

## SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*<sup>1</sup> In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.<sup>2</sup>

### 1a. Department's Standards of Excellence—A-F Letter Grades

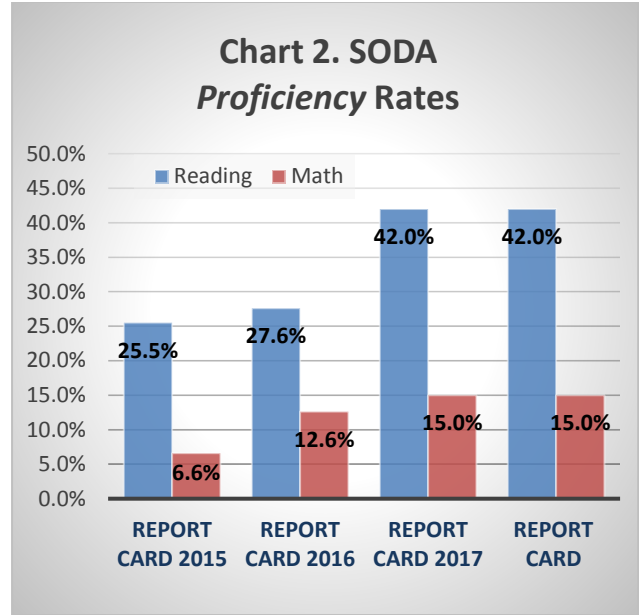
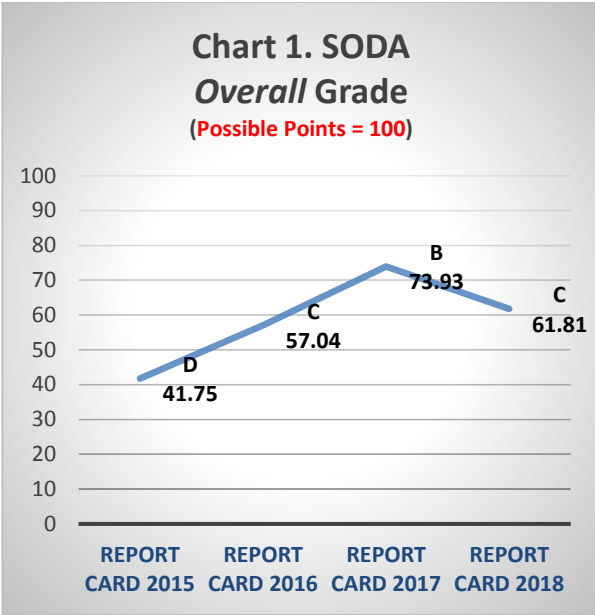
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

**Overall Standing.** Chart 1 illustrates SODA's overall school grade in each of the last 4 years (2015-2018). The school earned 2 “C's,” 1 “B,” and 1 “C.” SODA earned over half of the possible points in 3 of 4 years with a high of 73.93 in 2017 and a low of 41.75 in 2015. In addition, the school earned bonus points, which if excluded, would not have resulted in a change of grade during any year. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan. SODA has

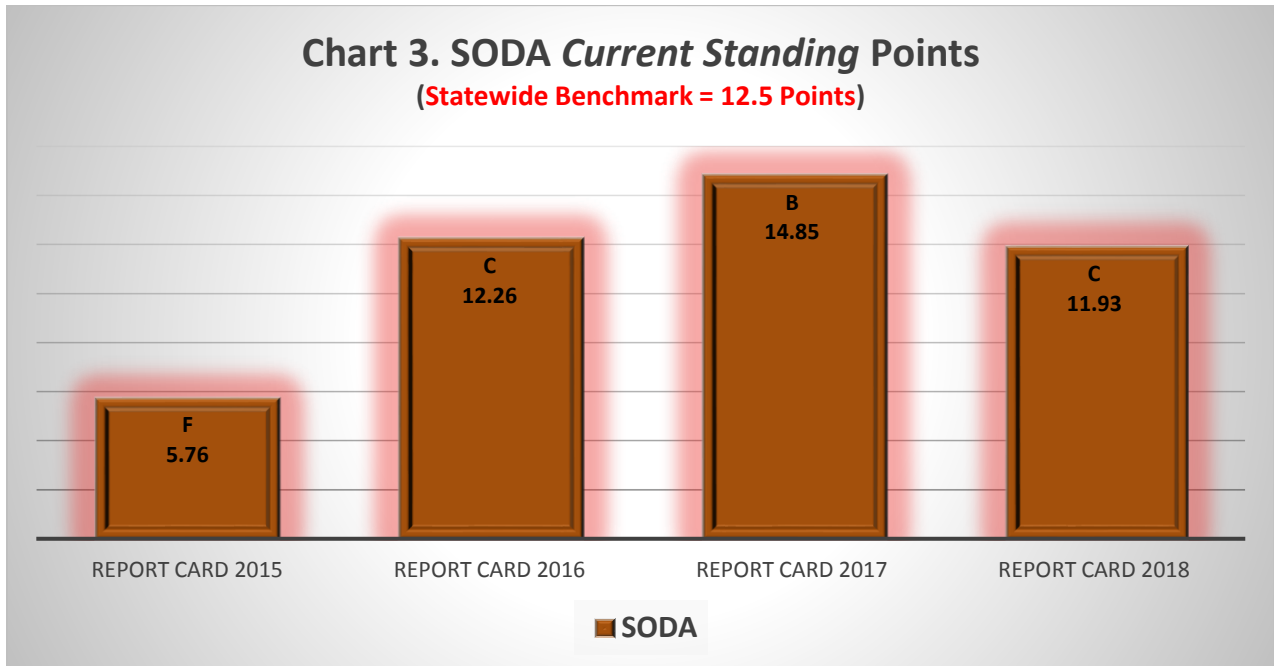
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<sup>1</sup> The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

<sup>2</sup> Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

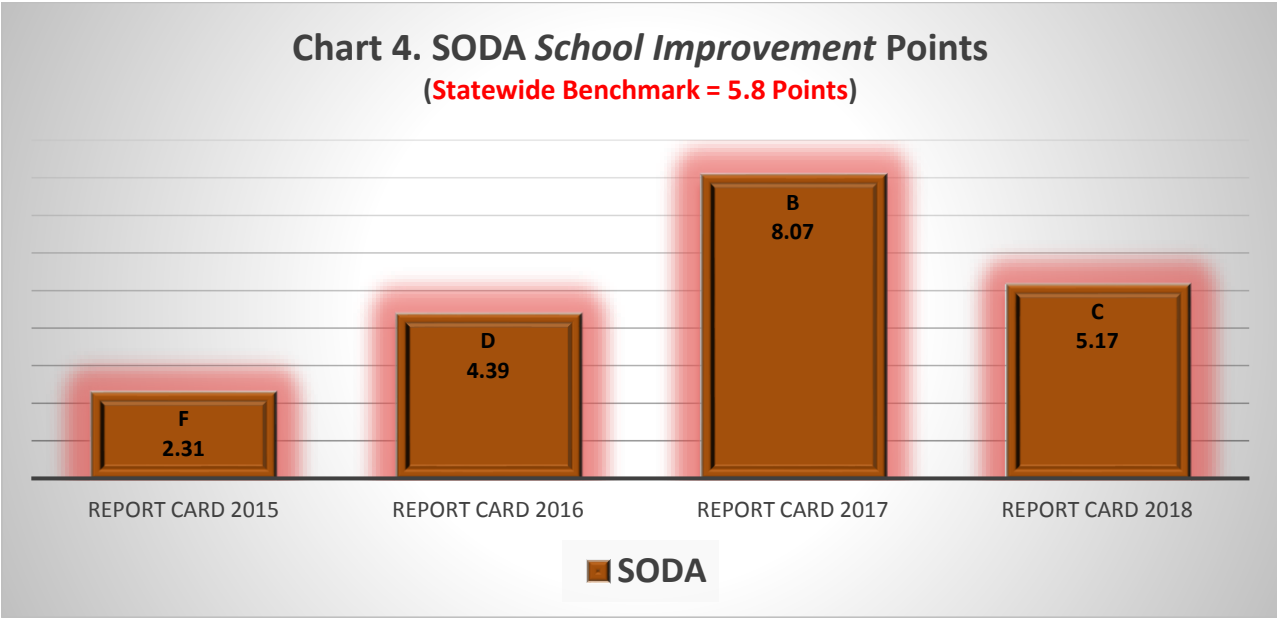


**Current Standing.** Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 11.93 points out of 30 possible points in this category, which was below the statewide benchmark (established in 2012) of 12.5 points. The school earned letter grades ranging from “F” to “B” in the category.



