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SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

2018 Charter School Renewal – Southwest Preparatory Learning Center

PED RECOMMENDATION

The PED recommends a **renewal term of five (5) years with the following conditions:**

- Implement a continuous improvement plan such as NM DASH to improve *current standing* and *lowest performing (Q1) student achievement* resulting in a letter grade of at least a “C” in the category on the A-F School Grading Report during each year of its contract (2019-2020 through 2023-2024).
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level one year prior to and during the term of its contract (Audit reports released during 2019-2020 through 2022-2023).

Summary of Performance

Academic. The school performed well in the majority of categories of the A-F School Grading Report in 2018. However, low achievement in *current standing* (specifically overall reading proficiency) and *improvement of lower performing students (Q1)* was observed. The school did not have school-specific goals. The school’s Overall School Grade was a B during its current contract year, 2017-2018.

Financial. See conditions section below.

Organizational. During the 2017-2018 school year, the school received two (2) “*Falls Far Below Standard*” ratings in the area of business management and oversight. Note that the school received a formal special education complaint in 2017-2018 in which “*non-compliance has been corrected*” (see case No. C1718-33). The case was closed July 3, 2018.

Conditions. The school met all conditions placed upon it by its authorizer which states that including (a) receiving “*an unmodified audit opinion*” and (b) working with “*CSD to address the concerns about ELL services...*”

Renewal Application - Southwest Preparatory Learning Center

PART A: Data analysis provided by CSD

Please see Part A - Summary Data Report based on data from Current Charter Contract term.

PART B: Progress Report provided by the School

Please see Part B for the school’s self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

Chart 1. Evaluation Ratings of the School’s Progress Report, as confirmed at the renewal site visit		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence— A-F School Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Not applicable</i>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Demonstrates Substantial Progress</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Meets the Standard</i>

The ratings above, based on the rubric in the renewal kit, are also listed in the margin below. In addition, the Performance Framework results for the last school year (2017-2018) are provided in Appendix A.

1) Academic Performance

*Demonstrates
Substantial
Progress*

a) Department’s Standards of Excellence - A-F Letter Grades

Schools that have maintained a C or better letter grade over the term of the contract AND have not earned a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.
Academic Performance Framework 1a: Overall NM School Grades: B

*Not
Applicable*

b) School Specific Charter Goals

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

2) Financial Compliance

*Demonstrates
Substantial
Progress*

a) Audit

Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.
Organizational Performance Framework 2a and 2b

*Demonstrates
Substantial
Progress*

b) Board of Finance

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section. If required to complete this section, provide a narrative explaining the

actions taken (improved practices and outcomes).

c) **Additional Financial Information**

Financial Performance Framework #1-8: Self-Assessment Survey

3) Contractual, Organizational, and Governance Responsibilities

Meets the Standard

a) **Charter Material Terms**

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

Organizational Performance Framework 1a: Material Terms

- **“Sponsor” teacher for all students**
- **24/7 access to grades, progress, percentage completion and attendance data through PowerSchool, an online data management system**
- **Spanish class for all students**
- **Active Leadership Team that facilitates leader-teacher data analysis meetings**

Demonstrates Substantial Progress

b) **Organizational Performance Framework**

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c

Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints: The school received a CAP closure letter received 7/13/18 that states “The SEB [Special Education Bureau] has reviewed the documentation submitted by the Southwest Preparatory Learning Center and has determined that all findings of non-compliance have been corrected.”

Meets the Standard

c) **Governance Responsibilities**

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

Organizational Performance Framework 3a and 3b

 X

PART C: Financial Statement

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

PART D: Petitions of Support

 X

- 1) A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the **employees** in the charter school, with certified affidavit as Appendix B.

Number: 18 out of 18 Percentage: 100 %

 X

- 2) A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the **households** whose children are enrolled in the charter school, with certified affidavit as Appendix C.

Number: 171 Percentage: 87 %

PART E: Description of the Charter School Facilities and Assurances

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

 X

1) A narrative description of its facilities

 X

2) Attach _____ facility plans or X the school’s Facility Master Plan

 X

3) Attach a copy of the following

a) copy of the building E Occupancy certificate(s)
from City of Albuquerque number 0410324

(same as Southwest Secondary Learning Center)

 X

b) letter from PSFA (dated 2018) with the facility NMCI Score 12.48% indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 (if the charter school is relocating or expanding to accommodate more students).

(same as Southwest Secondary Learning Center)

3) Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.

_____ Public (Cert A) _____ Private (Cert B) _____ Foundation (Cert C)

School provided a copy of the lease agreement.

 X

PART F: Amendment Requests

OPTIONAL: Identify any amendments the school would like to have considered as part of the renewal process to be considered by the PEC as changes to the material terms that would become effective as part of the new contract.

Number of proposed amendments submitted by school for new contract: 0

Number of prior Amendment Requests on file with CSD: 5

- Amendment request to expand to serve 4th grade APPROVED 4/13/18.
- Amendment request to change the school name APPROVED 12/9/16.
- Amendment request to expand to serve grades 7 and 8 APPROVED 12/9/16.
- Amendment request to add an additional Education Program, technology Smart Lab for grades 7 and 8 APPROVED 12/9/16.
- Amendment request to change the school’s original mission APPROVED 6/13/14.

