

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
2018-19 State Charter Renewal Application Kit**

Updated March 2018 June 2017



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





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

CHRISTOPHER RUSZKOWSKI
~~ACTING~~ SECRETARY-~~DESIGNATE~~ OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

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 provides staff support to the PEC and will review your renewal application, conduct the renewal site visits, and make a recommendation for renewal, non-renewal, or a conditional renewal on behalf of the Public Education Department. The PEC makes the final decision 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 recommendation 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 31, 2018**, 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, 2018**.

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~~ PEC website at <https://webnew.ped.state.nm.us/bureaus/public-education-commission/applications-and-requests/renewal-application/>. ~~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 the district on the forms and process that they require.

The enclosed renewal application is divided into six parts: **Part A: Your School's Summary Data Report and Current Charter Contract; Part B: Progress Report, Part C: Financial Statement; Part D: Petitions of Support; Part E: Description of the Charter School Facilities; and Part F: Amendment Requests.** These sections address the requirements of NMSA 1978 § 22-8B-12(J) and are intended to provide the PEC the information necessary to determine if the school's past performance supports renewal of the charter. NMSA 1978 § 22-8B-12(K) provides that a charter may be not renewed if the chartering authority determined the school (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.

Part A is provided by the CSD and PED for the school in the summer before Renewal, updated after the newest data is released, and then is provided as Part A to the School's Renewal Application when the PEC receives it in October. The School is asked to verify the information in Part A. The school should also use the information in the contract to report on academic performance goals and other contractual requirements.

Part B offers a School the opportunity to provide information regarding their academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter. This Part of the Application is divided into three sections: Section 1 – Academic Performance, Section 2 – Financial Compliance, and Section 3 – Organizational, Contractual and Governance Responsibilities.

In **Section 1 – Academic Performance**, the school reports on its academic performance during the term of the contract, including achieving the goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

Subsection a - A school that has **not** maintained a C or better letter grade in each of the last four years (or for the contract term, if shorter than four years) should provide a narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward maintaining a C or higher letter grade. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have maintained a C or better letter grade in each of the last four years (or for the contract term, if shorter than four years) **will not** complete this Section.

Subsection b - All schools will report on their performance in relation to school specific charter goals found in the negotiated performance framework. Performance reports related to school specific goals should be supported by raw data (masked to protect PII), provided in an appendix. The school should report on the performance in each of the last four years (or for the contract term, if shorter than four years). Schools that have **not** met their school specific goals in each of the four years (or for the contract term, if shorter than four years) should

provide a narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have met their goals in each of the years of the contract term **will not** provide a narrative.

In Section 2 – Financial Compliance, **each the school** reports on its financial compliance during the term of the contract, including all findings identified in external audits completed and released during the term of the contract, and the requirements of the Financial Performance Framework.

Subsection a – For each year in which the school had findings identified in the external audit, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

Subsection b – For each year in which the school **did not meet** the standards of the Financial Performance Framework, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the ratings on the framework in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

Subsection c - If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence provided in an appendix.

In Section 3 – Contractual, Organizational and Governance Responsibilities, the school reports on its organizational, contractual and governance responsibilities during the term of the contract, including achieving the objectives, state standards of excellence and a and other terms of the charter contract.

Subsection a - Each school will provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms). The narrative will be verified during the site visit. If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school must provide a narrative to explain the improvement actions the school made during the term of the contract in order to meet those charter objectives. All schools must provide a narrative for this section of the application.

Subsection b – Each school will identify any organizational compliance findings from the Organizational Performance Framework over the term of the contract and provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the site visit. If the school has received any OCR complaints or formal special education complaints, the school should identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Subsection c – Each school will identify how they have met governance responsibilities during the term of the contract. Specifically, the school will identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members. The school will identify the amount of time any vacancies were open. The school will also identify any board members that did not complete required training hours in any of the years of the contract term. If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the site visit. All schools must provide a narrative for this section of the application.

Part C offers a School the opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable

organizations. **For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized 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 department has created a form for the report that is incorporated as part of the application. **All schools must provide a response for this section of the application.**

Part D offers a School the opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school. These petitions must be completed in the school year in which the applicant is applying for renewal. The school should identify the date on which the petition was completed and the number of eligible signors on that date. Original signatures must be provided in the application. **All schools must provide a response for this section of the application.**

Part E requires the school to provide 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. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the NMCI from PSFA, and a copy of any lease documents. **All schools must provide a response for this section of the application.**

Part F allows the school to identify any amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests.

Upon receipt of the completed application, the CSD will review the application, verify data, and conduct a site visit to verify information provided in the application. Afterwards, the CSD will write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. The School will have a chance to respond to the analysis provided. After CSD receives the School's response, it will evaluate all information available and make a recommendation for a renewal, conditional renewal, or non-renewal.

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 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;
- 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;
- failed to meet generally accepted standards of fiscal management;

- violated any provision of law from which the charter school was not specifically exempted.

Please contact charter.schools@state.nm.us with any questions regarding the state charter renewal application kit.

