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I. Public Education Department Renewal Report and Recommendation



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2016 Charter School Renewal Report

Southwest Primary Learning Center

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 were released respectively on February 20, 2016 and March 15, 2016 during the term of the current charter and demonstrate that the school has failed to meet generally accepted standards of fiscal management. In addition, 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 responses and that the school affirmatively work with CSD to address the concerns about ELL services and governance requirements.
- The school's performance framework include specific academic goals related to:
 - Current Standing/Proficiency
 - Growth of Lowest Performing Students (Q1)
 - School Growth

In addition, because the school has demonstrated acceptable academic achievement in the letter grade and performance framework goals, and because the attached amendment requests have been submitted in support of a plan to consolidate Southwest Primary Learning Center and Southwest Intermediate Learning Center into one school, CSD recommends the school's amendment requests be approved.

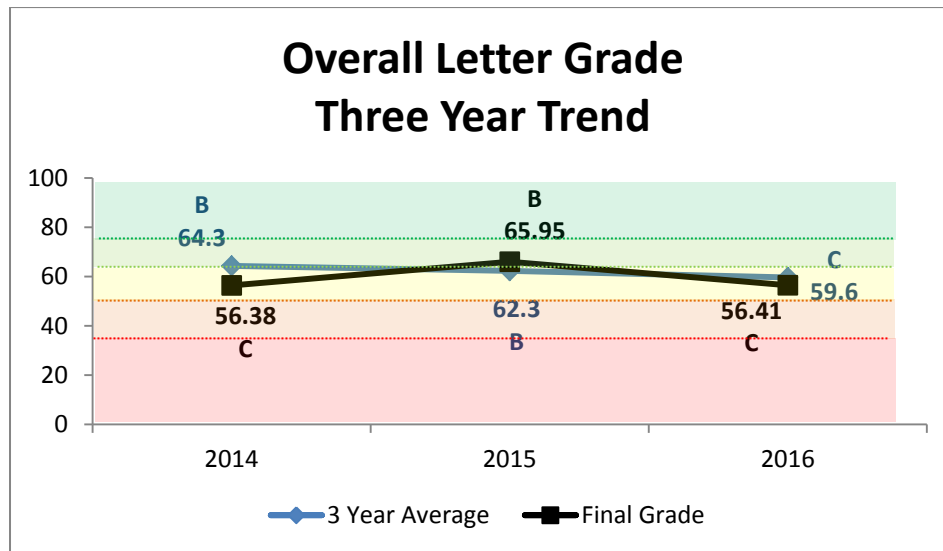
SCHOOL SUMMARY

Southwest Primary Learning Center was originally chartered by the Albuquerque Public Schools in 2005. It was re-chartered as a state chartered charter school in 2010 by the Public Education Commission. In 2015, the school was given a 2 year contract because of ongoing FBI and PED investigations. The charter was granted for a period of 2 years with the following conditions:

- A shortened contract of two years;
- Completion of an improvement plan specific to the school; and
- Two annual monitoring visits by the Charter School Division.

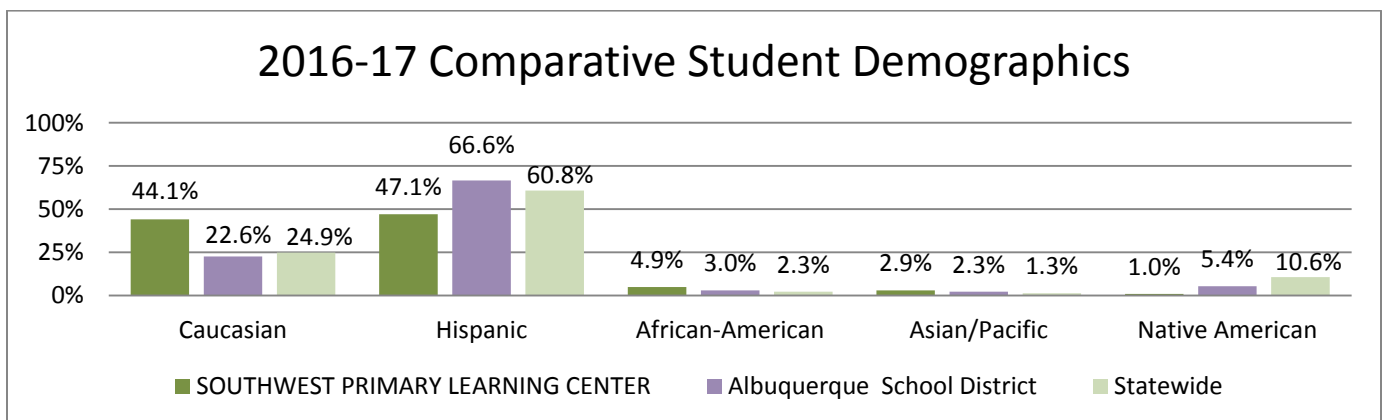
The school submitted its renewal application in a timely manner. The school's renewal application includes three amendment requests. This requests seek to a.) Change the name of the school, b.) Change the grade levels served, and c). Add specifications to the school's material terms.

The following information provides a snapshot of the school's academic performance over the last three years. The school currently has a three-year average grade of a C. This year the school's letter grade dropped from a B to a C.

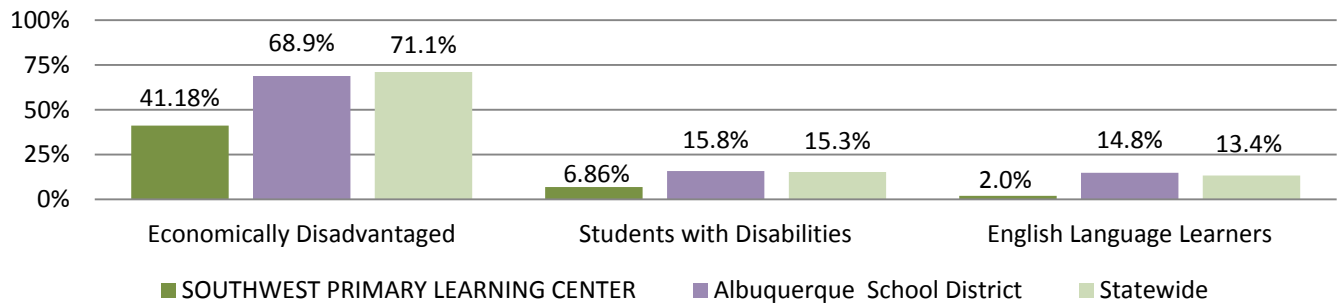


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

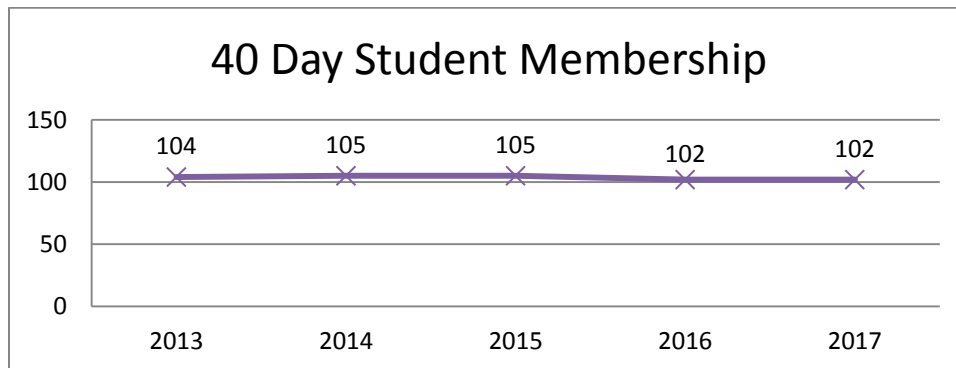
Comparative demographics show the school has lower Hispanic population than the surrounding district and higher Caucasian, African American, and Asian populations. The school also has a lower population of English Language Learners, students with disabilities, and economically disadvantaged students.



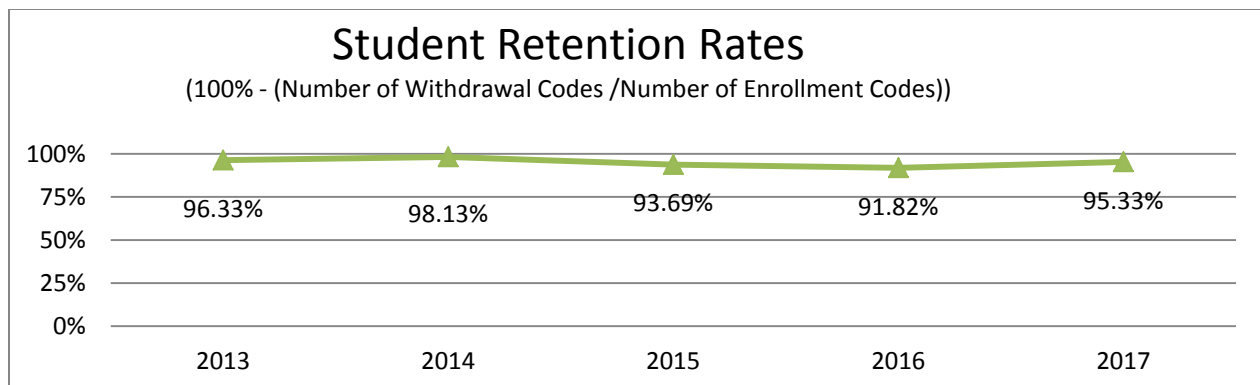
2016-17 Comparative Student Subgroup Enrollment



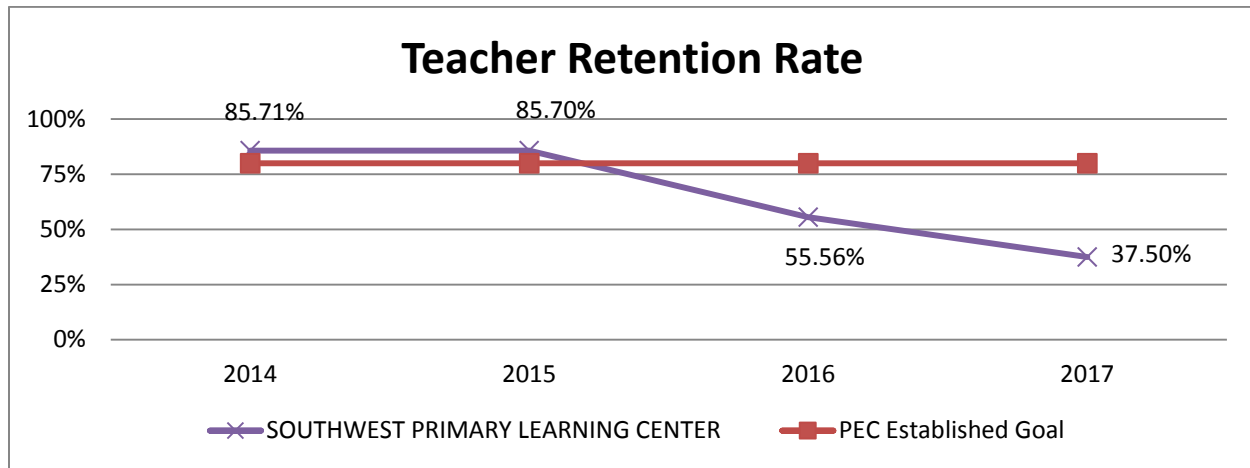
The table below demonstrates the 40 day membership for the last 5 years of operation. The school's enrollment has remained steady over the last 5 years.