attached

School Response to CSD Preliminary Analysis

<input checked="" type="checkbox"/>	Southwest Preparatory Learning Center (SPLC)	2017-2018
Category I. Academic Performance Framework		
<input type="checkbox"/>	I-A.00 (1a) NM A-F School Grading System	Meets (or Exceeds) Standard
<input type="checkbox"/>	I-A.01 (1b) Mission Specific Indicators	Not Applicable
<input type="checkbox"/>	I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable
Category II. Financial Performance Framework		
<input type="checkbox"/>	II-A.00-06 (#1-8) Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework		
<input type="checkbox"/>	III-A.00 (1a) Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.01 (1b) Education Plan: applicable education requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.02 (1c) Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.03 (1d) Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard
<input type="checkbox"/>	III-A.04 (1e) Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard
<input type="checkbox"/>	III-A.05 (1f) Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.06 (1g) Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard
<input type="checkbox"/>	IV-A.00 (2a) Business Management & Oversight: meeting financial reporting & compliance requirements	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	IV-A.01 (2b) Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	V-A.00 (3a) Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	V-A.01 (3b) Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.00 (4a) Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.01 (4b) Employees: respecting employee rights	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.02 (4c) Employees: completing required background checks	Meets (or Exceeds) Standard
<input type="checkbox"/>	VII-A.00 (5a) School Environment: complying with facilities requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	VII-A.01 (5b) School Environment: complying with health and safety requirements	Working to Meet Standard
<input type="checkbox"/>	VII-A.02 (5c) School Environment: handling information appropriately	Meets (or Exceeds) Standard
Category: Organizational Performance Framework		
<input type="checkbox"/>	School Specific Terms: data on any terms specified in the school's Performance Framework	Meets (or Exceeds) Standard

Appendix A

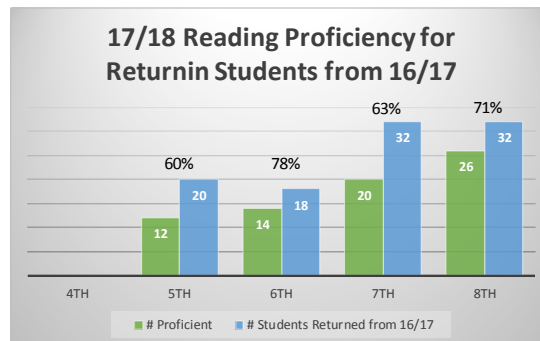
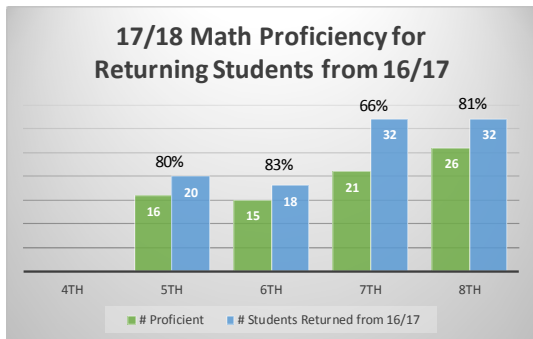
SOUTHWEST PREPARATORY LEARNING CENTER RESPONSE TO CSD’s 2019 PRELIMINARY ANALYSIS

Dear Public Education Commission, Charter School Division and Site Visit Team,

Thank you for the opportunity to respond to Southwest Preparatory Learning Center’s Preliminary Analysis of our Renewal Application and Site Visit. The information found in SPLC’s preliminary analysis was clear and accurate. However, in a couple of subcategories there are thoughts I would like to leave you with as you review the report. I will list them in the order they appear in the report and will try to be brief.

1b. “The CSD Team has rated this indicator as “not applicable” because the school did not have any mission-specific goals for this renewal period.”

SCHOOL RESPONSE: This is an accurate statement as the school met with PEC on May 31, 2018 to update our contractual agreement for July 1, 2017 through June 30, 2019. The agreement was signed June 6, 2018 without charter specific goals. However, as charter specific goals were part of our previous contract, the school compiled data on our mission specific goals and uploaded that information to WebEPSS prior to May 31, 2018. That data, has some significant findings about the performance of our FAY students. It clearly tells us, every year, that students that have been with the school for a year or more are more proficient in mathematics and reading. Please see the two graphs below:



2a. Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits are rated as “meets standard”. The CSD team has rated this indicator as “demonstrates substantial progress” because while SPLC received one repeated significant deficiency related to payroll in 2017, the school has since drafted new policies to address the issue.

SCHOOL RESPONSE: Because the contract term for SPLC was two years, the information from only one (1) audit is included in the preliminary report. A single audit does not provide a clear, comprehensive view of fiscal management of the school. We will be asking for a five (5) year renewal this term.

Again, thank you for the opportunity to respond to our Preliminary Analysis of Renewal Application and Site Visit.

Sincerely,
Robert M. Pasztor, Head Administrator



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2019 CSD Preliminary Analysis of Renewal Application and Site Visit

School Name: Southwest Preparatory Learning Center (SPLC)
School Address: 10301 Candelaria Road NE, Albuquerque, NM 87112
Head Administrator: Robert Pasztor
Business Manager: Rebekah Mahape
Authorized Grade Levels: 4-6
Authorized Enrollment: 500
Contract Term: July 1, 2017 – June 30, 2019
Mission: *“The mission of the Southwest Preparatory Learning Center is to sustain a high-performing learning community.”*

Part B (Progress Report) Evaluation *based on the rubric contained in the application*

Chart 1, below, summarizes CSD’s ratings of the school’s renewal application and site visit:

Chart 1. Renewal Application Ratings by Indicator		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence— A-F School Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Not applicable</i>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Demonstrates Substantial Progress</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Meets the Standard</i>

CSD Review of Part B (Progress Report) and Renewal Site Visit in October

The PED team reviewed the Part B (Progress Report) submitted by the school and conducted a renewal site visit on October 9, 2018. The following sections provide additional analyses supporting the ratings summarized in Chart 1, above.

Academic Performance

1a) Schools that maintain a C or better letter grade over the term of the contract and have not received a D or F in any indicator of the letter grade are rated as “meets the standard”. The CSD team has rated this indicator as “**demonstrates substantial progress**”. Southwest Preparatory Learning Center (SPLC) has earned a letter grade of B during the first year of the current two-year contract term. However, the school did receive a grade of D for both Current Standing and Improvement of Lowest Performing Student (Q1) in 2018. In response, the school changed the half-time teacher of special education to a full-time position, added a full-time Special Education Educational Assistant, and is using ten (10) UNM work-study students as tutors this year.

1b) Schools that meet or exceed their specific charter school goals each year of the contract term are rated as “meets standard”. The CSD Team has rated this indicator as “**not applicable**” because the school did not have any mission-specific goals for this renewal period.

