



Raices del Saber Xinachtli Community School Governance Board Monthly Virtual Meeting Minutes

May 23, 2024, **APPROVED**

Approved: (June 27, 2024)

[Click here to link to the recordings of the meeting](#)

Location: Raices del Saber Xinachtli Community School, 2211 N. Valley Drive
The meeting was in-person, with the public joining through the Zoom meeting platform.

Time: 6:14 PM to 10:01 PM

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	Raul Aldair Marquez	Chair	X			
2	Patricia Minjarez	Vice-Chair	X			
3	Veronica Lucio	Secretary	X			
4	María Elena Garza de Vargas	Treasurer	X			
5	Patricia López	Director at Large	X			

This is the monthly regular governance board meeting. Ms. Veronica Lucio is acting as minutes taker, calling the meeting to order and declaring a quorum at 6:14 p.m. Quorum was declared.

1. *Conflict of Interest Declaration* – None were declared.
2. *Consent Agenda* – includes approval of the following:
 - a. *Agenda for May 23, 2024, Monthly Governance Board Virtual Meeting*
 - b. *Minutes of the previous meetings: April 25, 2024, monthly meeting; April 30, 2024, special meeting; and May 14, 2024, Special Meeting.*
 - c. *The Monthly Finance Report is to include the following:*
 - Monthly Account Summary of Expenses
 - Monthly Account Summary of Revenue
 - Monthly Bank Statement
 - Monthly Bank Reconciliation Statement
 - Monthly Update in Preparation for the Quarterly Cash Report

- Monthly Voucher by Warrant Report
 - Monthly Finance Committee Meeting Notes from the Finance Committee Chair
- d. *Finance Committee and Audit Committee Report by Terrance Hester, SWREC, and GB Treasurer,*
- *Discussion of any GB member questions on the Finance Report.*

Motion: *Veronica Lucio moved to approve the consent agenda for May 23, 2024, and Minutes from the previous GB Monthly Meeting of April 30, 2024, May 14, 2024, and Finance Report.*

Second: *Pat Minjarez*

Vote: *Motion passed unanimously by roll call vote from all governing board members present*

3. *Public Input – (See rules for public input at the end of the agenda)*

- *Anita Lara, Maestra de Movimiento/PE, I am also a founding staff member and have been at Raices since it opened. I want to share how 5th-grade students beautifully presented their capstone. They shared what they've learned over the last five years; they shared their creativity. I just want to share with you all that I also feel that there are many things I experienced over the last five years at Raices, mostly beauty but a lot of challenges as well. I am thankful to be an Indigenous woman in this valley and this Indigenous space. This whole land. I intend to be highly dedicated to Indigenous ways, academic approaches, and ancestral knowledge at Raices. I also want to express myself as a staff member. I have some concerns about teacher retention; I hope we can find unity in some ways and move forward with our Mission statement, reformative justice, and revitalization of cultural academics. Thank you.*
- *Mr. Moctezuma, 2nd-grade teacher and parent of two students. My concerns regarding educational plans A and B are still not clear. Even though plan B sounds like a better option, it is still not aligned with our mission. I propose removing Kinder, 1st, and 2nd from the morning block. Also, I want to ask why we don't have access to our paystubs; it is something very important; sometimes, we need to prove income or apply for credit. Or even to review our check. I have some discrepancies in my paycheck. If I don't see it, I need to be sure.*
- *Lucia Carmona, Director of Operations and Community Engagement, Community School Coordinator. Being the fellow guided by NISN for over two years to open the school. I want to share that because of that, I am still related to NISN through the after-school program. Today, we had a site visit, and the visitors were impressed with how Raices is reflected with fidelity, how students are at all grades over the day receiving instruction, how it is integrated with indigenous knowledge, and how students excel in math and language. We have enough proof that we will guarantee succeeding next year our 3rd graders in math because, over the year, they have been implementing the pedagogical tools from Xinachtli embedded into the curriculum. They mentioned that Raices del Saber is a model for all schools in the network.*
- *Lesly Ortiz, parent, I am one of the school's co-founders, and I have witnessed how the school's mission brings a different perspective from a traditional school in the district. We worked together to make an effort to get our community a different model of school that will have an impact on our children, and I hope that the planned changes will not affect all this.*