**School Improvement.** The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance

is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 2.31 – 8.07 points during the past 4 years earning letter grades ranging from “F” to “B” in the category. One (1) of 4 years was above the statewide benchmark of 5.8 points.



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

Expected growth was met in 2 of 2 years in reading and 1 of 2 years in math.

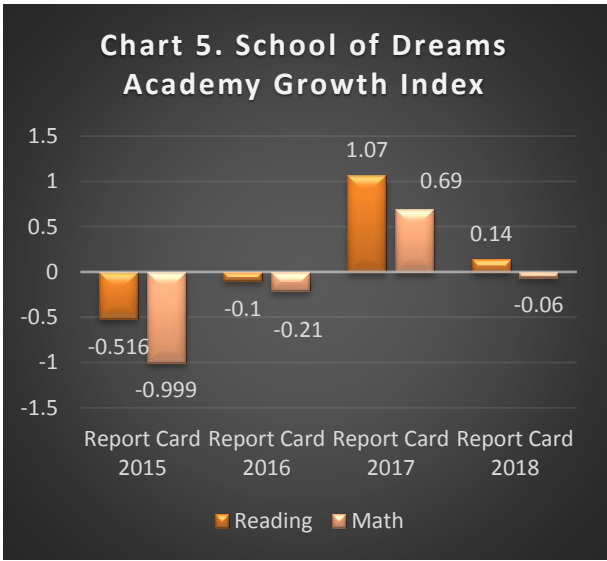
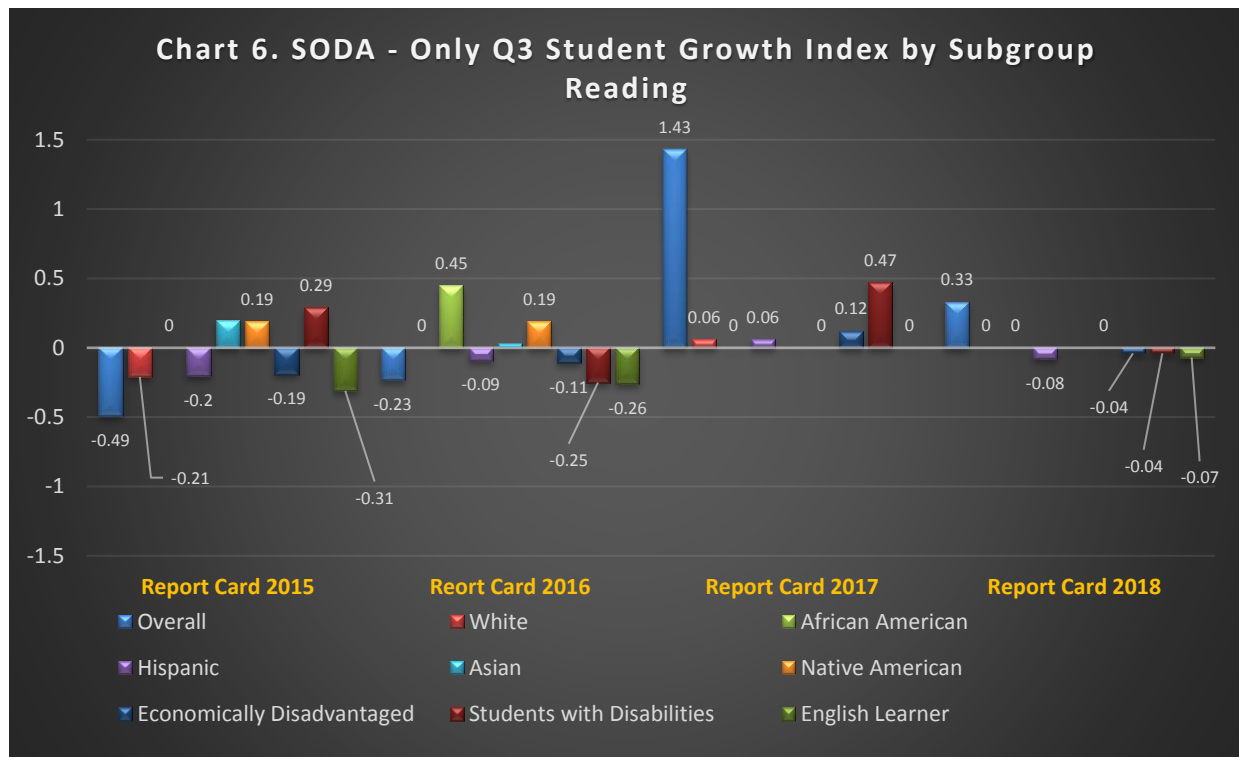
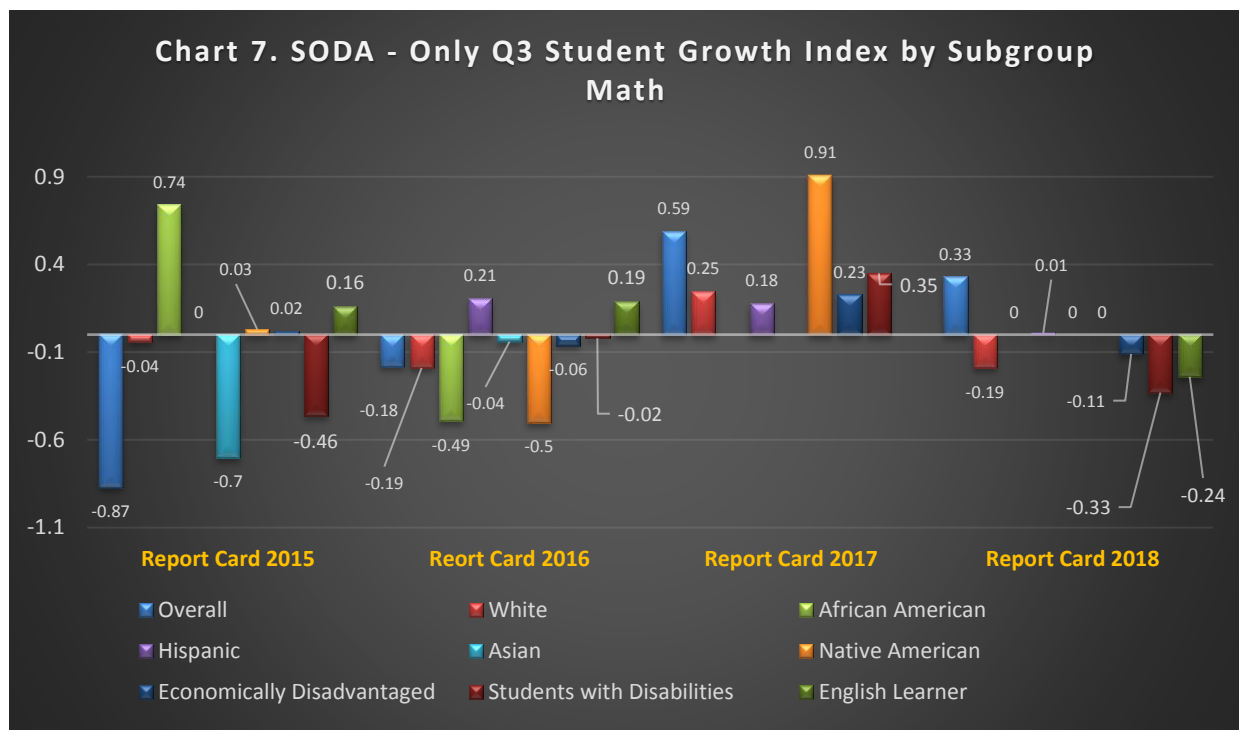


Figure 1. Points earned in School Improvement section (10 total points possible).