Financial Compliance

2a) Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits are rated as “meets standard”. The CSD team has rated this indicator as “**demonstrates substantial progress**” because while SPLC received one repeated significant deficiency related to payroll in 2017, the school has since drafted new policies to address the issue.

2b) The CSD team has rated this indicator as “**demonstrates substantial progress**” because SPLC’s Board of Finance was returned to the school from the NM Public Education Department on January 1, 2018. The school also hired an on-site business manager in January 2017 and contracts the Vigil Group as well.

Contractual, Organizational, and Governance

3a) The CSD team has rated this indicator as “**meets the standard**” because the school has implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student-focused terms, teacher-focused terms, and parent-focused terms).

3b) The CSD team has rated this indicator as “**demonstrates substantial progress**” because the school received 4 “working to meet” and 2 “falls far below” ratings in 2018. The areas of concern are: (1) Special Education IEPs, (2) identifying and servicing English Language Learners, (3) recurrent enrollment (72.82%), (4) repeat audit finding, (5) significant deficiency audit finding, and (6) School Safety Plan. The school has addressed all of the concerns.

3c) The CSD team has rated this indicator as “**meets standard**” due to the fact that the SPLC Governing Council has maintained membership of five (5) throughout the renewal period and all members completed their annual training in 2017-2018.

Stakeholder Interviews

Stakeholder interviews were conducted on October 9, 2018 at Southwest Preparatory Learning Center. The participants included two (2) parents, sixteen (16) students, one (1) Governing Board member, and five (5) staff members.

Both parents expressed their concern for their children to have a quality education. One listed personable staff, safe environment, no tolerance for bullying, and the hands-on SMART Lab as what he likes about the school. The other stated that his student is supposed to attend a school in APS that *"is not a good school"*. After looking at a few charter school options, he chose this school because his student was impressed during the tour, is interested in computers and aviation and *"this school offers things that APS couldn't, in their wildest dreams, offer"*.

The sixteen (16) students who were interviewed represented grades 4 – 8 and have been attending the school for a range of years (1 – 4). Common themes for choosing to attend this school were that it is more challenging and that family members recommended the school. One mentioned that she gets excellent support from her special education teacher, another that she is understanding math better since coming to this school, and another that *"there is less drama here"* [than at the traditional public schools she attended previously]. When asked what they liked about the school, the unanimous answer was that teachers are kind and supportive: *"teachers are much nicer," "the school supports you more," "teachers are nice and they make you get involved," "teachers get to know you more and make it to where you aren't afraid to ask for help," "it's smaller and you feel more comfortable in the environment," "more one-on-one time with the teachers."* If they could change anything, it would be to add more sports.

The Governing Council member serves on the board because his son attends the school and he was invited to join. When asked about the academic performance of the school, he stated that *"we're doing well overall with some areas that need improvement."*

The four staff members interviewed were all teachers who have worked at the school for 2-5 years, with one having been there since the school opened. Two of the teachers had children who attended the school. Teachers were strong supporters of the school and its benefits, describing the school as *"a phenomenal place," "a small community focused on students and improvement,"* and that the staff collaborates well and receives excellent support from administration. They also described the monthly community-based activities and the strong parental support.

[Please see sections of the renewal application package for additional details, as follows:](#)

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCES

SECTION 2. FINANCIAL COMPLIANCE

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Part B: Progress Report

Part C: Financial Statement

Part D: Petitions of Support

Part E: Description of Charter School Facilities and Assurances

Part F: Amendments and Amendment Requests



Part A—School’s Summary Data Report and Current Charter Contract

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

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.”*¹ 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.²

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

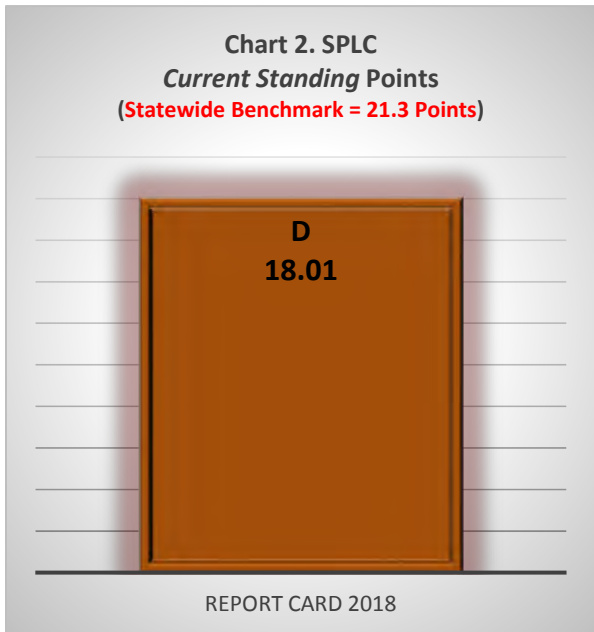
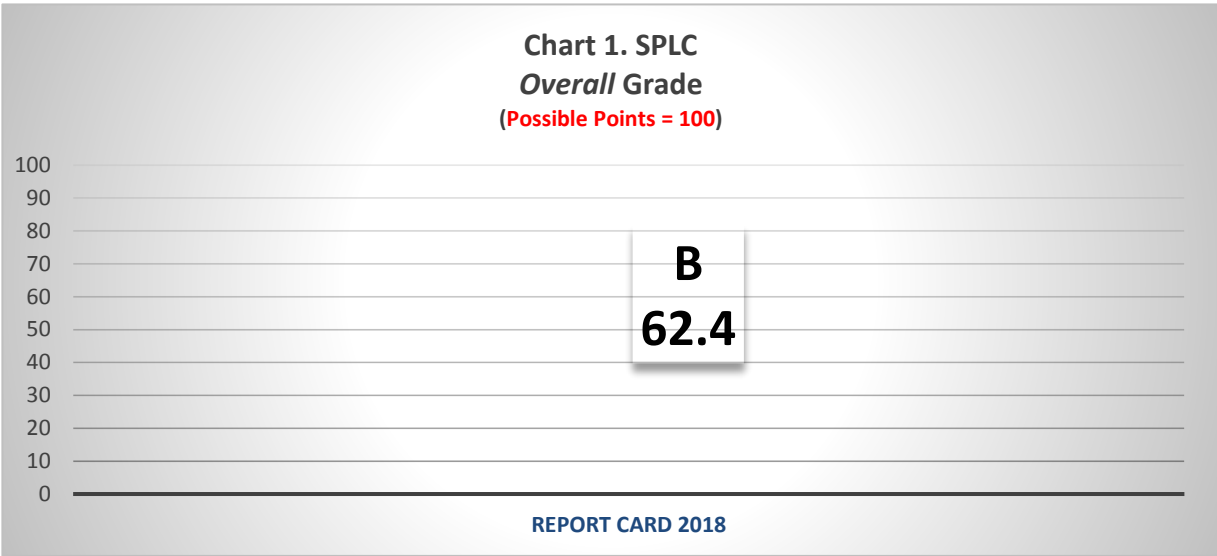
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates SPLC's overall school grade in 2018 (1st year of its current contract). The school earned 5 bonus points. Without such bonus points the school would have earned a letter grade of “C” overall. 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.³