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Instructions: 20187 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	<p>All submissions should be prepared utilizing the 20187 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: charter.schools@state.nm.us.</p>
Deadlines and Manner of Submission	<p>20187 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 charter.schools@state.nm.us</p> <p>Files must be submitted via your account on the WEB EPSS no later than 11:59 p.m. (mountain time) Wednesday Tuesday, October 31, 20187.</p> <p>Note: Submission prior to October 3rd 1st, 20187 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 (March – May June – September 20187)	<p>The CSD will provide technical assistance workshops for the charter renewal application process between March June and May September 20187. The first training will take place March 2, 2018 June 7, 2017 and will be an all-day <u>session</u>. Details regarding this training and future trainings are available at: https://webnew.ped.state.nm.us/bureaus/charter-schools/training-opportunities/ http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html.</p>
Renewal Application Review Period (October 31 – November 56)	<p>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 and evaluate compliance with academic, organizational, contractual, financial, and governance requirements.</p>
CSD Preliminary Renewal Analysis (November 56)	<p>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 in relation to the statutory reasons for non-renewal.</p>
Response to Preliminary Renewal Analysis (November 1920)	<p>Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.</p>

PED Recommendation (December 34)**	The PED will send a recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Monday, December 34, 2017 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 134-145)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 134-145, 20187 .

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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 PED staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the PED will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the PED'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 performance contract defines the terms under which it proposes to operate and the performance framework defines the measurable goals that the school agreed to meet. The PED will analyze the evidence presented in the application from the school, during the renewal site visit, and from the monitoring conducted during the term of the contract to determine if the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter. For applicants that were previously authorized by the district.

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 PED will analyze and evaluate student achievement data on required state tests and on other measures set forth in the contract. The school must report data for school specific goals both throughout the term of the contract and as part of the renewal application. The school's own analysis and supporting data will both be considered.

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

The PED will rely on documentary evidence based on the annual independent financial audits and reports from the 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 PED will rely on documentary evidence gathered by the PED 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. Evidence will also be evaluated during the site visit and from monitoring reports throughout the term of the contract.

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.).

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.

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) 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] 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.

20187 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report and Current Charter Contract (provided by the CSD)

Part B—Progress Report

Part C—Financial Statement*

Part D – Petitions of Support*

Part E – Description of the Charter School Facilities*

Part F – Amendment Requests

***All schools must provide a response for this section of the application.**

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 (March - 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 and Current Charter Contract

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

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Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

The following rubric will be used to evaluate the narratives in Part B:

<p>Meets the Standards</p> <p>Or</p> <p>Demonstrates Substantial Progress</p>	<ul style="list-style-type: none"> • In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. <p>OR</p> <ul style="list-style-type: none"> • The narrative describes specific adult (teachers, leaders, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; and • The narrative identifies specific evidence the site visit team should review to understand the improvement actions taken. An evaluation of this evidence supports the implementation of reported improvement actions; and • The narrative identifies sustained, measurable successes resulting from the improvement actions over the contract term. An evaluation of all data and evidence supports the reported successes.
<p>Demonstrates Substantial Progress</p>	<ul style="list-style-type: none"> • <u>The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></u> • <u>The narrative does describe specific adult (teachers, leaders, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance;</u> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • <u>The narrative does identify specific evidence that will be observable, verifiable, and readily available so that site visit team can understand the improvement actions taken, and the evaluation of this evidence supports the implementation of reported improvement actions;</u> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • <u>The narrative does identify sustained, measurable successes resulting from the improvement actions taken over the contract term.</u> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • <u>An evaluation of <i>all</i> data (for academic narrative this includes all available academic performance data, including state assessment data) and evidence supports the observable and reported successes.</u>
<p>Approaching Progress</p>	<ul style="list-style-type: none"> • The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The narrative describes general improvement actions to improve performance and outcomes, which may or may not be connected to specific root causes; or • The narrative fails to identify evidence the site visit team should review to understand the improvement actions taken. Or an evaluation of this evidence does not fully support the implementation of reported improvement actions; or • The narrative identifies measurable successes resulting from the improvement

	<p>actions over the contract term, but the successes are inconsistent and not maintained over time. Or an evaluation of the data and evidence does not fully support the reported successes.</p>
<p>Failing to Demonstrate Progress</p>	<ul style="list-style-type: none"> • The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. <p style="text-align: center;">AND <u>ONE OR MORE OF THE FOLLOWING:</u></p> <ul style="list-style-type: none"> • The narrative is focused on describing circumstances that connected to the poor performance and/or excuses for the poor performance (e.g. <u>servicing a disproportionately high rate of students with disabilities, servicing a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.</u>); and but either does not describe improvement actions taken or describes minimal improvement actions with minimal or unverifiable success; • The narrative does not identify any evidence that the site visit team <u>can</u> should review to understand improvement actions. Or there is no observable, verifiable, or readily available evidence for the site visit team to review that o support the implementation of improvement actions; • The narrative fails to fails to identify any measurable successes over the contract term, <u>or evaluation of the data and evidence directly contradicts reported successes.</u> o • the For academic narratives, the academic performance data available (including PARCC) demonstrates performance that has been inconsistent, continued to decline, or remained at an unacceptable level, <u>or evaluation of the data and evidence directly contradicts reported successes.</u>

1. Academic 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 or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has received a D or F in any indicator of the letter grade in the past two years, provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade over the term of the contract AND have not received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

School response:

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b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term, do NOT provide a narrative.

School response:

Click here to enter text.

