



Part B—Progress Report

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

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

Meets the Standards	<ul style="list-style-type: none"> In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
Demonstrates Substantial Progress	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard. 	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; AND The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; AND The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; AND An evaluation of the data and evidence supports the observable and reported successes.
Failing to Demonstrate Progress	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. AND ONE OR MORE OF THE FOLLOWING: The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site including renewal site visit; or The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes. 	

1. Innovative and Distinctive Education Program

Some of the purposes of the Charter Schools Act are to encourage different and innovating teaching and educational programs that improve student achievement, and encourage parental and community involvement. 1978 NMSA §22-8B-3.

a. School or Mission Specific Unique, Innovative, and Significant Contributions

The school shall provide a narrative on how the school has fulfilled its mission and how the equity council has influenced any decisions for the 2020-2021 SY. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs
5. Encouraging parental or community involvement
6. School's Equity Plan
7. Monitoring students' social emotional and behavioral development

School response:

Mission: J Paul Taylor Academy, in alliance with families at the school and community, will offer a rigorous, well rounded Spanish acquisition, project-based instructional program in a smaller school to promote academic excellence for the diverse students of the Las Cruces area.

J. Paul Taylor Academy has realized many accomplishments over the past 5 years: We have upheld strong academic performance, increased our school's diversity, entered a new facility in 2015, overcame significant financial challenges, and we have refined our practices of Spanish language acquisition. To commemorate our greatest role model, we recently celebrated Mr. J. Paul Taylor's 100th birthday. His commitment to education, youth and to improving the lives of New Mexicans has made us a proud school community with Mr. Taylor as our namesake.

Teaching methods: J. Paul Taylor Academy builds its curricula around project-based instruction, Spanish language acquisition, Spanish culture, art and music.

Projects are used as a foundation to learning objectives that are built upon throughout the year. Projects create strong connections to the real-world, expanding students' abilities to understand new material within a relevant and meaningful context. New concepts, in turn, feel less abstract to the learner. Project-based Learning (PBL) in the classroom also creates strong opportunities for collaborative student learning communities.

JPTA has purposely focused more on conversational Spanish skills and less on Spanish Language Arts (as is more common in bilingual education). As such, this focus has fostered a more natural stepping-stone to acquiring a second language and in expanding our students understanding of Mexican and southern New Mexican culture. Our staff has seen how that Spanish language acquisition helps to expand students' understanding of English Language Arts while building a life-long skill in a second language. Additionally, by integrating Spanish culture into our curriculum, the importance of building Spanish language skills feels more authentic to our learners. The celebration of Día de los Muertos, Folklorico Dance, and other Mexican heritage observations has created a natural window into Mexican and New Mexican culture that, similar to project-based learning, creates relevant connections to the real world. As a result, these two "teaching methods" complement each other.

Measures of student achievement:

Percent Proficient	Reading			Math			Science		
	JPTA	State	LCPS	JPTA	State	LCPS	JPTA	State	LCPS
2016-17	58%	37%	38%	31%	20%	20%	85%	40%	44%
2017-18	56%	39%	39%	28%	21%	21%	78%	42%	45%
2018-19	44%	34%	33%	32%	20%	18%	72%	39%	37%

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC Fall ELA and Math; Transitional Assessment for Math and ELA (TAMELA) Spring; and 5) IStation Reading.

NMPED-Webfiles - <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

According to NMPED Webfiles, our students have outperformed the state and local district levels each of the above indicated three years. The school has utilized short-cycle assessment as a measure of academic progress by the school. As a diagnostic tool, short-cycle assessment is utilized to uncover learning gaps in groups and for individual students, allowing teachers to remediate gaps in learning.

As an ongoing challenge, our use of the IPT test has not proven to be an effective measure of our students' growth in the acquisition of Spanish language. The IPT test is designed to test the Spanish Language Arts knowledge and skills of fluent Spanish speakers. As a result, we are comparing scores in the lower quartile of the test range, challenging our ability to differentiate scores and measure meaningful growth. In order to better differentiate, a more sensitive test needs to be administered to more accurately determine the actual level and growth of each student over a timespan. Moving forward, the school is examining the use of iStation Spanish, LAS Links Español, Woodcock-Muñoz or Avant STAMP Spanish. As a solution for our challenges with IPT, the teachers have utilized site-developed formative and summative assessment for their students' progress within their class. While this has helped assess Spanish language acquisition within each class, it lacks the benefits of a well-designed standardized and research-based test.

Professional development for teachers:

Beginning-of-the-year inservice days have traditionally been dedicated to the evaluation of and refinement of the Spanish language acquisition and project-based learning programs. During the year, our professional development days are utilized to examine daily practices, uncover challenges that we are facing and collaboratively problem solve around these areas.

Examples of PD:

- Project-based Learning-program reviews and staff trainings
- Spanish language acquisition skills and teaching strategies
- Planning 16 de Septiembre, Ballet Folklórico and Día de Los Muertos
- Family commitment and connection to the JTPA community
- Health considerations led by school nurse (allergies, diabetes, bloodborne pathogens, choking)
- Introduction of a pre-SAT process to ensure use of Tier 1 interventions.
- School's SAT process – expanding understanding of, identifying how it relates to special education.
- Reading Skills-iStation interpretation, differentiating instruction
- School Safety Plan and general safety considerations
- School Discipline Policy
- Open House for families
- Establishing annual norms and themes
- Technology at JPTA
- Applying scientific method
- Teacher collaboration/team building/grade band alignment

Encouraging family and community involvement:

JPTA has very rich family and community involvement. Parents participate regularly in their student's classroom and with extra-curricular involvement. In addition to supporting teaching in the classroom, families run a weekly running club session prior to school on Fridays. These days provide natural opportunities for family members to assist with the program while chatting and engaging in meaningful interactions that have proven to build parent partnerships at the school. Another instrumental group is the school's Parent Advisory Committee (PAC), which organizes school events, supports staff and teachers, provides opportunities for family engagement, and encourages communication and collaboration among all school stakeholders. The PAC page within the school's website (<https://sites.google.com/jpaulytayloracademy.org/jpta-pac/home>) which is maintained by our PAC, showcases some of the events and efforts of the committee including:

- *Back to School Coffee Talk & Uniform Sales*
- *Fall Carnivals*
- *Musical Concerts*
- *Talent Shows*
- *Move - A - Thons*
- *Supply Drives*
- *Book Fairs*
- *Family Fun Nights / Picnics*
- *Staff Appreciation Week*
- *End of the School Year Parties*

Another facet of significant parental involvement has been in the actions of a Development Committee. Formerly the J. Paul Taylor Academy Foundation, this entity has dissolved their 501c3 to become a regularly meeting Development Committee. While the Development Committee still engages in fundraising efforts, its scope also expands to community involvement. The group works to invite outside organizations to connect with the school in meaningful ways. Such entities include various departments and individuals at New Mexico State University, local business owners and local legislators.

