuss this item about in-person student instruction under agenda item 8 c.

5. *Consent Agenda* – No items

6. *Review of Authorizer Unique Correspondence* – Announcement from the NM Department of Health on Friday, December 11, 2020 ordering Superintendents and Principals to not allow students within the school building either for a Hybrid Model of Instruction or the small group instruction of 5 students to one teacher in a classroom until the week of January 18, 2021. Will need to up to 10% testing of staff 2 weeks prior to students coming into the school. Testing will be supervised via Zoom. Needs to begin 1/4/20.

   Principal's Report – There will be no oral report, so please review carefully the report sent to Board Members by Principal Stock ahead of the board meeting and be ready to ask any question you might have related to the written report. **See Addendum A - Principal's Report**

7. *Reports from Committees* -
   a. Finance and Audit Committees - by Paul Gutierrez and SWREC, Priscilla Cabral
      i. Discussion and possible action on Monthly financial reports as of the end of November 2020 to include Account Summary of Expenses, Account Summary of Revenue, Bank Reconciliation Report, Review of November Bank Statement, and Voucher by Warrant Report.
      ii. Discussion and possible Action on Budget Adjustment Requests (BARs), especially the BAR and approval letter which had to be submitted to OBMS by December 15, accepting the Title I Award of $13,211.70 funds for this current school year.

      No motion necessary for Maintenance Bar

      Motion: Ray Reich moved to approve BAR -577-000-2021-0013-I. Second by Paul Gutierrez. Motion passed unanimously by roll call vote.

      Motion: Ray Reich moved to approve BAR -577-000-2021-0012-IB. Second by Emma Armendáriz. Motion passed unanimously by roll call vote.

      Motion: Ray Reich moved to approve and accept the Finance Committee Report as presented by Paul and Priscilla. Second by Emma Armendáriz. Motion passed unanimously by roll call vote.

iii. Brief Update on the Audit Exit Interview Session on November 20.
Audit committee met with reviewers. We have some best practices related to accounting procedures to implement, nothing critical found by auditors.

b. Academic Performance Committee – Principal Stock and Tonya Hall
   i. Update on current members of the Academic committee
   ii. Brief highlights of the Academic Committee Report **See Addendum B – Academic Committee Report**

c. Governance Board Development Committee – The time normally given to this report will be used for a discussion facilitated by Vice President, Holaya Ponce Acosta, to provide an opportunity for both parents and teachers to voice their concerns and needs regarding how instruction is conducted during the COVID pandemic in the months ahead during the 2020-2021 school year.

   Discussion:
   - Parents would appreciate more timely notification of requirements from the state (for example, the governor's orders to be online until 1/18. It wasn't clear if our school was exempt or not)
   - Difficult for parents who work and don't have childcare. How can private schools go to school and charters can't? It's not clear to parents why we can't go back too.
   - Parents are willing to do what is needed for students to go back to school.
   - Concern over the parents needing to go to work but not having schools open or childcare options available.
   - Parents need to understand the bigger picture – what is behind the decisions?
   - Parents expressed gratitude for school and staff – appreciate the accommodations and flexibility of the staff.
   - Some note that it is difficult to understand how this virus impacts you if you don't have personal experience with it.
   - Some parents reporting that they have never found themselves more involved in their students' learning – recognition that this is not just a school responsibility.
   - Parents reporting that staff has been very helpful. Juggling online school has been a challenge while working. Some class times are very disruptive due to background noise from other households.
   - Parents would like the choice to send their students to school or stay at home.
   - Question is really about safety – all are in agreement of the benefits of in person learning.

- Teachers report the students who have been in the school are safe in the school and in some cases their exposure is minimized at the school vs at home.
- Parents note the need for all to follow strict standards and procedures inside & outside of school. It is not just a question of if our kids are safe, it is also a question of how safe people are being outside of the school.
- Tech Skills have been a challenge. Engagement has been a challenge.

d. Facilities Committee – by Ray Reich
   i. Update on progress for preparing the portable unit for occupancy.
      a. Portable building (2nd grade) – will not be ready by 1/18/21. Date ready still to be determined.
   ii. Anticipated timeframe for the getting the report to the NM PED on the facilities COVID maintenance plan.
      a. Will have the plan by 1/18/21

e. Concilio de Padres de Familia – Lucia Carmona, Director of Community Engagement
   i. Update on revisions of Committee Structure and role and responsibilities.
      a. Formalized Executive Committee for Concilio
   ii. Highlights of the Parent Council Meeting.
      a. Working to further engage parents
      b. New coordinator for community schools in LCPS. Good discussions about role charter school can play in developing community schools
      c. Further education in the community about multiculturalism and bilingualism
      d. Continue to strengthen relationship with community partners, La Semilla, Cruces Creatives, first teacher at home, and others.

8. *Unfinished Business* – None

9. *New Business* –
   a. Discussion and possible action on the Extended Learning Time Contract.
   Has previously been approved. No further revisions since approval. No action needed.
   b. Discussion and possible action related to board policy as it may be impacted by the discussion with parents and teachers relative to future plans for instruction once the Department of Health approves students to return to the school building for small group or hybrid instruction.

   Discussion - What would the burden be on the teachers to do both online and in-person. It was working with the tutoring support. Doing both risks quality.

   Motion: Ray Reich moved to allow administration to make the decision, with the input of staff, to return to classroom instruction with groups of 5, contingent on state approval. Second by Tonya Hall. Motion passed unanimously by roll call vote.

10. Agenda items for Next Meeting –

a. COVID Task Force Updates
b. Board Training
c. Mission Specific Goal – IPT to AVANT
d. Administrator's Mid-Year Evaluation Update
e. Checklist for PED Deliverables
f.

11. *Date of the Next Governance Board Meeting* – **Thursday, January 28, 2021 via Virtual Zoom Meeting at 5:15 PM.**

Motion: Emma Armendáriz moved to adjourn the meeting. Second by Holaya Ponce Acosta. Motion passed unanimously by roll call vote.

Adjournment – Vote to adjourn by roll call voice vote at (7:45 pm).

Motion:

Tonya Hall
Signature, Raíces Governance Board Secretary

Date Approved

***** Indicates Action Item

Addendum A

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Academic Performance

Our complete Academic Report will be reported by Tonya Hall.

80th Day Reports

Raíces is gathering data for the 80th school day report due on 12/18/2020. The reports will include:

1. ELL identification and test scores for Kindergarten
    - WAPT testing was completed on all but 2 students last month.
2. Special ed evaluations and/or IEPs
    - Raíces has contracted with CES for a bilingual diagnostician to conduct sped evaluations. However, presently, CES is not allowing face to face evaluations. Raíces will report this information to PED.
3. CSP data

Purpose:
The purpose of an Extended Learning Time Program in New Mexico is to offer additional instructional days and expand after-school or extracurricular enrichment opportunities for all students while providing diverse educational and professional learning experiences for instructional staff to improve student success.

General:
• Ensure that all students who participate in these programs are reported accurately, especially students who have been traditionally underserved such as: Native Americans, Students with Disabilities, English Learners, Economically Disadvantaged, and students that are highly mobile.
• All students who participate in the Extended Learning Time Program (ELTP) or the Expanded and Enriched Learning Time Program (EELTO) must be reported in the 40D, 80D, 120-day counts.

4. ELTP data

ELTP Instructional Days (ELTP Program Code):

- align the approved ELTP instructional days for second reporting period (80D) with the data entered into STARS.

- align the total number of reported days in the second reporting period (80D) with the dates provided on the ELTP Verification and Board Approved Calendar.
- Report the correct codes for ELTP program code.

