



REENTRY ASSURANCES DOCUMENT, PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME, AND LOCAL PLAN FOR REMOTE LEARNING

Superintendents and charter school leaders must complete this packet and submit to the New Mexico Public Education Department by **July 15, 2020**. The packet contains the following items:

1. Assurances Document for Reentry
2. Plan for Prioritizing Additional Instructional Time
3. Local Plan for Remote Learning

Submission

- All required documents must be emailed as a single package to:
Back.ToSchool@state.nm.us by **July 15, 2020**.
- Please direct questions to Gwen Perea Warniment, PhD, Deputy Secretary for Teaching, Learning, and Assessment at Gwen.Warniment@state.nm.us or Katarina Sandoval, Deputy Secretary for Academic Engagement and Student Success at Katarina.Sandoval@state.nm.us.

To access Reentry guidance documents and resources, visit the PED website at <https://webnew.ped.state.nm.us/reentry-district-and-school-guidance/>

6/25/2020

ASSURANCES DOCUMENT

Date: July 7, 2020

School District/State Charter Name: New America School-Las Cruces

Name of Person Completing Assurances: Margarita L. Porter, Ed. S.

Contact Phone Number: 575-644-1020

Contact Email: mporter@lcnas.org

District/State Charter (LEA) identified/named as New America School-Las Cruces hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for Reentry for the 2020-2021 school year; and
2. the LEA will continue to enroll all new students according to state statute and the local district/state charter enrollment policies and provide an education plan for all new students for the duration of the 2020-21 school year regardless of status of instructional model; and
3. the LEA will develop and submit a Remote Learning Plan for all students, Pre-K through 12th grade for the 2020-21 school year by July 15, 2020; **OR**
4. the LEA will choose to make up potential lost instructional hours in-person should physical school closure be required.

Margarita L. Porter, Ed. S.

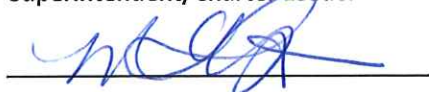
Susie Kimble, President

July 7, 2020

Superintendent/Charter Leader

School Board President

Date



Please print signature or sign electronically

6/25/2020

PLAN FOR PRIORITIZING ADDITIONAL INSTRUCTIONAL TIME

Statutory requirements authorized by the Legislature during the June 2020 special session require districts and charter schools to prioritize additional instructional time for all students in the 2020-2021 school year to recover instructional time that was lost to students in the 2019-2020 school year due to the public health emergency.

Districts and charter schools should participate in the Extended Learning Time Program **for all students**, which will be funded appropriately through the SEG:

- 1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year;
- (2) a five-day school week and one hundred ninety instructional days during the 2020-2021 school year; or
- (3) a four-day school week and one hundred sixty instructional days during the 2020-2021 school year.

Another option to prioritize additional instructional time is to participate in the K5+ program for all of your elementary schools district-wide, which you can stack with the Extended Learning Time Program so that each of the 205 instructional days are at least 5.8 hours long (what if there is remote learning – will PED be auditing what constitutes 5.8 hours?). Again, these programs will be funded appropriately through the SEG. Programs will be funded based on the following prioritizations: 1) district wide approaches, 2) entire elementary approaches, and finally, 3) populations with high numbers of free-reduced lunch.

Please select the following way(s) your district/charter will provide additional instructional hours to recover loss of instructional time during the 2019-2020 school year; please submit your updated district or charter school calendar with this packet.

Date July 7, 2020

District/State Charter Name New America School-Las Cruces

☒ (1) ten additional instructional days beyond the number of regular instructional days provided in the 2018-2019 school year provided to **all students district-wide**;

☐ (2) **all elementary schools district-wide** will participate in the K5+ program, which will provide 205 instructional days for the 2020-2021 school year;

☐ (3) Our district/charter **will not** participate in the Extended Learning Time Program or K5+ Program district-wide for 2020-21 school year. **Instead, we will recover lost instructional time in the following way. Please add any supporting documents as appropriate.** Please note that this information will be shared with the Legislative Education Study Committee as well as with the Legislative Finance Committee.