Similar and not disconnected from the efforts of the Development Committee and PAC, the school has many partnerships with local entities:

- Asombro Institute for Science Education (Inquiry-Based Experience Science Program, Desert Stories Program and NM Climate Champions)
- College of Education-NMSU (STEM Outreach partnership)
- NMSU-Department Kinesiology and Dance (in partnership to support students' wellness and physical activity)
- Humane Society of Southern NM (in partnership of promoting humane treatment and compassionate care of animals)
- La Semilla Food Center (in partnership of learning and incorporating hands-on gardening, cooking and nutrition activities).

Monitoring students' social emotional and behavioral development:

JPTA has expanded the use of a school social worker to help support students' social emotional and behavioral development. This has allowed more counseling opportunities with individuals as well as family support as our social worker will work with families to determine if a community resource is necessary to expand the in-home support to students and their families.

Another aspect of our program that has helped expand Social Emotional Learning (SEL) is having an annual theme. Whether it's (1) social justice awareness, (2) looking inward and thinking outside the box or, (3) thinking local and going global, these focal points have created natural opportunities for students to identify real-world issues that help contextualize SEL issues. In turn, this has created opportunities for SEL growth as student-teacher partnerships grow more organically through exploring complex issues. This focus on SEL has broadened our staff's ability to identify concerns and request additional support from administration and our school's social worker.

b. Equity and Identity within the Culture of the School including Student Support

This item of the renewal application allows schools the opportunity to include additional information that is not already collected, but that should be considered when making a determination about the renewal of its charter. The school will create a representation that highlights how their school environment is inclusive, reflective of the community, validates students' cultures and identities, and supports all students' sense of belonging.

Note: If your school wishes to display visual art or performance art (such as sculpture, painting, recorded performance or live performance by students), your school will be given no more than 15 minutes at its renewal hearing to present the representation. If a school wishes to submit a narrative, it shall be submitted along with the renewal application.

School response:

Much of the school's culture has been captured in section 1.a. The data and narrative below are focused more on equity and recent efforts toward equity and school culture in light of COVID-19.

Since moving to a new location in Las Cruces in 2015, the school's demographics have changed to more closely represent the population of Las Cruces; we are a closer representation of our surrounding community. As such, we have stronger representation of our more diverse school community.

	JPTA 2015-16	JPTA 2019-20	Las Cruces (2017)
Caucasian (non-hisp.)	46.8%	35.9%	34.9%
Hispanic	47.6%	60.9%	58.6%
Other Ethnicity	5.6%	3.2%	~6.5%
Free/Reduced Lunch	14.1%	38.9%	
Special Education	12.6%	8%	
Gifted	18.2%	11.25%	
ELL	2%	3.6	

As 2019-20 traditional learning rapidly came to a halt, our progress in establishing our Equity Council, too, was drastically impacted. The school incorporated many of the individuals who were identified as members and potential members of the Equity Council to serve the school's reentry taskforce. While multi-faceted in its mission, this taskforce closely examined methods to mitigate lost learning opportunities to students on an IEP, other students whose attendance is poor and for populations that have purportedly been underserved in New Mexico.

Serving at-risk students in a fully remote model is currently our highest concern and is most challenging as lack of student engagement has compounding effects. Extra attention and support have been developed for these students and much of this work is closely related to the Equity Council. For comprehensive support, any teacher who has poor attendance on virtual meetings or in completing assignments is to reach out directly to the families. If the response does not yield a change, student information is forward to the school administration to intervene. We have also expanded the use of our social worker to support non-IEP students. She is in close contact with the school administration to develop strategies to support these students on an individualized basis.

Also supporting equity and school culture, the school's former JPTA Foundation was dissolved and reorganized as the school's Development Committee. Much of their work has been in financially supporting the efforts of the school to ensure students have access to technology and resources as it relates to COVID-19 academic impact. The committee has also become active this year in creating fundraisers that focus more on family participation than raising money. This was a very conscientious effort of the Development Committee.

2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of student performance standards identified in the charter contract.

a. School Support and Accountability

Any school that has not maintained a “C” or better letter grade in SY2017 and SY2018 OR is not identified in the top 75% of all schools in SY2019 and SY2020 on the NM System of School Support and Accountability, must provide a narrative that describes the improvement actions targeted to improve the student outcomes (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

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

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the “desk audit” review of the application. If providing data, please attach in Appendix E and reference the appendix by name in this narrative. (Appendix E – Academic Data)

Schools that have maintained a “C” or better letter grade in SY2017 and SY2018 and were identified in the top 75% of all schools in SY2019 and SY2020 in the NM System of School Support and Accountability AND have not received a “D” or “F” in any indicator of the state report card during SY2017 and SY2018 do NOT complete this Section.

School response:

N/A – SY2017 & SY2018 = “C”, SY2019=top 25% (Spotlight Designation), SY2020=No Data

b. School or Mission Specific Charter Goals

Pursuant to 1978 NMSA, §22-8B-9.1 each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

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

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

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

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix A and reference the appendix by name in the narrative. (Appendix A – Mission Goal Data)

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

School response:

Specific Charter Goals:

- 1) **2.a** – Assessments in Reading. Short Cycle Assessment data (DIBELS) will be used to measure adequate reading progress of Full Academic Year (FAY) students who have attended the school K-4.
- 2) **2.b** – Assessments in Reading. Short Cycle Assessment data (Discovery) will be used to measure adequate reading progress of Full Academic Year (FAY) students who have attended the school 5-8.
- 3) **2.c** – Short Cycle Assessment Math K-5. Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students who have attended the school K-5.
- 4) **2.d** – Short Cycle Assessment Math 6th- 8th Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students who have attended the school 6-8.
- 5) **See note below table: 2.e.i** – Spanish Proficiency 1-3 cohort
- 6) **See note below table: 2.e.ii** – Spanish Proficiency 4+ cohort

From CSD Part A Data: Figure 2. Progress towards Charter Specific Goals.

	Goal 1 2.a	Goal 2 2.b	Goal 3 2.c	Goal 4 2.d	Goal 5† 2.e.i	Goal 6† 2.e.ii
SY2017	Exceeds Standard	Meets Standard	Does Not Meet	Falls Far Below	Meets Standard	Working to Meet Standard
SY2018	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Not Applicable	Meets Standard
SY2019	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet	Does Not meet

†Note for Goals 5 and 6

As per Charter Contract, Mission Specific Indicators 2.e.i and 2.e.ii (Goal 5 & 6 in table) were not measured until SY18 as the PEC approved an amendment to the Performance Framework in March of 2018.

History to above for goals 5 & 6

2016-17 – PEC contractual expectation: School was to gather benchmark data for Spanish language acquisition (goal 5) and propose amendment to PEC by July 1, 2017 (goal 6)

2017-18 – CSD assessed Goals 5 & 6 based on the 2016-17 goals. The school should have assessed the PEC approved goals as Charter Contract **amendments** (goals 2.e.i and 2.e.ii).

2018-19 – Performance framework goals 2.e.i (goal 5) and 2.e.ii (goal 6) as amended.

