



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Renewal Package Table of Contents

| | |
|---|-----|
| I. Public Education Department Renewal Report and Recommendation..... | 2 |
| II. Renewal Applicant Response to Public Education Department Preliminary Renewal Report..... | 276 |
| III. Renewal Applicant 2016 Charter School District Report Card..... | 309 |
| IV. Charter School Renewal Application..... | 315 |

I. Public Education Department Renewal Report and Recommendation



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

2016 Charter School Renewal Report

Southwest Aeronautics, Mathematics and Science Academy

CSD RECOMMENDATION

CSD recommends a short term renewal (2 years) of this charter based on the school's disclaimed audits for 2014 and 2015, which demonstrate that the school failed to meet generally accepted standards of fiscal management during the term of the charter.

In addition, the school has not met or made substantial progress toward all of the school specific goals in the charter contract, the school is demonstrating declining academic performance on the school's letter grade, and CSD has additional concerns regarding legal compliance.

As a result, CSD recommends the following conditions of renewal:

- A shortened term renewal of 2 years.
- By the end of FY18 the school must receive an unmodified audit opinion and demonstrate continued decreases in the number and severity of audit findings.
- Corrective action requirements including requirements that the school regularly report on the corrective actions identified in the renewal response and that the school affirmatively work with CSD to address the concerns about minimum instructional hours, ELL services, and governance.
- The school's performance framework include specific academic goals related to:
 - Graduation Rate
 - Growth of Lowest Performing Students (Q1)
 - School Growth

In addition, CSD recommends the school's amendment request be approved to clarify and simplify the school's mission.

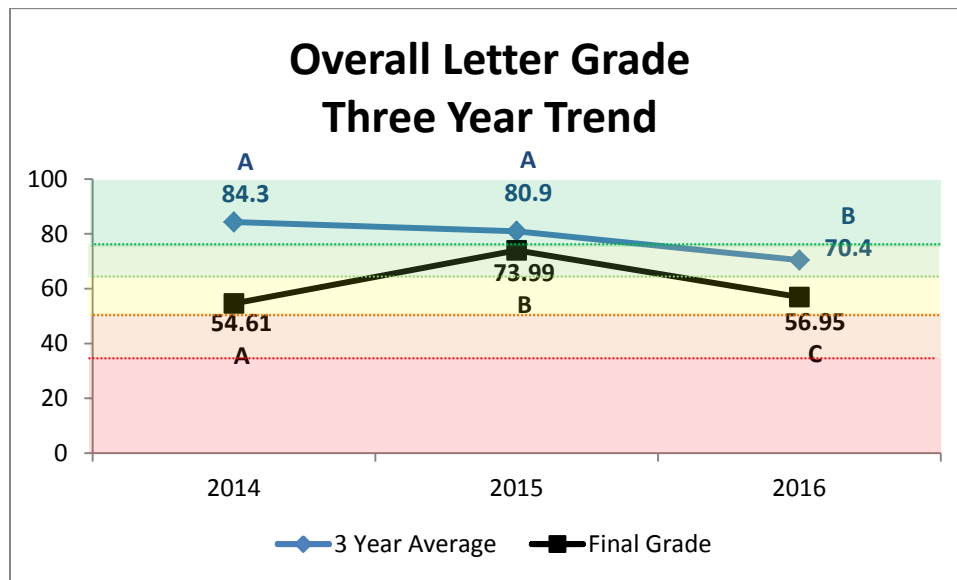
SCHOOL SUMMARY

Southwest Aeronautics, Mathematics and Science Academy began operating under its current charter on July 1, 2012. The charter was granted for a period of 5 years with various standardized conditions relating to preparedness to commence operations and acknowledging the requirement that the charter school to demonstrate improved student academic achievement, and that the PEC use increases in student academic

achievement for all groups of students as the most important factor when determining to renew or revoke the school's charter.

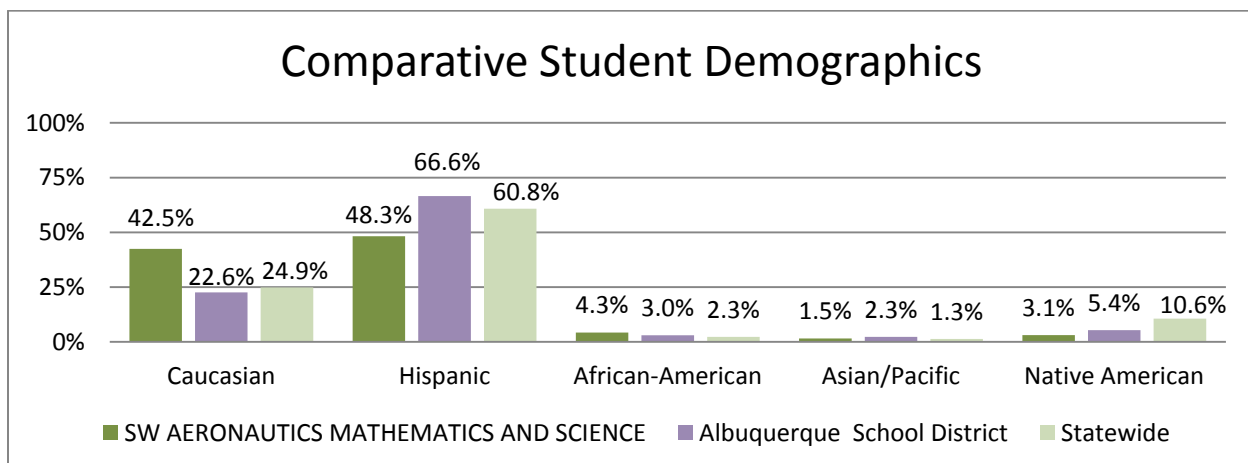
The school submitted its renewal application in a timely manner. The school's renewal application includes one amendment request. This request seeks to change the mission of the school.

The following information provides a snapshot of the school's academic performance over the last three years.

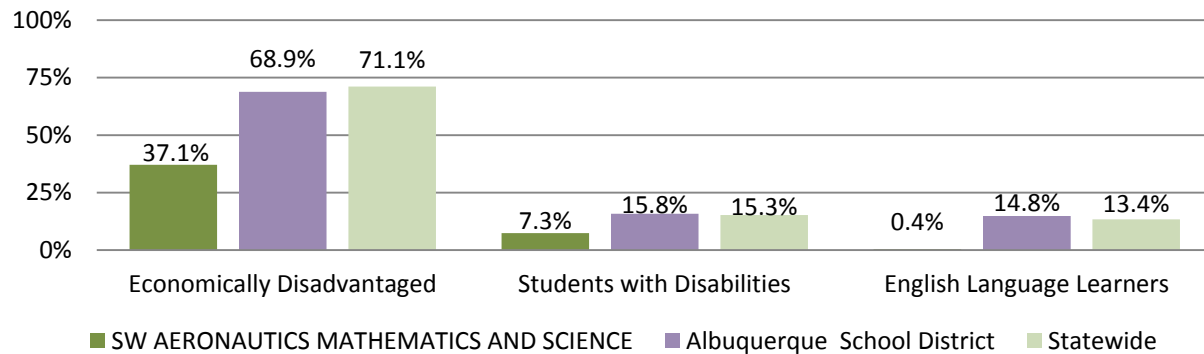


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

Comparative demographics show the school has higher Caucasian and African-American populations than the surrounding district and lower Hispanic, Native American and Asian Populations. The school also has a lower population of English Language Learners, students with disabilities, and economically disadvantaged students.

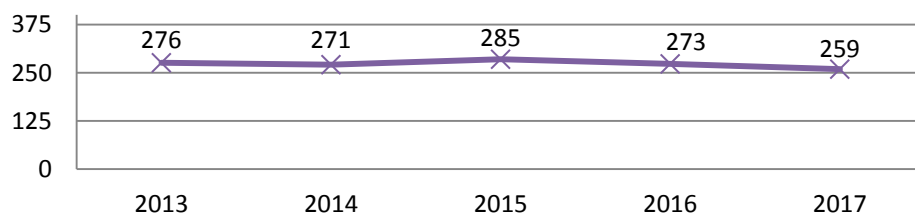


Comparative Student Subgroup Enrollment



The table below demonstrates the 40 day membership for each of the years in operation. The school's enrollment has recently decreased from a high in its third year.

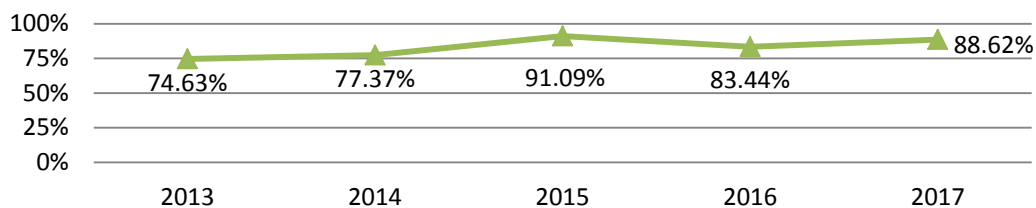
40 Day Student Membership



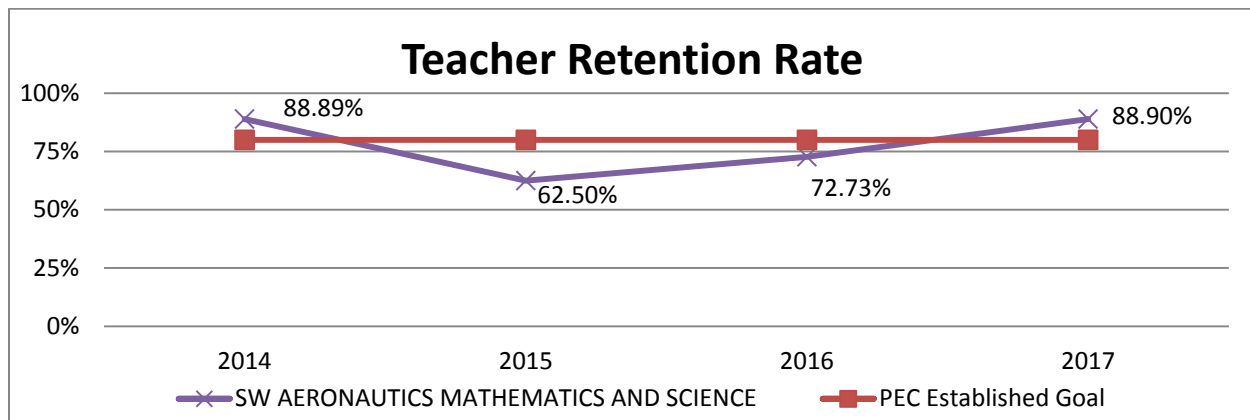
The table below demonstrates the student retention rates for each of the years in operation. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing the number of withdrawal codes (number of students who were withdrawn from the school at some point during the year) by the total number of enrollment codes (number of students who were enrolled into the school at school point during the year). Graduates (WG) are not counted for attrition. CSD believes this accurately captures retention within the year as well as retention between the years because schools have the practice of enrolling students they expect to return on the first day of school and then withdrawing them if those students do not return. The school's retention rate appears to have steadily increased, which an outlier bump in the third year. The current year retention is higher than 2016, but cannot be compared to prior years as it does not account for attrition or additional retained enrollments through the year.

Student Retention Rates

(100% - (Number of Withdrawal Codes / Number of Enrollment Codes))



The table below demonstrates teacher retention for the term of the charter. Annually, the school's teacher retention rate has varied. The rate has been both above and below the PEC's stated goal of 80% retention (lower than 20% turnover). The school had the greatest retention rates between the first and second years and the fourth and fifth school years.



The renewal application demonstrates support for the continuation of the school from the *current* local school community. The application includes signed petitions by 100 of the school's current employees and 75% of the families whose students are currently enrolled in the charter school. The petitions are included in the application materials.

During interviews with the students, staff, and families, the CSD learned they overwhelmingly support the continuation of the school.

PED team members interviewed about 10 students. During student interviews, students expressed that they were not sure what the mission of the school is, but could articulate the focus of the school saying that the school had a dynamic, STEM focused curriculum that it is really aviation focused. Students like the independence that the school puts on students as they are responsible for completing their work and they like that the school is "student-directed." Students did want a bigger lunch room and some of the students expressed that they wished their teachers would communicate with them more about the progress the students were making. Also, the students interviewed expressed that the teachers do not review Next Step Plans with the students.

PED team members interviewed 6 parents or guardians. During family interviews, parents expressed that they like the small classes and that every Monday they get a report of their student's attendance and grades. They also expressed that they like how easy it is for students to take dual credit at UNM. Parents did express that they wished the school offered a lunch program.

PED team members interviewed 7 teachers. During the teacher interviews, teachers articulated that the mission is being implemented through the education/curriculum. They believe that the school is developing self-motivated and life-long learners. They believe the aviation focused aspect brings a unique and needed focus help to the community. Teachers believe that the Individualized learning aspect of the school teaches needed adult skills. Teachers like that it is a small school. They believe they catch the students when they start slipping. Teachers did express that the athletics program and library are underfunded, and that Science lab needs to be improved. Teacher did comment on how they use data to support students and how the Edgeunity program provides a large amount of data.

RENEWAL STANDARD

Pursuant to NMAC 22-8B-12, a charter may be not renewed if the charter school did any of the following:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management; or
- (4) violated any provision of law from which the charter school was not specifically exempted.

In addition, in 2015 the New Mexico statutes annotated was revised to reflect the following:

On or after July 1, 2015, a new charter school shall not open and an existing charter shall not be renewed unless the charter school:

- (1) is housed in a building that is:
 1. owned by the charter school, the school district, the state, an institution of the state, another political subdivision of the state, the federal government or one of its agencies or a tribal government; or
 - (a) subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act [Chapter 22, Article 26A NMSA 1978]; or
 - 2) if it is not housed in a building described in Paragraph (1) of this subsection, demonstrates that:
 - (a) the facility in which the charter school is housed meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and
 - (b) either: 1) public buildings are not available or adequate for the educational program of the charter school; or 2) the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.

ANALYSIS

In order to support the decision making of the Public Education Commission, this renewal report reflects the information known to the Public Education Department in relation to:

- the school's efficacy in fulfilling the conditions, standards, and procedures set forth in the charter contract;
- the schools status in relation to achieving, or making progress toward achieving, the Public Education Department's standards of excellence as reflected in the school letter grade;
- the school's status in relation to achieving, or making progress toward achieving, the student performance standards identified in the charter contract;
- the school's efficacy in meeting generally accepted standards of fiscal management;
- the school's compliance with all provisions of law from which the charter school was not specifically exempted; and
- the school's status in relation to meeting the facilities requirements laid out in 22-8B-4.2.

| Summary | | |
|---|-------------------------------------|-------------------------------------|
| | Meeting Expectations | Not Meeting Expectations |
| Charter Contract Material Terms | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Public Education Department's Standards of Excellence | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student Performance Standards in the Charter Contract | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Generally Accepted Standards of Fiscal Management | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Compliance with all Provisions of Law | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Facilities Requirements Laid Out in 22-8B-4.2 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS NOT FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT

The school is under an original charter, which incorporated the school's application into the charter as material terms. PED's observations during the last two years demonstrate the school is implementing the educational program set forth in the school's charter. Specifically, the observed educational program does demonstrate the implementation of a STEM curriculum with an aviation focus.

The school's original application included the following material terms, which were incorporated into the charter contract:

Mission:

The mission of the Southwest Aeronautics, Mathematics, and Science Academy is to prepare students in grades 7 – 12, through an Integrative STEM educational model with an Aeronautics focus, to become self-motivated, independent, competent, lifelong learners in a unique 21st century global educational environment. Students will be equipped with the reading, writing, mathematical, scientific, and technological and problem solving skills necessary for success in post secondary education and high-tech, aviation related careers. Through the long-term commitment to this mission, we will offer a quality alternative learning opportunity for all students. Students, parents and the community will view the school as offering a challenging and creative learning environment.

SAMS Academy will demonstrate to the school community that it effectively advances the quality of the educational experiences it provides for its students and will be accredited by the North Central Association.

Expanding on Southwest Secondary Learning Center's unique and innovative AERO (Aeronautical Education and Research Opportunities) AV8R program, the SAMS Academy will offer broader aviation programming with more depth into the many facets of aviation. Using aviation as a conduit to high-tech post-secondary education and careers, the SAMS Academy will offer its students a more comprehensive education in the various disciplines of engineering, like aerospace, mechanical, and electrical engineering, for example. Mathematics and physics will be taught and emphasized, not just through engineering and science, but through the practical application of learning how to build and fly airplanes. Learning to solve problems and expanding critical-thinking are the transferrable skills high-tech employers need and we believe we can deliver with this stimulating and inspiring STEM education model.

The Southwest Aeronautics, Mathematics, and Science Academy will provide a student centered; multi-age educational environment maintaining high academic and successful career oriented standards. At the foundation of the course of studies is a nationally recognized dynamic, comprehensive, interactive computer-based curriculum delivery system, creating a one-room

school house for the 21st Century. Course offerings provide each student with an outcomes oriented individualized program tailored to meet each student's individual needs. Students are required to complete a rigorous scope and sequence in all subjects, exercise strong written and verbal communication skills, utilize high tech tools, implement research skills and demonstrate academic skill mastery in each subject. Each student is measured for skill development and content understanding in each academic area. Student progression through the courses is self directed. Mastery and demonstration of concept cognition, as well as content mastery is verified by end of course assessments. Course completion is not predicated on seat time.

The Southwest Aeronautics, Mathematics, and Science Academy will begin the instructional day at 8am and end at 7:30pm, Monday through Thursday. The day is structured into 3 blocks of 3.5 hours of engagement time. Students will attend blocks in the Main Lab, Smart Lab, and Physical Education or attend dual enrollment classes at CNM or UNM. This is the same program established at SSLC.

Southwest Aeronautics, Mathematics, and Science Academy will provide 155 days of scheduled class time on a four day per week schedule. The four day schedule, approved for SSLC, is the equivalent of 180 days.

One of the fundamental foundations of our school is that learning is based on content mastery; not seat time. That being said, the school exceeds the state requirement for instructional hours. The SAMS Academy will be open from 8:00 AM to 7:30 PM for 155 school days equating to 1,627 instructional hours compared to the state required 1,080 hours thereby exceeding this requirement by almost 50%. This figure does not take into account the additional hours students work in our "anytime, anywhere" curriculum delivery model. As evidenced by the academic success demonstrated over 10 years at Southwest Secondary Learning Center, using this same length of day and year model, we believe this will support the SAMS Academy educational plan.

In addition to the integrated assessments, the Southwest Aeronautics, Mathematics, and Science Academy will follow NMSA 22-2C-4.1 in an effort to identify student readiness for college and/or workplace admission. The school utilizes three distinctly different short-cycle assessments to assist in meeting the expectations of a college preparatory institution.

9th Grade – Students are administered the Accuplacer Exam by CNM in the fall – prior to the start Of the CNM fall term. Students who do not score well enough to be admitted into regular CNM courses are provided remediation through My Skills Tutor, teacher developed lessons, and/or CNM remedial courses. The students are then re-tested on the Accuplacer exam to insure readiness for regular CNM classes during the spring term.

