



## State Charter Renewal Application Kit



**New Mexico Public Education Commission and  
Public Education Department  
Options for Parents: Charter Schools Division  
2017-18 State Charter Renewal Application Kit**

*Updated July 2017*

*Media Arts Collaborative Charter School*



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





## **Part A—School's Summary Data Report and Current Charter Contract**

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



## **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:

<b>Meets the Standards</b>	1. In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence.
<b>Demonstrates Substantial Progress</b>	2. 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 3. 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 4. 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.
<b>Approaching Progress</b>	5. 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> 6. The narrative describes general improvement actions to improve performance and outcomes, which may or may not be connected to specific root causes; or 7. 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 8. The narrative identifies measurable successes resulting from the improvement 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.
<b>Failing to Demonstrate Progress</b>	9. 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> 10. The narrative is focused on describing circumstances that connected to the poor performance or excuses for the poor performance, but either does not describe improvement actions or describes minimal improvement actions; or 11. The narrative does not identify any evidence the site visit team should review to understand improvement actions. Or there is no evidence for the site visit team to review to support the implementation of improvement actions; or 12. The narrative fails to identify any measurable successes over the contract term, or the data demonstrates performance that has continued to decline or remained at an unacceptable level, or evaluation of the data and evidence directly contradicts reported successes.

## 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:***



# School Grade Report Card 2015

Certified

Final Grade

D

## Media Arts Collaborative Charter

District: State Charters

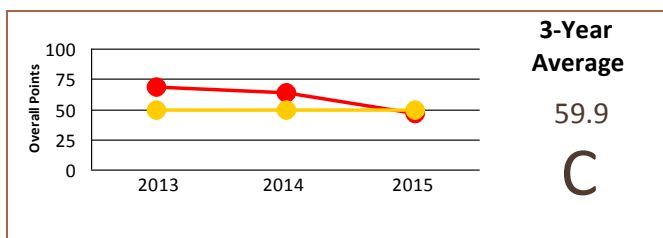
Grade Range: 06 - 12

Code: 501001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	7.91	30
<b>School Growth</b> In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		F	2.80	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		C	3.09	10
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	3.18	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	6.91	8
<b>Graduation</b> How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.		F	6.48	17
<b>College and Career Readiness</b> Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.		A	12.00	15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.59	5



Final School Grade	
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

**Total Points**  
46.96

***For SY15, Media Arts Collaborative Charter School earned a School Report Card Final Grade of D. The following year, SY16, Media Arts Collaborative Charter School improved with a grade of B. Improvement actions, progress maintained and evidence:***

- *Reading culture established with support in Language Arts and Social Studies classes.  
Evidence: Teacher lesson planning, curriculum maps and syllabi.*
- *Increased classroom observations and dialogue with a focus on rigor and engagement.  
Evidence: Google Doc of observations and progress data from administration.*
- *System for monitoring proficiency of standards and mastery of assignments.  
Evidence: Google Doc on student "I Can" skills, rubrics and presentations of learning, PowerSchool progress reports.*
- *Redesign of middle school to level math skills with focus on grade level instruction.  
Evidence: Google Doc on master schedule, student "I Can" skills and rubrics, PowerSchool progress reports.*
- *Middle school students taking high school level classes with levels of proficiency.  
Evidence: PowerSchool schedules and progress reports, and NWEA data.*
- *Implementation of Carnegie Math Program with fidelity.  
Evidence: Teacher lesson planning, curriculum maps and syllabi, professional development.*
- *Increased focus on Project-Based Learning with professional development and classroom observations.  
Evidence: Teacher PD documents and progress data from administration.*
- *Early Warning System with Response to Intervention to support differentiated instruction.  
Evidence: Google Doc, RTI forms and EWS Goal Team meetings.*
- *Tutoring at-risk students based on NWEA data, classroom observations and assessments.  
Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports.*
- *Highly Qualified Teachers and professional development of Universal Design for Learning.  
Evidence: Teacher endorsements and PD documents, lesson planning and observations.*





# School Grade Report Card 2016

Certified

Final Grade

**B**

## Media Arts Collaborative Charter

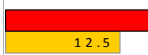
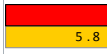




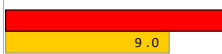

District: State Charters

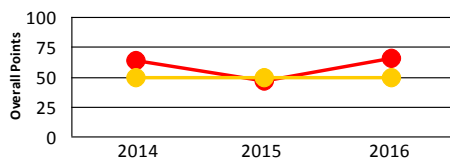
Grade Range: 6 - 12

Code: 501001

This School

Statewide C Benchmark

Current Standing		Grade	School Points	Possible Points
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?		<b>B</b>	<b>15.89</b>	<b>30</b>
<b>School Growth</b>				
Did the school as a whole improve student performance more or less than expected?		<b>C</b>	<b>5.94</b>	<b>10</b>
<b>Student Growth of Highest Performing Students</b>				
Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		<b>B</b>	<b>6.60</b>	<b>10</b>
<b>Student Growth of Lowest Performing Students</b>				
Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		<b>D</b>	<b>6.78</b>	<b>10</b>
<b>Opportunity to Learn</b>				
Do parents and students believe their school is a good place to learn? Is student attendance high?		<b>B</b>	<b>7.05</b>	<b>8</b>
<b>Graduation</b>				
Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?		<b>F</b>	<b>7.25</b>	<b>17</b>
<b>College and Career Readiness</b>				
What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?		<b>A</b>	<b>12.30</b>	<b>15</b>
<b>Bonus Points</b>				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			<b>4.00</b>	<b>5</b>



3-Year  
Average

59.0

**C**

Final School Grade

75.0 to < 100.0	<b>A</b>
65.0 to < 75.0	<b>B</b>
50.0 to < 65.0	<b>C</b>
35.0 to < 50.0	<b>D</b>
0.0 to < 35.0	<b>F</b>

Total  
Points

**65.81**



## School Grading Report Card 2017

### Media Arts Collaborative Charter

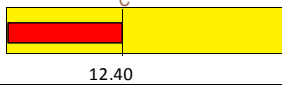
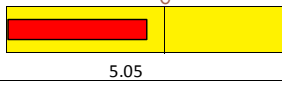
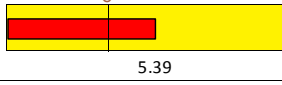
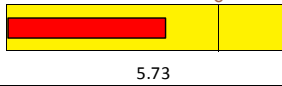

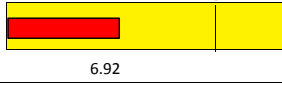
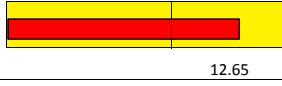
District: State Charter

Grade Range: 6-12 Code: 501001

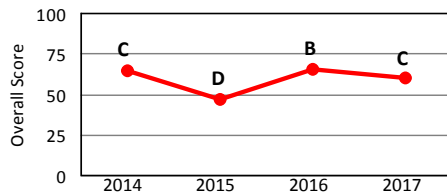
**Final Grade 2017**

**C**

**Overall Score 60.59**

	C - State benchmark established in 2012	Possible Points	This School Earned
<b>Current Standing</b>			
Are students performing on grade level? Did they improve more or less than expected?		30	C
<b>School Improvement</b>			
Is the school as a whole making academic progress?		10	C
<b>Improvement of Higher-Performing Students</b>			
Are higher-performing students improving more or less than expected?		10	B
<b>Improvement of Lowest-Performing Students</b>			
Are the lowest-performing students improving more or less than expected?		10	F
<b>Opportunity to Learn</b>			
Do students and families believe their school is a good place to attend and learn?		8	A
<b>Graduation</b>			
Are students graduating high school, and is the graduation rate improving?		17	F
<b>College and Career Readiness</b>			
Are students participating in college and career readiness opportunities? Are they demonstrating success?		15	A
<b>Bonus Points</b>			
Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.		+ 5.00	

#### This School's History



#### Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

***For “Improvement of Lowest-Performing Students,” Media Arts Collaborative Charter School went from a School Report Card Final Grade Indicator of D to an Indicator of F. For SY18, improvement actions, progress maintained and evidence include:***

- *Increased classroom observations and dialogue with a focus on rigor and engagement.  
Evidence: Google Doc of observations and progress data from administration.*
- *System for monitoring proficiency of standards and mastery of assignments.  
Evidence: Google Doc on student “I Can” skills, rubrics and presentations of learning, PowerSchool progress reports.*
- *Early Warning System with Response to Intervention to support differentiated instruction.  
Evidence: EWS Google Doc, RTI forms and EWS Goal Team meetings.*
- *Tutoring at-risk students based on NWEA/ PSAT data, classroom observations and assessments.  
Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports, Google Doc of monitoring work-study program and in-school tutoring, PSAT/ Khan Academy reports.*
- *Targeting truancy and drop out rates to ensure students are at school and attending class and to maintain our 97% attendance rate.  
Evidence: PowerSchool reports, Google Doc of home/ school contact, documentation of parent and family involvement, EWS Goal Team meetings to support differentiation, SAT process that involves and supports students and families, Work Ethic Cards/ House System incentives and celebrations.*

***For “Graduation,” Media Arts Collaborative Charter School maintained a School Report Card Final Grade Indicator of F. For SY18, improvement actions, progress maintained and evidence include:***

- *Freshman focus/ mentorship program to identify and maintain enrollment toward graduation.  
Evidence: Improve application/ interview process with fidelity toward media, freshman orientation to build community of three strong cohorts, PowerSchool transcripts, Google Doc of Performance Framework Goals, NWEA data from Fall, Winter and Spring assessments, Advisory collaboration/ EWS Goal Team meetings to support differentiation, exit survey regarding the MACCS experience.*
- *Increasing enrollment in Math/ Literacy Ready courses as preparation for post-secondary education.  
Evidence: PowerSchool schedules and rosters, NWEA data and end-of-course exams.*
- *System for monitoring Programs of Study Career Pathways, dual credit courses and media internships.  
Evidence: Individual Learning Plans, Google Doc of internships with industry partners, Advisory collaboration to chart student CTE and college opportunities after high school.*
- *Tutoring at-risk students based on NWEA/ PSAT data, classroom observations and assessments.  
Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports, Google Doc of monitoring work-study program and in-school tutoring, PSAT/ Khan Academy reports.*
- *Targeting truancy and drop out rates to ensure students are at school and attending class and to maintain our 97% attendance rate.  
Evidence: PowerSchool reports, Google Doc of home/ school contact, documentation of parent and family involvement, EWS Goal Team meetings to support differentiation, SAT process that involves and supports students and families, Work Ethic Cards/ House System incentives and celebrations.*

## 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.

***School response:***

## Performance Framework Goal: **READING**

**Goal MET in SY14; goal DID NOT MEET in SY15; goal EXCEEDED in SY16 and SY17.**

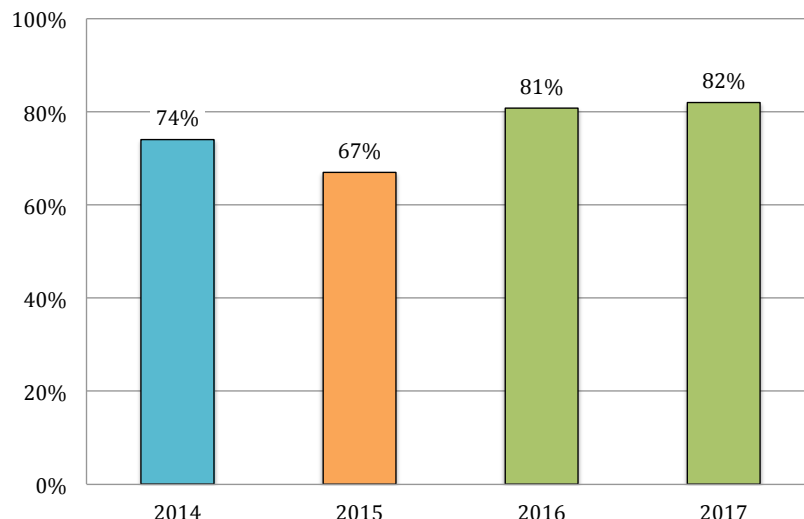
**Improvement actions, progress maintained and evidence following SY15, and for SY18:**

- *Reading culture established with support in Language Arts and Social Studies classes.*  
*Evidence: Teacher lesson planning, curriculum maps and syllabi.*
- *Increased classroom observations and dialogue with a focus on rigor and engagement.*  
*Evidence: Google Doc of observations and progress data from administration.*
- *System for monitoring proficiency of standards and mastery of assignments.*  
*Evidence: Google Doc on student "I Can" skills, rubrics and presentations of learning, PowerSchool progress reports.*
- *Tutoring at-risk students based on NWEA data, classroom observations and assessments.*  
*Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports.*
- *Highly Qualified Teachers and professional development of Universal Design for Learning.*  
*Evidence: Teacher endorsements and PD documents, lesson planning and observations.*

GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Reading</b> In order to show grade level proficiency, a student must test at <i>average, high average</i> or <i>high</i> as identified on winter or spring test as shown on the NWEA Reading.	80% or more of FAY students made more than <i>one full year's growth</i> OR "average" or better	69-79% of FAY students made at least <i>one full year's growth</i> OR "average" or better	58-68% of FAY students made at least <i>one full year's growth</i> OR "average" or better	Less than 58% of FAY students made at least <i>one year's growth</i> OR "average" or better

### Full Academic Year Growth in Reading

Performance Goal: FAY Students make One Full Year's Growth, OR "Average" or Better



#### 2014

Middle School		High School	
6th	36%	9th	83%
7th	91%	10th	71%
8th	NA	11th	81%

#### 2015

Middle School		High School	
6th	63%	9th	76%
7th	33%	10th	74%
8th	73%	11th	76%

#### 2016

Middle School		High School	
6th	82%	9th	84%
7th	80%	10th	80%
8th	84%	11th	79%

#### 2017

Middle School		High School	
6th	67%	9th	88%
7th	79%	10th	93%
8th	82%	11th	83%



## Performance Framework Goal: MATH

**Goal FELL FAR BELOW in SY14 and SY15; goal MET in SY16; goal DID NOT MEET in SY17.**

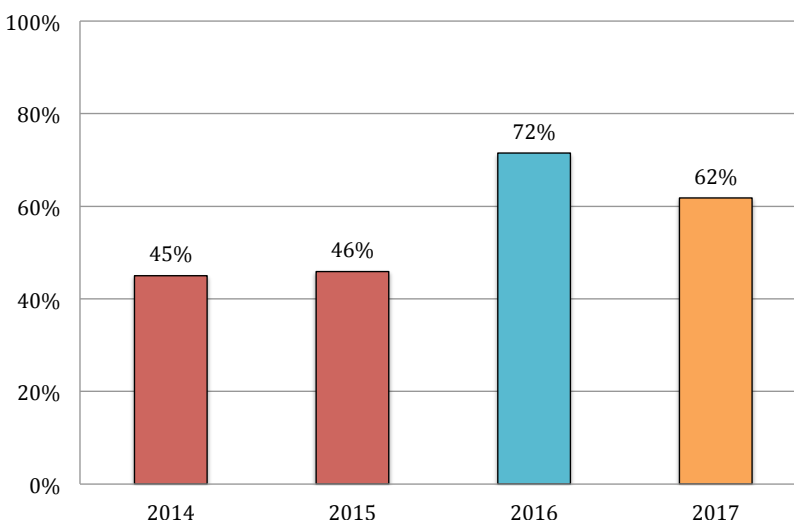
**Improvement actions, progress maintained and evidence following SY14 and SY15, and for SY18:**

- Redesign of middle school to level math skills with focus on grade level instruction.  
Evidence: Google Doc on master schedule, student "I Can" skills and rubrics, PowerSchool reports.
- Middle school students taking high school level classes with levels of proficiency.  
Evidence: PowerSchool schedules and progress reports, and NWEA data.
- Implementation of Carnegie Math Program with fidelity.  
Evidence: Teacher lesson planning, curriculum maps and syllabi.
- Increased focus on Project-Based Learning through professional development and classroom observations.  
Evidence: Teacher PD documents and progress data from administration.
- Early Warning System with Response to Intervention to support differentiated instruction.  
Evidence: EWS Google Doc, RTI forms and EWS Goal Team meetings.
- Tutoring at-risk students based on NWEA data, classroom observations and assessments.  
Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports. In SY18, Google Doc of monitoring work-study program and in-school tutoring, PSAT/ Khan Academy reports.
- Highly Qualified Teachers and professional development of Universal Design for Learning.  
Evidence: Teacher endorsements and PD documents, lesson planning and observations.

GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Math</b> In order to show grade level proficiency, a student must test at <i>average, high average</i> or <i>high</i> as identified on winter or spring test as shown on the NWEA Math.	80% or more of FAY students made more than <i>one full year's growth</i> OR "average" or better	69-79% of FAY students made at least <i>one full year's growth</i> OR "average" or better	58-68% of FAY students made at least <i>one full year's growth</i> OR "average" or better	Less than 57% of FAY students made at least <i>one year's growth</i> OR "average" or better

### Full Academic Year Growth in Math

Performance Goal: FAY Students make One Full Year's Growth, OR "Average" or Better



#### 2014

Middle School		High School	
6th	0%	9th	69%
7th	42%	10th	48%
8th	NA	11th	52%

#### 2015

Middle School		High School	
6th	28%	9th	41%
7th	35%	10th	76%
8th	47%	11th	67%

#### 2016

Middle School		High School	
6th	71%	9th	75%
7th	75%	10th	81%
8th	72%	11th	65%

#### 2017

Middle School		High School	
6th	53%	9th	58%
7th	65%	10th	78%
8th	66%	11th	44%

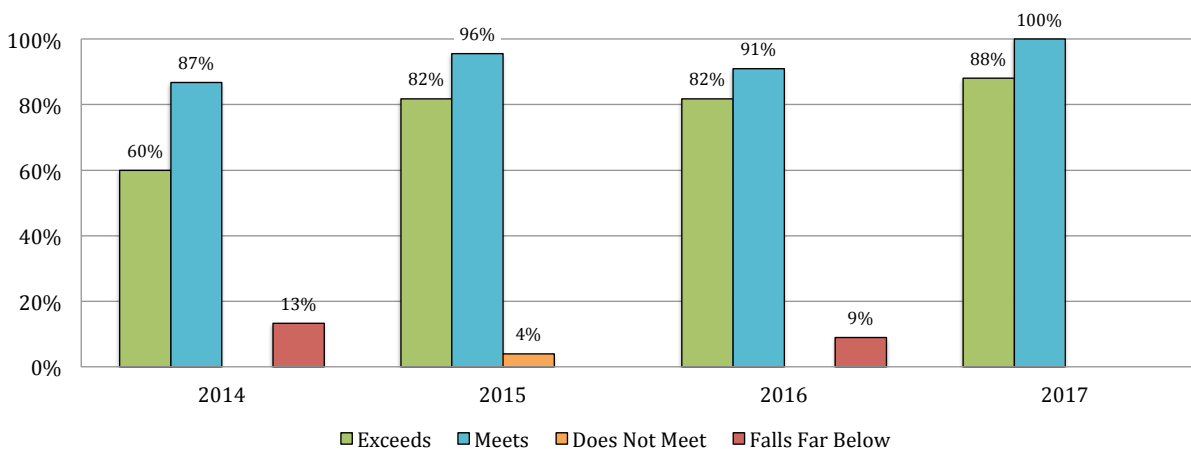
## Performance Framework Goal: MEDIA STUDIES

Goal MET in SY14; goal MET and EXCEEDED in SY15, SY16 and SY17.

GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Media Studies</b> Students graduating from MACCS will be prepared for media industry employment or post-secondary education as demonstrated by their completion of media elective and/or core content courses. The grading system will utilize project-based rubrics develops by MACCS or CCSS to determine student grades.	80% or more MACCS graduates complete: • 8 or more media credits with "C" or better OR • 3 or more credits of College Readiness with "C" or better	70% or more MACCS graduates complete: • 5 or more media credits OR • 2 or more credits College Readiness with "C" or better	60% or more MACCS graduates complete: • 4 or more media credits OR • 1 or more credits College Readiness with "C" or better	Less than 60% MACCS graduates complete: • 4 or fewer media credits OR • 1 or fewer credits College Readiness with "C" or better

### Media Studies

Performance Goal: Graduates completing Media Credits / College Readiness Credits with "C" or Better



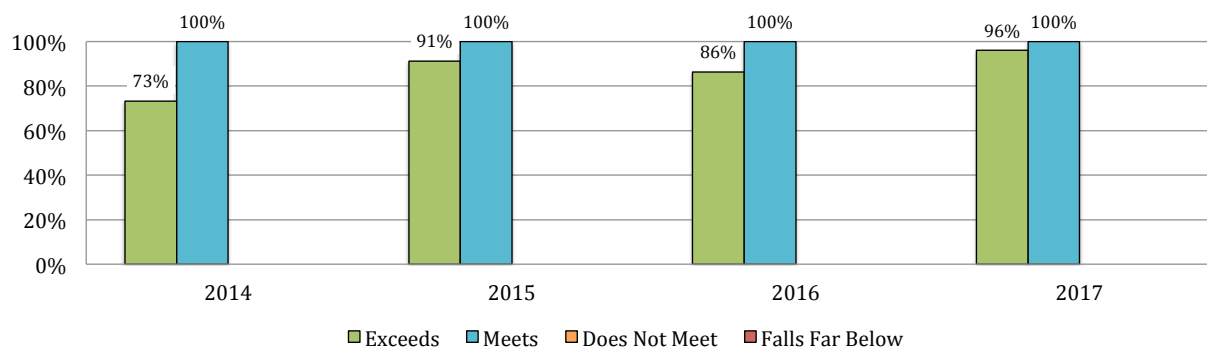
## Performance Framework Goal: MEDIA EXPERIENCE

Goal MET in SY14; goal MET and EXCEEDED in SY15, SY16 and SY17.

GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Media Experience</b> All graduates from MACCS will have participated in a classroom media project, community outreach media project or media internship. Students will demonstrate proficiency in classroom media projects with a passing grade of C (70%) or better. Students participating in community outreach media projects or media internships must have a grade of C (70%) or higher in their prerequisite media classes. The grading system will utilize project-based rubrics developed by MACCS or CCSS to determine student grades.	90% MACCS graduates participate in classroom media project AND community outreach media project or media internship, OR BOTH, with a "C" or better	All MACCS graduates participate in classroom media project OR community outreach media project OR media internship with a "C" or better	80% MACCS graduates participate in classroom media project OR community outreach media project OR media internship with a "C" or better	Less than 80% MACCS graduates participate in classroom media project OR community outreach media project OR media internship with a "C" or better

### Media Experiences

Performance Goal: Graduates participating in Media Experiences, Community Outreach or Internship with a "C" or Better

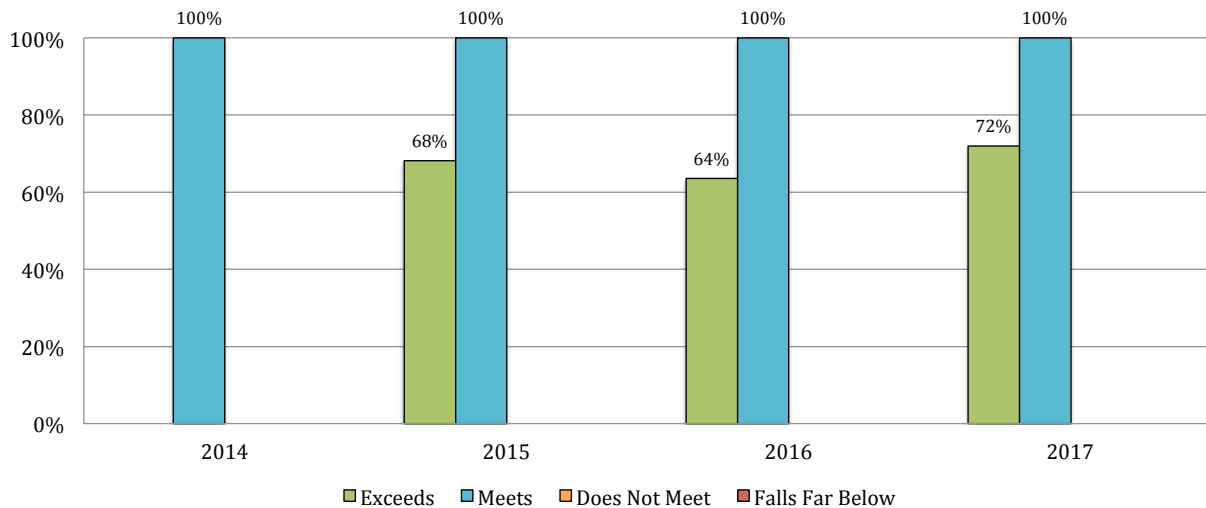


**Performance Framework Goal: PROJECT-BASED LEARNING**  
**Goal MET in SY14, SY15, SY16 and SY17.**

GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Project-Based Learning</b> All graduates from MACCS will have completed one or more self-directed, semester-long, research-based inquiry projects, culminating in a public exhibition of their work.	95% MACCS graduates complete 3 or more self-directed, semester-long, research-based inquiry projects, culminating in a public exhibition of work	95% MACCS grads complete 1 or more self-directed, semester-long, research-based inquiry projects w/ public exhibition	90-94% MACCS grads complete 1 or more self-directed, semester-long, research-based inquiry projects w/ public exhibition	Less than 90% MACCS grads complete 1 or more self-directed, semester-long, research-based inquiry projects w/ public exhibition