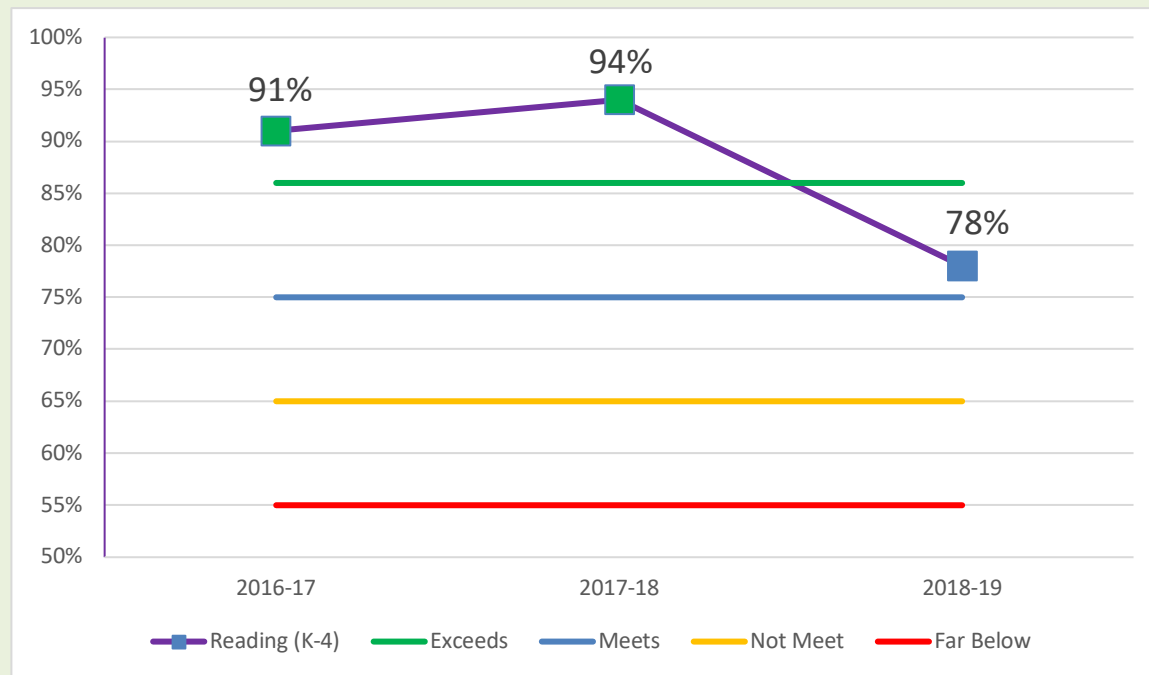
Analysis by Mission Specific Indicators:

Goal 1 – Mission Specific Indicators 2.a – Assessment in Reading (K-4)

SY2017 – Exceeds Standard

SY2018 – Exceeds Standard

SY2019 – Meets Standard



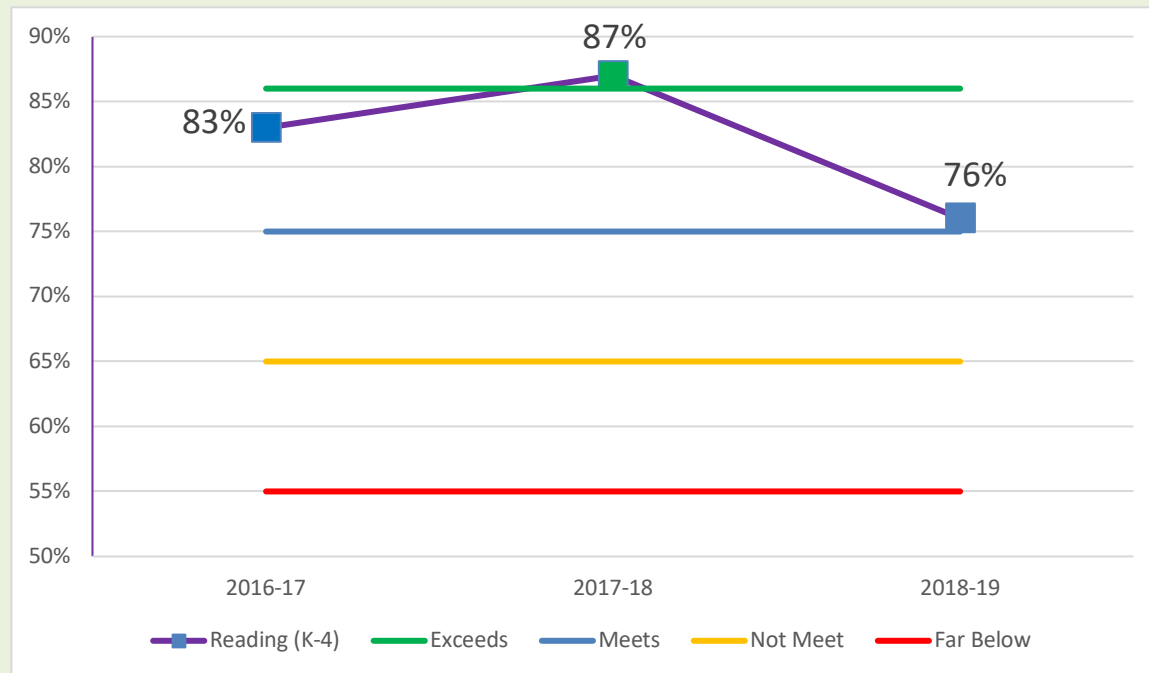
Narrative combined with Goal #2 as both Goals #1 & #2 for each year is “Meets Standard” or “Exceeds Standard.”

Goal 2 – Mission Specific Indicators **2.b** – Assessment in Reading (5-8)

SY2017 – Meets Standard

SY2018 – Exceeds Standard

SY2019 – Meets Standard



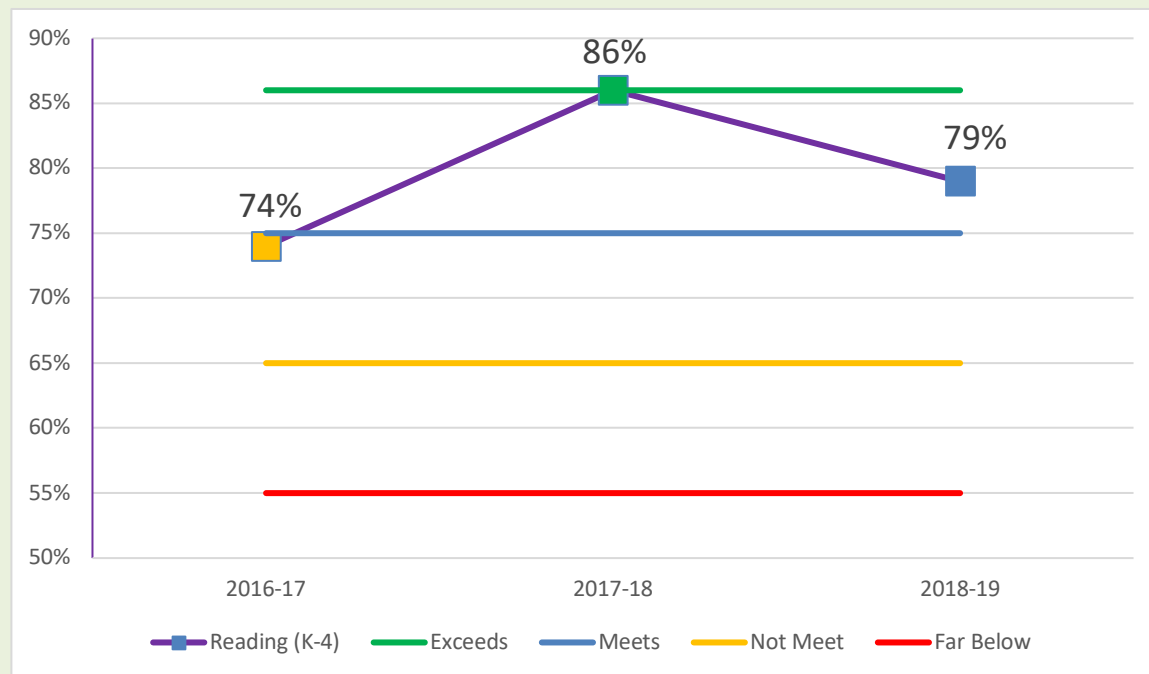
The school's performance on iStation reading has been strong as indicated on the data tables and graphs seen above. While we did see a shift in performance as we moved from Dibbles/Discovery to iStation, the outcome was nominal for Reading.