After-School Program (EELTO Program Code):

- submit data for this program code.
- If the LEA had a non-federal after-school program, please submit via STARS.
- If the school had a delayed start, provide After-School Justification form explaining when the LEA will be starting the after-school program

Professional Development:

- submit professional development data during reporting period.
- explain how the LEA will ensure that all instructional teachers will receive 80 hours of professional development by the end of the SY2020-21.

Financial Performance enrollment:

To date we have:
Kinder 24
First grade 19
Second grade 18
Total 61

Governor's Emergency Education Relief (GEER) Funds

PED recently gave all districts the opportunity to apply for funds, for access to internet in unserved locations, through the Governor's Emergency Education Relief (GEER) Fund authorized by the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. 116–136. These funds are an extension of our CARES grant application (attached)

Allowable Uses of Funding: A local educational agency (LEA) may only spend these funds for Internet access for students without access at home. This can include access through fiber, DSL, cable, fixed wireless, wireless hotspots, and satellite, depending on service available at an individual address. This includes installation costs and monthly recurring costs. Requests for reimbursement that contain costs other than those stated above will be denied. Raíces is working to purchase hotspots for 12 students.

Raíces must spend these funds for Internet access for students enrolled in its district-authorized charter schools in the same manner as for students enrolled in its other schools. Raíces must comply with the Children's Internet Protection Act (CIPA) to include, but not be limited to adopting and implementing an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet.
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct Electronic communications.
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online.

Unauthorized disclosure, use, and dissemination of personal information regarding minors; and CARES Act GEER Funds Guidance Memo November 2, 2020 Page 2 of 3
Measures restricting minors' access to materials harmful to them.
NOTE: Lucia Carmona our Director of Operations is getting our CIPA. Compliance into place.

Service Providers:
We have currently asked for quotes from Firefly, T-Mobil, and Verizon. In a discussion with fellow Superintendents, T-Mobile seems to be the least costly and offers the most virus and hacking protection.
Application for Funds:
The application you will submitted to gain access to GEER funding was completed using SharePoint. The application was approved for $642.81.
Program Requirements:
Quarterly reporting on the use of funds will be required of Raíces. Certain details regarding quarter reporting were provided in the assurances included accompanying the application. The United States Department of Education will release additional details in the near future. There is no requirement for site allocations for these funds, and there is no requirement that these funds be used to supplement and not supplant existing funding. In case we do not have enough funding from GEER we will use NISN funding as well.

Lunch Program:
In the month of November:
3264 Meals were served
1632 Breakfast
1632 Lunches

Human Resource Functions

- Our Custodian is back to working her daily schedule.
- We have contracted Sergio Pando to assist Filo Rigales in uploading IEPs to our student information system (SIS)

School Environment

- Our portable and outside premises are not completed for occupancy.
- We are ordering a canopy and seating for our outdoor classroom in the garden area.
- A shed to store all equipment.

- FYI is awaiting a permit from the county in order to allow students in the portable.
- A permit. Was acquired for the pole sign, this project will be completed in January

Community Schools:

Collaborative Leadership:

Raíces now has an established Concilio (please see attachment). The Community Engagement Director and Principal collaborate weekly to review the Four Pillars of Community Schools. On Tuesday, we will have a zoom with LCPS Amanda Barela District Coordinator of Community Schools. They are interested in collaborating efforts with Raíces.

Expanded and Enriched Learning Time:

OST:

OST coordinated the AmeriCorps Service Providers to provide face to face tutoring and most recently online tutoring. The OST coordinators coordinate with the classroom teachers and then with the AmeriCorps to provide interventions students need. Attached, please find a schedule and a sample of tutoring notes from one of our AmeriCorps.

OST also coordinate activities that are related to the Xinachtli curriculum that provide all students with SEL and culture awareness. The following are activities that are being planned.

1. introduce the Spiral Sun Dial, and review science/astronomy connection the equinox and solstice

2.12 is community connection as an art project for part of IEC AmeriCorps Service Project for Martin Luther King Day. Linking social justice movement to/as a community lead organization and support

3. Martin will be presenting his Classical Music Theory activity. Teaching students about classical composers and learning how to listen for instruments and tone in musical arrangements (he may use the story of how coyote brought sound with atecocolli

Anita will be working on drafting a tentative schedule for in class Xinachtli time/activities and will share this ASAP.

Active Family and Community Engagement:

Raíces as a Hub:

The children's alliance just completed its first set of classes of El Primer Maestro, (First Teacher) to parents who were interested in participating in classes to help their children at home to become better prepared for school. Raíces served as a hub for the community for parents as from far away as Deming. In exchange for reading and hands-on activities (materials) parents, grandparents, participated in weekly classes. Lucia, I and other Raíces teachers also participated in the classes and offered suggestions for learning activities to participating parents. These classes are conducted by Karina Carrillo and Alessandra Tablón.

Beginning on January 4th we will be hosting classes with La Semilla for 6 weeks. These classes will also be open to the community. See attachment

Parent Involvement at Raíces
Concilio de Padres de Familia / Parent Council (Concilio)

Parent involvement is a key feature of the school's plan to accomplish the Raíces School mission which is stated below.

Raíces Mission:

Raíces del Saber Xinachtli Community School implements a developmentally appropriate and rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, biliterate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills. Raíces creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage.

Concilio de Padres-Parents Council (Concilio) - The purpose, membership, role, and responsibilities:

What is the Concilio? Every Parent of a student enrolled in Raíces automatically becomes a member of the Concilio. However, there is a structure that helps to establish lines of communication with the School Governance Board, School Principal, staff, and faculty members of the school. It is comprised of volunteer parents that could be either nominated or self-nominated. This core group will function as an Executive Committee of the Concilio.

The role of the Concilio's Executive Committee (CEC) is to become the voice of the Concilio and the liaison to develop a partnership between the Board, the parents, families, or caregivers of the students in order to achieve successful academic outcomes. In addition, the CEC will collaborate with school staff to address parents' concerns, school needs, student growth, school development, recruitment of students, and extracurricular activities. It serves as an important source in collecting family feedback and guiding the decision-making process on issues involving the school community. In sum, the CEC will act in an advisory capacity to the Board.

Structure and function of the Parent Council/Concilio de Padres:

- All parents at Raíces del Saber are members of the Concilio with voice and vote.
- The CEC - Parents/caregivers serve as volunteers on the CEC and can be either nominated or self-nominated to the following positions:
  - Chair
  - Vice-Chair
  - Secretary and a Co-Secretary
  - Treasurer and a Co-Treasurer
  - Two parents representing each class (kindergarten, 1st, and 2nd)
  - A Raíces Board Member that will serve as Co-Chair selected by the School Board
  - A faculty liaison selected by the staff
  - Director of Operations and Community Engagement serves as staff to the CEC

Roles and Responsibilities of the CEC:

The CEC members are expected to fulfill the following roles and responsibilities:

- Meet on a monthly basis at the school site to discuss various ideas, opportunities, issues, and concerns.
- All CEC members will plan and convene monthly Concilio meetings and serve as liaison between the Board and the Concilio.
- Produce periodic reports or updates of Concilio activities to the School Board.
- Make recommendations of a policy nature (such as curriculum, student confidentiality, dress code, safety school, etc.) which must be reviewed and approved by the Board before being adopted.
- Advise and support the Board and the Principal on school programs, marketing, fundraising, public relations, cultural events, and community outreach.
- Contribute to the development of the Raíces long-range strategic plan.
- The faculty liaison reports to the CEC during the monthly meetings on activities, opportunities, and challenges at the School.
- The parent elected Chair of the CEC and the faculty liaison, together, take recommendations and concerns to the Principal and faculty/staff.