### Project-Based Learning

Performance Goal: Graduates completing PBL Projects



## 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 advises 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:***



*In May 2015, Media Arts Collaborative Charter School was given one noncompliance finding for its FY2014 audit. The finding was a result of the school having reimbursed employees for mileage at 100% of the IRS mileage rate from the previous calendar year. The school should have been reimbursing at the required 80% for state agencies. As soon as the school was made aware that it was not in compliance with state statute, it amended its policies and procedures to reimburse at the required rates.*

*Due to the school not knowing that it was reimbursing at the incorrect rate until May of 2015, it received the same finding for the FY2015 audit. This was the only finding that year and the auditor did note that once the school was made aware of the correct rate, it began reimbursing mileage correctly.*

*In the FY2016 audit, the school received no findings. The auditor sampled eight mileage reimbursements and all were processed correctly. In addition, the school pulled a random sample of ten mileage reimbursements from FY2017 and all ten were processed in accordance with state statute.*

*The school does not expect a finding regarding mileage reimbursements in FY2017 and considers the remedy of the FY2014 and FY2015 findings to be completed.*

## 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:***

*Media Arts Collaborative Charter School has received a rating of “meets standard” for all financial performance framework indicators during each year of the term of the contract.*

### 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:***

*Media Arts Collaborative Charter School has maintained all Board of Finance authority during the entire term of the contract.*

### 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:***

##### ***MISSION***

*The Media Arts Collaborative Charter School (MACCS) offers secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.*

## **STUDENT-FOCUSED TERMS**

### **The Media Arts Collaborative Charter School will:**

- Utilize 21<sup>st</sup> Century Digital Media and Information Technologies to engage student learning.  
Evidence: Google Doc of classroom media projects, community outreach and internships.
- Focus on project-based learning, thematic units, and student presentations and exhibitions.  
Evidence: Google Doc of presentations of learning, lesson planning, curriculum maps, syllabi and student videos.
- Integrate all core subject areas with Media Arts.  
Evidence: Google Doc of classroom media projects and media course credits.
- Provide Media Literacy instruction to all incoming 6<sup>th</sup> & 9<sup>th</sup> grades.  
Evidence: Teacher lesson planning, curriculum maps, syllabi and student videos.
- Offer Advanced Placement, Dual-Credit, and Internship Programs to enhance college & career readiness.  
Evidence: Parent/ Student Handbook, Master schedule, Programs of Study Career Pathways Course Guide, PowerSchool student rosters, Google Doc of student internships.

### **The Media Arts Collaborative Charter School offers the following:**

- The Media Arts Collaborative Charter School will provide community outreach media or career relevant internship opportunities to 100 percent of all students who meet school and/or program eligibility requirements:
  - Successful completion of prerequisite media courses
  - Existing GPA of 2.5 or higher
  - Community outreach journalism, animation, media projects may consist of video, audio, photography, graphic design, art, or television production projects that provide a media workflow experience of industry standards. Projects are accepted from non-profit agencies whose objective is to create media message that will impact teens, society, or social injustices.
  - Relevant internship opportunities are those screened by the school that provide a high level of authentic learning and working experience in film production, television, journalism, photography, graphic design, audio production, art, animation, videography or a subject as approved by the School.Evidence: Google Doc media experiences, multi-media projects, student transcripts.
- Media Arts Collaborative Charter School requires more units, 30 total, to graduate than is required by NM law.  
Evidence: Graduate transcripts, Parent/ Student Handbook.
- Classrooms, other than PE, will have no more than 22 students per class.  
Evidence: PowerSchool rosters, master schedules.
- MACCS operates Monday through Friday with an early release one day a week. This schedule will provide the required instructional hours.  
Evidence: Bell schedules, Google Doc of collaboration as a result of early release.



- *Optional “Saturday School” is regularly offered for students to be able to make up schoolwork. Physical Education classes are offered on pre-scheduled days.  
Evidence: Google Calendar, Google Doc of Saturday School teacher & students.*

### **TEACHER-FOCUSED TERMS**

*Media Arts Collaborative Charter School does not have any specific terms for this section.*

### **PARENT-FOCUSED TERMS**

*Media Arts Collaborative Charter School does not have any specific terms for this section.*

### **GOVERNANCE STRUCTURE**

- *The MACCS Governance Council currently has nine (9) members with a minimum requirement of five (5) members and an overall membership capacity for nine (9) maximum.  
Evidence: Governing Board minutes.*
- *Method for membership to the MACCS Governance Council is by submission of Letter of Interest to the President, which includes reason for joining. There are no specific criteria under the MACCS Bylaws for membership.  
Evidence: Governing Board Bylaws and minutes.*

### **MEDIA ARTS COLLABORATIVE CHARTER SCHOOL IS AUTHORIZED TO ENROLL THE FOLLOWING:**

*The total enrollment for the Media Arts Collaborative Charter School is currently 246 for the 2017-18 school year. It will not exceed 360 students by the 2022-23 school year.*

*County: Bernalillo*

*City: Albuquerque*

*Facility: 4401 Central Avenue NE, Bldg. #2, Albuquerque, New Mexico 87108*

*Media Arts Collaborative Charter School provides food services in a manner that is in compliance with applicable federal and state laws regarding public school food programs.*

*Media Arts Collaborative Charter school, in accordance with the Act, shall not provide student to-and-from transportation. MACCS may contract with qualified transportation providers for special events. MACCS will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.*

*Media Arts Collaborative Charter School shall provide, to the Authorizer, annual monitoring documents to show compliance with the Contract and the Performance Framework.*

## 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:***

#### ***2014:***

*No “PEC Authorized Charter School Annual Monitoring”*

#### ***2015:***

*II-B.00: School Performance Goals, Indicators 4 (Reading) & 5 (Math):*

#### ***Improvement actions, progress maintained and evidence (Reading):***

- Reading culture established with support in Language Arts and Social Studies classes.  
Evidence: Teacher lesson planning, curriculum maps and syllabi.*
- Increased classroom observations and dialogue with a focus on rigor and engagement.  
Evidence: Google Doc of observations and progress data from administration.*

- *System for monitoring proficiency of standards and mastery of assignments.*  
*Evidence: Google Doc on student "I Can" skills, rubrics and presentations of learning, PowerSchool progress reports.*
- *Tutoring at-risk students based on NWEA data, classroom observations and assessments.*  
*Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports.*
- *Highly Qualified Teachers and professional development of Universal Design for Learning.*  
*Evidence: Teacher endorsements and PD documents, lesson planning and observations.*

***Improvement actions, progress maintained and evidence (Math):***

- *Redesign of middle school to level math skills with focus on grade level instruction.*  
*Evidence: Google Doc on master schedule, student "I Can" skills and rubrics, PowerSchool reports.*
- *Middle school students taking high school level classes with levels of proficiency.*  
*Evidence: PowerSchool schedules and reports, and NWEA data.*
- *Implementation of Carnegie Math Program with fidelity.*  
*Evidence: Teacher lesson planning, curriculum maps and syllabi.*
- *Increased focus on Project-Based Learning through professional development and classroom observations.*  
*Evidence: Teacher PD documents and progress data from administration.*
- *Early Warning System with Response to Intervention to support differentiated instruction.*  
*Evidence: EWS Google Doc, RTI forms and EWS Goal Team meetings.*
- *Tutoring at-risk students based on NWEA data, classroom observations and assessments.*  
*Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports.*
- *Highly Qualified Teachers and professional development of Universal Design for Learning.*  
*Evidence: Teacher endorsements and PD documents, lesson planning and observations.*

***II-A.00: School Grade Progress Report***

- *Media Arts Collaborative Charter School plans to review School Grades for accuracy beginning for SY18.*

***II-A.01: School Grade Progress Report***

- *Media Arts Collaborative Charter School plans to address the overall progress the school has made in its operational year to improve any challenging areas beginning for SY18.*

***II-A.02: School Grade Progress Report***

- *Media Arts Collaborative Charter School plans to describe school improvements for any areas as identified as challenging beginning for SY18.*

***II-A.03: School Grade Progress Report***

- *Media Arts Collaborative Charter School plans to identify two neighborhood schools serving similar student populations and spread to the reasons MACCS is an option for students and their families who might otherwise attend the other neighborhood schools beginning for SY18.*

***III-C.00: Title VII, Impact Aid, and Indian Set-Aside***

*Not applicable*

*Evidence: Google Doc of students attending with monitoring of student progress.*

### *III-C.01: At-Risk Student Funding*

- *Tutoring at-risk students based on NWEA data, classroom observations and assessments.*

### *IV-A.05: Material Terms (1.a.contract ref.)*

- *The Media Arts Collaborative Charter School will provide community outreach media or career relevant internship opportunities to 100 percent of all students who meet school and/or program eligibility requirements:*
  - *Successful completion of prerequisite media courses*
  - *Existing GPA of 2.5 or higher*
  - *Community outreach journalism, animation, media projects may consist of video, audio, photography, graphic design, art, or television production projects that provide a media workflow experience of industry standards. Projects are accepted from non-profit agencies whose objective is to create media message that will impact teens, society, or social injustices.*
  - *Relevant internship opportunities are those screened by the school that provide a high level of authentic learning and working experience in film production, television, journalism, photography, graphic design, audio production, art, animation, videography or a subject as approved by the School.*

*Evidence: Google Doc media experiences, multi-media projects, student transcripts.*

### *IV-B.03: Education Requirements (1.b. contract ref.)*

- *Media Arts Collaborative Charter School includes the SAT process, parent notification, strategies for student progression, or approved formative assessments that measure content, operations, applications, problem-solving and consumer skills, as appropriate for the grade level.*

*Evidence: Google Doc, RTI forms and EWS Goal Team meetings.*

### *IV-B.09: Education Requirements (1.b. contract ref.)*

- *For SY17, Media Arts Collaborative Charter School is in compliance with mandated programming as a result of state or federal funding.*

*Evidence: Financial records.*

### *IV-C.00: Protecting Student Rights (1.c. contract ref.)*

- *Media Arts Collaborative Charter School has an enrollment/ lottery policy that demonstrates compliance with applicable laws, rules and regulations.*

*Evidence: SY17 was the first time MACCS has had to demonstrate compliance for SY16.*

### *IV-E.01: English Language Learners (1.e. contract ref.)*

- *For an incoming student, Media Arts Collaborative Charter School will request records from the previous school three times. If MACCS receives W-APT scores, MACCS will put the information in the cumulative folder. If MACCS does NOT receive any information, MACCS will check STARS for ELL status. If the student does qualify for ELL status, MACCS will put the information in the cumulative folder. If the student has no data, MACCS will administer the ACCESS for ELLs (WIDA).*

*Evidence: STARS reports, ACCESS for ELLs (WIDA) results.*

*IV-E.02: English Language Learners (1.e. contract ref.)*

- *Media Arts Collaborative Charter School plans to provide ELL Services or other Alternative Language Program Services beginning for SY18.*

*Evidence: Teacher TESOL Endorsements*

*IV-E.05: English Language Learners (1.e. contract ref.)*

- *Media Arts Collaborative Charter School plans to provide the number of students who have exited from ELL designation beginning for SY18.*

*IV-F.01: Compulsory Attendance (1.e. contract ref.)*

- *Media Arts Collaborative Charter School has an attendance policy that is approved by the PED School and Family Support Bureau.*

*Evidence: Parent/ Student handbook.*

*IV-G.00: English Language Learners (1.e. contract ref.)*

- *Media Arts Collaborative Charter School has a recurrent enrollment goal.*

*Evidence: Google Doc yearly registration.*

*IV-H.00: Financial Compliance (2.a. contract ref.)*

*Not applicable*

*IV-I.00: Business Management (2.b. contract ref.)*

- *Media Arts Collaborative Charter School Audit Report Summary aligns with the NMPED Component Unit Section of the Annual Audit specific to MACCS.*

*Evidence: Financial records.*

*IV-J.00: Governance Requirements (3.a. contract ref.)*

- *Media Arts Collaborative Charter School Audit Report Summary has the affidavit for the current business manager.*

*Evidence: Financial records.*

*IV-J.09: Governance Requirements (3.a. contract ref.)*

*Not applicable.*

*IV-J.10: Governance Requirements (3.a. contract ref.)*

- *Media Arts Collaborative Charter School Governing Council demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through adoption of and adherence to mandated governing council training requirements.*

*Evidence: Governing Council records.*

*IV-L.02: Credentialing Requirements (4.a. contract ref.)*

- *Media Arts Collaborative Charter School has a plan of action with PED Licensure to ensure teachers become highly qualified.*