- *Elisa Avila, a parent. She Will speak in Spanish (I just want to express that my daughter is in 2nd grade; she has been at Raices since Kindergarten. I want to say how satisfied my husband and I are with the tremendous growth at all levels, academically and emotionally, utilizing three languages and developing algebra concepts. We are so happy that all this is different from typical traditional school districts. The 90:10 dual language is excellent. As parents, and my daughter as the student, has experienced Mr. Aceves' quality of teaching. We are surprised he decided not to continue teaching due to changes in the curriculum. We are concerned that all this is happening. We plan to bring our other children to kindergarten next year, but if changes in the way of teaching come, we will think twice about coming back next year. Hopefully, everything will come together to come up with a solution. I've heard that our scores have been low over the previous years; I am sure our students will give us surprises. They will excel and raise the numbers. It just needs some time. We don't understand why will change something that is working academically.*
4. *Review of Authorizer Unique Correspondence – By Dr. María Artiaga, Head Administrator*
 - *Received notification that GB meetings will need to be webcast. HB 225*
 5. *Head Administrator's Report – By Dr. María Artiaga, Head Administrator*
 - *Asked staff to help to present Xinachtli; you will see a PowerPoint of the Xinachtli Components Mr. Aceves put together. It is what teachers implement over the day throughout the year. [Click here to the link to see the PP presentation.](#)*
 6. *Concilio de Padres and Community Engagement Reports – By Eric Rodríguez, Chair of the Concilio de Padres, and Lucía Carmona, Director of Operations and Community Engagement*
 - a. *Mr. Eric Rodriguez, chair of the Concilio de Padres, shared a summary of the meeting. Parents were invited to vote for their preferred option on the academic plan presented by Dr. Artiaga. The majority voted for Plan "B." Some parents suggested trying to merge the two options and come up with Plan "C," merging two options, A and B. Parents want to continue feeling stable, knowing their students are clear on who their teacher is. Plan "A" doesn't present that option. Also, were there some concerns, mostly about kids with learning disabilities? Plan A is unclear on how to support those students' stability.*
 - b. *Lucia Carmona Report. – On the operations and community engagement as a general summary, as we are getting close to the end of the semester, I am working on the enrollment. Currently, we are still working on numbers; we have a capacity. Currently, we have 10 students on the waiting list. Once I have complete packages to be sure parents are interested in coming to our school. Helping Ms. Lucio with facilities and the front door. Community school we are getting ready to recruit new cycles on recruiting new Indigenous Educators Corps. Developing and preparing the After School program. Supporting the end of the year ceremonies for Kindergarten and 5th grade.*
7. *Reports from Committees -*

- a. **Academic Performance Committee – Pat Minjarez, Committee Chair**
 - Anything to report at this time.

 - b. **Governance Board Development Committee – Aldair Márquez, Committee Chair**
 - Working to see all GB members be in compliance with their mandatory hours of training.
 - Moving forward with potential new board members. Three solid potential members and two are waiting to address some personal issues.

 - c. **Facilities Committee - Verónica Lucio, Committee Chair**
 - Some updates: I went to the school and did a walkthrough; there are a couple of concerns, and I talked to Ms. Elva about maintenance. There is stuff that needs to be purchased, but because of closing the fiscal year books, we must wait.

 - d. **Safe School Committee – Aldair Márquez, Committee Chair**

 - e. **School Development Committee - Aldair Márquez, Committee Chair**
8. **Unfinished Business –**
 - a.
9. **New Business –**
 - a. **Discussion on Instructional Plan 2024-2025**
 - Dr. Artiaga presented her two options for academic plan “A” and “B” (see attachment and recordings for details)
 - Implementation of Xinachtli curriculum
 - Xinachtli Mentorship/Coach
10. **Agenda items for the Next Meeting –**
 - a. Have the equipment to start live streaming during our meetings.

Date of the Next Monthly Governance Virtual Governance Board Meeting - (June 27, 2024, at 6:00 pm Via Zoom Meeting).

Adjournment – Vote to adjourn by roll call vote at 10:01 pm

Motion: Elena Garza makes a motion to adjourn the meeting at 10:01 pm

Second: Veronica Lucio

Vote: Motion passed unanimously by roll call vote from all governing board members present

Veronica Lucio

Ms. Veronica Lucio, Secretary

June 27, 2024

Date Approved



Head Administrator's Report
May 2024
Dr. Maria Artiaga

Academic Performance

• **NM Vistas (2022-2023 SY, 3rd – 4th grade data):**

https://vistas.rtsclients.com/Raices_Del_Saber_Xinachtli_Community_School

○ **What is NMVistas?**

New Mexico Vistas is a new school portal providing comprehensive education information to families for informed school choices. It celebrates successful schools and identifies those needing additional support, aligned with the [Every Student Succeeds Act](#). The portal aims to support increased access to equitable educational opportunities and ensure holistic student preparation for college, career, and life.

○ **School Designation (7 Designations)**

▪ What does this mean?