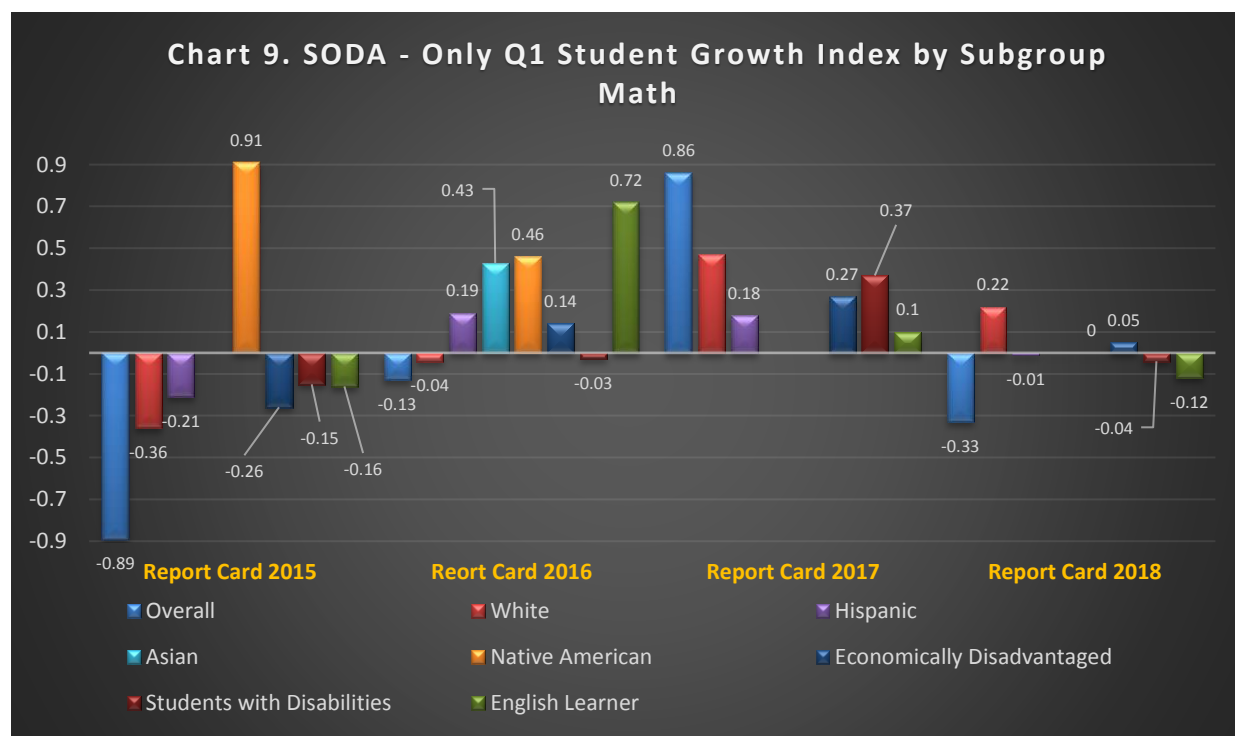
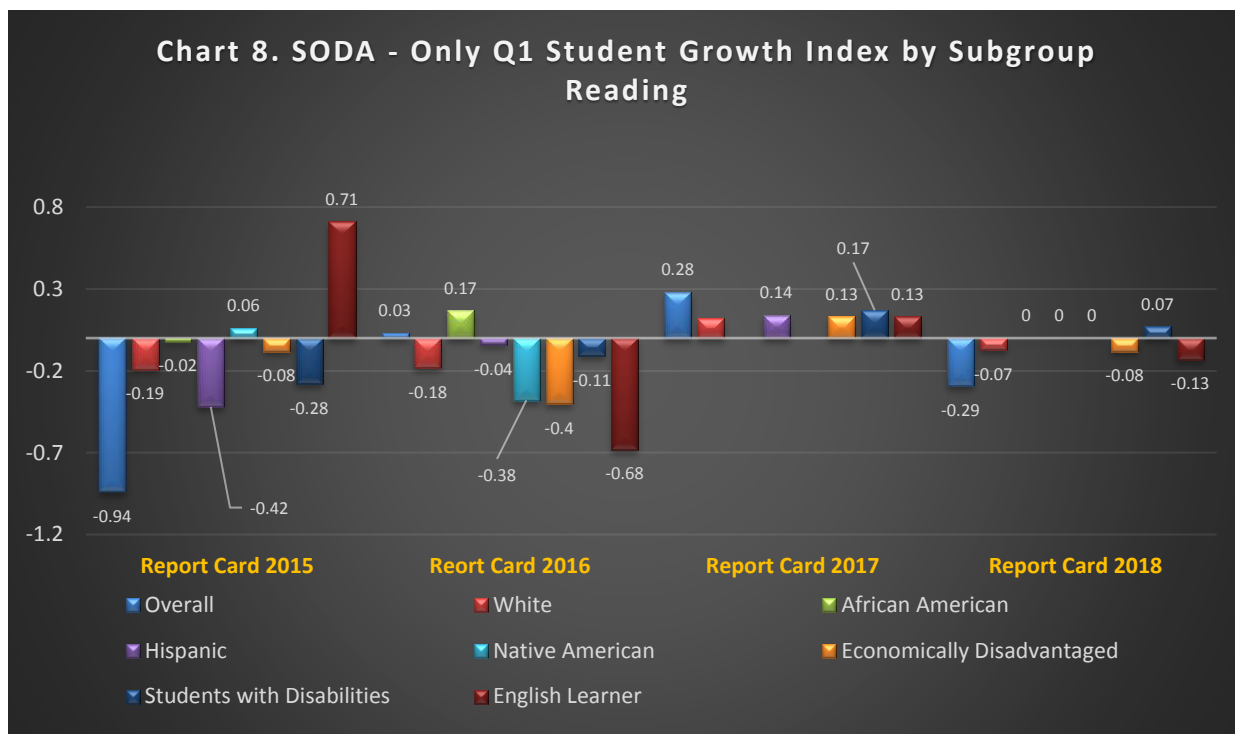
	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
<b>2015</b>	1.51	.79	<b>2.3</b>
<b>2016</b>	2.31	2.08	<b>4.39</b>
<b>2017</b>	4.29	3.78	<b>8.07</b>
<b>2018</b>	2.79	2.38	<b>5.17</b>

**Subgroups within Higher-Performing Students (Q3).** In Q3 student growth, the indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%). Most subgroups (excluding masked data) met expected growth in reading in at least 1 of 4 years with overall student growth met in 2 of 4 years. In math, most subgroups met expected growth in at least 1 of 4 years with overall student growth met in 2 of 4 years.



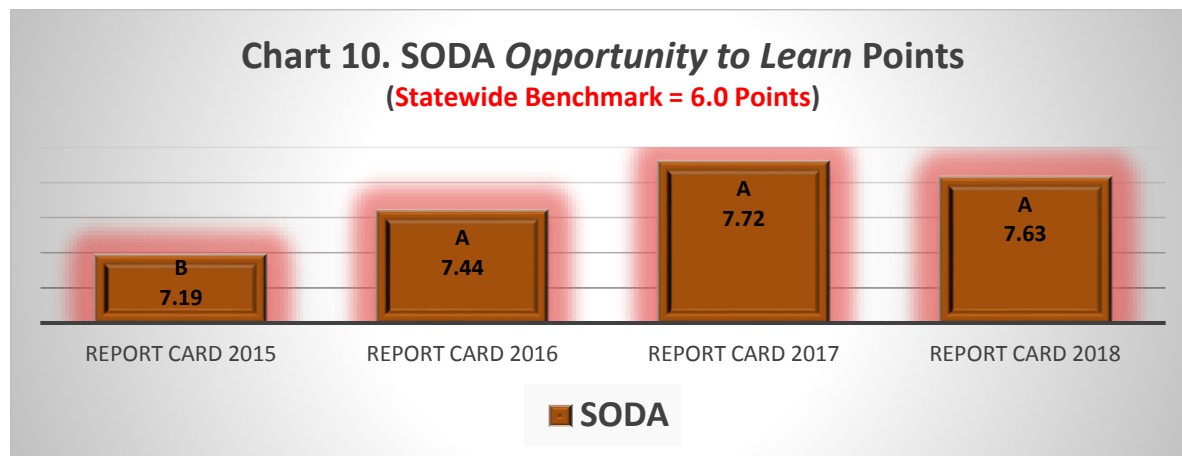


**Subgroups within Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (top 25%). All subgroups (excluding masked data) met expected growth in reading in at least 1 of 4 years with overall student growth met in 2 of 4 years. In math, all subgroups met expected growth in at least 1 of 4 years with overall student growth met in 1 of 4 years.