Goal 3 – Mission Specific Indicators 2.c – Assessment in Math (K-5)

SY2017 – Does Not Meet

SY2018 – Exceeds Standard

SY2019 – Meets Standard



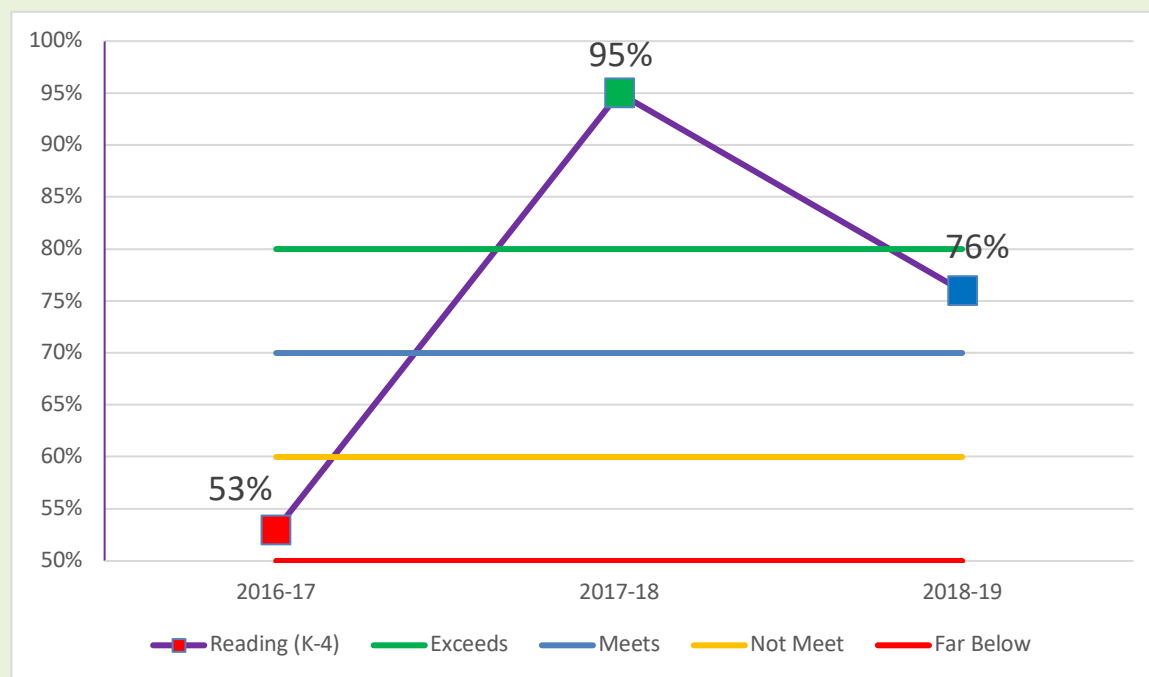
Narrative – See narrative of Goal #4 as it relates to iStation Math which was very similar for both Goals #3 & #4.

Goal 4 – Mission Specific Indicators 2.d – Assessment in Math (6-8)

SY2017 – Fall Far Below

SY2018 – Exceeds Standard

SY2019 – Meets Standard



Narrative – The school experienced a decline in its short-cycle assessment math scores as we transitioned from Discovery to iStation. It was felt that the method of teaching needed to be better aligned to the types of questions by the new vendor. As such, the school had two years of significant improvement for goals #3 and #4, placing the school at “Meet Standard” or “Exceeds Standard” for years SY18 and SY19.

Goal 5 – Mission Specific Indicator

SY2017 (**Meets Standard**) – “School leadership will administer the IPT by the end of school year 2015-16 (K-4) and 2016-17 (K-5) to establish a baseline for student scores.”

SY2018 – (“Not Applicable”) – As the school met the goal in 2017 and the new goal was not measured by the PED in 2017-18, the goal was assessed as “not applicable”.

SY2019 (**Does Not Meet Standard-36%**)– Mission Specific Indicators **2.e.i** from amended performance framework stated below

2.e.i ONE TO THREE YEAR COHORT (2018-19)

Cohort – The one to three-year cohort shall include students who have attended the school for one to three years. Any new students who are present at the 40th day and in the spring at the time of the IPT test administration are considered one-year students and are included in this cohort.

Most members of this cohort are K-3 students and new students. This cohort is tracked separately based on the idea that achievement increases over time in students’ acquisition of the Spanish language. Also, kinder and first grade students only test for oral proficiency. The school’s disaggregated data revealed increased proficiency for students who have attended JPTA for over three years.

Proficiency. A student scoring at the “Early Intermediate” level or higher.

- Kinder/1st grade – oral test
- 2nd grade and up – overall score (Oral, reading and writing)

2.e.i. Did the school meet this mission-specific indicator?

Exceeds Standard:

☐ The school surpasses the target of this indicator if:

The percent of students in this cohort scoring proficient is $\geq 55\%$.

Meets Standard:

☐ The school meets the target of this indicator if:

The percent of students scoring proficient is $\geq 45\%$ and $< 55\%$.