10th Grade – Students are required to participate in the PSAT. When results are received from SAT a meeting is held with the student and parent and a plan is developed to insure the student receives remediation prior to taking the ACT/SAT exam in their junior year. The remediation may include practice exams, My Skills Tutor assignments, E2020 or Kaplan ACT/SAT preparation coursework, etc.

11th Grade – Students are required to take either the SAT or ACT college entrance exam. Once results are received, the school provides additional remediation in the identified areas prior to the student improving his/her score on the ACT/SAT by retaking the exam throughout the junior and senior year in high school. (The school will request a waiver from 22-2C-4.1(3) allowing student choice of which exam will be taken. Instead, the school wishes to REQUIRE all juniors to take the ACT or SAT exam).

During the site visit in 2016, CSD sought to observe the educational program in order to verify the material terms. Classroom visits to the main lab and computer labs were conducted. Students were observed working individually in the labs. Teachers were available to answer questions or provide support. Student in the SAMART lab were working on photography, hydraulics, and engineering projects. Students in these classes showed staff members

the rubrics they were using to guide their work. CSD has not verified all terms. Specifically, the school should provide verification of the provision of 1,627 instructional hours, and the assessment program identified above.

The budget calendar submitted to PED does not match to this material term. Instead the budget calendar indicates the school operates 170 instructional days for 6 hours 45 minutes per day. This is a total of 1147.5 hours annually. The budget calendar and the implemented program must align. Failure to do so is a violation of law.

For the reasons stated above, it is unclear whether the school has fulfilled the conditions, standards, and procedures set forth in the charter contract. At this time, CSD is requesting the school provide additional information.

School's Response:

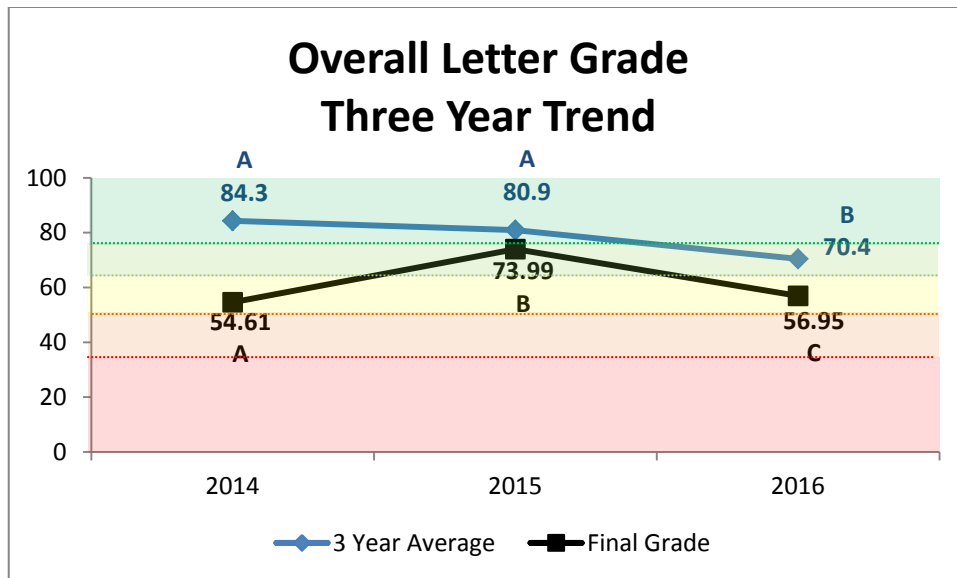
We operate 9 hours a day from 8:30am to 7:30pm and students are also required to work at home on their on-line courses. We recently opened a Friday morning lab session for students who want teacher support. Attached is a waiver addressing length of school day. Our director is contacting the Vigil Group to see why the budget calendar is incorrect. In our charter we state: 11.5 hrs. offered, students are required to attend. (Students are always allowed as extras) A minimum number of hours (10.5 – 17.5 hours per week) on campus and work with content teachers to ensure adequate school progress.

CSD is concerned about whether the school is meeting minimum instructional hours. The school must have a process for tracking and monitoring student engagement in “school directed programs” for the minimum number of hours required annually. The school should provide additional information about how this is done and how CSD can verify the tracking and monitoring of student engagement in “school directed programs.” While the waiver allows flexibility in the length of instructional days it does not waive charter schools from meeting the minimum number of instructional hours. At this time, CSD still does not have adequate information to determine that the material terms are being met.

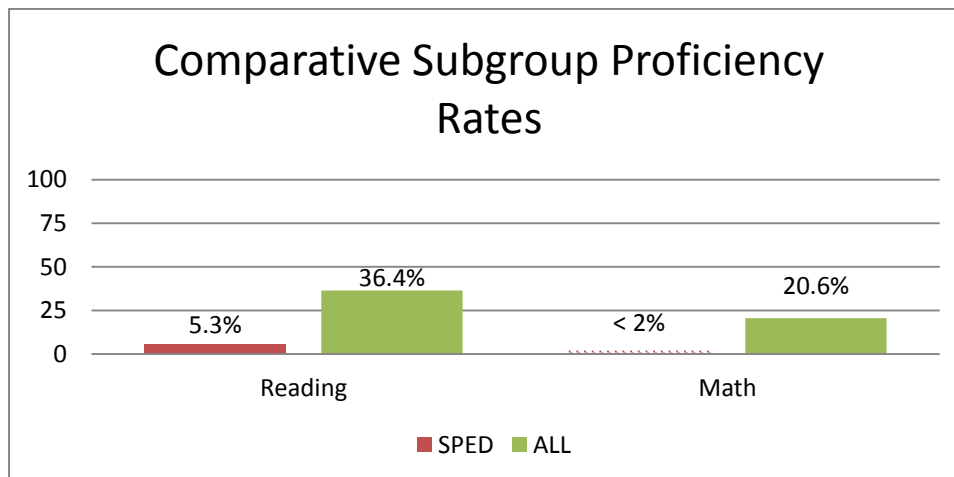
SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS ACHIEVED THE PUBLIC EDUCATION DEPARTMENT’S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

The state’s letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law provides that certain rights for are imbued to the families who have students enrolled in a public school rated F for any two of the last four years. Additionally, the law requires that a public school rated D or F must prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

The tables below reflect the school’s academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of C. The current year letter grade is slightly higher at a B. However, CSD notes that the school’s academic performance has been steadily declining over the past three years. The school should take action to address this to ensure the performance does not continue to decline.



The school's available subgroup performance information is reported below. The percentage of students with disabilities that scored proficient in reading was approximately 31% lower than students without disabilities. The percentage of students with disabilities that scored proficient in math was approximately 18-20% lower than students without disabilities. The school scored an "F" for the growth of Q1 (25% Lowest Performing Students). In Reading the lowest performing students gained *less* than 1 years' worth of growth with a negative VAS score of - 0.24. In Math the lowest performing students gained *more* than 1 years' worth of growth with a positive VAS score of 0.61



The school's academic performance has been consistently acceptable in the following indicators in the letter grade: current standing, growth of the highest performing students, opportunity to learn, and college and career readiness.

In school growth, the school received a D in the most recent year. The school notes that when "looking at the data we saw a trend and predicted that our scores would be lower this year and we started to implement some changes in our school." The school has taken actions including implementing a support lab for Q1 students, hiring a counselor, and hiring a SPED coordinator. The school did not provide data to demonstrate the effectiveness of these efforts in improving performance or growth.

In growth of the lowest performing students, the school received an F in the most recent year. The school notes it predicted the grade decline and began implementing the efforts described above. In addition, the school notes that it “hired three math teachers to address the need of more math support for our students ...[and] formed a Leadership Team/Data Team that looks at data and pinpoints where students need support.” The school did not provide data to demonstrate the effectiveness of these efforts in improving performance or growth.

In graduation rate, the school earned an F in the most recent year. The school indicates it has implemented a variety of efforts to improve graduation rate. Specifically, the school is:

appointing a staff member to be our Senior Sponsor and another staff member to be a Junior Sponsor. These sponsors follow and guide the students with one-on-one contact making sure they are on target to graduate. These sponsors are also making weekly contact with the student as well as with the parent. We also hold a fall and spring informational meeting to keep them aware of requirements. ...Our weekly contact shows us exactly where the senior is falling short and we offer support academically as well as emotionally. We also give counseling in the dual-enrollment courses offered through CNM, UNM, and ENM (Roswell) to help seniors find ways to finish while earning college credit.

The school notes that they will increase the number of students who graduate this year, however, they did not identify if this also correlates to an increase in the graduation rate. The school should clarify this information.

As described above the schools overall academic performance does meet the Public Education Department’s Standards of Excellence as reflected in the overall and three year average school letter grade. For the reasons stated above, it appears that the school has achieved the public education department’s standards of excellence as reflected in the school letter grade.

School’s Response:

Based on the past four years, our school’s academic priorities are to focus on School Growth, Student growth of Lowest Performing Students and Graduation rate. Another priority is to provide more professional development for the “young” staff at SAMS. More than 50% of our staff has three years or less experience as an educator, including myself...the principal. Professional Development that will enhance student achievement such as Common Core, ELL, SPED guidelines, Behavioral Management etc... We are also implementing PLC’s with other educators who have more experience so our young staff can draw on their knowledge and increase their capacity.

The main strategies we have implemented to address these priorities are:

- *Support Lab – Using Star data to identify the lowest 25% and for students who are below grade level in reading and math. Software was purchased to guarantee advancement in reading and math.*
- *Hired a Senior Sponsor / support seniors throughout the year to improve the graduation rate. Junior Sponsor / supporting students early so students are prepared for their senior year.*
- *Hired a SPED Coordinator and a SPED EA to support students who are not at grade level.*
- *Hired three licensed math teachers, two have knowledge in the higher mathematics rigor.*
- *Data Team / Leadership Team to identify a student-learning problems so we can focus improvement by analyzing multiple data sources, PARCC, Star, Edgenuity.*
- *Structuring PLC’s with a common purpose and committed to the learning of every individual to improve Student Achievement.*
- *Develop a culture of high expectations by taking ownership of the curriculum. Teachers have increased the academic rigor by expecting notes to be shown on each on-line lesson.*
- *Implemented weekly staff meeting to focus on student achievement, staff capacity, confidence, and morale.*
- *Applied and received NCA and NCAA accreditation which brought fidelity to our program as well as to our staff. (See Appendix W and S)*

SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS NOT ACHIEVED, OR MADE PROGRESS TOWARD ACHIEVING, THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT

In its renewal application the school indicates it did not meet the student performance goals identified in the charter contract.

The school’s charter, including its original application, incorporated the following goals:

Each year of the charter, the students enrolled in the SAMS Academy will score “Proficient” or “Advanced” in each of the following subject areas, as measured by the New Mexico Standards Based Assessment, to the following academic benchmarks:

| Reading | Writing | Mathematics | Science |
|------------------------|------------------------|------------------------|------------------------|
| Year 1 (2012-2013) 63% | Year 1 (2012-2013) 63% | Year 1 (2012-2013) 63% | Year 1 (2012-2013) 63% |
| Year 2 (2013-2014) 66% | Year 2 (2013-2014) 66% | Year 2 (2013-2014) 66% | Year 2 (2013-2014) 66% |
| Year 3 (2014-2015) 69% | Year 3 (2014-2015) 69% | Year 3 (2014-2015) 69% | Year 3 (2014-2015) 69% |
| Year 4 (2015-2016) 72% | Year 4 (2015-2016) 72% | Year 4 (2015-2016) 72% | Year 4 (2015-2016) 72% |
| Year 5 (2016-2017) 75% | Year 5 (2016-2017) 75% | Year 5 (2016-2017) 75% | Year 5 (2016-2017) 75% |

The school’s goal has been made partially obsolete with the change from the NMSBA to the PARCC assessment. However, the school provided math and ELA data to report on this goal. The school did not provide science and writing data. CSD has compiled that data below and noted where the school did (green) and did not (red) meet the goal.

| Reading | Writing | Mathematics | Science |
|------------------------|---------------|------------------------|--------------------------|
| Year 1 (2012-2013) 62% | Not available | Year 1 (2012-2013) 45% | Year 1 (2012-2013) 66.7% |
| Year 2 (2013-2014) 56% | | Year 2 (2013-2014) 49% | Year 2 (2013-2014) 64% |
| Year 3 (2014-2015) 79% | | Year 3 (2014-2015) 62% | Year 3 (2014-2015) 66.3% |
| Year 4 (2015-2016) 69% | | Year 4 (2015-2016) 59% | Year 4 (2015-2016) 69.7% |

The school has not provided data or a narrative to demonstrate substantial or sustained progress toward meeting the first goal listed above. The data provided is limited to the SBA and PARCC data and demonstrates declines in performance over time. Further, the school did not identify actions it took to respond to the data or the success of those efforts. Rather, the school notes that it believes short cycle assessments are a “more appropriate” measure for showing progress. The school notes that it started using STAR testing in 2013 and will use the data in the new goal. The school should consider providing an analysis of the STAR data to show the school has made progress.

The school’s charter, including its original application, incorporated the following additional organizational goals:

The Southwest Aeronautics, Mathematics, and Science Academy will achieve and sustain an exemplary learning community by engaging parents to become more involved in the education of their child as measured by attaining an eighty five percent (85%) parent participation rate in the parent/student/teacher appointment schedules prior to the beginning of the school year.

The Southwest Aeronautics, Mathematics, and Science Academy will earn and maintain the North Central Accreditation for school improvement by the end of our first charter term.

SAMS did meet Goal #3. The school provided sign in sheets to support this goal and the application states:

Appendix R shows that we have 85% or higher parent participation rate in the parent/student/teacher conferences/appointments scheduled prior to the start of school. We also hold a beginning of the year Parent Night in which we served over 260 hot dogs and hamburgers.

SAMS did meet Goal #4 The school provided evidence that it has maintained North Central Accreditation

The school has provided data to demonstrate student progress toward meeting the first goal listed above. However, the progress varied and the data does not always show improvement. As demonstrated in the analysis above Southwest Aeronautics, Mathematics and Science Academy has not achieved, or made progress toward

achieving, the student performance standards identified in the charter contract. For the reasons stated above, it appears that the school neither achieved, nor made substantial progress toward achieving, the student performance standards identified in the charter contract.

SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

The school has indicated it is following generally accepted accounting principles; the record during the contractual term includes evidence that does not support this assurance.

The information presented in the school's application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has had significant and material weakness findings. The school(s) received a disclaimed audit in fiscal year 2014 and 2015. A copy of the audit reports is available.

In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did timely submit a corrective action plan however, requests for additional information has not been received by the PED.

The fiscal year 2016 audit has not been completed therefore, that status of whether findings are repeated, resolved or new is unknown. The fiscal year 2016 audit has not been released publicly therefore, that status of whether findings are repeated, resolved or new is unknown. However, the school should have this information and should be able to share it with the Commission.

SAMS currently has the Board of Finance suspended by the Secretary and is in corrective action to reobtain the Board. The school is working to resolve outstanding issues related to its financial audits and the current FBI investigation. The Bureau will begin works soon to develop an update to the school's financial oversight plan that may allow the school and the business officer of record to increase its control over certain financial matters (small purchases and payroll). The school still has issues regarding contractual services and determining how to maximize resources. SMAS needs to concentrate on closing down prior year purchase orders and reopening new PO's. The Southwest schools in general still infrequently experience unpaid invoices or payroll from prior periods and identification of all outstanding issues needs to be prioritized and resolved. The school is meeting all state and federal guidelines for payroll.

There were many disagreements over the development of the FY17 Operating budget, including representing cash transfers and identifying staff FTE as distinct among the four schools. These issues were resolved.

The School Budget and Finance Analysis Bureau have not had any significant issues with SAM's required financial reporting.

Since late October 2015, the budget analyst working with the school has seen this school commit many procurement violations, make late payments of prior year(s) and implement very little management of financial responsibility.

The budget analyst feels the school is starting to become more aware of their procurement violations, although they still occasionally commit violations. Their payments of prior year seem to be approaching an end, although their tracking of invoices and when they are submitted need some refining, but does seem to be improving. Management of financial responsibility is coming along as the budget analyst continues to work with the Vigil Group to tighten the processes.

The budget analyst recommends that SAMS office staff and management receive training and discussion on timeliness and monitoring of contracts prior to any work by a vendor is started to ensure that all vendor

contracts are submitted with a deadline for the approvals prior to the opening day of school activity and to ensure the school has all necessary purchase orders in place before having services rendered without a contract in place. The budget analyst further recommends the school work on making all staff employed within SAMS aware of the purchasing process and mandate that they have approvals and a purchase order in place before attempting to purchase any types of supplies or requesting reimbursements of purchases made for any type of project., including include backup documentation for travel and all other purchase orders.

School's Response

The Head Administrator has already submitted the following Attached in this e-mail are the SAMS responses for MEETING THE GENERALLY ACCEPTABLE STANDARDS FOR FISCAL MANAGEMENT. These documents have been uploaded to Web-EPSS as well.

1. HA SILC RENEWAL AUDIT RESPONSES
2. FY 15 SILC ADDITIONAL AUDIT RESPONSES VIGIL GROUP
3. THE TRUE & FALSE SOUTHWEST FINANCIAL CORRECTIVE ACTION
4. SOUTHWEST SCHOOLS ROAD MAP FOR FINANCIAL CORRECTIVE ACTIONS
5. DRAFT LEASE-TO-PURCHASE

The PED's School Budget and Finance Bureau Director and the PED Audit Bureau Director will be available on the day of the PEC meeting to address the school's responses. Specifically, they will address the process for obtaining PED's approval of contracts and the school's continued challenges in this area. However, the PED's position remains that the school has not met all generally accepted standards of fiscal management because two disclaimed audit opinions were released during the term of the charter contract. Under the PED's control of financial management, the school has made substantial improvement but is still is working toward regaining control of its financial management. Receiving an unmodified audit opinion and demonstrating a decrease in the number and severity of audit findings will demonstrate that the school has met generally accepted standards of fiscal management and should be a condition of a short term renewal.

SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS NOT COMPLIED WITH ALL PROVISIONS OF LAW FROM WHICH THE CHARTER SCHOOL WAS NOT SPECIFICALLY EXEMPTED

In the school's renewal application, the school is asked to make assurances about whether the school is meeting the educational, civil rights, and special population, employee, school environment, appropriate handling of information, and governance requirements of all provisions of law from which the charter school was not specifically exempted. In the application, the school assured compliance with all provisions of law from which the charter school was not specifically exempted.

In order to determine compliance with all provisions of law from which the charter school is not specifically exempted, CSD conducts annual monitoring visits and desktop monitoring. CSD also relies on reporting from other bureaus in the Public Education Department. Below are findings that demonstrate whether or not the school has complied with all provisions of law from which the charter school was not specifically exempted. A full copy of the site visit report is provided in the attached materials.