*Evidence: Teacher endorsements.*

*IV-M.00: Employee Rights (4.b. contract ref.)*

- *Media Arts Collaborative Charter School plans to include explicit mention of compliance with ADA in the Faculty Handbook beginning for SY18.*

*IV-O.00: Facilities (5.a. contract ref.)*

- *Media Arts Collaborative Charter School has a Certificate of Occupancy authorization.*

*Evidence: Renewal Application.*



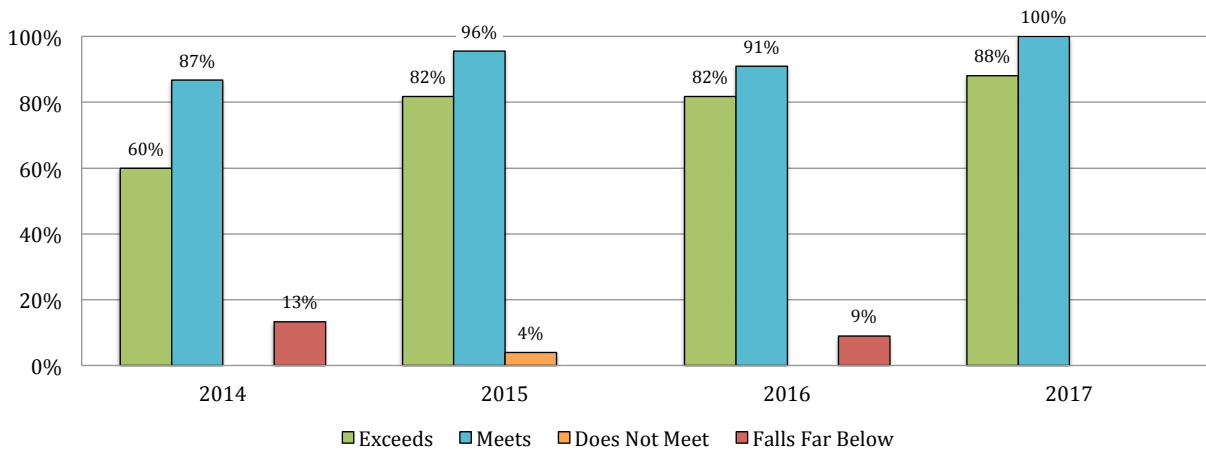
## 2016:

### I-A.01: Required Academic Performance Indicators

GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Media Studies</b> Students graduating from MACCS will be prepared for media industry employment or post-secondary education as demonstrated by their completion of media elective and/or core content courses. The grading system will utilize project-based rubrics develops by MACCS or CCSS to determine student grades.	80% or more MACCS graduates complete: <ul style="list-style-type: none"> <li>• 8 or more media credits with "C" or better OR</li> <li>• 3 or more credits of College Readiness with "C" or better</li> </ul>	70% or more MACCS graduates complete: <ul style="list-style-type: none"> <li>• 5 or more media credits OR</li> <li>• 2 or more credits College Readiness with "C" or better</li> </ul>	60% or more MACCS graduates complete: <ul style="list-style-type: none"> <li>• 4 or more media credits OR</li> <li>• 1 or more credits College Readiness with "C" or better</li> </ul>	Less than 60% MACCS graduates complete: <ul style="list-style-type: none"> <li>• 4 or fewer media credits OR</li> <li>• 1 or fewer credits College Readiness with "C" or better</li> </ul>

## Media Studies

Performance Goal: Graduates completing Media Credits / College Readiness Credits with "C" or Better

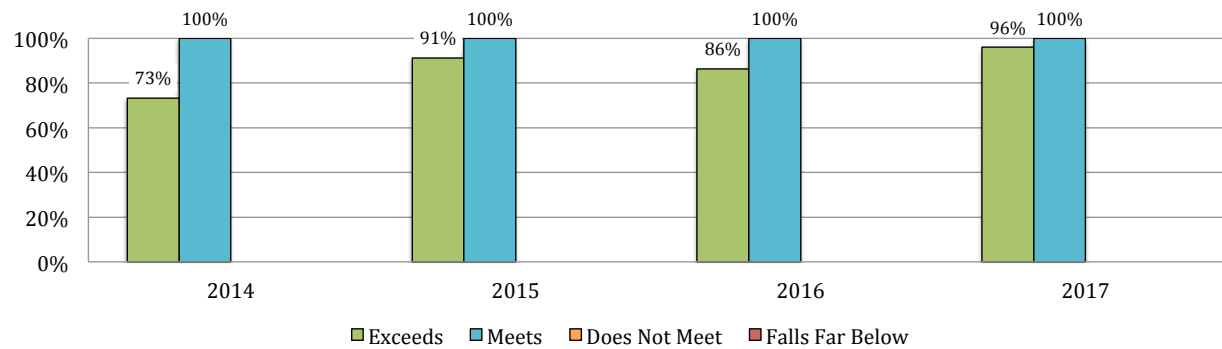


## I-A.02: Optional Supplemental Indicators

GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Media Experience</b> All graduates from MACCS will have participated in a classroom media project, community outreach media project or media internship. Students will demonstrate proficiency in classroom media projects with a passing grade of C (70%) or better. Students participating in community outreach media projects or media internships must have a grade of C (70%) or higher in their prerequisite media classes. The grading system will utilize project-based rubrics developed by MACCS or CCSS to determine student grades.	90% MACCS graduates participate in classroom media project AND community outreach media project or media internship, OR BOTH, with a "C" or better	All MACCS graduates participate in classroom media project OR community outreach media project OR media internship with a "C" or better	80% MACCS graduates participate in classroom media project OR community outreach media project OR media internship with a "C" or better	Less than 80% MACCS graduates participate in classroom media project OR community outreach media project OR media internship with a "C" or better

### Media Experiences

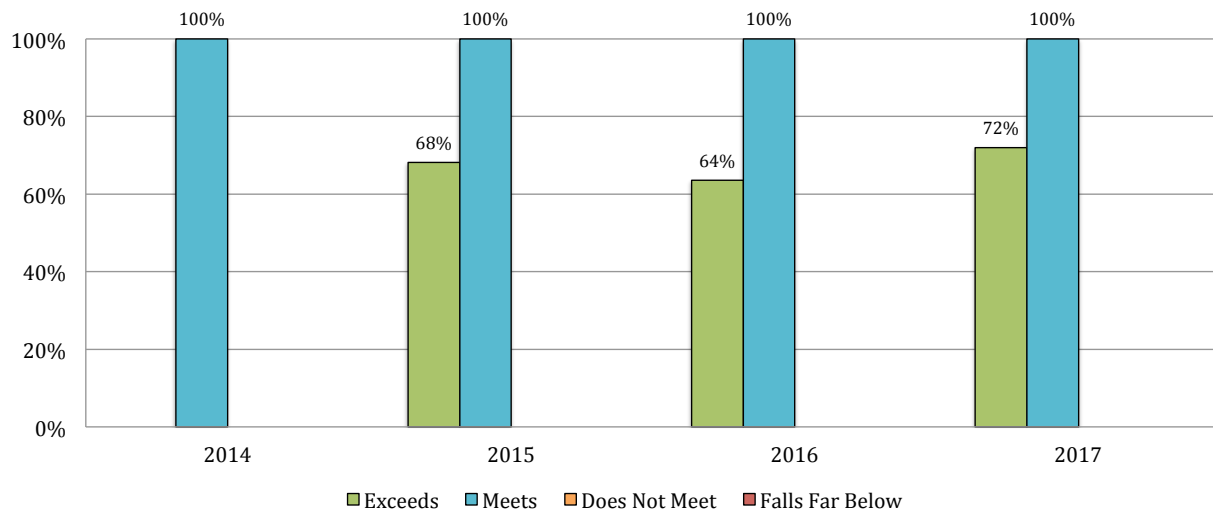
Performance Goal: Graduates participating in Media Experiences, Community Outreach or Internship with a "C" or Better



GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Project-Based Learning</b> All graduates from MACCS will have completed one or more self-directed, semester-long, research-based inquiry projects, culminating in a public exhibition of their work.	95% MACCS graduates complete 3 or more self-directed, semester-long, research-based inquiry projects, culminating in a public exhibition of work	95% MACCS grads complete 1 or more self-directed, semester-long, research-based inquiry projects w/ public exhibition	90-94% MACCS grads complete 1 or more self-directed, semester-long, research-based inquiry projects w/ public exhibition	Less than 90% MACCS grads complete 1 or more self-directed, semester-long, research-based inquiry projects w/ public exhibition

## Project-Based Learning

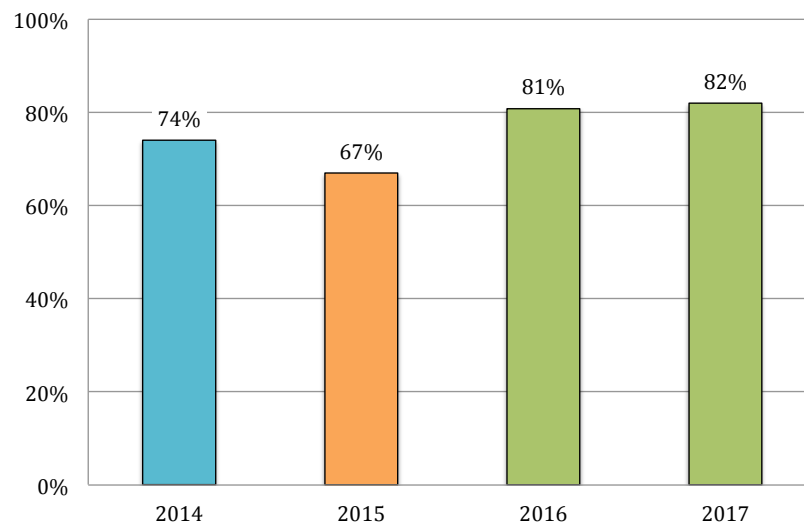
Performance Goal: Graduates completing PBL Projects



GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Reading</b> In order to show grade level proficiency, a student must test at <i>average</i> , <i>high average</i> or <i>high</i> as identified on winter or spring test as shown on the NWEA Reading.	80% or more of FAY students made more than <i>one full year's growth</i> OR "average" or better	69-79% of FAY students made at least <i>one full year's growth</i> OR "average" or better	58-68% of FAY students made at least <i>one full year's growth</i> OR "average" or better	Less than 58% of FAY students made at least <i>one year's growth</i> OR "average" or better

### Full Academic Year Growth in Reading

Performance Goal: FAY Students make One Full Year's Growth, OR "Average" or Better



#### 2014

Middle School		High School	
6th	36%	9th	83%
7th	91%	10th	71%
8th	NA	11th	81%

#### 2015

Middle School		High School	
6th	63%	9th	76%
7th	33%	10th	74%
8th	73%	11th	76%

#### 2016

Middle School		High School	
6th	82%	9th	84%
7th	80%	10th	80%
8th	84%	11th	79%

#### 2017

Middle School		High School	
6th	67%	9th	88%
7th	79%	10th	93%
8th	82%	11th	83%

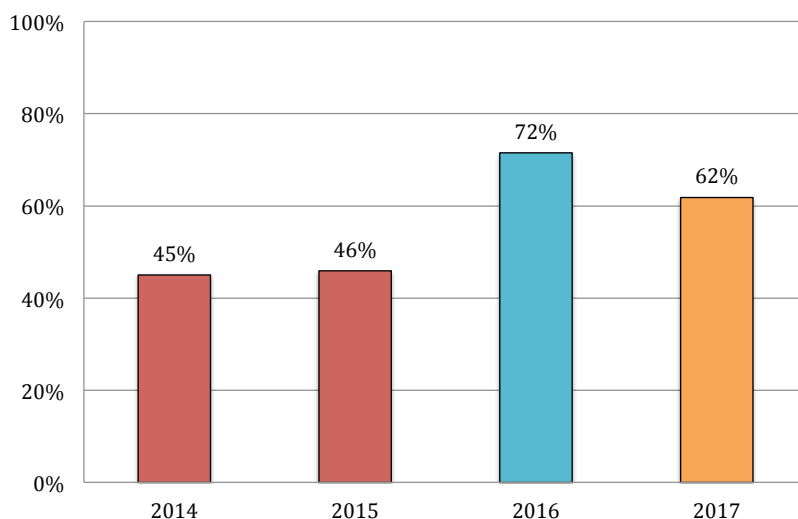
### Improvement actions, progress maintained and evidence following SY15 (Reading):

- *Reading culture established with support in Language Arts and Social Studies classes.*  
Evidence: Teacher lesson planning, curriculum maps and syllabi.
- *Increased classroom observations and dialogue with a focus on rigor and engagement.*  
Evidence: Google Doc of observations and progress data from administration.
- *System for monitoring proficiency of standards and mastery of assignments.*  
Evidence: Google Doc on student "I Can" skills, rubrics and presentations of learning, PowerSchool progress reports.
- *Tutoring at-risk students based on NWEA data, classroom observations and assessments.*  
Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports.
- *Highly Qualified Teachers and professional development of Universal Design for Learning.*  
Evidence: Teacher endorsements and PD documents, lesson planning and observations.