The CEC selects the person to be recommended to the Governance Board Development Committee to serve on the Raíces Governance Board to represent the parents. This person must meet all Board requirements for attendance, training and Board duties. The CEC will help as well to identify parents to participate in the other committees of the Governance Board, such as:

a) Finance
b) Audit
c) Academic Performance
d) Facilities
e) School Safety
f) Racial Equity
g) Community School

Addendum A

Raíces del Saber Parent Council Monthly Virtual Meeting
December 10, 2020, 7:00 pm
Agenda and Results

1. Introductions
   Introducciones

2. Updates from the Principal Mrs. Angela Stock
   Actualizaciones de la Directora la Sra. Angela Stock

3. Starts discussion about formalizing the Executive Committee of the Concilio (CEC)
   Inicia la discussion para formalizer el Comite Ejecutivo del Concilio (CEC)

Former ECE/**Anterior CEC**:
Chair/**Presidenta**: Yetzin Lizama-Ceh
Secretary/**Secretaria**: Yvonne Lozoya
Treasurer/**Tesorera**: Guadalupe Delgado
Current Parents' Representative at the Raíces School Board/**Padre de Familia nominado por el Concilio para ser representado**: Daniel Ferraro
Other Members/**Otros miembros**: Tonya Hall, Dany Rivera, Karla Martinez, Lesly Ortiz, Karen Chavez, Nahtasha Garza-Swindle, Ivonne Varela.

Nominations or self-nominations**/Nominations o auto-nominaciones**:

Structure and function of the Parent Council/Concilio de Padres/Estructura y funcionamiento del Concilio**:**

This will be the new ECE of the Concilio for the 2020-2021 and 2021-2022 School Years**/Este será el nuevo CEC del Concilio para los años escolares del 2020-2021 y 2021-2022**.

- All parents at Raíces del Saber are members of the Concilio with voice and vote/**Todos los padres madres y tutores(as) en Raíes del Saber son miembros(as) del Concilio con voz y voto**
- The CEC - Parents/caregivers serve as volunteers on the CEC and can be either nominated or self-nominated to the following positions**/El CEC – Padres/Madres/Tutores(as) que servirán voluntariamente en el CEC y podrán ser ya sea nominados(as) o autonominados(as):**

  - Chair**/Presidenta** - Verónica Lucio
  - Vice-Chair**/Vicepresidenta** - Karen Chávez
  - Secretary**/Secreastaria** - Karla Martinez
  - Co-Secreatary**/Co-Secreataria -** Nahtasha Garza-Swindle
  - Treasurer**/Tesorera** – Massiel Felix
    Two parents representing each class**/Dos padres de familia representarán cada grado**
  - Kindergarten - **India Hernandez & Maria Rialzola**
  - 1st, - **Ivonne Varela & Daniel Rivera**
  - and 2nd - **Gerogina Badoni, Yvonne Lozoya**
  - A Raíces Board Member that will serve as Co-Chair selected by the School Board**/Un(a) miembro(a) electo(a) por la Mesa Directiva de la escuela servirá al lado de la Presidenta del CEC del Concilio** - **Holaya Ponce-Acosta**
  - A faculty liaison selected by the staff**/ Un enlace de parte de los(las) maestros(as) seleccionada(o) por el personal – 2nd grade teacher Juanita Ribill**

- Director of Operations and Community Engagement serves as staff to the CEC**/ Directora de Operaciones y Enlace Comunitario servirá como apoyo administrativo y logístico al CEC** – Lucia Carmona

Parents who accepted to serve at the following School Board Committees**/Padres/Madres/Tutores(as) que aceptaron servir en los siguientes comités**:

a) Finance**/Finanzas** – **Karen Chávez**
b) Audit**/Auditoría** - **Karen Chávez**
c) Academic Performance**/Rendimiento Académico** - Yitzen Lizama-Ceh
d) Facilities**/Instalaciones de la Escuela -** Pending
e) Safety School**/Escuela Segura -** Pending
f) Racial Equity**/Equidad Racial** – Georgina Badoni
g) Community School**/Escuela Comunitaria -** Pending

RAICES DEL SABER XINACHTLI
COMMUNITY SCHOOL

LA SEMILLA
LEARN · GROW · INSPIRE

Cooking and Backyard Gardening Platicas

Join us week to week to share and learn how to grow a vegetable garden. We will also discover how the delicious food growing in your garden can be turned into delicious and nutritious meals.

WHAT: Based in the traditions and food stories of our ancestors we will discuss topics like nutrition, herbal remedies, backyard and container seasonal gardening for beginners. Participants will receive ingredients, recipes and garden kits to be able to participate from home.

WHEN: Starting January 7th, 2021, virtually every Monday at 6:00-7:00 PM for 6 weeks.

WHERE: Zoom online classes, we'll send a link upon registration.

For more information, call or text (575) 297-4180

FREE EVENT

Addendum A

RAICES DEL SABER XINACHTLI
COMMUNITY SCHOOL

LA SEMILLA
LEARN · GROW · INSPIRE

Pláticas de cocina y huerto doméstico

Acompáñanos semana a semana a compartir y aprender como crecer un huerto doméstico. Además descubriremos como convertir los ingredientes de tu jardín en deliciosas y nutritivas recetas.

QUÉ: Basándonos en las tradiciones e historias gastronómicas de nuestros ancestros, discutiremos temas de nutrición, remedios naturales, lecciones de huerto domestico para principiantes. Cada participante recibirá Ingredientes, recetas y equipo de jardinería para participar desde casa.

CUÁNDO: A partir de Enero 4. 2021, nos juntaremos virtualmente durante 6 semanas, cada Viernes de 6:00 pm a 7:00 pm .

DÓNDE: Zoom, el enlace será mandado después de registrarse.

Para más información, llamar o mandar texto a (575) 297-4180

EVENTO GRATUITO

Addendum A

RAICES DEL SABER XINACHTLI COMMUNITY SCHOOL

Kindergarten

Horario/Schedule

Lunes a Viernes/Monday through Friday

8:00 am – 8:40 am	**Tiempo de Enriquecimiento Xinachtli – TODOS LOS GRADOS** Xinachtli enrichment time – ALL GRADES
9:00 am – 9:40 am	**Artes del Lenguaje/Estudios Sociales** Language Arts/Social Studies
10:00 am – 10:45 am	**Desarrollo del Lenguaje en Inglés/Arte** English Language Development/Art
11:00 am – 11:40 am	**Matemáticas/Ciencia** Math/Science
11:40 am - 1:00 pm	**Alimentos** Lunch
1:00 pm to 2:00 pm	**TIEMPO LIBRE PARA ESTUDIANTES/ Horario de Oficina** STUENTS FREE TIME/Teacher Office Hours
2:00 pm to 3:00 pm	**Hora de Diversion-Entrada Voluntaria para Diálogo, Arte, y Ejercicios** A Fun Hour-Voluntary Log-In for Dialogue, Games, Art, and Exercise

Es muy importante que haga que su hijo(a) entre al iStation tres veces a la semana por 20 minutos, alternando las materias (ISIP lectura en Inglés, ISIP lectura en Español, y Matermáticas)

It is important to encourage your child to log-in into iStation three times a week for 20 minutes, alternating subjects (ISIP Reading, ISIP Lectura, and Math)

Las Actividades Después de Escuela en casa, serán guiadas por el Programa "Después de Escuela" (OST).
Nota: Cada semana, los padres recibirán materiales y actividades por Kayla Martínez y Anita Lara Las Coodinadoras del Programa (OST)

After School Activities at home, guided by the Out of School Time (OST) Program
Note: Each week, parents will receive materials and activities by Ms. Kayla Martinez and Ms. Anita Lara (OST Coordinators)

Ms. Laura Hoobler Virtual Meeting Link **(915) 915-251-9003**

Group #1 Language Arts 9:00-9:30 a.m.
Math 1:00-1:30 p.m.