CSD finds that the school has not complied with the following provisions of law:

- Licensure and background check requirements and teacher mentorship
- Special education service requirements
- ELL service requirements
- Response to Intervention
- Governance Requirements

Governance Requirements

The school did not maintain the minimum number of required board members for the term of the contract. In 2016 the school did not meet the requirements for filling a vacancy.

Licensure and Background Check Requirements and Teacher Mentorship

CSD staff reviewed all of the staff files. CSD observed evidence indicating that the school had improper background checks for one of its employees. Because the background check did not appear to be the required FBI background checks. This evidence indicates that the school has not met the requirements of documented evidence of valid background checks from the Cogent system, the FBI, PED or from the AS400 system.

The school was unable to provide CSD staff members of documentation of their mentorship process. CSD has observed no evidence to indicate that the school was compliant with the requirements of mentorship requirements (NMAC 6.60.6.7).

School's Response:

SAMS is currently working with the auditors and making sure that ALL employees have gone and done a Background Check and have been fingerprinted through the Cogent system. No employees are hired without clearing a Background Check.

SAMS has started the state-required Mentorship Program November 14, 2016 by having its first Mentorship meeting with identified first and second year teachers.

Mentees will have to attend at least three school-offered mentorship classes during the course of the year in Parent Communication, NM Teacher Evaluation Reflection, and Getting Excited about Data, Leveling Up through NMPED Licensure, and Critical Conversations and Classroom Management.

Mentees are assigned Mentors and must meet with them once a month to go over First Year or Second Year Teacher Checklists.

Mentees will write a narrative at the end of the year outlining how Mentorship helped them, and a Mentorship completion Certificate will be placed in their file.

Special Education Requirements

CSD accessed the 2016-17 40 day STARs Special Education membership report indicating the number of students with disabilities. This report indicates that the school has 19 students with disabilities. During the site visit, the PED team member reviewed 12 IEP files. The STARs 40 day 2016-17 Overdue Evaluation Report indicates the school has one overdue IEP for one student. Additionally, the PED team member reviewing the files noted that the IEPs did not include whether the plan calls for: Individual Service, Group Service, or Not Applicable. For 2 of the IEPs reviewed the school did not see evidence that services or support were being given to the students who had been identified as students with disabilities.

School's Response:

The overdue evaluation and IEP came with student "DM" from another school. During hospitalization last year, the psychologist suggested exploring a change in eligibility from SLD to ED. However, while testing was done, no determination about eligibility was ever made. CES did not have an available school psych to finish up with this student, and our diagnostician couldn't do the determination alone. We now have school psych, only available on Mondays, who is trying to finish up the testing and then the diagnostician will finish up with her evaluation. While I would

like to say this would all be done by December 1, we are at the mercy of the schedules of the school psych, diagnostician schedules and "DM" poor school attendance are all factors we feel may hinder the deadline. We are hoping for it to be complete by the beginning of January.

English Language Learner Requirements

CSD reviewed about 40% of student files. CSD staff noted that all students' files have a printed out copy of the Home Language Surveys. These surveys were completed on line. CSD noted that the school had given every student a Home Language Survey instead of trying to obtain copies of students' home language surveys from their prior schools. CSD noted that one student had 2 copies of the home language survey in her file and each survey had different results. CSD noted that this student had been given the screening test (WAPT) and she had scored proficient. The STARS 40 day report indicates the school only has one English Learner. The school indicated that the Edgenuity Program makes accommodations for the EL student. However, CSD was unable to see any documentation of how this student is supported in the main lab or in the computer labs. CSD observed evidence indicating the school is not protecting the rights of English Learners because this evidence indicates that the school has not met the requirements of 6.29.5.

School's Response:

SAMS has made significant process in moving towards a comprehensive English Language Learning program. All students have completed the Home Language Survey and students who qualify for ELL Services have been identified and have been W-APT tested.

Once the students actually qualify for ELL Services their parents are notified that their student has qualified and then the parent has to make a determination if they want their student to receive ELL services.

Federal civil rights and education laws do not allow a school to fail to meet student needs based on a parent opt-out or a school requirement that parents affirmatively seek services. All ELL identified students, while they do not have to participate in a specific program, must be provided services that allow the student to access grade level curriculum and develop English language skills.

If the student and parent desire services then the student is assigned to our ELL Coordinator and the Coordinator meets with the students to plan the accommodations that the student needs and wants to help them with their curriculum. The Coordinator and student determine how much help the student will need.

The school has not applied for Title III or Bilingual funds as the school has not had the need as of yet. That could change.

All of the students who have qualified for ELL services will take the ACCESS Exam for the first time this year.

Response to Intervention

The school provided CSD staff members with evidence of the school's RtI and SAT plan. PED team members were able to see Tier One documentation and interventions. However, CSD team members did not see documentation of the required health screenings needed in the Tier One Interventions. CSD did not see specific examples of Tier 2 interventions and the school stated that it has not conducted any SAT meetings this year.

CSD observed evidence indicating the school was not fully documenting students' progression through the SAT process. This evidence indicates that the school has not met the requirements of Student Intervention System (New Mexico's RtI Framework): Subsection D of 6.29.1.9 NMAC.

School's Response:

The school has developed a good SAT Program, but the program will have to become more comprehensive as we have added a School Counselor and have added a staff member who has been specifically assigned to carry out the SAT process with students and their families.

The school will order health screenings, but it is good to note that ALL staff members have completed CPR Training and are certified. The school will perform specific training on Tier II interventions in our all-staff workshops this spring.

The school has adopted the Personal Education Plan (PEP) from Duplin County North Carolina where there are specific behavior observations by staff that need to be completed before SAT to assure the best academic or behavioral plan for a student in the SAT Process. The PEP also includes Tier I interventions and accommodations that can be recommended and used by staff working with the individual teacher.

The schools have also embarked on using the Positive Behavior & Intervention System (PBIS) to address RtI and students who need academic and or conduct intervention.

Dr. Linda Ware, a professor of Disability Studies at Geneseo University of New York, has been contracted by the school to deliver training on the RtI and PBIS for regular students as well as students with disabilities. Dr. Ware has delivered her first all staff training in October and she will be back in the spring.

SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2

The PSFA and PSCCOC have confirmed that the school meets the facilities requirements laid out in 22-8B-4.2.

SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS REQUESTED TO AMEND ITS SCHOOL MISSION

The school's renewal application includes one amendment request. This request includes a request to change the mission of the school. The school's current mission is:

Prepare students in grades 7 – 12 through an Integrative STEM educational model with an Aeronautics focus to become self-motivated, independent, competent, lifelong leaders in a unique 21st century global educational environment. Students will be equipped with reading, writing, mathematical, scientific, technological and problem solving skills necessary for success in post-secondary education and high-tech, aviation related careers.

The school seeks to revise the mission to be:

Prepare students in grades 7 – 12 in an integrative STEM 21st century educational environment which offers a unique option in Aeronautics. Students will be competent in reading, writing, mathematics, scientific, technological and problem solving skills necessary for success in post-secondary education, high-tech, or aviation related careers.

The school states the rationale for the change is:

The first mission statement was too long and wordy.

II. Renewal Applicant Response to Public Education Department

Preliminary Renewal Report

SAMS RENEWAL RESPONSES FOR CSD

To address the overdue IEP:

The overdue evaluation and IEP came with student “DM” from another school. During hospitalization last year, the psychologist suggested exploring a change in eligibility from SLD to ED. However, while testing was done, no determination about eligibility was ever made. CES did not have an available school psych to finish up with this student, and our diagnostician couldn’t do the determination alone. We now have school psych, only available on Mondays, who is trying to finish up the testing and then the diagnostician will finish up with her evaluation. While I would like to say this would all be done by December 1, we are at the mercy of the schedules of the school psych, diagnostician schedules and “DM” poor school attendance are all factors we feel may hinder the deadline. We are hoping for it to be complete by the beginning of January.

To address Q1:

Based on the past four years, our school’s academic priorities are to focus on School Growth, Student growth of Lowest Performing Students and Graduation rate. Another priority is to provide more professional development for the “young” staff at SAMS. More than 50% of our staff has three years or less experience as an educator, including myself...the principal. Professional Development that will enhance student achievement such as Common Core, ELL, SPED guidelines, Behavioral Management etc... We are also implementing PLC’s with other educators who have more experience so our young staff can draw on their knowledge and increase their capacity.

The **main strategies we have implemented** to address these priorities are:

- *Support Lab – Using Star data to identify the lowest 25% and for students who are below grade level in reading and math. Software was purchased to guarantee advancement in reading and math.*
- *Hired a Senior Sponsor / support seniors throughout the year to improve the graduation rate.*

- *Junior Sponsor / supporting students early so students are prepared for their senior year.*
- *Hired a SPED Coordinator and a SPED EA to support students who are not at grade level.*
- *Hired three licensed math teachers, two have knowledge in the higher mathematics rigor.*
- *Data Team / Leadership Team to identify a student-learning problems so we can focus improvement by analyzing multiple data sources, PARCC, Star, Edgenuity.*
- *Structuring PLC's with a common purpose and committed to the learning of every individual to improve Student Achievement.*
- *Develop a culture of high expectations by taking ownership of the curriculum. Teachers have increased the academic rigor by expecting notes to be shown on each on-line lesson.*
- *Implemented weekly staff meeting to focus on student achievement, staff capacity, confidence, and morale.*
- *Applied and received NCA and NCAA accreditation which brought fidelity to our program as well as to our staff. (See Appendix W and S)*

Data being used to modify systems and structures to support student achievement:

In 2013-14 we implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. We administer the test three times a year. Our Leadership/Data Team/PLC/ Staff Meetings have used this data to modify and structure student achievement by:

- **Building a solid foundation for collaborative inquiry, (PLC's) to make sure our curriculum, Edgenuity, is aligned to the Common Core Standards for Reading and Math.**
- **Identifying student-learning problems so we could focus on how to improve student achievement.**
- **Verifying causes of the student-learning problems and communicate to parents the problem areas that the data identifies.**
- **Generating solutions by implementing Support Lab.**
- **Opening up a Main Lab session on Friday morning for students to come and work and get support from teachers.**

- Hiring a counselor for the diverse needs of our students.
- *To address data to demonstrate progress toward meeting our academic goals, using STAR data: Attached is data addressing growth using Star testing.*
- We are bringing in Vicki Berhardt and her global researched methods in using Data Analysis for Improved Instruction.

Changes made to our program to support academic performance of students, lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. Based on our analysis the changes we will make to address the lowest-performing students, special need students, ELL student are:

- *Implement a Support Lab to support the lowest-performing students. Support Lab is a small quiet room with 20 lap-tops for students who scored below grade level on Stars to come and take a mandatory intervention class. Support Lab is also a place students can work on their Edgenuity and get one-on-one support.*
- *Hired three licensed math teachers, two who are qualified in the higher mathematic courses to address the rigor of our curriculum. We also hired a school counselor who has built bridges with our students and created a safe place for students to come and let her know if they don't have lunch, clothing, school supplies or other needs to help them focus on school.*
- *Hired a SPED Coordinator and EA to support students with special needs.*
- *Hired a math teacher is who is fluent in Spanish to help students understand a concept in their home language. This math teacher is also licensed in ELA.*
- *SAMS has done significantly better on both SBA, PARCC, and on ACT Scores than most schools across the state.*

To address length of school day:

We operate 9 hours a day from 8:30am to 7:30pm and students are also required to work at home on their on-line courses. We recently opened a Friday morning lab session for students who want teacher support. Attached is a waiver addressing length of school day. Our director is contacting the Vigil Group to see why the budget calendar is incorrect. In our charter we state:

11.5 hrs. offered, students are required to attend. (Students are always allowed as extras) A minimum number of hours (10.5 – 17.5 hours per week) on campus and work with content teachers to ensure adequate school progress.

To address fiscal management:

SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

The Head Administrator has already submitted the following Attached in this e-mail are the SAMS responses for MEETING THE GENERALLY ACCEPTABLE STANDARDS FOR FISCAL MANAGEMENT. These documents have been uploaded to Web-EPSS as well.

1. RENEWAL AUDIT RESPONSES
2. FY 15 SPLC ADDITIONAL AUDIT RESPONSES VIGIL GROUP
3. THE TRUE & FALSE SOUTHWEST FINANCIAL CORRECTIVE ACTION
4. SOUTHWEST SCHOOLS ROADMAP FOR FINANCIAL CORRECTIVE ACTIONS
5. DRAFT LEASE-TO-PURCHASE

• **Licensure and background check requirements and teacher mentorship**

SAMS is currently working with the auditors and making sure that ALL employees have gone and done a Background Check and have been fingerprinted through the Cogent system. No employees are hired without clearing a Background Check.

SAMS has started the state-required Mentorship Program November 14, 2016 by having its first Mentorship meeting with identified first and second year teachers.

Mentees will have to attend at least three school-offered mentorship classes during the course of the year in Parent Communication, NM Teacher Evaluation Reflection, and Getting Excited about Data, Leveling Up through NMPED Licensure, and *Critical Conversations* and Classroom Management.

Mentees are assigned Mentors and must meet with them once a month to go over First Year or Second Year Teacher Checklists.

Mentees will write a narrative at the end of the year outlining how Mentorship helped them, and a Mentorship completion Certificate will be placed in their file.

To address ELL requirements:

SAMS has made significant process in moving towards a comprehensive English Language Learning program.

All students have completed the Home Language Survey and students who qualify for ELL Services have been identified and have been W-APT tested.

Once the students actually qualify for ELL Services their parents are notified that their student has qualified and then the parent has to make a determination if they want their student to receive ELL services.

If the student and parent desire services then the student is assigned to our ELL Coordinator and the Coordinator meets with the students to plan the accommodations that the student needs and wants to help them with their curriculum. The Coordinator and student determine how much help the student will need.

The school has not applied for Title III or Bilingual funds as the school has not had the need as of yet. That could change.

All of the students who have qualified for ELL services will take the ACCESS Exam for the first time this year.

- ***Response to Intervention***

The school has developed a good SAT Program, but the program will have to become more comprehensive as we have added a School Counselor and have added a staff member who has been specifically assigned to carry out the SAT process with students and their families.

The school will order health screenings, but it is good to note that ALL staff members have completed CPR Training and are certified. The school will

perform specific training on Tier II interventions in our all-staff workshops this spring.

The school has adopted the Personal Education Plan (PEP) from Duplin County North Carolina where there are specific behavior observations by staff that need to be completed before SAT to assure the best academic or behavioral plan for a student in the SAT Process. The PEP also includes Tier I interventions and accommodations that can be recommended and used by staff working with the individual teacher.

The schools have also embarked on using the Positive Behavior & Intervention System (PBIS) to address RtI and students who need academic and or conduct intervention.

Dr. Linda Ware, a professor of Disability Studies at Geneseo University of New York, has been contracted by the school to deliver training on the RtI and PBIS for regular students as well as students with disabilities. Dr. Ware has delivered her first all staff training in October and she will be back in the spring.

SAMS has gone through metamorphosis since the old director left in August of 2014. We have a school that is transparent, focused, academically rigorous with a staff dedicated to students, all students, achieving academic success. Every day we work hard to make SAMS the school it is today. We look at data to drive our decisions as we have a strong Leadership/Data Team. Our parents, students, and staff expressed to you a deep satisfaction with what we are doing. We truly care about students and now more than ever, when you walk into our school, you will see a dedicated group of people who work hard for our most valued commodity....our children.

Sincerely,

Coreen Carrillo, Principal SAMS Academy
4100 Aerospace Pkwy. N.W.
Albuquerque, NM 87120
(505)338-8601 Fax: 505-923-3091

SAMS DATA CHARTS & DATA IMPLICATIONS

The following PARCC and ACT Data Charts will indicate that SAMS students have consistently performed at equal or higher achievement levels as compared to their peers at the local, state, and national levels.

Implications of PARCC:

- SAMS students in ELA (Language Arts) scored at a 79% ratio (3-5) at *Approaching, Meeting, or Exceeding* as opposed to their peers in New Jersey (65%) or Massachusetts (73%).
- SAMS students in ELA scored at a 48% ratio (4-5) *Meeting, or Exceeding* as opposed to their peers in New Jersey (41%), but were below their peers by 2% in Massachusetts (50%)
- SAMS students in ELA as a whole outperformed their state peers by approximately 23 percentage points and their peers in the Albuquerque Public Schools by 21 percentage points.
- SAMS students in MATH scored at a 62% ratio (3-5) at *Approaching, Meeting, or Exceeding* as opposed to their peers in New Jersey (57%) or Massachusetts (47%)
- SAMS students in MATH scored at a 24% ratio (4-5) *Meeting, or Exceeding* below their peers in New Jersey (30%) and Massachusetts (29%).
- SAMS students in MATH as a whole outperformed their state peers by approximately 10 percentage points and their peers in the Albuquerque Public Schools by 10 percentage points.

