

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2014 State Charter Renewal Application Kit***



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





STATE OF NEW MEXICO
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Dear State Charter School Renewal Applicants:

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

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

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

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does not need to contribute anything to Part A.

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

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

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

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

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department’s minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact me at Julia.Barnes@state.nm.us or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Julia Barnes
Interim Director
Options for Parents: Charter Schools Division

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

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Instructions: 2014 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2014 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Julia Barnes at Julia.Barnes@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Ms. Barnes about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2014 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us or Amy Chacon at Amy.Chacon@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (April – September 2014)	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 st , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

(November 14-December 2)**	
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Friday, December 5, 2014 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11-12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 11-12, 2014 .
Contract Negotiations (December, 2014-March, 2015)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

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

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

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

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

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

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

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

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

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

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***SAMPLE.** The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

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

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

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

Exceeds Standard:

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

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

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

Meets Standard:

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

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

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

Does Not Meet Standard:

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

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

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

Falls Far Below Standard:

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

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

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

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

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

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

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

2014 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

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

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

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



Part A—School’s Summary Data Report



Tierra Adentro Renewal Snapshot.pdf

NM PED Charter School Division - Renewal Snapshot Report

Tierra Adentro

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

General Information

Mailing Address: 1511 Central Ave NE, Albuquerque, NM 87106

Physical Address: 1511 Central Ave NE, Albuquerque, NM 87106

Phone: (505) 967-4720 Ext: Fax: (505) 967-4721 Website: www.tierraadentronm.org

Opened: 2010 State Appvd: Sep-09 Renewal: 2015

School District: Albuquerque County: Bernalillo

Veronica Torres, Executive Director Email: vtorres@tierraadentronm.org

Julia Gilroy, President Email: julia.m.gilroy@gmail.com

Mission: The mission of Tierra Adentro: The New Mexico School of Academics, Art and Artesanía (TANM) is to create an inclusive and thriving learning environment comprised of a demographically and culturally diverse student population with a focus on academics, art, artesanía (artisanship), and the study of the cultures that comprise our rich New Mexican heritage to ensure awareness, preservation, and progression of our cultural legacy.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	6-12		430	231	21	11

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	C	A	B		
2. 3 Year Avg Grade		B	A		
3. Current Standing	B	B	C		
4. School Growth		C	C		
5. Highest Performing Students	C	A	A		
6. Lowest Performing Students	B	A	B		
7. Opportunity to Learn	B	B	B		
8. Graduation				Pending	
9. Career and College				Pending	
10. Reading Proficiency	52.4	42.7	50.3		
11. Math Proficiency	30.3	19.5	34.5		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	2	2.8	2.25		

NM PED Charter School Division - Renewal Snapshot Report

Tierra Adentro

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

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment		153	183	205	231
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male		44.4%	42.1%	43.4%	37.2%
3. % Female		55.6%	57.9%	56.6%	62.8%
4. % Caucasian		12.4%	13.7%	11.2%	10.4%
5. % Hispanic		83.7%	79.8%	82.9%	85.7%
6. % African American		2.6%	4.9%	2.9%	2.2%
7. % Asian		0.7%	0.0%	0.0%	0.0%
8. % Native American		0.7%	1.6%	2.9%	1.7%
9. % Economically Disadvantaged		70.6%	71.0%	67.8%	62.3%
10. % Title 1 TS		100.0%	100.0%	100.0%	100.0%
11. % Title 1 T		0.0%	0.0%	0.0%	0.0%
12. %Title 1 S		100.0%	0.0%	0.0%	100.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		13.1%	14.2%	18.0%	15.2%
15. % ELL		28.1%	27.9%	27.3%	23.4%



Part B—Self-Report/Looking Back
(A Report on the Current Charter Term)

I. Self-Report—Looking Back

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

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

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

New Mexico Educational Standards--School Grading Report

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

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

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

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14). Even though Tierra Adentro is a school in its first charter, it has performed no lower than a C during the first three grading cycles. Its average for these three years is an A and the administration, staff, and community support agencies have analyzed this data to determine what modifications and adaptations of the current program are necessary to continue to improve the performance of the school.

Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure. Although TANM school ranks 13th among schools with a similar population of students in a similar setting, TANM's current standing is at a C level. This is an area of concern for the school in that although students are demonstrating growth, the percentage of students who are proficient is not as high as the school would like for it to be as we would like this grade to match our other levels of performance. As the school

continues to make adjustments to its curriculum and overall program, our strategic plan will address this area so that our students will be performing at a higher level.

School Growth

Provide a statement of progress regarding your “School Growth” over the past three years and offer any additional information regarding this measure. According to the report card, TANM has earned enough points to indicate that it is generally improving its ability to increase student achievement and ranks 9th among schools with a similar population and setting. This is another area that TANM will continuously strive to improve to ensure that students will reach proficiency and will be addressed through new smart goals.

Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure. TANM is very proud of its ability to challenge its Q3 students to perform at the highest level and to continue to learn and be successful. We attribute this growth to our trilateral methodology with its focus on Theory, Technique, and Application which helps students to understand that in all subjects, be they core or art, that all three elements must be mastered in order to achieve proficiency in any given subject.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure. TANM has developed intentional efforts to provide inclusive and supportive services to our students with disabilities and students who may have fallen through the cracks and are not achieving at their potential. Our efforts have included a pilot program which offers intensive small group support to a group of our lowest performing students selected by the administration and recommended by the teachers.

Opportunity to Learn

Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure. The staff of TANM is aware of best instructional practices as evident by the amount of training that they have received over the past four years and attempt, to the best of their abilities, to incorporate these practices into their classrooms. Information from the report card indicates that TANM ranked 3 of schools with similar students and settings in providing students an opportunity to learn.

Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure. TANM has graduated two groups of students. Although the number of students in each class is statistically too small to be reported by PED, 100% of the students in both classes have successfully met all requirements for graduation and received high school diplomas. For each of the past two years 8 of the 8 students who were candidates graduated on time.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure. TANM is now offering Dual Credit courses for its high school students and wants to ensure that all of its graduates are ready for the next step, whatever that may be, college or career, once they receive their high school diplomas.

Bonus Points

Provide a statement of progress regarding “Bonus Points” over the past three years. TANM has earned no fewer than two bonus points each year based on its participation in community events and its performance history. We will

continue to seek new ways to add points to this category. TANM bonus points are comprised of both curricular and extracurricular activities. The curricular activities are an extension of what the students are learning in the classroom in both the arts and academics, such as, the TANM school-wide Science Fair, the TANM annual Dance and Music Recital, and the TANM Art Show and Trunk Show. All of these events are mandatory for all students, and reflect mastery of skills learned within the school year. Extracurricular activities are activities that students choose to join or audition for to enhance their overall health and wellness, as well as gain extensive knowledge in the arts. Such activities are Fitness Club, Dance Ensemble, Music Ensemble, and Festival Flamenco Internacional.

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

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

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

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

Student Academic Performance Standard/Goal #1: Tierra Adentro students will achieve academic excellence in core subject areas.						
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): NWEA MAP assessments were used for two years, but because of a change of principals and a change in assessments, data was available for only one year.						
Data—Average Scores – NWEA – (All scores are reported as percentage of students at benchmark.)						
Grade Level	Year 2 School Year 11-12 Math Fall	Year 2 School Year 11-12 Math Spring	Growth	Year 2 School Year 11-12 Reading Fall	Year 2 School Year 11-12 Reading Spring	Growth
6th	36	33	-3	35	39	+4
7 th	15	14	-1	27	65	+38
8 th	30	16	-14	70	58	-12
9 th	48	58	+10	59	84	+25
10 th	9	22	+13	46	56	+10
11 th	33	71	+38	66	86	+20
Average	28.5	35.7	+7.2	50.5	64.7	+14.2
Provide a statement of progress and additional information regarding the above data: The table above indicates that as a school we made progress in both reading and math for the school year 2011-12. This data was also used to drive instruction and modifications to the program. It also demonstrates the strength of the literacy program at TANM and identifies the grade levels and areas of concern as we continuously improve our curriculum and instructional methodology.						

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

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

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

Student Performance Standard/Goal #1: Tierra Adentro students will achieve academic excellence in core subject areas.						
Measure(s) Used: Discovery Assessment						
Data—Growth Data for English Language Arts from Fall to Spring						
Grade Level	2012-2013 % Below Average	2012-2013 % Average	2012-2013 % Above Average	2013-2014 % Below Average	2013-2014 % Average	2013-2014 % Above Average
6 th	20	62	18	14	67	19
7 th	13	70	17	19	64	17
8 th	16	70	14	16	74	10
9 th	11	72	17			
10 th	7	80	13			
Averages	13	71	16	16	69	15
Provide a statement of progress and additional information regarding the above data: Data was not available from Discovery for the 9th and 10th grades for the 2013-2014 school year. This data does demonstrate that the majority of students at TANM are making average to above average growth in ELA. This information helps to account for our grades in growth for our students both Q1 and Q3. We recognize that in order to raise our current standing we will need for a higher percentage of students to make above average gains on the short cycle assessment. Our goals moving forward will address this need.						

Student Performance Standard/Goal #1: Tierra Adentro students will achieve academic excellence in core subject areas.						
Measure(s) Used: Discovery Assessment						

Data—Growth Data for Mathematics from Fall to Spring

Grade Level	2012-2013 % Below Average	2012-2013 % Average	2012-2013 % Above Average	2013-2014 % Below Average	2013-2014 % Average	2013-2014 % Above Average
6 th	14	74	12	5	95	0
7 th	10	74	16	14	74	12
8 th	21	63	16	14	71	15
9 th	10	76	14			
10 th	17	75	8			
Averages	14.4	72.4	13.2	11	80	9

Provide a statement of progress and additional information regarding the above data: Data was not available from Discovery for the 9th and 10th grades for the 2013-2014 school year. This data does demonstrate that the majority of students at TANM are making average to above average growth in Mathematics. This information helps to account for our grades in growth for our students both Q1 and Q3. We recognize that in order to raise our current standing we will need for a higher percentage of students to make above average gains on the short cycle assessment. Our goals moving forward will address this need.

Student Performance Standard/Goal #1: **Tierra Adentro students will achieve academic excellence in core subject areas.**

Measure(s) Used: **TANM faculty will teach thematic units that culminate in mastery tests in each core subject area. Students will pass mastery tests at a level of proficiency of 80% or above.**

**Data—Percentage of Students Assessed at the 80% or Higher Level
on end of Semester Tests School Year 2010-2011
(First year of operation grades 6-10)**

Grade Level	Language Arts		Math		Science		Social Studies	
	1	2	1	2	1	2	1	2
6	65	57	42	41	76	70	46	17
7	44	88	42	22	72	67	36	58
8	64	47	74	44	33	61	44	67
9	42	30	21	25	46	4	8	19
10	50	63	50	50	50	75	25	50
Totals	56	57	39	29	60	61	36	42

**Data—Percentage of Students Assessed at the 80% or Higher Level
on end of Semester Tests School Year 2011-2012
(Second year of operation grades 6-11)**

Grade Level	Language Arts		Math		Science		Social Studies	
	1	2	1	2	1	2	1	2
6	41	76	39	50	65	82	35	49
7	76	70	67	60	47	88	88	91
8	61	71	29	64	35	73	52	71
9	62	41	19	22	28	70	50	18
10	22	89	36	33	0	100	0	33
11	57	86	50	50	0	81	0	33
Totals	45	70	40	47	42	81	50	71

**Data—Percentage of Students Assessed at the 80% or Higher Level
on end of Semester Tests School Year 2012-2013
(Third year of operation grades 6-12)**

Grade Level	Language Arts		Math		Science		Social Studies	
	1	2	1	2	1	2	1	2
6	49	66	79	63	55	62	55	72
7	51	68	17	60	42	66	84	65
8	63	78	19	60	53	81	48	80
9	30	20	8	31	45	41	0	28
10	80	57	45	48	33	65	100	47
11	50	20	0	68	44	33	56	30
12	50	75	75	100	44	33	56	50
Totals	59	65	35	61	47	44	30	64

**Data—Percentage of Students Assessed at the 80% or Higher Level
on end of Semester Tests School Year 2013-2014
(Fourth year of operation grades 6-12)**

Grade Level	Language Arts		Math		Science		Social Studies	
	1	2	1	2	1	2	1	2
6	71	66	51	42	52	88	80	75
7	73	82	35	96	29	84	54	40
8	81	90	37	80	74	82	84	93
9	0	28	13	3	90	90	17	44
10	39	32	5	52	88	11	38	43
11	29	14	45	35	97	94	73	48
12	63	75	50	100	97	93	100	69
Total	67	64	34	58	72	77	67	56

Explanation: Tierra Adentro places an emphasis on excellence and sets high expectations for its students in all core areas. The data above demonstrates the percentage of students who have achieved a proficiency level of 80% or above in each of the core on end of semester examinations during the four years that TANM has been in

operation. Units are designed using the Common Core State Standards in Language Arts and Math and using the New Mexico Standards and Benchmarks for Science, Social Studies, and Spanish. The end of semester tests are designed to assess students' mastery of these standards. TANM recognizes that 9th grade, especially mathematics is an area of concern; however, this is also a grade level at which new students, who have not been exposed to the methodology used at TANM enter the school.

Student Academic Performance Standard/Goal #2: TANM students will achieve excellence in art, artesanía, and cultural expression.				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): Teachers will utilize curricular frameworks, thematic units, checklists, and rubrics to quantify time spent in each perspective of study. In addition to traditional methods of grading and student attendance, student progress will be measured through public performances and exhibitions of their craft. Evaluation will be peer and professional based, with professional feedback in written and oral form.				
Data—Average Scores from the Mastery Tests, Rubrics, and performance reviews				
Subject	Year 1 School Year 10-11	Year 2 School Year 11-12	Year 3 School Year 12-13	Year 4 School Year 13-14
Music	90	98	99	100
Art/Artensia	99	99	99	100
Baile (Dance)	87	99	96	100
Provide a statement of progress and additional information regarding the above data: In achieving this goal, teachers, along with the Curriculum team created performance-based rubrics called checklists that reflected the skills and choreographies students were required to master in order to progress to the next level of dance and music. In art and artesanía, local artists professionally judged students in two art shows each year. Written semester exams were also given to determine advancement to the next level. The data provided above demonstrates that our students have reached the highest level of achievement in these areas and we will build on these strengths to continue to achieve this level of proficiency in our arts program.				