1. Sebastian Carmona
2. Evelyn Chapell
3. Emma Ceh
4. Daniella Garza
5. Leif Green
6. Ruth Sanchez
7. Daniel Tafoya
8. Jose A. Granados
9. Carmen Segura

Grupo #2 Language Arts 10:00-10:30 a.m.
Math 2:00-2:30 p.m.

1. Dayanne Chavez
2. Stella Davis
3. Jose A. Granados
4. Carlos Jimenez
5. Giselle Martinez
6. Lisleine Ortiz

Grupo #3 Language Arts 11:00-11:30 a.m.
Math 3:00-3:30 p.m.

1. Jacob Chavez
2. Ishaaq Claypool
3. Gilberto Hernandez
4. Carmen Segura
5. Maheily Serrano

Ms. Ribail's 2nd grade Daily Schedule:

Google class CODE: eszseek

Reading Group 1: 9:15-9:40

Math Group 1: 1:00-1:30

1. Juan Garcia
1. Ares Lee
1.Alejandro Garcia
1.Jackson Whisler
1.Fernando Flores
1. Luis Munoz
1.Lucian Lozoya

Reading Group 2: 10:00-10:30
Math Group 2: 2:00-2:30

2. Nataly Cabral
2. Johanna Olivas
2. Agustin Garcia
2.Yahel Olivas
2.Alex Lopez
2. Luis Leon
2.Aria Ferraro

Reading Group 3: 11:00-11:30
Math Group 3: 3:00-3:30

3. Matthew Garcia
3. Faith Navay Finch Castillo
3. Ayden Felix
3.Andrew Garcia
3.Jusindah Martinez

TODAY'S DATE: _____

RAICES DEL SABER - COVID-19 SCREENING

Adapted from CDC version available at *https://www.cdc.gov/screening/*

PLEASE READ EACH QUESTION CAREFULLY	PLEASE CIRCLE THE ANSWER THAT APPLIES TO YOU	
Have you experienced any of the following symptoms in the past 48 hours: • fever or chills • cough • shortness of breath or difficulty breathing • fatigue • muscle or body aches • headache • new loss of taste or smell • sore throat • congestion or runny nose • nausea or vomiting • diarrhea	**YES**	**NO**
Within the past 14 days, have you been in close physical contact (6 feet or closer for a cumulative total of 15 minutes) with: • Anyone who is known to have laboratory-confirmed COVID-19? OR • Anyone who has any symptoms consistent with COVID-19?	**YES**	**NO**
Are worried that you may be sick with COVID-19?	**YES**	**NO**
Are you currently waiting on the results of a COVID-19 test?	**YES**	**NO**

Did you answer **NO** to **ALL QUESTIONS**?	Access to Raices del Saber is **APPROVED**.
Did you answer **YES** to **ANY QUESTION**?	Access to Raíces del Saber is **NOT APPROVED**.

Addendum A

Fecha de Hoy: _____

RAICES DEL SABER - EXPLORACION DE SINTOMAS DEL COVID-19

versión adaptada del CDC accesible en https://espanol.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

Por favor lea el cuestionario cuidadosamente	**Circule la resuesta que aplica a usted**	
Ha experimentado alguno de los siguientes sintomas en las ultimas 48 horas: • Fiebre o escalofríos • Tos • Dificultad para respirar (sentir que le falta el aire) • Fatiga • Dolores musculares y corporales • Dolor de cabeza • Pérdida reciente del olfato o el gusto • Dolor de garganta • Congestión o moqueo • Náuseas o vómitos • Diarrea	**SI**	**NO**
Por los últimos 14 días, ha estado usted en contacto físico (6 pies o más cercano por un total de 15 minutos o más) con: • Alguien que esté confirmado por laboratorio tener COVID-19? O • Alguien que tenga cualquier sintoma relacionado con el COVID-19?	**SI**	**NO**
Considera que tal vez pueda estar enfermo con el COVID-19?	**SI**	**NO**
Está usted esperando actualmente resultados por el exámen del COVID-19?	**SI**	**NO**

Contestó que **NO A TODAS LAS PREGUNTAS?**	Acceso a Raíces del Saber **APPROBADO**.
Contestó que **SI A ALGUNA DE LAS PREGUNTAS?**	Acceso a Raices del Saber **NO APROBADO**

JANUARY 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Notes:

Jan 01	New Year's Day Año Nuevo
Jan 07	Semester Begins Inicio del Semestre
Jan 07	Food Distribution Distribución de comida
Jan 11	Food Distribution Distribución de comida
Jan 13	Food Distribution Distribución de comida
Jan 18	Martin Luther King Jr. Day
Jan 19	Food Distribution Distribución de comida
Jan 19	Finance Committee Meeting Reunion Comité de Finanzas
Jan 21	Food Distribution Distribución de comida
Jan 25	Food Distribution Distribución de comida
Jan 27	Food Distribution Distribución de comida
Jan 28	Governance Board Meeting Reunion de la Mesa Directiva

Template © calendarlabs.com

December "Tloke Nauoke" After School Activity Schedule

https://classroom.google.com/c/MjQxNDQ2NDg2NzQ4?cjc=h4dohcb

Domingo	Movement Monday	Tradiciónes Tuesday	Miércoles De Música	Tlaciwalt Thursday	Freedom Friday	Sabado
		1)	2)	3)	4)	5)
	7)	8) **Tradición e Historia** (Origins of first Piñata)	9) **Activity pick up** Story 1.huitzilopochtli 2. pinatas	10)	11)	12) **ilhuica-chicnaui Huitzilopochtli 9 days till the winter solstice Comic book Workshop 10-11am Martin** (Hear the story of Huitzilopochtli Make your Comic)
13) **2nd day of Huitzilopochtli** Pinata Workshop (Hear the story of Huitzilopochtli Make your pinata) 12-1am Briana	14) **3rd day of Huitzilopochtli** (Hear the story of Huitzilopochtli Make your Comic) 3-4pm Anita	15) **4th day of Huitzilopochtli** Pinata Workshop 10-11am (Hear the story of Huitzilopochtli Make your piñata) 4-5pm Lupe	16) **5th day of Huitzilopochtli** (Hear the story of Huitzilopochtli Make your Comic) 3-4 pm Kayla	17) **6th day of Huitzilopochtli** Pinata Workshop (Hear the story of Huitzilopochtli Make your pinata) 3-4pm Issis	18) **7th day of huitzilopochtli** (Learn about how amraanth connects to huitzilopochtli) El amanecer del Amaranto	19) **8th dayHuitzilopochtli** (Learn about how amraanth connects to huitzilopochtli) The awakening of amaranth.
20) **9th day huitzilopochtli Send us a picture of your Comic/piñata share day**	21) **Solstice** Comic/piñata share day	22)	23) **Aprendemos** Canción de Huitzilopochtli	24) ----------	25) **Winter Break**----------	----------
26----------	27**winter break**	28----------	29----------	30----------	31----------	

Addendum A

RAICES DEL SABER XINACHTLI COMMUNITY SCHOOL

Parent Call Log for Teachers

Teacher's Name: Ms Ribail **Grade:** 2nd gd **Week of:** 11/2 - 11/6/20

Date & Time	Student's name	Parent's name	Call	Text	Email	Results/Comments
11/2/20 10:33 am				X		Friendly reminder to Log In for Reading at 11:00 ar He did Log In.
11/2/20 10:34 am				X		" " "
11/2/20 10:35 am				X		No response did not Log In for any sessions.
11/2/20 10:41 am				X		Alex Logged In for Reading at 11:00 am
11/2/20 9:45 am			Webinar			Reminder her that there will be no class on 11/3/20.
11/4/20 9:30 am			"	"	"	Parent couldn't see the Sight Word list for this week. She just needed to scro up for the list of words.
11/4/20 10:33 am				X		They left the charger in Albuquerque
11/4/20 1:00 pm				X		Pls Log In at 1pm to do the Math. attended the session.