¹ 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>.

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

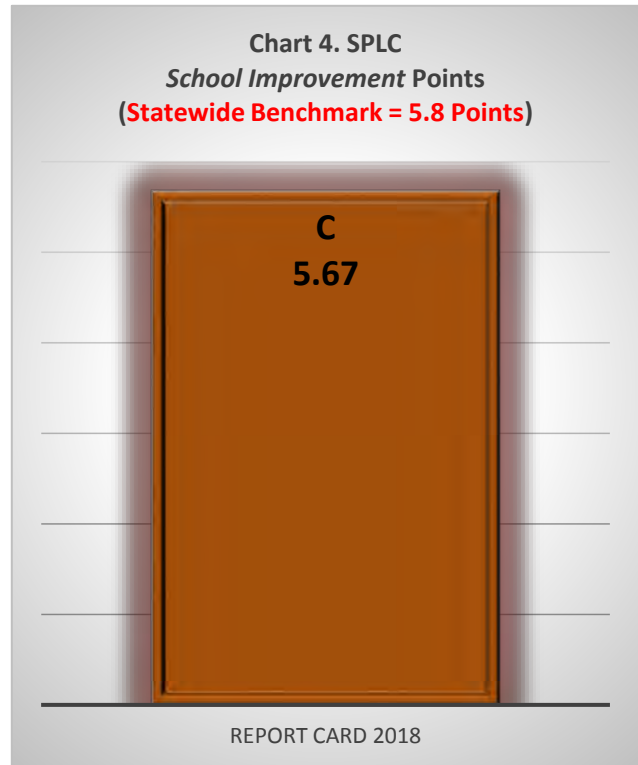
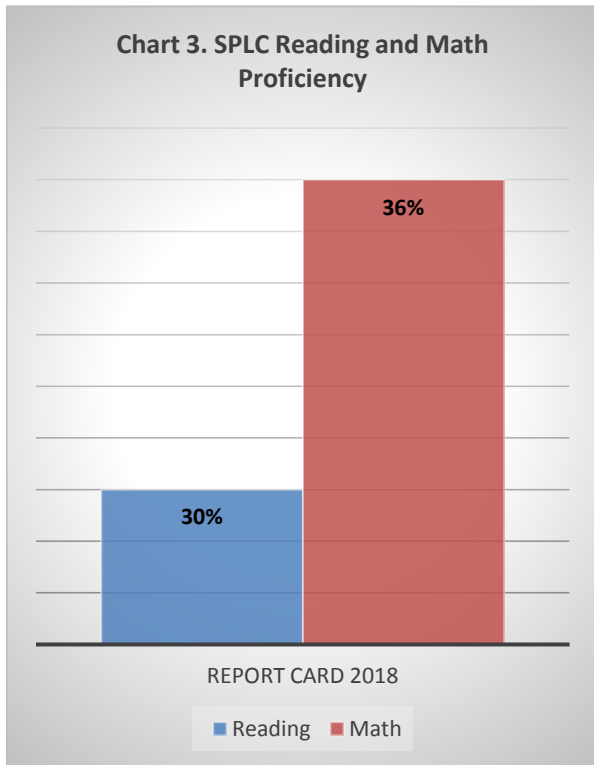
³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmsca2017.pdf>



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 2), the school earned 18.01 points out of 40 possible points in this category, which was below the statewide benchmark (established in 2012) of 21.3 points.

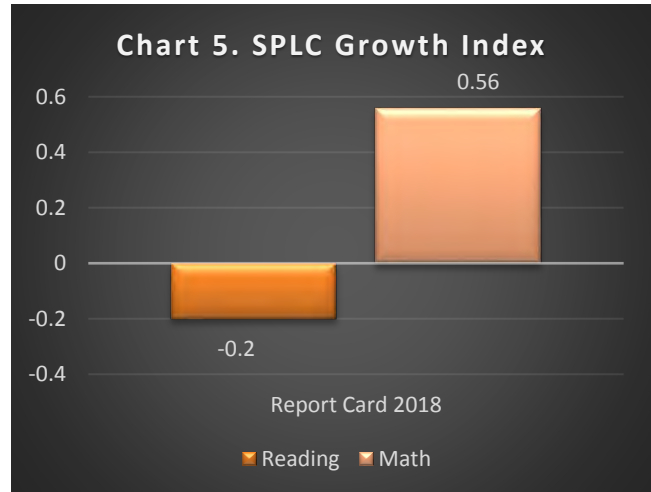
School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school

earned 5.67 points and received a letter grade of “C” in the category. The score was below the statewide benchmark.