2. Financial Compliance

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.

a. Audit

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

For any school that has received audit findings in any annual audit during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have received no audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

School response:

Click here to enter text.

b. Financial Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for financial performance and sustainability.

For any school that has received a rating below “meets standard” for one or more financial performance framework indicator during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance.

Success should be identified by specific changes in practice and changes in the performance rating in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial performance and sustainability.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have received a rating of “meets standard” for all financial performance framework indicators during each year of the term of the contract do NOT complete this Section.

School response:

Click here to enter text.

c. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (school/adult/leader/board actions) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (improved practices and outcomes).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

Click here to enter text.

3. Contractual, Organizational, and Governance Responsibilities

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.

a. Charter Material Terms*

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

Each school must provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

School response:

Click here to enter text.

*** All schools must provide a response for this section of the application.**

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a rating below “meets standard” for one or more organizational performance framework indicator during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

Success should be identified by specific changes in practice and changes in the performance rating in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that have received a rating of “meets standard” for all organizational performance framework indicators during each year of the term of the contract do NOT complete this Section.

School response:

Click here to enter text.

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

Click here to enter text.

*** All schools must provide a response for this section of the application.**



Part C—Financial Statement*

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department)

***All schools must provide a response for this section of the application.**

DRAFT



Part D—Petitions of Support*

(1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school. 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school.)

***All schools must provide a response for this section of the application.**

1. 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 [_____] Charter School and hereby certify that: the attached petition in support of the [_____] Charter School renewing its charter was circulated to all employees of the [_____] Charter School. There are [_____] persons employed by the [_____] Charter School. The petition contains the signatures of [_____] employees which represents [_____] percent of the employees employed by the [_____] Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF [_____])

I, [_____] , 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:

2. 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 [_____] Charter School and certify that: the attached petition in support of the [_____] 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 [_____] Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF [_____])

I, [_____] , 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:



Part E—Description of the Charter School Facilities and Assurances*
(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)

*** All schools must provide a response for this section of the application.**

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.

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix D**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility 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.)

The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC's website.

School response:

[Click here to enter text.](#)



Part F—Amendment Requests

(Submissions that meet amendment request requirements to support PEC consideration of any requested changes to the material terms of the school contract that would become effective as part of the new contract)

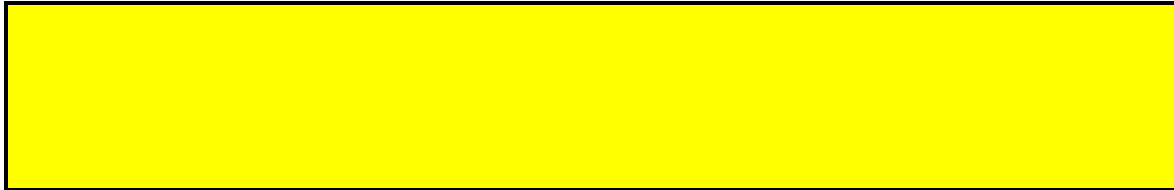
NM Public Education Department

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHOOL BUDGET AND FINANCE ANALYSIS BUREAU

CHARTER SCHOOL RENEWAL APPLICATION BUDGET ANALYSIS

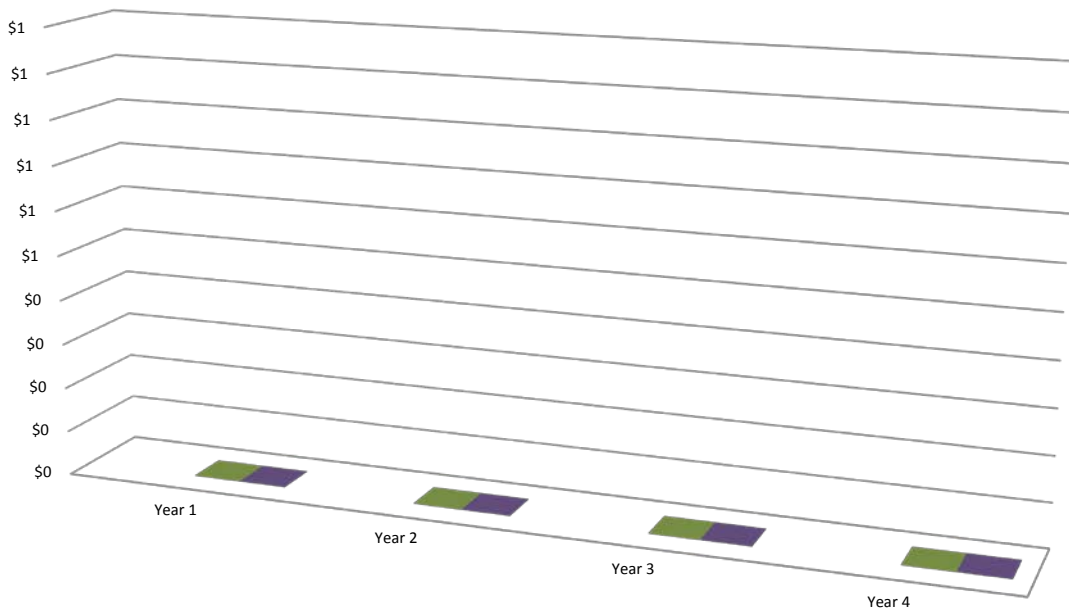
I. Operational Fund Revenues

- A. i. How do operational fund revenues budgeted compare to actual operational fund revenues for each year of the charter term?
 ii. Was there a loss or a gain in each year?
 iii. Explain where losses were absorbed or where gains were utilized.