Addendum A

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RAICES DEL SABER XINACHTLI COMMUNITY SCHOOL

Parent Call Log for Teachers

Teacher's Name: MS. Ribail **Grade:** 2nd **Week of:** 11/2 - 11/6/20

Date & Time	Student's name	Parent's name	Call	Text	Email	Results/Comments
11/4/20 12:45pm				X		Homework was left at the Aunt's house. He will turn it in later.
11/4/20 12:21pm				X		Pls have Log In to do the Math at 1pm
11/5/20 9:30am			Webinar			Phonics Lesson to be expla just write the blend sound.
11/5/20 9:48am				X		Friendly reminder to Log In for Reading. He attended the 11:00 am Session.
11/5/20 10:34am				X		Texted him to Log In for Reading. But he did not attend.
11/5/20 10:35am				X		Internet problems will be ready in the evening.
11/5/20 10:36am				X		Ares will Log In to the next Reading session at 11:00 am.
11/5/20 12:37pm				X		No response. I wanted for Nataly to Log In at 1:00pm for MATH.

Addendum A

Addendum A

Student Objective	Supporting Activities	Outcome & Dates from Tutoring Sessions
CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • To improve handwriting. • Practice writing skills inside the lines. He needs a lot of support on this skill.	• To copy given sentences from books, songs, poems, or even dictate short complete sentences.Repetitive writing will help to develop reading at the same time they are learning how to write and spell new words. • E.g., 1. Yo tengo huesos. 2. Yo tengo musculos. 3. Yo Tengo Piel. 4. Yo tengo organos. • Reading different types of books and asking questions after the reading. Materials: Book ¿Dónde estás?	*Notes from 11/4* *He did a very good job with his english. Spanish was really good. He was able to read simple words by doing the sounds (silabas). His spanish in speaking might not be the best cause he talked to me a lot in english but when talked to in spanish he did understood and replied (in english)* *Notes from 11/11* *We worked on a lot of spanish. He seemed to have improved quite a bit. For starting class I wrote sentences on the white board and he read them. He did really good. To challenge him a bit more I put bigger words in some of the sentences. He was able to say the individual syllables but had a harder time saying the word together. But some words he was able to say. We read the book ?Donde estas? that Ms. Laura gave me to use with 1st grade students. Overall it went really well, I was happy to see his spanish was a bit better than last time. He still talks to me in english but is able to understand me if I only speak spanish to him. For next time I will try to get him to speak more spanish.* NOT ON MY ROSTER ANYMORE

Addendum A

Teacher: Ms. Hoobler -Tutor: Martin

Student Objective	Supporting Activities	Outcome & Dates from Tutoring Sessions
CCSS.ELA.Literacy R1.1.7 Use illustrations and details in a text to describe its key ideas. • Reading Spanish grade level different types of books and asking them questions after the reading. • Follow the words with her finger as she reads the book.	• Reading different types of books for grade level. Non-Fiction or fiction. • Material :Book ¿Dónde estás?	Notes from 11/9 For being the first time I had this student, it went very good overall. I don't know how much spanish she gets at home but she is very good in spanish. We worked on writing words and reading sentences based on the sounds. She did very good in reading and being able to spell out words using the sounds. Might need a little more help trying to associate letter names with spelling; some of her spelling was done based on the sound (la que hace el sonido "ggggg"). But overall I'm happy to see how much she already knows. Not much was able to happen due to me having 3 students (including her) at the same time all from different grades. Notes from 11/16 ABSENT Notes from 11/23 She did really well in tutoring. I'm happy to see that she was able to keep up with (2nd grade). We wrote sentences and I had her read them to me using the sounds. She was able to stay within her margins. When reading she had a bit of difficulty reading (fluently) the bigger words "computadora" but she was able to correctly say the syllables (we broke the word down). Another short activity we had was that I drew an animal and we identified what animal it was. After identifying the animal I had her spell the words from the sounds that she heard. She was successful in doing this. She gets the sound of the letter "y" (en espanol) confused. But other than this I'm really happy on how fast she's learning and improving her spanish. Notes from 11/23 She did come in person along with ___. Our session consisted of drawing pictures of things/animals, identifying them, and spelling them out. **IN-PERSON TUTORING** I was overall happy with her progress and changes. Even

		though she was on my roster late she improved a lot. She was also able to participate more and wasn't as shy. **ONLINE Summary transition** **CURRENT ONLINE PROGRESS** She hasn't shown up to online tutoring yet
Student Objective	Supporting Activities	Outcome & Dates from Tutoring Sessions
Phonological Awareness: CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • To identify and learn letter sounds; all.	• Practice these activities with the Estrellita letter capital and lowercase letters cards. • Play a game to find matching letters.	Notes from 11/10 We did a brief introduction since it was our first time in tutoring. We did some writing in spanish. Lots of reading in spanish using the sounds and syllables. He needs a bit more help with letter sound. Is really shy and needs more confidence but overall very happy with the results. Will definitely work more on reading and writing in spanish. Notes from 11/17 ____ did very good. He was able to retain more info about his sounds from seeing the letters and pictures. We wrote the names of some animals, we did beginning ending and middle sounds as Ms Laura teaches. He was more outgoing and less shy about participating in class. We drew pictures of the animals next to them to better help identify them. Notes from 11/24 For this class he was a bit more shy and wasn't out going as last class. We did the similar structure like last time. We drew some objects/animals etc and identified them and then we named them. We did the sounds for the letters and then tried to say the word. We tried reading a book but he was only able to do the sounds of each individual letter. With some of the short words (2-3 letter words) he was able to say them with some help. Notes from 11/24 He was able to show up for the last online tutoring. Our session consisted of drawing pictures of things/animals, identifying them, and spelling them out. **IN-PERSON SUMMARY**

Addendum A

Student Objective	Supporting Activities	Outcome & Dates from Tutoring Sessions
To assist student's needs for socio-emotional support.	• Read with him, watch a movie of his interest, allow the child to talk and express feelings through free art: paint, playdough, coloring, use of different materials to create while getting the emotional support he needs. • Make a robot or create something with recycled materials such as boxes, cans, paper towels or toilet paper rolls, maybe using small screws under supervision, glue, aluminum foil, etc.	Notes from 11/10 We did a brief introduction since it was our first time being together. We worked a lot in spanish. Very good with using his sounds to read words. He was able to jump in right away and read what I had written down on the board. Overall happy with today's results. Will have him work on his spanish for sure. Notes from 11/17 ABSENT Notes from 11/24 ABSENT NOT ON MY ROSTER ANYMORE

		It said on my roster he needed a lot of social emotional help because he would get depressed. When in tutoring I never saw any signs of this even in our first in person class. He has always been polite and very active and ongoing. **ONLINE TUTORING** Notes from 11/8 We had a very short session from our normal 2 hrs. We did a bit of a scavenger hunt where we picked a letter and found something that starts with that letter and then we spelled it out. It was a bit difficult due to home distractions but overall the session went well.

	que es mucho mejor presenciales.	como tengo uno o dos niños se pudiera decir que son personalizadas.
	During in person tutoring I started off with trying to get to know the students. I gave them all a warm up worksheet on their first day that asked questions about themselves. The first couple sessions I tried different activities such as the matching pictures to words, and then identifying the syllables folder. I wanted to see what they needed work on when it came to reading in spanish and english so many times I had the students read their choice of book and ask them after a every few pages, what they read to ensure they understood what the story was about. I realized that after going outside for their break, they would lose their focus so I decided to try to find games that help reading and writing. I found the website: https://www.spanish.academy/blog/40-online-spanish-games-for-kids-that-are-educational-and-fun/ . These games help vocabulary and sentence building as well as number games.	When switching to online tutoring, Americorps members discussed that online tutoring will be more about keeping the students engaged and wanting to participate so those online games work very well. It keeps tracks of points so when the students play they become competitive which helps them focus and want to play, especially when they are in groups on google classroom. I really enjoy and notice the students enjoying group tutoring sessions. They help one another if one is struggling answering a question and they seem more eager to be there.