Student Academic Performance Standard/Goal #3: Tierra Adentro will facilitate cultural awareness, preservation, and progression in our students, school, and community.								
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): Students will be required to take four years of Spanish language, resulting in proficiency upon graduation. Teachers scored students on semester tests in Spanish each of the four years. Results below indicate the percentage of students at each grade level who performed at 80% or higher on these tests.								
Data—Average Scores								
Grade Level	Year 1 School Year 10-11		Year 2 School Year 11-12		Year 3 School Year 12-13		Year 4 School Year 13-14	
	1 st	2 nd						
6 th	63	57	62	79	53	83	66	2
7 th	33	0	74	91	58	42	50	39

8 th	57	54	94	60	58	71	84	84
9 th	19	58	86	73	89	51	33	73
10 th	44	67	18	86	89	89	67	60
11 th	NA	NA	33	84	89	50	40	75
12 th	NA	NA	33	84	89	50	50	93

Provide a statement of progress and additional information regarding the above data: In the inaugural year, the school began with grades 6th-10th. Currently, students who began with TANM in the 6th grade are now entering the 10th grade and have completed 4 years of Spanish and the study of the Iberian Diaspora. Upon graduation, these students will have completed intense studies in communicative Spanish and the study of the Iberian Diaspora in conjunction with their highly structured curriculum in the academics and the arts, thus achieving the goal of cultural preservation.

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

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

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

Organizational Performance Standard/School Goal #1: Tierra Adentro will develop opportunities for success and networks of support for its students and faculty.			
Measure(s) Used: All TANM students will be required to attend partner events, and master artist and artisan workshops			
Data: Community Performances 2010-2011			
Title of Event	Grade Level	Number of Student Participants	Notes
State Legislature	6-10	125	School-wide field trip
Conservatory of Flamenco Arts Recital	6-10	20	Student volunteer basis
TANM Recital	6-10	150	School-wide recital
Charter School Conference	6-10	22	Selected group of students

Data: Community Performances 2011-2012			
State Legislature	6-11	50	Selected Students
Conservatory of Flamenco Arts Recital	6-11	35	Student volunteer basis
TANM Recital	6-11	190	School-wide recital
TANM Trunk Show	6-11	50	Selected Students- Open to the Community
Charter School Conference	6-8	25	Selected Students
Charter School Cinco de Mayo Celebration	9-10	15	Selected Students
TANM Open House	6	20	Selected Students
Talin Market	9-11	15	Selected Students
Growers Market	7	20	Selected Students
DATA: Community Performances 2012-2013			
State Legislature	7-8	35	Selected Students
Conservatory of Flamenco Arts Recital	6 and 11	40	6 th graders performed Sevillanas/11 th graders performed Tangos
TANM Recital	6-12	205	School-wide recital
TANM Trunk Show	6-12	75	Selected Students – Open to the Community
Charter School Conference	7-8	20	Selected Students

Old Town Flamenco Day	6-8	8	Selected Students
Growers Market	7-8	20	Selected Students
Village Inn Night	6-12	200	All students participated
Cinco de Mayo Celebration	6-7	15	Selected Students
National Train Day	9-11	20	Selected Students
Festival Flamenco 2013	10-11	5	Members of TANM Ensemble
Data: Community Performances 2013-2014			
State Legislature	8-10	35	Selected Students
Conservatory of Flamenco Arts Recital	8-12	40	Escuela Bolera Class and TANM Ensemble
TANM Recital	6-12	205	School-wide Recital
TANM Trunk Show	6-12	75	Selected Students – Open to the Community
Charter School Conference	7-8	25	Selected Students
The Morning Brew	9-11	8	Selected Students from TANM Ensemble
Balloon Fiesta	7-8	35	Selected Students
Old Town Flamenco Day	6-8	15	Selected Students
Growers Market	7-8	25	Selected Students

Village Inn Night	6-12	220	All Students Participated
Dreambuilders Conference	9-11	10	Selected Students
Kellogg Grant Conference	7-9	25	Selected Students
Corrales International Fair	7-10	20	Selected Conference
Cinco de Mayo Celebration	6-7	15	Selected Students
National Train Day	9-11	20	Selected Students
Festival Flamenco 2014	10-11 + TANM Alumni	5	Members of TANM Ensemble

Provide a statement of progress and additional information regarding the above data: Each year TANM aims to increase their community based performances. The tables above show that TANM has been able to meet that goal and is providing more opportunities for students to perform. At every performance, we have parent volunteers on hand as well as TANM staff to engage to community in outreach and development for the school. With the extensive training that our students are receiving in the arts, the performances are now completely student based; meaning they sing, dance, and play the guitar without teacher help.

Organizational Performance Standard/School Goal #1: Tierra Adentro will develop opportunities for success and networks of support for its students and faculty.

Measure(s) Used: TANM shall create partnerships supported by a Memorandum of Understanding with organizations including, but not limited to the National Institute of Flamenco, the University of New Mexico's Department of Theater and Dance and the National Hispanic Cultural Center. Relationships with these organizations are intact through partnerships with NIF for education and performance.

Data: Partnerships and Collaboration

Organization	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013	School Year 2013-2014
National Institute of Flamenco	X	X	X	X
The Conservatory of Flamenco Arts	X	X	X	X

The University of New Mexico (Dual Credit)		X	X	X
Central New Mexico Community College		X	X	X
The National Hispanic Cultural Center		X	X	X

Provide a statement of progress and additional information regarding the above data: Over the course of four years, TANM has developed and maintained partnerships with The National Institute of Flamenco (NIF), the University of New Mexico (UNM), Central New Mexico Community College (CNM), and the National Hispanic Cultural Center (NHCC) in the areas of dance, music, and various academic dual credit classes and workshops.

The University of New Mexico, in conjunction with the National Institute of Flamenco has obtained a grant for world renowned guest dancers and musicians to come from Spain to work with Tierra Adentro’s teachers in order to provide them with skills to thrive in the global context of Flamenco with a high level curriculum encompassing training, professional development, and community engagement. The teachers then aim to educate TANM students in the study of Flamenco music and dance, all while instilling values of hard work and perseverance; values that benefit them throughout every aspect of their lives.

The NHCC’s Dream Builders program, consists of board members from Tierra Adentro’s Curriculum staff and Sandia Labs, offers STEM + Arts/Artesania workshops for students, teachers, and professionals, designed to increase the number of Hispanic students who pursue degrees in science, technology, engineering and mathematics, to support the development of a scientifically and technically trained student base, and to use the inherent relationship between science and the arts to increase interest in both disciplines. Dream Builders is an annual program that TANM teachers, students, and parents attend that will generate ongoing STEM + Arts professional development at the NHCC, creating a non-traditional approach to engaging the community in scientific and technical fields through the strong Hispanic cultural tie to the arts.

Organizational Performance Standard/School Goal #2: Tierra Adentro will be a resource of cultural education for the community.				
Measure(s) Used: TANM will provide performances and artisan showcases for the community throughout the year and will provide student performances for other organizations.				
Data: Ticket Reports and Sign-in Sheets	2010-2011 Attendance	2011-2012 Attendance	2012-2013 Attendance	2013-2014 Attendance
Art Shows	75	389	475	608

Recital (Includes Music and Baile)	691	702	771	844
Sales and Cash Receipts	2010-2011 Profit	2011-2012 Profit	2012-2013 Profit	2013-2014 Profit
ART/ARTESIAN Shows	\$175.21	\$1226.00	\$1907.08	\$3516.68
Recital (Includes Music and Baile)	\$8,292.00	\$8,424.00	\$9,954.00	\$12,586.00

Provide a statement of progress and additional information regarding the above data: Data was collected to determine money generated from TANM's two major performances and art shows per year, along with audience attendance numbers. There was an increase in each of these numbers each year.

Organizational Performance Standard/School Goal #3: **TANM will foster philosophical unity and excellence in teaching.**

Measure(s) Used: **Annual state-required Professional Development Plans will incorporate teachers' professional and artistic development goals.**

Data:	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013	School Year 2013-2014
Total Number of Staff Development Opportunities	8	11	16	17
Curriculum Training %	50%	82%	87%	88%
Performance/Art Training %	50%	18%	13%	12%

Provide a statement of progress and additional information regarding the above data: In all four years of operation TANM has provided monthly in-service meetings for grade level teams and department teams. TANM leadership has weekly collaboration meetings with the National Institute of Flamenco and Conservatory of Flamenco Arts. In addition, TANM provides a variety of staff development opportunities to address both curriculum and performance based issues. The number of professional trainings has grown from 8 the first year to 17 in year four. The information above indicates that the performance issues are mainly being addressed through the weekly meetings with the National Institute of Flamenco and Conservatory of Flamenco Arts. In addition, dance teachers rehearse with the NIF 2 hours a day, 5 days a week to ensure the integrity of the dance being taught. Furthermore, Flamenco dancers from Spain visit Albuquerque every summer and work with the performance art teachers. During the time frame of the original charter, one of the members of the TANM staff has gone to Spain to teach English to native Spanish speakers and also strengthened her knowledge of written and spoken Spanish. The majority of the core curriculum and special education training is being provided through opportunities provided by PED and attended by specific members of the faculty and staff of TANM as appropriate. In the first year of the new evaluation system all but two of the TANM staff were assessed at the effective or above level.

Organizational Performance Standard/School Goal #4: Tierra Adentro will be a safe environment for students to learn.

Measure(s) Used: Copies of up-to-date disciplinary handbooks shall be proved for staff, parents, and students to facilitate familiarity with disciplinary policies. In addition, annual reports shall reflect disciplinary actions and compliance with health and safety regulations.

Data: Student Discipline Infractions from the STARS Reporting System which result in suspension. The school also reports the number of school lockdowns or evacuations to STARS.

	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013	School Year 2013-2014
Number of Infractions to include: Assault/Battery, Sexual Harassment, Graffiti, Vandalism, and Drug Violation	21	4	2	0
Number of School lockdowns or evacuations	0	0	0	0

Provide a statement of progress and additional information regarding the above data: The Student Disciplinary Handbooks and Safe School Plan have been revised and approved by the Governing Council of TANM and submitted to the PED each school year. The Student Disciplinary Handbook is then posted on our TANM website and given to each student and parent. All students and parents are expected to read and sign in agreement to the policies in place. The handbook is referred to and followed in all disciplinary actions. Since the opening of the school, the number of disciplinary infractions for those offenses which require short or long term suspension was reduced to 0 for the 2013-2014 school year. The Safe School Plan supports the safety of our school and students. Since the opening of the school, there has not been a single safety issue.

B. Financial Performance

The Charter School Act provides as follows:

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

Financial Performance Assurances

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

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

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

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

For any "no" answers please provide an explanation.

a. Financial Statement

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

b. Audit Findings

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

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	0	No Findings	
1 (10-11)	5	One deposit not made within 24 hours of receipt; Expenditure exceeded function budget authority; one JE had no evidence of approval; Beginning cash balance did not match audited financial statements; School did not go out to bid for cumulative tangible personal property.	Additional staff will be hired to assist in daily deposits; All expenditures will be reviewed by the finance committee by Mid-May so that BARs can be submitted on a timely basis; BM will submit all JEs to the finance committee for approval; This error was fixed...all beginning balances for 2011-2012 will tie to the audited financial statements; All purchases will be made through an approved CES vendor
2 (11-12)	3	School did not have policies and procedures for submitting RFRs; Contractors were paid prior to services rendered; Expenditure object codes reported through OBMS did not match GL object code expenditures.	All RFRs and expenditures are reviewed by the finance committee. All RFRs will be uploaded by BM and submitted by the Exec Dir.; All vendors will be paid after services are rendered; This was an error in uploading into OBMS, JEs will be made if object codes do not match approved Chart of Accounts.
3 (12-13)	0	No Findings	

Identify any changes made to fiscal management practices as a result of audit findings. A business office assistant was hired in order to submit deposits within a 24 hour period. Finance committee now included at least one auditor who is familiar with Journal entries and financial statements.

C. Organizational Performance

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

Material Terms/Violations

Please provide assurances.

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

Educational Requirements—Assurances

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

For any "no" answers please provide an explanation.

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

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

Civil Rights and Special Populations—Assurances

- b) **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) **Yes** **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) **Yes** **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) **Yes** **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) **Yes** **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- d) **Yes** **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- e) **Yes** **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any “no” answers please provide an explanation.

Employees—Assurances

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

For any “no” answers please provide an explanation.

School Environment—Assurances

- a. **Yes** **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.

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

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

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

For any "no" answers please provide an explanation.

Governance—Assurances

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

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

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

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

E. Petition of Support from Households

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

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

F. Facility

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

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

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

G. Term of Renewal

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

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

II. Checklist

		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe:	<input type="checkbox"/>



Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

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

A. Performance Self Study/Analysis-Key Questions

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

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

Based upon our academic results from the past four years, our School's academic priorities will be to increase overall proficiency levels on our short cycle assessments and our annual standardized test. On our 2013-14 report card, we were 50.3% proficient in reading and 34.5% proficient in math, resulting in being just under the Statewide Benchmark on School Growth. However, the growth of our Q3 and our Q1 students exceeds the Statewide Benchmark of an average of 3.21 points. In analyzing this data, we can conclude that Tierra Adentro's students are growing at an above average rate. The Academic Advisory Committee, which consists of 9 of TANM's teachers and Administration, has met to set growth goals to ensure the levels of proficiency increase each year.

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

A strategy that will be implemented to address the School's academic priorities is to implement the National Institute of Flamenco's (NIF) Trilateral Approach, which focuses on theory, technique, and application. This innovative approach to delivering curriculum was developed and copy written by the Directors of NIF more than 10 years ago and has brought international success to its programming in Flamenco Dance. Upon founding TANM, NIF created the goal of developing a way to implement this approach into all arts and academic areas. From the inaugural year of TANM, this approach has been fully implemented in the areas of flamenco dance and music; thus assisting these programs to have a high success rate resulting in first year students, with no previous music and dance training, now being trained on a pre-professional track. The Curriculum team has spent the past 4 years creating a tracking model that can also be utilized in academic areas. This Tracking model is a system in which teacher's curriculum and implementation is analyzed, utilizing an innovative system of skill acquisition, through clear instruction and incremental progression in any skill area, as well as the ability to apply these skills in any real world application; thus creating a more skilled and well-rounded student.

To beta test this model, the Curriculum Team is currently implementing the approach in the Spanish Language Department, the Health Department, and the Visual Arts Department. To do so, each of these teacher's curriculum is utilizing The Trilateral Approach's Tracking System. This system allows for a member of the Curriculum Team to collect data on the teacher daily, for one class period a day. The data collected paints a clear picture of how the teacher delivers his/her curriculum, what skills they are teaching, the progression within that skill, how often and how long they teach those skills, how they are differentiating for each student, and how they utilize their overall instructional time. The Curriculum Team member then meets with the teacher to reflect on the data collected; thus allowing the teacher to frequently review and revise their lesson delivery and determine how they can revise and adjust their curriculum to best meet the needs of each student. In addition to tracking, the Curriculum Office has built a library of resources to offer to the teachers supplemental materials for their curriculum as needed based upon the Tracking Methodology.

Assuming this beta test is successful, this methodology will be utilized school-wide. It will offer teachers, departments, and grade level teams a way of reflecting on their everyday work in the classroom, while still allowing for creativity in lesson planning and delivery. As it has done in dance and music, it will foster horizontal and vertical alignment among all subject areas and grade levels, creating more streamline approaches to skill acquisitions for our students. It brings to life what teachers should be focusing on when creating individual student goals, and supports teachers in highly effective teaching.

In addition to the Trilateral Approach, Tierra Adentro's Academic Advisory Committee will continue to meet on an ongoing basis to reflect on the School's short cycle assessment data, in order to create consistency among the faculty in using the data to drive instruction and create individual student goals.