The table below demonstrates the student retention rates for the last 5 years of its 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). CSD believe 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 slightly decreased during the 2015 and 2016 school years. 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.



The table below demonstrates teacher retention since 2014. For the current year and last year, the school's teacher retention rate has been well below the PEC's stated goal of 80% retention (lower than 20% turnover).



The renewal application demonstrates support for the continuation of the school from the *current* local school community. The application includes signed petitions by at least eighty-nine percent of the school's current employees and one hundred percent 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.

During student interviews, students expressed that they like the schools because the teachers teach you a lot and that there is a safe environment. They also expressed that they get to go on lots of field trips and they enjoy these events. The students expressed that they like the schedule and working on the computers. The students expressed that they feel safe at the school and they like that they have three recess periods.

During family interviews, PED interviewed 6 parents or guardians. Parents and guardians discussed why they chose this school and several of the parents discussed how their students' math and reading levels have greatly improved while attending this school. Several parents also expressed that they like the school because their students get more individual attention at this school. Parents expressed that the teachers communicates regularly with them. One parent stated that she communicates with the teachers every single day, either face to face, text, or with emails. The parents like the school's emphasis on technology and learning through computers. They believe the school also focuses on character building like respect, empathy, and community service. Parents like the different pace and small numbers, and they like the 3d printers in the lab, and believe the school provides amazing opportunities. They emphasized that the most important factor is that 6th grade is still considered elementary and that the teachers provide individual attention to their students. Parents did express concern and frustration that students do not automatically get into the Intermediate school and they believe they should be able to go to the next school without re-entering the lottery.

During teacher interviews, the teachers expressed the school's mission as being able to sustain a high performing academic community. The challenge is to sustain high performing community, maximum challenge, and maximum support. They believe that the school definitely challenges the students and that the students benefit from that approach. The teachers are in charge of their own instruction. They stated that the administration/Board will deal with the administration of the school, and this leaves teachers able to concentrate on the teaching. They feel like they work well as a team and like that the administration team has allowed them the opportunity for PLC's. The

teachers referred to the ongoing regular assessments that the school utilizes. They mentioned that they look at STAR data at least 5 times a year.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Public Education Department's Standards of Excellence	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Performance Standards in the Charter Contract	<input checked="" type="checkbox"/>	<input 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 PRIMARY LEARNING CENTER HAS FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT

The school's contract identifies the following material terms:

Length of school day	6.5 hrs
Length of school year	Required 990, presently offering 1080
Enrollment cap	500
Authorized school grades	K-6, presently offering 4,5,6
Partner	N/A
Management company	N/A

The School's mission statement is as follows:

The mission of the Southwest Primary Learning Center is to sustain a high-performing learning community.

Southwest Primary Learning Center (SPLC) teachers focus on teaching reading, writing, and math in a traditional setting - while providing access to state-of-the-art technology. The educational program established for SPLC is founded on the standards based curriculum development model defined by the New Mexico Public Education Department and has embraced the transition to the Common Core Standards. The program for the school is designed to create clear expectations for what all the students should know and be able to do, and incorporates many instructional strategies to ensure student success.

SPLC offers 6th grade at the primary level with a team of highly qualified teachers. 4th and 5th grade instructors teach both grade levels in their areas of expertise giving students a unique experience and minimizing transition in the math and language curriculum for a two year period. All students have the opportunity for instruction in music, art, crafts and Smart Lab on a unique Friday rotation schedule.

The Southwest Primary Learning Center is accredited by the AdvancEd/North Central Accreditation Association.

The Southwest Primary Learning Center provides state of the art technology to assist instruction in all subject areas.

The Southwest Primary Learning Center exceeds the required hours for the elementary grade school education.

The PED team noted that the school is implementing the CCSS, provide students the opportunities to use state of the art technology, and has maintained their AdvancEd/North Central Accreditation Association.

The school's contract also states the school will:

The Southwest Primary Learning Center provides students with a “Sponsor” teacher that acts as an intermediary to all areas of the school.

The Southwest Primary Learning Center provides state of the art technology to assist instruction in all subject areas.

The Southwest Primary Learning Center provides students and parents 24/7 access to their grades, progress, percentage completion and attendance data through PowerSchool, an online data management system.

The Southwest Primary Learning Center provides Spanish to all students.

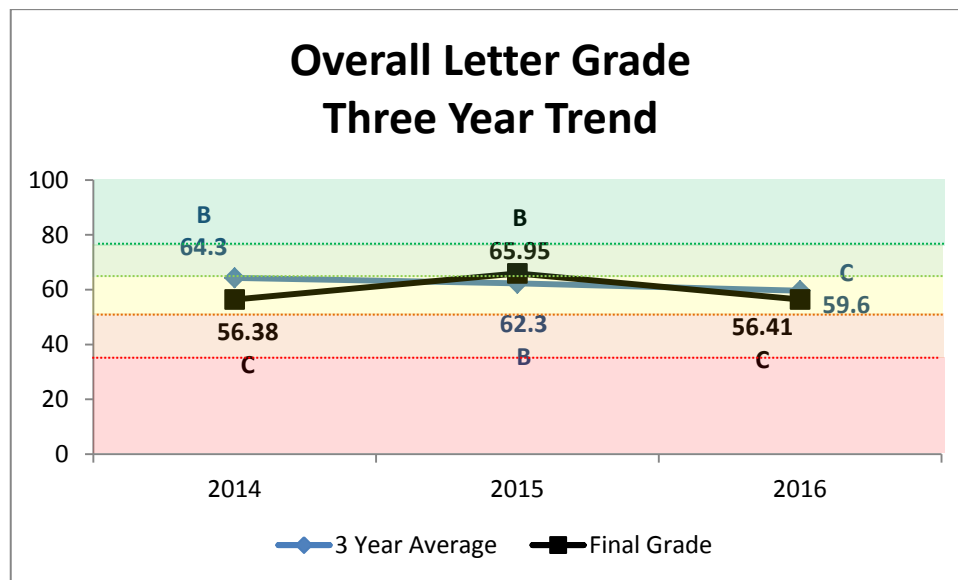
The PED team noted that the school is implementing the use of a sponsor teacher, provide students and families access to students’ grade via an online program, and is teaching Spanish to all students in the Primary school.

For the reasons stated above, it appears that the school has fulfilled the conditions, standards, and procedures set forth in the charter contract.

SOUTHWEST PRIMARY LEARNING CENTER HAS ACHIEVED, OR MADE SUBSTANTIAL PROGRESS TOWARD ACHIEVING, THE PUBLIC EDUCATION DEPARTMENT’S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

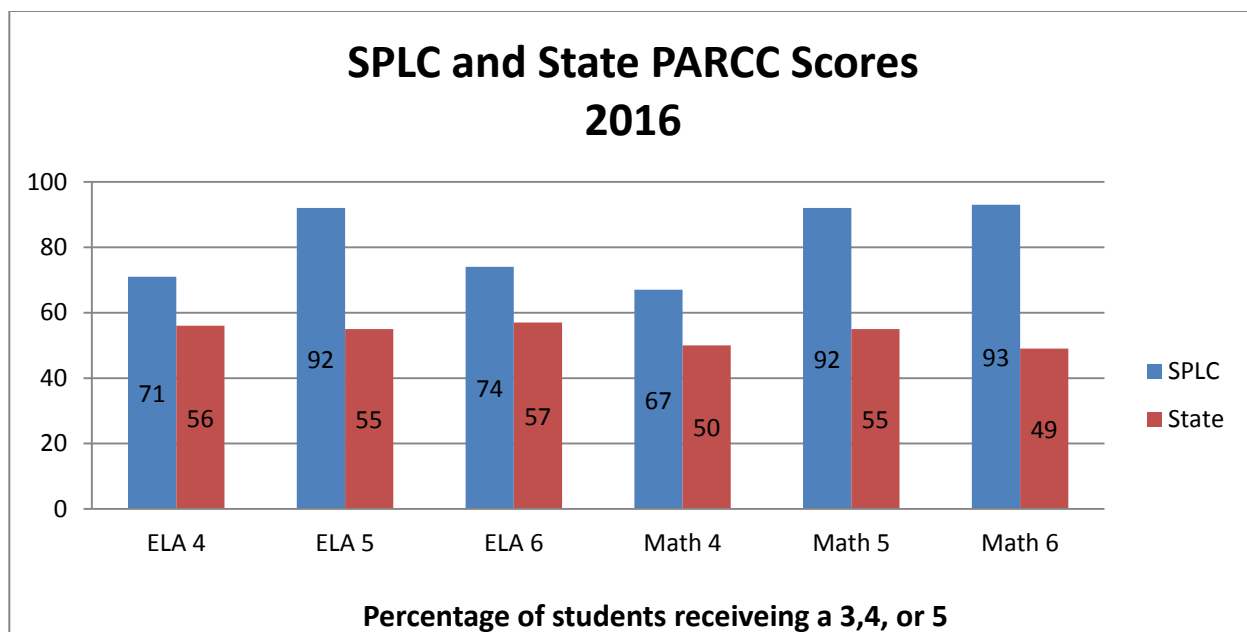
The state’s letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law provides that certain rights for are imbued to the families who have students enrolled in a public school rated F for any two of the last four 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 table below reflects the school’s academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of C. This year the school’s letter grade fell from a B grade to a C grade.