Addendum A

Tutoring Update 12/9/20

Tutors	In Person tutoring summary (Resumen de sesiones de tutoría en persona) 10/19/20-11/24/20	Online tutoring summary (Resumen de sesiones de tutoría por línea) 11/30/20 (after thanksgiving)- 12/9
Lead tutor	I think in person tutoring was more beneficial to the students both emotionally and academically. It would have been easier to really understand their progress, most of the students took the CORE exam but were not able to retake it. I think their focus was much better and it was easier for them to enjoy tutoring. We were able to use more hands on activities like "la lotería de sonidos". Them stopping me at the correct letter as they spell out words was very fun for them as it was to see who had the sound I was pronouncing.	Online while I am trying to use online games for phonics, sometimes the games do not play on their end. I have been doing Reading A-Z, and they get to read the book along with me. Some love the activity others do not, therefore I try to make it as interesting and personal as I possibly can. I have also had a very hard time getting parents to commit to the times and days. I understand since the students are not missing classes anymore and still have to do tutoring. Another issue is when parents have a hard time logging on, or because of family circumstances they are unable to log on.
	In person tutoring as most of the other tutors would say was very beneficial to the students. They would really learn as compared to online. Although it was 2 hours, the time went by fast. The students really seemed to enjoy it. Since I had the majority of the student roster for tutoring and some of them extra help or social/emotional help (learning) I'm positive that in person tutoring helped them a lot. From the first day to the last day of in person tutoring I saw lots of improvement on most of my students. They were more engaged in participating and discussions during the sessions.	For online tutoring, my students that had online tutoring since the start of tutoring (saturday group) have shown gradual improvement. They had been able to retain information from the previous class regarding what was taught to them (with some initial help) [days of the week/months of the year]. As for the new online tutoring with students, not much has been able to happen due to parents not knowing/canceling classes. With the ones that have been able to make it we have been doing a bit of a scavenger hunt. We pick a letter, do the sound for the letter, find something (in spanish) that starts with that letter, identify it, spell it out (using our sounds). I'm trying these kinda little baby steps with students online to try and test how their learning is online. I know they don't know how to work tech stuff and that's a big factor to online tutoring, as well as being distracted by environmental things.
	Las clases presenciales me permiten la interacción cara a cara donde nos conocemos mejor el alumno y yo también se puede hacer actividades donde se puede ayudar mejor al estudiante ya sea en pronunciación, escritura y también se promueve las actividades extracurriculares, eventos sociales y culturales. Pienso que la interacción de alumno , maestro o tutor es muy importante es por eso que digo	En las clases online ha sido muy difícil adaptarse , no hay una buena rutina por parte de los padres, en ocasiones se escucha mucho ruido , se tiene problemas con el internet y también si los padre no sabe usarlos o los encargados de los niños.,En cada tutoría los niños preguntan cuándo vendrán a la escuela y cuando les contestamos que no sabemos se ponen tristes.En mis tutoría si me han funcionado pues es practicar el alfabeto y los sonidos y

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Lead tutor	I think in person tutoring was more beneficial to the students both emotionally and academically. It would have been easier to really understand their progress, most of the students took the CORE exam but were not able to retake it. I think their focus was much better and it was easier for them to enjoy tutoring. We were able to use more hands on activities like "la lotería de sonidos". Them stopping me at the correct letter as they spell out words was very fun for them as it was to see who had the sound I was pronouncing.	Online while I am trying to use online games for phonics, sometimes the games do not play on their end. I have been doing Reading A-Z, and they get to read the book along with me. Some love the activity others do not, therefore I try to make it as interesting and personal as I possibly can. I have also had a very hard time getting parents to commit to the times and days. I understand since the students are not missing classes anymore and still have to do tutoring. Another issue is when parents have a hard time logging on, or because of family circumstances they are unable to log on.
	In person tutoring as most of the other tutors would say was very beneficial to the students. They would really learn as compared to online. Although it was 2 hours, the time went by fast. The students really seemed to enjoy it. Since I had the majority of the student roster for tutoring and some of them extra help or social/emotional help (learning) I'm positive that in person tutoring helped them a lot. From the first day to the last day of in person tutoring I saw lots of improvement on most of my students. They were more engaged in participating and discussions during the sessions.	For online tutoring, my students that had online tutoring since the start of tutoring (saturday group) have shown gradual improvement. They had been able to retain information from the previous class regarding what was taught to them (with some initial help) [days of the week/months of the year]. As for the new online tutoring with students, not much has been able to happen due to parents not knowing/canceling classes. With the ones that have been able to make it we have been doing a bit of a scavenger hunt. We pick a letter, do the sound for the letter, find something (in spanish) that starts with that letter, identify it, spell it out (using our sounds). I'm trying these kinda little baby steps with students online to try and test how their learning is online. I know they don't know how to work tech stuff and that's a big factor to online tutoring, as well as being distracted by environmental things.
	Las clases presenciales me permiten la interacción cara a cara donde nos conocemos mejor el alumno y yo también se puede hacer actividades donde se puede ayudar mejor al estudiante ya sea en pronunciación, escritura y también se promueve las actividades extracurriculares, eventos sociales y culturales. Pienso que la interacción de alumno , maestro o tutor es muy importante es por eso que digo	En las clases online ha sido muy difícil adaptarse , no hay una buena rutina por parte de los padres, en ocasiones se escucha mucho ruido , se tiene problemas con el internet y también si los padre no sabe usarlos o los encargados de los niños.,En cada tutoría los niños preguntan cuándo vendrán a la escuela y cuando les contestamos que no sabemos se ponen tristes.En mis tutoría si me han funcionado pues es practicar el alfabeto y los sonidos y

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CARES Budget Table

24301 ESSER 90% Allocation	10,772.68
24301 ESSER 90% Debit	10,772.68
24301 ESSER 90% Balance	0.00

Required Information

Provide a description of the steps the LEA will take to ensure compliance with Section 427 of the General Education Provision Act (GEPA), 20 U.S.C. 1228a.	Describe how the LEA will determine its most important educational needs as a result of COVID 19	Outline the LEA's proposed timeline for providing services and assistance to students and staff in both public and non-public schools.	Due to the nature of the pandemic and COVID-19 itself, schools need to be prepared for both in-person and remote learning.	Describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services.	Describe how you will utilize CARES Act funding to target additional supports and services for your At-Risk student populations
In accordance with Section 427 of the General Education Provision Act (GEPA), 20 U.S.C. 1228a Raices Del Saber Xinactli Community School will provide remote/distance learning activities to meet the unique needs of low-income students, children with disablilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery to meet the needs of each population through remote/distance	RDSX will expand on our previous knowledge gained from the distance learning implementation back in March, school year 2019-2020. We will add additional chromebooks, and provide additional training to staff on distance learning. Based on zoom meetings where we polled parents we learned that about 60 households in our district need technology. Through grants we were able to purchase 40 chromebooks and most	Technology will be researched and purchased no later than July 30th 2020 based on current survey results from parents needing technology. The purchased PPE will impact staff, students and parents well being. The custodian contract will begin after September 21, 2020 when we are able to return to a hybrid mode. The contract will extend until June 30 2021 and	Raices Del Saber Xinachtli Community School will use ESSER funding and part of grant budget to hire a part time custodian. RDSX will leverage SEG funds and Kellogg grants to purchase addtional sanitizing supplies and masks to have available for when students return to the classroom. Monthly	RDSX will give formative assessments during the course of instruction throughout the school year. Formative assessments will also be used at the beginning of the school year to access where the student is prior to the start of instruction. These formative assessments will be i-station, ECERS and district created assessments. Scaffolded plans will be developed to accelerate learning both online and in person. Goals	Our Community school has a high population of low income, and EL students; these are the students who are most at likely to fail by remote learning because of the lack of technology available in the home. This population has been identified by our annual school survey filled out by each family, registration information,