Implications of the ACT:

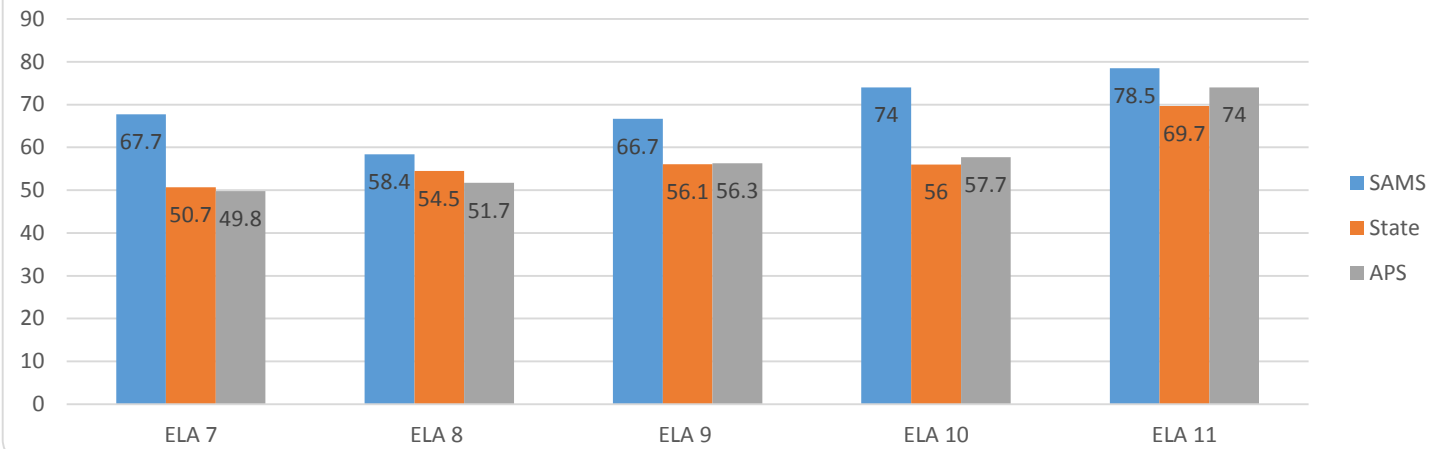
- SAMS students on the 2016 on ACT LANGUAGE ARTS scored 4 points above the State average and 3 points above the national average
- SAMS students on the 2016 on ACT MATH scored 2 points above the State average and 1 point above the national average
- SAMS students on the 2016 on ACT READING scored 4 points above the State average and 4 points above the national average
- SAMS students on the 2016 on ACT SCIENCE scored 2 points above the State average and 1 point above the national average
- SAMS students on the 2016 on ACT COMPOSITE scored 3 points above the State average and 2 points above the national average

SAMS PARCC RESULTS

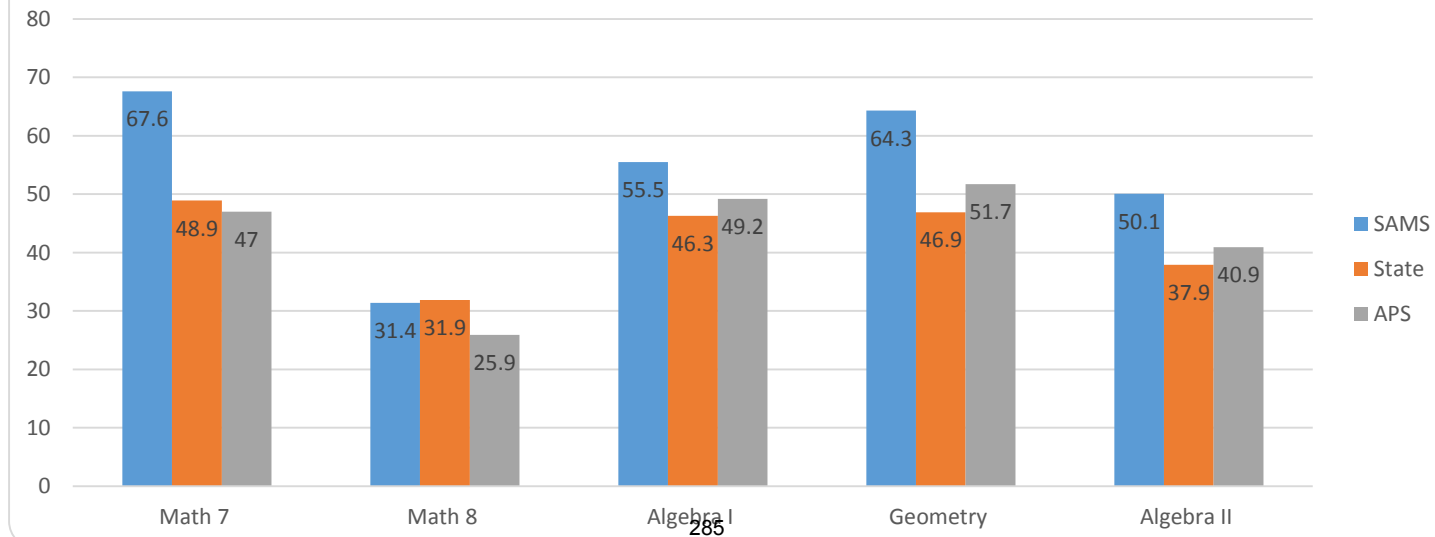


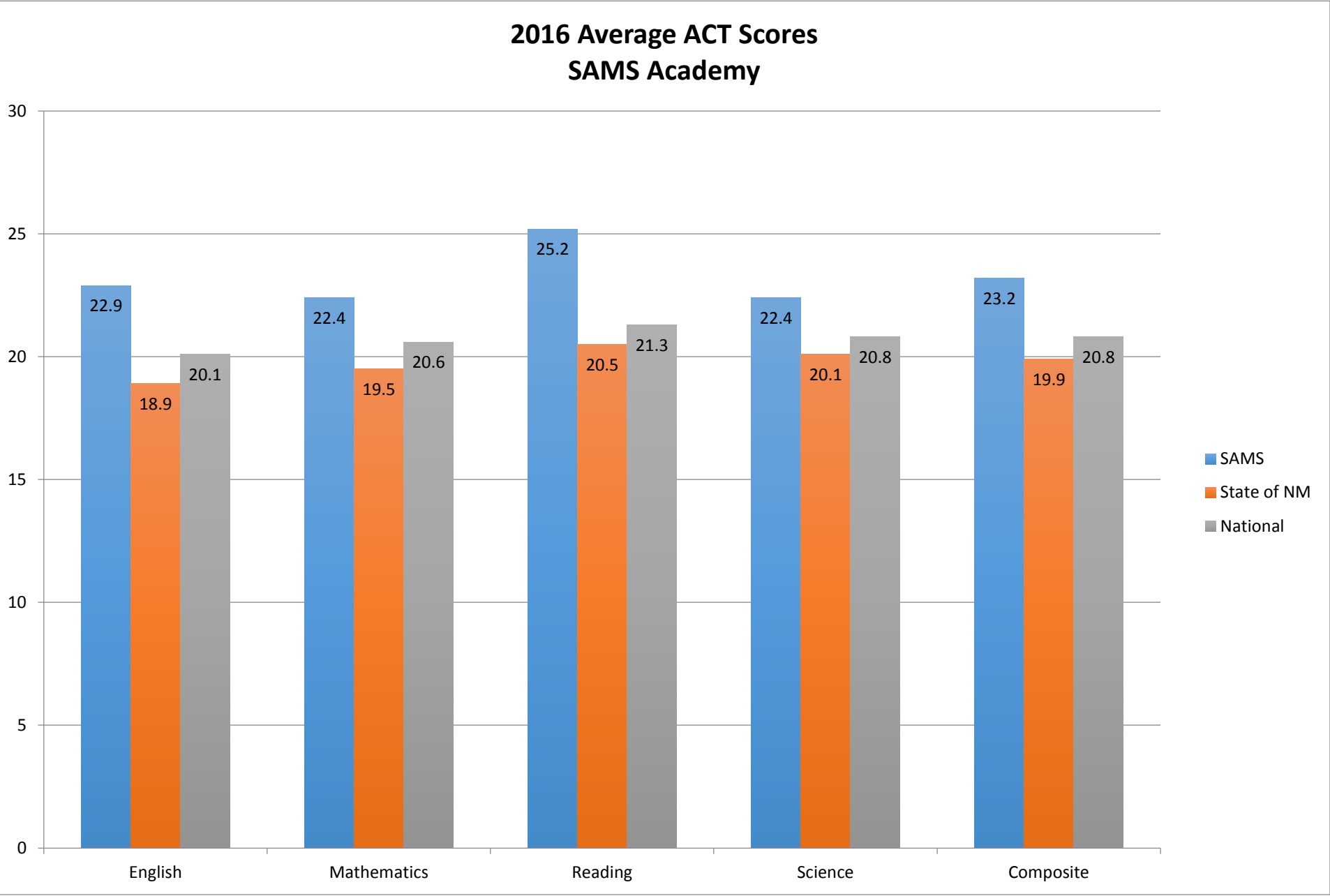
| ELA LANGUAGE ARTS | | ALL ELA SUBJECTS TESTED | | | MATH | | ALL MATH SUBJECTS TESTED | | |
|--|---|---|---|-------------|--|---|---|---|------------|
| WHOLE SCHOOL | | | | | WHOLE SCHOOL | | | | |
| 1- DID NOT MEET | 2-PARTIALLY MET | 3-APPROACHED | 4- MET | 5-EXCEEDEED | 1- DID NOT MEET | 2-PARTIALLY MET | 3-APPROACHED | 4 MET | 5-EXCEEDED |
| SAMS | | | | | | | | | |
| 8% | 13% | 31% | 41.8% | 6% | 6% | 32% | 38% | 24% | 0% |
| | | | | | | | | | |
| NEW JERSEY | | | | | | | | | |
| 18% | 17% | 24% | 30% | 11% | 18% | 25% | 27% | 27% | 3% |
| MASSUCHUSETTS | | | | | | | | | |
| 12% | 15% | 23% | 37% | 13% | 18% | 25% | 28% | 26% | 3% |
| NUMBER OF STUDENTS IN ELA WHO WERE "3" APPROACHING OR ABOVE | SAMS 79% NEW JERSEY 65% MASSACHUSETTS 73% | NUMBER OF STUDENTS IN ELA WHO WERE "4" OR "5" MEETING OR EXCEEDING | SAMS 48% NEW JERSEY 41% MASSACHUSETTS 50% | | NUMBER OF STUDENTS IN MATH WHO WERE "3" APPROACHING OR ABOVE | SAMS 62% NEW JERSEY 57% MASSACHUSETTS 47% | NUMBER OF STUDENTS IN MATH WHO WERE "4" OR "5" MEETING OR EXCEEDING | SAMS 24% NEW JERSEY 30% MASSACHUSETTS 29% | |

Spring ELA PARCC Scores SAMS Academy



Spring Math PARCC Scores SAMS Academy





SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT.

Head Administrator of Southwest Aeronautics, Math, and Science Academy Response to 2016 Charter School Renewal Report Statement on Generally Accepted Standards of Fiscal Management. (Responses are in red).

SAMS has MET the GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT.

Pursuant to the corrective action status of SAMS, all financial transactions, accounting, and internal controls are executed through and under the oversight of the Vigil Group and PED approves all contracts and purchase orders prior to execution and payment. At present, due to the corrective action, the fiscal management of SAMS is highly scrutinized and vetted and complies in all material respects with accepted standards of fiscal management.

The school has indicated it is following generally accepted accounting principles; the record during the contractual term includes evidence that does not support this assurance.

The information presented in the school's application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has had significant and material weakness findings.

The school(s) received a disclaimed audit in fiscal year 2014 and 2015. A copy of the audit reports is available.

In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did timely submit a corrective action plan however, requests for additional information has not been received by the PED.

Corrective Action Plans were delivered to Ms. Amelia Saiz at PED Audit on July 20, 2016 which involved hiring a qualified Head Administrator and Board Minutes and Agendas of the entire fiscal year that outline multiple corrective actions taken by the school during the course of one year.

The Vigil Group has delivered the “additional information” to Brenda Trolessen at PED Audit. (See **SY15 SAMS ADDITIONAL AUDIT RESPONSE MEMO VIGIL GROUP** attached). Unfortunately, many of the “additional information requests” involve information and records seized by the FBI in their on-going investigation.

The fiscal year 2016 audit has not been completed therefore, that status of whether findings are repeated, resolved or new is unknown.

There have been *multiple steps* taken in Financial Corrective Action since August 2015 to remedy any financial discrepancies at the school. This is clearly outlined in two attached documents:

- The **True & False of Southwest Financial Corrective Action** which was presented to NMPED Finance June 7, 2016 with a follow- Meeting July 12, 2016 with the Deputy Secretary and NMPED Financial Director with the Board Presidents from all the Southwest Schools (Attached).
- The **Roadmap for Southwest Schools Financial Corrective Action** as directed by the NMPED Financial Director to solidify and formalize their processes in handling other Charter Schools and now other school districts who have been put into Financial Corrective Action by NMPED. As there was no formalized process in what steps on how to go forward in Corrective Action the state has turned to our schools and to the Vigil Group to outline the steps in which to re-obtain our Boards of Finance.

The fiscal year 2016 audit has not been released publicly therefore, that status of whether findings are repeated, resolved or new is unknown. However, the school should have this information and should be able to share it with the Commission.

SAMS currently has the Board of Finance suspended by the Secretary and is in corrective action to reobtain the Board. The school is working to resolve outstanding issues related to its financial audits and the current FBI investigation.

The Bureau will begin works soon to develop an update to the school's financial oversight plan that may allow the school and the business officer of record to increase its control over certain financial matters (small purchases and payroll).

The school have already been working with the Bureau and the Chief Financial Officer and we have developed the **Roadmap for Southwest Schools Financial Corrective Action** (Attached) as directed by the NMPED Financial Director to solidify and formalize their processes in handling other Charter Schools and now other school districts who have been put into Financial Corrective Action by NMPED. As there was no formalized process in what steps on how to go forward in Corrective Action the state has turned to our schools and to the Vigil Group to outline the steps in which to re-obtain our Boards of Finance.

NMPED has already increased access to the Vigil Group to the school financial system through APTA system, and the Vigil Group has done extensive training with our on-site Business Personnel who are already are active participant in the financial committees as well as the financial sections of all our Board Meetings.

The school still has issues regarding contractual services and determining how to maximize resources. SAMS needs to concentrate on closing down prior year purchase orders and reopening new PO's.

The Southwest schools in general still infrequently experience unpaid invoices or payroll from prior periods and identification of all outstanding issues needs to be prioritized and resolved. The school is meeting all state and federal guidelines for payroll.

There were many disagreements over the development of the FY17 Operating budget, including representing cash transfers and identifying staff FTE as distinct among the four schools. These issues were resolved.

SAMS complies with all respects with the New Mexico Procurement Code. SAMS understanding of the term "procurement violations" as stated in the Renewal Report, is that it refers to unintentional deviations from the process put in place by PED pursuant to corrective action for the purchasing of goods and services, and not violations of the Procurement Code.

The disconnect here is that once the state took over signing vendor contracts there is often a “lapse” in time in obtaining signatures, therefore vendor services that roll from one year to the next keep sending invoices.

If a contract is not issued in a timely manner by NMPED then a Purchase Requisition cannot be approved in a timely manner, thus the potential to violate procurement which in effect falls back on PED finance as they are the approving authority. We have re-occurring invoices, such as utilities, that require a PO to be in place at all times.

SAMS was prepared to upload new PRs into the APTA system as early as June 15, 2016, but we were put off until almost the middle of July as NMPED personnel were not available the first of July because of the Fourth of July holiday.

The issues identified primarily result from going from a system with very few contracting and purchasing controls to a system with multiple levels of controls and approvals, including PED approval of all contracts, purchase orders and payments. These issues have been largely resolved through experience with the new process.

The School Budget and Finance Analysis Bureau have not had any significant issues with SAM’s required financial reporting. Since late October 2015, the budget analyst working with the school has seen this school commit many procurement violations, make late payments of prior year(s) and implement very little management of financial responsibility.

The majority of process deviations came in the beginning of August 2015 as the previous administration did not create purchase orders for the 2013-2014 school year. The school literally had to “go back in time” to re-create those POs and pay vendors who had not been paid for four or five months. The school and the Vigil Group diligently took on this task, created the POs, and ALL vendors were paid.

The budget analyst feels the school is starting to become more aware of their procurement violations, although they still occasionally commit violations. Their payments of prior year seem to be approaching an end, although their tracking of

invoices and when they are submitted need some refining, but does seem to be improving.

Please see **SY15 SAMS ADDITIONAL AUDIT RESPONSE MEMO VIGIL GROUP (Attached)**.

Management of financial responsibility is coming along as the budget analyst continues to work with the Vigil Group to tighten the processes.

The budget analyst recommends that SAMS office staff and management receive training and discussion on timeliness and monitoring of contracts prior to any work by a vendor is started to ensure that all vendor contracts are submitted with a deadline for the approvals prior to the opening day of school activity and to ensure the school has all necessary purchase orders in place before having services rendered without a contracting place.

The SAMS Business Personnel has attended multiple financial trainings over the course of the last year including all NMASBO (New Mexico Association of Business Officials) including the Spring Budget Workshop and the NMSBO Boot Camp which is held every October. Our Business Officials also attended Audit Training with State Auditor Tim Keller (We were the only Charter Schools that attended), as well as getting fraud and embezzlement training from a UNM Business Professor. Our Business Official is also pursuing certification in becoming a Procurement Officer.

The budget analyst further recommends the school work on making all staff employed within SAMS aware of the purchasing process and mandate that they have approvals and a purchase order in place before attempting to purchase any types of supplies or requesting reimbursements of purchases made for any type of project., including include backup documentation for travel and all other purchase orders.

This has been done. See the **Southwest Roadmap to Financial Corrective Action** attached.

Memo

To: Brenda Troelsen
From: Joseph Lucero, Business Manager
cc: Kirk Hartom, Head Administrator
Date: November 18, 2016
Re: South West Aeronautics Mathematics and Science Academy FY 15 CAP Notice

Per correspondences regarding the previous responses sent for the FY 2015 Audit finding for the South West Learning Centers. Please see the below *Italic* responses to each bullet list for the two findings for the South West Aeronautics Mathematics and Science Academy.

SOUTHWEST AERONAUTICS, MATHEMATICS, AND SCIENCE ACADEMY

2014-001 Lack of Internal Controls over Accounting Records (Material Weakness) (Repeated and Modified)

During our test-work over internal controls, we noted the following discrepancies:

- Management was unable to provide two of the twenty-nine cash disbursement transactions selected for sample amounting to \$901. Many files were seized by the FBI for an ongoing investigation. All Disbursements are now kept in both a physical and digital format. Disbursement backup is reviewed and approved by the PED School Budget division prior to all payments.
- Management was unable to provide six of the thirty personnel files for pay checks amounting to \$3,717. Many files were seized by the FBI for an ongoing investigation. All employee files are now located at the school. In addition, staff reviewed all current employee files for accuracy and completeness in the fall of 2016
- In two out of thirty payroll disbursements tested, the employee's annual contract amount divided by the number of installment payments did not equal the gross pay per the payroll register resulting in a total difference of \$992. The number of contract days and installments are now reviewed by the Vigil Group. Reports listing each employee

and tracking individual employee variances on both gross and net wages are sent to the PED for review and approval.

- Outstanding checks in the School's checking account include four checks totaling \$461 which have been outstanding more than ninety days. Once Items are 60 days outstanding the vendor is contacted to see if payment was received. The listing of outstanding checks is reviewed monthly with the boards finance committee and included for every board member to see in their monthly meeting packet.
- The School was unable to provide a listing of capital assets The school worked with PED to contract out with Weiner and Co. and they provided a full physical inventory and asset tagging in the spring of 2016.
- SAMS is not using 80 percent of the standard mileage rate causing a mileage reimbursement excess of \$48. The school adopted a revised travel and per diem and now uses 80% of the previous calendar years IRS rate for mileage reimbursements.
- Management was unable to provide sufficient evidence of the board's approved budget. The FY 2016 Budget was presented to the board. Board minutes now reflect this in the Governing Council Meeting Minutes
- Management was unable to provide two out of the twelve Educational Retirement Board (ERB) Contribution Forms to test for compliance with the New Mexico State Auditor Rule. Many files were seized by the FBI for an ongoing investigation. Forms are now submitted timely to ERB and kept digitally by the Vigil group.
- Management was unable to provide three out of the twelve Retiree Health Care Act (RHCA) Contribution Forms to test for compliance with the New Mexico State Auditor Rule. Many files were seized by the FBI for an ongoing investigation. Forms are now submitted timely to RHCA and kept digitally by the Vigil group.
- We noted that in three out of thirty payroll transactions tested, the employee's portion of their Educational Retirement Board contribution was calculated at the incorrect contribution rate causing an overstatement of \$44. Management has reviewed and corrected the rates for each employee.
- Because the School did not provide pledged collateral documentation, it appears that the SAMS was under collateralized by \$504,335 at June 30, 2015. The schools have pledged collateral agreements in place.
- In the cash receipt tested, the deposit totaling \$35 was not made within twenty-four hours of receipt. Deposits are now made as needed, often more than once a day.
- The School did not perform an annual physical inventory during the year A physical inventory was conducted by Weiner and Co. The school worked with PED to contract out with Weiner and Co. and they provided a full physical inventory and asset tagging in the spring of 2016.