In the renewal application the school indicated it has made progress over the past three years and broke down the elements of the school report card. The school noted that “Each year, at minimum, 55 of the 105 students enrolled in SPLC are new to the school. SPLC has also seen a significant increase in students with disabilities each year and as a result now employ a special education teacher to meet their needs.”

In current standing, the school received a D grade this year. However, the school did state in its application that “the school still performs well above state averages on standardized testing.” The school included a chart that compare SWPLC students’ 2016 PARCC test scores with statewide scores.



The school's response does not take into account that the current standing measure incorporates growth, which is lowering the school's score. The school should provide additional information, including a narrative and data, to address the efforts the school is making to increase student growth and the success of those efforts.

In the school growth area, SWPLC earned a D grade. In their application, school states the following:

Southwest Primary Learning Center received a D in School Growth – did the school as a whole improve the performance more or less than expected? Each year, at minimum, 55 of the 105 students enrolled in SPLC are new to the school. SPLC has also seen a significant increase in students with disabilities each year and as a result now employ a special education teacher to meet their needs. The test scores for SPLC have been high for 12 years making "growth" a difficult measure when scores are already in the high percentiles. The school still performs well above state averages on standardized testing.

The school's response shows a misunderstanding of the growth measure. Every student's predicted score in the current year is based on their performance in the two prior years. This exercise adjusts the student's prediction to be in keeping with other students that scored similarly on the same assessments, characterized as the student's "academic peer group." Therefore the resulting standard for growth is somewhat flexible and customized to that student, adjusting expectations for whether they are near the top limit or in the lowest quartile. There is little evidence to suggest that SWPLC's students did not have room to grow—only 43.3% of students were proficient in reading and only 48% were proficient in math.

Further, the school did not indicate what steps they have implemented to increase student growth and the success of those efforts. The school should provide this information in their response.

In the Growth of Lowest Performing Students area the application notes that "Southwest Primary Learning Center received a D in Q1 Growth – are the lowest performing students in math and reading improving more or less than expected? Each year, at minimum, 55 of the 105 students enrolled in SPLC are new to the school. SPLC has also seen a significant increase in students with disabilities each year and as a result now employ a special education teacher to meet their needs. The test scores for SPLC have been high for 12 years making "growth" a difficult measure when scores are already in the high percentiles. Even the Q1 students perform well above state averages on standardized testing."

The school's narrative appears to indicate that improvement efforts were limited to the hiring of a special education teacher. Further, the school's narrative does not address any changes the school has implemented to improve Q1 student growth. The school's lowest performing students are achieving a years' worth of growth in reading (0.01 VAS) and more than a years' worth of growth in Math.

School's Response

The preliminary report states that the school did not address the actions it took to address the letter grades in Current Standing, School Growth and Q3 Growth. This is discussed in Part C of the application – Self-study and Looking Forward.

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

The academic priorities over the next five years are as follows:

- A. Reverse the downward trends with higher SBA/PAARC scores*
- B. Maintain integration and alignment with Common Core standards into assessments and daily practices*
- C. Professional development for teachers with support for student with unique learning needs and a specific focus on Q1 students*
- D. Mentoring and support for new teachers*

What main strategies will be implemented to address these priorities?

The strategies used to reverse the downward trend and improve standardized test scores include developing teams to:

- Review and analyze data more frequently and thoroughly using Professional Learning Communities. Develop an active Leadership Team that will facilitate leader-teacher data analysis meetings after each interim assessment, and continues this process throughout the school year. This team will also make sure that teachers are using high quality data reports. Provide professional development on how to define and analyze assessments, and how to adapt instruction based upon the analysis.*
- Review the curriculum sequence and instructional sequence to align with assessments and CCS. Develop assessments (formative and summative as needed) that can be used to assess progress more frequently than the STAR quarterly assessments.*
- Provide on-going professional development that focuses researched-based instructional strategies to reach all learners including struggling students and students with unique needs.*
- Strengthen our plan to mentor and support new teachers by allocating time in the weekly calendar for new teachers to meet with their mentors and to attend/participate in professional development opportunities.*

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

In the 2013-2014 school year, the school implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. This assessment was administered in the beginning of the school year and 3 times after that – totaling 4 times during the year. After each administration, the results were reviewed, and action plans recommended by the STAR program were implemented in addition to other Tier I interventions as appropriate. The impact on student progress of the STAR action plan and other interventions would be monitored closely and consistently, and if progress was not made within the allotted period of time, students would be referred to the SAT to consider more targeted and intense interventions. Student progress was monitored and data was kept to determine if any additional action needed to be taken, or if a referral was needed for an educational evaluation.

In the future, we will continue to use our data to identify struggling students and provide support and the programs listed in the next section. In addition, we will implement the following practices:

- At the beginning of the school year, we will review student assessments from the previous year as a team. We will look at not only SBA/PARCC scores, but the STAR assessment scores as well. We will schedule, on the calendar, regular data meetings to continue to review and track student progress throughout the school year, collaborate on new lessons based upon the data analysis, and share effective instructional strategies and interventions.*
- We will identify students who are struggling and determine why. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.*
- We will identify and/or develop interim assessments (formative and summative) that are aligned to the CCS, and that will be administered more frequently than the quarterly STAR Assessment. Students will be assessed after each unit, assessment results will be analyzed within days of the assessment and appropriate interventions will be implemented as necessary.*
- We will use data from the short-cycle, formative and summative assessments to refocus or modify instruction at the classroom or individual level to help students meet high standards, and to ensure that teachers work collaboratively to develop new lessons and strategies based upon the data analysis.*
- We will make sure we provide specific and timely feedback to students on an ongoing basis.*
- We will review curriculum map for the school year, and make sure that the curriculum and instructional sequence is aligned to the grade level/content expectations and end-class goals.*

When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students performed on each question, what wrong answer choices they made and how students performed on each standard or skill. Teachers will be better able to target the skills and standards that need to be addressed. In addition to providing times within the month for data meetings, we will schedule weekly meetings for teachers to share ideas about the curriculum, what is being taught, what instructional strategies have been effective, and ideas, strategies and interventions to try if students are not learning.

Data will be shared with parents and students. Our goal is to train the leadership and the staff about data-driven instruction, and to use the assessments to define rigor and adapt instructional practices. We feel that by employing these practices, a continuous improvement process will be developed and implemented in the classrooms with our teachers and students.

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?

Support to struggling students has been provided by offering tutoring after school where students who qualify can receive more targeted support and the use of software for skill building that can be accessed at home. Students are referred to this program by their teachers or parents. In addition, there is a Special Education Resource Teacher who works with teachers to identify instructional strategies and materials that may help their students.

We recognize, however, that our Q1 students need more support in order to improve their proficiency in Reading and Math. In order to further support the instruction of our Q1 students, professional development will focus on the areas of researched-based strategies, interventions and programs that ensure quality teaching and learning that meet student academic needs.

Teachers will implement action plans for whole-class instruction, small groups and interventions for individual students based upon the data analysis of the interim assessments. Support will be provided to teachers in the area of Instructional strategies including differentiating instruction, scaffolding, identifying targets for learning, checking for prior knowledge, chunking objectives, effective delivery of instruction (multi-sensory), spiraling "back" to previous learning, effective use of homework, and student self-evaluations. Strategies to "check for understanding" and the ability to assess individual student progress between interim assessments will be implemented. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and although there are no identified English Language Learners, teachers will be trained in ESL programs (for example: GLAD, Sheltered Instruction) as these programs benefit students not only with second language issues but learning challenges as well. Teachers will learn to expand and deepen their instructional practices and how to provide additional in-class support (i.e.: peer tutors, buddy systems, etc.). The Special Education Resource Teacher will continue to provide professional development and support to the teachers. For all struggling students, a team will be developed to address issues or barriers that our students faced with that may be impacting their progress at school. We will look holistically at our students who are struggling and determine what economic, emotional, medical, and social needs they have and work to provide the support and resources necessary to assist them.

By developing interim assessments and reviewing the results more frequently, teachers will be able to focus on individual student needs and implement additional interventions and instructional strategies more quickly than waiting for reports from the quarterly assessments. By providing collaboration time, teachers will be able to review the data and share practices that will enhance instruction and learning. In addition, students who are struggling will continue to have access to the after-school tutoring programs, skill-building software programs, and the ZAP program more quickly. Students who do not respond to these interventions and school-wide programs may be referred to SAT for more intense and individualized interventions that are more tailored to their unique needs.

Parents have had, and will continue to have the ability to check their student's progress on line. The school uses Power School that allows parents to check student progress, grades, and attendance at any time on any day. Progress reports go home every trimester and parent-teacher conferences will be offered at the end of each trimester to discuss student progress with parents. For students who are not making the expected progress after each administration of the STAR or other assessments, parents will be called in to discuss the factors that are impacting their student's progress, and to review/develop an action plan. Teachers will be available before and after school if parents would like to schedule meetings during that time.

In addition to the above strategies,

- *Mentoring and support for new teachers will be provided by the administrative team and more experienced teachers and through other professional development opportunities outside of school. Time will be built into the calendar for new teachers to meet regularly with their mentor teachers.*
- *Classroom Observations with immediate feedback through the new OASYS systems will be provided to teachers throughout the school year.*

The school has maintained a three-year average grade of C. For this reason, it appears that the school has achieved, or made substantial progress toward achieving, the public education department's standards of excellence as reflected in the school letter grade.

SOUTHWEST PRIMARY LEARNING CENTER HAS ACHIEVED THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT

In its renewal application the school indicates it met all 3 of the goals identified in the charter contract.