B.i.	Year 1	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	% of Change
		Year 1	Year 1	(\$)	
				\$0	#DIV/0!
B.ii.	Year 2	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	% of Change
		Year 2	Year 2	(\$)	
				\$0	#DIV/0!
B.iii.	Year 3	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	% of Change
		Year 3	Year 3	(\$)	
				\$0	#DIV/0!
B.iv.	Year 4	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	% of Change
		Year 4	Year 4	(\$)	
				\$0	#DIV/0!
B.iv.	Year 5	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	% of Change
		Year 5	Year 5	(\$)	
		N/A		N/A	N/A

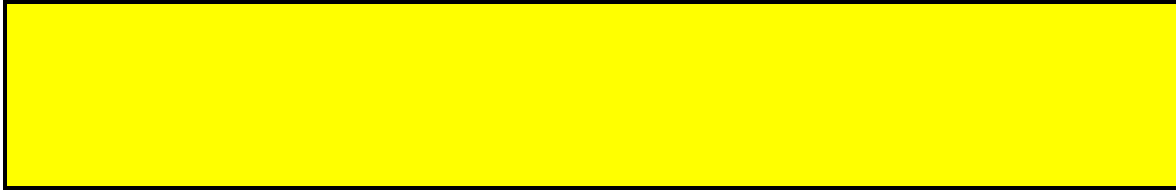
Fund 11000 Operational Program Cost Final Funded versus Preliminary Funded



■ Actual Operational Fund Revenues ■ Operational Fund Revenues Budgeted ■ Difference ■ % of Change

II. Student Membership

- A. i. How does budgeted student membership compare to actual student membership (Avg 80/120) in each year of the charter term?
- ii. How does actual student membership (Avg 80/120) change over the charter term?
- iii. Was there a loss or a gain in each year?
- iv. Explain how these changes impacted the school's budget (revenues, expenses, etc.)
- v. Explain how budget losses were absorbed or how budget gains were utilized.



B. Program Units

i. Year 1

Funded Year 0	Budgeted Year 1	Funded Year 1	Year 1 Avg 80/120	Difference
0.000	0.000			0.0

ii. Year 2

Funded Year 1	Budgeted Year 2	Funded Year 2	Year 2 Avg 80/120	Difference
				0.0

iii. Year 3

Funded Year 2	Budgeted Year 3	Funded Year 3	Year 3 Avg 80/120	Difference
				0.0

iv. Year 4

Funded Year 3	Budgeted Year 4	Funded Year 4	Year 4 Avg 80/120	Difference
				0.0

iv. Year 5

Funded Year 4	BUDGETED Year 5			Difference
				0.0

C. Growth Units

40 Day MEM Actual
MEM Budgeted
Difference

40 Day - Year 1	40 Day - Year 2	40 Day - Year 3	40 Day - Year 4	40 Day - Year 5
0.000	0.000	0.000	0.000	0.000

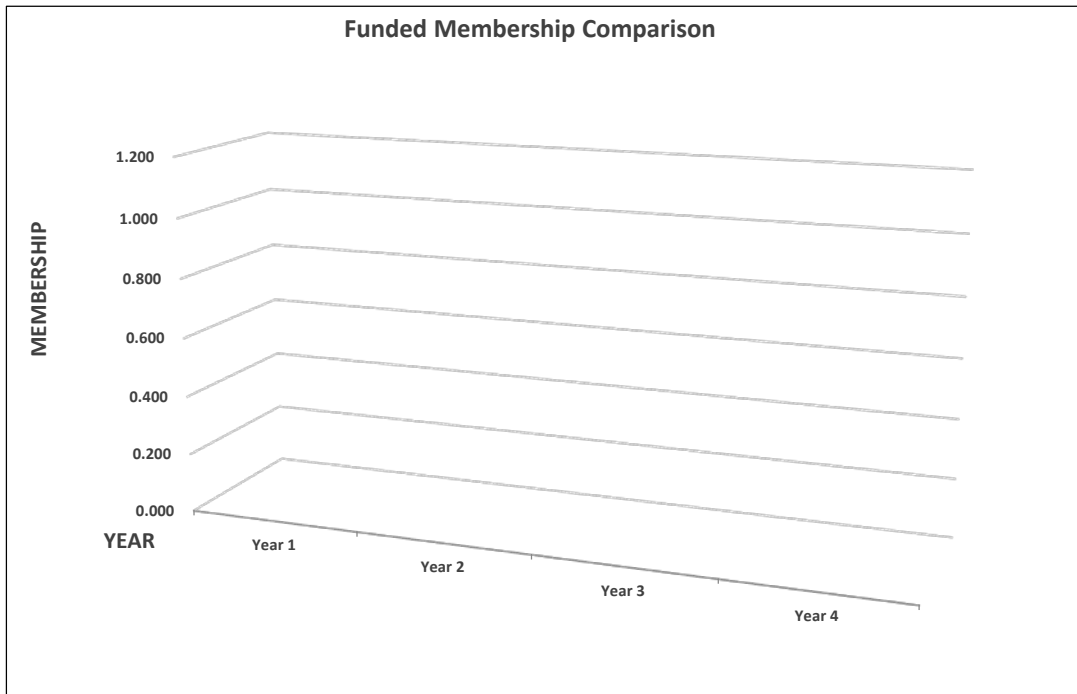
Budgeted Growth Units
Funded Growth Units