Thank you,

Joseph Lucero

Business Manager



1776 Montano Rd NW

Los Ranchos de Albuquerque, NM 87107

Direct: 505-938-7705

Fax: 505-903-6428

The True and the False of Southwest Learning Center Financial Corrective Action June 7, 2016

Created by Kirk Hartom-Head Administrator with assistance from our Financial Team.

Michael Vigil-The Vigil Group

Sean Fry- The Vigil Group

Rich Brody- Finance Committees

Ronda Joyce – Site Business Manager

1. The schools are violating the procurement code.

FALSE

The Head Administrator and business staff inherited a NMPED take over where school business officials left the organization or were let go in May of 2014. As a results no POs were created for the 15-16 expenditures which caused a windfall of invoices without POs that needed to be paid giving the appearance that the school was expending without approval. The schools backtracked and created all the 15-16 POs for the bills they were receiving and paid past due invoices dating back to 2012. I'm not sure about 2012, I know it was invoices for the year 2014-2015. FBI removed all files so we had no knowledge of items that were not entered in the Apta system.

2. The schools are contracting for services that are not allowable.

FALSE

All of the services by which the schools have contracted for are educationally viable and necessary for the successful operation of the schools. Among these services are basic utilities, leasing of the facilities, educational equipment, professional development, software and software licensing needed for our unique data-driven curriculum, and other services allowable many of which are also being contracted by other schools and districts across the state.

The school subscribes to the following contracting procedure:

CONTRACTS: New Mexico law regulations govern the issuance of contracts. The issuance of contracts will comply with State and Federal laws regarding non-discrimination.

Procurement

All procurement shall be achieved by the competitive sealed bid pursuant to Sections 76 through 83 [13-1-103 to 13-1-110 NMSA 1978] of the Procurement Code, except procurement achieved pursuant to the following sections of the Procurement Code [13-1-28 to 13-1-199 NMSA 1978]

1. Small Purchases
2. Sole Source Procurement
3. Emergency Procurement
4. Existing Contracts
5. Purchases from Antipoverty Program Businesses.

SSLC Staff forwards all Purchase Request documents to the Site Business Manager who verifies that sufficient budget exists for the purchase, that the expenditure is correctly classified, and the expense is coded to the appropriate account. The Site Business Manager then forwards to Head Administrator for approval.

Upon completion of the required verifications, the purchase document is recorded as an encumbrance on the Financial Management System. A copy of the Purchase Order is kept by the Business Office until the order is complete and ready for payment.

All requests will be approved or denied in timely matter. A purchase order will give authorization to obtain goods or services. ***Under no circumstance will any employee commit SSLC Charter School to any purchase without the approval of the Business Manager, and Head Administrator.***

3. The school's budgets are balanced and there is more than adequate operational funds in the bank.

TRUE

Since the Vigil Group has directed finances, all four school budgets have consistently been balanced with the appropriate Budget Adjustments as well as minimizing outstanding POs and invoices that are now current and up-to-date.

The last totals in the bank with carry-over funds are SSLC with well over \$1 million in the bank, SILC just over \$1 million, SPLC just under \$1 million, and SAMS with over \$2 million in the bank. A portion of this carryover cash includes reserve money for "contingent liabilities" in the event the previous administrator is found, through investigation, to have involved the schools in wrong-doing

4. Finance committees have an awareness of how to read their financials.

TRUE

The schools have developed financial committees for each school and meet each month before each board meeting to review those financials. Each school actively looks at the Revenues, Expenditures, Check Register, Bank Reconciliation, Outstanding Items, and Trial Balances each month. The Finance Committees are comprised of at least one Board Member as well as a financial expert from UNM who checks the budgets for appropriate and accurate expenditures and anticipate costs going into the future.

5. The school finances have been audited.

TRUE

The AXIOM Financial group audited the previous year's finances, but because of the FBI Investigation were only able to secure 9 months of financials which caused the audit to be disclaimed. Of the nine months of financials that were audited and the books were relatively "clean" with only two audit findings. The type of audit report received was adjusted to a "disclaimer of opinion". We are working with the auditor to issue a "qualified" opinion for FY2016.

6. The schools have done an inventory and accounted for assets.

TRUE

The schools contracted Weiner and Company in 2015-2016 to do a full school equipment inventory for SSLC, SAMS, SILC, and SPLC. The schools now have a legal and valid system by which to tag and inventory newly purchased items as well as dispose of old and discarded items.

7. The schools have not made any progress in developing Internal Financial Controls.

FALSE

The schools have developed and approved several Internal Financial Policies in accordance with state school statutes over the course of the 15-16 school year.

Below are a few of those policies:

1. Equal Employment
2. Employee Relations
3. Position Description
4. **Compensation and Wages**
5. Employee Conflict of Interest
6. Nepotism
7. Employee Standards of Conduct
8. Staff Conduct with Students
9. Sexual Harassment
10. Drug, Alcohol, and Tobacco Free Workplace
11. Health and Safety
12. **Employee Insurance**
13. Duty Day
14. **Leave, Professional Leave, Annual Leave, and Holidays**
15. Family and Medical Leave Act
16. Personnel Evaluations
17. Staff Development
18. Transfer of Employees
19. **Personnel Reduction-In-Force**
20. Conflict Resolution Policy
21. Staff Participation in Political Activities
22. Background Investigations
23. **Records and Certification**
24. **Fraud Awareness, Misconduct, and Whistle Blower**
25. E-mail and Internet Use Policy
26. Transportation
27. **Business Processes and Central Purchasing**
 - a. **Travel and Reimbursement**
 - b. **Central Purchasing**
28. Documents Accepted as Policy

In addition to those policies there were additional adjustments made:

- The Attendance Reimburse Account policy (ARA) was re-vamped to an acceptable level.
- An Off-Contract Work Approval procedure has been enforced for any employee doing work “beyond” their regular work hours, such as Summer School and tutoring.
- The schools have approved an Activity Fund Policy

Receipting of Student Activity Funds:

1. At the time the cash/check is received, the administrative designee will issue a receipt to the source of revenue. All receipts shall be pre-numbered and in triplicate form. The

- original receipt shall be given to the source of the revenue. The second copy shall be given to the Business Office, and the third receipt shall be left in the receipt book.
2. Within 24 hours the schools will take the checks/cash to the bank for deposit. The finalized bank deposit receipt will be given to the Business office to cross check the amount deposited against the receipts provided by the administrative designee.
 3. The Business Manager will record the revenue into the books and assign an account code classification to the revenue. The Business Manager will repeat this step for all cash receipts for the day.
 4. If a check is returned, it is the Business Manager's responsibility to reverse the cash receipt and create an account receivable for the appropriate amount.
 5. The \$40 Activities Fee students pay at the beginning of school goes towards such expenses as:
 - Student Socials
 - Pizza Day
 - Athletic Uniforms
 - Field Day
 - Prom
 - Club T-Shirts
 - Special Events (such as: Game Night, Spelling Bee, Candy Grams, etc.).

8. The schools are not using a salary schedule to determine salaries.

FALSE

The schools have instituted salary schedules for both Instructional and Non-Instructional Salary Schedules where the contracted base salaries will match with the employees "verified experience" and educational levels. THIS WAS NON-EXISTENT IN THE PAST.

Job Descriptions as well as Evaluation processes were also created and carried out to validate those positions and their salaries.

NMPED has directed us NOT to pay employees less than their previous year's salary, but in our new salary schedules there were still a few employees, with the new schedules, who would have their salary reduced as they were already making an "over-and-above" salary in their previous year's salary. These employee's duties were reviewed and a justification for the excess pay was not found. Although not encompassed in the new salary schedule, those employees will be paid their SAME salary as in 2015-2016, BUT WILL NOT see any kind of step or salary increase UNTIL they have caught up with the schools' adopted salary schedule.

9. The schools have stipends for “over-and-above” work beyond an employee’s regular salary.

TRUE

An issue still seems to remain in regards to stipends as adjustments have had to be made in order to recognize the “above -and –beyond” work, and what that work is worth, and make that uniform across the schools. We do not have to be uniform across all schools since we are four separate schools, and with four separate entities no comparability is needed.

As a Charter School, we do not have revenue to hire full-time FTE position as other public schools that work are given a “stipend” which is necessary for the over-and-above work they do in addition to their normal position.

- Activities Directors
- Writing IEPs
- Tutoring
- Student Assistance Teams
- English Language Learning
- Coaching Athletic Teams
- Senior Class Sponsor
- Dual Enrollment
- Yearbook
- Board Secretary
- SPED Coordinator
- Extended Learning Coordinator
- Dual Credit Coordinator
- Maintenance/Landscaping
- CBA Coordinator
- Athletic Director
- After-School Monitor
- Student Council Sponsor
- Youth & Government Sponsor
- Science Club

10. The schools take too many non-instructional field trips.

FALSE

Charter Schools are allowed to be innovative as per Charter School Law. SILC was designed to give students outside educational experiences beyond the regular classroom setting and this innovation is materially outlined in the SILC Charter where it states that the school take two 7th and 8th grade Community-Based Activity (CBAs) Field trips per month.

We recognize there have been questionable educational field trips (or an abundance of the CBAs at the end of 15-16 revolving around Physical Education) and are now assuring those field trips are justifiable and conform to National Common Core curriculum standards.

It is also important to note that all the “non-instructional” activities where money is spent are coded through the Activity Funds and allowable just as other school districts through their activity funds and policies are allowable.

11. The schools have made dramatic systematic changes to comply with state internal control procedures.

TRUE

The Southwest Learning Centers have actively been engaged with Financial Corrective Action with the following actions:

- Massive training with all staff on purchasing procedures and the importance of “approvals” before “spending” in school finance processes.
- A training session for teachers and staff specifically focused on fraud detection and prevention.
- A separate training session for Boards that focused on fraud detection and prevention. The session also addressed the role of the Boards and offered suggestions as to how past problems can be avoided in the future.
- The balancing of the books by the Vigil Group and the development of realistic balanced budgets for the 16-17 school year.
- The hiring of two Site Business Managers to fix the problem of not having contracts or POs in place for 15-16, but also the timely Purchase Requisitions and PO creation for 16-17 to avoid any procurement violations going forward with ongoing training to eventually assume all Business Management processes.
- Attendance at NMASBO, Spring Budget Workshop, and New Mexico State Audit trainings with Tim Keller by SW Administration, Business Managers, and the Vigil Group.

- Policies have been developed around multiple financial internal controls that are aligned with state statute.
- The Vigil Group and Head Administrator are appropriately using the OBMS system to approve BARS through the Boards and then through NMPED to maintain budget authority at not just the required function level, but at the individual line level in most cases.

SOUTHWEST SCHOOLS ROADMAP FOR FINANCIAL CORRECTIVE ACTIONS SINCE AUGUST 2015.

1. Finance Committees were formed for each Board and have a comprehensive meeting before each Board Meeting directed by the Vigil Group. Budget, Revenues, Expenditures, Vouchers, BARS, Disposal Inventory, and Cash transfers are all vetted with the Boards with official approval.
2. The balancing of the books by the Vigil Group and the development of realistic balanced budgets for the 16-17 school year.
3. Budgets have been balanced with the appropriate Budget Adjustments as well as minimizing outstanding POs and invoices that are now current and up-to-date. The last totals in the bank with carry-over funds are SSLC with well over \$1 million in the bank, SILC just over \$1 million, SPLC just under \$1 million, and SAMS with over \$2 million in the bank. A portion of this carryover cash includes reserve money for “contingent liabilities” in the event the previous administrator is found, through investigation, to have involved the schools in wrong-doing
4. Job Descriptions, Evaluations, and Salary Schedules developed and approved by the Boards for appropriate pay grade and appropriate pay. Salary Schedules did not exist before their creation this year.
5. FTE has been leveraged to effectively and realistically match the actual work of each employee in the appropriate school.
6. Outstanding invoices from SY 2013-2014 were paid in full after POs were created and item or service verified by PED.
7. New Certified Head Administer hired and has collaborated with the PEC to report out on Corrective Action every two months.

8. New Staff oriented to new Staff Handbook and appropriate financial procedures of the school.
9. Two Site Business officials were hired to process PRs and POs through the Vigil Group.
10. A Fixed Asset Inventory was done to identify all fixed assets for each school.
11. Recognize the “above -and –beyond” work of employee in their initial contracts, as opposed to having employee work and then ask for pay afterwards. Employees must request extra work and pay through the OF-Contract Work Approval (OCWA) form and funds must be identified in the budget before OCWA is approved, and what that work is worth, and make that uniform across the schools.
12. Reprimands issued to employees who purchase items before PO approval by PED.
13. Internal Controls Manual was re-established to include the following policies approved by the Boards:
 - Employee Attendance Reimbursement Account (ARA)
 - Travel Reimbursement Policy
 - Purchasing Policy and Procedures
 - Student Activity Fund Policy
 - Fundraising Procedures
 - Equal Employment
 - Employee Relations
 - Position Description
 - Compensation and Wages
 - Employee Conflict of Interest
 - Nepotism
 - Employee Standards of Conduct
 - Employee Insurance
 - Duty Day

- Leave, Professional Leave, Annual Leave, and Holidays
- Family and Medical Leave Act
- Personnel Evaluations
- Staff Development
- Transfer of Employees
- Personnel Reduction-In-Force
- Conflict Resolution Policy
- Personnel Records and Files Policy

14. Community-Based Activity /Field Trip Justification Policy so expenditures are justified for Common Core Curriculum.

15. Audit Training with State Auditor Tim Keller.

16. Successful Development and IDEA-B AND Title I Application with specific budget for activities.

17. Procurement process properly followed with RFPs for bids over \$ 60,000 purchases.

18. Legal cost around FBI Investigation have been minimized as schools divide legal expenses between three lawyers vetted by the Boards for cost effectiveness.

19. Training with all staff on purchasing procedures and the importance of “approvals” before “spending” in school finance processes.

20. A training session for teachers and staff specifically focused on fraud detection and prevention with a separate training session for Boards that focused on fraud detection and prevention. The session also addressed the role of the Boards and offered suggestions as to how past problems can be avoided in the future.

21. The hiring of two Site Business Managers to fix the problem of not having contracts or POs in place for 15-16, but also the timely Purchase Requisitions and PO creation for 16-17 to avoid any procurement violations going forward with ongoing training to eventually assume all Business Management processes.
22. Attendance at NMASBO, Spring Budget Workshop, and New Mexico State Audit trainings with Tim Keller by SW Administration, Business Managers, and the Vigil Group.
23. Policies have been developed around multiple financial internal controls that are aligned with state statute.
24. The Vigil Group and Head Administrator are appropriately using the OBMS system to approve BARS through the Boards and then through NMPED to maintain budget authority at not just the required function level, but at the individual line level in most cases.
25. Successful Budget Technical Review with NMPED Deputy Secretary and NMPED Financial Director in June of 2016.
26. Successful Board Presidents Financial Corrective Action Review with NMPED Deputy Secretary and NMPED Financial Director in July of 2016.
27. Successful consolidation plans approved to combine SILC and SPLC into Southwest Preparatory with grades 4-8 eliminating one school, one entire budget, and the small school adjustment funds only to one school instead of two schools.
28. Successful Lease Assistance Applications submitted and approved by PSFA as well as certifying that the private landlord agrees to maintenance of the existing building to continue lease or Lease-To-Purchase options for the Candelaria site.

**State of New Mexico
Public School Capital Outlay Council**

Chair:
David Abbey, LFC

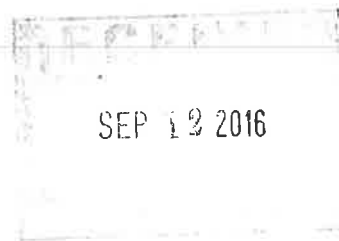
Members:
Paul Aguilar, PED
Rachel Gudgel, LESC
Gilbert Peralta, PEC
Jessica Kelly, Governor's Office



Vice Chair:
Pat McMurray, CID

Members:
Joe Guillen, NMSBA
Raul Burciaga, LCS
Stephanie Clark, DFA

Public School Facilities Authority
Robert Gorrell, Director
1312 Basehart Road, SE - Suite 200
Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)



October 5, 2016

Kirk Hartom, Administrator
Southwest Aeronautics, Mathematics and Science Academy
4100 Aerospace Pkwy NW
Albuquerque, NM 87120

Re: 2016-2017 Public School Capital Outlay Lease Assistance Awards

Dear Administrator Hartom:

At its September 26, 2016 meeting, the Public School Capital Outlay Council (PSCOC) awarded approximately \$13,911,814.00 million in Lease Payment Assistance grants from the Public School Capital Outlay Fund. These grants were awarded to 103 applicant schools in 21 school districts throughout the State.

We are pleased to inform you that the Public School Capital Outlay Council (PSCOC) has approved a total net award of **\$203,573.00** from the 2016-2017 Lease Assistance Grant Award Program for leases at **Southwest Aeronautics, Mathematics and Science Academy**. This award is contingent upon receipt of a current copy of the lease or amendment and the acceptance by the school district and charter authority for locally chartered charter schools. Awards will be distributed by the Public School Facilities Authority (PSFA) on a quarterly reimbursement basis payable to the district or charter school.

All charter schools are required to be in compliance with §22-8B-4 and §22-8B-4.2. PSFA has recognized the type of lease instrument you are in as that listed in the worksheet published on our website entitled FINAL for PSCOC 26 Sept. 2016 http://nmopsfa.org/funding/pscoc_awards.htm. If you believe you are in a different type of lease, regardless of what you stated in your lease application, you will need to make necessary revisions to your facility arrangements for future award cycles. An example would be, that unless Lease Purchase Agreements are approved by the Public Education Department (PED), PSFA recognizes these as standard leases. Please also review the worksheet for other compliance issues noted for your charter school.

The Public Education Department (PED) requires that districts or charter schools submit a Budget Adjustment Request (BAR) to their PED analyst for budget authority for FY 2017. The adjusted funded amount would be the total amount of the district award(s). PED also requests that districts or charter schools use fund 31200, revenue code 43209 and object code 54610, which are specifically designated for the PSCOC Lease Payment Assistance grants. Should you have any questions concerning PED's requirements, please contact your PED budget analyst.

Reductions to award amounts are subject to PED certifying in writing to PSFA that a condition exists that warrants an award adjustment or suspension, which may include: school closure, charter revocation, financial violations or irregularities, adjustments to certified attendance numbers (MEM counts), lease termination, lease amendment, or operational use changes of leased space from classroom to non-classroom.

Payments will require an invoice to PSFA in addition to proof of lease payments made for the reimbursement period, the first of which is July 1 through September 30, 2016. Proof of payment may be a copy of the check issued to the leasing entity, or an official payment voucher issued for that purpose that has the approval signatures of the fiscal officer of the charter entity, or the school districts central purchasing agent, or their designee. Subsequent reimbursement request periods for lease payments shall be from October 1 through December 31, 2016; January 1 through March 31, 2017; and April 1 through June 30, 2017.