Click or tap here to enter text.

Plan for Prioritizing Additional Instructional Time Signature Line

Margarita L. Porter, Ed. S.



July 7, 2020

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically

LOCAL PLAN FOR REMOTE LEARNING

Date July 7, 2020

District/State Charter Name New America School-Las Cruces

Districts and Charters May Choose Option A (implementing a robust remote learning plan when necessary or Option B (adding in-person days to the calendar to make up for any time lost due to health-related closures) Below.

A robust remote learning plan will ensure that the vast majority of students, and preferably all students, have access to an online learning program, a digital devices and, in-home or readily accessible internet connectivity. In addition, students will have regular and direct access to their teachers for instruction, feedback, and questions.

Option A-- Local Plan for Remote Learning

Remote Learning Plan: High School Seniors' Graduation Requirements

How are you ensuring credit requirements will continue to be met in a remote learning environment?

Students will be receiving credit requirements through a hybrid schedule. Students will attend classes two times a week and remote learning two times a week. Over the summer, the Dean of Students (DoS) reads all transcripts and verifies what students need to complete graduation credits. Whatever credits are needed, those are added to their schedules. DoS will monitor credit completion quarterly (9 weeks). If a student is not being successful, the DoS along with the Assistant Principal (A P) will meet individually with students to support their progress toward graduation completion. All required state testing will also be monitored by DoS and AP to maintain the state requirements.

Describe the local demonstrations of competency options that will be used for seniors who still need to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).

We will use local portfolios, approved by our school board, for seniors who need to meet competency requirements. The Alternative Demonstrations of Competency (ADC) are attached in this document. Work Keys is also a component to the ADC.

Please describe your plan to ensure graduation and completion of *Next Steps Plans* for seniors in a remote learning environment.

The Dean of Students will be monitoring senior progress to ensure graduation. Seniors will be mailed Next Step Plans through the US postal service and be expected to return before receiving their diplomas. The NSP are included in this document.

Remote Learning Plan: Pre-K through 12th Grade

Please describe how you will support remote learning for Pre-K through 12th grade students. Include how you will attend to: grading, attendance, ensuring student engagement and participation, and using high quality instructional materials.

NAS-LC four-day schedule (150 days +10 additional days) will be set up to align with Las Cruces Public Schools. Our students will be divided into 2 groups. Group A is last names from A-L, and Group M, last names, M-Z. Group A will attend in person Monday and Tuesday, and Group M, Thursday and Friday. Wednesdays will be for PD, cleaning of school and to implement the 10 additional days. The semesters have been divided with 75 days each. In semester 1, Group A will receive 37 days of in-person instruction and semester 2 will have 38 days of in-person instruction. Group M will receive 37 days of in-person instruction and semester 2 will have 38 days of in-person instruction. Group A would come in on Mondays/Tuesdays and go to every class (1st-8th) and see all their teachers 2 times for the week. They would then be off Thursday/Friday and each teacher would have 2 short review assignments posted on Google Classroom for them to complete while they are at home. Group M would be home Mondays/Tuesdays and they would be working on 2 review assignments in Google Classroom from the week before. They would then come in on Thursday/Friday. Teachers would see your students 2 times during the week and repeat the same lessons twice that week so everyone stays on the same page and is turning in the same number of assignments each week (2-3 grades will be entered in Tyler SIS). For students who would like to remote learn for the 4 days of the week, they will have access to Google Classroom. They will be online for 2 days and the other 2 days will be following the remote Hybrid remote learning model. The additional 10 days will be remote learning for all students. this work can be working on projects, independent work, reviewing past concepts. Teachers would take attendance by participation and completion of assignments. For our math classes, the students will need to log on EACH day at the time of instruction so that they can observe the lesson being taught. Due to our low math scores, NAS math teachers felt this was the more prudent way of assuring student growth in this specific content area. This will ensure that our students are working closely with the teacher and learning the content. This will also verify student engagement. All of the lesson will be recorded so that students may review the lesson if they cannot participate at that time. The grades will be entered into our Student Information System, Tyler SIS to maintain student progress and engagements. Parents have access to the parent portal to view all student grades and attendance. Teachers are expected to enter 2 grades per student per week. Our platform is Google Classroom and for math, it will be Carnegie Math. The materials we are using will be the same instructional materials that NAS has used in the past. For ELA, students have used College Board, CEE (Cite, Explain, Expand, power paragraph for writing), and teacher made materials that supplement short stories and essays. For Math, our students will be using Carnegie Hall curriculum, which uses ipads/laptops for daily instruction that is aligned to CCSS. They also use packets that supplement the content being delivered. Science will be using Pearson curriculum, along with Z-Space 3-D computers and Labster for supplementation. Social Studies department will be using materials by Pearson which are textbooks, and supplemented with UpFront magazine. Admin will continue to review lesson plans on a weekly basis to monitor for rigor and standards alignment. Walkthrough and Google Classroom drop-in will continue to ensure teachers are providing engaging classroom instruction.