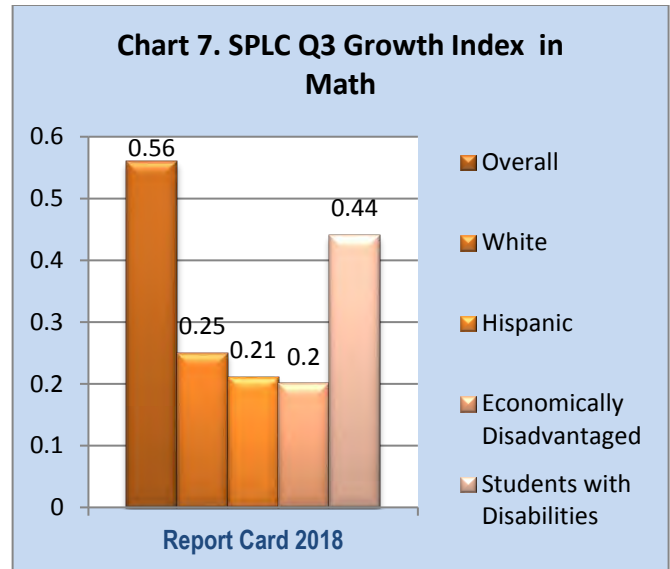
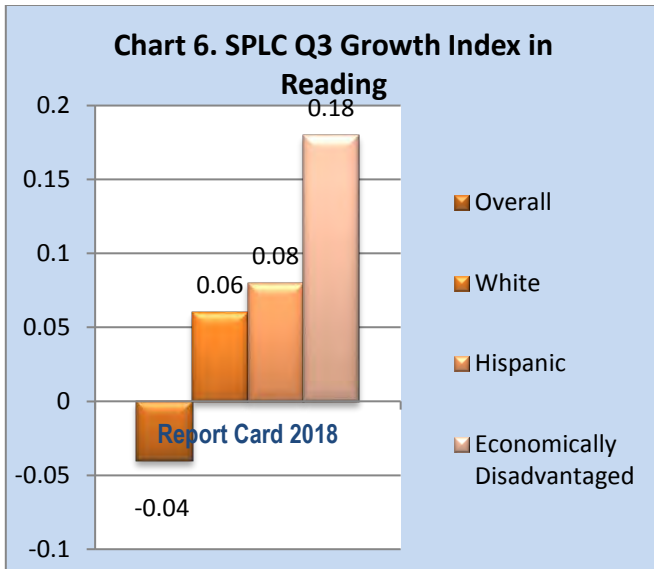


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive 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.

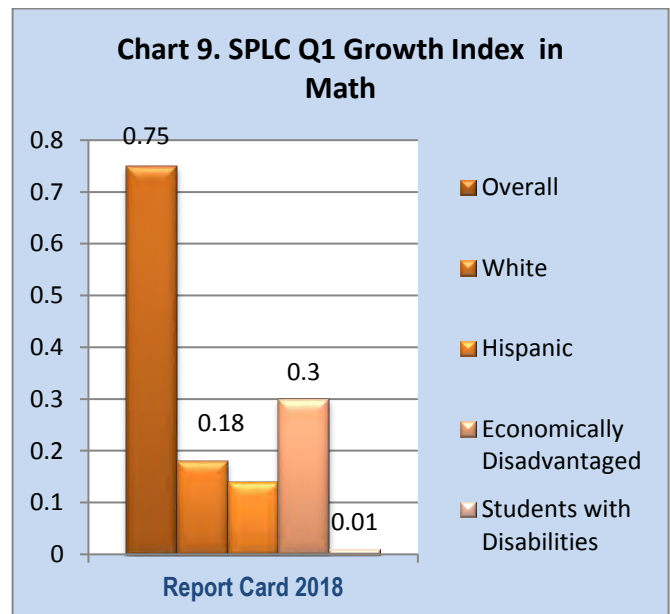
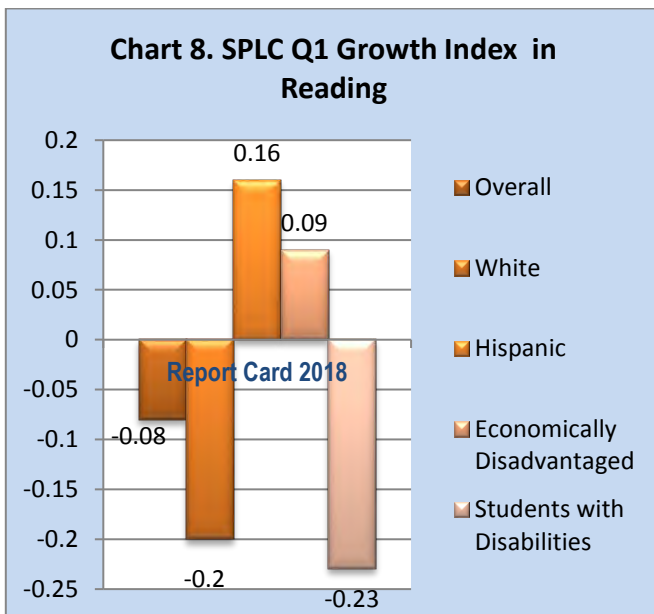
A positive school growth index was observed in math but not in reading.



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%). All subgroups (with unmasked data) met expected growth in reading. However, overall student growth did not meet expected growth. In math all subgroups met expected growth and the overall student growth was met as well.