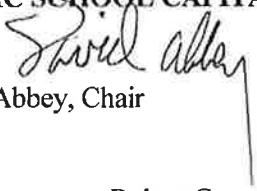
Please submit this letter indicating acceptance of the award by signature of the charter authority for **Southwest Aeronautics, Mathematics and Science Academy** to: Public School Facilities Authority, Attn: Charter School Leases, 1312 Basehart SE, Suite 200 Albuquerque, New Mexico 87106. Deadline for the acceptance of this grant is October 31, 2016.

If you have questions concerning the award, please contact Ms. Denise Irion at 505-843-6272 x 1109.

Once more, we would like to extend our congratulations. We look forward to working with you on behalf of the children of New Mexico.

Sincerely,

PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL


David Abbey, Chair

DA/na

cc: Robert Gorrell, Director, PSFA
Norma Ahlskog, Financial Specialist, PSFA

DECLARATION OF AWARD ACCEPTANCE:

The undersigned hereby certifies that the 2016-2017 Lease Payment Assistance grant award to **Southwest Aeronautics, Mathematics and Science Academy** is accepted and that all PED and PSFA requirements are understood and accepted.

ACCEPTED BY:


Kirk Hartom, Admininstrator

DATE: 10-18-16

SIGNATURE OF DISTRICT SUPERINTENDENT (if applicable)

Print Name: _____

School District: _____

DATE: _____

III. Renewal Applicant 2016 Charter School District Report Card

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade C

| | Total Number | Percent |
|------------------------------------|--------------|---------|
| Schools Rated in District | 1 | 100.0 |
| Schools in Priority Status | 0 | 0.0 |
| Schools in Focus Status | 0 | 0.0 |
| Schools in Strategic Status | 0 | 0.0 |
| Schools in Reward Status | 1 | 100.0 |

Source: PED Accountability Bureau

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Achievement

Proficiencies in Reading, Mathematics, and Science

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

| | LEA | | State | |
|------------------|--------|-------|---------|-------|
| | Number | % | Number | % |
| All Students | 281 | 100.0 | 335,694 | 100.0 |
| Female | 109 | 38.8 | 164,149 | 48.9 |
| Male | 172 | 61.2 | 171,545 | 51.1 |
| Caucasian | 122 | 43.4 | 82,116 | 24.5 |
| African American | 13 | 4.6 | 7,302 | 2.2 |
| Hispanic | 129 | 45.9 | 205,853 | 61.3 |
| Asian | 7 | 2.5 | 4,345 | 1.3 |
| American Indian | 9 | 3.2 | 35,543 | 10.6 |
| Pacific Islander | 1 | 0.4 | 535 | 0.2 |
| Multiracial | 0 | 0.0 | 12 | 0.0 |
| ED | 84 | 29.9 | 240,438 | 71.6 |
| SWD | 21 | 7.5 | 49,729 | 14.8 |
| ELL | 0 | 0.0 | 48,275 | 14.4 |
| Migrant | 0 | 0.0 | 329 | 0.1 |
| Recently Arrived | 0 | 0.0 | 14,844 | 4.4 |

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

| School | Overall Grade | School | Overall Grade |
|--|---------------|--------|---------------|
| SW Aeronautics Mathematics and Science Academy | C ^ | | |

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not.

Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

| | | Reading | | Mathematics | | Science | |
|-------|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| Grade | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| 7 | State Current | 23 | 77 | 18 | 82 | 45 | 55 |
| 7 | State Prior | 21 | 79 | 15 | 85 | 40 | 60 |
| 7 | LEA Current | 32 | 68 | 11 | 89 | 74 | 27 |
| 7 | LEA Prior | 29 | 71 | 31 | 69 | 60 | 40 |
| 8 | State Current | 26 | 74 | 20 | 81 | | |
| 8 | State Prior | 23 | 77 | 17 | 83 | | |
| 8 | LEA Current | 17 | 83 | 27 | 73 | | |
| 8 | LEA Prior | 39 | 61 | 26 | 74 | | |
| 9 | State Current | 27 | 73 | 18 | 82 | | |
| 9 | State Prior | 27 | 73 | 16 | 84 | | |
| 9 | LEA Current | 46 | 54 | 22 | 78 | | |
| 9 | LEA Prior | 43 | 57 | 23 | 77 | | |
| 10 | State Current | 32 | 68 | 14 | 87 | | |
| 10 | State Prior | 31 | 69 | 12 | 88 | | |
| 10 | LEA Current | 38 | 62 | 19 | 81 | | |
| 10 | LEA Prior | 51 | 49 | 10 | 90 | | |
| 11 | State Current | 45 | 55 | 10 | 90 | 39 | 61 |
| 11 | State Prior | 44 | 56 | 10 | 90 | 36 | 64 |
| 11 | LEA Current | 57 | 43 | 17 | 83 | 67 | 33 |
| 11 | LEA Prior | 78 | 22 | 31 | 69 | 77 | 23 |

Blanks or missing rows indicate too few students to report (N<10)

Achievement - Proficiency Summaries by Subgroup

| | | Reading | | Mathematics | | Science | |
|------------------|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| All Students | State Current | 28 | 72 | 20 | 80 | 43 | 57 |
| All Students | LEA Current | 36 | 64 | 21 | 79 | 70 | 30 |
| Female | LEA Current | 44 | 56 | 13 | 87 | 50 | 50 |
| Female | State Current | 34 | 66 | 20 | 80 | 41 | 59 |
| Male | LEA Current | 32 | 68 | 26 | 74 | 84 | 16 |
| Male | State Current | 22 | 78 | 20 | 80 | 44 | 56 |
| Caucasian | State Current | 43 | 57 | 33 | 67 | 64 | 36 |
| Caucasian | LEA Current | 44 | 56 | 27 | 73 | 92 | 8 |
| African American | State Current | 24 | 76 | 15 | 85 | 38 | 62 |
| African American | LEA Current | 55 | 45 | 10 | 90 | | |
| Hispanic | State Current | 23 | 77 | 16 | 84 | 37 | 63 |

| | | Reading | | Mathematics | | Science | |
|----------------------------|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| Hispanic | LEA Current | 26 | 74 | 15 | 85 | 44 | 56 |
| Asian | State Current | 55 | 45 | 48 | 52 | 65 | 35 |
| American Indian | State Current | 17 | 83 | 11 | 89 | 22 | 78 |
| Economically Disadvantaged | State Current | 21 | 79 | 15 | 85 | 34 | 66 |
| Economically Disadvantaged | LEA Current | 29 | 71 | 5 | 95 | 64 | 36 |
| Students w Disabilities | State Current | 7 | 93 | 7 | 93 | 16 | 84 |
| Students w Disabilities | LEA Current | 5 | 95 | <2 | >98 | | |
| English Language Learners | State Current | 8 | 92 | 7 | 93 | 11 | 89 |

Achievement - Proficiency Summaries by School

| | | Reading | | Mathematics | | Science | |
|--|--|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| SW Aeronautics Mathematics and Science Academy | | 36 | 64 | 21 | 79 | 70 | 30 |

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data.

Source: PED Accountability Bureau

Budgeted Expenditures

Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools.

| | Amount \$ | Percent % |
|--------------------------------|--------------|--------------|
| Capital Outlay | \$315,955 | 11.0 |
| Central Services | \$140,623 | 4.9 |
| Community Services | \$0 | 0.0 |
| Debt Service | \$0 | 0.0 |
| Food Services | \$812 | 0.0 |
| General Administration | \$140,238 | 4.9 |
| Instruction | \$876,093 | 30.4 |
| Instructional Support Services | \$222,836 | 7.7 |
| Operations & Maintenance | \$588,713 | 20.5 |
| Other Support Services | \$0 | 0.0 |
| School Administration | \$294,806 | 10.2 |
| Student Support Services | \$107,996 | 3.8 |
| Student Transportation | \$189,692 | 6.6 |

Source: PED School Budget and Financial Analysis Bureau

School Board Training

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

| Board Member | Number of Points |
|-----------------|------------------|
| David Woodward | 5 |
| Justin Lindgren | 5 |
| Larry Kennedy | 5 |
| Pauline Kethley | 5 |
| Phyllis Chaves | 5 |
| Roland Dewing | 5 |
| Ted Spitzmiller | 5 |

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

| | All Students % | Caucasian % | Afr Amer % | Hispanic % | Asian % | Amer Indian % | ED % | SWD % | ELL % |
|--|----------------|-------------|------------|------------|---------|---------------|------|-------|-------|
| State Current | 68.6 | 73.6 | 61.0 | 67.2 | 78.9 | 62.9 | 63.5 | 59.3 | 64.0 |
| SW Aeronautics Mathematics and Science Academy | 49.1 | 54.5 | | 36.1 | | | 38.2 | | |

Blanks indicate too few students to report (N<10).

Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

| | All Students % | Caucasian % | Afr Amer % | Hispanic % | Asian % | Amer Indian % | ED % | SWD % | ELL % |
|---------------|----------------|-------------|------------|------------|---------|---------------|------|-------|-------|
| State Current | 70.5 | 76.4 | 65.8 | 69.0 | 86.1 | 62.9 | 64.6 | 59.5 | 66.3 |

| | All Students % | Caucasian % | Afr Amer % | Hispanic % | Asian % | Amer Indian % | ED % | SWD % | ELL % |
|--|----------------------|----------------|------------------|---------------|------------|---------------------|---------|----------|----------|
| State Current | 70.5 | 76.4 | 65.8 | 69.0 | 86.1 | 62.9 | 64.6 | 59.5 | 66.3 |
| SW Aeronautics Mathematics and Science Academy | 66.5 | 65.4 | | | | | | | |
| Blanks indicate too few students to report (N<10). | | | | | | | | | |
| Source: PED Accountability Bureau | | | | | | | | | |

Graduation - 6-Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013, and either graduated on time or required up to two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

| | All Students % | Caucasian % | Afr Amer % | Hispanic % | Asian % | Amer Indian % | ED % | SWD % | ELL % |
|--|----------------------|----------------|------------------|---------------|------------|---------------------|---------|----------|----------|
| State Current | 71.8 | 78.7 | 69.5 | 69.5 | 87.4 | 65.7 | 66.6 | 62.3 | 67.2 |
| SW Aeronautics Mathematics and Science Academy | >98.0 | | | | | | | | |
| Blanks indicate too few students to report (N<10). | | | | | | | | | |
| Source: PED Accountability Bureau | | | | | | | | | |

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Cohort Graduation Rate Technical Manual on the PED website:

http://ped.state.nm.us/ped/Graduation_guides.html.

| | Certificate | Status Unknown | Exit Out | Still Enrolled |
|---------------|---|------------------------------------|--|--|
| | Completed coursework but did not pass exit exam | Dropped out or whereabouts unknown | Exited with intent to get GED or vocational credential | Continued high school enrollment past 4th year |
| | % | % | % | % |
| State Current | <2 | 29 | 6 | 3 |

SW Aeronautics Mathematics and Science Academy

Blanks indicate too few students to report (N<10).

Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2014 (College Going) and 2012 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

- Eligible** Students earning a regular high school diploma.
Enrolled Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.
Credits Earned Students who enrolled and earned one year of college credit within two years of enrollment.

| | All Students N | Cauc N | Afr Amer N | Hisp N | Asian N | Amer Indian N | ED N | SWD N | ELL N |
|-------------|-----------------------|-----------|------------------|-----------|------------|---------------------|---------|----------|----------|
| LEA Current | Eligible | | | | | | | | |
| LEA Current | Enrolled in state | | | | | | | | |
| LEA Current | Enrolled out of state | | | | | | | | |

Blanks indicate too few students to report (N<10).

Source: National Student Clearinghouse

Teacher Credentials

| | Statewide % | LEA % |
|---|----------------|----------|
| Teachers with Emergency or Provisional Credentials | .3 | .0 |
| Core Classes Not Taught by Highly Qualified Teachers | NA | NA |
| High Poverty Schools | 2.2 | .0 |
| Low Poverty Schools | | |
| NA= Not applicable; LEA did not have schools that qualified as high or low poverty. | | |

| Professional Qualifications | Number of Teachers | Highest Degree* | | Core Classes Not Taught by Highly Qualified Teachers % |
|--|--------------------|-----------------|------------|--|
| | | Bachelor's % | Advanced % | |
| SW Aeronautics Mathematics and Science Academy | 11 | 54.5 | 45.5 | 0.0 |

* Does not include Below Bachelors

Blank=no data available or not applicable

Source: LEA 120th-day submission to PED

Parent Survey on the Quality of Education

- Q1 My child is safe at school.
 Q2 My child's school building is in good repair and has sufficient space to support quality education.
 Q3 My child's school holds high expectations for academic achievement.
 Q4 School personnel encourage me to participate in my child's education.
 Q5 The school offers adequate access to up-to-date computers and technologies.
 Q6 School staff maintain consistent discipline, which is conducive to learning.
 Q7 My child has an adequate choice of school-sponsored extracurricular activities.
 Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
 Q10 My child takes responsibility for his or her learning.

| | Survey Count | Agree and Strongly Agree (% of Respondents) | | | | | | | | | |
|--|--------------|---|----|----|----|----|----|----|----|----|-----|
| | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
| LEA Current | 208 | 98 | 97 | 96 | 89 | 96 | 83 | 87 | 90 | 76 | 90 |
| SW Aeronautics Mathematics and Science Academy | 208 | 98 | 97 | 96 | 89 | 96 | 83 | 87 | 90 | 76 | 90 |

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation 2015

| | Reading % | Math % | Science % |
|----------------|-----------|--------|-----------|
| 4th Grade ELL | 91 | 95 | 95 |
| 4th Grade SWD* | 93 | 88 | 93 |
| 8th Grade ELL | 92 | 95 | 96 |
| 8th Grade SWD* | 89 | 90 | 92 |

* NAEP does not accommodate students with severe disabilities.

| 4th Grade | Reading (2015) | | | | Math (2015) | | | | Science (2015) | | | |
|------------|----------------|--------------|---------|---------|-------------|--------------|---------|---------|----------------|--------------|---------|---------|
| | Advanced % | Proficient % | Basic % | Below % | Advanced % | Proficient % | Basic % | Below % | Advanced % | Proficient % | Basic % | Below % |
| New Mexico | 4 | 19 | 31 | 46 | 3 | 24 | 47 | 27 | # | 24 | 40 | 37 |
| Nation | 8 | 27 | 33 | 32 | 7 | 32 | 42 | 19 | 1 | 36 | 39 | 25 |

| 8th Grade | Reading (2015) | | | | Math (2015) | | | | Science (2015) | | | |
|------------|----------------|--------------|---------|---------|-------------|--------------|---------|---------|----------------|--------------|---------|---------|
| | Advanced % | Proficient % | Basic % | Below % | Advanced % | Proficient % | Basic % | Below % | Advanced % | Proficient % | Basic % | Below % |
| New Mexico | 1 | 19 | 45 | 35 | 3 | 17 | 41 | 39 | 1 | 20 | 35 | 45 |
| Nation | 3 | 29 | 42 | 25 | 8 | 24 | 38 | 30 | 2 | 31 | 34 | 33 |

Rounds to zero

IV. Charter School Renewal Application

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2016-17 State Charter Renewal Application Kit***

Updated May 2015



**Effective Options
for New Mexico's
Families
Charter Schools**





STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 2016**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2016**.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on

1 | Page

Renewal Application 2016-17, Approved by the PEC 032814, updated May 2015.

October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward

achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact Scott Binkley, Scott.Binkley@state.nm.us, or Becky Kappus, Becky.Kappus@state.nm.us, with any questions regarding the state charter renewal application kit.

| | |
|--|----|
| Instructions: 2016 State Charter Renewal Application Process and Review Stages | 5 |
| State Charter Renewal Application Evaluation Standards | 7 |
| Glossary of Terms | 8 |
| 2016 State Charter Renewal Application Process | 12 |
| Part A—School’s Summary Data Report..... | 13 |
| Part B—Self-Report/Looking Back..... | 14 |
| I. Self-Report—Looking Back | 15 |
| A. Academic Performance/Educational Plan..... | 15 |
| B. Financial Performance | 24 |
| C. Organizational Performance..... | 27 |
| D. Petition of Support from Employees..... | 31 |
| E. Petition of Support from Households..... | 32 |
| F. Facility | 33 |
| G. Term of Renewal | 33 |
| II. Checklist | 34 |
| Part C—Self-Study/Looking Forward..... | 35 |
| II. Self-Report—Looking Forward | 36 |
| A. Performance Self Study/Analysis-Key Questions | 36 |
| B. Mission-Specific Indicators/Goals | 38 |
| C. Amendment Requests | 41 |

Instructions: 2016 State Charter Renewal Application Process and Review Stages

| | |
|--|--|
| Form and Point of Contact | All submissions should be prepared utilizing the 2016 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Scott Binkley, Scott.Binkley@state.nm.us , or Becky Kappus, Becky.Kappus@state.nm.us . |
| Deadlines and Manner of Submission | <p>2016 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact Becky Kappus @ Becky.Kappus@state.nm.us or Scott Binkley Scott.Binkley@state.nm.us</p> <p>Files must be submitted via your account on the WEB EPPS no later than 5:00 p.m. (mountain time) Monday, October 3, 2016.</p> <p>Note: Submission prior to October 3rd, 2016 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p> |
| Technical Assistance Workshops (June – September 2016) | The CSD will provide technical assistance workshops for the charter renewal application process between June and September 2016. The first training will take place June 10, 2016 and will be an all-day training at CES. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process. |
| Renewal Application Review Period (October 3–November 14)** | A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit. |
| CSD Preliminary Renewal Analysis (November 14)** | The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC. |
| Response to Preliminary Renewal Analysis (November 21) | Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS. |

| | |
|---|--|
| CSD Director's Recommendation (November 30)** | The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Thursday, November 30, 2016 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application. |
| Final Authorization Meeting of PEC (December 8-9)** | The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 8-9, 2016 . |
| Contract Negotiations (December, 2016–March, 2017)** | If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.) |

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: *(This process takes place after a success renewal process.)* The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) Demonstrate the school’s ability to implement the school’s mission;
- (2) Be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) Include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

SAMPLE. *The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.***Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

☐ The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

☐ The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self-study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.