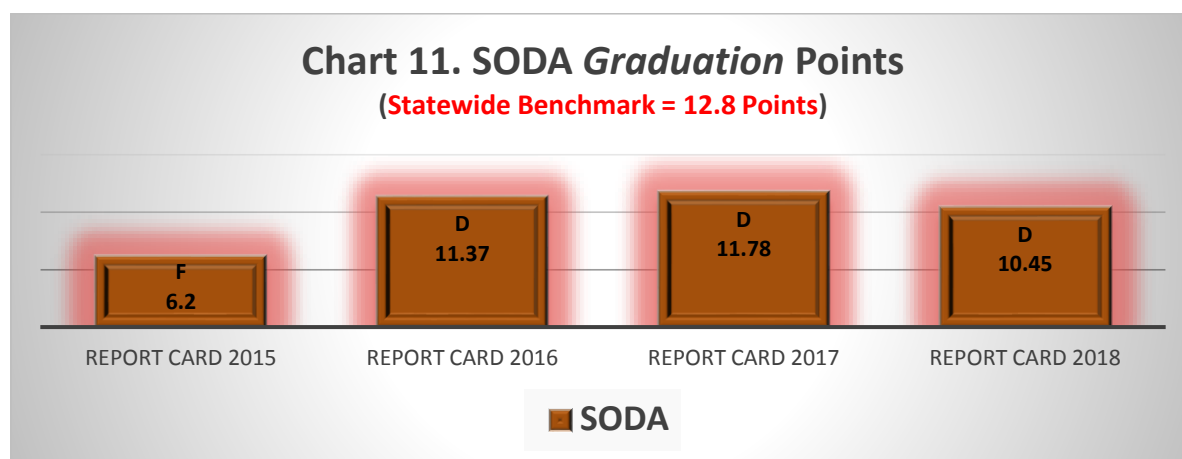


**Opportunity to Learn (OTL).** Opportunity to learn represents the quality of learning environment schools provide). This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. SODA has performed well since 2015 and exceeded the statewide benchmark during the past 4 years earning the majority of points as well as earning 3 “A’s” and 1 “B” in the category.

In 2018, the school had an attendance rate of 94% which along with survey results earned the school 7.63 points and a letter grade of “A” for the category.

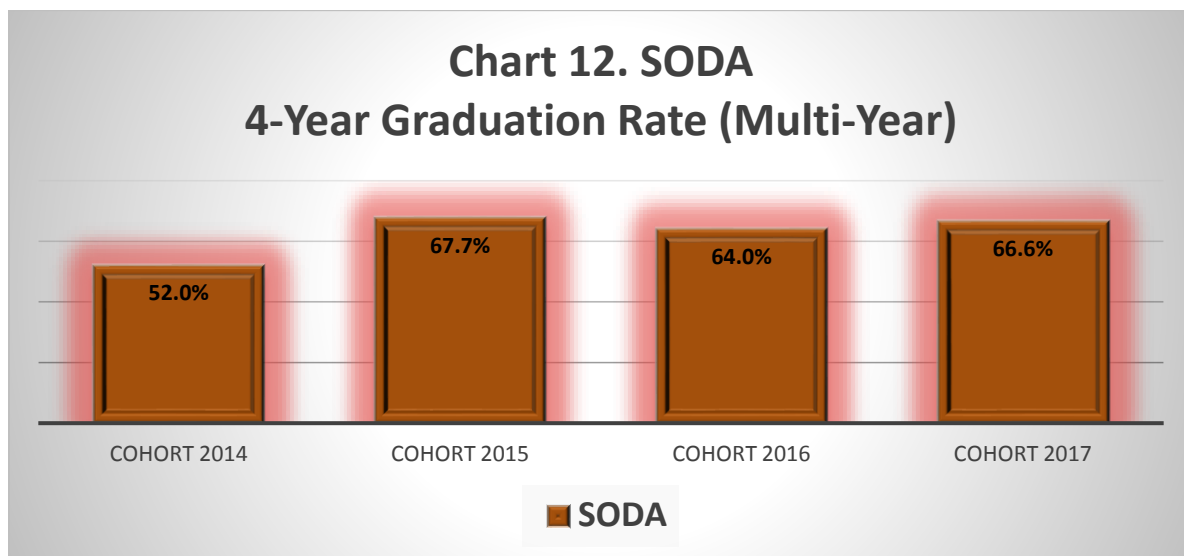


**High School Graduation.** This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any reporting date. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school qualifies for the Supplemental Accountability Measure (SAM) in which “*non-cohort graduation rate augments the 4-year cohort rate to arrive a compiled SAM graduation rate.*”<sup>3</sup> This approach provides schools feedback on their success in graduating “*returning dropouts and adults whose cohort is no longer part of the accountability system*” (Ibid). During the term of its contract, the school did not meet the statewide benchmark in terms of points earned receiving 3 “D”s and 1 “F” in the category. Its graduation has remained steady over the past 3 years.



<sup>3</sup> See the “New Mexico School Grading Technical Guide: Calculation and Business Rules” document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

**Chart 12. SODA  
4-Year Graduation Rate (Multi-Year)**

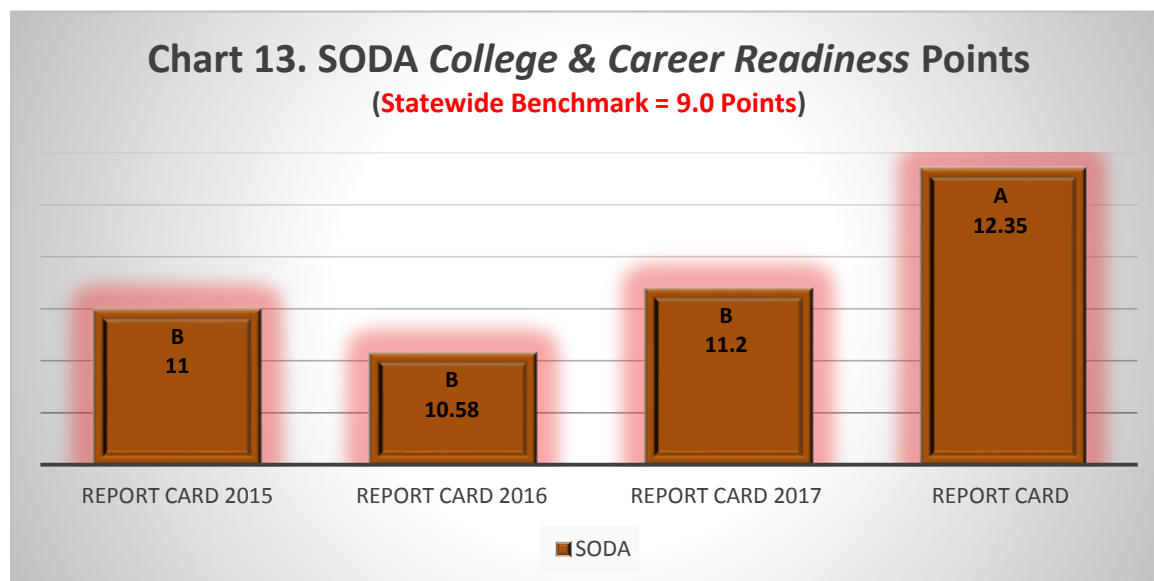


**College & Career Readiness (CCR).** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>4</sup>. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

The chart below illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. SODA met the statewide benchmark in all years earning letter grades of 3 "B's" and 1 "A" in the category. In 2018, the school report card data indicated that 61% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 3.05 points out of 5 for this portion of the category. Out of the 61% of SODA students who participated in *College and Career Readiness* opportunities in 2018, 93% were successful resulting in an additional 9.3 points earned (10 possible) for this portion of the category.