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

In reviewing Tierra Adentro's data, the leadership team has put into place systems that will support students' achievement. First, the roles of the Executive Director and Principal have been clearly defined. While the Principal oversees the daily operations of the school, the Executive Director oversees the overall mission and vision of the school. We have put together strong instructional teams where teachers are able to meet with their grade level and their department teams, resulting in teachers having the opportunity to increase collaboration and communication. Second, all teachers are required to submit Curriculum Maps, class Syllabi, and weekly lesson plans that are aligned to the current State and National Standards. Within their lesson plan templates, teachers are including sections for differentiated instruction, ELL and Special Education modifications, assessments, and post-teaching reflections. These systems are being supported by the Trilateral Approach and the Trilateral Tracking system which will allow for teachers the opportunity to go above and beyond traditional lesson planning and content Standards alignment; thus facilitating better vertical alignment and fostering student growth.

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

In analyzing Tierra Adentro's academic performance of our lowest-performing students, students with special needs, English Language Learners and students who are economically disadvantaged, our teachers will continue to have an all-inclusive environment. In the area of English/Language Arts, teachers will focus on implementing reading and writing across all content areas to increase reading comprehension; thus improving critical thinking skills. In the area of math, teachers will focus on all students having a strong foundation in all basic skills, in order build and scaffold curriculum that allows students to create projects; thus implementing real work application. As we work through implementing the Trilateral Tracking System, we will again identify students' areas of growth, along with determining the best way to differentiate instruction in order to meet the needs for all students.

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

The Executive Director, along with the Principal, presents student data to the Governing Council after each short-cycle assessment, annual standardized tests, and the School's annual State report card, including the School's goals. At the end of each school year, the Governing Council completes a 360-degree evaluation on the Executive Director. At that time, the Academic Advisory Committee along with the Administration are able to give their input into the Executive Director's evaluation, and communicate what changes need to be added to the program in order to raise student achievement and address school goals.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is

approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

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

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

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

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

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

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

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

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

- *Time-Specific with Target Dates.* A well-conceived goal should specify a timeframe or target date for achievement.

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

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

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

Provide Two Mission-Specific Indicators/Goals.

Tierra Adentro has elected to identify 4 goals: the first two will address academic growth utilizing short cycle assessments and the section two goals will specifically articulate an academic and a program goal to address elements in the mission statement. We have made this choice because of the uncertainty generated by the change in the summative assessment that will be introduced next year and the effect it may have on the letter grade of the school and therefore in the adjustments that will have to be made in the program.

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

Goal I: Tierra Adentro will increase the percentage of students who are proficient in math by 7% each of the next 4 years to reach a total percentage of 62% who are proficient in mathematics as measured by the short cycle assessment.

Both the “A” grade for growth on the school’s report card and the 85.4% average of TANM students who demonstrate average to above average growth in mathematics using the short cycle assessment, indicate that TANM is successfully facilitating the growth of its students. However, both the current status grade of C, which indicates that 34.5% of students in 2013/2014, and the most complete data available from Discovery, which indicates that 30.4% of Tierra Adentro students are proficient in math, identify a weakness that we hope to remediate over the next 4 years. We recognize that the yearly summative assessment is changing in the 2014/2015 school year and we do not yet know how the change from the SBA to the PARCC will affect the probability that TANM will be able to reach this goal if the summative assessment is the measure of proficiency. For that reason we will tie this goal to

the short cycle assessment which will remain a more consistent measure of improvement in the proficiency rate of our students.

Exceeds Standards: More than 7% increase in proficiency
Meets Standards: 6 to 7% increase in proficiency
Does not meet standards: 4 to 5.9% increase in proficiency
Falls far below: 3.9% increase in proficiency or less

Goal 2: Tierra Adentro will increase the percentage of students who are proficient in reading/language arts by 7% each of the next 4 years to reach a total percentage of no less than 63% who are proficient in reading/language arts as measured by the short cycle assessment.

Both the “A” grade for growth on the school’s report card and the 87.5% average of TANM students who demonstrate average to above average growth in reading/language arts using the short cycle assessment, indicate that TANM is successfully facilitating the growth of its students. However, both the current status grade of C which indicates that 50.3% of students in 2013/2014 and the most complete data available from Discovery, which indicates that 35.3% of Tierra Adentro students are proficient in reading/language arts, identify a weakness that we hope to remediate over the next 4 years. We recognize that the yearly summative assessment is changing in the 2014/2015 school year and we do not yet know how the change from the SBA to the PARCC will affect the probability that TANM will be able to reach this goal if the summative assessment is the measure of proficiency. For that reason we will tie this goal to the short cycle assessment which will remain a more consistent measure of improvement in the proficiency rate of our students.

Exceeds standards: More than 7% increase in proficiency
Meets standards: 6 to 7% increase in proficiency
Does not meet standards: 4 to 5.9% increase in proficiency
Falls far below: 3.9% increase in proficiency or less

GOAL 3: 60% of the students who have attended TANM 3 years of more will qualify for a dual credit course at a partner institution by the 11th grade.

TANM has increased its retention rate during its 4 years of operation. We know that 35% of the students who entered TANM in the 6th grade during its first year are still enrolled as 10th graders. We also know that we retained 82% of our students this year and as the program continues to improve we are confident that we will be able to use qualification for dual enrollment as a measure of excellence of our academic program.

Exceeds standards: more that 65% qualify for dual credit enrollment
Meets standards: 60-65%
Does not meet standards: 55-59%
Falls far below: 54% or less

GOAL 4: In order to be a resource of cultural education and to contribute to cultural awareness and preservation in the community, TANM will stage and participate in a total of no less than 20 performances/art showcases for the community each year.

TANM has increased its presence in the community each year (4 community events year 1 to 17 community events in 2013/2014), and firmly believes that it must continue to offer these opportunities to the community and participate in those performances that are offered to the school in order to meet its mission.

Exceeds standards: A total of more than 25 community events per year

Meets standards: 20-25 community events

Does not meet standards: 15-19 community events

Falls far below: 14 community events or less

C. Amendment Requests

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

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

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

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

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____

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

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

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

APPROVED

DENIED

Appendix A - Financials

Balance Sheet as of June 30, 2010

<u>Account Description</u>	<u>AccountCode</u>	<u>Total</u>
11011 - Bank Accounts	11000-0000-11011-0000-0000000-0000-00000	\$100.00
Subtotal of Account Group: Assets		\$100.00
41920 - Contributions/Donations - Private Sources (Non Categorical)	11000-0000-41920-0000-518001-0000-00000	\$100.00
Subtotal of Account Type: Fund Balance/Retained Earnings		\$100.00
Subtotal of Account Group: Liabilities/Fund Balance		\$100.00

Balance Sheet as of June 30, 2011

Account Description	AccountCode	Total
11011 - Bank Accounts	11000-0000-11011-0000-000000-0000-00000	\$ 80,912.69
Subtotal of Account Group: Assets		\$ 80,912.69
23126 - Unemployment Insurance	11000-0000-23126-0000-000000-0000-00000	\$ 0.62
23134 - State Retirement System Contributions (Employer)	11000-0000-23134-0000-000000-0000-00000	\$ 0.51
23147 - Voluntary Deductions	11000-0000-23147-0000-000000-0000-00000	\$ 0.26
Subtotal of Account Type: Liability		\$ 1.39
32300 - Unreserved Fund Balance	11000-0000-32300-0000-518001-0000-00000	\$ 100.00
41920 - Contributions/Donations - Private Sources (Non Categorical)	11000-0000-41920-0000-518001-0000-00000	\$ 100.00
43101 - State Equalization Guarantee	11000-0000-43101-0000-518001-0000-00000	\$1,421,961.29
51100 - Salaries Expense	11000-1000-51100-0000-518001-1611-00000	\$ (20,293.37)
51100 - Salaries Expense	11000-1000-51100-1010-518001-1411-00000	\$ (370,305.61)
51100 - Salaries Expense	11000-1000-51100-1010-518001-1711-00000	\$ (19,496.32)
51100 - Salaries Expense	11000-1000-51100-2000-518001-1412-00000	\$ (29,562.35)
51300 - Additional Compensation	11000-1000-51300-1010-518001-1411-00000	\$ (11,419.40)
51300 - Additional Compensation	11000-1000-51300-2000-518001-1412-00000	\$ (2,643.28)
52111 - Educational Retirement	11000-1000-52111-0000-000000-0000-00000	\$ (65,759.19)
52111 - Educational Retirement	11000-1000-52111-1010-518001-1411-00000	\$ (1,553.76)
52112 - ERA - Retiree Health	11000-1000-52112-0000-000000-0000-00000	\$ (8,807.23)
52112 - ERA - Retiree Health	11000-1000-52112-1010-518001-1411-00000	\$ 1.00
52210 - FICA Payments	11000-1000-52210-0000-000000-0000-00000	\$ (32,773.46)
52220 - Medicare Payments	11000-1000-52220-0000-000000-0000-00000	\$ (7,664.95)
52311 - Health and Medical Premiums	11000-1000-52311-0000-000000-0000-00000	\$ (22,710.00)
52311 - Health and Medical Premiums	11000-1000-52311-1010-518001-1411-00000	\$ (2,368.64)
52312 - Life	11000-1000-52312-0000-000000-0000-00000	\$ (537.00)
52313 - Dental	11000-1000-52313-0000-000000-0000-00000	\$ (1,398.90)
52314 - Vision	11000-1000-52314-0000-000000-0000-00000	\$ (109.04)
52315 - Disability	11000-1000-52315-0000-000000-0000-00000	\$ (443.84)
52316 - Other Insurance	11000-1000-52316-1010-518001-1411-00000	\$ (354.41)
52500 - Unemployment Compensation	11000-1000-52500-0000-000000-0000-00000	\$ (10,177.81)
52500 - Unemployment Compensation	11000-1000-52500-1010-518001-1411-00000	\$ 257.14
52710 - Workers Compensation Premium	11000-1000-52710-1010-518001-1411-00000	\$ 4.30
52720 - Workers Compensation Employer's Fee	11000-1000-52720-0000-000000-0000-00000	\$ (296.70)
52720 - Workers Compensation Employer's Fee	11000-1000-52720-0000-518001-0000-00000	\$ 301.00
53330 - Professional Development	11000-1000-53330-1010-518001-0000-00000	\$ (731.50)
53330 - Professional Development	11000-1000-53330-2000-518001-0000-00000	\$ (365.75)
55915 - Other Contract Services	11000-1000-55915-1010-518001-0000-00000	\$ (15,024.08)
56112 - Other Textbooks	11000-1000-56112-1010-518001-0000-00000	\$ (36,089.99)
56118 - General Supplies and Materials	11000-1000-56118-1010-518001-0000-00000	\$ (18,300.93)
57332 - Supply Assets (\$5,000 or Less)	11000-1000-57332-1010-518001-0000-00000	\$ (5,783.37)

Renewal Application 2014-2015, Approved by the PEC 032814.

51100 - Salaries Expense	11000-2100-51100-0000-518001-1211-00000	\$ (51,009.30)
51100 - Salaries Expense	11000-2100-51100-0000-518001-1214-00000	\$ (32,208.33)
51100 - Salaries Expense	11000-2100-51100-0000-518001-1218-00000	\$ (16,000.00)
52111 - Educational Retirement	11000-2100-52111-0000-000000-0000-00000	\$ (13,842.25)
52111 - Educational Retirement	11000-2100-52111-0000-518001-1214-00000	\$ 1,553.83
52112 - ERA - Retiree Health	11000-2100-52112-0000-000000-0000-00000	\$ (1,652.66)
52210 - FICA Payments	11000-2100-52210-0000-000000-0000-00000	\$ (6,151.37)
52220 - Medicare Payments	11000-2100-52220-0000-000000-0000-00000	\$ (1,438.79)
52311 - Health and Medical Premiums	11000-2100-52311-0000-000000-0000-00000	\$ (15,119.00)
52312 - Life	11000-2100-52312-0000-000000-0000-00000	\$ (84.75)
52313 - Dental	11000-2100-52313-0000-000000-0000-00000	\$ (948.59)
52314 - Vision	11000-2100-52314-0000-000000-0000-00000	\$ (172.82)
52315 - Disability	11000-2100-52315-0000-000000-0000-00000	\$ (173.76)
52500 - Unemployment Compensation	11000-2100-52500-0000-000000-0000-00000	\$ (1,711.54)
52720 - Workers Compensation Employer's Fee	11000-2100-52720-0000-000000-0000-00000	\$ (43.70)
53330 - Professional Development	11000-2100-53330-0000-518001-0000-00000	\$ (2,606.32)
55813 - Employee Travel - Non-Teachers	11000-2100-55813-0000-518001-0000-00000	\$ (154.36)
55915 - Other Contract Services	11000-2100-55915-0000-518001-0000-00000	\$ (18,532.75)
56118 - General Supplies and Materials	11000-2100-56118-0000-518001-0000-00000	\$ (292.91)
57332 - Supply Assets (\$5,000 or Less)	11000-2100-57332-0000-518001-0000-00000	\$ (622.13)
55915 - Other Contract Services	11000-2200-55915-0000-518001-0000-00000	\$ (40,349.72)
56118 - General Supplies and Materials	11000-2200-56118-0000-518001-0000-00000	\$ (18.95)
53411 - Auditing	11000-2300-53411-0000-518001-0000-00000	\$ (13,642.50)
53413 - Legal	11000-2300-53413-0000-518001-0000-00000	\$ (3,786.59)
55400 - Advertising	11000-2300-55400-0000-518001-0000-00000	\$ (3,681.64)
55915 - Other Contract Services	11000-2300-55915-0000-518001-0000-00000	\$ (3,021.02)
56118 - General Supplies and Materials	11000-2300-56118-0000-518001-0000-00000	\$ (2,096.63)
51100 - Salaries Expense	11000-2400-51100-0000-518001-1112-00000	\$ (125,000.01)
51100 - Salaries Expense	11000-2400-51100-0000-518001-1114-00000	\$ (32,828.26)
51300 - Additional Compensation	11000-2400-51300-0000-518001-1112-00000	\$ (500.00)
52111 - Educational Retirement	11000-2400-52111-0000-000000-0000-00000	\$ (17,257.77)
52112 - ERA - Retiree Health	11000-2400-52112-0000-000000-0000-00000	\$ (2,637.89)
52112 - ERA - Retiree Health	11000-2400-52112-0000-518001-1112-00000	\$ 0.01
52210 - FICA Payments	11000-2400-52210-0000-000000-0000-00000	\$ (9,816.51)
52220 - Medicare Payments	11000-2400-52220-0000-000000-0000-00000	\$ (2,295.66)
52311 - Health and Medical Premiums	11000-2400-52311-0000-000000-0000-00000	\$ (6,933.46)
52312 - Life	11000-2400-52312-0000-000000-0000-00000	\$ (86.25)
52313 - Dental	11000-2400-52313-0000-000000-0000-00000	\$ (635.91)
52314 - Vision	11000-2400-52314-0000-000000-0000-00000	\$ (143.61)
52315 - Disability	11000-2400-52315-0000-000000-0000-00000	\$ (300.15)
52500 - Unemployment Compensation	11000-2400-52500-0000-000000-0000-00000	\$ (1,971.59)
52720 - Workers Compensation Employer's Fee	11000-2400-52720-0000-000000-0000-00000	\$ (46.00)
53330 - Professional Development	11000-2400-53330-0000-518001-0000-00000	\$ (1,600.33)
55813 - Employee Travel - Non-Teachers	11000-2400-55813-0000-518001-0000-00000	\$ 4.55
55915 - Other Contract Services	11000-2400-55915-0000-518001-0000-00000	\$ (10,788.88)
56118 - General Supplies and Materials	11000-2400-56118-0000-518001-0000-00000	\$ (3,231.39)
57332 - Supply Assets (\$5,000 or Less)	11000-2400-57332-0000-518001-0000-00000	\$ (2,863.45)