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

Southwest Primary Learning Center will know it is achieving its mission through the following goals:

1. Full-Academic-Year (FAY) students in grades 4, 5 and 6 enrolled at the Southwest Primary Learning Center will increase their Reading proficiency as measured by three or more interim assessments, STAR Reading, throughout the academic year.
2. Full-Academic-Year (FAY) students in grades 4, 5 and 6 enrolled at the Southwest Primary Learning Center will increase their Math proficiency as measured by three or more interim assessments, STAR Math, throughout the academic year.
3. Students enrolled at the Southwest Primary Learning Center will demonstrate competency in computer applications using current classroom technology. Students will demonstrate competency through a rubric approved by the Head of School which establishes the criteria for receiving an "A" in the area of technology and computer applications.

SWPLC did meet Goal #1. The school has provided data to demonstrate substantial or sustained progress toward meeting the first goal listed above. Southwest Primary Learning Center's average interim assessment reading scores for Full Academic Year students is 85% which "Exceeds Standard" in the Performance Framework.

SWPLC did meet Goal #2. The school has provided data to demonstrate substantial or sustained progress toward meeting the second goal listed above. Southwest Primary Learning Center's average interim assessment mathematics scores for Full Academic Year students is 93% which "Exceeds Standard" in the Performance Framework.

SWPLC did meet Goal #3. The school has provided data to demonstrate substantial or sustained progress toward meeting the second goal listed above. Ninety-four percent of SPLC students received an A for technology in 2015-2016.

The school did provide data reporting on these goals.

As demonstrated in the analysis above Southwest Primary Learning Center has achieved the student performance standards identified in the charter contract.

School's Response

The mission specific goals negotiated with the PEC for the 2015-2016 and 2016-2017 school years are rigorous. We set the "exceeds" standard at 80% or more in reading and 80% or more in mathematics for FAY students. These numbers are very high and the students exceeded the goal in both reading and mathematics.

For the reasons stated above, it appears that the school achieved the student performance standards identified in the charter contract.

SOUTHWEST PRIMARY LEARNING CENTER HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

The school has indicated it is following generally accepted accounting principles; the record in the years immediately prior to the current 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 any significant and material weakness findings. The school(s) received a disclaimed audit in fiscal year 2014 and 2015.

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.

SPLC 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 work 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 maximizing resources. 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.

SPLC has had only minor issues over the last six months with regard to its purchasing and contracting practices.

During the FY17 budget development, it became clear this school and the others at the Candelaria location are planning to purchase the building. The school therefore has significant cash balances. The School Budget and Finance Analysis Bureau have not had any significant issues with SPLC's required financial reporting.

School's Response

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

- 1. HA SPLC 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*
6. *FAC1 SPLC Signed Lease Certification*
7. *FAC2 SPLC Signed 100% Lease Assistance Awards*

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 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 PRIMARY LEARNING CENTER 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 has 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:

Governance Requirements

Three of the school's governing body members did not obtain the required training hours. Additionally, 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

All applicable staff files were reviewed for valid NM licenses and to ensure they have the proper endorsements. CSD noted that one employee does not have the correct license to teach at the elementary grade level. This employee's license is a secondary license. This evidence indicates that the school has met not the requirements of Title 6 Primary and Secondary Education Chapter 61, School Personnel - Specific Licensure Requirements for Instructors.

School's Response

SPLC has a waiver for Staffing Patterns that provides flexibility in staffing patterns in order to meet the educational programs. The teacher spoken of above is the PE teacher. He teaches secondary PE the majority of the time. SPLC PE is on Tuesday afternoons and Thursday mornings. This teacher is in the process of applying for his elementary license.

The charter non-discretionary staffing pattern waiver does not waive teacher licensure requirements.

Special Education Requirements

During the site visit, the PED team member reviewed 7 IEP files. After reviewing these files, the PED team member noted that the IEPs do not indicate if students' plans call for Individual Service, Group Service, or if this is Not Applicable. During the review, it was discovered that the school is not documenting where the services occur. Also, in 3 of the IEPs reviewed, the school did not have evidence that the services are being provided. The school must document a log of these services. The school had no evidence of services logs or sign in sheets and could provide no evidence it was providing special education services.

School's Response

The school has been logging in Ancillary Providers and there time spent with which students, time spent with that student, and service they are providing.

We will have ancillary providers provide copies of their log sheets to the school to monitor the appropriate ancillary time for the student.

English Language Learner Requirements

CSD reviewed about 25% of student files. CSD noted that 4 of the student files did not contain Home Language surveys. In 2 of the files reviewed the Home Language survey indicated another language other than English was spoken and the W-APT had been given, but there was no evidence of ACCESS testing for these students. The STARS 2016-17 40 day report indicates that the school has no English Language Learners.

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 supporting English Language Learners.

School's Response

SPLC 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.

SOUTHWEST PRIMARY LEARNING CENTER HAS MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2

The PSFA and PSCOC have not confirmed that the school has met the facilities requirements laid out in 22-8B-4.2.

SOUTHWEST PRIMARY LEARNING CENTER HAS REQUESTED TO AMEND ITS SCHOOL MISSION

The school's renewal application includes three amendment requests.

Change the name of the school:

From: Southwest Primary Learning Center

To: (Effective July 1, 2017) Southwest Preparatory Learning Center

Rationale: *The addition of 7th and 8th grade to Southwest Primary Learning Center - it is no longer just a primary school.*

Change the grade levels served:

From: Serving grades K-6, presently offering 4, 5 and 6.

To: (Effective July 1, 2017) Serving grades K-8, presently offering 4, 5, 6, 7 and 8.

Rationale: Absorption of 7th and 8th grades from SWILC.

Change to the Material Terms of the Charter Section 8.02:

From: NA

To:

A). Southwest Preparatory Learning Center provides the technology elective course for 7th and 8th grades, Smart Lab that is unique to the school.

B.) Southwest Preparatory Learning Center provides pre-algebra to all 7th graders and algebra I for high school credit to all 8th graders.

C.) Southwest Preparatory Learning Center provides a Community-based Activity component to the academic curriculum for 7th and 8th grade.

D.) Southwest Preparatory Learning Center provides one online course for 7th grade and two online courses for 8th grade.

Rationale: Southwest Preparatory is acquiring the program and students from SWILC.

Addendum

1. Contract and Performance Framework
2. School Report Cards 2014, 2015, 2016
3. 2016-2017 School Budget Calendar
4. PED Audit – Southwest Primary Learning Center Excerpts 2014 and 2015
5. Actuals Revenue Rollup Report
6. Actuals Expenditure Rollup Report
7. PED Cash Report for 2015-2016
8. STARS Reports
 - a. Teacher Retention
 - b. Student Demographics
 - c. Membership
 - d. Enrollment
 - e. Truancy
 - f. Attendance

Addendum 1

Addendum 2

Addendum 3

Addendum 4

Addendum 5

Addendum 6

Addendum 7

Addendum 8

Addendum 9

Addendum 10

Addendum 11

II. Renewal Applicant Response to Public Education Department

Preliminary Renewal Report

Southwest Primary Learning Center's Response to the 2016 Preliminary Renewal Report

ACHIEVING THE PUBLIC EDUCATION DEPARTMENT'S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

The preliminary report states that the school did not address the actions it took to address the letter grades in Current Standing, School Growth and Q3 Growth. This is discussed in Part C of the application – Self-study and Looking Forward.

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.

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

The academic priorities over the next five years are as follows:

- A. Reverse the downward trends with higher SBA/PAARC scores
- B. Maintain integration and alignment with Common Core standards into assessments and daily practices
- C. Professional development for teachers with support for student with unique learning needs and a specific focus on Q1 students
- D. Mentoring and support for new teachers

What main strategies will be implemented to address these priorities?

The strategies used to reverse the downward trend and improve standardized test scores include developing teams to:

- Review and analyze data more frequently and thoroughly using Professional Learning Communities. Develop an active Leadership Team that will facilitate leader-teacher data analysis meetings after each interim assessment, and continues this process throughout the school year. This team will also make sure that teachers are using high quality data reports. Provide professional development on how to define and analyze assessments, and how to adapt instruction based upon the analysis.
- Review the curriculum sequence and instructional sequence to align with assessments and CCS. Develop assessments (formative and summative as needed) that can be used to assess progress more frequently than the STAR quarterly assessments.
- Provide on-going professional development that focuses researched-based instructional strategies to reach all learners including struggling students and students with unique needs.

- Strengthen our plan to mentor and support new teachers by allocating time in the weekly calendar for new teachers to meet with their mentors and to attend/participate in professional development opportunities.

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

In the 2013-2014 school year, the school implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. This assessment was administered in the beginning of the school year and 3 times after that – totaling 4 times during the year. After each administration, the results were reviewed, and action plans recommended by the STAR program were implemented in addition to other Tier I interventions as appropriate. The impact on student progress of the STAR action plan and other interventions would be monitored closely and consistently, and if progress was not made within the allotted period of time, students would be referred to the SAT to consider more targeted and intense interventions. Student progress was monitored and data was kept to determine if any additional action needed to be taken, or if a referral was needed for an educational evaluation.

In the future, we will continue to use our data to identify struggling students and provide support and the programs listed in the next section. In addition, we will implement the following practices:

- At the beginning of the school year, we will review student assessments from the previous year as a team. We will look at not only SBA/PARCC scores, but the STAR assessment scores as well. We will schedule, on the calendar, regular data meetings to continue to review and track student progress throughout the school year, collaborate on new lessons based upon the data analysis, and share effective instructional strategies and interventions.
- We will identify students who are struggling and determine why. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.
- We will identify and/or develop interim assessments (formative and summative) that are aligned to the CCS, and that will be administered more frequently than the quarterly STAR Assessment. Students will be assessed after each unit, assessment results will be analyzed within days of the assessment and appropriate interventions will be implemented as necessary.
- We will use data from the short-cycle, formative and summative assessments to refocus or modify instruction at the classroom or individual level to help students meet high standards, and to ensure that teachers work collaboratively to develop new lessons and strategies based upon the data analysis.
- We will make sure we provide specific and timely feedback to students on an ongoing basis.
- We will review curriculum map for the school year, and make sure that the curriculum and instructional sequence is aligned to the grade level/content expectations and end-class goals.

When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students performed on each question, what wrong answer choices they made and how students performed on each standard or skill.

Teachers will be better able to target the skills and standards that need to be addressed. In addition to providing times within the month for data meetings, we will schedule weekly meetings for teachers to share ideas about the curriculum, what is being taught, what instructional strategies have been effective, and ideas, strategies and interventions to try if students are not learning.