Does Not Meet Standard:

☐ The school does not meet the target of this indicator if:

The percent students scoring proficient is $\geq 35\%$ and $< 45\%$

Falls Far Below Standard:

☐ The school falls far below the target of this indicator if:

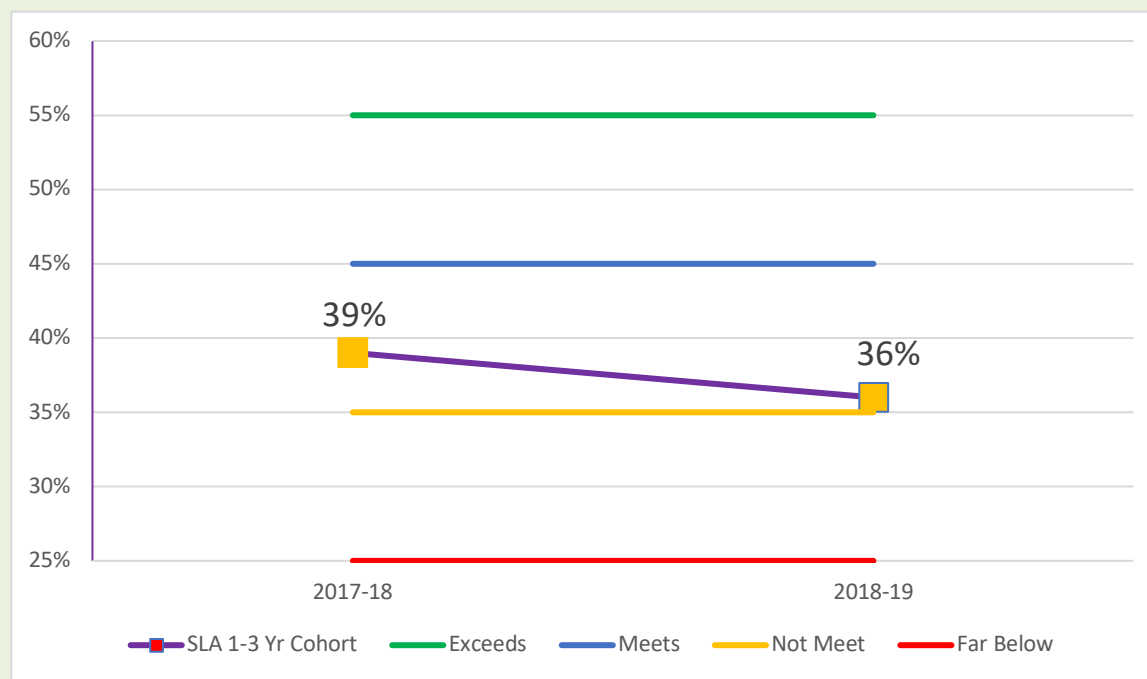
The percent of students at the proficient level is $< 35\%$.

Goal 5 Analysis

School's Analysis of 2.e.i

2017-18 – 39.33% (**Does Not Meet Standard**)

2018-19 – 36% (**Does Not Meet Standard**)



The school should have provided an assessment of its 2017-18 data for the one to three-year cohort. In analyzing the data for the renewal application, we had 150 students take the test. 59 of those students tested “Beginning Intermediate” or higher which constitutes a level of “Fluent” according to the school’s 2.e goal. Of the 150 students who took the test, two grades (43 students) had writing assessments not entered into the system. As a result, these counted as **invalid** tests which we consider **not proficient** for the school goal. If this data were omitted, the school would have had a 55.1% (**Exceeds Standard**). If only a few more of these incomplete tests would have been recorded, the school would have most likely met the standard.

Note: Grades 7 and 8 were years that had not been part of the Spanish language acquisition program as per the school’s charter and as indicated in the approved performance framework goal (2.e). Grade 7 data began IPT assessment in the 2018-19 school year and grade 8 in 2019-20.

*Please see the narrative with **Goal 6** for the school’s assessment of what went wrong and how we are moving forward.*

Goal 6 – Mission Specific Indicators **2.e.ii** – Spanish Proficiency (4+ Year Cohort)

SY2017 (**Working to Meet Standard**) – “School leadership will provide a proposed academic indicator to the PEC to add to its 2017-18 Performance Framework which will be based on proficiency and growth. The indicator will be proposed to the PEC by May 1, 2017 for discussion and adoption with the PEC by July 1, 2017.”

SY2018 – (**Meets Standard**) – As the school was late submitting the amendment in SY2017 and met the goal in SY2018, the CSD assessed the measure as “Meets Standard.”

SY2019 (**Fall far below standard-46.4%**)– Mission Specific Indicators **2.e.ii** from amended performance framework stated below

2.e.ii. FOUR+ COHORT

Cohort – The four+ student cohort shall include student who were enrolled during the administration of 4 or more IPT tests.

Proficiency. A student scoring at the “Early Intermediate” level or higher.

2.e.ii. Did the school meet this mission-specific indicator?

Exceeds Standard:

☐ The school surpasses the target of this indicator if:

The percent of students in this cohort scoring proficient is $\geq 65\%$.

Meets Standard:

☐ The school meets the target of this indicator if:

The percent of students scoring proficient is $\geq 55\%$ and $< 65\%$.

Does Not Meet Standard:

☐ The school does not meet the target of this indicator if:

The percent students scoring proficient is $\geq 45\%$ and $< 55\%$

Falls Far Below Standard:

☐ The school falls far below the target of this indicator if:

The percent of students at the proficient level is $< 45\%$.

In the 2017-18 school year, JPTA had no students who had taken the IPT test for four years. As such, there is no SY18 4-year cohort.

JPTA met with a multitude of challenges as it relates to the IPT test. Further, we believe that our use of the IPT test is misaligned to the school’s commitment to Spanish language acquisition.

Regardless, we must assess what led to these results and determine next steps in moving the SLA program forward.

- 1) By the time the school had enough data to benchmark the school, it was too late to consider another test. This was supported by the Language Bureau who stated we should not use the IPT test for bilingual assessment and as proposed in the amendment to our Performance Framework. The PEC postponed the passing of the amendment which furthered discussions with the CSD and Language Bureau. The result was that the exact amendment was presented to the PEC and passed in March, 9 months after it was slated to be passed and well into the new reporting year.
- 2) As claimed by the IPT test vendor, the IPT test is developed as a diagnostic tool for the fluent Spanish speakers, not for individuals learning Spanish as a second language or for longitudinal data.
- 3) Different versions of the test are administered in 5th grade and the raw scores between the two years are not normalized. As such, the school was challenged in determining a growth component. **This was a poor decision by JTPA as the mission specific goals do not allow for growth as was recommended by the PEC.**

Going Forward:

- 1) Programmatic changes were made to the Spanish language acquisition (SLA) program in 2019-20. The school altered the schedule to have an hour of SLA at the end of each day. Students were frequently able to regroup and collaborate with different grades and teachers. This new commitment inspired flexibility and creativity in the SLA program at JPTA.
- 2) The school has been in communication with the VP of Ballard & Tighe (IPT test vendor) who was working with their psychometrician to better understand our data. As reported by this vendor, we show consistent growth in reading, but our year-to-year growth and longitudinal analysis is derailed when the test version changes. If we proceed to use the IPT in the future, the company has expressed a desire to partner to better develop a normalized raw score to track longitudinal growth. As conversational Spanish has become the highest priority for the school's SLA program, determining the right test vendor or better analysis of the IPT test will allow a more accurate assessment for the school's progress as it relates to Spanish language acquisition.