<sup>4</sup> See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>





### 1b. Specific Charter Goals

This section includes analysis of SODA’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2017-2018. The school met 2 of 3 goals in the most recent year, none in 2016-2017 which was due primarily to lack of verifiable evidence supporting purported progress towards goals, and a mix of “Meets Standard” and “Does Not Meet Standard” during the first 2 years of the school’s contract.

### Charter Specific Goals

**“2.a. Mission Specific Indicator - ACADEMIC:** As a means of measuring the academic rigor set forth in the STEAM element of our Mission, students in 9-12 grade who have already attended School of Dreams Academy (SODA) for one academic year (July 1 of the previous academic year – June 30) will demonstrate at least one year’s growth in their short cycle assessment scores. (Note: “One year’s growth” will be defined by NWEA’s MAP assessment in their technical manual).”

**“2.b. College Readiness Mission Specific Indicator:** Graduates of SODA who have been at the school since at least the beginning of their sophomore year (these students define the cohort referred to below) will demonstrate College and/or Career Readiness as defined by;

- Measures of college readiness established by academic scores earned on any of the following assessments: PSAT®, SAT®, ACT®, ASVAB, KUDER, and COMPASS® and
- Successful completion of dual enrollment, concurrent enrollment or honors courses earned throughout high school (NOTE: Exceptions for students with special instructions recorded in their IEP), and
- Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan and as such are “ready for post-secondary success.”

**“2.c. GRADUATION:**

Track and improve graduation rates for two distinct cohorts.

Cohort 1: Seniors on the 40th day who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Seniors on the 40th day 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.”

Figure 2. Progress towards Charter Specific Goals.<sup>5</sup>

Goal	Description	2015 <sup>6</sup>				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
2a	STEAM NWEA			X				X					X
2b	Demonstrate College & Career Readiness			X		X							X
2c	Graduation for Cohort 1 and Cohort 2	X				-	-	-	-				X

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
2a	STEAM NWEA			X	
2b	Demonstrate College & Career Readiness		X		
2c	Graduation for Cohort 1 and Cohort 2	X			

## Student Attendance and Enrollment

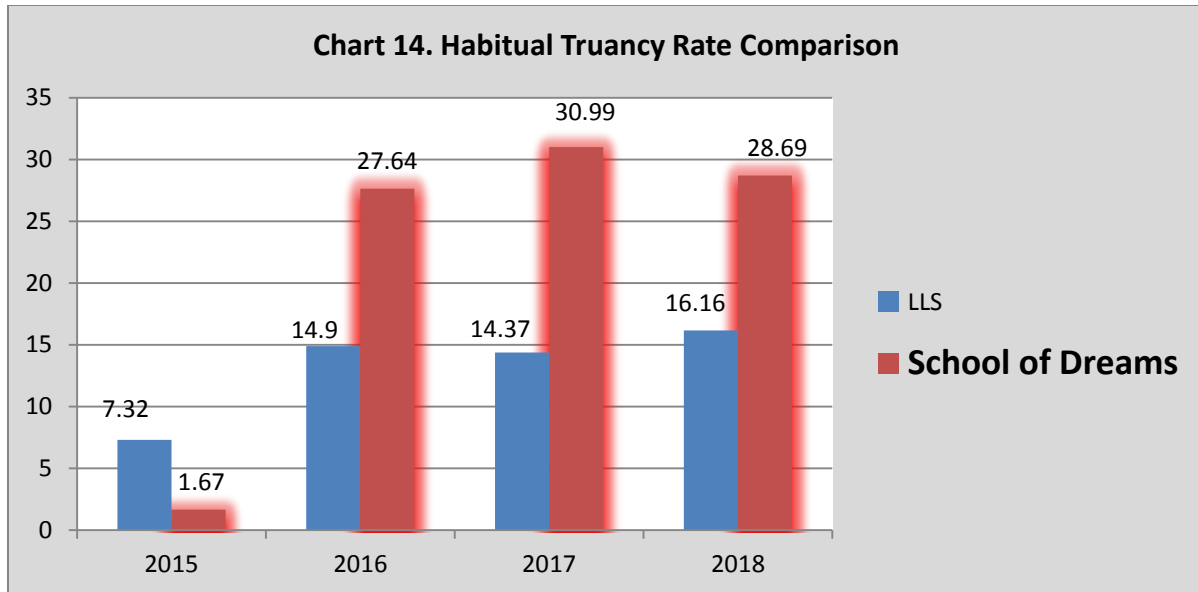
The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

### Habitual Truancy

The chart (next page) reflects the school's habitual truancy rate compared to the local district, Los Lunas Schools (LLS). School of Dream Academy's (SODA) habitual truancy rate is higher than the surrounding district since 2016 by up to 10 percentage points. However, caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences alone.

<sup>5</sup> Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Optional Supplemental Indicators" in the school's contract and performance framework.

<sup>6</sup> The Charter Schools Division annual report (see web-EPSS 2014-2015) indicated the following statement: "Data shows evidence of 100% of students in these cohorts graduated."

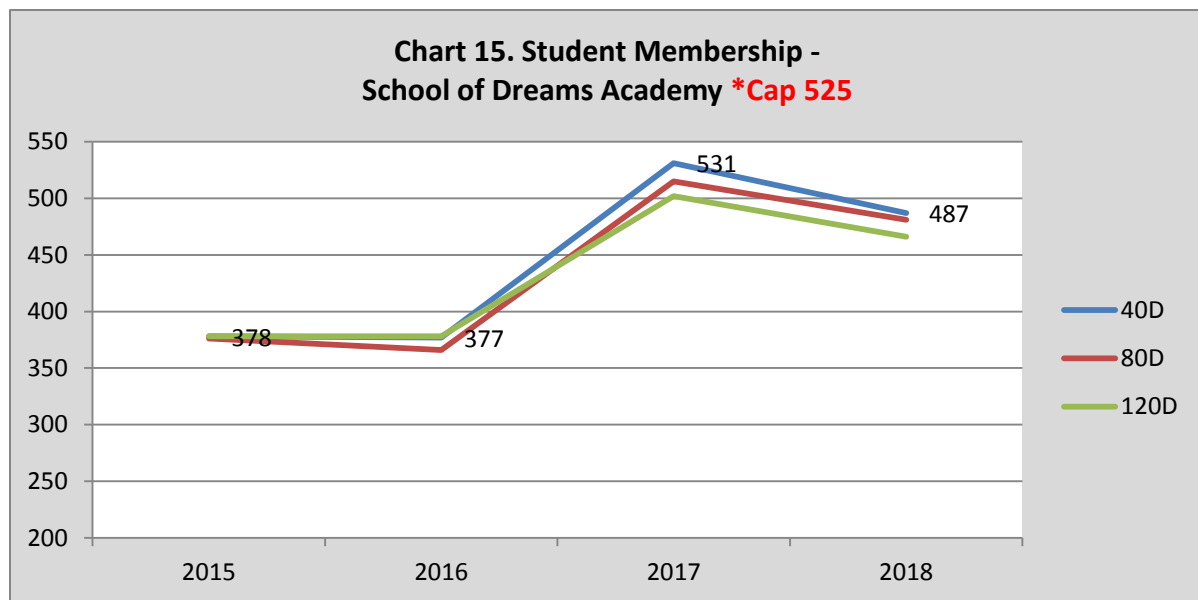


Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

### ***Student Membership (Enrollment)***

The chart below demonstrates the school's student membership for each of the years in operation during the current contract term. All reporting periods have remained on the same path, maintaining that enrollment during the year annually. A decline of 44 students (8%) from 2016-2017 to 2017-2018 during the 40D reporting period was observed.