GOAL	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Math</b> In order to show grade level proficiency, a student must test at <i>average, high average</i> or <i>high</i> as identified on winter or spring test as shown on the NWEA Math.	80% or more of FAY students made more than <i>one full year's growth</i> OR "average" or better	69-79% of FAY students made at least <i>one full year's growth</i> OR "average" or better	58-68% of FAY students made at least <i>one full year's growth</i> OR "average" or better	Less than 57% of FAY students made at least <i>one year's growth</i> OR "average" or better

### Full Academic Year Growth in Math

Performance Goal: FAY Students make One Full Year's Growth, OR "Average" or Better



#### 2014

Middle School		High School	
6th	0%	9th	69%
7th	42%	10th	48%
8th	NA	11th	52%

#### 2015

Middle School		High School	
6th	28%	9th	41%
7th	35%	10th	76%
8th	47%	11th	67%

#### 2016

Middle School		High School	
6th	71%	9th	75%
7th	75%	10th	81%
8th	72%	11th	65%

#### 2017

Middle School		High School	
6th	53%	9th	58%
7th	65%	10th	78%
8th	66%	11th	44%

### Improvement actions, progress maintained and evidence following SY14 and SY15 (Math):

- *Redesign of middle school to level math skills with focus on grade level instruction.*  
Evidence: Google Doc on master schedule, student "I Can" skills and rubrics, PowerSchool progress reports.
- *Middle school students taking high school level classes with levels of proficiency.*  
Evidence: PowerSchool schedules and reports, and NWEA data.
- *Implementation of Carnegie Math Program with fidelity.*  
Evidence: Teacher lesson planning, curriculum maps and syllabi.
- *Increased focus on Project-Based Learning thru professional development and classroom observations.*  
Evidence: Teacher PD documents and progress data from administration.
- *Early Warning System with Response to Intervention to support differentiated instruction.*  
Evidence: EWS Google Doc, RTI forms and EWS Goal Team meetings.
- *Tutoring at-risk students based on NWEA data, classroom observations and assessments.*  
Evidence: Data results and Google Doc of students attending After-School Tutoring and Saturday School with monitoring of student achievement through PowerSchool progress reports.
- *Highly Qualified Teachers and professional development of Universal Design for Learning.*  
Evidence: Teacher endorsements and PD documents, lesson planning and observations.

#### *III-A.04: Educational Plan*

- *For an incoming student, Media Arts Collaborative Charter School will request records from the previous school three times. If MACCS receives W-APT scores, MACCS will put the information in the cumulative folder. If MACCS does NOT receive any information, MACCS will check STARS for ELL status. If the student does qualify for ELL status, MACCS will put the information in the cumulative folder. If the student has no data, MACCS will administer the ACCESS for ELLs (WIDA). Evidence: STARS reports, ACCESS for ELLs (WIDA) results.*

#### *VII-A.00: General Information*

- *Media Arts Collaborative Charter School plans to survey personnel when they resign for the purposes of collecting data in regard to CSD concerns about turnover rate beginning for SY18.*

#### **2017:**

*All "Needs Further Action" items have been addressed.*

### 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:

1. 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;
2. Any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
3. Any time when the governing body did not maintain the required committee membership;
4. The amount of time any vacancies were open;
5. 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:***

*Media Arts Collaborative Charter School has met governance responsibilities during the term of the contract, including membership, number of members, vacancies and required trainings.*

*Evidence: Governing Council minutes and bylaws.*



### **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)



# NM Public Education Department

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

### CHARTER SCHOOL RENEWAL APPLICATION BUDGET ANALYSIS

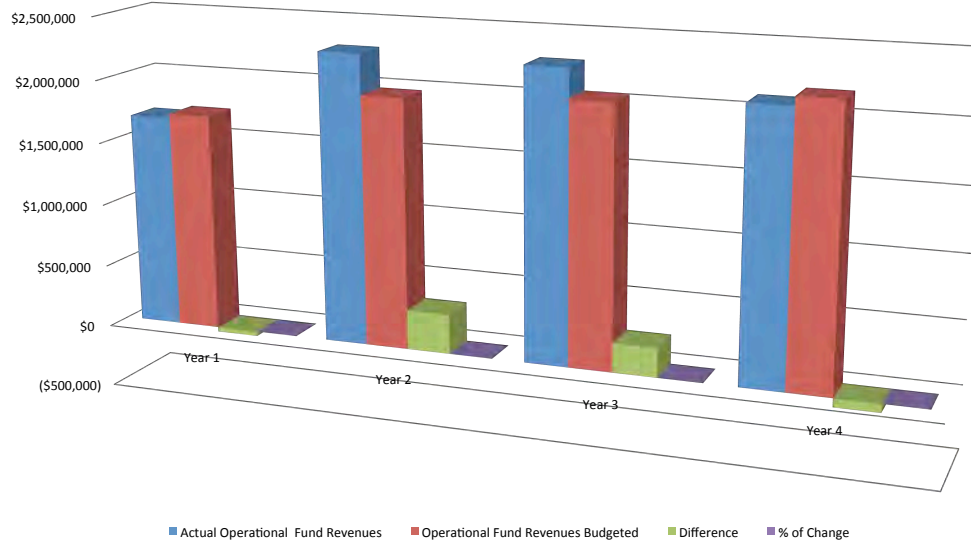
#### I. Operational Fund Revenues

- 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.

*The school believes that in the first 3 years of the charter term, actual revenues exceeded the original budget resulting in a gain of revenue for each year. These gains were a result of completing the phase-in of the middle school and expanding the enrollment in grades six through eight. Gains were used to increase instructional teachers and support staff for the additional students as well as increasing our cash reserves. Classroom FTEs increased over forty percent from year 1 to year 3. In year 4, the school recognized a loss due to mid-year funding cuts as well as sweeps to cash reserves. This loss was absorbed through reducing our cash reserves allowing the school to not affect instructional programs.*

B.i.	Year 1	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 1	Year 1	(\$)	% of Change
		\$1,685,871	\$1,722,726	(\$36,855)	-2.14%
B.ii.	Year 2	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 2	Year 2	(\$)	% of Change
		\$2,290,690	\$1,975,325	\$315,365	15.97%
B.iii.	Year 3	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 3	Year 3	(\$)	% of Change
		\$2,285,248	\$2,053,365	\$231,883	11.29%
B.iv.	Year 4	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 4	Year 4	(\$)	% of Change
		\$2,110,484	\$2,179,488	(\$69,004)	-3.17%
B.iv.	Year 5	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 5	Year 5	(\$)	% of Change
		n/a	\$2,205,240	N/A	N/A

Fund 11000 Operational Program Cost Final Funded versus Preliminary Funded



## 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.

*The school constantly saw an increase of student membership comparing what was budgeted for that particular year to the membership of the 80th and 120th day later that school year. The school has always had a conservative approach to budgeting so that there is not a reduction in funding due to student membership not meeting budgeted projections. Funded student membership grew over the first three years of the charter term and have leveled out the last two years. During years 2 and 3 of the term, the school recognized growth units allowing the school to staff instructional and support positions for the increased enrollment.*

### B. Program Units

#### i. Year 1

Funded Year 0	Budgeted Year 1	Funded Year 1	Year 1 Avg 80/120	Difference
480.488	450.623	455.945	503.186	47.2

#### ii. Year 2

Funded Year 1	Budgeted Year 2	Funded Year 2	Year 2 Avg 80/120	Difference
455.945	503.186	567.033	519.702	(47.3)

#### iii. Year 3

Funded Year 2	Budgeted Year 3	Funded Year 3	Year 3 Avg 80/120	Difference
567.033	519.702	573.817	549.949	(23.9)

#### iv. Year 4

Funded Year 3	Budgeted Year 4	Funded Year 4	Year 4 Avg 80/120	Difference
573.817	549.949	549.949	553.619	3.7

#### iv. Year 5

Funded Year 4	BUDGETED Year 5			Difference
549.949	553.619			

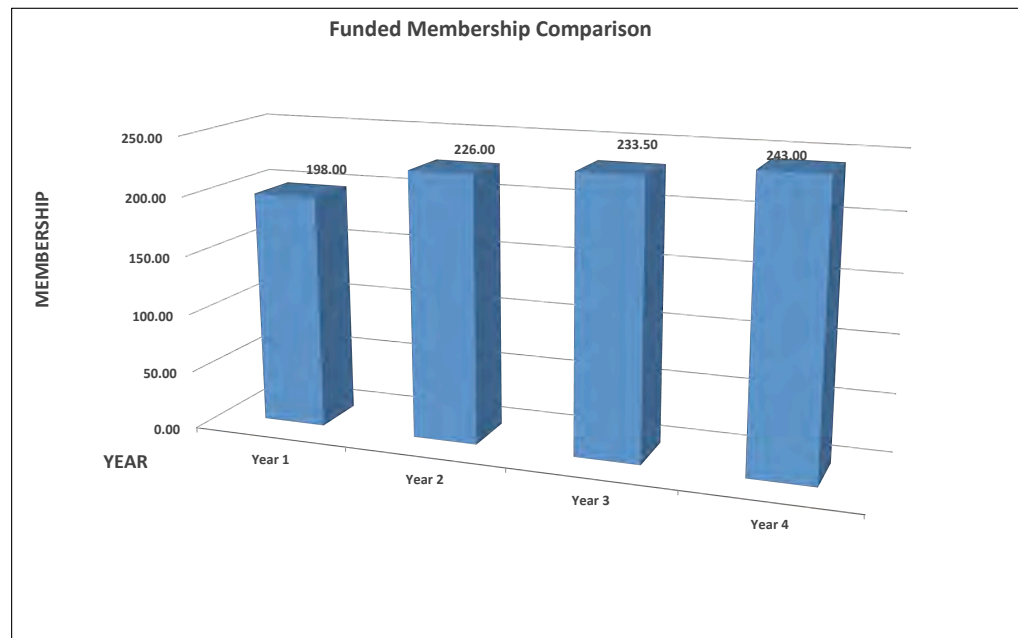
### C. Growth Units

	40 Day - Year 1	40 Day - Year 2	40 Day - Year 3	40 Day - Year 4	40 Day - Year 5
40 Day MEM Actual	194.00	230.00	259.00	259.00	
MEM Budgeted	194.00	208.00	223.50	260.00	261.00
Difference	0.000	22.000	35.500	(1.000)	

	Year 1	Year 2	Year 3	Year 4	Year 5
Budgeted Growth Units	0.000	28.500	0.000	0.000	0.000
Funded Growth Units	0.000	68.550	54.115	0.000	

### D. Funded Membership

	Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
	198.00	226.00	233.50	243.00	243.00
Difference from Prior Year		28	7.5	9.5	0