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Also, families who continue to have problems with operating the LMS (Google Classroom) or need help operating the technology will receive individual attention from staff members. Our school staff traditionally conduct all cleaning and sanitation for our small charter school, however, with COVID-19, flu and cold season coming up we will need addional support of a part-time custiodian since our staff will be all hands on deck with online teaching and the hybrid model.			viruses. These students tend to be those from low SES homes due to poor diets. To overcome barriers that impede educational access and process, RDSX proposes to use ESSER funds to provide sanitation services to that we may leverage other funds to purchase chromebooks to all students and PPE. small group instruction will be provided by the special education teacher online.		

Non-Public School Equitable Services

ESSER Allocation	Child Count	PrivateLowIncomePCT	SumLowIncomeStudents	ProportionateFunds	SumAdminCosts	Private School Total
10,772.68	0	0.00	0	0.00		0.00

Non-Public School Equitable Criteria

Private School	Low Income Students	Private School Funds	Administrative Costs	Private School Total	Use of Funds

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Planning and implementing summer learning and supplemental afterschool program activities	0.00	
Providing resources for principals and others school leaders to address school-specific needs	0.00	
Career and Technical Education	0.00	
Adult Education	0.00	
Family Literacy	0.00	
Coordination of preparedness and response efforts of the LEA with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to coronavirus	10772.68	Contract s. 158 days $13.00 per hour X 4hours daily
Procedures and systems to improve the preparedness and response efforts of the LEA	0.00	
Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases	0.00	
Purchasing supplies to sanitize and clean facilities operated by the LEA	0.00	

Parent Involvement at Raíces

Parent involvement is a key feature of the school's plan to accomplish the Raíces School mission which is stated below.

Raíces Mission:

Raíces del Saber Xinachtli Community School implements a developmentally appropriate and rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, biliterate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills. Raíces creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage.

One of the most important groups in our school plan related to accomplishing our school mission is the Concilio de Padres (the Parents Council), hereafter referred to as the Concilio. The purpose, membership, and role and responsibilities of the Concilio are described in the following paragraphs.

Concilio de Padres-Parents Council (Concilio)

The Concilio is comprised of family members of students attending Raíces. The purpose of the Concilio is to develop a partnership between the Board and the parents, families, or caregivers of the students in order to achieve successful academic outcomes. In addition, the Concilio addresses parent concerns, school needs, student growth, recruitment of students, and extracurricular activities. It serves as the major outlet to collect family feedback on important issues facing the Raíces community. The Concilio acts in an advisory capacity to the Board.

Membership of the Concilio de Padres:

The membership of the Concilio is comprised of the following:

- Parents/caregivers who volunteer to serve on the committee
- A parent Co-Chair selected by the parent members
- A Raíces Board Member Co-chair selected by the Board
- A faculty liaison selected by the staff
- Director of Operations and Community Engagement serves as staff to the Concilio

Roles and Responsibilities of the Concilio:

Concilio members are expected to fulfill the following roles and responsibilities.

- Meet on a monthly basis at the school site to discuss various ideas, opportunities, issues, and concerns.
- Concilio Co-chairs are required to attend monthly Concilio meetings and serve as liaisons between the Board and the Concilio.
- Produce periodic reports or updates of Concilio activities to the Raíces Board.
- Make recommendations of a policy nature (such as curriculum, student confidentiality, or dress code, etc.) which must be reviewed and approved by the Board before being adopted.
- Advise the Board and the Principal on school programs, marketing, fundraising, public relations, cultural events, and community outreach.
- Contribute to the development of the Raíces long-range strategic plan.
- The faculty liaison reports to the Concilio on activities, opportunities, and challenges at the School.
- The parent elected Co-chair of the Concilio and the faculty liaison, together, take Concilio recommendations and concerns to the Principal and faculty/staff.

Once the Concilio is well established, the plan is for the Concilio to select and recommend to the Governance Board Development Committee the person who will serve on the Raíces Governance Board as a parent representative on the Board. This person must meet all Board requirements for attendance, training and Board duties.

Concilio de Padres-Parents Council (Concilio): The Concilio is composed of family members of students attending Raíces. The purpose of the Concilio is to develop a partnership between the Board and the parents/families or caregivers of the students in order to advance successful academic outcomes adhering to the school's mission. In addition, the Concilio addresses school needs, growth/recruitment of students, and extracurricular activities. It serves as the major outlet to collect family feedback on important issues facing the Raíces community. The Concilio acts in an advisory capacity to the Board.

The Concilio meets on a monthly basis at the school site to discuss various ideas, opportunities, issues, and concerns. The Concilio submits any recommendations to the Board and Principal via the Concilio elected parent Co-Chair of the Body and the other Co-Chair who is a Board Member, the 1st Member-at-Large. The Board may request periodic reports or updates from the Concilio. The Concilio recommendations of a policy nature (such as curriculum, student confidentiality, or dress code) shall be reviewed and approved by the Board before being adopted.

The Concilio may advise the Board and the Principal on school programs, marketing, fundraising, public relations, cultural events, and community outreach. The Concilio contributes to the development of the Raíces long-term strategic plan.

The At-Large Board member who Co-chairs the Concilio is required to attend monthly Concilio meetings and serve as a liaison between the Board and the Concilio. In addition, the Raíces faculty nominates one faculty member each year to serve as a liaison between the faculty/staff and the Concilio. This faculty liaison reports to the Concilio on activities, opportunities, and challenges at the School. The parent elected Co-chair of the Concilio and the faculty liaison, together, take Concilio recommendations and concerns to the Principal and faculty/staff.

Once the Concilio is well established, the plan is for the Concilio to select and recommend to the Governance Board Development Committee the person who will serve on the Board as 1st Member-at Large. This person will need to meet Board requirements for attendance and Board duties.

Community Partnership Committee: The Community Partnership Committee is comprised of the Raíces Director of Operations and Community Engagement, who will serve as Co-Chairperson; the Principal; the Board Chairperson; the 3rd Member-at-large, who serves as Co-Chairperson; two Concilio/Parents Council members, and at least three community members. The purpose of the Committee is to create a working and ongoing relationship with a number of community groups, faith based groups, nonprofit organizations , Early Childhood Development groups or institutions (Head Start, Healthy Start, child care providers at home, and Pre-K schools), businesses sector, Las Cruces Public Schools, New Mexico State University, Educators, Foundations, the Doña Ana Community College, the City of Las Cruces, The Doña Ana Department of Health, the Doña Ana County offices and elected officials. The committee explores, defines, and creates a variety of mutually beneficial opportunities, programs, and events that supports Raíces mission as a community school and the culturally diverse learning process used as a way for students to learn about their indigenous cultural roots, thus creating innovative community partnerships.