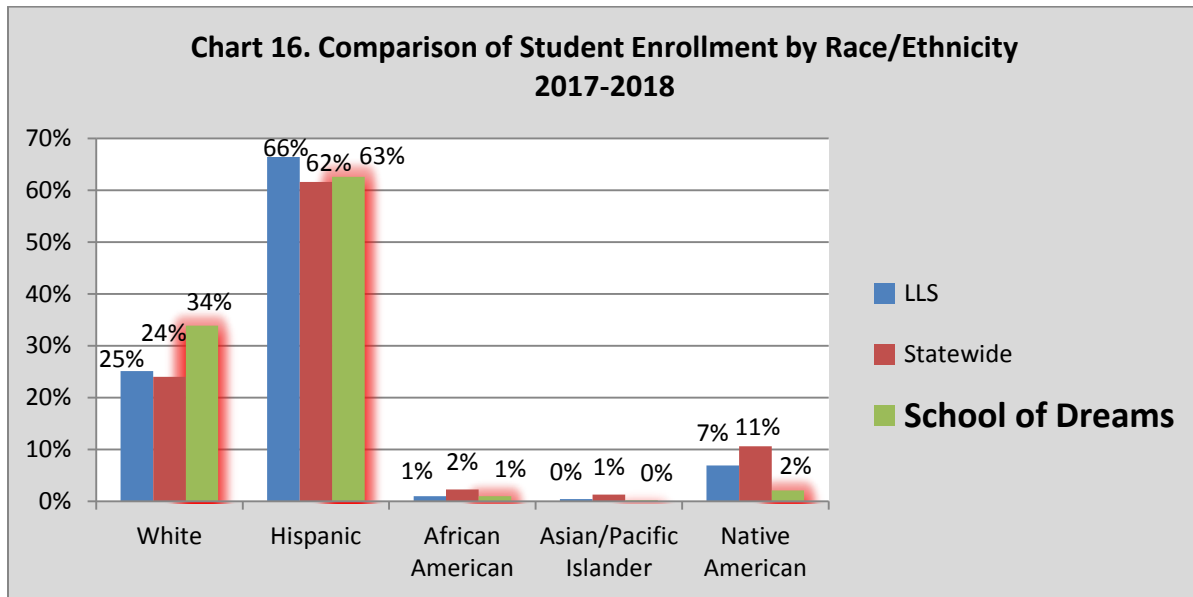
As of 2017-2018, the school had not reached its enrollment cap of 525.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

### ***Enrollment by Race/Ethnicity.***

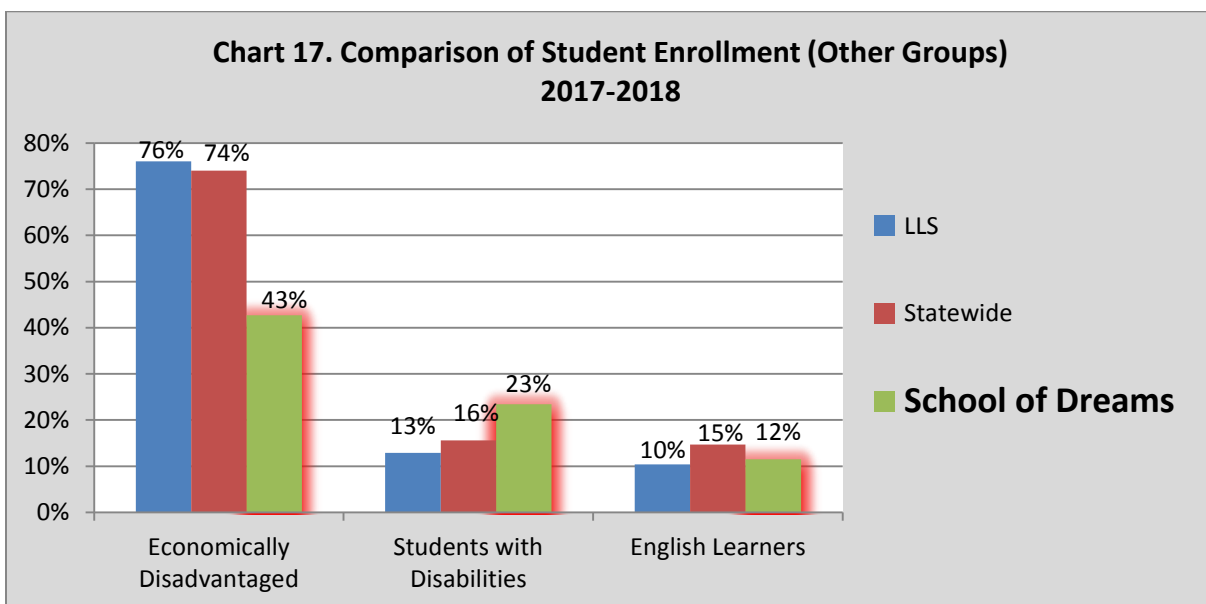
The school's student demographic data (next page) shows that it serves a *higher* White population and a *similar* Hispanic population when compared to the surrounding district and state. The discrepancies in enrollment in the other subgroups was smaller.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

### Enrollment by Other Subgroups

The school has a lower population of economically disadvantaged students than both the local district and the state (33 percentage points fewer). The school serves a higher percentage of students with disabilities (23% vs 15%) and a similar number of English Learners (12% vs 10%) compared to Los Lunas Schools.



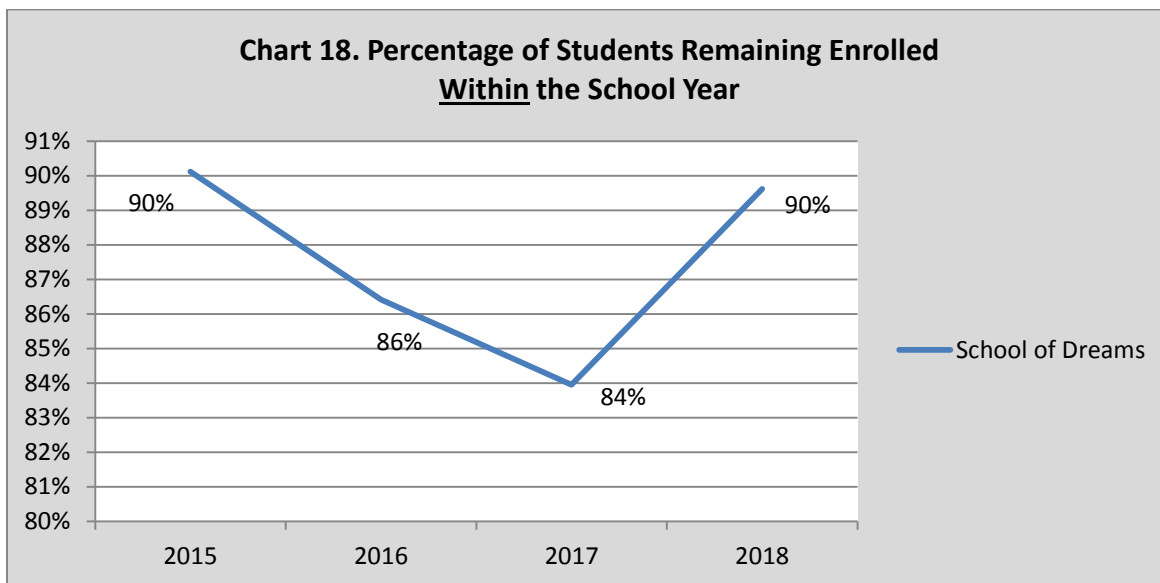
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