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53330 - Professional Development	11000-2500-53330-0000-518001-0000-00000	\$ (300.00)
55915 - Other Contract Services	11000-2500-55915-0000-518001-0000-00000	\$ (74,555.85)
56118 - General Supplies and Materials	11000-2500-56118-0000-518001-0000-00000	\$ (312.19)
57332 - Supply Assets (\$5,000 or Less)	11000-2500-57332-0000-518001-0000-00000	\$ (333.99)
54411 - Electricity	11000-2600-54411-0000-518001-0000-00000	\$ (16,051.27)
54412 - Natural Gas (Buildings)	11000-2600-54412-0000-518001-0000-00000	\$ (1,704.41)
54415 - Water/Sewage	11000-2600-54415-0000-518001-0000-00000	\$ (4,049.99)
54416 - Communication Services	11000-2600-54416-0000-518001-0000-00000	\$ (7,954.01)
54610 - Rental - Land and Buildings	11000-2600-54610-0000-518001-0000-00000	\$ (23,814.93)
54620 - Rental - Equipment and Vehicles	11000-2600-54620-0000-518001-0000-00000	\$ (2,754.12)
55915 - Other Contract Services	11000-2600-55915-0000-518001-0000-00000	\$ (51,353.99)
56118 - General Supplies and Materials	11000-2600-56118-0000-518001-0000-00000	\$ (7,783.52)
57332 - Supply Assets (\$5,000 or Less)	11000-2600-57332-0000-518001-0000-00000	\$ (19,133.17)
Subtotal of Account Type: Fund Balance/Retained Earnings		\$ 80,911.30
Subtotal of Account Group: Liabilities/Fund Balance		\$ 80,912.69

Balance Sheet as of June 30, 2012

Account Description	AccountCode	Total
11011 - Bank Accounts	11000-0000-11011-0000-000000-0000-00000	\$ 82,875.61
Subtotal of Account Group: Assets		\$ 82,875.61
32300 - Unreserved Fund Balance	11000-0000-32300-0000-518001-0000-00000	\$ 80,911.30
32311 - Unrestricted Cash (Budget)	11000-0000-32311-0000-518001-0000-00000	\$ (1,281.15)
41706 - Fees - Summer School	11000-0000-41706-0000-518001-0000-00000	\$ 4,765.00
41900 - Other Revenue From Local Sources	11000-0000-41900-0000-518001-0000-00000	\$ 250.00
43101 - State Equalization Guarantee	11000-0000-43101-0000-518001-0000-00000	\$ 1,624,666.60
51100 - Salaries Expense	11000-1000-51100-0000-518001-1611-00000	\$ (16,938.52)
51100 - Salaries Expense	11000-1000-51100-1010-518001-1411-00000	\$ (487,880.67)
51100 - Salaries Expense	11000-1000-51100-1010-518001-1711-00000	\$ (53,106.24)
51100 - Salaries Expense	11000-1000-51100-2000-518001-1412-00000	\$ (64,302.44)
51300 - Additional Compensation	11000-1000-51300-1010-518001-1411-00000	\$ (20,669.31)
51300 - Additional Compensation	11000-1000-51300-1010-518001-1711-00000	\$ (2,312.39)
51300 - Additional Compensation	11000-1000-51300-2000-518001-1412-00000	\$ (900.00)
52111 - Educational Retirement	11000-1000-52111-0000-000000-0000-00000	\$ (61,068.07)
52111 - Educational Retirement	11000-1000-52111-1010-518001-1411-00000	\$ 0.20
52112 - ERA - Retiree Health	11000-1000-52112-0000-000000-0000-00000	\$ (12,052.41)
52112 - ERA - Retiree Health	11000-1000-52112-1010-518001-1411-00000	\$ (15.78)
52210 - FICA Payments	11000-1000-52210-0000-000000-0000-00000	\$ (40,762.10)
52220 - Medicare Payments	11000-1000-52220-0000-000000-0000-00000	\$ (9,533.78)
52311 - Health and Medical Premiums	11000-1000-52311-0000-000000-0000-00000	\$ (45,796.56)
52311 - Health and Medical Premiums	11000-1000-52311-1010-518001-1411-00000	\$ (116.58)
52312 - Life	11000-1000-52312-0000-000000-0000-00000	\$ (706.50)
52313 - Dental	11000-1000-52313-0000-000000-0000-00000	\$ (2,673.38)
52314 - Vision	11000-1000-52314-0000-000000-0000-00000	\$ (261.32)
52315 - Disability	11000-1000-52315-0000-000000-0000-00000	\$ (458.70)
52316 - Other Insurance	11000-1000-52316-1010-518001-1411-00000	\$ (2,833.81)
52500 - Unemployment Compensation	11000-1000-52500-0000-000000-0000-00000	\$ (10,478.04)
52500 - Unemployment Compensation	11000-1000-52500-1010-518001-1411-00000	\$ (13.14)
52710 - Workers Compensation Premium	11000-1000-52710-1010-518001-1411-00000	\$ 4.30
52720 - Workers Compensation Employer's Fee	11000-1000-52720-0000-000000-0000-00000	\$ (225.40)
53330 - Professional Development	11000-1000-53330-1010-518001-0000-00000	\$ (993.63)
55818 - Other Travel - Non-Employees	11000-1000-55818-1010-518001-0000-00000	\$ (355.28)
55819 - Employee Travel - Teachers	11000-1000-55819-1010-518001-0000-00000	\$ (1,103.89)
55915 - Other Contract Services	11000-1000-55915-1010-518001-0000-00000	\$ (23,531.52)
56112 - Other Textbooks	11000-1000-56112-1000-518001-0000-00000	\$ (1,283.97)
56112 - Other Textbooks	11000-1000-56112-1010-518001-0000-00000	\$ (2,599.30)
56114 - Library And Audio-Visual	11000-1000-56114-1010-518001-0000-00000	\$ (103.00)
56118 - General Supplies and Materials	11000-1000-56118-1010-518001-0000-00000	\$ (19,022.76)
57332 - Supply Assets (\$5,000 or Less)	11000-1000-57332-1010-518001-0000-00000	\$ (14,193.69)
51100 - Salaries Expense	11000-2100-51100-0000-518001-1211-00000	\$ (31,663.61)

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51100 - Salaries Expense	11000-2100-51100-0000-518001-1214-00000	\$ (31,208.33)
51300 - Additional Compensation	11000-2100-51300-0000-518001-1211-00000	\$ (1,000.00)
51300 - Additional Compensation	11000-2100-51300-0000-518001-1214-00000	\$ (1,208.14)
52111 - Educational Retirement	11000-2100-52111-0000-000000-0000-00000	\$ (5,954.77)
52112 - ERA - Retiree Health	11000-2100-52112-0000-000000-0000-00000	\$ (1,193.65)
52210 - FICA Payments	11000-2100-52210-0000-000000-0000-00000	\$ (4,034.83)
52220 - Medicare Payments	11000-2100-52220-0000-000000-0000-00000	\$ (943.73)
52311 - Health and Medical Premiums	11000-2100-52311-0000-000000-0000-00000	\$ (5,963.04)
52312 - Life	11000-2100-52312-0000-000000-0000-00000	\$ (47.99)
52313 - Dental	11000-2100-52313-0000-000000-0000-00000	\$ (362.88)
52314 - Vision	11000-2100-52314-0000-000000-0000-00000	\$ (75.60)
52315 - Disability	11000-2100-52315-0000-000000-0000-00000	\$ (173.76)
52500 - Unemployment Compensation	11000-2100-52500-0000-000000-0000-00000	\$ (871.00)
52720 - Workers Compensation Employer's Fee	11000-2100-52720-0000-000000-0000-00000	\$ (13.80)
53211 - Diagnosticians - Contracted	11000-2100-53211-2000-518001-0000-00000	\$ (180.17)
53212 - Speech Therapists - Contracted	11000-2100-53212-2000-518001-0000-00000	\$ (2,170.49)
53215 - Psychologists/Counselors - Contracted	11000-2100-53215-2000-518001-0000-00000	\$ (687.37)
53330 - Professional Development	11000-2100-53330-0000-518001-0000-00000	\$ (2,224.00)
55915 - Other Contract Services	11000-2100-55915-0000-518001-0000-00000	\$ (8,716.40)
55915 - Other Contract Services	11000-2100-55915-2000-518001-0000-00000	\$ (4,875.52)
56118 - General Supplies and Materials	11000-2100-56118-0000-518001-0000-00000	\$ (1,015.07)
56118 - General Supplies and Materials	11000-2100-56118-2000-518001-0000-00000	\$ (112.10)
57332 - Supply Assets (\$5,000 or Less)	11000-2100-57332-0000-518001-0000-00000	\$ (660.52)
55915 - Other Contract Services	11000-2200-55915-0000-518001-0000-00000	\$ (44,657.22)
56118 - General Supplies and Materials	11000-2200-56118-0000-518001-0000-00000	\$ (400.84)
57332 - Supply Assets (\$5,000 or Less)	11000-2200-57332-0000-518001-0000-00000	\$ (713.42)
53411 - Auditing	11000-2300-53411-0000-518001-0000-00000	\$ (10,700.00)
53413 - Legal	11000-2300-53413-0000-518001-0000-00000	\$ (9,528.70)
55400 - Advertising	11000-2300-55400-0000-518001-0000-00000	\$ (7,170.96)
55812 - Board Training	11000-2300-55812-0000-518001-0000-00000	\$ (2,475.00)
55915 - Other Contract Services	11000-2300-55915-0000-518001-0000-00000	\$ (1,086.11)
56118 - General Supplies and Materials	11000-2300-56118-0000-518001-0000-00000	\$ (2,705.95)
51100 - Salaries Expense	11000-2400-51100-0000-518001-1112-00000	\$ (121,713.62)
51100 - Salaries Expense	11000-2400-51100-0000-518001-1114-00000	\$ (4,272.00)
51100 - Salaries Expense	11000-2400-51100-0000-518001-1217-00000	\$ (69,990.08)
51300 - Additional Compensation	11000-2400-51300-0000-518001-1112-00000	\$ (1,200.00)
51300 - Additional Compensation	11000-2400-51300-0000-518001-1217-00000	\$ (1,880.38)
52111 - Educational Retirement	11000-2400-52111-0000-000000-0000-00000	\$ (17,418.87)
52112 - ERA - Retiree Health	11000-2400-52112-0000-000000-0000-00000	\$ (3,645.86)
52210 - FICA Payments	11000-2400-52210-0000-000000-0000-00000	\$ (12,341.62)
52220 - Medicare Payments	11000-2400-52220-0000-000000-0000-00000	\$ (2,886.40)
52311 - Health and Medical Premiums	11000-2400-52311-0000-000000-0000-00000	\$ (8,132.91)
52311 - Health and Medical Premiums	11000-2400-52311-0000-518001-1112-00000	\$ (10.84)
52312 - Life	11000-2400-52312-0000-000000-0000-00000	\$ (145.51)
52313 - Dental	11000-2400-52313-0000-000000-0000-00000	\$ (743.04)
52314 - Vision	11000-2400-52314-0000-000000-0000-00000	\$ (120.72)
52315 - Disability	11000-2400-52315-0000-000000-0000-00000	\$ (300.15)

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52316 - Other Insurance	11000-2400-52316-0000-518001-0000-00000	\$ (203.61)
52500 - Unemployment Compensation	11000-2400-52500-0000-000000-0000-00000	\$ (2,135.27)
52720 - Workers Compensation Employer's Fee	11000-2400-52720-0000-000000-0000-00000	\$ (41.40)
53330 - Professional Development	11000-2400-53330-0000-518001-0000-00000	\$ (3,859.63)
53400 - Other Professional Services	11000-2400-53400-0000-518001-0000-00000	\$ (50.00)
55813 - Employee Travel - Non-Teachers	11000-2400-55813-0000-518001-0000-00000	\$ (1,481.26)
55915 - Other Contract Services	11000-2400-55915-0000-518001-0000-00000	\$ (59,865.09)
56118 - General Supplies and Materials	11000-2400-56118-0000-518001-0000-00000	\$ (18,412.81)
57332 - Supply Assets (\$5,000 or Less)	11000-2400-57332-0000-518001-0000-00000	\$ (6,063.89)
53330 - Professional Development	11000-2500-53330-0000-518001-0000-00000	\$ (349.00)
55915 - Other Contract Services	11000-2500-55915-0000-518001-0000-00000	\$ (62,736.80)
56118 - General Supplies and Materials	11000-2500-56118-0000-518001-0000-00000	\$ (686.98)
54411 - Electricity	11000-2600-54411-0000-518001-0000-00000	\$ (14,755.77)
54412 - Natural Gas (Buildings)	11000-2600-54412-0000-518001-0000-00000	\$ (1,417.85)
54415 - Water/Sewage	11000-2600-54415-0000-518001-0000-00000	\$ (6,393.02)
54416 - Communication Services	11000-2600-54416-0000-518001-0000-00000	\$ (6,083.94)
54610 - Rental - Land and Buildings	11000-2600-54610-0000-518001-0000-00000	\$ (22,007.92)
55200 - Property/Liability Insurance	11000-2600-55200-0000-518001-0000-00000	\$ (9,646.00)
55915 - Other Contract Services	11000-2600-55915-0000-518001-0000-00000	\$ (54,320.98)
56118 - General Supplies and Materials	11000-2600-56118-0000-518001-0000-00000	\$ (5,742.68)
57331 - Fixed Assets (More Than \$5,000)	11000-2600-57331-0000-518001-0000-00000	\$ (17,366.10)
57332 - Supply Assets (\$5,000 or Less)	11000-2600-57332-0000-518001-0000-00000	\$ (6,931.49)
Subtotal of Account Type: Fund Balance/Retained Earnings		\$ 82,875.61
Subtotal of Account Group: Liabilities/Fund Balance		\$ 82,875.61

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Balance Sheet as of June 30, 2013