2016 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School's Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- ☐ Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School's Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - School Snapshot Report

Southwest Aeronautics, Mathematics, and Science Academy (SAMS)

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

General Information

Mailing Address: 4100 Aerospace Pkwy NW, Albuquerque, NM 87121
 Physical Address: 4100 Aerospace Pkwy NW, Albuquerque, NM 87121
 Phone: (505) 338-8601 Ext: Fax: (505) 296-0510 Website: www.samsacademy.com
 Opened: 2012 State Appvd: Sep-11 Renewal: 2017
 School District: Albuquerque County: Bernalillo

Administration:

| Staff | Year Began | Phone | Email |
|--|------------|----------------|---------------------------|
| Kirk Hartom, Head Administrator | | (505) 296-7677 | khartom@sslc-nm.com |
| Michael Vigil, Chief Financial Officer | | | michael@vigilgroup.net |
| Coreen Carrillo, Principal | | (505) 338-8601 | ccarrillo@samsacademy.com |
| Sharon Huber, Director of Student Data | | (505) 296-7677 | shuber@sslc-nm.com |

Governing Board:

| Member: | Affadavit: | Begin: | End: | Training Year and Hrs: |
|------------------------------|------------|--------|------|------------------------|
| Roland Dewing Board | | | | |
| Larry Kennedy President | | 7/1/11 | | |
| Ted Spitzmiller Board | | | | |

| Other: | Email | Notes |
|-----------------------------|-------------------------|-------|
| Vince Vigil, Budget Analyst | vince.vigil@state.nm.us | |

Mission: The mission of the Southwest Aeronautics, Mathematics & Science Academy is to prepare students in grades 7-12, through and Integrative STEM educational model with an Aeronautics focus, to become self-motivated, independent, competent, lifelong learners in a unique 21st century global educational environment. Students will be equipped with the reading, writing, mathematical, scientific, and technological and problem solving skills necessary for success in post-secondary education and high-tech, aviation related careers.

Grade Levels Offered/Enrollment/Cap:

| Year | Grades | Grades to phase in | CAP | Total (40 day) | Teacher | Teacher/Student Ratio: |
|------|--------|--------------------|-----|----------------|---------|------------------------|
| | 7-12 | | 500 | | 9 | |

Academics

| School Report Card | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--------------------------------|---------|---------|---------|---------|---------|
| 1. Final Grade | | A | A | B | C |
| 2. 3 Year Avg Grade | | A | A | A | B |
| 3. Current Standing | | B | A | B | C |
| 4. School Growth | | B | C | C | D |
| 5. Highest Performing Students | | A | A | B | B |
| 6. Lowest Performing Students | | B | B | C | F |
| 7. Opportunity to Learn | | C | B | B | B |
| 8. Graduation | | | | D | F |
| 9. Career and College | | | | A | A |
| 10. Reading Proficiency | | 61.9 | 61.5 | 44 | 36 |

NM PED Charter School Division - School Snapshot Report

Southwest Aeronautics, Mathematics, and Science Academy (SAMS)

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

| | | | | |
|-----------------------|------|------|------|----|
| 11. Math Proficiency | 45.1 | 48.7 | 23 | 21 |
| 12. SAMS | N | N | N | N |
| 13. SAMS Graduation % | | | | |
| 14. Bonus Points | 2.2 | 3.87 | 4.67 | 4 |

| Enrollment | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------|---------|---------|---------|---------|---------|
| 1. Total Enrollment | | | 276 | 271 | 285 |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| 2. % Male | | | 60.5% | 63.1% | 61.1% |
| 3. % Female | | | 39.5% | 36.9% | 38.9% |
| 4. % Caucasian | | | 47.1% | 48.0% | 47.4% |
| 5. % Hispanic | | | 39.1% | 39.1% | 40.0% |
| 6. % African American | | | 5.8% | 5.2% | 5.6% |
| 7. % Asian | | | 3.3% | 2.2% | 1.8% |
| 8. % Native American | | | 2.2% | 3.7% | 4.6% |
| 9. % Economically Disadvantaged | | | 33.0% | 31.4% | 31.2% |
| 10. % Title 1 TS | | | 100.0% | 41.7% | 47.7% |
| 11. % Title 1 T | | | 0.0% | 74.2% | 77.9% |
| 12. %Title 1 S | | | 0.0% | 0.0% | 0.0% |
| 13. % K-3 Plus | | | 0.0% | 0.0% | 0.0% |
| 14. % Disabled | | | 3.3% | 4.8% | 4.6% |
| 15. % ELL | | | 0.0% | 0.0% | 0.0% |

Accreditation Status (NCA-AdvancED North Central Association; HSTW-High Schools That Work)

Accredited: Instructional Audit Notes

NCA Accreditation: NCA Expiration:

NCA Notes: "intent of getting SAMS Academy ready to go through the NCA Accreditation process next year "

HSTW Accreditation: HSTW Notes:



Part B—Self-Report/Looking Back

(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years, 2013-14, 2014-15, 2015-16).

Southwest Aeronautics Mathematics and Science Academy (SAMS) received an A in 2014, a B in 2015, and a C in 2016. The three year average is 70.4 on a scale of 65.0 to 75.0 for a B average. The chart below reflects our grade as well as our testing score in Reading and Math.

| SAMS | Grade | Proficient and Advanced (%) | |
|-------------|--------|-----------------------------|--------|
| 2013 – 2014 | A (55) | R – 62 | M - 49 |
| 2014- 2015 | B (74) | R – 44 | M - 23 |
| 2015 – 2016 | C (57) | R – 44 | M -21 |

Current Standing

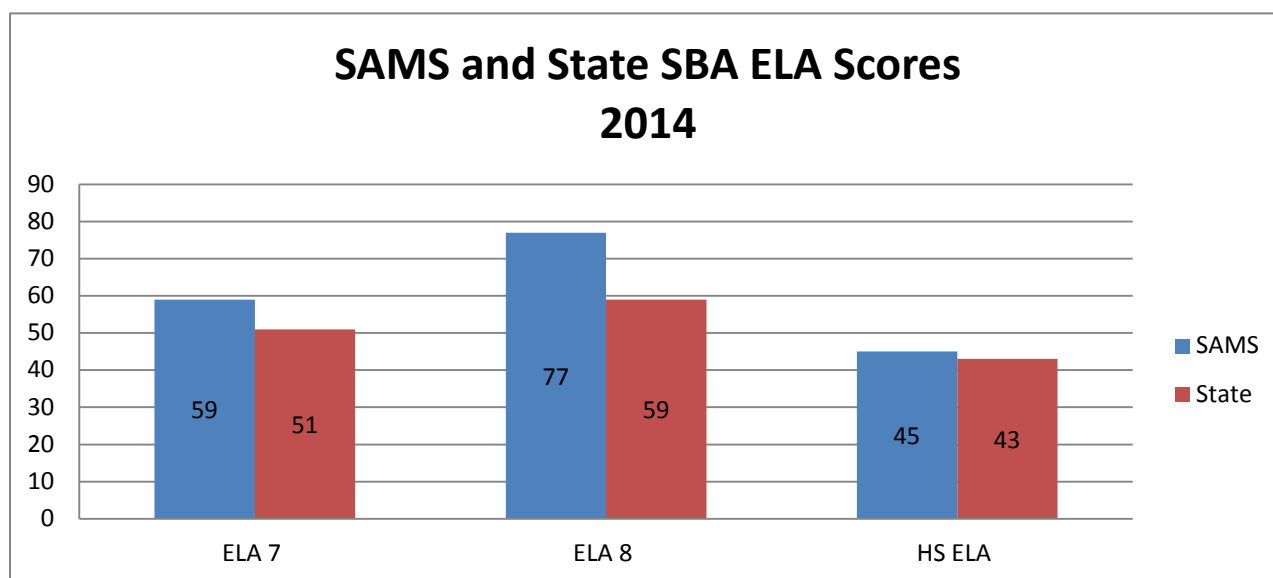
Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

In 2013-14 we received an A, 2014-15 we received a B and in 2015-16 we received a C.

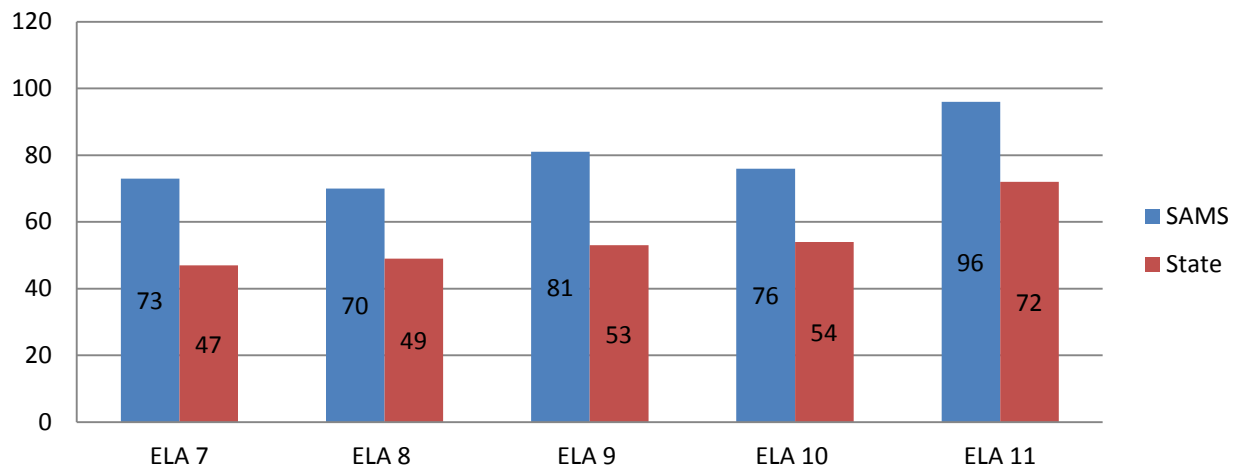
School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

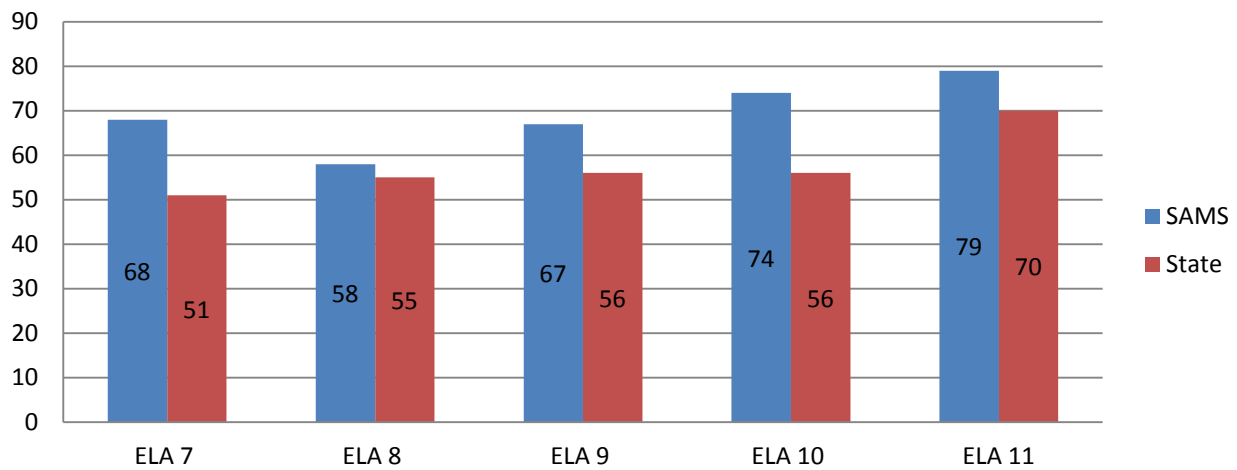
In 2014 we received a C, in 2015 we received a C, and in 2016 we received a D. Last year looking at the data we saw a trend and predicted that our scores would be lower this year and we started to implement some changes in our school. Our SPED Coordinator (was hired last year) and I, the principal, worked on the details to start Support Lab. Support Lab is for students who are in our lowest 25% Q. and for students who tested below grade level in our short term assessment (Stars) to increase their academic performance. We not only support them in their core subjects but we purchased software, Reading – "My Virtual Reading Coach" and for Math – "Ascend" that guarantees advancement in grade levels. We have made it mandatory for students to attend Support Lab if their Stars score showed they performed below their grade level. Not one parent argued our mandatory expectations. We also hired a school counselor who helps with improving student performance, and even though our grade decreased, below you will see that we are still above state averages in our SBA and PARCC scores.



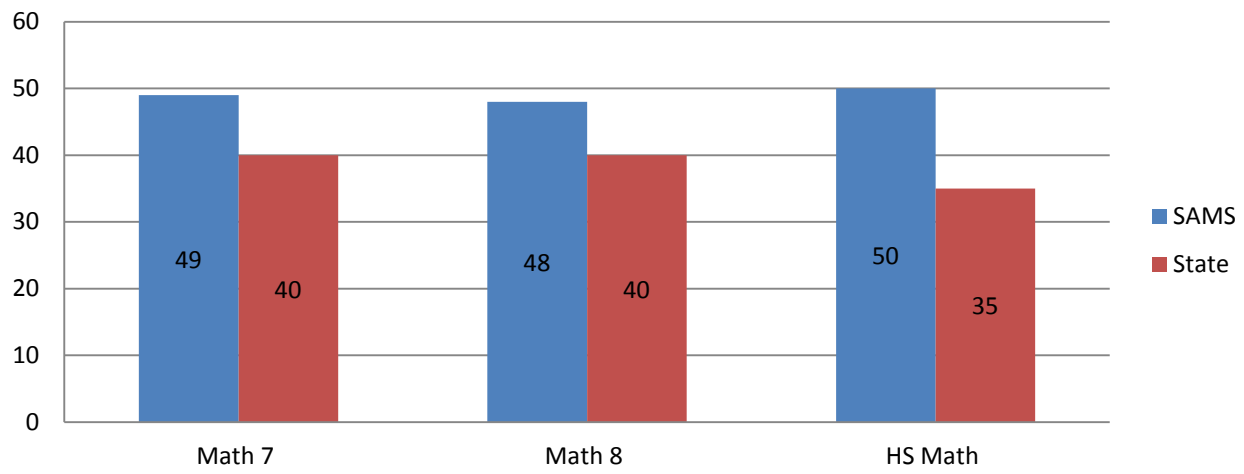
SAMS and State PARCC ELA Scores 2015



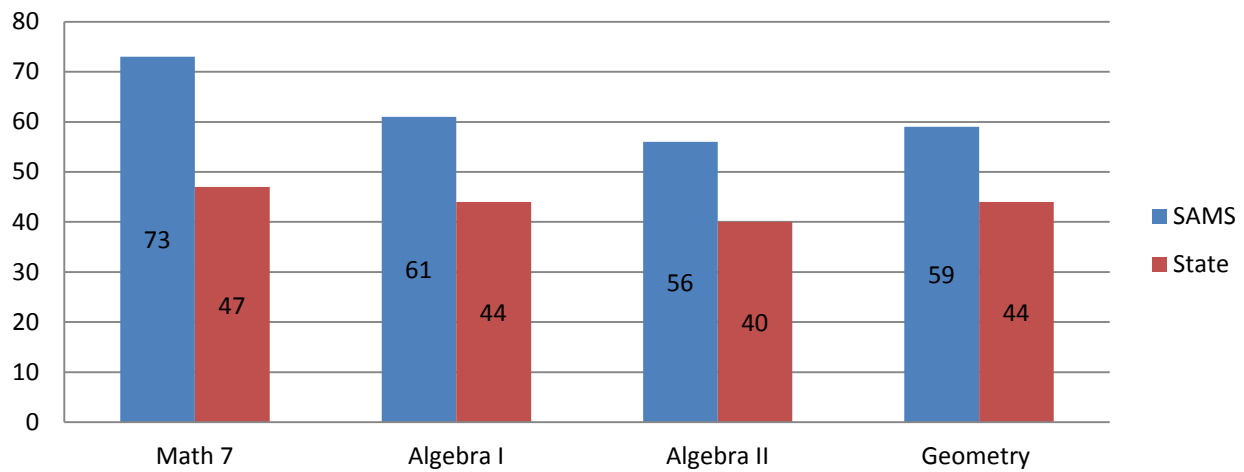
SAMS and State PARCC ELA Scores 2016



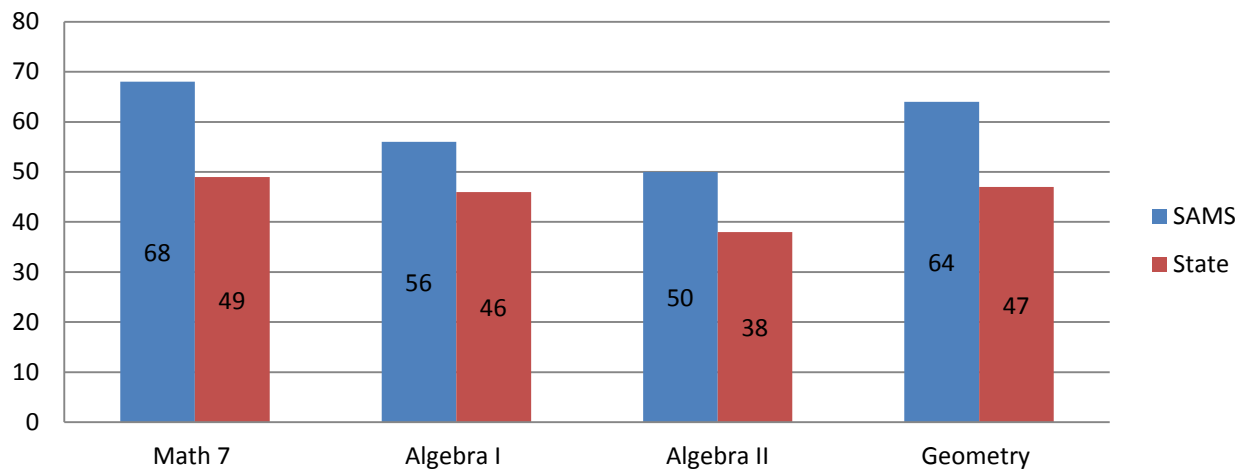
SAMS and State SBA Math Scores 2014



SAMS and State PARCC Math Scores 2015



SAMS and State PARCC Math Scores 2016



Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

In 2013-14 we received an A, 2014-15 we received a B and in 2015-16 we received a B.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure.

In 2013-14 we received a B, 2014-15 we received a C and in 2015-16 we received a F. Last year, after looking at the data on the report card, we saw a trend and predicted our grade to decrease. I met with our newly hired Special Education Coordinator and together we created Support Lab. Support Lab is for students who tested in our short term assessment (Stars) and students who perform in the lowest 25% to increase their academic performance. We not only support them in their core subjects but we purchased software for reading – "My Virtual Reading Coach" and for Math, "Ascend" that guarantees advancement in grade levels. We have made it mandatory for students to attend Support Lab if their Stars score showed they were not performing at their grade level. Not one parent argued our mandatory expectations. We also have hired three math teachers to address the need of more math support for our students as well as hiring a school counselor who helps with improving student performance and morale. We also formed a Leadership Team/Data Team that looks at data and pinpoints where students need support. (See Appendix Q and T.

Opportunity to Learn

Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

In 2013-14 we received a B, 2014-15 we received a B and in 2015-16 we received B.

Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

In 2013-14 we did not receive a score because our graduation rate was below 10 students, not a true group of measuring progress, and we had just opened. In 2014-15 we received a D and in 2015-16 we received F. We are addressing this by appointing a staff member to be our Senior Sponsor and another staff member to be a Junior Sponsor. These sponsors follow and guide the students with one-on-one contact making sure they are on target to graduate. These sponsors are also making weekly contact with the student as well as with the parent. We also hold a fall and spring informational meeting to keep them aware of requirements. This year we will see an increase of students graduating. Last year we had 21 seniors graduate and this year we have about 52 seniors who should graduate. Our weekly contact shows us exactly where the senior is falling short and we offer support academically as well as emotionally. We also give counseling in the dual-enrollment courses offered through CNM, UNM, and ENM (Roswell) to help seniors find ways to finish while earning college credit.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

In 2013-14 we did not receive a grade, in 2014-15 we received an A and in 2015-16 we received an A. (Appendix Q shows Southwest Aeronautics Mathematics and Science current ACT Scores.

Bonus Points

Provide a statement of progress regarding “Bonus Points” over the past three years.

In 2013-14 we received 3.87, in 2014-15 we received 4.67 and in 2015-16 we received 4.0.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

| Student Academic Performance Standard/Goal #1: | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Current Charter goal: Students enrolled at SAMS Academy will score “Proficient” or “Advanced” in reading SBA and PARCC tests. | | | | |
| New goal: In a full academic year, 70% of students at SAMS in grades 7 -11 will achieve an “at/above” benchmark in the spring assessment using STAR reading tests. | | | | |
| Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): | | | | |
| READING – SBA/ PARCC Test Proficient or Advanced Year 1 and 2: SBA Year 3 and 4: PARCC | | | | |
| Data—Average Scores | | | | |
| Grade Level | Year 1 School Year 12-13 | Year 2 School Year 13-14 | Year 3 School Year 14-15 | Year 4 School Year 15-16 |
| 7 | 61% | 59% | ELA 7: 73% | ELA 7: 68% |
| 8 | 77% | 77% | ELA 8: 70% | ELA 8: 58% |
| H2 | 31% | 45% | ELA 9: 81% | ELA 9: 67% |
| H3 | 67% | 44% | ELA 10: 76% | ELA 10: 74% |
| | | | ELA 11: 96% | ELA 11: 79% |
| | | | | |
| Total | 62% | 56% | 79% | 69% |
| Provide a statement of progress and additional information regarding the above data: | | | | |
| After reviewing the above data we realized a short cycle assessment will be more appropriate for showing progress and we started using STAR testing in 2013 and will used as data in our new goal. We also have a support lab to help increase the lowest 25% of students who struggle in reading. | | | | |

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

| Student Performance Standard/Goal #2: | | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Current Charter goal: Students enrolled at SAMS Academy will score "Proficient" or "Advanced" in math SBA and PARCC tests. | | | | |
| New goal: In a full academic year, 70% of students at SAMS in grades 7 -11 will achieve an "at/above" benchmark in the spring assessment using STAR math tests. | | | | |
| Measure(s) Used: | | | | |
| Math – SBA/ PARCC Test Proficient or Advanced Year 1 and 2: SBA Year 3 and 4: PARCC | | | | |
| Data—Average Annual Data | | | | |
| Grade Level | Year 1 School Year 12-13 | Year 2 School Year 13-14 | Year 3 School Year 14-15 | Year 4 School Year 15-16 |
| 7 | 48% | 49% | Math 7: 73% | Math 7: 68% |
| 8 | 47% | 48% | Math 8: n/a | Math 8: n/a |
| H2 | 28% | 51% | Algebra I: 61% | Algebra I: 56% |
| H3 | 57% | 48% | Geometry: 59% | Geometry: 50% |
| | | | Algebra II: 56% | Algebra II: 64% |
| | | | | |
| Total | 45% | 49% | 62% | 59% |
| <i>Provide a statement of progress and additional information regarding the above data:</i> | | | | |
| After reviewing the above data we realized a short cycle assessment will be more appropriate for showing progress and we started using STAR testing in 2013 and we will be the data we use for our new goal. We also have a support lab to help increase the lowest 25% of students who struggle in mathematics and hired three licensed math teachers. | | | | |

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

| |
|--|
| Organizational Performance Standard/School Goal #1: |
| 1. The Southwest Aeronautics, Mathematics, and Science Academy will achieve and sustain an exemplary learning community by engaging parents to become more involved in the education of their child as measured by attaining an eighty five percent (85%) parent participation rate in the parent/student/teacher appointment schedules prior to the beginning of the school year. |
| 2. The Southwest Aeronautics, Mathematics, and Science Academy will earn and maintain the North Central Accreditation for school improvement by the end of our first charter term |
| Measure(s) Used: |
| 1. InfoSnap Registration Sign-up |
| Data: |
| We have the registration/appointment sheets for 2012, 2013, 2014, 2015, and 2016. (See Appendix R) |
| <i>Provide a statement of progress and additional information regarding the above data:</i> |
| Appendix R shows that we have 85% or higher parent participation rate in the parent/student/teacher conferences/appointments scheduled prior to the start of school. We also hold a beginning of the year Parent Night in which we served over 260 hot dogs and hamburgers. |

B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

☒ **Yes** ☐ **No** Is the school meeting financial reporting and compliance requirements?

☒ **Yes** ☐ **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

| |
|--|
| |
|--|

1. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

2. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

| Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School | | | |
|--|---------------------|---|--|
| Year | Total # of Findings | Nature of Findings | School's Response |
| Planning Year (if applicable) | | | |
| 1 (12-13) | 1 | <p>CS 2013-01-UU Procurement Code (Non-Compliance in Accordance with the New Mexico State Audit Rule)</p> <p>During our procurement test work, we noted the School did not submit a request for proposal for tangible items and services purchased</p> | <p>The school hired a licensed New Mexico business manager (as of July 1, 2013) who will function in the capacity of the designated procurement agent. The business manager will ensure that all of procurement practices and expenditures are compliant to state statute.</p> |

| | | | |
|-----------|---|--|--|
| 2 (13-14) | 2 | <p>2014-001 Lack of Internal Controls over Accounting Records (Material Weakness)</p> <p>In the prior year audit of the Southwest Aeronautics, Mathematics and Science Academy (SAMS), we were unable to obtain sufficient appropriate audit evidence to perform audit procedures over the following areas: cash, accounts receivable, capital assets, accounts payable, accrued liabilities, fund balance/net assets, revenue, and expenditures</p> <p>2014-002 State Audit Rule (Non Compliance)</p> <p>During our test work over Southwest Aeronautics, Mathematics and Science Academy (SAMS), we were unable to obtain sufficient appropriate audit evidence to perform audit procedures over account balances in the prior year audit.</p> | <p>The school has hired a new administrator along with new contracted business managers. The NM Public Education Department has also taken over the school's Board of Finance</p> <p>The school's new administrator along with new contracted business managers and the NM Public Education Department are working to ensure records are maintained to document compliance with legal and regulatory requirements and appropriate recording and reporting of financial activities of the school.</p> |
|-----------|---|--|--|

| | | | |
|-----------|---|---|---|
| 3 (14-15) | 2 | <p>2014-001 Lack of Internal Controls over Accounting Records (Material Weakness) (Repeated and Modified)</p> <p>we were unable to obtain sufficient appropriate audit evidence to perform audit procedures over the following areas: cash, accounts receivable, capital assets, accounts payable, accrued liabilities, fund balance/net assets, revenue, and expenditures</p> <p>2014-002 State Audit Rule (Non Compliance) (Repeated and Modified)</p> <p>As noted within findings 2014-001, during our test work over Southwest Aeronautics, Mathematics and Science Academy (SAMS), we were unable to obtain sufficient appropriate audit evidence to perform audit procedures over account balances in the prior year audit.</p> | <p>The school hired a licensed New Mexico business manager (as of July 1, 2013) who will function in the capacity of the designated procurement agent. The business manager will ensure that all of procurement practices and expenditures are compliant to state statute.</p> <p>The school's new administrator along with new contracted business managers and the NM Public Education Department are working to ensure records are maintained to document compliance with legal and regulatory requirements and appropriate recording and reporting of financial activities of the school.</p> |
|-----------|---|---|---|

Identify any changes made to fiscal management practices as a result of audit findings.

Southwest Aeronautics, Mathematics and Science Academy is under financial corrective action because of the previous head administrator's FBI investigation which is still in process. The term of our contract is 2 years, 2015-2016 and 2016-2017. There will not be audit finding information yet as the FY16 audit is not complete or released.

C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

| Questions | School's Response | | Additional details. |
|--|---|-----------------------------|--------------------------------------|
| Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Please see the above audit findings. |

Educational Requirements—Assurances

- ☒ Yes ☐ No The school complies with instructional days/hours requirements.
- ☒ Yes ☐ No The school complies with graduation requirements.
- ☒ Yes ☐ No The school complies with Promotion/Retention requirements.
- ☒ Yes ☐ No Next-step plans are completed for applicable grades.
- ☐ Yes ☒ No The school has an approved EPSS Plan.
- ☒ Yes ☐ No The school demonstrates compliance with requirements relating to assessments.
- ☒ Yes ☐ No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- ☒ Yes ☐ No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

Charter Schools do not do EPSS Plans.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- ☒ Yes ☐ No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - ☒ Yes ☐ No Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.

- 2. ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
- 3. ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

| |
|--|
| <i>For any "no" answers please provide an explanation.</i> |
| |

Employees—Assurances

- 2. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements
- 3. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- 4. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

| |
|--|
| <i>For any "no" answers please provide an explanation.</i> |
| |

School Environment—Assurances

- 1. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- 2. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- 3. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- 4. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- 5. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

| |
|--|
| <i>For any "no" answers please provide an explanation.</i> |
| |

Appropriate Handling of Information—Assurances

1. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
2. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
3. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
4. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
5. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

| |
|--|
| <i>For any "no" answers please provide an explanation.</i> |
| |

Governance—Assurances

1. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
 2. ☒ **Yes** ☐ **No** All required School Policies
 3. ☒ **Yes** ☐ **No** The Open Meetings Act
 4. ☒ **Yes** ☐ **No** Inspection of Public Records Act
 5. ☒ **Yes** ☐ **No** Conflict of Interest Policy
 6. ☒ **Yes** ☐ **No** Anti-Nepotism Policy
 7. ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
 8. ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
 9. ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
 10. ☒ **Yes** ☐ **No** Governing Body Evaluates Itself
- ☒ **Yes** ☐ **No** Is the school holding management accountable?
3. ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
 4. ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

| |
|--|
| <i>For any "no" answers please provide an explanation.</i> |
| |

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the Southwest Aeronautics Mathematics and Science Academy Charter School and hereby certify that: the attached petition in support of the Southwest Aeronautics Mathematics and Science Academy Charter School renewing its charter was circulated to all employees of the Southwest Aeronautics Mathematics and Science Academy Charter School. There are 24 persons employed by the Southwest Aeronautics Mathematics and Science Academy Charter School. The petition contains the signatures of 24 employees which represents 100% percent of the employees employed by the Southwest Aeronautics Mathematics and Science Academy _ Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Kirk Hartom, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief. _____

Subscribed and sworn to before me this 27th day of September 2016.

Notary Public

My Commission Expires:

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the Southwest Aeronautics Mathematics and Science Academy Charter School and certify that: the attached petition in support of the Southwest Aeronautics Mathematics and Science Academy Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 185 households which represents 75 percent of the households whose children were enrolled in the Southwest Aeronautics Mathematics and Science Academy Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Kirk Hartom, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief. _____

Subscribed and sworn to before me this 27th day of September 2016.

Notary Public

My Commission Expires:

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

We are requesting a term of renewal for five years.

| II. Checklist | | |
|---------------------|---|---|
| Appendix A | Financial Statement | <input checked="" type="checkbox"/> |
| Appendix B | Petition of Support from Employees Affidavit | <input checked="" type="checkbox"/> |
| Appendix C | Petition of Support from Households Affidavit | <input checked="" type="checkbox"/> |
| Appendix D | E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978 | <input checked="" type="checkbox"/> |
| Other Attachment(s) | Describe: | <input checked="" type="checkbox"/> Appendix Q – ACT Scores Appendix R – Registration Appendix S – AdvancedEd Certificate Appendix T – Leadership/Data Appendix U – Graphs on Students Appendix U – Governing Council Appendix V – President Signature Appendix V – Board Minutes of Approval of New Mission Statement and of Renewal Application Appendix W – NCAA Approved |



Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Based on the past four years, our school's academic priorities are to focus on School Growth, Student growth of Lowest Performing Students and Graduation rate. Another priority is to provide more professional development for the "young" staff at SAMS. More than 50% of our staff has three years or less experience as an educator, including myself...the principal. Professional Development that will enhance student achievement such as Common Core, ELL, SPED guidelines, Behavioral Management etc... We are also implementing PLC's with other educators who have more experience so our young staff can draw on their knowledge and increase their capacity.

2. What main strategies will be implemented to address these priorities?

The main strategies we have implemented to address these priorities are:

- Support Lab – Using Star data to identify the lowest 25% and for students who are below grade level in reading and math. Software was purchased to guarantee advancement in reading and math.
- Hired a Senior Sponsor / support seniors throughout the year to improve the graduation rate.
- Junior Sponsor / supporting students early so students are prepared for their senior year.
- Hired a SPED Coordinator and a SPED EA to support students who are not at grade level.
- Hired three licensed math teachers, two have knowledge in the higher mathematics rigor.
- Data Team / Leadership Team to identify a student-learning problems so we can focus improvement by analyzing multiple data sources, PARCC, Star, Edgenuity.
- Structuring PLC's with a common purpose and committed to the learning of every individual to improve Student Achievement.
- Develop a culture of high expectations by taking ownership of the curriculum. Teachers have increased the academic rigor by expecting notes to be shown on each on-line lesson.
- Implemented weekly staff meeting to focus on student achievement, staff capacity, confidence, and morale.
- Applied and received NCA and NCAA accreditation which brought fidelity to our program as well as to our staff. (See Appendix W and S)

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

In 2013-14 we implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. We administer the test three times a year. Our Leadership/Data Team/PLC/ Staff Meetings have used this data to modify and structure student achievement by:

- Building a solid foundation for collaborative inquiry, (PLC's) to make sure our curriculum, Edgenuity, is aligned to the Common Core Standards for Reading and Math.
- Identifying student-learning problems so we could focus on how to improve student achievement.
- Verifying causes of the student-learning problems and communicate to parents the problem areas that the data identifies.
- Generating solutions by implementing Support Lab.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

Based on our analysis the changes we will make to address the lowest-performing students, special need students, ELL student and students who are economically disadvantaged are:

- Implement a Support Lab to support the lowest-performing students. Support Lab is a small quiet room with 20 lap-tops for students who scored below grade level on Stars to come and take a mandatory intervention class. Support Lab is also a place students can work on their Edgenuity and get one-on-one support.
- Hired three licensed math teachers, two who are qualified in the higher mathematic courses to address the rigor of our curriculum. We also hired a school counselor who has built bridges with our students and created a safe place for students to come and let her know if they don't have lunch, clothing, school supplies or other needs to help them focus on school.
- Hired a SPED Coordinator and SPED EA to support students with special needs. Hired a math teacher is who is fluent in Spanish to help students understand a concept in their home language. This math teacher is also licensed in ELA.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

The governing body meets monthly and gets a monthly Administrator Report from the Head Administrator.

The report includes:

- School Report Card
- Goals/Vision
- In-depth analysis of PARCC/Stars Testing
- Enrollment
- Graduation
- Professional Development
- Purchases

The day before a board meeting our Finance Committee (Principal, Head Administrator, President of Governing Body, a board member, Business Manager, and a community member) meet to review the school finances.

Our Data Coordinator also reports out at the Board Meetings on:

- Test Scores
- Enrollment
- Graduation
- School Performance
- Demographics
- Short-Cycle Assessment
- Registration

The school's Head Administrator is held accountable with a yearly Performance-based evaluation overseen by the governing board. This evaluation is based on student achievement, mission-specific goals, ethical behavior, and maintaining a culture of high expectations with a positive impact.

6. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance

Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

- (1) Demonstrate the school's ability to implement the school's mission
- (2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below)
- (3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

1. *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
2. *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
3. *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
4. *Reflective of the School 's Mission. A goal should be a natural outgrowth of the school 's mission, reflecting the school 's values and aspirations.*
5. *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

1. First, ensure that the annual goals/indicators provided show the implementation of the school's mission.

- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

| | | | | | |
|---|-----|-------------|-----|-------------|-----|
| <i>Provide Two Mission-Specific Indicators/Goals.</i> | | | | | |
| 65-75% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests. | | | | | |
| Star Reading | | | | | |
| Fall 2015 | | Winter 2016 | | Spring 2016 | |
| 7th grade | 57% | 7th grade | 76% | 7th grade | 59% |
| 8th grade | 68% | 8th grade | 71% | 8th grade | 72% |
| 9th grade | 60% | 9th grade | 70% | 9th grade | 59% |
| 10th grade | 67% | 10th grade | 74% | 10th grade | 77% |
| 11th grade | 59% | 11th grade | 70% | 11th grade | 84% |
| SAMS | 62% | SAMS | 72% | SAMS | 70% |
| <i>Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)</i> | | | | | |
| 65-75% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the winter or spring tests. | | | | | |
| Star Math | | | | | |
| Fall 2015 | | Winter 2016 | | Spring 2016 | |
| 7th grade | 68% | 7th grade | 53% | 7th grade | 67% |
| 8th grade | 69% | 8th grade | 61% | 8th grade | 73% |
| 9th grade | 72% | 9th grade | 83% | 9th grade | 76% |
| 10th grade | 85% | 10th grade | 85% | 10th grade | 81% |
| 11th grade | 78% | 11th grade | 70% | 11th grade | 87% |
| SAMS | 74% | SAMS | 70% | SAMS | 77% |

4. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: Southwest Aeronautics Mathematics and Science Academy, "SAMS"

Date submitted: 10/3/2016_ Contact Name: Coreen Carrillo, Principal E-mail: ccarrillo@samsacademy.com Phone #: 505-615-4072__

| Current Charter Application Section and Page | Current Charter Statement(s) | Proposed Revision/Amendment Statement(s) | Rationale for Revision/Amendment | Date of Governing Body Approval |
|---|--|---|---|--|
| | Old Mission Statement Prepare students in grades 7 – 12 through an Integrative STEM educational model with an Aeronautics focus to become | New Mission Statement Prepare students in grades 7 – 12 in an integrative STEM 21 st century educational environment which offers a unique option in Aeronautics. | The first mission statement was too long and wordy. | Approved by the governing body on September 22, 2016. Minutes were approved on September 29, |

| | | | | |
|--|--|--|--|-------|
| | self-motivated, independent, competent, lifelong leaders in a unique 21 st century global educational environment. Students will be equipped with reading, writing, mathematical, scientific, technological and problem solving skills necessary for success in post-secondary education and high-tech, aviation related careers. | Students will be competent in reading, writing, mathematics, scientific, technological and problem solving skills necessary for success in post-secondary education, high-tech, or aviation related careers. | | 2016. |
|--|--|--|--|-------|

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: __ (Appendix U; Governing Council President Signature, Appendix V; Agenda, Minutes of Approved Board Meeting of Renewal Application and of New Mission Statement) __

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____

Date: _____

☐ APPROVED

☐ DENIED