Parental, Professional Educator, and Community Involvement in Governance

One of the main components of the philosophy and mission of Raíces is to live up to its name by providing parent engagement in all aspects of the school. Raíces will create a warm and welcoming environment and systems for families to assist in meaningful ways that lead to their children's educational success. The Director of Operations and Community Engagement will be primarily responsible for designing, developing, coordinating and implementing a parent and community strategy that includes the formation of a Concilio de Padres y Padrinos Sabios (Parent/Community Advisory Council). The Director of Operations and Community Engagement will identify parent leaders to convene and organize the Parent/Community Council. In addition, the parent/community strategy will incorporate a bilingual, bicultural and culturally appropriate communication system by seeking their input on the best means of communicating and implementing multiple strategies including: home visits, newsletters, robocalls, phone calls, emails and other social media. Also, we will refine our system of communication under a continuous improvement framework between teachers, students, parents and administrators to address and overcome any challenges and limitations as the school community evolves.

The Governance Board will hold one seat for a parent member as a means of parent input and participation in the operations of Raíces. As a dual language school, and in honor of the NM Constitution, Raíces will publish all materials in Spanish and English. To meet the needs of parents, Raíces will take into consideration parent availability and schedules to facilitate their engagement such as conducting evening meetings and hosting weekend activities if necessary. Founders of Raíces during the development of the charter application conducted parent forums to gain input and will continue meeting with prospective parents throughout the planning year. As students are recruited and enrolled, staff will conduct home visits prior to the first day of school to assess families' needs and start to build relationships.

Raíces will provide four (4) structured parent teacher conferences each year, the first of which will occur in September to share information on student screening assessments and student learning plans. In addition, monthly activities will be outlined that encourage the participation of parents in the guidance of professional educators. Given the cultural relevance of the mission of Raíces, monthly professional development trainings are critical to obtain professional educator input and to engage them in the ongoing formation of the school. Monthly Governance Board meetings will be open for anyone to attend and will include an agenda that is published in advance of the meeting, community input time, and professional translation services. To ensure full participation of parents, child care, transportation and snacks will be considered based on funding availability.

Raíces organizational structure outlines a Parent Council that will be an integral element of the operation of the school. The Parent Council will be the mechanism for parents to participate in designing, planning, and implementing the guiding principles of the school. The Parent Council is part of the essence of Raíces that will guide achievement of the mission of the school and ensure the environment and curriculum is grounded and rooted in appreciation of each student's cultural heritage in a way that will be transformative for parents, students, and faculty. Cultural heritage and positive identity transformation, as key guiding principles, will be embraced and embedded within the parent and child relationship. The Parent Council will be aligned with the community engagement objectives of the school.

Raíces acknowledges cultural elements in parent involvement. The Director of Operations and Community Engagement will develop in conjunction with the parent council a bilingual family/student handbook. The handbook will outline student responsibilities as well as a parent invitation to engage with our school. The handbook will outline and review the legal matters and or presentation of its information.

Raíces will host an open house/convivio prior to the initiation of each semester. At such an event, staff will facilitate a session with Q&A to introduce the family/student handbook. Culturally appropriate activities will be integrated with the presentation of the handbook that will provide an opportunity for dialogue with the community, parents, and staff regarding the upcoming semester and the mutual expectations. At this activity, signup will be required by all participants including staff. In addition to the sign-in sheet, information will be provided for all parents in attendance and will be documented for future records and assessment purposes.

Raíces family/student handbook will outline parent's services and their potential contributions within the context of the mission and school policies. It should be noted, Raíces acknowledges that parents at no point will be required nor mandated to participate in any activity as a condition for their child's enrollment in the school or the offering of full services and learning opportunities available to other students..

Finally, Raíces will create opportunities for parents to contribute to the cultural calendar of activities throughout the year. As such, parents will be engaged as volunteers at the school. Raíces understands that student safety is paramount and that will be reflected in the school's volunteer policy. Raíces will include background checks for parent volunteers who are in direct contact with students, as well as a school volunteer sign in log and volunteer guidelines.

Raíces educational staff nominates one staff member each year to serve as a liaison between the staff to the Parents Council (Concilio). This liaison reports to the Concilio on activities, opportunities, and challenges at the School. They will also take from the Concilio recommendations and concerns to the Principal related to staff continuous improvement in the staff relationship with the parents

Addendum B

Raices del Saber Xinachtli Community School

Monthly Academic Committee Meeting and Report to the Governance Council

Month in Review: November 2020

Date: December 15, 2020

Time: 5:00 pm – 6:30 pm

Attendees

Lucia Carmona, Angela Armstrong, Tonya Hall, Yitzen Lizama, Kayla Martinez, Anita Lara, Carlos Aceves

Topic	Notes	Actions
Testing Data	• PED is asking for iStations • Meeting w/PED, administrators - early Jan around testing – what are we going to do • Letter sent to parents about iStations • Saw an improvement in testing after letter sent • If parents want to know how students are doing, they can ask teacher – can we communicate this? • CORE phonics survey – who/when do we give these to? Much better indicator of how students are doing	• Why don't students like iStations • Can I get the data (from this testing period and last?) • Should we compile data of the CORE phonics Survey – we only have beginning points for data & for students who come onsite (must be done in person) • Angela, Tonya, Jane to review school mission related to IPT/AVANT
Covid-19 Data (Safety)	• Pretty safe – feel the need for the questions. Staff self-reporting – wearing masks. • 5% tested weekly • Will need to test for 2 weeks straight in order to go back to in person	• Have begun to implement questions before entry • Add question about traveling out of state • Angela to compose message to families about COVID Safety • Tonya, Angela and Lucia to review Safe Schools plan

Addendum B

Demographics & Attendance Data – PED Report (Lucia)	• Attendance correlated with demographics data • Still gathering some demographics data • Between 80% & 95% in K • Between 80% & 95% in 1st • Between 80% & 95% in 2nd • Teachers collecting data on virtual attendance and reasons why • Impact seen after small groups stopped - wasn't clear to parents what to do to log-in to classes • Xinachtli still not well attended • Lucia has been connecting families to Social Services	• Looking to get hotspots for families without internet access – applied for funding (12 families identified as needing hotspots) • What can we do about lack of tech skills
In Person Tutoring Data (Anita & Kayla) In Person Tutoring	• Going well • Isis has been a great help with tutoring • Seeing improvements with students socially/emotionally • Incorporated arts/Xinachtli into in-person tutoring • Scheduling – Teachers suggested students for tutoring • Tutors keep notes on tutoring sessions • Students not showing up to online tutoring – admin follow up with parents. Working with parents on scheduling • Scheduling challenges • Working to support Xinachtli as 1st/2nd teachers become more comfortable	• How are families being informed about tutoring / OST and workshops – work with teachers to get message out • Send out a quick message to parents about what is going on • Have a registration form – plan to send out after board meeting • Plan to have in class Xinachtli • Can we use our webpage for announcements and information?

Addendum B

Students online vs face to face/ small groups	• Reviewed in attendance and Tutoring above	• Students who were struggling online – began to improve once came onsite (often due to engagement and difficulty logging in)
80th Day Data	• Incudes Attendance, Testing Data, professional development, OST	• Sending out some comms to parents to try to find out more information from parents about how we can support
Next Meeting	• January (prior to January board meeting)	• Share scope & sequence

The Academic Committee Chair's signature denotes that the committee has reviewed the stated information and the outcome has been summarized and agreed upon by this committee.

Tonya Hall
Academic Committee Chair Signature

12/15/20
Date