Account Description	AccountCode	Total
11011 - Bank Accounts	11000-0000-11011-0000-000000-0000-00000	\$ 112,721.65
Subtotal of Account Group: Assets		\$ 112,721.65
32300 - Unreserved Fund Balance	11000-0000-32300-0000-518001-0000-00000	\$ 82,432.74
41702 - Fees - Educational	11000-0000-41702-0000-518001-0000-00000	\$ 1,089.00
41705 - Fees - Users	11000-0000-41705-0000-518001-0000-10011	\$ 670.00
41706 - Fees - Summer School	11000-0000-41706-0000-518001-0000-00000	\$ 6,240.00
41920 - Contributions/Donations - Private Sources (Non Categorical)	11000-0000-41920-0000-518001-0000-00000	\$ 1,112.92
41923 - Administration - Categorical	11000-0000-41923-0000-518001-0000-00000	\$ 12.00
41980 - Refund of Prior Year's Expenditures	11000-0000-41980-0000-518001-0000-00000	\$ 2,662.50
43101 - State Equalization Guarantee	11000-0000-43101-0000-518001-0000-00000	\$1,811,140.81
43202 - State Flow-through Grant	11000-0000-43202-0000-518001-0000-00000	\$ 15,125.37
44107 - Indirect Costs (Federal Direct Grants)	11000-0000-44107-0000-518001-0000-00000	\$ 1,020.00
51100 - Salaries Expense	11000-1000-51100-0000-518001-1611-00000	\$ (10,274.39)
51100 - Salaries Expense	11000-1000-51100-1010-518001-1411-00000	\$ (559,362.90)
51100 - Salaries Expense	11000-1000-51100-1010-518001-1711-00000	\$ (16,749.12)
51100 - Salaries Expense	11000-1000-51100-2000-518001-1412-00000	\$ (75,573.34)
51300 - Additional Compensation	11000-1000-51300-1010-518001-1411-00000	\$ (14,080.79)
51300 - Additional Compensation	11000-1000-51300-1010-518001-1711-00000	\$ (649.76)
52111 - Educational Retirement	11000-1000-52111-0000-000000-0000-00000	\$ (20,920.86)
52111 - Educational Retirement	11000-1000-52111-0000-518001-0000-00000	\$ (53,306.49)
52111 - Educational Retirement	11000-1000-52111-1010-518001-1411-00000	\$ (10.53)
52112 - ERA - Retiree Health	11000-1000-52112-0000-000000-0000-00000	\$ (13,754.51)
52112 - ERA - Retiree Health	11000-1000-52112-1010-518001-1411-00000	\$ (186.08)
52210 - FICA Payments	11000-1000-52210-0000-000000-0000-00000	\$ (42,640.82)
52220 - Medicare Payments	11000-1000-52220-0000-000000-0000-00000	\$ (9,973.06)
52311 - Health and Medical Premiums	11000-1000-52311-0000-000000-0000-00000	\$ (46,521.16)
52311 - Health and Medical Premiums	11000-1000-52311-1010-518001-1411-00000	\$ (1,892.83)
52312 - Life	11000-1000-52312-0000-000000-0000-00000	\$ (612.00)
52313 - Dental	11000-1000-52313-0000-000000-0000-00000	\$ (3,157.06)
52314 - Vision	11000-1000-52314-0000-000000-0000-00000	\$ (489.68)
52315 - Disability	11000-1000-52315-0000-000000-0000-00000	\$ (356.00)
52316 - Other Insurance	11000-1000-52316-1010-518001-1411-00000	\$ (2,799.07)
52500 - Unemployment Compensation	11000-1000-52500-0000-000000-0000-00000	\$ (9,908.95)
52500 - Unemployment Compensation	11000-1000-52500-1010-518001-1411-00000	\$ (168.19)
52720 - Workers Compensation Employer's Fee	11000-1000-52720-0000-000000-0000-00000	\$ (200.21)
53330 - Professional Development	11000-1000-53330-1010-518001-0000-00000	\$ (3,791.00)
55818 - Other Travel - Non-Employees	11000-1000-55818-1010-518001-0000-00000	\$ (745.80)
55819 - Employee Travel - Teachers	11000-1000-55819-1010-518001-0000-00000	\$ (4,052.48)
55915 - Other Contract Services	11000-1000-55915-1010-518001-0000-00000	\$ (104,705.57)
56112 - Other Textbooks	11000-1000-56112-1010-518001-0000-00000	\$ (71.34)
56118 - General Supplies and Materials	11000-1000-56118-1010-518001-0000-00000	\$ (36,927.07)

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Balance Sheet as of June 30, 2013

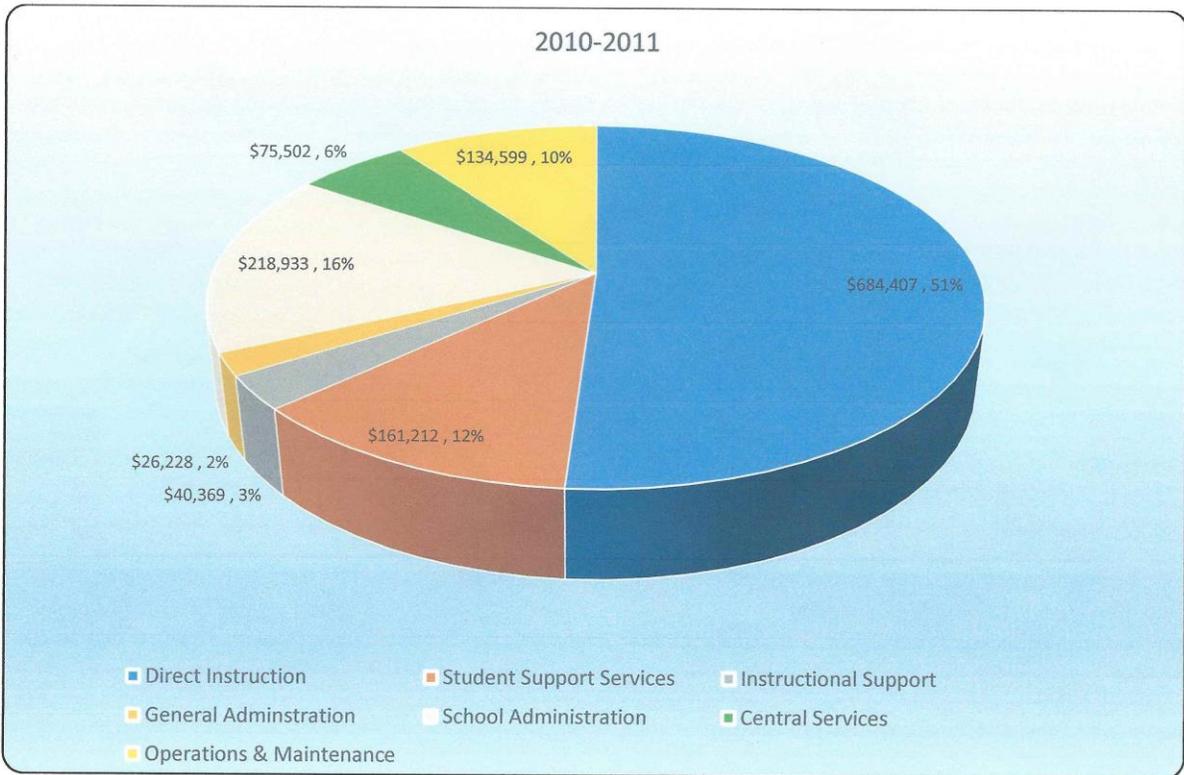
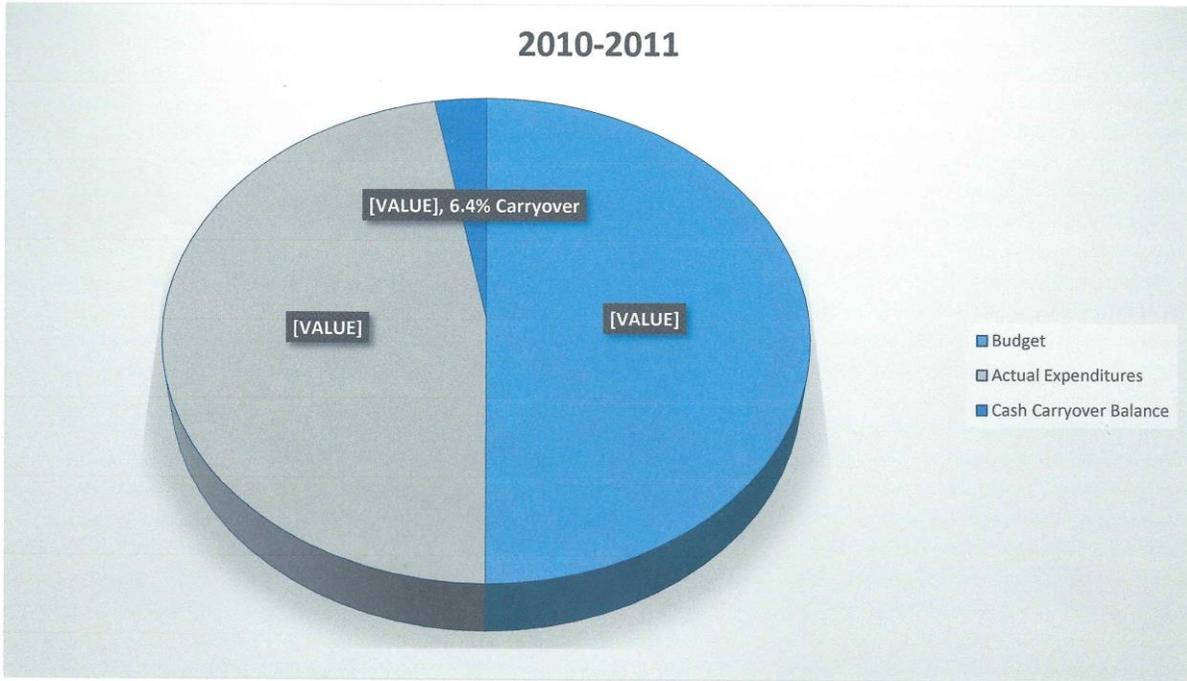
Account Description	AccountCode	Total
11011 - Bank Accounts	11000-0000-11011-0000-000000-0000-00000	\$ 112,721.65
Subtotal of Account Group: Assets		\$ 112,721.65
32300 - Unreserved Fund Balance	11000-0000-32300-0000-518001-0000-00000	\$ 82,432.74
41702 - Fees - Educational	11000-0000-41702-0000-518001-0000-00000	\$ 1,089.00
41705 - Fees - Users	11000-0000-41705-0000-518001-0000-10011	\$ 670.00
41706 - Fees - Summer School	11000-0000-41706-0000-518001-0000-00000	\$ 6,240.00
41920 - Contributions/Donations - Private Sources (Non Categorical)	11000-0000-41920-0000-518001-0000-00000	\$ 1,112.92
41923 - Administration - Categorical	11000-0000-41923-0000-518001-0000-00000	\$ 12.00
41980 - Refund of Prior Year's Expenditures	11000-0000-41980-0000-518001-0000-00000	\$ 2,662.50
43101 - State Equalization Guarantee	11000-0000-43101-0000-518001-0000-00000	\$1,811,140.81
43202 - State Flow-through Grant	11000-0000-43202-0000-518001-0000-00000	\$ 15,125.37
44107 - Indirect Costs (Federal Direct Grants)	11000-0000-44107-0000-518001-0000-00000	\$ 1,020.00
51100 - Salaries Expense	11000-1000-51100-0000-518001-1611-00000	\$ (10,274.39)
51100 - Salaries Expense	11000-1000-51100-1010-518001-1411-00000	\$ (559,362.90)
51100 - Salaries Expense	11000-1000-51100-1010-518001-1711-00000	\$ (16,749.12)
51100 - Salaries Expense	11000-1000-51100-2000-518001-1412-00000	\$ (75,573.34)
51300 - Additional Compensation	11000-1000-51300-1010-518001-1411-00000	\$ (14,080.79)
51300 - Additional Compensation	11000-1000-51300-1010-518001-1711-00000	\$ (649.76)
52111 - Educational Retirement	11000-1000-52111-0000-000000-0000-00000	\$ (20,920.86)
52111 - Educational Retirement	11000-1000-52111-0000-518001-0000-00000	\$ (53,306.49)
52111 - Educational Retirement	11000-1000-52111-1010-518001-1411-00000	\$ (10.53)
52112 - ERA - Retiree Health	11000-1000-52112-0000-000000-0000-00000	\$ (13,754.51)
52112 - ERA - Retiree Health	11000-1000-52112-1010-518001-1411-00000	\$ (186.08)
52210 - FICA Payments	11000-1000-52210-0000-000000-0000-00000	\$ (42,640.82)
52220 - Medicare Payments	11000-1000-52220-0000-000000-0000-00000	\$ (9,973.06)
52311 - Health and Medical Premiums	11000-1000-52311-0000-000000-0000-00000	\$ (46,521.16)
52311 - Health and Medical Premiums	11000-1000-52311-1010-518001-1411-00000	\$ (1,892.83)
52312 - Life	11000-1000-52312-0000-000000-0000-00000	\$ (612.00)
52313 - Dental	11000-1000-52313-0000-000000-0000-00000	\$ (3,157.06)
52314 - Vision	11000-1000-52314-0000-000000-0000-00000	\$ (489.68)
52315 - Disability	11000-1000-52315-0000-000000-0000-00000	\$ (356.00)
52316 - Other Insurance	11000-1000-52316-1010-518001-1411-00000	\$ (2,799.07)
52500 - Unemployment Compensation	11000-1000-52500-0000-000000-0000-00000	\$ (9,908.95)
52500 - Unemployment Compensation	11000-1000-52500-1010-518001-1411-00000	\$ (168.19)
52720 - Workers Compensation Employer's Fee	11000-1000-52720-0000-000000-0000-00000	\$ (200.21)
53330 - Professional Development	11000-1000-53330-1010-518001-0000-00000	\$ (3,791.00)
55818 - Other Travel - Non-Employees	11000-1000-55818-1010-518001-0000-00000	\$ (745.80)
55819 - Employee Travel - Teachers	11000-1000-55819-1010-518001-0000-00000	\$ (4,052.48)
55915 - Other Contract Services	11000-1000-55915-1010-518001-0000-00000	\$ (104,705.57)
56112 - Other Textbooks	11000-1000-56112-1010-518001-0000-00000	\$ (71.34)
56118 - General Supplies and Materials	11000-1000-56118-1010-518001-0000-00000	\$ (36,927.07)