### ***Retention and Recurring Enrollment***

In the school's Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

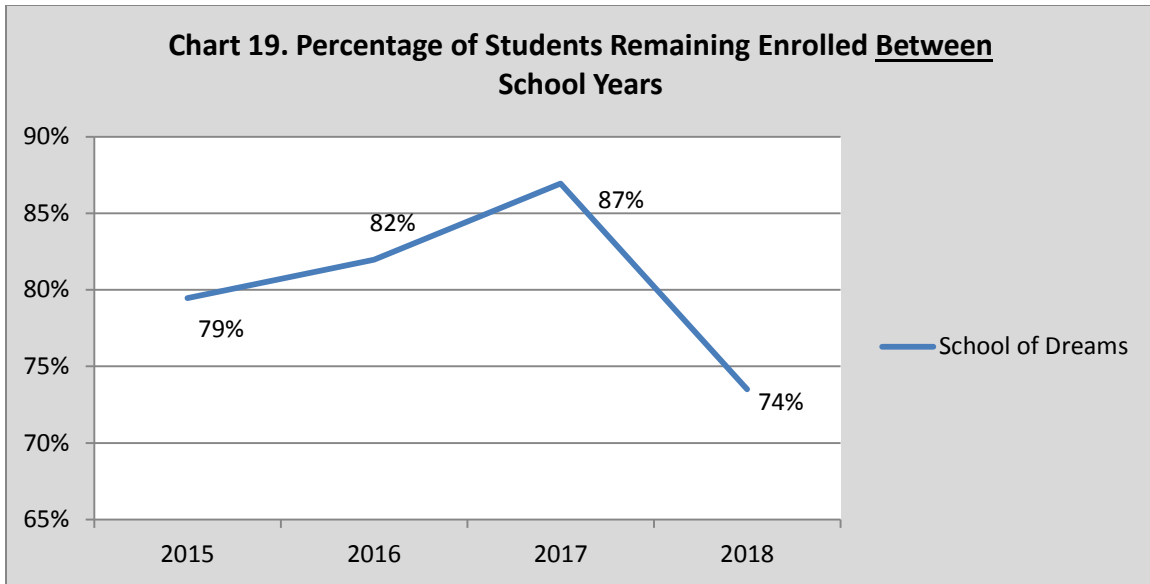
The student enrollment data (below) shows that over 84% of students enrolled during the school year remained enrolled through the end of the school year, with 90% of the students remaining throughout the year in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the school's control are removed from the data set.

The chart (next page) illustrates recurrent enrollment at the school. Student enrollment data indicates that 79% of the students that completed the school year in 2013-2014 returned to the school in 2015-2016. Seventy-four percent of students that completed the 2016-2017 school year returned to SODA in 2017-2018. The school met the goal of 85% recurrent enrollment in one of the last four years.

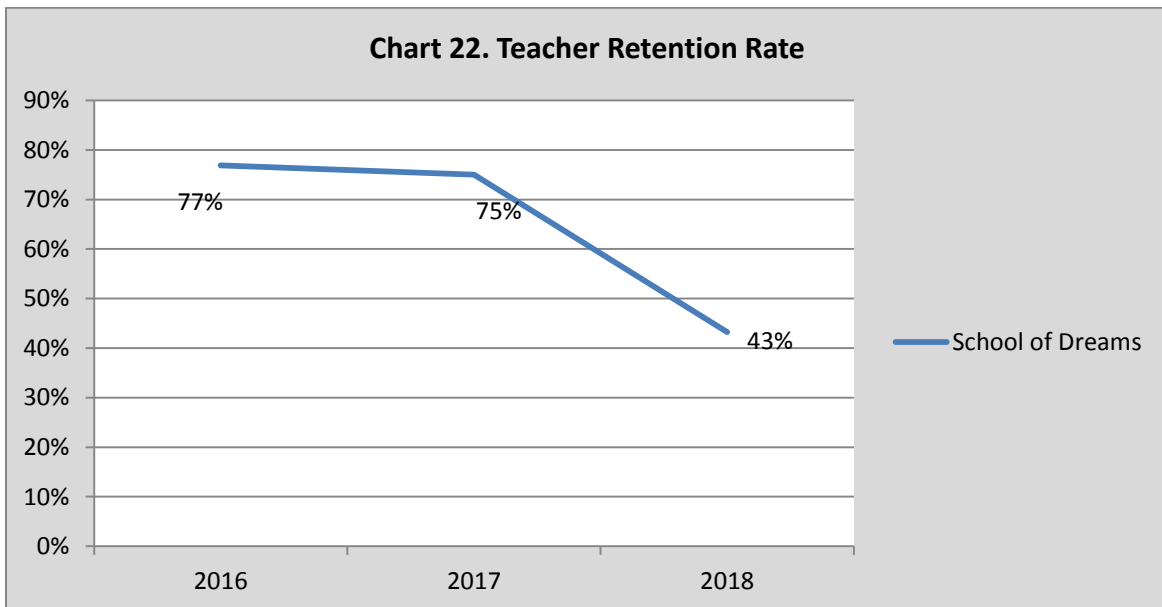


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

### ***Teacher Retention Rate***

The chart (below) shows teacher retention over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The school's teacher turnover rate was 23% for the 2015-2016 school year, 25% for the 2016-2017 school year and 57% for the 2017-2018 school year. The percentage of teachers that remain at the school from one year to the next has decreased by over 30% from 2017 to 2018.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	10	2	1
FY16	2	0	0
FY15	3	1	0

#### Summary of Fiscal Reports

In **FY17**, the school received **2 finding of other matter** issues related to (1) controls over cash disbursements and (2) expenditures exceed budget; **1 material weakness** regarding financial close and reporting; 7 non-compliance findings consisting of (1) PED cash report, (2) payroll and personnel files, (3) timely deposits, (4) ERB contributions, (5) travel and per diem, (6) journal entries, and (7) bank reconciliations.

- **2015-001 Controls Over Cash Disbursements Other Matter Repeated and Modified**

*Condition:* Through testing procedures performed, we noted the following:

- In a sample of 25 disbursements tested, we noted an incorrect GL coding for a total disbursement amount of \$570.85.
- In a sample of 3 administrator’s disbursements, we noted one receipt totaled \$115.09, however the school reimbursed \$126.71.
- In a sample of five credit card transactions we noted two instances in which SODA was not able to provide sufficient documentation supporting purchases totaling \$269.15.
- No progress has been made in the current year in regard to this finding.

- **2015-002 Expenditures Exceed Budget Other Matter Repeated and Modified**

*Condition:* The Charter has expenditure functions where actual expenditures exceeded budgetary authority:

- Title I IASA (24101) Support Services – Students \$(500)
- Early College High School Support Services Instruction \$ (13,038)

**Auditor’s Note:** No progress has been made in the current year in regards to this finding.

- **2017-001 Financial Close and Reporting Material Weakness**

*Condition:* During our testwork over the financial close and reporting process it was noted that the Charter has not implemented an effective financial close and reporting process for the year ended June 30, 2017. During our testwork over fund balance, we noted that prior year activity of approximately \$459,686 was incorrectly closed to accounts payable rather than fund balance.

- **2017-002 PED Cash Report Non-compliance and Other Matter**

*Condition:* During our testwork it was noted that current year activity and ending balances on the fourth quarter cash report does not agree to the trail balance.

- **2017-003 Payroll & Personnel Files Non-compliance**

*Condition:* During internal control testwork over a sample of 25 payroll transactions, we noted one instance in which the instructor's personnel file was missing a valid teaching certificate

- **2017-004 Timely Deposits Non-compliance**

*Condition:* During our cash receipts testing, we noted 3 out of 22 deposits tested were not deposited within 24 hours of receipt for a total of \$926.

- **2017-005 ERB Contributions Non-compliance**

*Condition:* We noted the School did not properly calculate and remit the correct amounts to ERB for employer and employee contributions. We noted one month's contribution in which the Charter underpaid contributions totaling \$79.92.

- **2017-006 Travel & Per Diem Non-compliance**

*Condition:* During our testwork of disbursements made to administrators, we noted one instance error which the Charter reimbursed an employee \$11.62 for meals without supporting documentation.

- **2017-007 Journal Entries Non-compliance and Other Matters**

*Condition:* During our testwork over journal entries we noted that journal entries totaling approximately \$206,144 are not being reviewed and approved by an individual other than the preparer of the journal entries.