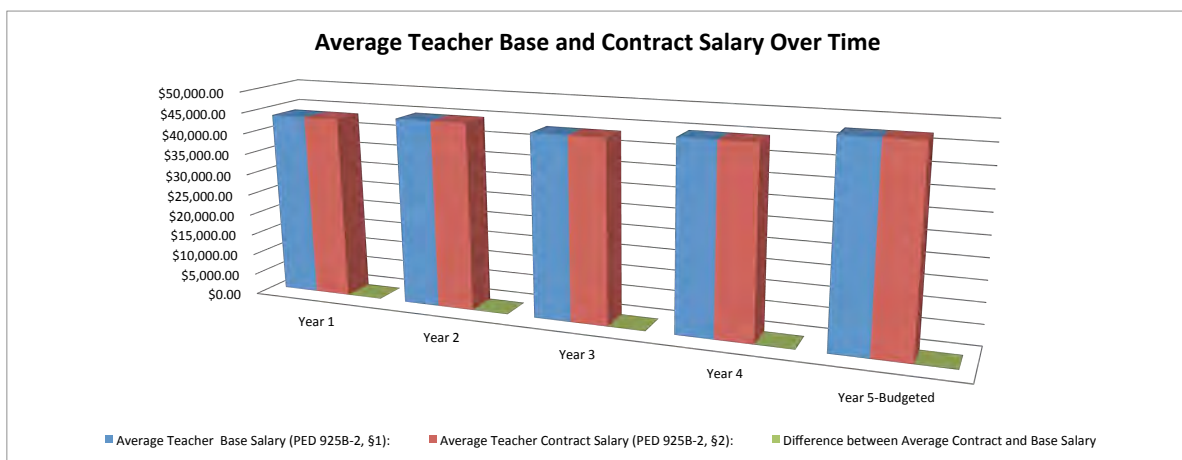
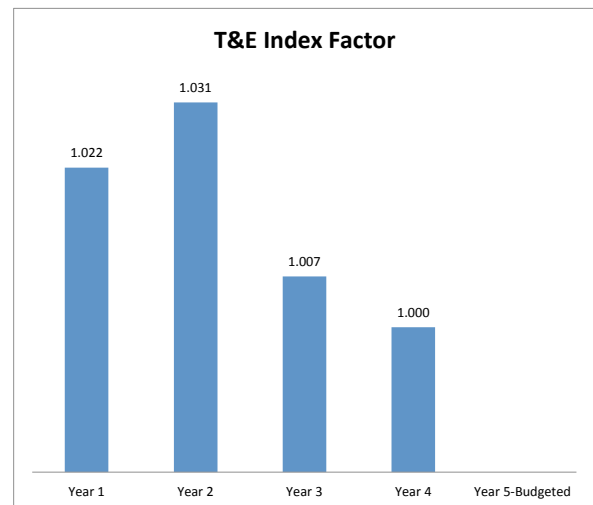
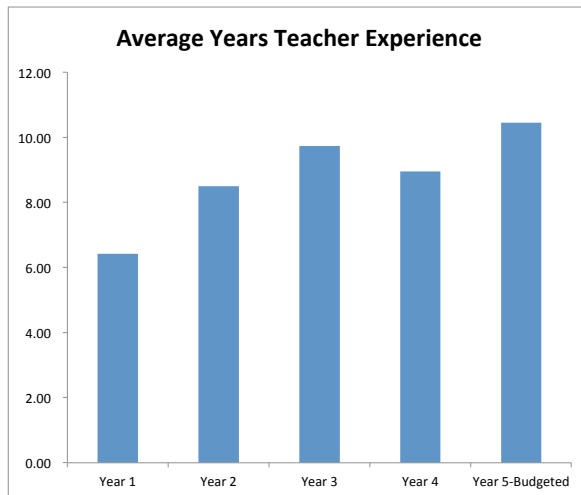


### III. SALARY - Estimated Average Salary Increases

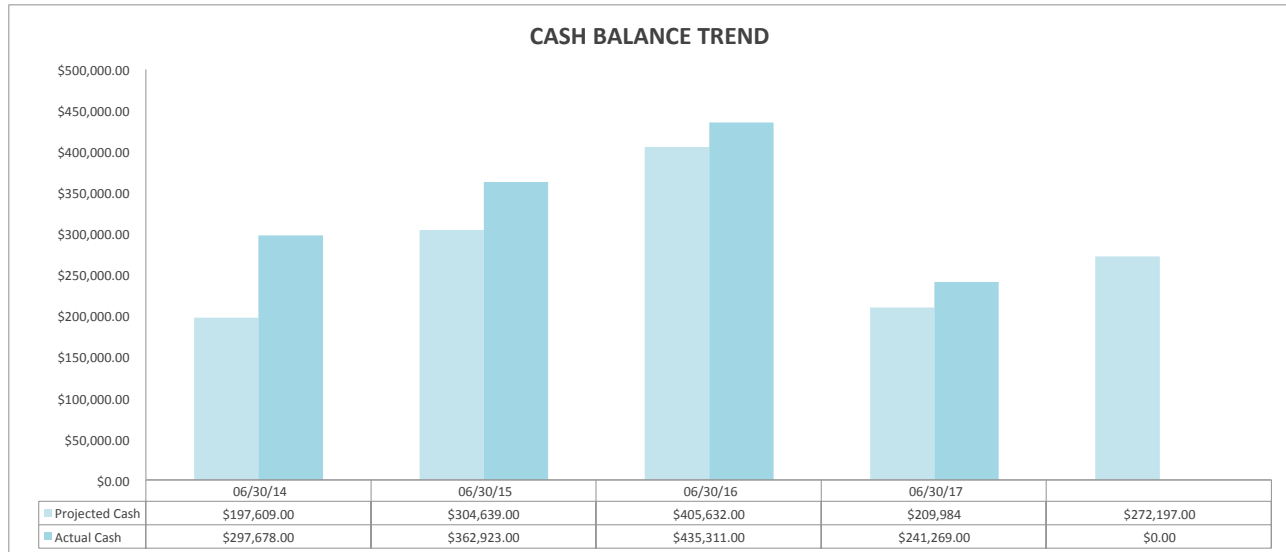
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Average Teacher Base Salary (PED 925B-2, \$1):	\$43,651.00	\$44,748	\$43,551	\$44,728.00	\$47,355
Average Teacher Contract Salary (PED 925B-2, \$2):	\$43,651.00	\$44,748	\$43,551	\$44,728.00	\$47,355
Difference between Average Contract and Base Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Average BASE Salary Increase (\$1)	9.74%	2.51%	-2.67%	2.70%	5.87%
% Average Contract Salary Increase (\$2)	9.74%	2.51%	-2.67%	2.70%	5.87%
Average Base Salary Difference from Prior Year	\$3,876.00	\$1,097.00	(\$1,197.00)	\$1,177.00	\$2,627.00
Average Contract Salary Difference from Prior Year	\$3,876.00	\$1,097.00	(\$1,197.00)	\$1,177.00	\$2,627.00
Average Years Experience (PED 925B-3)	6.42	8.50	9.73	8.95	10.45
Average Years Experience Difference from Prior Year	6.42	2.08	1.23	-0.78	1.5

### IV. TRAINING & EXPERIENCE

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
T&E Index Factor Actual	1.022	1.031	1.007	1.000	



## 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.

*The school has always had a fiscally conservative philosophy by projecting cash balances lower than it may be so that the school will not have to decrease the budget for the subsequent year. The school has attempted to maintain a cash balance of at least \$250,000 so that the school would be able to absorb any potential funding shortfalls and not have to cut any instructional programs for that school year. This was evident in year 4 of the term when there were mid-year funding cuts as well as a cash balance sweep. The school was able to maintain the status quo for that school year despite the decrease in revenue. The school also keeps a large cash balance for media equipment replacement and potential facility acquisition.*

### B. Operational Cash Comparison

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Estimated OpBud Cash Balance	\$197,609.00	\$304,639.00	\$405,632.00	\$209,984	\$272,197.00
4th Quarter Audited Cash	\$297,678.00	\$362,923.00	\$435,311.00	\$241,269.00	n/a
Difference	\$100,069.00	\$58,284.00	\$29,679.00	\$31,285.00	n/a
Actual Total Yearly Expenditures	\$1,823,019.00	\$2,244,773.00	\$2,212,865.00	\$2,304,525.37	
Budgeted Total Yearly Expenditures	\$1,994,948.00	\$2,172,934.00	\$2,358,004.00	\$2,585,120.00	\$2,290,965.00
Difference	\$171,929.00	(\$71,839.00)	\$145,139.00	\$280,594.63	
% EOY Cash Balance to Total Yearly Expenditures	16.33%	16.17%	19.67%	10.47%	
% Prior EOY Cash Balance to Yearly Expenditures		13.26%	16.40%	18.89%	

### 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	0	0	0	0	0

VI. OPERATIONAL FUNCTION VARIANCES:

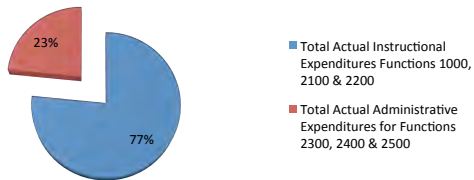
A. Overall Operational Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total Actual Operational Expenditures	\$1,823,019.00	\$2,244,773.00	\$2,212,865.00	\$2,304,525.37	
Total Budgeted Operational Expenditures	\$1,994,948.00	\$2,172,934.00	\$2,358,004.00	\$2,585,120.00	\$2,290,965.00

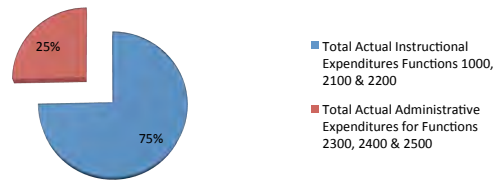
B. Operational Expenditure by Type

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total Actual Instructional Expenditures Functions 1000, 2100 & 2200	\$1,168,009.00	\$1,491,160.00	\$1,575,108.00	\$1,546,262.52	
Total Budgeted Instructional Expenditures Functions 1000, 2100 & 2200	\$1,313,331.00	\$1,465,823.00	\$1,546,730.00	\$1,592,622.00	\$1,612,243.00
Difference	(\$145,322.00)	\$25,337.00	\$28,378.00	(\$46,359.48)	
% Actual Total Instructional Expenditures to Total Operational Expenditures	64.07%	66.43%	71.18%	67.10%	
% Budgeted Total Instructional Expenditures to Total Operational Expenditures	65.83%	67.46%	65.59%	61.61%	70.37%
Difference	-1.76%	-1.03%	5.58%	5.49%	
Total Actual Administrative Expenditures for Functions 2300, 2400 & 2500	\$399,708.00	\$455,771.00	\$533,500.00	\$496,424.66	
Total Budgeted Administrative Expenditures for Functions 2300, 2400 & 2500	\$365,409.00	\$439,602.00	\$410,920.00	\$533,500.00	\$366,691.00
Difference	\$34,299.00	\$16,169.00	\$122,580.00	(\$37,075.34)	
% Actual Total Instructional Expenditures to Total Operational Expenditures	21.93%	20.30%	24.11%	21.54%	
% Budgeted Total Instructional Expenditures to Total Operational Expenditures	18.32%	20.23%	17.43%	20.64%	16.01%
Difference	3.61%	0.07%	6.68%	0.90%	

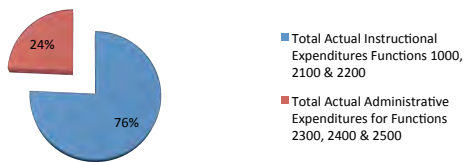
Year 2  
Operational Expenditures by Type



Year 3  
Operational Expenditures by Type



Year 4  
Operational Expenditures by Type



### C. Actual Operational Expenditures by Function

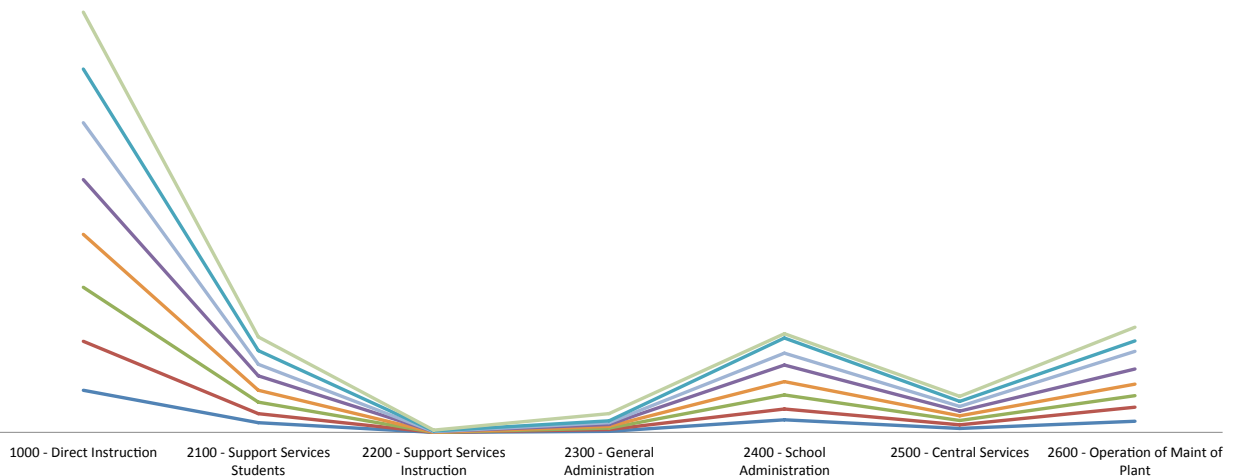
	Year 1	Year 2	Year 3	Year 4
1000 - Direct Instruction	\$951,677	\$1,227,394	\$1,269,468	\$1,220,952
2100 - Support Services Students	\$216,332	\$263,766	\$295,554	\$310,842
2200 - Support Services Instruction	\$0	\$0	\$10,086	\$14,468
2300 - General Administration	\$27,702	\$30,401	\$35,804	\$39,678
2400 - School Administration	\$286,043	\$319,653	\$280,083	\$347,085
2500 - Central Services	\$85,963	\$105,717	\$106,622	\$109,662
2600 - Operation of Maint of Plant	\$255,302	\$258,464	\$191,847	\$236,925
2700 - Student Transportation	\$0	\$0	\$0	\$0
2900 - Other Support Services	\$0	\$39,362	\$0	\$0
3100 - Food Services	\$0	\$16	\$20,715	\$22,420
3300 - Community Services	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$0	\$2,686	\$2,493
Totals should equal expenditures above	\$1,823,019	\$2,244,773	\$2,212,865	\$2,304,525