Data will be shared with parents and students. Our goal is to train the leadership and the staff about data-driven instruction, and to use the assessments to define rigor and adapt instructional practices. We feel that by employing these practices, a continuous improvement process will be developed and implemented in the classrooms with our teachers and students.

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?

Support to struggling students has been provided by offering tutoring after school where students who qualify can receive more targeted support and the use of software for skill building that can be accessed at home. Students are referred to this program by their teachers or parents. In addition, there is a Special Education Resource Teacher who works with teachers to identify instructional strategies and materials that may help their students.

We recognize, however, that our Q1 students need more support in order to improve their proficiency in Reading and Math. In order to further support the instruction of our Q1 students, professional development will focus on the areas of researched-based strategies, interventions and programs that ensure quality teaching and learning that meet student academic needs.

Teachers will implement action plans for whole-class instruction, small groups and interventions for individual students based upon the data analysis of the interim assessments. Support will be provided to teachers in the area of Instructional strategies including differentiating instruction, scaffolding, identifying targets for learning, checking for prior knowledge, chunking objectives, effective delivery of instruction (multi-sensory), spiraling “back” to previous learning, effective use of homework, and student self-evaluations. Strategies to “check for understanding” and the ability to assess individual student progress between interim assessments will be implemented. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and although there are no identified English Language Learners, teachers will be trained in ESL programs (for example: GLAD, Sheltered Instruction) as these programs benefit students not only with second language issues but learning challenges as well. Teachers will learn to expand and deepen their instructional practices and how to provide additional in-class support (i.e.: peer tutors, buddy systems, etc.). The Special Education Resource Teacher will continue to provide professional development and support to the teachers.

For all struggling students, a team will be developed to address issues or barriers that our students faced with that may be impacting their progress at school. We will look holistically at our students who are struggling and determine what economic, emotional, medical, and social needs they have and work to provide the support and resources necessary to assist them.

By developing interim assessments and reviewing the results more frequently, teachers will be able to focus on individual student needs and implement additional interventions and instructional strategies more quickly than waiting for reports from the quarterly assessments. By providing collaboration time, teachers will be able to review the data and share practices that will enhance instruction and learning. In addition, students who are struggling will continue to have access to the after-school tutoring programs, skill-building software programs, and the ZAP program more quickly. Students who do not respond to these interventions and school-wide programs may be referred to SAT for more intense and individualized interventions that are more tailored to their unique needs.

Parents have had, and will continue to have the ability to check their student’s progress on line. The school uses Power School that allows parents to check student progress, grades,

and attendance at any time on any day. Progress reports go home every trimester and parent-teacher conferences will be offered at the end of each trimester to discuss student progress with parents. For students who are not making the expected progress after each administration of the STAR or other assessments, parents will be called in to discuss the factors that are impacting their student's progress, and to review/develop an action plan. Teachers will be available before and after school if parents would like to schedule meetings during that time.

In addition to the above strategies,

- Mentoring and support for new teachers will be provided by the administrative team and more experienced teachers and through other professional development opportunities outside of school. Time will be built into the calendar for new teachers to meet regularly with their mentor teachers.
- Classroom Observations with immediate feedback through the new OASYS systems will be provided to teachers throughout the school year.

The mission specific goals negotiated with the PEC for the 2015-2016 and 2016-2017 school years are rigorous. We set the "exceeds" standard at 80% or more in reading and 80% or more in mathematics for FAY students. These numbers are very high and the students exceeded the goal in both reading and mathematics.

SPLC HAS MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

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

1. HA SPLC 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
6. FAC1 SPLC Signed Lease Certification

7. FAC2 SPLC Signed 100% Lease Assistance Awards

Licensure and Background Check Requirement/ Mentorship

All applicable staff files were reviewed for valid NM licenses. One teacher has a K-8 license but is hired to teach in the 7-12 grade levels. This evidence indicates that the school has not met the requirements of Title 6 Primary and Secondary Education Chapter 61, School Personnel - Specific Licensure Requirements for Instructors.

SPLC has a waiver for Staffing Patterns that provides flexibility in staffing patterns in order to meet the educational programs. The teacher spoken of above is the PE teacher. He teaches secondary PE the majority of the time. SPLC PE is on Tuesday afternoons and Thursday mornings. This teacher is in the process of applying for his elementary license.

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).

SPLC has started the state-required Mentorship Program November 13, 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, 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

During the site visit, the PED team member reviewed 7 IEP files. After reviewing these files, the PED team member noted that the IEPs do not indicate if students'

plans call for Individual Service, Group Service, or if this is Not Applicable. During the review, it was discovered that the school is not documenting where the services occur. Also, in 3 of the IEPs reviewed, the school did not have evidence that the services are being provided. The school must document a log of these services. The school had no evidence of services logs or sign in sheets and could provide no evidence it was providing special education services.

The school has been logging in Ancillary Providers and there time spent with which students, time spent with that student, and service they are providing. We will have ancillary providers provide copies of their log sheets to the school to monitor the appropriate ancillary time for the student.

English Language Learner Requirements

CSD reviewed about 25% of student files. CSD noted that 4 of the student files did not contain Home Language surveys. In 2 of the files reviewed the Home Language survey indicated another language other than English was spoken and the W-APT had been given, but there was no evidence of ACCESS testing for these students. The STARS 2016-17 40 day report indicates that the school has no English Language Learners.

SPLC 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.

SOUTHWEST PRIMARY LEARNING CENTER HAS NOT MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2

The PSFA and PSCOC have not confirmed that the school has not met the facilities requirements laid out in 22-8B-4.2. Specifically, the school has not demonstrated that public buildings are not available or adequate for the educational program of the charter school. The PSFA has confirmed, however, that 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.

SPLC HAS MET THE FACILITY REQUIREMENTS (See F1 HA Audit Responses in WebEPSS).

The schools have already been 100% approved for full lease reimbursement and fully certified from PSFA based on the stipulation that the landlord will maintain the facility being that the facility is privately-owned. These certifications have been completed through Denise Irion and Martica Casias at PSFA.

In the Southwest Master Facility Plan the school has reserved down-payment monies for the Candelaria Site through HB-33 and SB-9 in order to decrease the final purchase price of the building and in effect significantly “decrease” the monthly payments the schools will need to pay going forward which will free-up other funds we can use to put towards the students. The NMPED Chief Financial

Director is aware of these monies and has verified these monies can be indeed used for a down payment on the building.

There has been no *Charter Lease-To-Purchase* deals approved by PED for over a year. Our Head Administrator is a member of the Public School Capital Outlay Oversight Task Force (PSCOOTF) and is working with legislators to clarify the process as Charters are to be in Public Facilities. Southwest is not only moving towards Lease-To-Purchase for its own facility, but is also looking for resolutions with lawmakers so that “all” Charter Schools can Lease-To-Purchase.

SOUTHWEST PRIMARY LEARNING CENTER HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

Head Administrator of Southwest Primary Learning Center Response to 2016 Charter School Renewal Report Statement on Generally Accepted Standards of Fiscal Management. (Responses are in red).

SPLC has MET the GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT.

Pursuant to the corrective action status of SPLC, 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 SPLC 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 in the years immediately prior to the current 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 any significant and material weakness findings. The school(s) received a disclaimed audit in fiscal year 2014 and 2015. 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 Troleson at PED Audit (See **SPLC 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.

SPLC 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 work 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).

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** (Attached) 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.
- **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 maximizing resources. 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.

SPLC complies with all respects with the New Mexico Procurement Code. SPLC 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.

NMPED took over signing vendor contracts there is often a “lapse” in time in obtaining signatures on contracts, 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. As this was a new process for both the school and NMPED we have now streamlined that process more effectively.

SPLC was prepared to upload new PRs into the APTA system as early as June 15, 2016 well before the opening of school, 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 putting the school in an unfair procurement violation situation.

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.

SPLC has had only minor issues over the last six months with regard to its purchasing and contracting practices.

The school has successfully established the OCWA form (Off-Contract Work Approval Form), if soliciting for Off-Contract Work must get approval from the Head Administrator and the Vigil Group, before engaging in any Off-Contract Work.

This method has already been used successfully deployed especially for employees that engage in Off-Contract work for Summer School employment. In the current employee contracts any “above-and-beyond” work has been considered and we have minimized the need to do any Off-Contract work, and staff has also recognized the need to plan and forecast any additional work well in advanced and seek approval early before any Off-Contract work occurs.

During the FY17 budget development, it became clear this school and the others at the Candelaria location are planning to purchase the building. The school therefore has significant cash balances.

We are in fact moving towards a Lease-To-Purchase Agreement with the landlord at the Candelaria Site. The schools have already been **100% approved for full lease reimbursement and fully certified** based on the stipulation that the landlord will maintain the facility being that the facility is privately-owned. These certifications have been completed through Denise Irion and Martica Casias at PSFA.

In the Southwest Master Facility Plan the school has reserved down-payment monies for the Candelaria Site through HB-33 and SB-9 in order to decrease the final purchase price of the building and in effect significantly “decrease” the monthly payments the schools will need to pay going forward which will free-up other funds we can use to put towards the students. The NMPED Chief Financial Director is aware of these monies and has verified these monies can be indeed used for a down payment on the building.

There has been no *Charter Lease-To-Purchase* deals approved by PED for over a year. Our Head Administrator is a member of the Public School Capital Outlay Oversight Task Force (PSCOOTF) and is working with legislators to clarify the process as Charters are to be in Public Facilities. Southwest is not only moving towards Lease-To-Purchase for its own facility, but is also looking for resolutions with lawmakers so that “all” Charter Schools can Lease-To-Purchase.

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

Memo

To: Brenda Troelsen
From: Joseph Lucero, Business Manager
cc: Kirk Hartom, Head Administrator
Date: November 18, 2016
Re: South West Primary Learning Center FY 15 CAP Notice

Per correspondences regarding the previous responses sent for the FY 2015 Audit finding for the South West Primary Learning Center. Please see the below *Italic* responses to each bullet list for the two findings for the South West Primary Learning Center.