What technology support will be available for families and teachers?

NAS-LC has used CARES and Capital Outlay money to purchase equipment and technology. NAS-LC currently has 85 computers to loan to students along with hot spots. We are acquiring 44 more computers with this money. NAS-LC has a full-time IT person who is on campus all week to provide support. In the first couple of weeks of school starting, students will learn how to log on and will practice using Google Classroom to ensure success.

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How will you ensure that all students have adequate access to devices and the internet?

It is the goal of NAS-LC to ensure all students have access to technology and will provide devices to those who need them. Students and families will have support in English and Spanish for these resources and teachers will continue to be offered professional development to more deeply understand the pedagogy of remote learning. NAS-LC will make available a laptop for check out to any student without access to a device at home. Families may request devices from the schools their children attend. NAS-LC will work with our families to ensure Internet access at home for students. NAS-LC will distribute hotspots to those who request them. NAS-LC will provide technical assistance for families in English and Spanish through print as well as phone and online support. A survey was conducted in March of the students who needed/had computers. The computers were loaned to families who needed them.

How will you continue to provide MLSS/ RTI and SAT services in a remote learning environment?

Our school will be utilizing a schedule that allows students to see their teachers two times a week in a face to face format so universal interventions can still be used for all students at this point. Smaller group settings will be used during the hybrid learning model. Teachers will be utilizing data driven supports for all students in order to create a successful learning environment in the classroom and during remote learning. Parent and admin support for both academics and behavior will be used as a vital resource. If students need level 2 interventions, we will continue to progress monitor in the classroom and online again utilizing parental support, health and mental wellness support and admin support if need be. Those not responding to level 2 would then move to more intensive and individualized supports in level 3 in the classroom and virtually. More frequent communication with parents will be applied along with health and mental supports during the 2 days in school or virtually. In a case where a student needs to be referred to the SAT team, the teacher would fill out the portion of the packet that pertains to all concerns (in the classroom and virtually) and then the SAT team would have 2 days a week to observe the student in the classroom setting along with the potential to observe during remote learning in a virtual format. Communication between the parents, teacher and SAT team would still be a priority in both settings. The team would convene to make the best decisions for the student for the classroom environment along with the virtual environment.

How will you continue to provide special education services in a remote learning environment?

Students with Special Education Individualized Education Programs (IEPs) will initially return to school on the proposed NMPED Hybrid model at two (2) days a week as scheduled. Once students with IEPs return to classroom instruction in the hybrid model, special education teachers will work with students individually to assess if students respond to safety procedures and personal protective equipment, are student medical and psychological needs being met, and review specific students' needs in regard to all other areas such as: academics, related services, behavior and the overall child. The Special Education team will adjust schedules (such as increasing in-person learning/instructional days) based on individual student need and data collection. Special education teachers will collaborate with general education teachers, and partner with families and students with disabilities to create a comprehensive plan for students' distance learning. This will be paired with the technology and resources needed to fulfill that plan. There are 2 special education teachers on staff. They will set up a schedule for one to be in class with students and the other to be online providing support to students working remotely. IEP's and REED's will be conducted via Zoom or in person maintaining social distancing. All requirements of each IEP will be followed as prescribed. Special education students will continue to receive speech and language services via TalkPath. TalkPath is an online program that delivers SL remotely. Psych services will be delivered via Zoom by the school psychologist. Social Work services will also be delivered via zoom or in-person maintaining social distancing.