Year 1	Year 2	Year 3	Year 4	Year 5

D. Funded Membership

Difference from Prior Year

Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
	0	0	0	0



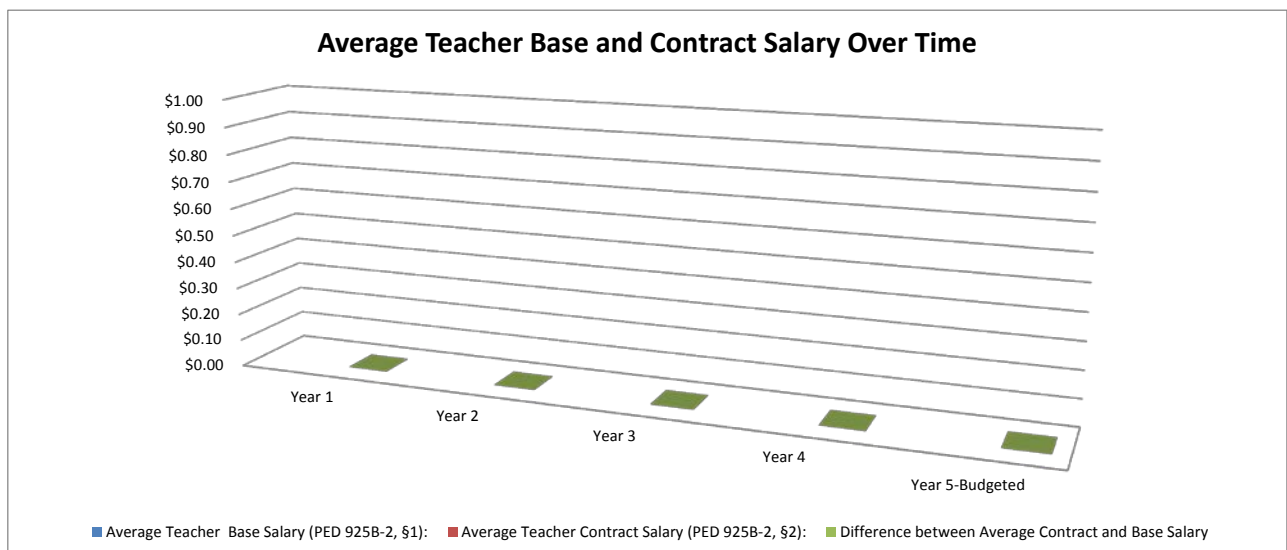
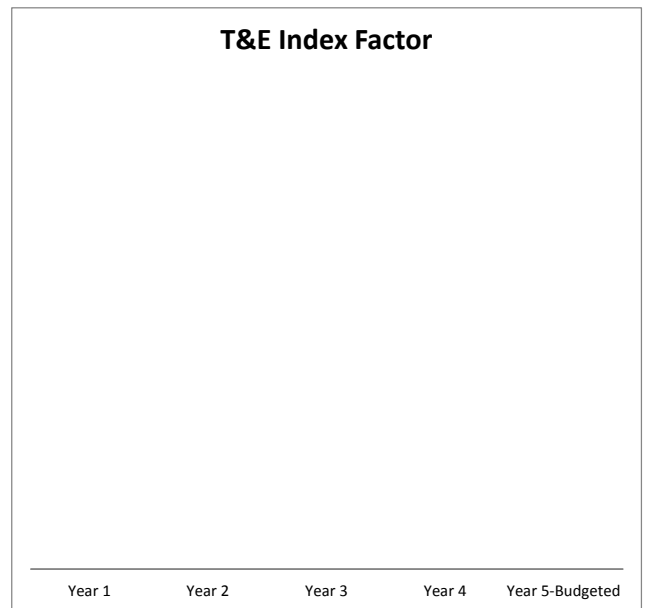
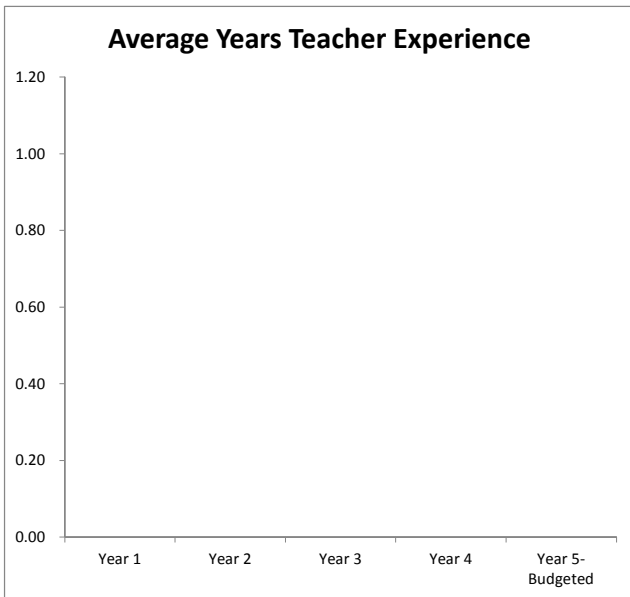