South West Primary Learning Center

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 four of the thirty-three cash disbursement transactions selected for testing amounting to \$11,227. *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.*
- One transaction out of thirty-three disbursements tested amounting to \$53, the purchase order was dated subsequent to the vendor invoice. *Business manager ensures services and goods are not purchased without a Purchase Order. Purchases are not authorized until they have been reviewed and approved by the PED. PED School Budget are the only ones to issue a PO.*
- Management was unable to provide two of the thirty personnel files for pay checks amounting to \$1,483. *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 one out of thirty payroll disbursement transactions tested, the employee's annual contract was not signed by the Head Administrator. Head Administrator now must sign the contract before the employee's job is created on payroll
- Outstanding checks in the School's checking account include five checks totaling \$1,929 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.

2014-002 State Audit Rule (Non-Compliance) (Repeated and Modified)

- 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 in the Governing Council Meeting Minutes
- Management was unable to provide three 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 two 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 eight 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 \$69. Management has reviewed and corrected the rates for each employee.

- Because the School did not provide pledged collateral documentation, it appears that the SPLC was under collateralized by \$210,005 at June 30, 2015. The school's have pledged collateral agreements in place.
- In one out of two cash receipts tested, the deposit totaling \$40 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 The physical inventory was conducted by Weiner and Co.

Thank you,
Joseph Lucero
Business Manager



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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.

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	0	0.0

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	103	100.0	335,694	100.0
Female	42	40.8	164,149	48.9
Male	61	59.2	171,545	51.1
Caucasian	50	48.5	82,116	24.5
African American	5	4.9	7,302	2.2
Hispanic	43	41.7	205,853	61.3
Asian	3	2.9	4,345	1.3
American Indian	2	1.9	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	42	40.8	240,438	71.6
SWD	4	3.9	49,729	14.8
ELL	4	3.9	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
Southwest Primary Learning Center Charter	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 (%)
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	38	63	21	79	79	21
4	LEA Prior	54	46	67	33	92	8
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	60	40	64	36		
5	LEA Prior	48	52	56	44		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	30	70	47	53		
6	LEA Prior	36	64	36	64		

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	39	61	45	55	79	21
Female	LEA Current	56	44	41	59	90	10
Female	State Current	34	66	20	80	41	59
Male	State Current	22	78	20	80	44	56
Male	LEA Current	28	72	48	52	71	29
Caucasian	LEA Current	33	67	49	51	86	14
Caucasian	State Current	43	57	33	67	64	36
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	51	49	42	58		
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	LEA Current	34	66	37	63	70	30
Economically Disadvantaged	State Current	21	79	15	85	34	66
Students w Disabilities	State Current	7	93	7	93	16	84
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 (%)
Southwest Primary Learning Center Charter	39	61	45	55	79	21
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	\$129,889	11.7
Central Services	\$96,648	8.7
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$0	0.0
General Administration	\$125,983	11.3
Instruction	\$550,726	49.6
Instructional Support Services	\$42,133	3.8
Operations & Maintenance	\$103,598	9.3
Other Support Services	\$1,747	0.2
School Administration	\$46,167	4.2
Student Support Services	\$13,722	1.2
Student Transportation	\$0	0.0

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
Birga Alden	5
Cheryle Brody	5
Judy Chapman	
Ken Chapman	5
Krista Keay	0
Lisa De Temple	5
Shannon Dickson	0

Source: NM School Board Association

Teacher Credentials

	Statewide %	LEA %
Teachers with Emergency or Provisional Credentials	.3	.0
Core Classes Not Taught by Highly Qualified Teachers		
High Poverty Schools	NA	NA
Low Poverty Schools	2.2	.0

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 %	
Southwest Primary Learning Center Charter	10	60.0	40.0	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	102	99	97	100	93	98	91	63	96	94	88
Southwest Primary Learning Center Charter	102	99	97	100	93	98	91	63	96	94	88

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**





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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

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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.

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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 Primary Learning Center

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

General Information

Mailing Address: 10301 Candelaria NE, Albuquerque, NM 87112

Physical Address: 10301 Candelaria NE, Albuquerque, NM 87112

Phone: (505) 296-7677 Ext: Fax: (505) 296-0510 Website: www.sslc-nm.com

Opened: 2005 State Appvd: Dec-09 Renewal: 2015

School District: Albuquerque County: Bernalillo

Administration:

Staff	Year Began	Phone	Email
Kirk Hartom, Head Administrator		(505) 296-7677	khartom@ssl-nm.com
Michael Vigil, Chief Financial Officer			michael@vigilgroup.net
Robert Pasztor, Principal		(505) 296-7677	rpasztor@splc-nm.com
Sharon Huber, Director of Student Data		(505) 296-7677	shuber@splc-nm.com

Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Elizabeth Armijo Board				
Ken Chapman Board				
Leah Graham Board				
Amber Romero Board				
Meredith Winters Board				

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

Mission: The mission of the Southwest Primary Learning Center is to sustain a high-performing learning community.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
	4-6		105		10	

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	B	C	B	C
2. 3 Year Avg Grade		B	B	B	C
3. Current Standing	A	A	A	C	D
4. School Growth	A	A	F	B	D
5. Highest Performing Students	B	F	F	B	C
6. Lowest Performing Students	F	F	F	F	D
7. Opportunity to Learn	A	A	A	B	A
8. Graduation			na		
9. Career and College			na		
10. Reading Proficiency	88.5	81.9	73.3	52	39
11. Math Proficiency	90.4	86.7	76.2		45.1
12. SAMS	N	N	N	N	N

NM PED Charter School Division - School Snapshot Report

Southwest Primary Learning Center

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

13. SAMS Graduation %

14. Bonus Points	0	2.1	2.83	3.89	5
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Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	105	105	104	105	105
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	52.4%	53.3%	53.8%	52.4%	52.4%
3. % Female	47.6%	46.7%	46.2%	47.6%	47.6%
4. % Caucasian	62.9%	64.8%	57.7%	55.2%	47.6%
5. % Hispanic	33.3%	25.7%	33.7%	37.1%	40.0%
6. % African American	1.0%	4.8%	1.9%	0.0%	3.8%
7. % Asian	2.9%	4.8%	5.8%	5.7%	6.7%
8. % Native American	0.0%	0.0%	1.0%	1.9%	1.9%
9. % Economically Disadvantaged	27.6%	28.6%	29.8%	32.4%	70.5%
10. % Title 1 TS	0.0%	100.0%	100.0%	39.0%	30.5%
11. % Title 1 T	0.0%	0.0%	0.0%	91.4%	66.7%
12. %Title 1 S	0.0%	0.0%	0.0%	0.0%	0.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	2.9%	6.7%	4.8%	5.7%	8.6%
15. % ELL	0.0%	0.0%	0.0%	0.0%	0.0%

Priority School Status

	2012-13	2013-14	2014-15	2015-16
1. Priority Status (blank equals 'None')				
2. Final Grade	B (SY11-12)			
3. Met Year 1 Conditions				
4. Met Year 2 Conditions				
5. Title 1	Y			
6. School Improvement Grant	N			
7. SAM				
8. Status Category				

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

Accredited: Instructional Audit Notes

NCA Accreditation: Y **NCA Expiration:** 6/30/2014

NCA Notes: NCA site: accredited 6/8/06; will be re-accredited next yr

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 Primary Learning Center (SPLC) received a C grade for the 2016 school year. It has a 3 year average of a C. The school performs well above state averages on standardized testing, see Current Standing. Each year, at minimum, 55 of the 105 students enrolled in SPLC are new to the school. SPLC has also seen a significant increase in students with disabilities each year and as a result now employ a special education teacher to meet their needs.

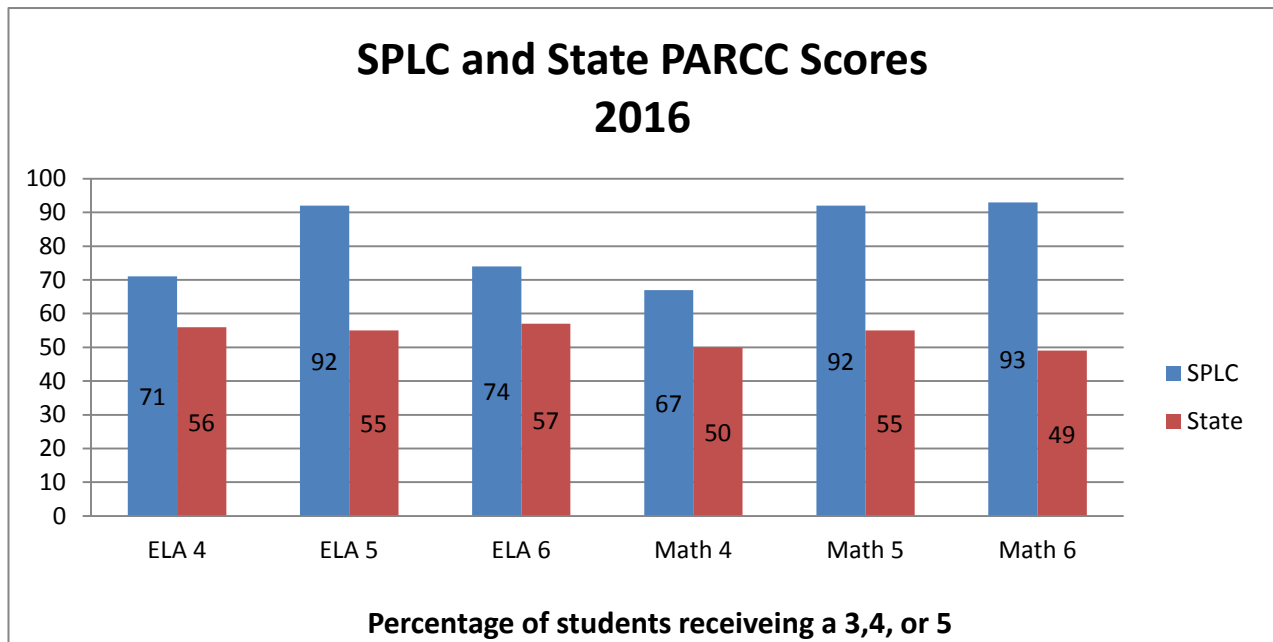
Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any

additional information regarding this measure.

Southwest Primary Learning Center (SPLC) received a D grade for Current Standing. How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected? Each year, at minimum, 55 of the 105 students enrolled in SPLC are new to the school. SPLC has also seen a significant increase in students with disabilities each year and as a result now employ a special education teacher to meet their needs. The school still performs well above state averages on standardized testing (see the graph).