3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit Report Summary

Every charter school is subject to the Audit Act. (1978 NMSA §22-8B-4; 1978 NMSA 22-8-1 *et. seq.*)

The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
2016-17	1	2017-001 (Material Weakness) Condition: The District did not apply procedures put in place for reviewing journal entries by at least two authorized individuals before posting to their Financial Management System.	Retroactive Action: The Audit Committee reviewed the 5 journal entries from 2017 and presented its review to the Governance Council. Corrective Action Plan: Journal Entries will be reviewed and discussed by the Director of Finance and the Business Manager assistant before posting to the fund accounting system. The Executive Director will approve all Journal Entries. This procedure is already in process for FY18.
2017-18	2	2018-001 Untimely State Payroll Withholdings (Other Noncompliance) Condition/Context: During our review of journal entries, we noted supporting documentation regarding the School incurring a penalty and interest charge totaling \$28.80 associated with untimely state withholdings. 2018-002 Internal Control over Capital Assets (Significant Deficiency) Condition/Context: During our review of capital assets, we became aware that the School does not have a current asset listing nor could it identify the physical assets that	2018-001 Corrective Action Plan: Assistant Business Manager ensures that payment is made on the 10 th of every month, and Business Manager monitors along with the finance committee by checking the monthly operations bank statements for the payment. 2018-002 Corrective Action Plan: Context: Kitchen equipment was purchased when the school first opened and was not properly listed and inventoried. Corrective Action: The assets from the finding have been fully depreciated and an adjustment will be made in the accounting system. In recent years, purchases have been handled correctly; they have been tagged and inventoried. Annual

		made up the 2017 fiscal year end balance of approximately \$22k in capital assets. Without an asset listing, the School was unable to determine if the assets are still owned by the School or if they have been disposed of.	inventory is now completed every June, and the locations of assets are verified. <i>Monitoring</i> The Business Manager will submit a depreciation list to the Executive Director by June 30, and it will be reviewed by the Finance Committee at the committee's next meeting. Current inventory will be assigned to personnel, and the personnel managing it will keep and verify the inventory list. In July, the Finance Committee will get a listing that has been verified and signed by the personnel in charge.
2018-19	3	<p>2019-001 Internal Controls over Payroll (Other Noncompliance) Condition/Context: During our review of 4 personnel files and related salary contracts, we noted the following:</p> <ul style="list-style-type: none"> • 2 instances in which an ERB enrollment form was not included in the employee file. However, withholdings for ERB were present on the employee's paycheck. • 1 employee contract whose wages were incorrectly calculated. As a result, the employee was underpaid by approximately \$10. <p>2019-002 Internal Controls over Disbursements (Other Noncompliance) Condition/Context: During our testing over 31 general disbursements, one instance in which the purchase order was issued subsequent to the services being provided to the school.</p> <p>2019-003 Year-End Accounts Receivable Accrual (Other Matters)</p>	<p>2019-001 Corrective Action Plan: A checklist of documents for employee files was created. Every employee file has been reviewed to ensure proper documentation is in the file. Manual calculations were re-verified at the beginning of the year. Before the final paycheck, a final review of contracts and salary paid will be conducted.</p> <p>2019-002 Corrective Action Plan: Review with staff purchasing requirements. Determine root cause of error. External review of vouchers to ensure purchasing compliance.</p> <p>2019-003 Corrective Action Plan: Additional review of year-end accounts receivable accrual to identify all funds associated with the fiscal year-end.</p>

		Condition/Context: During our audit, we identified a USDA food service cash receipt received in FY20 that totaled \$4,483 that was improperly excluded from accounts receivable accrual as of June 30, 2019, which required an audit adjustment.	
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From CSD Part A Data Analysis: Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY19	3	0	0
FY18	2	0	1
FY17	1	0	1

Audit Narrative: The school has regularly demonstrated the ability to create appropriate corrective action plans and implement these plans successfully as seen by the school NOT receiving the same findings. The school had one “Material Weakness” for not having the Executive Director approve and sign off on journal entries and a “Significant Deficiency” for failing to place kitchen equipment on its inventory list of assets after it moved school locations. All other non-repeated findings were not considered “material weaknesses” or “significant deficiencies.”

When the school entered the 2016-17 school year, it had undergone a difficult charter renewal with concerns with the school’s financial management. The head administrator had hired a new entity (Southwest REC) to take over the financial management of the school. Significant effort was applied to updating and uncovering many concerns that had stemmed back into the school’s financial history.

In SY17, the school thought it had weathered the financial challenges of the past and believed it was entering the school year with a very small cash carryover. Unfortunately, it was discovered very early that there was an error in closing out the financial management system two years prior that had perpetuated a false cash carryover; the school had a deficit which immediately caused audit findings and increased concern from the PED.

b. Board of Finance

Pursuant to 1978 NMSA §22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to 1978 NMSA §22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

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

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

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

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

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

School response:

N/A

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter... *or*...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms of Comprehensive Educational Program

Pursuant to 1978 NMSA §22-8B-9, each charter contract must contain material terms of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms, or in some contract versions, the components of the comprehensive educational program.

If a school received a rating of “working to meet standard” or “falls far below standard” for Indicator 1.a in its Web-EPSS annual report for any year within the contract term, the school must describe the improvement actions the school made to address the deficiencies.

School response:

2019-20: Working to Meet.

This indicator was not met. Our charter indicates that all teachers will work towards bilingual certification, however two teachers had not. An action plan was created for both teachers to obtain certification. It is important to recognize that these individuals are fluent Spanish speakers but have not completed the testing process to gain bilingual certification.

In the early years of the charter, we were working toward being a bilingual program. As we are now Spanish language acquisition, bilingual certification is not necessary and burdensome. The school will seek an amendment to remove the expectation that teachers are bilingual certified.

b. Organizational Performance Framework

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

For any school that has received a repeated “working to meet standard” rating or any “falls far below standard” rating for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

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

If the school has received any Office of Civil Rights complaints, formal special education complaints or NM Attorney General complaints or enforcement action, or, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix (Appendix C – Complaint Communications), and describe the current status of the complaint. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit. Schools that do not have any repeated “working to meet standard” ratings or any “falls far below standard” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

III-A.04 Protecting the rights of English Language Learners

16-17 – Missing HLS surveys from files

17-18 – Concern not meeting 1 hr of SLA, missing documentation to EL status on HLS

18-19 – Errors in identification of incoming students from other NM schools

19-20 – Not identifying and documenting EL status, annual notice to parents and ensuring documentation in student file

Narrative: JPTA has had challenges in managing various aspects of “protecting the rights of English Language Learners.” Initially, the school did a poor job of applying the changes in the format of the Home Language Survey and we failed to ensure each student file had an appropriate copy of the HLS. This challenge has been compounded in tracking the HLS/ELL status of incoming students. This last year, the school failed to provide the appropriate notification out to parents and ensure that a copy of that notification is entered into the student files. Over the past two years, the Assistant Director (AD) has helped manage the ELL program and began sharing this responsibility with a teacher who manages EL students. Further, the AD worked with the STARS coordinator to ensure the reporting was correct. As the past AD has retired, the teacher, in conjunction with new administration, will review each student file to ensure all have the HLS and that EL students have the appropriate documentation on file. This teacher has also established a good working relationship with Kirsi Laine, in the Bilingual Multicultural Education Bureau, to establish more assistance and technical advice.

IV-A.00 Meeting financial reporting and compliance requirements

16-17 – Audit Findings from FY16-Significant

17-18 – Audit Findings from FY17

18-19 – Audit Findings from FY18

19-20 – Audit Findings from FY19

This narrative was provided in 3.a. above under “Audit Report Summary”.

c. Governance Responsibilities*

Pursuant to 1978 NMSA §22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

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

Further, pursuant to NMAC 6.80.5.8, and 6.80.5.9, each charter school governing body member must annually complete certain hours of approved training.