- **2017-008 Bank Reconciliations Non-compliance and Other Matters**

*Condition:* We noted during our testing of cash that that two of the three cash reconciliations reviewed were not accurate. In one of the cash reconciliations, we identified a check totaling \$16,420 that was improperly excluded in the outstanding check listing. In the other reconciliation we noted a discrepancy in the actual bank balance per bank statement and the balance reported per the cash reconciliation (variance of \$957.38).

In **FY16**, the school received **2 findings of other matter** related to: (1) controls over cash disbursements and (2) expenditures exceed budget.

- **2015-001 CONTROLS OVER CASH DISBURSEMENTS Other Matter**

*Condition:* Through testing procedures performed, we noted the following: In a sample of 25 disbursements tested, we noted five instance where the invoice was dated prior to the purchase order for a total of \$7,557.

**Auditor's Note:** No progress has been made in the current year in regards to this finding.

- **2015-002 Expenditures Exceed Budget Other Matter**

*Condition:* The Charter has expenditure functions where actual expenditures exceeded budgetary authority: Fund Excess of Expenditures over Appropriations Operational (11000) Instruction \$ (4,506).

**Auditor's Note:** No progress has been made in the current year in regards to this finding.



In FY15, the school received **3 findings of other matter**, including (1) per diem and mileage act, (2) controls over cash reimbursements, and (3) expenditures exceed budget.

- **2014-001 Per Diem and Mileage Act Other Matter Repeated and Modified (not noted)**

*Condition:* Through testing procedures performed, we identified the following instance of noncompliance:

- In 3 of 10 travel and per-diem reimbursements tested, the employee was reimbursed at the maximum per-diem amount allowable (\$30 in-state, \$45 out-of-state, amounting to total reimbursements of \$285. The employee did not provide receipts for actual meal expenses for reimbursement.
- In 1 of 10 travel and per-diem was reimbursed at the maximum allowable out-of-state rate of \$45 per day, amounting to \$180; however the employee was traveling in- state, and therefore should only have been reimbursed up to \$30 per day. The employee did not provide receipts for actual meal expenses for reimbursement.

**Auditor’s Note: Management has demonstrated a lack of progress in implementing the prior year corrective action plan.**

- **2015-001 Controls over Cash Reimbursements Other Matter**

*Condition:* Through testing procedures performed, we noted the following:

- In a sample of 25 disbursements tested, we noted one instance where the invoice was dated prior to the purchase order.

- **2015-002 Expenditures Exceed Budget Other Matter**

*Condition:* The Charter has expenditure functions where actual expenditures exceeded budgetary authority:

Fund Excess of Expenditures over Appropriations/ Title I IASA (24101)  
Support Service – Students \$(500)

Early College High School  
Support Services – Instruction \$(13,038)

## **2b. Board of Finance**

The governing council of SODA’s Board of Finance has never been suspended during the term of its contract.

## **SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES**

### **3a. Charter Material Terms**

The School’s mission statement is as follows:

*The Mission of the School of Dreams Academy is to graduate students of the Rio Grande Valley who embrace an education that emphasizes Science, Technology, Engineering, Arts and Mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.*

The contract identifies the following educational program as a material term of the charter:

***Educational Program of the School.***

*SODA's foundation in curriculum is based on Science, Technology, Engineering, the Arts and Mathematics (STEAM). All students will participate in a STEAM program or course, including dual or concurrent enrollment, as credited during the academic year.*

***Student – Focused Term(s).***

*All students will have a daily advisory class in their grade level and receive 1/2 elective credit annually, a portion of this curriculum will be comprised of a service learning projects, either as a class, individual, or whole school format.*

*All SODA students will be provided and maintain an Individualized Learning Plan (ILP) that will act as his/her roadmap for success.*

*At a minimum the ILP will include:*

- Short cycle assessment scores;*
- Career inventory survey;*
- High School Four Year graduation (Next Step) plan for 9th – 12th graders;*
- Any PSAT®, ASVAB, KUDER, PLAN®, SAT® and/or ACT® results;*
- Summaries and reflections of service learning projects;*
- STEAM Portfolio: Competitions, Contests and Performances attained while at SODA*

*For our special populations, we will use an interventionist model as a full inclusion model of instruction with options for individual student support to comply with program requirements and/or IEP's.*

***Teacher – Focused Term(s).***

*SODA will provide ongoing professional development to accommodate the integration of Technology and Art programs across the curriculum. Continue professional development via school PLC that corresponds to the AdvancEd standards. Continue having staff trained and participate in AdvancEd Lead and Team Evaluators.*

### **3b. Organizational Performance Framework**

*Note: Analysis of the school's organizational performance for the current year (2017-2018) will be updated after completion of the annual report by late summer.*

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: "Meets Standard," "Working to Meet Standard," or "Falls Far Below Standard." During the 2016-2017 school year, School of Dreams Academy Charter School received the following ratings:

Figure 4. 2017-2018 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
6	2	9

Figure 5. 2016-2017 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
6	0	11

#### Summary of “Falls Far Below” Ratings Over 2-Year Period

- **Material Terms.** The school did not provide academic evidence it is implementing the material terms of its contract [NMSA § 22-8B-9.1].
- **Instructional Hours.** The school did not provide evidence it ensures all students receive the statutorily and contractually required instructional hours [6.29.1.9(J)(6) NMAC].
- **McKinney-Vento Dispute Resolution Policy.** The school did not provide evidence of a dispute resolution policy, approved by the governing board [6.10.3.9(D)(2) NMAC].
- **Rtl/SAT Process.** The school did not provide evidence of implementation of an Rtl/SAT process for its students [6.29.1.9 NMAC].
- **Students with Disabilities.** The school did not provide evidence of compliance with the Corrective Action Plan instituted by the Special Education Bureau.
- **English Language Learners.** The school did not provide evidence of implementation of the Bilingual Multicultural Education Bureau annual progress report for the school’s state-funded program. The school also did not provide evidence of implementation for the proper use of the Language Usage Survey [6.29.5.11 NMAC].
- **Notice to Parent.** The school did not provide evidence of implementation of a 5-day unexcused attendance letter requesting the parent participation with attendance interventions [6.10.8.8 NMAC].
- **Financial reporting.** The school did not provide evidence of implementation of remedies instituted that resulted in compliance or sufficient movement toward compliance for the school’s internal control audit findings.
- **Evaluation of head administrator.** The school did not provide evidence that the governing council evaluated the head administrator during the 2016-2017 or in previous year [6.29.1.9.B.2 NMAC].
- **Teacher and Staff Credentials.** The school did not provide evidence that:

- a.) All instructors had proper licensure and endorsement(s) for course(s) taught [NMSA § 22-10A-3], and
- b.) Implementation of a compliant mentorship program for novice teachers [6.60.10.8 NMAC].

- **Background check.** The school did not provide evidence of completed background checks for all licensed staff [NMSA § 22-10A-5].
- **Health and safety.** The school did not provide evidence of child abuse and neglect detection training for all licensed staff [NMSA § 22-10A-32; 6.29.1.9(D)(3)(f) NMAC].

### 3c. Governing Body Performance

According to the last reporting from this school, School of Dreams Academy has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on School of Dreams' Governing Board:

Figure 6. Governing council composition.

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
Kathy Chavez	President	November 2, 2010	Continuing	Complete
Denise Romero	Vice-President	February 2, 2016	Continuing	Incomplete
David Schneider	Secretary	July 7, 2015	Continuing	Incomplete
Kenneth Griego	Member	October 31, 2009	Continuing	Complete
Catherine Smith	Member	June 7, 2016	Continuing	Complete

According to PED records, the school has not yet completed all training for FY18. Ms. Romero lacks 8 hours and Dr. Schneider lacks 5 hours (ethics, academic, OMA, organizational). The school had five members complete the required training in FY17. The school reported no training in FY16. The school had one member complete the required training in FY15.

Geri Bennett is the current business manager for School of Dreams Academy. The current CPO is Priscilla Cabral.