### C. Budgeted Operational Expenditures by Function

	Year 1	Year 2	Year 3	Year 4	Year 5
1000 - Direct Instruction	\$1,109,674	\$1,198,260	\$1,285,759	\$1,246,272	\$1,284,946
2100 - Support Services Students	\$203,657	\$267,563	\$260,971	\$328,750	\$309,697
2200 - Support Services Instruction	\$0	\$0	\$0	\$17,600	\$17,600
2300 - General Administration	\$39,700	\$37,800	\$38,340	\$47,100	\$161,104
2400 - School Administration	\$244,865	\$300,961	\$266,266	\$377,123	\$92,593
2500 - Central Services	\$80,844	\$100,841	\$106,314	\$109,277	\$112,994
2600 - Operation of Maint of Plant	\$315,708	\$267,009	\$400,304	\$340,010	\$312,031
2700 - Student Transportation	\$0	\$0	\$0	\$0	\$0
2900 - Other Support Services	\$0	\$0	\$0	\$0	\$0
3100 - Food Services	\$500	\$500	\$50	\$18,988	\$0
3300 - Community Services	\$0	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$0	\$0	\$100,000	\$0
Totals should equal expenditures above	\$1,994,948	\$2,172,934	\$2,358,004	\$2,585,120	\$2,290,965

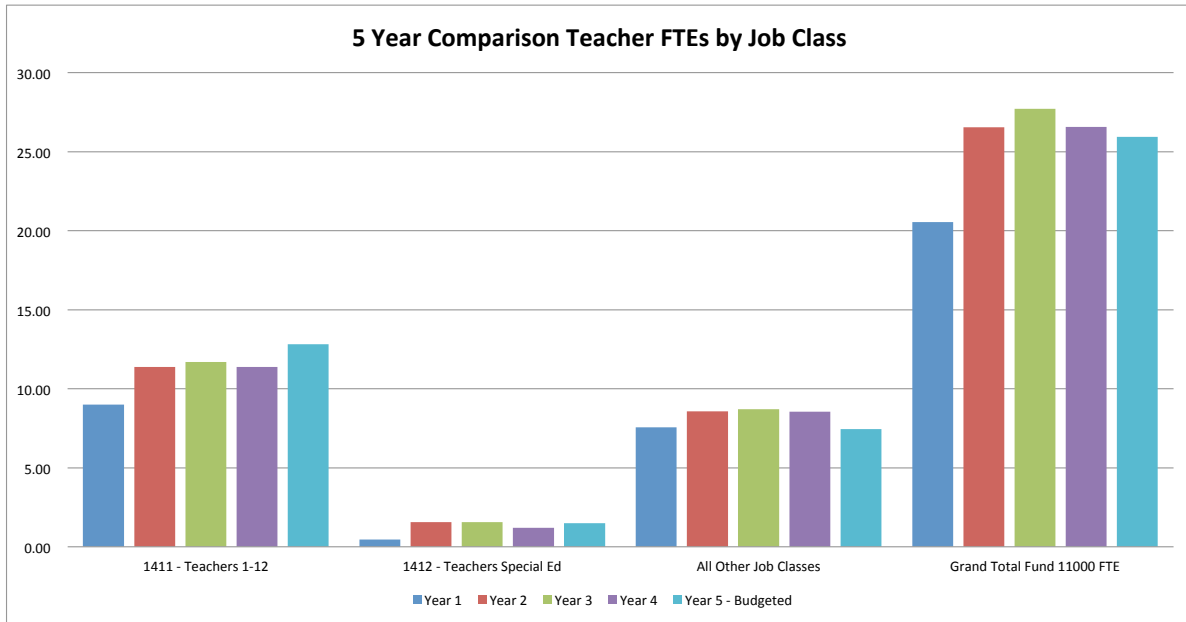
### 5 Year Comparison of Actual and Budgeted Expenditures by Function

— 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	9.00	11.38	11.69	11.38	12.81
1412 - Teachers Special Ed	0.47	1.55	1.56	1.20	1.50
1413 - Teachers ECE	0.00	0.00	0.00	0.00	0.00
1414 - Teachers Preschool	0.00	0.00	0.00	0.00	0.00
1415 - Teachers Voc Tech	3.44	4.94	5.50	4.69	3.44
1416 - Other Instruction	0.00	0.00	0.00	0.00	0.00
1422 - Teachers Special Ed Gifted	0.08	0.10	0.25	0.75	0.75
All Other Job Classes	7.55	8.57	8.71	8.54	7.44
Grand Total Fund 11000 FTE	20.54	26.54	27.71	26.56	25.94



## VIII. SCHOOL CALENDAR

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Instructional Days	181	181	181	181	181

## 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.

*In school year 2014-15, Media Arts Collaborative Charter School received a final grade of "D" on the school report card. Through various funding sources and school initiatives, the school was able to bring the report card grade up to a "B" for school year 2015-16. During that year, the school received grants from Title I School Improvement, Carl Perkins High Schools That Work and the Truancy Initiative Program. Through the School Improvement Grant, the school was able to focus on reading and math initiatives, specifically after-school and weekend tutoring programs. Through this grant the school was also able to fully implement a math curriculum schoolwide called Carnegie Learning. In addition, the school utilized operational funds to hire a level 3 teacher solely dedicated to middle school math, and for teacher professional development to design our middle school program to focus on grade level instruction. Through our High Schools That Work grant, we increased classroom observations and teacher dialogue with a focus on rigor and engagement. The school contracted with the Southern Regional Education Board to facilitate these observations and corresponding professional development. The school's Truancy Initiative Grant allowed the school, through our Early Warning System protocol, to determine at-risk students that are in need of specific interventions such as the tutoring, differentiated instruction and other support interventions.*



### **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.)



## 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 Media Arts Collaborative Charter School and hereby certify that: the attached petition in support of the Media Arts Collaborative Charter School renewing its charter was circulated to all employees of the Media Arts Collaborative Charter School. There are 31 persons employed by the Media Arts Collaborative Charter School. The petition contains the signatures of 31 employees which represents 100 percent of the employees employed by the Media Arts Collaborative Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF BERNALILLO)

I, JONATHAN DOOLEY, 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.

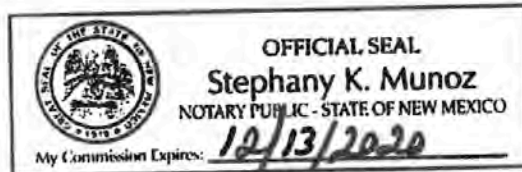


Subscribed and sworn to before me this 29<sup>TH</sup> day of SEPTEMBER 2017.



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 Media Arts Collaborative Charter School and certify that: the attached petition in support of the Media Arts Collaborative Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 192 households which represents 88 percent of the households whose children were enrolled in the Media Arts Collaborative Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF BERNALILLO)

I, JONATHAN DOOLEY, 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.

J Dooley

Subscribed and sworn to before me this 29<sup>TH</sup> day of SEPTEMBER 2017.

[Signature]  
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)

## 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:***

#### ***General Description:***

*Media Arts Collaborative Charter School (MACCS), located between the historic Nob Hill District and the International District in Albuquerque, is the first state-chartered school in New Mexico. MACCS serves around 265 students in grades 6-12 and occupies one building, the basement of another, and two portables. The main building houses the high school core and career technical classrooms, support staff and administration. Meanwhile, the middle school classrooms are located in the two doublewide portables. In the basement of the Bank of America building students will find the television production studio, filmmaking and photography classrooms. MACCS is the state's only media arts-focused public school and graduates students who are academically, ethically and technically prepared for college and careers in media. MACCS students are diverse and are drawn to the school because of their interest in the arts and the unique approach MACCS takes to teaching and learning.*

#### ***Supporting Charter Mission and Student Achievement:***

*Given the charter mission to "prepare our graduates for positions in the media industries and for the rigor of post-secondary education," MACCS has excelled in the collaborative spirit of building a community with media industry partners. In striving to teach media arts with ethics and responsibility, MACCS seeks to teach students the importance of collaboration, citizenship, service leadership and community enhancement through programs of mentorship, internship and community-based projects. MACCS has explored anti-bullying and anti-smoking campaigns, has celebrated Día de los Muertos and Shakespeare annually, and has become a driving force in the filmmaking community with exhibitions and fellowships, awards and grants. In fact, classroom media and community outreach projects have grown over the course of the charter agreement.*

*By 2017, 96% of MACCS graduates “Exceeded” the Performance Framework Goal of Media Experiences, up from 73% in 2014, the first year of the charter renewal. Recently, MACCS has become the only high school chapter of the prestigious Society of Motion Pictures and Television Engineers (SEMPTE), which joined other community affiliates such as the Coalition for Essential Schools, National Alliance for Media Arts & Culture, New Mexico Technology Council, New Mexico Women in Film, Nob Hill Studios and New Mexico Film Foundation.*

*In addition to Media Experiences, MACCS requires students to understand the role and impact of media arts in people’s lives. MACCS provides an integrated, inclusive curriculum through hands-on experiential learning that satisfies New Mexico standards for graduation. MACCS prepares students for an education in the media arts at the university and community college level. As one of four secondary schools in the state to receive a grant from High Schools That Work to consult with the Southern Regional Education Board for school improvement, MACCS has created three Programs of Study Career Pathways that align core and CTE classes with dual-credit courses. Upon completing a pathway, students earn certification in Adobe and Microsoft that opens the door to the film and television industry, and to a post-secondary education. Students work to create and direct digital films, study journalism and media literacy, produce television programs, write screenplays, design web pages, develop video games, learn photography and cinematography, and create short animated clips while supervised by professionals in these fields. Indeed, MACCS has excelled in creating real-world curricula in core content areas in collaboration with career technical professionals and dual-credit courses, doubling its dual-credit program during the charter contract. As a result, 88% of the 2017 MACCS graduates “Exceeded” the framework goal for Media Studies, an increase from 60% in 2014. While attending MACCS, the 2017 graduates have logged over 450 college credit hours prior to high school graduation.*

*Lastly, the charter mission states that students experience “a comprehensive, project-based, cross-curricular education centered in the media arts.” The MACCS educational method is an outcome-based model designed to allow students to advance in an individual program of study based upon their needs and interests. Students have tackled such varied topics from gender and health-related issues to cultural and social norms, from the Civil War and Civil Rights to Middle Earth and immigration, from the history of sports to the history of cinema. Students have explored the world around them and, more importantly, themselves. During the charter contract, MACCS has seen an increase in the number of students competing, successfully, in the Science Fairs at the state level. Since 2014, MACCS has met the Project-Based Learning framework goal each year with 100% of graduates having completed one or more self-directed, semester-long, research-based inquiry projects that culminated in a public exhibition of their work.*



***Areas of Improvement/ Concern:***

*Because large proportions of new students are below grade level and come from schools where they were academically disengaged, MACCS uses data to chart student interests and achievement. While in the MACCS learning community, these students thrive emotionally and academically, and become prepared for media opportunities beyond secondary school.*

*Beginning in 2015 when MACCS received a school grade of “D” from the NM Public Education Department, a Reading culture was established with support from Humanities and the Sciences. With this increase in collaboration and instruction based on student data, MACCS increased student proficiency from 67% in 2015 to 81% in 2016 and 82% in 2017.*

*For two consecutive years, MACCS “Exceeded” the Performance Framework Goal for Reading. Using the same collaborative spirit for Math, MACCS was able to “Meet” the framework goal in 2016 with a proficiency rate of 72%, up from 46% the previous year. Also in 2016, MACCS received a school grade of “B” from the PED, and it appeared that MACCS had maintained its framework goals. However, in 2017, MACCS dropped to 62% and “Did Not Meet” its framework goal in Math.*

*As a result, MACCS is enhancing the Early Warning System process with grade level goal teams to collaborate on Tier I interventions and to support differentiated instruction. In process, this summative and formative data builds an effective SAT program that involves students and families. In fact, home and school contact has been the driving force behind the current attendance rate of 97% at MACCS.*

*At present, MACCS is building strong advisory and leadership programs to reinvigorated monthly assemblies that celebrate student success and to incorporate incentives such as Work Ethic Cards and House Points. Furthermore, MACCS plans to improve and sustain the graduation rate with a freshman focus/ mentorship program involving an application and interview process that builds on a student’s media talents and abilities, an orientation that builds a community of three strong cohorts and Math/ Literacy Ready courses the prepare students for a post-secondary education. In moving forward toward a second charter renewal, MACCS is committed to improving student achievement and to increasing the graduation rate while preparing leaders for careers in the media arts.*