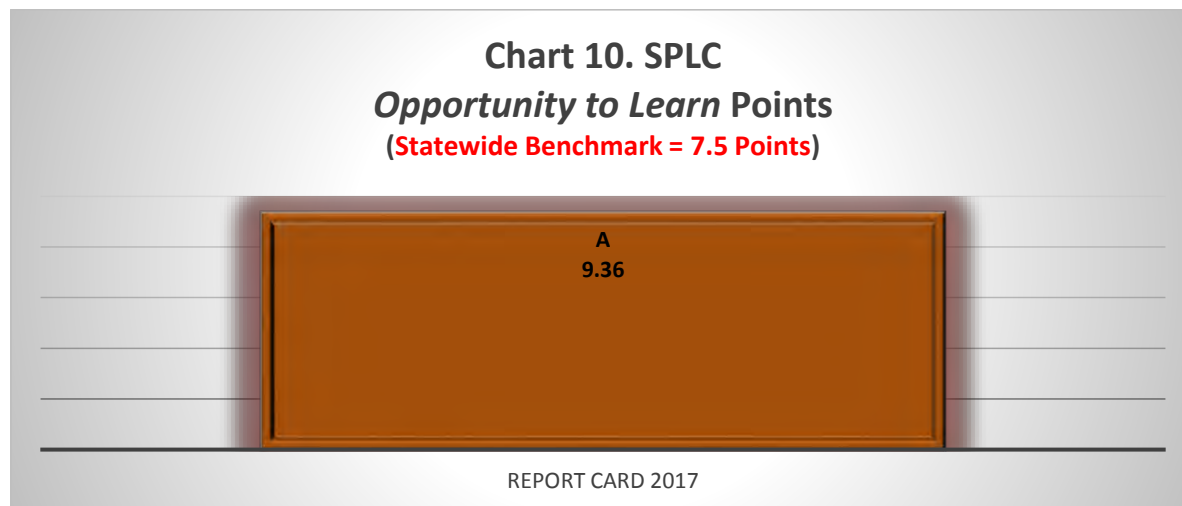
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). Some subgroups met expected growth in reading except for Whites and Students with Disabilities. Overall student growth was not met. In math all subgroups met expected growth and the overall student growth was met as well.



Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

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%. SPLC performed well exceeding the statewide benchmark and earning the majority of possible points. In 2018, the school had an attendance rate of 95% and along with results from the surveys earned 9.36 points, which was above the statewide benchmark. The school earned a letter grade of “A” in the category.



1b. Specific Charter Goals

SPLC’s current contract began July 1, 2017 with the Public Education Commission (PEC) (signed by charter representative on June 5, 2018 and PEC chair on June 6, 2018) under NMSA § 22-8B-9(A). The school does not have charter-specific goals.

Condition(s)

SPLC met the conditions placed upon it by its authorizer which states that:

“...by the end of fiscal year '17, the school must receive an unmodified audit opinion and demonstrate continued decreases in the number and severity of audit findings, and requirements that the school regularly report on the corrective actions identified in the renewal responses and that the school affirmatively work with CSD to address the concerns about ELL services and governance requirements...” (PEC meeting transcripts, page 415, December 8, 2016).

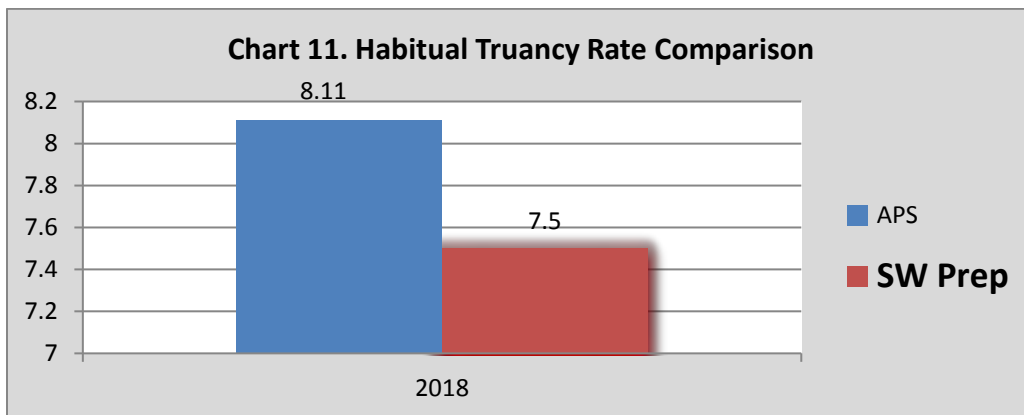
The school received an unmodified audit report for FY17. Further details on the audit is provided in Section 2 entitled “*Financial Compliance*” of this report. The school also provided evidence that it is addressing discrepancies found in the STARS “*ELP Error Report*” (during the 2017-2018 site visits). The “*ELP Error Report*” from STARS flags inconsistencies or discrepancies between how a school codes current students in regards to English Learner status (such as ‘*Initially Fluent English Proficient*’) with how students’ previous schools coded them which may indicate eligibility for Language Acquisition Services (such as having taken the ACCESS administered only to English Learners).

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

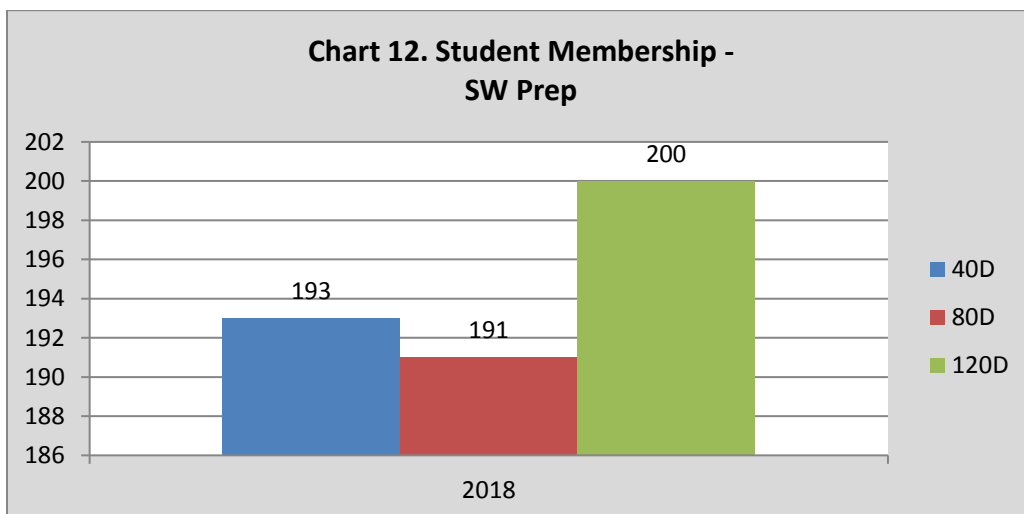
The chart below shows the school's habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Southwest Preparatory Learning Center's (SPLC) habitual truancy rate was lower than the local school district in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.