All public schools in New Mexico receive a designation that describes the student outcomes in the school. The NMVistas index used to identify support for schools will also be used to provide designations of excellence in order to spotlight schools with excellent overall performance and with success on individual indicators. The following school designations are possible for public schools:

• ***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 (Raices del Saber designation)***

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 School (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:

- performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
- have an average four-year graduation rate less than or equal to 66.67% percent over the past three years;
- is a Title I school that was previously identified as an ATSI school due to low performing student subgroups that has not demonstrated sufficient improvement in those subgroups over three years; or
- the department may identify additional schools as CSI schools as deemed necessary.

- **More Rigorous Intervention School (MRI)**
Schools not exiting CSI status after three years receiving support.

○ **Overall Score**

- **What does this mean?**
This number represents an overall score for the school that includes the NMVistas indicators appropriate for that school. It helps to inform the level of support provided by the PED and identifies areas for celebration.
Each NMVistas indicator is matched to a corresponding State Targets. This means that schools can earn the maximum number of points if they meet or exceed the state target for that student group and that indicator.
- **How was the overall score calculated?**
Schools can earn points by performing well across multiple components. The components reflected in a school's overall index include English Learner progress, attendance and graduation rates, college and career readiness, as well as traditional metrics for academic proficiency and growth.
- **Who is included in this calculation?**
New Mexican students who have attended at least 10 days in a New Mexico Public school are included. For academic indicators, a student must have been enrolled and attended at least 90 days of school in the second semester in order to be included in the calculation. This means that any student who did not meet these criteria, will remain visible on a separate report that educators can use for follow-up and to support students and families. Graduation rates, growth, and college and career readiness are high-school indicators and include 9th through 12th grade students.
To read more about who is included in points calculations and how NMVistas is calculated please see these NMVistas technical guides.

○ **Individual Measures**

- **Reading Proficiency: 40%**
What does this mean?
The reading proficiency rate measures the percent of students who are reading at the expected level, or higher, for the student's grade. *How was this calculated?*
Students in grades kindergarten through 8th grade and 11th grade are assessed in reading. The reading proficiency rate is the number of students who are at grade level or higher in reading divided by the total number of students who took the reading assessment. If less than 95 percent of eligible students in the school were assessed, the overall proficiency rate was reduced by multiplying by an attenuation rate based on actual participation in assessments.
- **Reading Improvement/Growth: 11.4%**
What does this mean?
This measure shows whether students are learning less than, about the same as, or more than other students who are academically similar to them in reading.
How was this calculated?
In prior years, academic growth calculations were based on student-level proficiencies going back two years prior and comparing a student's growth to similarly performing students, generating student growth percentiles or SGPs. The

school's growth percentile is the median SGP of all students enrolled at the school. Given that no summative tests were administered in school year 2019-2020 and test administration was optional in the 2021-2022 school year, the PED did not calculate SGPs going back two years in 2023. To calculate growth for school year 2022-2023, the PED compared school level proficiency in 2023 to that of 2022. Going forward, the PED will return to calculating academic growth using SGPs and going back two years.

○ **Math Proficiency: 11%**

▪ *What does this mean?*

The math proficiency rate measures the percent of students whose ability in math is at the expected level, or higher, for the student's grade.

How was this calculated?

Students in 3rd through 8th and 11th grade are assessed in math. The math proficiency rate is the number of students who are at grade level or higher in math divided by the total number of students who took the math assessment. If less than 95 percent of eligible students in the school were assessed, the overall proficiency rate was reduced by multiplying by an attenuation rate based on actual participation in assessments.

○ **Math Improvement/Growth -2.9%**

• What does this mean?

This measure shows whether students are learning less than, about the same as, or more than other students who are academically similar to them in math.

How was this calculated?

In prior years, academic growth calculations were based on student-level proficiencies going back two years prior and comparing a student's growth to similarly performing students, generating student growth percentiles or SGPs. The school's growth percentile is the median SGP of all students enrolled at the school. Given that no summative tests were administered in school year 2019-2020 and test administration was optional in the 2021-2022 school year, the PED did not calculate SGPs going back two years in 2023. To calculate growth for school year 2022-2023, the PED compared school level proficiency in 2023 to that of 2022. Going forward, the PED will return to calculating academic growth using SGPs and going back two years.

○ **English Learning Progress: 27.8%**

• What does this mean?

English Learner Progress measures the percent of English learners who are on track toward achieving English proficiency within five years. How was this calculated?

The NM PED set annual goals for EL students. These annual goals were developed based on the expectation that an EL student attains English language proficiency within five years of initial identification. The annual goals take into account the student's grade level and level of English language proficiency at the time the student is identified as an EL student.