III. SALARY - Estimated Average Salary Increases

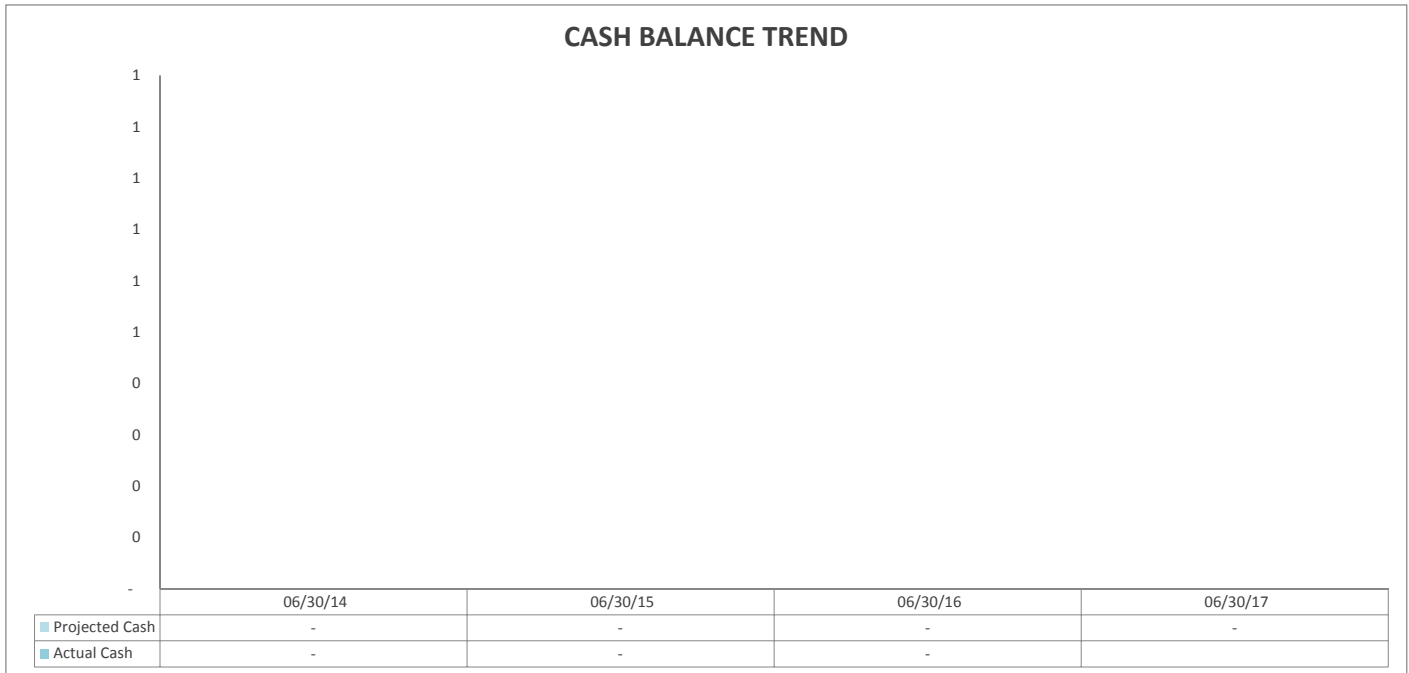
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Average Teacher Base Salary (PED 925B-2, \$1):					
Average Teacher Contract Salary (PED 925B-2, \$2):					
Difference between Average Contract and Base Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Average BASE Salary Increase (\$1)					
% Average Contract Salary Increase (\$2)					
Average Base Salary Difference from Prior Year		\$0.00	\$0.00	\$0.00	\$0.00
Average Contract Salary Difference from Prior Year		\$0.00	\$0.00	\$0.00	\$0.00
Average Years Experience (PED 925B-3)					
Average Years Experience Difference from Prior Year		0	0	0	0

IV. TRAINING & EXPERIENCE

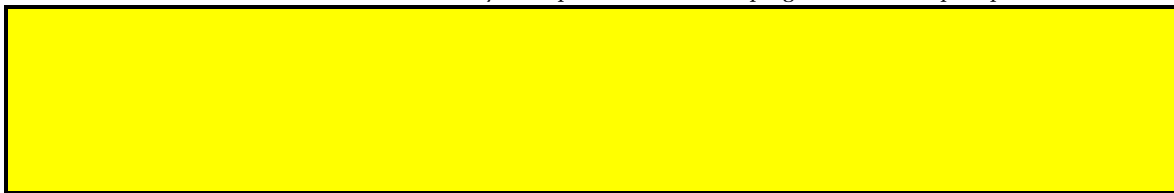
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
T&E Index Factor Actual					
T&E Index Factor Budgeted					



V. CASH BALANCE REVIEW



- A. i. Explain how actions of the school leadership (administrator and board) have impacted the trend in cash balances over the years above.
 ii. How has the amount of the cash balance in each year impacted the school's programmatic or capital plans.