The PARCC scores are consistent with the STAR Reading and STAR Mathematics interim assessment results from last year. According to STAR interim assessments the average percentage of SPLC 7th graders that scored at or above grade level in reading and math for the year was 73% and 74%. The average percentage of SPLC 8th graders that scored at or above grade level in reading and math for the year was 79% and 71%.



School Growth

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

Southwest Primary Learning Center received a D in School Growth – did the school as a whole improve the performance more or less than expected? Each year, at minimum, 55 of the 105 students enrolled in SPLC are new to the school. SPLC has also seen a significant increase in students with disabilities each year and as a result now employee a special education teacher to meet their needs. The test scores for SPLC have been high for 12 years making “growth” a difficult measure when scores are already in the high percentiles. The school still performs well above state averages on standardized testing.

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.

Southwest Primary Learning Center received a C in Q3 Growth – are the highest performing students in math and reading improving more or less than expected? Each year, at minimum, 55 of the 105 students enrolled in SPLC are new to the school. SPLC has also seen a significant increase in students with disabilities each year and as a result now employ a special education teacher to meet their needs. The test scores for SPLC have been high for 12 years making “growth” a difficult measure when scores are already in the high percentiles. The school still performs well above state averages on standardized testing.

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.

Southwest Primary Learning Center received a D in Q1 Growth – are the lowest performing students in math and reading improving more or less than expected? Each year, at minimum, 55 of the 105 students enrolled in SPLC are new to the school. SPLC has also seen a significant increase in students with disabilities each year and as a result now employ a special education teacher to meet their needs. The test scores for SPLC have been high for 12 years making “growth” a difficult measure when scores are already in the high percentiles. Even the Q1 students perform well above state averages on standardized testing.

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.

Southwest Primary Learning Center received an A in Opportunity to Learn.

Graduation—as applicable

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

N/A

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.

N/A

Bonus Points

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

Southwest Primary Learning Center received all 5 Bonus Points for 2016.

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:
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2.2 Mission-Specific INDICATOR – READING SHORT CYCLE ASSESSMENT

Full-Academic-Year (FAY) students in grades 4, 5 and 6 enrolled at the Southwest Primary Learning Center will increase their Reading proficiency as measured by three or more interim assessments, STAR Reading, throughout the academic year.

STARS testing shows four levels of proficiency:

- At/Above grade Level
- Watch
- Intervention
- Immediate Intervention

2.b Did the school reach proficiency goals in reading?

Exceeds Standard:

☒ The school surpasses the targets of this indicator if the following rates are met:

80% or more of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

Meets Standard:

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

70-79% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

Does Not Meet Standard:

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

60-69% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

Falls far below:

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

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

STAR Reading Interim Assessment				
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
5				100
6				70
School				85
Provide a statement of progress and additional information regarding the above data:				
Southwest Primary Learning Center's average interim assessment reading score for Full Academic Year students is 85% which "Exceeds Standard" in the Performance Framework.				

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:

2.1 Mission-Specific INDICATOR – MATH SHORT CYCLE ASSESSMENT

Full-Academic-Year (FAY) students in grades 4, 5 and 6 enrolled at the Southwest Primary Learning Center will increase their Math proficiency as measured by three or more interim assessments, STAR Math, throughout the academic year.

STARS testing shows four levels of proficiency:

- At/Above grade Level
- Watch
- Intervention
- Immediate Intervention

2.a Did the school reach proficiency goals in math?

Exceeds Standard:

☒ The school surpasses the targets of this indicator if the following rates are met:

80% or more of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year

Meets Standard:

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

70-79% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year.

Does Not Meet Standard:

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

60-69% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year

Falls far below:

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

Measure(s) Used:				
STAR Math Interim Assessment				
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
5				100
6				83
School				93
<i>Provide a statement of progress and additional information regarding the above data:</i>				
Southwest Primary Learning Center's average interim assessment mathematics score for Full Academic Year students is 93% which "Exceeds Standard" in the Performance Framework.				

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:

Students enrolled at the Southwest Primary Learning Center will demonstrate competency in computer applications using current classroom technology. Students will demonstrate competency through a rubric approved by the Head of School which establishes the criteria for receiving an “A” in the area of technology and computer applications.

3. Did the school reach its goals for online courses?

Exceeds Standard:

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

90% or more of students enrolled will earn an A in the area of technology and computer applications.

Meets Standard:

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

75-89% of students enrolled will earn an A in the area of technology and computer applications.

Does Not Meet Standard:

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

60-74% of students enrolled will earn an A in the area of technology and computer applications.

Falls far below:

☐ Less than 60% of students enrolled will earn an A in the area of technology and computer applications.

Measure(s) Used:
Report card grades in technology.
Data:
94% of SPLC students received and A for technology in 2015-2016.
<i>Provide a statement of progress and additional information regarding the above data:</i>
This goal was developed in the negotiation as a program specific goal. Despite the results, it is unreasonable to set a goal on the number of A's that a group will get in a course. When statistically a normal bell curve is expected. Rigorous would be that everyone passes. Even though 94% of students received an A it is not a statistically viable goal.

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.

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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)			

2 (13-14)			
3 (14-15)			

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

Southwest Primary Learning Center 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 checked="" 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	

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.

5. ☐ Yes ☒ No The school has an approved EPSS Plan.
6. ☒ Yes ☐ No The school demonstrates compliance with requirements relating to assessments.
7. ☒ Yes ☐ No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
8. ☒ Yes ☐ No The school's curriculum is aligned to Common Core Standards.

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

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:
 1. ☒ **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>
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Employees—Assurances

1. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements

2. ☒ **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.
3. ☒ **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.

For any "no" answers please provide an explanation.

School Environment—Assurances

- ☒ **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.
- ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

- ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- ☒ **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.
- ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

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?

- ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- ☒ **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.

For any "no" answers please provide an explanation.

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 Primary Learning Center Charter School and hereby certify that: the attached petition in support of the Southwest Primary Learning Center Charter School renewing its charter was circulated to all employees of the Southwest Primary Learning Center Charter School. There are 17 persons employed by the Southwest Primary Learning Center Charter School. The petition contains the signatures of _____ employees which represents _____ percent of the employees employed by the Southwest Primary Learning Center 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 _____ day of _____ 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 Primary Learning Center Charter School and certify that: the attached petition in support of the Southwest Primary Learning Center Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of _____ households which represents _____ percent of the households whose children were enrolled in the Southwest Primary Learning Center 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 _____ day of _____ 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.

II. Checklist		
		Yes)
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"/>



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.

The academic priorities over the next five years are as follows:

- A. Reverse the downward trends with higher SBA/PAARC scores
- B. Maintain integration and alignment with Common Core standards into assessments and daily practices
- C. Professional development for teachers with support for student with unique learning needs and a specific focus on Q1 students
- D. Mentoring and support for new teachers

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

The strategies used to reverse the downward trend and improve standardized test scores include developing teams to:

- Review and analyze data more frequently and thoroughly using Professional Learning Communities. Develop an active Leadership Team that will facilitate leader-teacher data analysis meetings after each interim assessment, and continues this process throughout the school year. This team will also make sure that teachers are using high quality data reports. Provide professional development on how to define and analyze assessments, and how to adapt instruction based upon the analysis.
- Review the curriculum sequence and instructional sequence to align with assessments and CCS. Develop assessments (formative and summative as needed) that can be used to assess progress more frequently than the STAR quarterly assessments.
- Provide on-going professional development that focuses researched-based instructional strategies to reach all learners including struggling students and students with unique needs.
- Strengthen our plan to mentor and support new teachers by allocating time in the weekly calendar for new teachers to meet with their mentors and to attend/participate in professional development opportunities.

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 the 2013-2014 school year, the school implemented the PED-recommended Renaissance – STAR Reading and Math that was aligned to the Common Core Standards. This assessment was administered in the beginning of the school year and 3 times after that – totaling 4 times during the year. After each administration, the results were reviewed, and action plans recommended by the STAR program were implemented in addition to other Tier I interventions as appropriate. The impact on student progress of the STAR action plan and other interventions would be monitored closely and consistently, and if progress was not made within the allotted period of time, students would be referred to the SAT to consider more targeted and intense interventions. Student progress was monitored and data was kept to determine if any additional action needed to be taken, or if a referral was needed for an educational evaluation.

In the future, we will continue to use our data to identify struggling students and provide support and the programs listed in the next section. In addition, we will implement the following practices:

- At the beginning of the school year, we will review student assessments from the previous year as a team. We will look at not only SBA/PARCC scores, but the STAR assessment scores as well. We will schedule, on the calendar, regular data meetings to continue to review and track student progress throughout the school year, collaborate on new lessons based upon the data analysis, and share effective instructional strategies and interventions.
- We will identify students who are struggling and determine why. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.
- We will identify and/or develop interim assessments (formative and summative) that are aligned to the CCS, and that will be administered more frequently than the quarterly STAR Assessment. Students will be assessed after each unit, assessment results will be analyzed within days of the assessment and appropriate interventions will be implemented as necessary.
- We will use data from the short-cycle, formative and summative assessments to refocus or modify instruction at the classroom or individual level to help students meet high standards, and to ensure that teachers work collaboratively to develop new lessons and strategies based upon the data analysis.
- We will make sure we provide specific and timely feedback to students on an ongoing basis.
- We will review curriculum map for the school year, and make sure that the curriculum and instructional sequence is aligned to the grade level/content expectations and end-class goals.

When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students performed on each question, what wrong answer choices they made and how students performed on each standard or skill. Teachers will be better able to target the skills and standards that need to be addressed. In addition to providing times within the month for data meetings, we will schedule weekly meetings for

teachers to share ideas about the curriculum, what is being taught, what instructional strategies have been effective, and ideas, strategies and interventions to try if students are not learning.

Data will be shared with parents and students. Our goal is to train the leadership and the staff about data-driven instruction, and to use the assessments to define rigor and adapt instructional practices. We feel that by employing these practices, a continuous improvement process will be developed and implemented in the classrooms with our teachers and students.

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?