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57332 - Supply Assets (\$5,000 or Less)	11000-1000-57332-1010-518001-0000-00000	\$ (38,557.54)
51100 - Salaries Expense	11000-2100-51100-0000-518001-1211-00000	\$ (40,000.00)
51100 - Salaries Expense	11000-2100-51100-0000-518001-1216-00000	\$ (8,207.25)
51100 - Salaries Expense	11000-2100-51100-0000-518001-1217-00000	\$ (2,356.90)
51100 - Salaries Expense	11000-2100-51100-0000-518001-1218-00000	\$ (30,000.00)
51100 - Salaries Expense	11000-2100-51100-0000-518001-1315-00000	\$ (35,024.80)
52111 - Educational Retirement	11000-2100-52111-0000-000000-0000-00000	\$ (12,757.62)
52112 - ERA - Retiree Health	11000-2100-52112-0000-000000-0000-00000	\$ (2,311.64)
52210 - FICA Payments	11000-2100-52210-0000-000000-0000-00000	\$ (7,166.60)
52220 - Medicare Payments	11000-2100-52220-0000-000000-0000-00000	\$ (1,676.11)
52311 - Health and Medical Premiums	11000-2100-52311-0000-000000-0000-00000	\$ (11,108.61)
52312 - Life	11000-2100-52312-0000-000000-0000-00000	\$ (110.25)
52313 - Dental	11000-2100-52313-0000-000000-0000-00000	\$ (624.57)
52314 - Vision	11000-2100-52314-0000-000000-0000-00000	\$ (75.60)
52315 - Disability	11000-2100-52315-0000-000000-0000-00000	\$ (173.76)
52316 - Other Insurance	11000-2100-52316-0000-000000-0000-00000	\$ (28.64)
52500 - Unemployment Compensation	11000-2100-52500-0000-000000-0000-00000	\$ (1,349.87)
52720 - Workers Compensation Employer's Fee	11000-2100-52720-0000-000000-0000-00000	\$ (34.50)
53211 - Diagnosticians - Contracted	11000-2100-53211-2000-518001-0000-00000	\$ (4,114.00)
53212 - Speech Therapists - Contracted	11000-2100-53212-2000-518001-0000-00000	\$ (6,309.01)
53213 - Occupational Therapists - Contracted	11000-2100-53213-2000-518001-0000-00000	\$ (6,504.99)
53214 - Physical/Recreational Therapists - Contracted	11000-2100-53214-2000-518001-0000-00000	\$ (4,344.34)
53330 - Professional Development	11000-2100-53330-0000-518001-0000-00000	\$ (75.00)
53414 - Other Services	11000-2100-53414-2000-518001-0000-00000	\$ (7,029.19)
55915 - Other Contract Services	11000-2100-55915-0000-518001-0000-00000	\$ (3,057.92)
56118 - General Supplies and Materials	11000-2100-56118-0000-518001-0000-00000	\$ (261.81)
57332 - Supply Assets (\$5,000 or Less)	11000-2100-57332-0000-518001-0000-00000	\$ (504.98)
57332 - Supply Assets (\$5,000 or Less)	11000-2100-57332-2000-518001-0000-00000	\$ (124.67)
55915 - Other Contract Services	11000-2200-55915-0000-518001-0000-00000	\$ (16,701.11)
53330 - Professional Development	11000-2300-53330-0000-518001-0000-00000	\$ (199.00)
53411 - Auditing	11000-2300-53411-0000-518001-0000-00000	\$ (7,641.14)
53413 - Legal	11000-2300-53413-0000-518001-0000-00000	\$ (583.69)
55400 - Advertising	11000-2300-55400-0000-518001-0000-00000	\$ (1,834.04)
55812 - Board Training	11000-2300-55812-0000-518001-0000-00000	\$ (2,973.00)
55915 - Other Contract Services	11000-2300-55915-0000-518001-0000-00000	\$ (435.00)
51100 - Salaries Expense	11000-2400-51100-0000-518001-1112-00000	\$ (130,000.00)
51100 - Salaries Expense	11000-2400-51100-0000-518001-1217-00000	\$ (43,944.17)
51300 - Additional Compensation	11000-2400-51300-0000-518001-1217-00000	\$ (1,308.80)
52111 - Educational Retirement	11000-2400-52111-0000-000000-0000-00000	\$ (18,212.84)
52111 - Educational Retirement	11000-2400-52111-0000-518001-1112-00000	\$ (0.01)
52112 - ERA - Retiree Health	11000-2400-52112-0000-000000-0000-00000	\$ (3,501.08)
52210 - FICA Payments	11000-2400-52210-0000-000000-0000-00000	\$ (10,865.62)
52220 - Medicare Payments	11000-2400-52220-0000-000000-0000-00000	\$ (2,541.26)
52311 - Health and Medical Premiums	11000-2400-52311-0000-000000-0000-00000	\$ (5,797.68)
52312 - Life	11000-2400-52312-0000-000000-0000-00000	\$ (111.75)
52313 - Dental	11000-2400-52313-0000-000000-0000-00000	\$ (431.59)
52314 - Vision	11000-2400-52314-0000-000000-0000-00000	\$ (99.74)

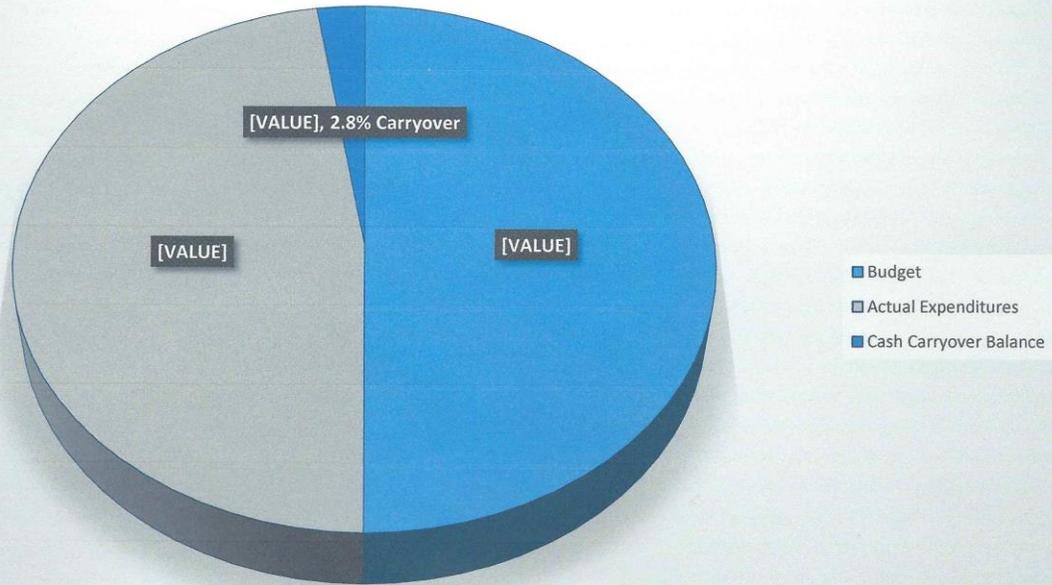
Renewal Application 2014-2015, Approved by the PEC 032814.

52315 - Disability	11000-2400-52315-0000-000000-0000-00000	\$ (313.20)
52500 - Unemployment Compensation	11000-2400-52500-0000-000000-0000-00000	\$ (1,287.72)
52720 - Workers Compensation Employer's Fee	11000-2400-52720-0000-000000-0000-00000	\$ (34.50)
53330 - Professional Development	11000-2400-53330-0000-518001-0000-00000	\$ (2,051.62)
55813 - Employee Travel - Non-Teachers	11000-2400-55813-0000-518001-0000-00000	\$ (5,230.88)
55915 - Other Contract Services	11000-2400-55915-0000-518001-0000-00000	\$ (59,220.56)
56118 - General Supplies and Materials	11000-2400-56118-0000-518001-0000-00000	\$ (15,763.75)
57332 - Supply Assets (\$5,000 or Less)	11000-2400-57332-0000-518001-0000-00000	\$ (2,920.54)
53330 - Professional Development	11000-2500-53330-0000-518001-0000-00000	\$ (425.00)
53414 - Other Services	11000-2500-53414-0000-518001-0000-00000	\$ (11,038.13)
55915 - Other Contract Services	11000-2500-55915-0000-518001-0000-00000	\$ (74,697.26)
56118 - General Supplies and Materials	11000-2500-56118-0000-518001-0000-00000	\$ (633.13)
54411 - Electricity	11000-2600-54411-0000-518001-0000-00000	\$ (20,420.43)
54412 - Natural Gas (Buildings)	11000-2600-54412-0000-518001-0000-00000	\$ (1,861.41)
54415 - Water/Sewage	11000-2600-54415-0000-518001-0000-00000	\$ (5,608.71)
54416 - Communication Services	11000-2600-54416-0000-518001-0000-00000	\$ (606.40)
54610 - Rental - Land and Buildings	11000-2600-54610-0000-518001-0000-00000	\$ (19,781.04)
55200 - Property/Liability Insurance	11000-2600-55200-0000-518001-0000-00000	\$ (16,857.00)
55915 - Other Contract Services	11000-2600-55915-0000-518001-0000-00000	\$ (50,428.82)
56118 - General Supplies and Materials	11000-2600-56118-0000-518001-0000-00000	\$ (5,042.36)
57332 - Supply Assets (\$5,000 or Less)	11000-2600-57332-0000-518001-0000-00000	\$ (9,608.48)
Subtotal of Account Type: Fund Balance/Retained Earnings		\$ 112,721.65
Subtotal of Account Group: Liabilities/Fund Balance		\$ 112,721.65

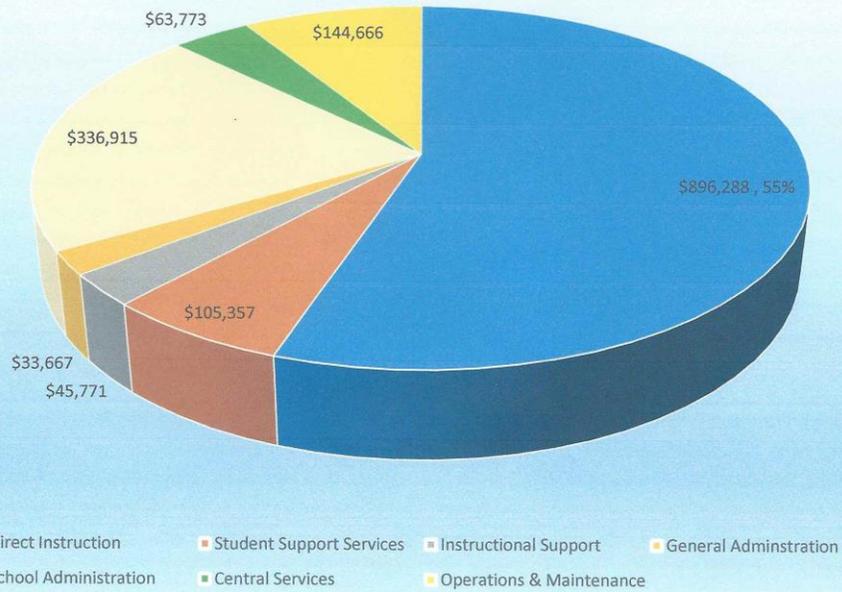


Renewal Application 2014-2015, Approved by the PEC 032814.

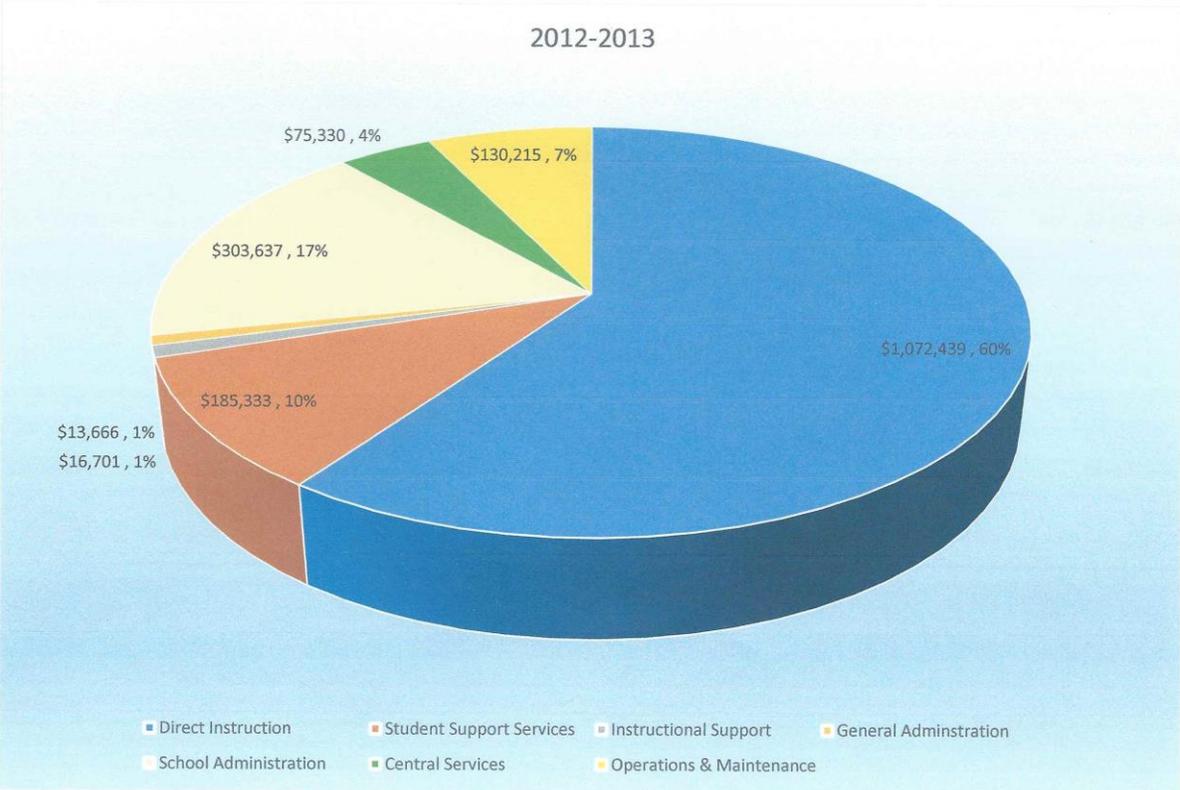
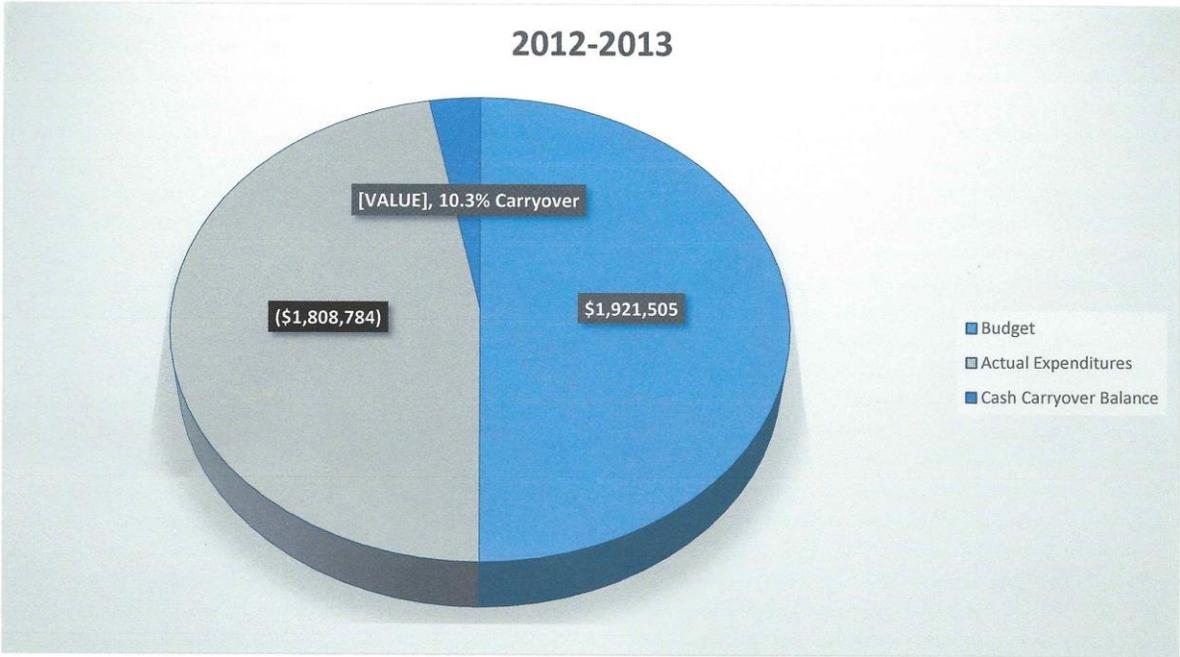
2011-2012



2011-2012



Renewal Application 2014-2015, Approved by the PEC 032814.