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

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

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

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

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

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

School response:

2016-17 School Year

Position Number	GC Member (Title if applicable)	Join Date	Term
No. 1	Ric Hernandez, <i>President</i>	May 2013	7/15-6/17
No. 2	Arthur Berkson, <i>Vice President</i>	March 2016	7/16-6/18
No. 3	Yvette Turrieta	March, 2017	7/15-6/17
No. 4	Janet Acosta, <i>Secretary</i>	May 2016	7/16-6/18
No. 5	Martin Lopez, Jr.	May 2016	7/15-6/17
No. 6	Shaharazad (Sherry) Booth	May 2016	7/16-6/18
No. 7	Stephanie Haan-Amato	Feb 2017	7/15-6/17
No. 8-12	Not Filled/Authorized	N/A	N/A

2017-18 School Year

Position Number	GC Member (Title if applicable)	Join Date	Term
No. 1	Ric Hernandez, <i>President</i>	May 2013	7/17-6/19
No. 2	Arthur Berkson, <i>Vice President</i>	March 2016	7/16-6/18
No. 3	Yvette Turrieta	March, 2017	7/17-6/19
No. 4	Janet Acosta, <i>Secretary</i>	May 2016	7/16-6/18
No. 5	Martin Lopez, Jr.	May 2016	7/17-6/19
No. 6	Shaharazad (Sherry) Booth	May 2016	7/16-6/18
No. 7	Stephanie Haan-Amato	Feb 2017	7/17-6/19
No. 8	Carrie Hamblen	July 2017	7/16-6/18
No. 9	Dolores Connor	July 2017	7/17-6/19
No. 10	Suzan Martinez de Gonzales	July 2017	7/16-6/18

2018-19 School Year

Position Number	GC Member (Title if applicable)	Join Date	Term
No. 1	Tomasa Shanbhag	Sept 2018	7/17-6/19
No. 2	Arthur Berkson, <i>Vice Chair</i>	March 2016	7/18-6/20
No. 3	<<Open>>	N/A	7/17-6/19
No. 4	Jerry Wallace	March 2016	7/18-6/20
No. 5	Martin Lopez, Jr.	May 2016	7/17-6/19
No. 6	Shaharazad (Sherry) Booth	May 2016	7/18-6/20
No. 7	Stephanie Haan-Amato, <i>Chair</i>	Feb 2017	7/17-6/19
No. 8	Carrie Hamblen	July 2017	7/18-6/20
No. 9	Robyn Rehbein, <i>Secretary</i>	Jan 2018	7/17-6/19
No. 10	<<Open>>	N/A	7/18-6/20

2019-20 School Year			
Position Number	GC Member (Title if applicable)	Join Date	Term
No. 1	Tomas Shanbhag	Sept 2018	7/19-6/21
No. 2	Barbara Chamberlin	July 2019	7/18-6/20
No. 3	Coree King, <i>Treasurer</i> (Returning)	Dec 2019	7/19-6/21
No. 4	Jerry Wallace, <i>Secretary</i>	March 2016	7/18-6/20
No. 5	<<Open>>	N/A	7/19-6/21
No. 6	Shaharazad (Sherry) Booth	May 2016	7/18-6/20
No. 7	Stephanie Haan-Amato, <i>Chair</i>	Feb 2017	7/19-6/21
No. 8	<<Open>>	N/A	7/18-6/20
No. 9	Robyn Rehbein, <i>Vice-Chair</i>	Jan 2018	7/19-6/21
No. 10	Fatemeh Salisbury	Dec 2019	7/18-6/20
2020-21 School Year			
Position Number	GC Member (Title if applicable)	Join Date	Term
No. 1	Tomas Shanbhag	Sept 2018	7/19-6/21
No. 2	Barbara Chamberlin, <i>Vice Chair</i>	July 2019	7/20-6/22
No. 3	Coree King, <i>Treasurer</i>	Dec 2019	7/19-6/21
No. 4	Jerry Wallace, <i>Secretary</i>	March 2016	7/20-6/22
No. 5	<<Open>>	N/A	7/19-6/21
No. 6	<<Open>>	N/A	7/20-6/22
No. 7	Stephanie Haan-Amato	Feb 2017	7/19-6/21
No. 8	<<Open>>	N/A	7/20-6/22
No. 9	Robyn Rehbein, <i>Chair</i>	Jan 2018	7/19-6/21
No. 10	<<Open>>	N/A	7/20-6/22
<p>The school has met the governance requirements. Over the past two years, we were missing a community member from our audit committee which is the only governance finding we had that led to “Working to Meet”. This was remedied and not repeated the following year.</p>			

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

Appendix A – Supporting Raw Data

All Assessments, All Students 2017

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA

Code	State or District	School	Group	READING		MATH		SCIENCE	
				Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
999999	Statewide	All Students	All Students	296,516	37.0	218,350	20.0	72,894	40.0
46	Alamogordo	Districtwide	All Students	5,293	46.0	3,734	27.0	1,235	56.0
1	Albuquerque	Districtwide	All Students	78,864	34.0	58,094	20.0	19,481	39.0
30	Animas	Districtwide	All Students	147	67.0	118	20.0	40	45.0
22	Artesia	Districtwide	All Students	3,524	47.0	2,602	26.0	830	54.0
64	Aztec	Districtwide	All Students	2,864	34.0	2,131	17.0	712	44.0
87	Belen	Districtwide	All Students	3,550	34.0	2,582	16.0	846	33.0
61	Bernalillo	Districtwide	All Students	2,751	31.0	1,962	13.0	638	26.0
66	Bloomfield	Districtwide	All Students	2,496	27.0	1,952	9.0	630	30.0
40	Capitan	Districtwide	All Students	446	51.0	353	22.0	121	64.0
20	Carlsbad	Districtwide	All Students	6,241	40.0	4,343	15.0	1,451	46.0
37	Carrizozo	Districtwide	All Students	123	35.0	95	9.0	25	44.0
67	Central Cons	Districtwide	All Students	5,386	29.0	4,025	12.0	1,293	23.0
53	Chama	Districtwide	All Students	353	36.0	249	11.0	90	48.0
8	Cimarron	Districtwide	All Students	398	47.0	303	20.0	104	57.0
84	Clayton	Districtwide	All Students	438	46.0	328	34.0	105	32.0
48	Cloudcroft	Districtwide	All Students	302	63.0	219	32.0	81	57.0
12	Clovis	Districtwide	All Students	7,547	41.0	5,440	26.0	1,806	49.0
24	Cobre Cons	Districtwide	All Students	1,086	37.0	782	11.0	239	39.0
38	Corona	Districtwide	All Students	63	68.0	45	40.0	18	56.0
62	Cuba	Districtwide	All Students	484	28.0	390	7.0	119	25.0
42	Deming	Districtwide	All Students	4,831	30.0	3,422	13.0	1,167	26.0
85	Des Moines	Districtwide	All Students	90	64.0	74	50.0	22	68.0
6	Dexter	Districtwide	All Students	1,064	38.0	699	18.0	219	38.0
60	Dora	Districtwide	All Students	220	56.0	151	39.0	57	63.0
54	Dulce	Districtwide	All Students	619	14.0	448	3.0	141	12.0
58	Elida	Districtwide	All Students	114	48.0	90	29.0	24	58.0