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

Student Membership (Enrollment)

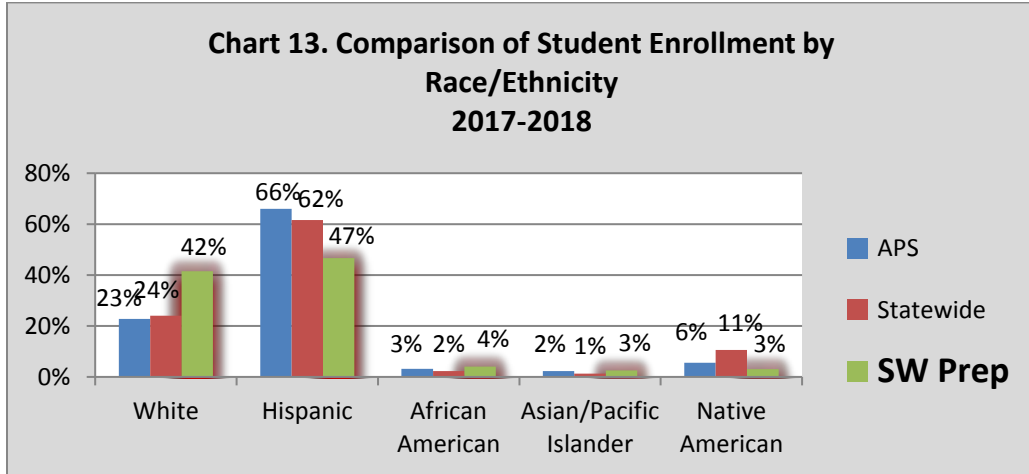
The chart below demonstrates the school's student membership to date during the current contract term (2017-2018). Enrollment was below enrollment cap in 2017-2018.



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

Enrollment by Race/Ethnicity.

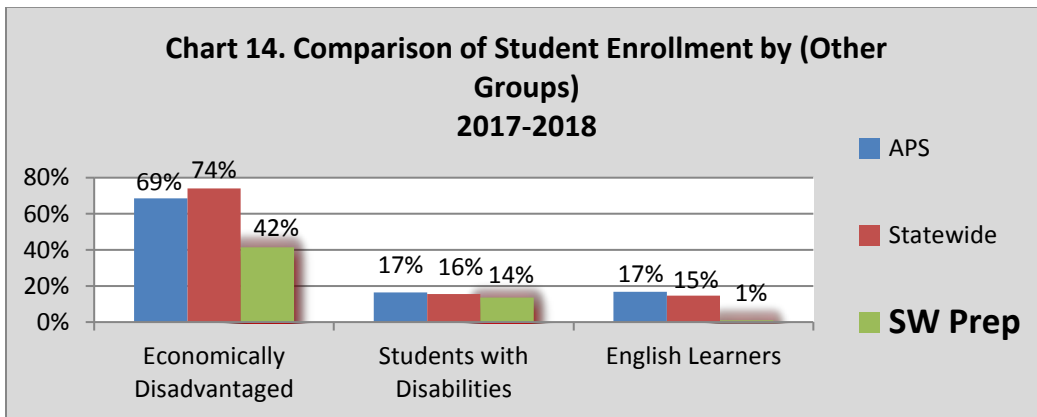
The school’s student demographic data illustrates that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state.



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 (over 25 percentage points fewer). The school serves a *lower* number of English Learners with 1% of the student population identified, as compared to 17% in Albuquerque Public Schools.



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

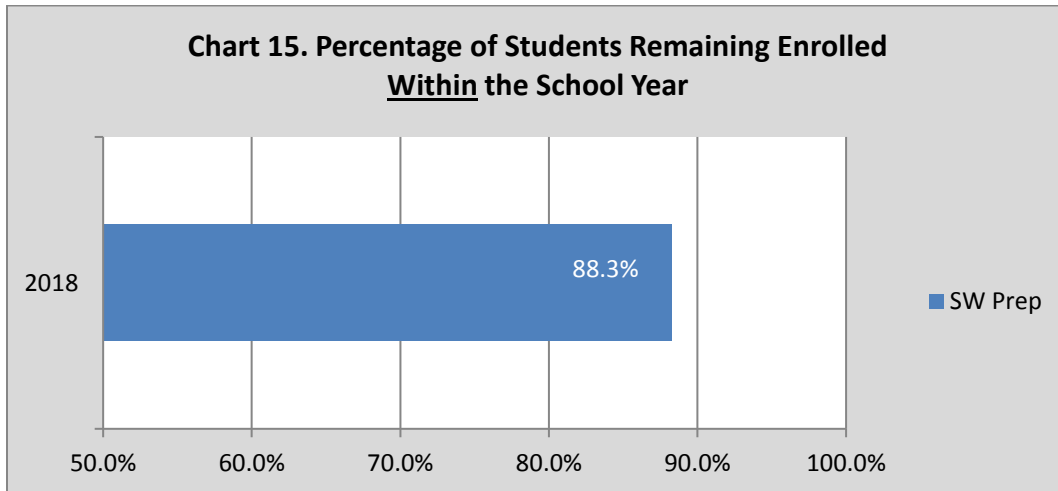
Retention and Recurring Enrollment

This section provides the school and its authorizer information on student retention and enrollment within and between school years.

The PED (next page) 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.