How will you continue to provide bilingual education in a remote learning environment?

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NAS-LC does not have a bilingual program. However, NAS-LC does have an ESL program. Students who are required to be in an ESL due to their ACCESS level, receive 1-3 hours of program support daily. They will continue to receive services via 2 days on campus and 2 days online. The online program will consist of SWRL: speaking, writing, reading and listening. ESL teachers have a TESOL endorsement. The curriculum consists of Edge materials, teacher-made resources and Rosetta Stone.

How will you support continued, remote instruction for dual enrollment courses?

Students will continue to be encouraged to enroll in dual credit courses. The guidelines that the Dona Ana Community College, sets forth will be maintained by the students and NAS. NAS will support our students by providing technology and downloading any new requirements to participate fully in the class.

Please describe measures you will take to support at-risk students, Native American students, and students served under Title Programs (EL, Migrant, homeless etc.).

At NAS-LC, our students' population is 94% low socioeconomic level students, 91% Hispanic and 12% homelessness. It would suffice to say that 100% of our students are at-risk. NAS-LC will support our students through small classroom sizes when on campus and when students are off campus, they will be able to seek out teacher support via Google Classroom. Our teachers receive PD on ELL strategies (as per our PEC contract) each year. These strategies are best practice for all students.

How will educators/staff check-in with students? How frequently? For how long?

Teachers will check in with students 2/week in-person and 2/week on remote learning. This remote learning check-in will be to verify attendance, check for work completion and mastery. The teacher will make connections with students remotely via zoom and Google Meets. For our math teachers, they will be able to check attendance and engagement via daily instruction as students are expected to login during their normal time of instruction.

Please describe your plan for Career and Technical Education.

CTE is very limited at NAS-LC. Our students receive various electives that are offered. For the upcoming year, we will offer Web Design and any classes offered on Edgenuity. Work Keys curriculum focusing on career abilities is the curriculum that seniors are expected to use. As per our PEC contract, Workkeys assessments are given at the beginning of the year to all incoming seniors. They complete the accompanied curriculum to strengthen their knowledge in the 4 areas of math, science, reading and writing. At the end of the year, seniors are retested to measure growth. Certificates for students scoring bronze, silver, gold and platinum are printed for students to use when applying for jobs.

Please describe your plan to address electives/specials and extracurricular activities.

Electives will be conducted in the same manner as core classes with Group A and Group M. Extracurricular activities, such as basketball and volleyball, will follow the guidelines of the PED and state health orders. All clubs will be conducted following the PED/CDC guidelines as well.

Social and Emotional Supports

How will you create and implement frameworks for social and emotional support, including adopting school-wide curriculum, partnering with community organizations and training teachers, educational assistants, counselors,

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social workers, and other appropriate staff and/or volunteers to provide regular social and emotional support and to recognize trauma and provide trauma support to students?

In the school year 19-20, teachers participated in year-long professional development to utilize Social Emotional Learning (SEL) and how it affects students in the classroom. Each teacher was responsible for presenting one of the competencies to the teaching staff once a month. NAS has an MOU with NMSU to allow counselors/social workers to earn hours of practicum on campus. NAS has a social worker and school psychologist on call to be on campus or reach out to students on an "as needed basis." NAS partnered with Dona Ana County that provided Mental Health First Aid training. NAS also partnered with La Casa to provide information on healthy relationships.

How will you support **all** students' social and emotional needs?

Social Worker will be available from 9-12 on Mondays to provide social emotional support and consultation to identified students and/or at student's/family's request. Social Worker will continue to make supportive phone calls to NAS students and their families advising them of community resources and/or make community referrals as necessary. Social Worker will respond to requests as needed, the remainder of the school week. Social worker will provide mandated ancillary services to Special Education students on Mondays from 1:00 pm - 4:00 pm. There will also be NMSU students who will be available to meet with any/all students.