B. Operational Cash Comparison

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Estimated OpBud Cash Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4th Quarter Audited Cash					
Difference	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Actual Total Yearly Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Budgeted Total Yearly Expenditures					
Difference	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% EOY Cash Balance to Total Yearly Expenditures	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
% Prior EOY Cash Balance to Yearly Expenditures		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

C. Emergency Reserve:

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Amount in Approved Operating Budget	\$0	\$0	\$0	\$0	\$0
Restricted Expenditures	\$0	\$0	\$0	\$0	\$0
Percentage of Operating Expenditures	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

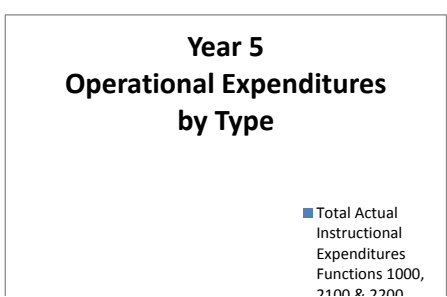
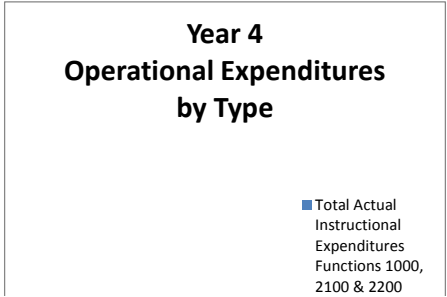
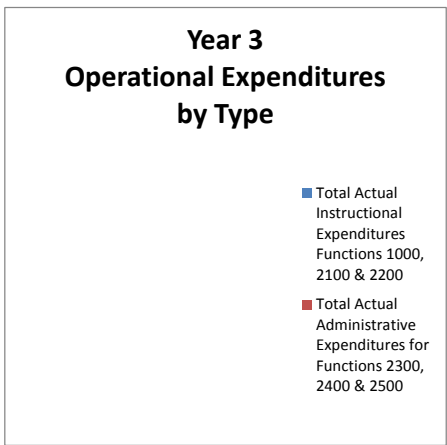
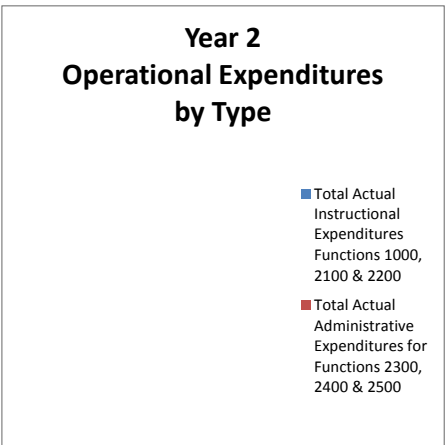
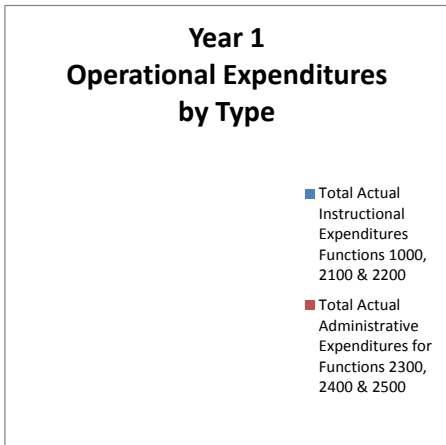
VI. OPERATIONAL FUNCTION VARIANCES:

A. Overall Operational Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total Actual Operational Expenditures					
Total Budgeted Operational Expenditures					

B. Operational Expenditure by Type

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total Actual Instructional Expenditures Functions 1000, 2100 & 2200					
Total Budgeted Instructional Expenditures Functions 1000, 2100 & 2200					
Difference	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Actual Total Instructional Expenditures to Total Operational Expenditures	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
% Budgeted Total Instructional Expenditures to Total Operational Expenditures	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Difference	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Actual Administrative Expenditures for Functions 2300, 2400 & 2500					
Total Budgeted Administrative Expenditures for Functions 2300, 2400 & 2500					
Difference	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Actual Total Instructional Expenditures to Total Operational Expenditures	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
% Budgeted Total Instructional Expenditures to Total Operational Expenditures	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Difference	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!



C. Actual Operational Expenditures by Function

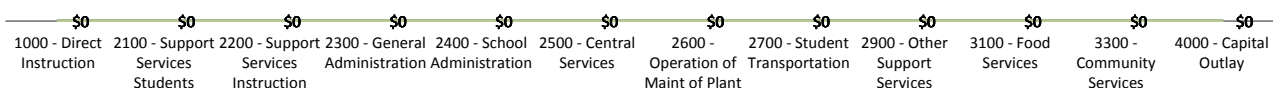
	Year 1	Year 2	Year 3	Year 4
1000 - Direct Instruction	\$0	\$0	\$0	\$0
2100 - Support Services Students	\$0	\$0	\$0	\$0
2200 - Support Services Instruction	\$0	\$0	\$0	\$0
2300 - General Administration	\$0	\$0	\$0	\$0
2400 - School Administration	\$0	\$0	\$0	\$0
2500 - Central Services	\$0	\$0	\$0	\$0
2600 - Operation of Maint of Plant	\$0	\$0	\$0	\$0
2700 - Student Transportation	\$0	\$0	\$0	\$0
2900 - Other Support Services	\$0	\$0	\$0	\$0
3100 - Food Services	\$0	\$0	\$0	\$0
3300 - Community Services	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$0	\$0	\$0
Totals should equal expenditures above	\$0	\$0	\$0	\$0