○ **Science Proficiency: No School, first year for 5th grade in 2023-2024 school year.**

- *What does this mean?*
The science proficiency rate measures the percent of students whose knowledge in science is at the expected level, or higher, for the student's grade. *How was this calculated?*
Students in grades 5, 8, and 11 are assessed in science. The science proficiency rate is the number of students who are at grade level or higher in science divided by the total number of students who took the science assessment. If less than 95 percent of eligible students in the school were assessed, the overall proficiency rate was reduced by multiplying by an attenuation rate based on actual participation in assessments.
- **Regular Attendance: 79.8%**
 - *What does this mean?*
Regular attendance is the percent of students who attended more than 90% of school days. *How was this calculated?* Regular attendance measures the percent of students who are enrolled at the school that attend school on more than 90% of school days.
- **Monthly enrollment numbers – 121 students**
 - Kinder - 22
 - First Grade - 24
 - Second Grade - 19
 - Third Grade - 27
 - Fourth Grade – 15
 - Fifth Grade - 14
- **Istation Data**
 - See attached Report
- **No School**
 - 5/27 – No School Memorial Day Holiday
- **Staff Professional Development/Staff Meetings**
 - 5/17 – Staff Meeting
 - 5/24 – Staff Meeting
- **Admin Professional Development & Meetings**
 - 5/1 – Frontline PD Platform
 - 5/2 – Empat Speech – Virtual Speech Therapy Option
 - 5/3 – NISN Capstone Meeting
 - 5/3 – Branigan Cultural Center OST Student Art Presentation
 - 5/7 – Cultural and Linguistic Responsiveness (CLR) Workshop
 - 5/10 – IEL/SWIFT Community Schools Principal Fellowship Program
 - 5/13 – NISN GTF Virtual Convening
 - 5/17 – NM Vistas Training
 - 5/17 – Staff Meeting

- 5/21 – Concilio de Padres Meeting
- 5/22 – 5th Grade Capstones
- 5/23 – Governance Board Meeting
- 5/24 – Staff Meeting
- 5/24 – Last Day for OST, After School Program
- 5/27 – No School Memorial Day Holiday
- 5/28 – 5th Grade Promotion Ceremony
- 5/29 – Kindergarten Precious Knowledge Ceremony
- 5/31 – Last Day of School

- **Other Updates**

- Title I Grant due 5/21/24, extension requested 5/24/24
- 5th Grade Capstone Presentations at NMSU O'Donnell Hall Rooms 127 & 130, 5:00 pm-7:00 pm
 - May 20
 - May 21
 - May 22
 - May 23
 - May 24 – Dance at Raices del Saber 6:00-7:30 pm, student must be accompanied by a parent
- 5th Grade Promotion Ceremony at NMSU Corbett Student Union Auditorium, 5:00 pm-7:00 pm
 - May 28
- Kindergarten Precious Knowledge Ceremony, Las Cruces Church of Christ, 9:00-11:00 am
 - May 29



Concilio de Padres/Parent's Council
Monthly Meeting
AGENDA

Date/Fecha: May 21, 2024

Time: 5:45 pm

Location: Zoom Meeting:

<https://us02web.zoom.us/j/88583468701?pwd=K200R3FBRGhLS3djeWZzcmVrTOlQUOT09>

A. Call to Order / Llamado al Orden

1. Welcome and remarks / Bienvenida
2. CEC Officer Roll Call / Llamado de lista
3. Review of meeting notes for April 24, 2024 / Revisar las notas de reunión del 24 de Abril, 2024
4. Public Comment: 2 Minutes Max/ Comentario Publico 2 Minutos Maximo

B. Approval Items / Artículos de Voto

1. Approval of Instructional Plan for 24/25 School Year-
 - a. Two ways to vote:
 - i. <https://forms.office.com/r/ca8v8YK1TB>
 - ii. Text [575-496-9350](tel:575-496-9350)
 1. Include your child's name and your selection.

C. Discussion Items / Artículos de Discussion

1. Instructional Plan for 24/25 SY
 - a. Why are changes being proposed?
 - b. What are the proposed changes?
 - c. How might they affect the school's mission?
 - d. How do the proposed changes affect teachers?
 - e. How do the proposed changes affect our students?

D. Reports / Reportes

1. Committee Reports: No Committee reports
2. Raices Report – Provided by (Lucia Carmona and Dr. Artiaga)
3. Announcements – Tentative

E. Dialogue/Diálogo/Tlahtocan (Positive Reflections/Reflexiones Positivas)

F. Adjournment.

Next Meeting June 13, 2024 /Próxima reunión, 13 de junio 2024