How will you ensure continued mandatory reporting and wellness checks?

Mandatory reporting will be conducted by the Principal and Assistant Principal. Admin will follow all mandated guidelines and requirements. Wellness checks will be conducted as required. Any reporting will be the responsibility of the Principal and will be maintained accordingly.

Family & Community Communication

How will you keep families informed about changing circumstances?

NAS has various methods of communicating with families. First, any communication from the front office will be provided in English and Spanish. We have a Parent/Homeless Liaison on staff, who is bilingual, who can also make phone calls when necessary. NAS has a Facebook site. NAS also has the "Call-Em-All" system that makes mass calls to families. Another system NAS has in place, is our homeroom. Each teacher has no more than 20 students on their caseload. When information needs to be disseminated, homeroom teachers can either call or text families.

How will you support families and caregivers as they facilitate learning and the social-emotional needs of students at home?

Families and caregivers have the support of all of the staff members. NAS staff will be available to be online during their prep period and on Wednesday to follow up on assignments if students are falling behind. Families will have updated phone numbers, emails, and texts numbers for consistent communication.

How will you ensure families and students are supported in multiple, appropriate languages?

Our community is primarily bilingual: English and Spanish. Our support staff is bilingual. If a teacher cannot communicate with families, other staff will step in to support.

How will you collaborate with childcare providers to support families' access to childcare?

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NAS will provide families with a list of child care providers in our area. Another way NAS will support families is that if any of our NAS students' needs to be switched from their assigned days to be home with younger siblings who might have a different last name, we will be allowing it.

Other

Please include any other relevant information or documents related to your Remote Learning Plan

Please see next page.

Option B -- No Remote Learning Plan

If a school district or state charter either cannot provide or chooses not to provide a robust remote learning plan, the school district or state charter will instead make up for instructional hours lost during periods of school closure by adding school days to the academic calendar to allow for in-person instruction. Please fully describe your plan for creating and implementing Option B below.

Click or tap here to enter text.

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Local Plan for Remote Learning Signature Line

Click or tap here to enter text.

Click or tap here to enter text.

Superintendent/Charter Leader Signature

Date

Please print signature or sign electronically

New America School-Las Cruces 150 (5/1/20)

2020-2021 School Calendar

| July '20 | | | | | | |
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| August '20 | | | | | | |
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| September '20 | | | | | | |
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| October '20 | | | | | | |
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| November '20 | | | | | | |
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| December '20 | | | | | | |
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| January '21 | | | | | | |
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| February '21 | | | | | | |
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| March '21 | | | | | | |
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| April '21 | | | | | | |
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| May '21 | | | | | | |
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| June '21 | | | | | | |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

 Group A Sem. 1: 37,
Sem. 2: 37

 Group B Sem. 1: 38
sem. 2: 38

 Conferences 2
 School closed

 Teacher in-Service Day 14 (no school for students)

 First and Last Day of School

 10 Extended Learning Days



FINAL Next Step Plan

To be completed by all exiting seniors



Printed Name of Student: _____ DOB: _____ ID: _____ Date: _____

What is your long-term (in approximately 10 yrs.) career interest/goal? _____

Plans after Graduation (select only one box)

☐ **COLLEGE / CAREER SCHOOL**

Which of the following degrees do you plan on earning?

- ☐ Bachelor - Masters or above
☐ Associates degree (granted by community colleges)
☐ Certificate or Trade Certification Program (granted by community colleges and/or Career Schools)

Name of post-secondary institution: _____

Name of degree program: _____

If Trade School, name of Certificate or Training program: _____

Have you applied to the college/school? ☐ Yes ☐ No If no, when will you be doing this? _____

Have you been admitted? ☐ Yes ☐ No

Have you submitted a FAFSA? ☐ Yes ☐ No

- ☐ I understand that I must complete a FAFSA in order to receive a 1st semester tuition scholarship at many New Mexico colleges, this covers tuition. (Refer to financial aid/scholarship eligibility criteria)

Final Transcript - Colleges require you send them a final transcript that states you have graduated. (Request a final transcript from the Registrar upon graduation).