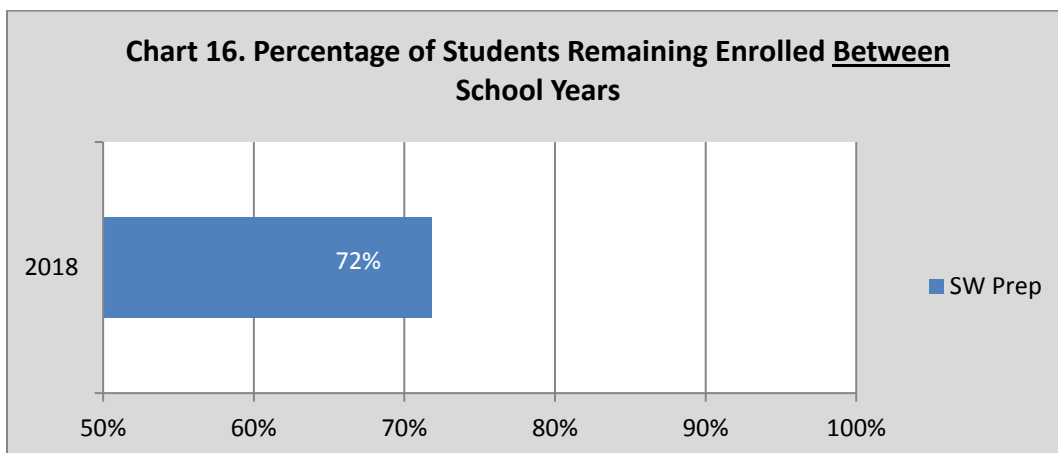
The student enrollment data shows that percentage of students enrolled at the beginning of the school year who remained enrolled at the end of the school year was 88.3%.



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

To evaluate recurrent enrollment, the PED calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identified the students who reenrolled on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The chart below illustrates recurrent enrollment at the school. Student enrollment data indicates that 72% of the students that completed the school year in 2016-2017 returned to the school in 2017-2018.



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 1. Fiscal compliance as a condition of current contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17 Unmodified Audit	2	1	1

Summary of Fiscal Reports

In **FY17**, the school received **1 significant deficiency finding** on issues related to payroll and **1 finding on other matter** regarding internal controls for cash receipts.

- **2016-004 Payroll Significant Deficiency Repeated and Modified**

Condition: We tested 30 payroll transactions and noted the following:

- In 1 case, the I-9 form was not signed by the employer.
- In 3 cases, the I-9 form was not signed by the employee.
- In 1 case, there were incomplete copies of documents included with the I-9 form.
- In 3 cases, the employee contract in the personnel file is not signed.
- In 6 cases, the employee’s contract stated a particular number of installments over which their contract would be paid, but the employee’s contract was paid out over a different number of installments.
- In 1 case, the employee’s contracted started part way into the School year, and the contract amount should have been pro-rated based on the number of contract days remaining. It appears as though this was done, but it was not indicated on the employee’s contract.

- **2017-001 Internal Controls Cash Receipts Other Matter**

Condition: For 1 of the 25 cash receipts selected for testing, the School was unable to locate and provide supporting documentation.

2b. Board of Finance

The governing council of SPLC’s Board of Finance was suspended August 28, 2014 and re-instated January 1, 2018 upon improvement of financial operations.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School’s mission statement is as follows:

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

Educational Program of the School.

- i. **SPLC offers 6th grade at the elementary level.**
- ii. **4th and 5th grade instructors teach both grades, looping with their students in math and language, giving students a unique experience and minimizing transition in the math and language curriculum.**
- iii. **SPLC provides the Smart Lab technology elective course for all grades 4 -8.**
- iv. **SPLC offers pre-algebra to all 7th graders and Algebra 1 to all 8th graders for high school credit.**
- v. **SPLC provides a monthly community-based activity component to the academic curriculum for 7th and 8th grade.**
- vi. **SPLC provides one online course for 7th grade and two online courses for 8th grade.**
- vii. **SPLC provides Spanish to all students in grades 4-8.**

3b. Organizational Performance Framework

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 2017-2018 school year, Southwest Preparatory Learning Center Charter School received the following ratings:

Figure 2. 2017-2018 Organizational performance ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
11	4	2

Summary of “Falls Far Below” Ratings

- **Business Management and Oversight.** The school had not implemented the program in the manner related to other matters and Generally Accepted Accounting Principles (GAAP). Specifically, the school failed to adhere to sound internal control policies resulting in one (1) repeated audit finding at the significant deficiency category level.
- Note that the school did receive a formal special education complaint in 2017-2018 in which “non-compliance have been corrected” (see case No. C1718-33). The case was closed July 3, 2018.

FY17 Audit Report Finding Description:

2016-004 Payroll – (Significant Deficiency) Repeated and Modified

Condition : We tested 30 payroll transactions and noted the following: • In 1 case, the I-9 form was not signed by the employer • In 3 cases, the I-9 form was not signed by the employee • In 1 case, there were incomplete copies of documents included with the I-9 form • In 3 cases, the employee contract in the personnel file is not signed • In 6 cases, the employee’s contract stated a particular number of installments over which their contract would be paid, but the employee’s contract was paid out over a different number of installments • In 1 case, the employee’s contracted started part way into the School year, and the contract amount should have been pro-rated based on the number of contract days remaining. It appears as though this was done, but it was not indicated on the employee’s contract. The school has been making progress, new policies were drafted at the end of FY17.

2017-001 Internal Controls Cash receipts (Other Matters)

Condition: For 1 of the 25 cash receipts selected for testing, the School was unable to locate and provide supporting documentation.

3c. Governing Body Performance

According to the last reporting from this school, Southwest Preparatory Learning Center has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on SPLC’s Governing Board:

Figure 3. Governing council composition.

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
Aaron Redd	President	December 14, 2017	New	Complete
Alissa Mavridis	Vice-President	November 16, 2017	New	Complete
Marvin Larsen	Secretary	August 24, 2016	Continuing	Complete
Leah Graham	Member	N/A	Continuing	Complete
Amber Romero	Member	N/A	Continuing	Complete

Rebekah Mahape is the current business manager for Southwest Preparatory Learning Center. The current CPO is Maria Reyes de Foster.