Renewal Application 2014-2015, Approved by the PEC 032814.



NEW MEXICO
Public Education Department

New Mexico Public Education Commission

BOARD OF FINANCE APPLICATION

CONTENTS

- INSTRUCTIONS: APPLICATION FOR BOARD OF FINANCE DESIGNATION
 - STATEMENT FROM GOVERNING BODY
 - AFFIDAVITS FOR GOVERNING BODY MEMBERS
 - DECLARATION OR CERTIFICATE OF INSURANCE

Revised 10-5-2011

Renewal Application 2014-2015, Approved by the PEC 032814.

STATEMENT OF GOVERNING BODY TO CONSULT WITH PED

We, the undersigned, make up the governing body of the Tierra Adentro of New Mexico Charter School], located in ___Albuquerque, New Mexico.

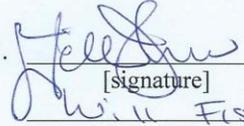
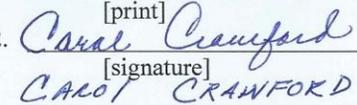
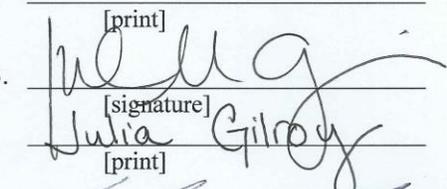
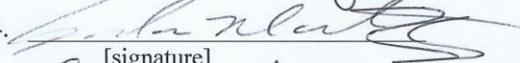
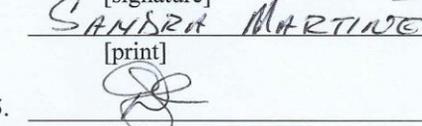
In accordance with 6.80.4.16 NMAC, we agree to consult with the New Mexico Public Education Department on any matter not covered by the manual of accounting and budgeting before taking any action related to funds held as a board of finance.

We make this statement as part of Tierra Adentro of New Mexico Charter School's application to the Public Education Commission for status as a board of finance under 6.80.4.16 NMAC.

We understand that we must retain or hire a Licensed School Business Manager as soon as financial feasible and, thereafter, notify the New Mexico Public Education Commission within 30 days of hiring and/or changing in a Licensed School Business Manager for the school, and a new, signed "Affidavit of Financial Custodian" must be submitted.

We understand that we must submit an Affidavit of Governing Body Member to the Public Education Commission within 60 days of a change in membership of our governing body.

THE FOLLOWING MEMBERS OF THE Tierra Adentro of New Mexico Charter School GIVE THE FOREGOING STATEMENT THIS 18 ___ DAY OF ___September___, 2014.

- 1. 
[signature]
Will Fisher
[print]
- 2. 
[signature]
CAROL CRAWFORD
[print]
- 3. 
[signature]
Julia Gilroy
[print]
- 4. 
[signature]
SANDRA MARTINEZ
[print]
- 5. 
[signature]
Donna Jewell
[print]

Attach additional pages if membership exceeds five.

Revised 10-5-2011

AFFIDAVIT OF GOVERNING BODY MEMBER--6.80.4.16(B)(4) NMAC

STATE OF NEW MEXICO)
COUNTY OF SANTA FE)

I, Will Fisher, after being duly sworn, states as follows:

1. My name is Will Fisher and I reside in Albuquerque New Mexico.
2. I am a member of the governing body of the Tierra Adentro of New Mexico charter school located in Albuquerque, New Mexico.
3. I am not currently a member of any governing body of any other charter school.
4. I have never been a member of any governing body of any other charter school that was suspended or failed to receive or maintain their board of finance designation.
5. I understand that all council members have a duty not to discuss any item of council business outside the meeting.
6. I understand that if a council member is found in breach of his or her duty of confidentiality to the school, staff or the pupils, the governing council can decide to suspend a council member for up to a period of six (6) months.
7. I have read and agree to comply with the *Code of Conduct for the Governing Council of Tierra Adentro of New Mexico* approved by the Governing Council on the 18th day of July 2011.

[Signature]
[signature]

9/11/2014
Date

_____, Governing Body Member of Tierra Adentro of New Mexico.

Subscribed and sworn to before me, this 11 day of September, 2014.

[Notary Seal:]

[Signature]
[signature of Notary]

Delia Sanchez
[typed name of Notary]

NOTARY PUBLIC

My commission expires: October 19, 2015.

AFFIDAVIT OF GOVERNING BODY MEMBER--6.80.4.16(B)(4) NMAC

STATE OF NEW MEXICO)
COUNTY OF SANTA FE)

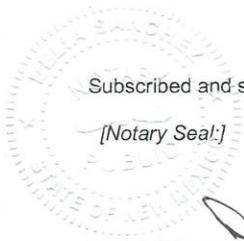
I, Julia Gilroy, after being duly sworn, states as follows:

1. My name is Julia Gilroy and I reside in Albuquerque, New Mexico.
2. I am a member of the governing body of the Tierra Adentro of New Mexico charter school located in Albuquerque, New Mexico.
3. I am not currently a member of any governing body of any other charter school.
4. I have never been a member of any governing body of any other charter school that was suspended or failed to receive or maintain their board of finance designation.
5. I understand that all council members have a duty not to discuss any item of council business outside the meeting.
6. I understand that if a council member is found in breach of his or her duty of confidentiality to the school, staff or the pupils, the governing council can decide to suspend a council member for up to a period of six (6) months.
7. I have read and agree to comply with the *Code of Conduct for the Governing Council of Tierra Adentro of New Mexico* approved by the Governing Council on the 18th day of July 2011.

[signature]
[signature]

4/22/2013
Date

_____, Governing Body Member of Tierra Adentro of New Mexico.



Subscribed and sworn to before me, this 22 day of April, 2013.

[Notary Seal:]

Dolia Sanchez
[signature of Notary]

Dolia Sanchez
[typed name of Notary]

NOTARY PUBLIC

My commission expires: October 19, 2015.

AFFIDAVIT OF GOVERNING BODY MEMBER--6.80.4.16(B)(4) NMAC

STATE OF NEW MEXICO)
)
COUNTY OF SANTA FE)

I, Donna Jewell, after being duly sworn, states as follows:

1. My name is Donna Jewell and I reside in Albuquerque, New Mexico.
2. I am a member of the governing body of the Tierra Adentro of New Mexico charter school located in Albuquerque, New Mexico.
3. I am not currently a member of any governing body of any other charter school.
4. I have never been a member of any governing body of any other charter school that was suspended or failed to receive or maintain their board of finance designation.
5. I understand that all council members have a duty not to discuss any item of council business outside the meeting.
6. I understand that if a council member is found in breach of his or her duty of confidentiality to the school, staff or the pupils, the governing council can decide to suspend a council member for up to a period of six (6) months.
7. I have read and agree to comply with the *Code of Conduct for the Governing Council of Tierra Adentro of New Mexico* approved by the Governing Council on the 18th day of July 2011.

[Signature]
[signature]

4/10/2014
Date

_____, Governing Body Member of Tierra Adentro of New Mexico.

Subscribed and sworn to before me, this 10th day of April, 2014.

[Notary Seal:]

[Signature]
[signature of Notary]

Dalia Sanchez
[typed name of Notary]

NOTARY PUBLIC

My commission expires: October 19, 2015.

AFFIDAVIT OF GOVERNING BODY MEMBER--6.80.4.16(B)(4) NMAC

STATE OF NEW MEXICO)
)
COUNTY OF SANTA FE)

I, Sandra Martinez, after being duly sworn, states as follows:

1. My name is Sandra Martinez and I reside in Albuquerque, New Mexico.
2. I am a member of the governing body of the Tierra Adentro of New Mexico charter school located in Albuquerque, New Mexico.
3. I am not currently a member of any governing body of any other charter school.
4. I have never been a member of any governing body of any other charter school that was suspended or failed to receive or maintain their board of finance designation.
5. I understand that all council members have a duty not to discuss any item of council business outside the meeting.
6. I understand that if a council member is found in breach of his or her duty of confidentiality to the school, staff or the pupils, the governing council can decide to suspend a council member for up to a period of six (6) months.
7. I have read and agree to comply with the **Code of Conduct for the Governing Council of Tierra Adentro of New Mexico** approved by the Governing Council on the 18th day of July 2011.

[Handwritten Signature]
[signature]

19 May 14
Date

Sandra Martinez, Governing Body Member of Tierra Adentro of New Mexico.

Subscribed and sworn to before me, this 19th day of May, 2014.

[Notary Seal:]

[Handwritten Signature]
[signature of Notary]

Delia Sanchez
[typed name of Notary]

NOTARY PUBLIC

My commission expires: October 19, 2015.

UNSIGNED COPY ISSUED TO LICENSEE

STATE OF NEW MEXICO



In Recognition of
The Fulfillment of the Requirements for
School Personnel Licensure
this

LEVEL TWO CONTINUING LICENSE SCHOOL BUSINESS OFFICIAL LICENSE

is issued to
RHONDA MICHELLE LOVATO
Effective From July 1, 2007 To June 30, 2016
Licensure Number: 303162

UNSIGNED COPY ISSUED TO LICENSEE

AFFIDAVIT OF FINANCIAL RECORD CUSTODIAN

STATE OF NEW MEXICO)

COUNTY OF Bernalillo)

I, Rhonda Cardona, [affiant] after being duly sworn, state:

1. I live in the City of Albuquerque, County of Bernalillo, New Mexico.
2. In accordance with 6.80.4.16 NMAC, I agree to accept the responsibility of keeping the financial records of the charter school and recognized that I am in charge of maintaining public funds with fidelity and in accordance to public finance laws, rules and regulations.
3. I have completed the following training in the maintenance of financial records:
 - a) MA + Finance Study
 - b) NMABSO
 - c) West 11th Charter School Training
4. Attached is a certificate of insurance that indicates that I am adequately bonded to take this responsibility.
5. I have earned the following certificates, licensures and/or degrees:

Certificate, licensure or degree	Educational Institution	Date	Current Yes/No
<u>MA</u>	<u>College of Santa Fe</u>	<u>8/31/2005</u>	<u>Y</u>
<u>School Bus Ops</u>		<u>6/30/2014</u>	<u>Y-S</u>

FURTHER AFFIANCE SAYETH NAUGHT.

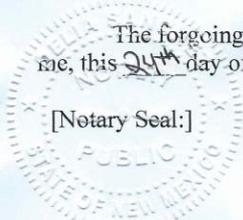
Rhonda Cardona
[Signature of Affiant]

9/24/2014
Date

Rhonda Cardona
[Print Name of Affiant]

VERIFICATION

The forgoing Affidavit of Financial Records Custodian was subscribed and sworn to before me, this 24th day of September, 2014.



Delia Sanchez
NOTARY PUBLIC

My commission expires: October 19, 2015.

Revised 10-5-2011



September 30, 2014

New Mexico Public Education Department
Attn: Charter Schools Division
300 Don Gaspar
Santa Fe, New Mexico 87501-2786

Re: Evidence of Coverage – Tierra Adentro of New Mexico Charter School

Dear Charter Schools Division:

Please accept this letter as confirmation that the above-mentioned charter school is a participant of the NMPSIA Risk Insurance Program for the period of July 1, 2013 to July 1, 2014. Currently in force, are the following coverages:

**Property (contents only), includes Crime/Employee Dishonesty up to \$1,250,000
General Liability including but not limited to: School Board Errors and
Omissions; Personal Injury; Contractual Liability; Premises Liability; Civil Rights
Coverage; Employment Practices Liability; etc**

**Automobile Liability
Non-owned Automobile Liability
Workers' Compensation
Mandatory Student Accident Catastrophic Coverage**

- * **Voluntary Student Accident Catastrophic Coverage**
- * **Equipment Breakdown Coverage**

Please feel free to contact our office should you need any additional information.

Sincerely,

Larry Lazar
Account Manager
Risk Services

** Coverage was not provided or is not applicable.*

Appendix B – Petition of Support from Staff

I am the head administrator of the Tierra Adentro of New Mexico Charter School and hereby certify that: the attached petition in support of the Tierra Adentro of New Mexico Charter School renewing its charter was circulated to all employees of the Tierra Adentro of New Mexico Charter School. There are 37 persons employed by the Tierra Adentro of New Mexico Charter School. The petition contains the signatures of 37 employees which represents 100 percent of the employees employed by the Tierra Adentro of New Mexico Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Veronica Torres, 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 25 day of September 2014.



Della Sanchez
Notary Public

My Commission Expires: October 19, 2015

PETITION TO RENEW TIERRA ADENTRO CHARTER

Print Name	Teacher Signature
Yvette Chavez	Yvette Chavez
Rhonda Gordon	Rhonda Gordon
Giovanna Angosa	Giovanna Angosa
Sojourner Oya	Sojourner Oya
Victoria B. Shea	Victoria B. Shea
Azizah Sumner	Azizah Sumner
Sarah Dee Smith	Sarah Dee Smith
Teresa Starr	Teresa Starr
Leroy Sanchez	Leroy Sanchez
Sarah Hartshorn	Sarah Hartshorn
Kenna Howling	Kenna Howling
Jessica Shibata	Jessica Shibata
Kayla Lyall	Kayla Lyall
Rebekah Leyva	Rebekah Leyva
Elena Osuna	Elena Osuna
Tamara Rankin	Tamara Rankin
Alisa Alba	Alisa Alba
Irene Entila	Irene Entila
Margaret Brandt	Margaret Brandt
Gloria Terry	Gloria Terry
Maureen Murphy	Maureen Murphy
Beverly Chavez	Beverly Chavez
Joy Watts	Joy Watts
Sandra Padilla	Sandra Padilla
Josy Mitchell	Josy Mitchell
Aaron Brooks	Aaron Brooks
Geraldine Quintana	Geraldine K. Quintana
Genevieve Sustaita	Genevieve Sustaita
Dora Scheer	Dora Scheer
Dee Dee Sanchez	Dee Dee Sanchez
Vanessa Torres	Vanessa Torres
SARA BARR	SARA BARR
Joaquin Encinas	Joaquin Encinas

PETITION TO RENEW TIERRA ADENTRO CHARTER

Donald Serrano	[Signature]
Mario Febres	[Signature]
Carolina Acuña - Alvarez	[Signature]
Katie Martinez	[Signature]
GREGORY PAPP	[Signature]
Deanna Encinias	[Signature]
Theresa Archuleta	[Signature]

Appendix C – Petition of Support from Households

I am the head administrator of the Tierra Adentro of New Mexico Charter School and certify that: the attached petition in support of the Tierra Adentro of New Mexico Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 166 households which represents 76 percent of the households whose children were enrolled in the Tierra Adentro of New Mexico Charter School.