C. Budgeted Operational Expenditures by Function

	Year 1	Year 2	Year 3	Year 4	Year 5
1000 - Direct Instruction	\$0	\$0	\$0	\$0	\$0
2100 - Support Services Students	\$0	\$0	\$0	\$0	\$0
2200 - Support Services Instruction	\$0	\$0	\$0	\$0	\$0
2300 - General Administration	\$0	\$0	\$0	\$0	\$0
2400 - School Administration	\$0	\$0	\$0	\$0	\$0
2500 - Central Services	\$0	\$0	\$0	\$0	\$0
2600 - Operation of Maint of Plant	\$0	\$0	\$0	\$0	\$0
2700 - Student Transportation	\$0	\$0	\$0	\$0	\$0
2900 - Other Support Services	\$0	\$0	\$0	\$0	\$0
3100 - Food Services	\$0	\$0	\$0	\$0	\$0
3300 - Community Services	\$0	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$0	\$0	\$0	\$0
Totals should equal expenditures above	\$0	\$0	\$0	\$0	\$0

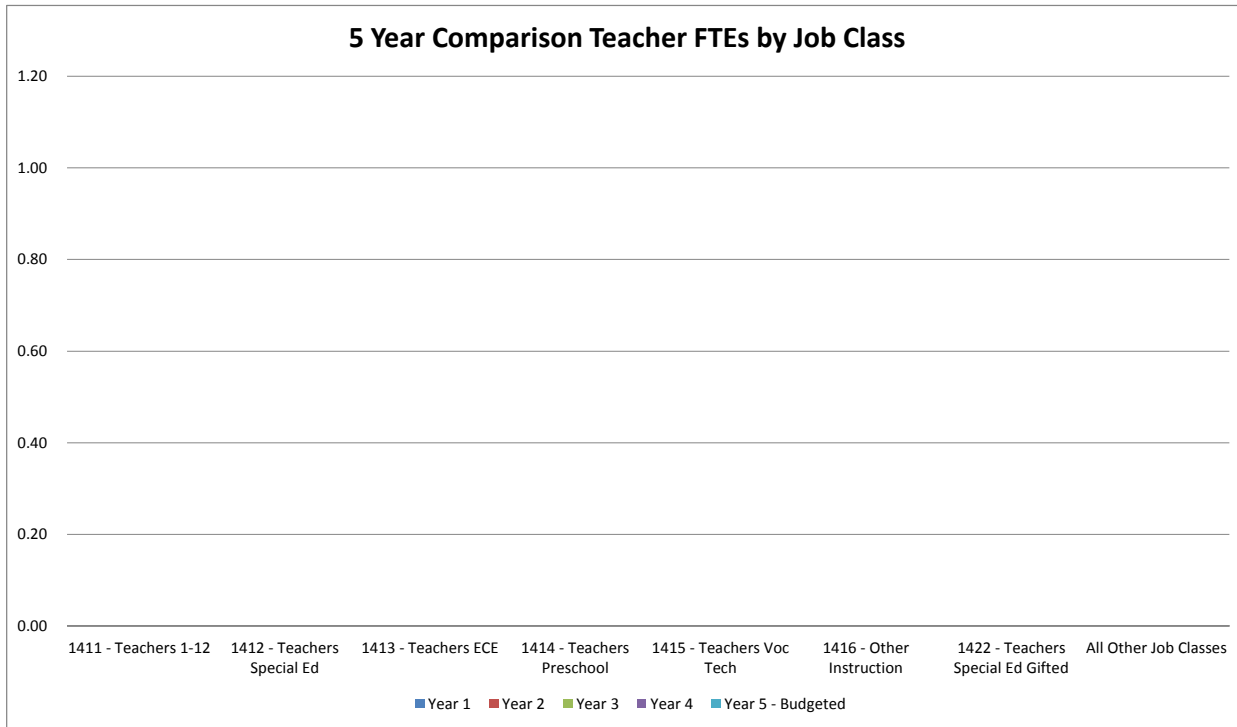
5 Year Comparison of Actual and Budgeted Expenditures by Function

- Year 1 Actual Operational Expenditures — Year 1 Budgeted Operational Expenditures — Year 2 Actual Operational Expenditures
- Year 2 Budgeted Operational Expenditures — Year 3 Actual Operational Expenditures — Year 3 Budgeted Operational Expenditures
- Year 4 Actual Operational Expenditures — Year 4 Budgeted Operational Expenditures — Year 5 Budgeted Operational Expenditures



VII. FUND 11000 "OPERATIONAL" FTE COMPARISON

	Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
1411 - Teachers 1-12					
1412 - Teachers Special Ed					
1413 - Teachers ECE					
1414 - Teachers Preschool					
1415 - Teachers Voc Tech					
1416 - Other Instruction					
1422 - Teachers Special Ed Gifted					
All Other Job Classes					
Grand Total Fund 11000 FTE	0.00	0.00	0.00	0.00	0.00



VIII. SCHOOL CALENDAR

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Instructional Days					

IX. SCHOOLS THAT HAVE EARNED A "D" OR LOWER LETTER GRADE

Describe how the school prioritized resources toward proven programs and methods linked to improved student achievement from the time it earned a "D" or "F" until the school earned a grade of C or better for two consecutive years. If the school has not yet earned a grade of C or better for two consecutive years, the narrative must identify current/ongoing actions. CSD will review and evaluate evidence to verify these actions on the site visit.