### **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)

**School response:**

**Amendment Request A:**

*Media Arts Collaborative Charter School Governing Board By-Laws and Proposed Changes (Please see attached). Attached to this charter renewal application are the current MACCS Governance Council Bylaws. These Bylaws have been in the process of revision, and consideration of the proposed finalized revised Bylaws is scheduled for the Council's October 10 regular meeting. If, as and when the Council shall have approved the revisions, the revised Bylaws shall be forwarded to the PEC as an addendum to MACCS' charter renewal application.*

**Amendment Request B:**

*Media Arts Collaborative Charter School begins the process to acquire the upstairs north end of the Band of America building (Please see attached). MACCS has already acquired basement space of the said building.*

**Amendment Request C:**

*Media Arts Collaborative Charter School changes the language of Performance Framework Goal: Math, "Falls Far Below," from "Less than **57%** of FAY students..." to "Less than **58%** of FAY students..." (bold font for emphasis only) toward becoming inclusive of all student results.*



# DRAFT

MEDIA ARTS COLLABORATIVE CHARTER SCHOOL  
GOVERNING BOARD MINUTES  
September 12<sup>th</sup>, 2017 7:30pm  
4401 Central Ave NE Building #2 Albuquerque, NM 87108

1. Quorum Call
  - a. Michael called the meeting to order at 7:32pm
  - b. Board Member Quorum Call
    - i. Michael Trujillo – Present
    - ii. Ted Cloak – Present
    - iii. John “Jake” Lopez – Present
    - iv. Jim Gale – Present
    - v. Miles Tokunow – Present
    - vi. Carolyn Carlson – Present
    - vii. Malinda Menke – Present
    - viii. Trish Meyer – Present
    - ix. Marvin Gladstone - Present
    - x. A quorum is present
  - c. Staff Present: Jonathan Dooley, Patrick Kelly and Anthony Conforti
  - d. Foundation Members Present: None
  - e. PAC Members Present: None
  - f. Public Present: Steven Milner
2. Approval of Agenda
  - a. John made a motion to approve the agenda
  - b. Ted seconded
  - c. There was no discussion
  - d. Roll Call Vote – Miles Tokunow “AYE”; James Gale “AYE”; John Lopez “AYE”; Carolyn Carlson “AYE”; Malinda Menke “AYE”; Ted Cloak “AYE”
  - e. Motion Passed 6-0
3. Approval of Minutes
  - a. No motion was presented as the August 8<sup>th</sup> Minutes were approved at the August 22<sup>nd</sup> meeting
4. Committee of the Whole
  - a. John wanted to recognize Carolyn Carlson as a winner in the NM Press Women 2017 Awards. She also took 3<sup>rd</sup> at the national level
  - b. It was asked to add “Board meeting day/time” to the New Business portion of the agenda
5. Public Comment
  - a. No Public Comment
6. Reports

# DRAFT

- a. Principal Report
  - i. Charter Renewal Training #4
    - 1. The last training was this past Wednesday.
    - 2. Received good feedback on school's portion of the renewal
      - a. PEC likes 'straight to the point' narratives
    - 3. Jonathan discussed Part A and Part B of the renewal (copies were emailed out)
    - 4. PED site visit is on October 24<sup>th</sup>, board members are invited for 9:45am discussion and interviews
  - ii. Staffing for 2017-2018
    - 1. Still need a Full-Time Special Education teacher
      - a. Advertisements have been placed in various places
      - b. One candidate would like to change schools, but is hesitant mid-year
      - c. Jim brought up the idea of incentives for a teacher to sign (need board approval)
  - iii. Enrollment update
    - 1. 254 current students
    - 2. We were up to 268 but some have left.
    - 3. New Leadership classes have students already planning recruiting events at International District schools
  - iv. NM Teach Certification
    - 1. Jonathan passed the test with 90% accuracy
    - 2. Jonathan distributed graphs comparing 15-16 and 16-17 school year teacher evaluation and observation results
      - a. He has had good dialog so far with the teachers regarding their evaluation results
  - v. NWEA (Short-Cycle Testing) results
    - 1. Distributed charts show that we are very strong in reading and still challenged in math
      - a. Using results to drive our Goal team strategies to target students in need
      - b. Part of our Early Warning System procedures
    - 2. Jonathan distributed our school report card with "C" grade
      - a. There was discussion over the various components of the grade with most focused on graduation rate
      - b. Marvin asked if a "C" grade will adversely affect our renewal. Jonathan did not think so since we are averaging a "C" over the course of the term
      - c. It was brought up that it was curious how we can achieve an "A" in 'Opportunity to Learn' and

# DRAFT

'College and Career Readiness', yet our  
Graduation grade is an "F"

- vi. Mission Graduate
  - 1. Jonathan and our Social Worker, Stephanie Molina attended a recent workshop
  - 2. Our attendance rate is now at 99%
- vii. Ice Cream Social
  - 1. Had a decent turnout
  - 2. We are up to 84% on our parent petition to be renewed (required at least 75%) and trying to get to 100%
  - 3. A parent volunteer is calling home to make sure all know that they can sign
- viii. International District Meeting
  - 1. Jonathan commented that it is a great, positive, involved and active group
  - 2. Recruitment ideas involve Rosetta Stone and MACCS being able to offer up to 24 languages
  - 3. Mike made a comment that we should all go to our neighborhood association meetings to promote the school as some areas of town may have potential families that don't know MACCS exists
    - a. Miles has a contact at the NM Asian Family Center
- ix. NM Film and Media Conference
  - 1. We had a table to promote MACCS with students attending
  - 2. Mr. Conforti was able to get them free passes to conference
- x. High Schools that Work Trainings
  - 1. Alicia (counselor) and Jonathan attended a recent training on graduation initiatives
    - a. There is going to be a focus on Freshman classes
      - i. Get the students off to a strong start so that they are successful and stay at MACCS
  - 2. Teachers will be attending upcoming trainings on various topics
- xi. Early Warning Systems Goal Teams
  - 1. Scheduled for Friday afternoons
    - a. Designed to identify students that need interventions and construct classroom assessments that help them learn
- xii. Student Clubs
  - 1. Jonathan discussed the various student clubs that have formed and their activities
- xiii. Upcoming Events

# DRAFT

1. Jonathan discussed the Open House, Pennies for Patients, Portfolium Software and Parent-Teacher Conference (October 12<sup>th</sup>)
- xiv. Charter School Renewal Presentation
  1. Jonathan went over a PowerPoint presentation that discussed the components of Part A and B of the Charter Renewal
  2. Items discussed were:
    - a. State Report Cards and their component grades
    - b. Performance Framework Goals and our results
    - c. Financial Compliance and narratives
    - d. Material Terms of the Charter
    - e. Charter Renewal Narratives
  3. The board was grateful for the presentation and thanked Jonathan for putting it in this form

## b. Financial Report

- i. Pat reported on the finances for August 2017
  1. Discussed various funds and their balances
    - a. Noted that all lease payments are currently encumbered out of operational until we receive the Lease Assistance Grant
      - i. At that point, expenses/encumbrances will transfer to that grant
  2. Reviewed the disbursements and deposits for the month
- ii. Pat presented his version of Part C of the Charter Renewal
  1. This spreadsheet is to be completed by the Charter School Division for our review, but MACCS hasn't received it yet
  2. Pat discussed the various data and graphs on the worksheet regarding fund balances, expenditure trends, teacher contract amount, teacher experience, etc.
- iii. Pat presented the narrative items in the Financial Section of Part B of the Charter Renewal
  1. The board was in agreement with the narrative
- iv. Presentation of Budget Adjustment Requests (BARs)
  1. No BARs
- v. FY2017 Audit
  1. Pat discussed that the finance and audit committee met prior to the meeting to go over our Financial Performance Frameworks and to discuss the upcoming FY2017 audit
  2. Audit is scheduled for next week
- vi. Lease Reimbursement Grant

# DRAFT

1. Pat discussed that it looks like the possible 20% cut to the grant for FY2018 may not happen
2. There is a PSCOC meeting tomorrow to discuss various scenarios and it looks as though none of the scenarios will adversely affect MACCS' grant
- vii. Pat discussed that our 5 Year Facility Masterplan expires towards the end of this school year
  1. Need to contract with an architecture firm to update/revise our current plan
  2. There is a grant through PSCOC/PSFA to help with the costs which is due October 13
    - a. Mike suggested sending the grant info to Steven Milner to possibly work on
- viii. Approval of Financial Report
  1. Marvin moved to approve the presented August 2017 financial report
  2. Jim seconded the motion
  3. There was no discussion
  4. Roll Call Vote – Miles Tokunow “AYE”; James Gale “AYE”; John Lopez “AYE”; Carolyn Carlson “AYE”; Malinda Menke “AYE”; Ted Cloak “AYE”
  5. Motion Passed 6-0
- c. Media Coordinator Report
  - i. NM Media and Film Conference
    1. State less and less of a presence due to budget cuts
    2. Kids had a great time
  - ii. Give Back Program
    1. Statutory requirement for productions to give to entities in New Mexico
    2. Primarily focused on higher education historically
      - a. Moved to secondary education schools
      - b. MACCS is on or near the top of the list
      - c. We want relationships with these production entities, not just their money
  - iii. Anne Heche was there as she is filming “The Brave”
  - iv. Invited to show some work at the KIMO two weeks ago NM Commission for Community Voluntarism
    1. 20 minutes for the showing, Habitat for Humanity had commercially done videos, but everyone liked the MACCS student productions
      - a. May lead to entities requesting our students' services
  - v. Rocky Mountain Student Emmy Awards – October
    1. 4 entries – 2 nominations
    2. Only NM high school to get

# DRAFT

- a. Best Camerawork
    - b. Best PSA
  - vi. SMPTE Next Month October 23<sup>rd</sup>-26<sup>th</sup>
    - 1. Taking 3-6 students
      - a. Criteria or essay to apply
      - b. Must join the SMPTE club
    - 2. Look for connections to help the school at a high level
    - 3. Bill Miller – Anthony will connect with Jim on who to try to connect with
    - 4. One high school student has submitted to the film festival
  - d. PAC Report
    - i. No report given
    - ii. Noted that Open House is tomorrow
  - e. Foundation Board
    - i. No report given
- 7. Action Items
  - a. BARs Approval
    - i. No Bars
  - b. Board Membership Specification
    - i. Marvin moved that the MACCS Governance Council shall designate nine member positions for the 2017-2018 school year
    - ii. Ted seconded the motion
    - iii. There was discussion in regards to John “Jake” Lopez letting the board know that he has accepted a teaching position that will prevent him from attending meetings on Tuesday, Wednesday or Thursday nights after December. There was discussion of possible moving days and times of the meeting or finding a replacement at that time. Some board members noted that they may have candidates for the position if needed.
    - iv. Roll Call Vote – Miles Tokunow “AYE”; James Gale “AYE”; John Lopez “AYE”; Carolyn Carlson “AYE”; Malinda Menke “AYE”; Ted Cloak “AYE”
    - v. Motion Passed 6-0
  - c. Approval of Governance Council Bylaws
    - i. John moved to table approval until the September 26<sup>th</sup> meeting
    - ii. Malinda seconded the motion
    - iii. There was discussion on the revision comments from Patty Matthews and revisions will be entered by Pat Kelly
    - iv. Roll Call Vote – Miles Tokunow “AYE”; James Gale “AYE”; John Lopez “AYE”; Carolyn Carlson “AYE”; Malinda Menke “AYE”; Ted Cloak “AYE”

# DRAFT

- v. Motion Passed 6-0
  - d. Approval of Principal Evaluation
    - i. Marvin moved to table the principal evaluation until the September 26<sup>th</sup> meeting
    - ii. Carolyn seconded the motion
    - iii. John commented that the Bylaws and Principal Evaluation should be the only agenda items. Marvin commented that he would like a copy of the new evaluation
    - iv. Roll Call Vote – Miles Tokunow “AYE”; James Gale “AYE”; John Lopez “AYE”; Carolyn Carlson “AYE”; Malinda Menke “AYE”; Ted Cloak “AYE”
    - v. Motion Passed 6-0
- 8. Old Business
  - a. None
- 9. New Business
  - a. Discussion regarding new day/time for board meetings was discussed in item 7.b
- 10. Adjournment
  - a. John moved to adjourn the meeting
  - b. Miles seconded the motion
  - c. There was no discussion
  - d. Roll Call Vote – Miles Tokunow “AYE”; James Gale “AYE”; John Lopez “AYE”; Carolyn Carlson “AYE”; Malinda Menke “AYE”; Ted Cloak “AYE”
  - e. Motion Passed 6-0
  - f. Meeting adjourned at 9:34pm