STATE OF NEW MEXICO)

ss.

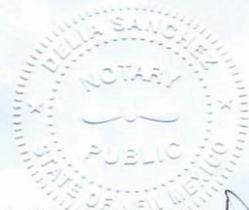
COUNTY OF Bernalillo)

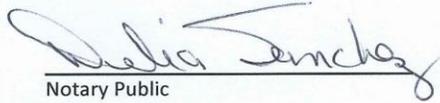
I, Veronica Torres, being first duly sworn, upon oath state:

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 25 day of September 2014.





Notary Public

My Commission Expires: October 19, 2015

PETITION TO RENEW TIERRA ADENTRO CHARTER

Student's Name	Parent Signature
KAYLA GETSIE	
Ayiana Navarro	
ISAAC VIGIL	
Bradual Casanova	
Cienny Chavet	
Margarita Sandavel	
Sebastian martinez	
Bonnie Ensminger	
Alana Lowe	
Lidia Muñiz	
Soconro Varela	
Norma Quiñones	
Alexandra Gutierrez	
Samuel	
JASMINE GREEN	
Ozawa Bineshi Albert	
Hector Balderrás	
Jill	
Ana Rodz	
Ruth Rodz.	
Marisol Sisneros	
CRISTINA SALAZAR	
Cristina Salazar	
Jose Encinas.	
Hurtzil Bennett-Perez	
Devin Jacob	
Rex Hoeltke	
Mayeli Akins	
Daniel Hernandez	
Ashley & Iram Camacho	
Isaiiah & Sean Mendora	

PETITION TO RENEW TIERRA ADENTRO CHARTER

Student's Name	Parent Signature
Jillian Martinez	[Signature]
Benjamin Nuñez	[Signature]
David Nuñez	[Signature]
Liam Johnson	[Signature]
Leticia Vargas	[Signature]
Angela Vargas	[Signature]
Madison Aguirre	[Signature]
Justin Nuñez	MIRIAM NUÑEZ
MATEO Nuñez	[Signature]
Megan McBride	Angela McBride
Christiana McBride	Angela McBride
Sierra McBride	Angela McBride
Fran ^{Maya} Chávez Espinosa-Chávez	Eren Chávez
Calyssa Huff	[Signature]
Layla Sistreros	[Signature]
Sistreros Isaiah Sistreros	[Signature]
Emily A. Correa	[Signature]
Shelby Tabitha Zavala	[Signature]
Paris Valencia	[Signature]
Diego Valencia	[Signature]
Brooklyn Valencia	[Signature]
Ruben Gutierrez	[Signature]
Marisa LG-Santistevan	[Signature]
Genevieve Genevieve VASQUEZ	[Signature]
Eric Vasquez	Eric Vasquez
Joshua Perez	[Signature]
Matthew Garduno	Matthew Garduno
MEGHAN BARRMAN	Barrman
Alexia Reyes	Ernesto Murule
Lee Gurule	Ernesto Murule
Maidelyn Valdes	Maria Ramos

PETITION TO RENEW TIERRA ADETRO CHARTER

Student's Name	Parent Signature
Santos Quintana	Bernice Quintana
Rebecca Powers	Cynthia Powers
Mariah Montano	
Angela Maez	
Nickoli Lucero	
Keyana Allen	Kaa Woods
Alyah Woods	Maschal Woods
A'BEIL DAVIS	
Mercedes Strong	
Bella Cantu	
Ryland Hannum	Lyndy
Sierra McBride	Mary Hauser
Christiana McBride	Mary Hauser
Megan McBride	Mary Hauser
NAOMI V. VARELA	Erin Varela
Kelly O'Keefe	O'Keefe (Kent + Carol)
Cienna Chavez	Mary
MARISA MOSCA	Roni Mosca
Gabriel Casanova	
Allissa Gonzalez	Allissa Gonzalez
Lesleyann Garcia	Lesleyann Garcia
Chase + Jasper Osowski-Pappas	Molly Osowski
Mario + Arianna Hernandez	Mario Hernandez
Juliana Fotherrie	
Keaton Fotherrie	Keaton Fotherrie
Melissa Espalán	Trinidad Espalán
Dixie Perez	
Mikayla Marquez	
Ambrosia Wilson	Ambrosia Wilson
Xiomara Guzman	
Crystal Carbajal	Crystal Carbajal

PETITION TO RENEW TIERRA ADENTRO CHARTER

Student's Name	Parent Signature
Francisco Gutierrez	Secundo Hernandez
Nemulzli Ortega-Trinidad	Andres J.
Ashley Martinez	Cindy Romero
Hannah Kinneman	[Signature]
Nancy Fuentes	[Signature]
Anthony Quintana	[Signature]
Isabella Nuñez	[Signature]
Licky Lee Sanchez	[Signature]
Sasha Valverde	[Signature]
Mariane Navarro	[Signature]
Adriana + Liberty Gonzalez	[Signature]
Michael Baldonado	[Signature]
Maria Gallegos	Marcos Pando - Gallegos
Elici Silva	Cindy M. Silva
Arianna Balderas	[Signature]
[Signature]	[Signature]
Megan Chavez	[Signature]
Victoria Madrid	Victoria Madrid
Elizabeth Leslie Rivera	Elizabeth Leslie
Nicolas Licon	Nancy L. Licon
Juliana Olivares	Rita Alvarez
Eloy Gonzalez	Audite St. L. J. J. J.
Jali Bradford	Isaiah Johnson
Adonai Vargas-Miller	[Signature]
Adilicia Yapple	Perpetta Lopez
Kerinn A. McVey	[Signature]
Rachael & Anthony Leyba	[Signature]
Manette Herrera	[Signature]
Karla M. Mares	Karla M. Mares
Nicolas Licon	[Signature]
Gabriel B. B. B.	[Signature]
Etienne Louis	Antasha Sunnis

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address 1511 Central Ave NE Zip 87106

Portion of Building Tenant Improvement

Use Classification COMMERCIAL PROJECT Bldg. Permit No. 201190690

Occupancy Group E Type of Construction VB Fire Sprink Land Use Zone SU 2

Owner of Building Tamrn Charter School Address 1511 Central NE Albuquerque, NM 87106

By: [Signature] Date: June 30, 2011

[Signature]
Chief Building Official

POST IN A CONSPICUOUS PLACE



Executive Summary Report

District: **State Chartered Schools** School: **Tierra Adentro Charter School** School ID: **518001**

High Level Overview

General Information

Location: Albuquerque, NM 87106 Ed. Adequacy Model: Charter School Educational Adequacy
School Type: High Ed. Adequacy CCI: 100.00%
School Category: Charter School CCI City: RSM/EANS2014:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students: 231 Number of Buildings: 1
Growth Factor: 1.00 Number of Portables: 0
Total Gross Square Feet: 15,786 Building Square Feet: 15,786
Site Size (Acres): 0.00 Portable Square Feet: 0

NMCI School Metrics

Replacement Cost: \$2,792,294 Unweighted Repair Cost: \$1,748,099
Weighted Repair Cost: \$589,307 Unweighted Educational Adequacy Cost: \$43,386
Weighted Educational Adequacy Cost: \$130,159 Total Unweighted Cost: \$1,791,486
Total Weighted Cost: \$719,466 Unweighted NMCI Score: 64.16
Weighted NMCI Score: 25.77

NMCI Facility History

Last Assessment Date: 02-18-2014 Previous Award, Yes or No, Year if Yes: No
Closed: No

Please note that there is an error in the description of the building occupied by Terria Adentro; it is a two story building on one acre of land rather than a one story building with portables on two acres.



Executive Summary Report

District: **State Chartered** School: **Tierra Adentro Charter** School ID: **518001**

Facility Description

NOTE: THIS IS BOILERPLATE TEXT AND MUST BE EDITED BY THE CHARTER SCHOOL PERSON RESPONSIBLE FOR THE FACILITY!!!

Tierra Adentro Charter School is located at 1511 Central Avenue NE, Albuquerque, New Mexico. The school is chartered through the State of New Mexico. The one story campus contains permanent buildings and portables. Occupancy is K thru 8th grade. Originally constructed in 1982, the school has been well maintained.

Site: The site is approximately 26 acres. The parking capacity of 75 (4 are handicap spaces) is sufficient. Concrete sidewalks are in good condition and pose no tripping hazard. There is a small landscaped area. Site drainage is generally good.

Structural/Exterior Closure: The building typically rest on slab-on-grade, footings and foundation walls, that are showing no signs of settlement or damage. The main structure is a pre-engineered metal building. The roofs are typically metal and they are not leaking. Exterior doors are typically metal, and windows are typically metal frame, double-pane operational units.

Interiors: Partition wall types include painted drywall. The interior wall finishes are generally in good condition. Most ceilings are 2x4 lay in. Flooring in high use areas is tile or carpet. Interior doors are generally solid wood non-rated.

Mechanical/Plumbing: Heating is provided by gas-fired furnaces and a swamp cooler system delivered via metal duct. Fresh air is supplied by open windows. Ceiling mounted exhaust fans are installed and ventilation is adequate. Plumbing fixtures are typically in good condition and piping is original.

Electrical: The electrical system is fed from a pad-mounted, transformer that delivers 120/208 V., 3-phase, 4-wire power to the facility. Lighting is typically fluorescent and illumination is generally adequate. Emergency exit signs are operable. The school does not have an emergency generator.

Fire Protection/Life Safety Systems/Accessibility: The fire alarm system consists of audible annunciators. The system is activated by a central station at the main computer terminal and smoke detectors and is not centrally monitored, there are pull stations. The complex does not have a fire sprinkler system. Egress corridors do have appropriate fire separation and interior doors on escape corridors are fire-rated. The school does have a security system. The complex is not generally handicap compliant.



Executive Summary Report

State Chartered District: **Schools** School: **Tierra Adentro Charter School** School ID: **518001**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size Type	Use
Main Building (1982)	High School Building	\$1,554,923	\$538,251	1982	15,786 Building	Educational
Site	High School Site	\$193,176	\$51,057	1900	15,786 Building	Site
Building Totals		\$1,748,099	\$589,307			
Educational Adequacy Need	Charter School Educational Adequacy	\$43,386	\$130,159			
School Totals		\$1,791,486	\$719,466			



Executive Summary Report

State Chartered District: **Schools** School: **Tierra Adentro Charter School** School ID: **518001**

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School Totals		\$1,791,486	\$719,466			



Executive Summary Report

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Plumbing	\$10,46	30	100%	1982	2012	100%	33.25%	\$165,077	4	.25	\$41,269	TL 2/18/2014 All original faucets and fixtures. Recommended replacement.
Roof	\$7,65	20	120%	1982	2002	100%	33.25%	\$144,833	4	.25	\$36,208	...ng material meets parapit. Multiple stained ceiling tile in interior suggest roof leaks. Roof is rolled 90 wt.
Technology	\$0.14	10	90%	2009	2019	25%	33.25%	\$506	9	.25	\$127	
Wall Finishes	\$3.12	12	100%	2009	2021	17%	33.25%	\$8,542	9	.25	\$2,135	TL 2/18/2014 Walls were painted in 2009.
Total:								\$1,554,923			\$538,251	



Executive Summary Report

District: **State Chartered Schools** School: **Tierra Adentro Charter School** School ID: **518001**

Asset Detail

Building Name: **Site** Cost Model: **High School Site** Size: **15,786**

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Athletic Fields	\$0.40	30	90%	1982	2012	100%	\$5,683	4	.25	\$1,421	N/A
Fencing	\$0.40	100	110%	1982	2082	100%	\$711	9	.25	\$178	
Landscaping	\$1.92	30	110%	1982	2012	100%	\$33,308	4	.25	\$8,327	TL 2/18/2014 Poor condition on landscaping.
Parking Lots	\$6.72	20	80%	1982	2002	100%	\$84,929	4	.25	\$21,232	TL 2/18/2014 Parking lot has potholes in need of repair. Striping faded & asphalt cracking.
Playground Equipment	\$0.14	15	100%	1982	1997	100%	\$2,210	2	1.5	\$3,315	
Site Lighting	\$1.37	40	100%	1982	2022	64%	\$13,841	9	.25	\$3,460	TL 2/18/2014 Exterior lighting missing covers and some broken. Recommended repair.
Site Specialties	\$0.07	40	100%	1982	2022	64%	\$707	9	.25	\$177	
Site Utilities	\$1.61	50	120%	1982	2032	41%	\$12,479	9	.25	\$3,120	
Walkways	\$2.27	30	110%	1982	2012	100%	\$33,307	4	.25	\$8,827	TL 2/18/2014 sidewalks are in fair condition.
Total:							\$193,176			\$51,057	



Executive Summary Report

District: **State Chartered** School: **Tierra Adentro Charter**

School ID: **518001**

Educational Adequacy Detail

Population

Growth Factor:	1	Number of Kindergarten Students:	0
Number of Staff:	25	Number of 1-5 Students:	0
Number of Students:	231	Number of 6-8 Students:	151
Number of Special Education Students:	0	Number of 9-12 Students:	80

Square Footage

Permanent GSF:	15,786	General Storage NSF:	148
Portable GSF:	0	Maintenance or Janitorial Space NSF:	63
Admin NSF:	1,371	Media Center NSF:	0
Art/Music NSF:	154	Parent Work Space NSF:	0
Assembly NSF:	0	Physical Ed NSF:	0
Career Ed NSF:	0	Science Classroom NSF:	364
Computer Lab NSF:	0	Science Storage NSF:	0
Faculty Work Area NSF:	186	Special Education Classroom NSF:	171
Food Service NSF:	0	Student Health NSF:	90
General Classroom NSF:	5,821		

Classrooms

Number of Classrooms:	10	Number of Special Education Classrooms:	0
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Parking

Number of Paved Parking Spaces:	28	Number of Bus Drop Offs:	0
Number of Handicap Parking Spaces:	0	Number of Student Drop Offs:	0
Number of Gravel Parking Spaces:	0		

Miscellaneous

Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	0
Playground Equipment:	N/A		



Executive Summary Report

District: **State Chartered Schools** School: **Tierra Adentro Charter School** School ID: **518001**

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Insufficient General Classroom Square Footage	5,821	6,228	\$80	\$80.00	\$43,386	7	3	\$130,159
Missing or Inadequate Multi-use Play Area	0	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	28	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	90	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	0	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	171	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	364	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	63	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	148	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	186	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	0	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,371	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	154	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	0	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$43,386			\$130,159