☐ **MILITARY - If you are planning on going into the military - please check your branch**

☐ Army ☐ Navy ☐ Air Force ☐ Marines ☐ Coast Guard ☐ National Guard

Have you taken the ASVAB? ☐ Yes ☐ No Have you enlisted? ☐ Yes ☐ No

☐ **OTHER PLANS (please list):** _____

☐ **FULL TIME EMPLOYMENT (only):** ☐ Yes If Yes, will you be employed full-time upon graduation?

Position: _____ Employer: _____

Career Area of Focus: _____

What do you still need to do to finalize your plans? _____

Notes:

Signatures below confirm review of "Graduation Credit Status" and approval of this Final Next Step Plan.

Student Signature

Date

School Designee

Date

Parent/Guardian Signature

Date

THE NEW AMERICA SCHOOL-LAS CRUCES 2020-2021 (ADC – MATH)

| Student Name: _____ | | State ID: _____ | | | | POSSIBLE POINTS | POINTS AWARDED |
|--|-------------|--|-------------------|-------------------|-------------------|-----------------|----------------|
| CUMULATIVE GPA | RANGE | 1.0-1.7 | 1.8-2.1 | 2.2-2.6 | 2.7+ | | |
| | POINT VALUE | 2 pts. | 4 pts. | 6 pts. | 8 pts. | 8 | |
| FINAL GRADE GEO, ALG 2, FIN LIT | RANGE | D | C | B | A | | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | 4 | |
| STATE EOC | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | 4 | |
| ASVAB, ASPIRE, NEXT-GEN, SBA | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | 4 | |
| PARCC GEO/ALG 2 | RANGE | 699 & below | 700-710 | 711-718 | 719-725 | | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | 4 | |
| CCR WORKKEYS Applied Mathematics Graphic Literacy | RANGE | 65-68 | 69-71 | 72-75 (3) | 76+ (4+) | | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | 4 | |
| ADDITIONAL: 4 POINTS MAXIMUM | | Passed dual credit course in subject area Passed final exam in content related area | | | | 4 | |

| SUBJECT AREA | TOTAL POINTS POSSIBLE | POINTS AWARDED | CUT SCORE | DEMONSTRATION OF COMPENCY | |
|--------------|-----------------------|----------------|-----------|------------------------------|----|
| MATH | 32 | | 12 | YES | NO |

THE NEW AMERICA SCHOOL-LAS CRUCES 2020-2021 (ADC – READING)

| Student Name: _____ | | State ID: _____ | | | | POSSIBLE POINTS | POINTS AWARDED |
|--|---|-----------------|-------------------|-------------------|-------------------|--------------------|-------------------|
| CUMULATIVE GPA | RANGE | 1.0-1.7 | 1.8-2.1 | 2.2-2.6 | 2.7+ | | |
| | POINT VALUE | 2 pts. | 4 pts. | 6 pts. | 8 pts. | 8 | |
| FINAL GRADE ELA III or ELA IV | RANGE | D | C | B | A | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| STATE EOC | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| ASVAB, ASPIRE, NEXT-GEN, SBA | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| STATE ASSESSMENT PARCC ELA 3 | RANGE | 699 & below | 700-710 | 711-718 | 719-725 | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| CCR WORKKEYS Workplace Documents | RANGE | 65-68 | 69-71 | 72-76 (3) | 77+ (4+) | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| ADDITIONAL: 4 POINTS MAXIMUM | Passed dual credit course in subject area | | | 4 pts. | | 4 | |
| | Passed final exam in content related area | | | 2 pts. | | | |

| SUBJECT AREA | TOTAL POINTS POSSIBLE | POINTS AWARDED | CUT SCORE | DEMONSTRATION OF COMPENCY | |
|--------------|-----------------------|----------------|-----------|------------------------------|----|
| READING | 32 | | 12 | YES | NO |