Support to struggling students has been provided by offering tutoring after school where students who qualify can receive more targeted support and the use of software for skill building that can be accessed at home. Students are referred to this program by their teachers or parents. In addition, there is a Special Education Resource Teacher who works with teachers to identify instructional strategies and materials that may help their students.

We recognize, however, that our Q1 students need more support in order to improve their proficiency in Reading and Math. In order to further support the instruction of our Q1 students, professional development will focus on the areas of researched-based strategies, interventions and programs that ensure quality teaching and learning that meet student academic needs.

Teachers will implement action plans for whole-class instruction, small groups and interventions for individual students based upon the data analysis of the interim assessments. Support will be provided to teachers in the area of Instructional strategies including differentiating instruction, scaffolding, identifying targets for learning, checking for prior knowledge, chunking objectives, effective delivery of instruction (multi-sensory), spiraling “back” to previous learning, effective use of homework, and student self-evaluations. Strategies to “check for understanding” and the ability to assess individual student progress between interim assessments will be implemented. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and although there are no identified English Language Learners, teachers will be trained in ESL programs (for example: GLAD, Sheltered Instruction) as these programs benefit students not only with second language issues but learning challenges as well. Teachers will learn to expand and deepen their instructional practices and how to provide additional in-class support (i.e.: peer tutors, buddy systems, etc.). The Special Education Resource Teacher will continue to provide professional development and support to the teachers.

For all struggling students, a team will be developed to address issues or barriers that our students faced with that may be impacting their progress at school. We will look holistically at our students who are struggling and determine what economic, emotional, medical, and social needs they have and work to provide the support and resources necessary to assist them.

By developing interim assessments and reviewing the results more frequently, teachers will be able to focus on individual student needs and implement additional interventions and instructional strategies more quickly than waiting for reports from the quarterly assessments. By providing collaboration time, teachers will be able to review the data and share practices that will enhance instruction and learning. In addition, students who are struggling will continue to have access to the after-school tutoring programs, skill-building software programs, and the ZAP program more quickly. Students who do not respond to these interventions and school-wide programs may be referred to SAT for more intense and individualized interventions that

are more tailored to their unique needs.

Parents have had, and will continue to have the ability to check their student's progress on line. The school uses Power School that allows parents to check student progress, grades, and attendance at any time on any day. Progress reports go home every trimester and parent-teacher conferences will be offered at the end of each trimester to discuss student progress with parents. For students who are not making the expected progress after each administration of the STAR or other assessments, parents will be called in to discuss the factors that are impacting their student's progress, and to review/develop an action plan. Teachers will be available before and after school if parents would like to schedule meetings during that time.

In addition to the above strategies,

- Mentoring and support for new teachers will be provided by the administrative team and more experienced teachers and through other professional development opportunities outside of school. Time will be built into the calendar for new teachers to meet regularly with their mentor teachers.
- Classroom Observations with immediate feedback through the new OASYS systems will be provided to teachers throughout the school year.

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?

Over the past years, the head administrator presented an overview of the SBA scores and School Report cards at the beginning of each school year. Additional information about the school would be addressed, as well, such as enrollment, graduation, and other related areas throughout the year. The Governing Body will expand the ways in which it addresses performance data by putting the following practices into place:

- The Head Administrator will continue to conduct a robust training for the governing council each fall that includes an in-depth analysis of the SBA Results and the School Report Card from the previous year, the academic goals for the upcoming school year, and the assessments and data that will be used throughout the school year to monitor student and classroom performance.
- On- going – each month the Governing Body will allocate time within the agenda to review student progress.
- On-going - on a quarterly basis, the Head Administrator will present an Academic Performance report to the Governing Body. The report will include the assessments administered, assessment results and an action plan to address the students who are struggling.
- Monthly the Governing Body (Finance Committee) will review the budgets with the Head Administrator and Business Manager to ensure that the budgets are aligned and support student

achievement and mission-specific goals.

- The Governing Body will continue to review the school policies each year to ensure the policies support student achievement and mission-specific goals.
- Annually, the School Administrator will be held accountable for school performance through a Performance-based contract. If student achievement does not remain at high levels, or if mission-specific goals are not met, the Head Administrator may be placed on an improvement plan.
- The Governing Body will continue to undergo additional training that will focus on best practices for charter school governing boards in areas such as self-evaluation, board responsibilities, head administration/governing board relationships, appropriate monitoring and oversight, and board recruitment.
- The Governing Body has developed and implemented a comprehensive self-evaluation that will be used annually.

2. 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.
2. 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.
3. 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.

Provide Two Mission-Specific Indicators/Goals.

1. **Mission-Specific INDICATOR – READING SHORT CYCLE ASSESSMENT**

Full-Academic-Year (FAY) students in grades 4, 5 and 6 enrolled at the Southwest Primary Learning Center will increase their Reading proficiency as measured by three or more interim assessments, STAR Reading, throughout the academic year.

STARS testing shows four levels of proficiency:

- At/Above grade Level
- Watch
- Intervention
- Immediate Intervention

2.b Did the school reach proficiency goals in reading?

Exceeds Standard:

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

80% or more of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

Meets Standard:

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

70-79% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

Does Not Meet Standard:

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

60-69% of students will achieve an “at/above” benchmark in Reading on a STARS assessment given during the winter or spring tests

Falls far below:

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

2. **Mission-Specific INDICATOR – MATH SHORT CYCLE ASSESSMENT**

Full-Academic-Year (FAY) students in grades 4, 5 and 6 enrolled at the Southwest Primary Learning Center will increase their Math proficiency as measured by three or more interim assessments, STAR Math, throughout the academic year.

STARS testing shows four levels of proficiency:

- At/Above grade Level
- Watch
- Intervention
- Immediate Intervention

2.a Did the school reach proficiency goals in math?

Exceeds Standard:

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

80% or more of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year

Meets Standard:

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

70-79% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year.

Does Not Meet Standard:

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

60-69% of students will achieve an “at/above” benchmark in Math on a STARS assessment given during the year

Falls far below:

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

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.)

These were the goals negotiated for the 2015-2017 renewal period and they were good goals. They were rigorous and achievable. We would like to keep them.

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 Primary Learning Center

Date submitted: 10/03/2016 Contact Name: Robert Pasztor E-mail: rpasztor@splc-nm.com Phone #: 505-296-7677

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
See Ammendments				

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

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

☐ APPROVED

☐ DENIED

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504
And
 Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Southwest Primary Learning Center

Date submitted: 10/3/2016 Contact Name: Robert Pasztor E-mail rpasztor@sslc-nm.com

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 8.01 (a) Material Terms of the Charter, (iv) Student – Focused Terms.	Not included in previous contract material terms.	Effective July 1, 2017. Southwest Preparatory Learning Center provides the technology elective course for 7 th and 8 th grades, Smart Lab that is unique to the school. Southwest Preparatory Learning Center provides pre-algebra to all 7 th graders and algebra I for high school credit to all 8 th graders. Southwest Preparatory Learning Center provides a Community-based Activity component to the academic curriculum for 7 th and 8 th grade. Southwest Preparatory Learning Center provides one online course for 7 th grade and two online courses for 8 th grade.	<i>Southwest Preparatory Learning Center is acquiring the program and students from what was Southwest Intermediate Learning Center.</i>	9/26/2016

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

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Original Signature of Governing Council President or Designee: Leah Graham Date: 9.26.16

Printed Name of Governing Council President or Designee: Leah Graham

Public Education Commission use only	
Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED <input type="checkbox"/> DENIED	

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504
 And
 Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Southwest Primary Learning Center

Date submitted: 10/3/2016 Contact Name: Robert Pasztor E-mail: rpasztor@sslc-nm.com

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Click here to enter text.	Southwest Primary Learning Center	Effective July 1, 2017. Southwest Preparatory Learning Center	Considering the addition of 7 th and 8 th grade to Southwest Primary Learning Center – it is no longer just a primary school.	9/26/2016

519

Original Signature of Governing Council President or Designee: Heath Graham Date: 9.26.16

Printed Name of Governing Council President or Designee: Heath Graham

Public Education Commission use only	
Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED <input type="checkbox"/> DENIED	

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Southwest Primary Learning Center

Date submitted: 10/3/2016 Contact Name: Robert Pasztor E-mail: rpasztor@sslc-nm.com

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 8.01 (a) Material Terms of the Charter, Authorized school grades, page 33. 520	Serving grades K-6, presently offering 4, 5 and 6.	Effective July 1, 2017. Serving grades K-8, presently offering 4, 5, 6, 7 and 8.	Absorption of 7 th and 8 th grade students from what was Southwest Intermediate Learning Center.	9/26/2016

Original Signature of Governing Council President or Designee: Leah Graham Date: 9.26.16

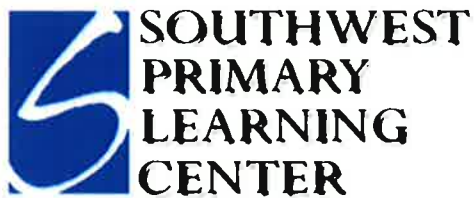
Printed Name of Governing Council President or Designee: Leah Graham

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED

☐ DENIED



SPLC Renewal Application Addendum

Southwest Primary learning Center (SPLC) has submitted an application for a five year renewal with the Public Education Commission (PEC). It was a condition of the two year 2015 renewal of the Southwest Intermediate Learning Center (SILC)'s charter that they would pursue consolidation with either SPLC or Southwest Secondary Learning Center (SSLC). This pursuit involved stakeholder meetings in the spring of 2016 and eventual voting on the favored options out of four possibilities – including no consolidation at all. This report summary was submitted to the PEC through the Charter School Division (CSD) of the Public Education Department (PED) on June 30, 2016. It was decided if the consolidation were to go forward that the best scenario would be SILC consolidating with SPLC.

Therefore, SPLC is requesting to amend its charter to absorb the 7th and 8th grade students, the programs and the employees that were once SILC if SILC would be willing to let their charter expire. SPLC would have to amend its material terms, its grade levels served and its name, as it would no longer serve only primary grades. A condition of this would also be that SPLC would absorb the allowable cash balances in funds that were once SILC's. The funds should follow the students to maintain the integrity of their programs as well as fund the purchase of the building they have been, and will continue to be, housed in per the approved SILC and SPLC Facility Master Plans.