THE NEW AMERICA SCHOOL-LAS CRUCES 2020-2021 (ADC – WRITING)

| Student Name: _____ | | State ID: _____ | | | | POSSIBLE POINTS | POINTS AWARDED |
|-------------------------------------|---|-----------------|-------------------|-------------------|-------------------|-----------------|----------------|
| CUMULATIVE GPA | RANGE | 1.0-1.7 | 1.8-2.1 | 2.2-2.6 | 2.7+ | 8 | |
| | POINT VALUE | 2 pts. | 4 pts. | 6 pts. | 8 pts. | | |
| FINAL GRADE ELA III or ELA IV | RANGE | D | C | B | A | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| STATE EOC | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| PARCC COMPOSITE | RANGE | 699 & below | 700-710 | 711-718 | 719-725 | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| CCR WORKKEYS Business Writing | RANGE | 60-65 | 66-71 | 72-77 (3) | 78+ (4+) | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| ASVAB, ASPIRE, NEXT-GEN | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | 4 | |
| ADDITIONAL: 4 POINTS MAXIMUM | Passed dual credit course in subject area | | 4 pts. | | 4 | | |
| | Passed final exam in content related area | | 2 pts. | | | | |

| SUBJECT AREA | TOTAL POINTS POSSIBLE | POINTS AWARDED | CUT SCORE | DEMONSTRATION OF COMPENCY | |
|--------------|-----------------------|----------------|-----------|---------------------------|----|
| WRITING | 32 | | 10 | YES | NO |

THE NEW AMERICA SCHOOL-LAS CRUCES 2020-2021 (ADC – SCIENCE)

| Student Name: _____ | | State ID: _____ | | | | POSSIBLE POINTS | POINTS AWARDED |
|---------------------------------|--|-----------------|-------------------|-------------------|-------------------|-----------------|----------------|
| CUMULATIVE GPA | RANGE | 1.0-1.7 | 1.8-2.1 | 2.2-2.6 | 2.7+ | 8 | |
| | POINT VALUE | 2 pts. | 4 pts. | 6 pts. | 8 pts. | | |
| FINAL GRADE Course: | RANGE | D | C | B | A | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| STATE EOC | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| SCIENCE SBA | RANGE | 7+ points | Within 5-6 points | Within 3-4 points | Within 1-2 points | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| CCR WORKKEYS Applied Technology | RANGE | 65-68 | 69-72 | 73-76 (3) | 77+ (4+) | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| ASVAB, ASPIRE | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| ADDITIONAL 4 POINTS MAXIMUM | Passed dual credit course in subject area Passed final exam in content related area | | | 4 pts. 2 pts. | | 4 | |

| SUBJECT AREA | TOTAL POINTS POSSIBLE | POINTS AWARDED | CUT SCORE | DEMONSTRATION OF COMPETENCY |
|--------------|-----------------------|----------------|-----------|-----------------------------|
| SCIENCE | 32 | | 10 | YES NO |

THE NEW AMERICA SCHOOL-LAS CRUCES 2020-2021 (ADC – HISTORY)

| Student Name: _____ | | State ID: _____ | | | | POSSIBLE POINTS | POINTS AWARDED |
|---|---|-----------------|-------------------|-------------------|-------------------|-----------------|----------------|
| CUMULATIVE GPA | RANGE | 1.0-1.7 | 1.8-2.1 | 2.2-2.6 | 2.7+ | 8 | |
| | POINT VALUE | 2 pts. | 4 pts. | 6 pts. | 8 pts. | | |
| FINAL GRADE Course: | RANGE | D | C | B | A | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| STATE EOC NM History | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| STATE EOC US History World History Government | RANGE | 9+ points | Within 6-8 points | Within 4-5 points | Within 1-3 points | 4 | |
| | POINT VALUE | 1 pt. | 2 pts. | 3 pts. | 4 pts. | | |
| ADDITIONAL 4 POINTS MAXIMUM | Passed dual credit course in subject area | | | 4 pts. | | 4 | |
| | Passed final exam in content related area | | | 2 pts. | | | |

| SUBJECT AREA | TOTAL POINTS POSSIBLE | POINTS AWARDED | CUT SCORE | DEMONSTRATION OF COMPECY | |
|--------------|-----------------------|----------------|-----------|--------------------------|----|
| HISTORY | 24 | | 10 | YES | NO |