55	Espanola	Districtwide	All Students	3,285	27.0	2,375	10.0	786	28.0
80	Estancia	Districtwide	All Students	560	35.0	411	17.0	146	34.0
32	Eunice	Districtwide	All Students	702	34.0	520	11.0	167	32.0
65	Farmington	Districtwide	All Students	10,315	46.0	7,617	25.0	2,434	44.0
59	Floyd	Districtwide	All Students	186	40.0	136	16.0	41	56.0
16	Ft Sumner	Districtwide	All Students	261	48.0	184	23.0	59	46.0
19	Gadsden	Districtwide	All Students	12,222	40.0	9,036	24.0	2,946	33.0
43	Gallup	Districtwide	All Students	10,053	29.0	7,490	14.0	2,525	22.0
15	Grady	Districtwide	All Students	119	60.0	84	37.0	31	68.0
88	Grants Cibola	Districtwide	All Students	3,294	33.0	2,550	14.0	784	36.0
5	Haʒrman	Districtwide	All Students	384	34.0	309	17.0	108	23.0
18	Hatch	Districtwide	All Students	1,143	43.0	821	18.0	286	27.0
33	Hobbs	Districtwide	All Students	8,771	35.0	6,402	16.0	2,148	36.0
39	Hondo	Districtwide	All Students	123	22.0	100	12.0	32	31.0
50	House	Districtwide	All Students	60	23.0	45	22.0	18	50.0
34	Jal	Districtwide	All Students	422	23.0	306	12.0	99	26.0
56	Jemez Mount	Districtwide	All Students	228	30.0	163	8.0	52	21.0
63	Jemez Valley	Districtwide	All Students	357	20.0	267	5.0	91	22.0
99	Juvenile Justi	Districtwide	All Students						
7	Lake Arthur	Districtwide	All Students	88	20.0	70	9.0	25	32.0
17	Las Cruces	Districtwide	All Students	21,596	38.0	15,313	20.0	5,350	44.0
69	Las Vegas Ci	Districtwide	All Students	1,459	33.0	1,069	15.0	361	35.0
51	Logan	Districtwide	All Students	283	57.0	221	29.0	78	55.0
29	Lordsburg	Districtwide	All Students	433	45.0	312	19.0	88	44.0
41	Los Alamos	Districtwide	All Students	3,280	63.0	2,365	49.0	849	77.0
86	Los Lunas	Districtwide	All Students	7,553	38.0	5,589	20.0	1,823	41.0
21	Loving	Districtwide	All Students	483	34.0	373	15.0	124	46.0
31	Lovington	Districtwide	All Students	3,227	38.0	2,372	22.0	774	28.0
75	Magdalena	Districtwide	All Students	304	21.0	231	7.0	86	37.0
11	Maxwell	Districtwide	All Students	104	46.0	78	14.0	28	43.0
14	Melrose	Districtwide	All Students	198	58.0	142	26.0	51	49.0
78	Mesa Vista	Districtwide	All Students	206	31.0	173	7.0	62	37.0
44	Mora	Districtwide	All Students	375	34.0	284	13.0	95	34.0
81	Moriarty	Districtwide	All Students	2,222	42.0	1,684	20.0	585	41.0
28	Mosquero	Districtwide	All Students	36	39.0	27	22.0	10	50.0
82	Mountainair	Districtwide	All Students	200	42.0	162	18.0	44	39.0
93	NM Sch Deaf	Districtwide	All Students	75	25.0	76	26.0	28	36.0
94	NM Sch Visua	Districtwide	All Students	24	46.0	22	23.0	11	36.0

70	Pecos	Districtwide	All Students	547	30.0	435	11.0	136	36.0
77	Penasco	Districtwide	All Students	310	30.0	242	10.0	92	41.0
72	Pojoaque	Districtwide	All Students	1,760	33.0	1,373	13.0	443	35.0
57	Portales	Districtwide	All Students	2,413	41.0	1,752	21.0	594	45.0
3	Quemado	Districtwide	All Students	137	39.0	102	25.0	33	42.0
79	Questa	Districtwide	All Students	329	35.0	244	9.0	78	46.0
9	Raton	Districtwide	All Students	862	36.0	607	17.0	199	42.0
2	Reserve	Districtwide	All Students	116	52.0	96	34.0	38	63.0
83	Rio Rancho	Districtwide	All Students	15,449	47.0	11,415	29.0	3,855	56.0
4	Roswell	Districtwide	All Students	9,367	36.0	6,682	23.0	2,406	41.0
27	Roy	Districtwide	All Students	41	66.0	26	42.0		
36	Ruidoso	Districtwide	All Students	1,804	36.0	1,328	16.0	444	41.0
52	San Jon	Districtwide	All Students	129	50.0	91	26.0	27	78.0
71	Santa Fe	Districtwide	All Students	11,968	36.0	8,837	17.0	2,758	33.0
25	Santa Rosa	Districtwide	All Students	596	43.0	445	13.0	153	41.0
23	Silver	Districtwide	All Students	2,425	39.0	1,760	20.0	600	46.0
74	Socorro	Districtwide	All Students	1,546	29.0	1,125	14.0	405	34.0
10	Springer	Districtwide	All Students	124	43.0	99	9.0	33	48.0
76	Taos	Districtwide	All Students	2,546	38.0	1,952	16.0	660	38.0
35	Tatum	Districtwide	All Students	300	45.0	211	27.0	79	67.0
13	Texico	Districtwide	All Students	506	59.0	376	33.0	129	58.0
73	Truth or Cons	Districtwide	All Students	1,119	38.0	823	22.0	268	43.0
49	Tucumcari	Districtwide	All Students	874	38.0	619	14.0	216	45.0
47	Tularosa	Districtwide	All Students	754	36.0	581	20.0	194	33.0
26	Vaughn	Districtwide	All Students	64	22.0	51	≤ 5	14	21.0
45	Wagon Moun	Districtwide	All Students	56	38.0	37	19.0	11	45.0
68	West Las Veg	Districtwide	All Students	1,354	30.0	1,021	12.0	307	33.0
89	Zuni	Districtwide	All Students	1,219	28.0	868	3.0	293	12.0
535001	State Charter J Paul Taylor	All Students		191	58.0	129	31.0	47	85.0

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All Assessments, All Students 2018

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA and Math; and 5) IStation Reading

Code	State or District	School	Group	READING		MATH		SCIENCE	
				Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
999999	Statewide	All Students, All Sc	All Students	298,041	39	223,010	21	84,397	42
46	Alamogordo	Districtwide	All Students	5,343	44	3,740	26	1,426	56
1	Albuquerque	Districtwide	All Students	80,071	37	58,736	21	22,149	41
30	Animas	Districtwide	All Students	152	60	123	20	57	71
22	Artesia	Districtwide	All Students	3,531	51	2,706	29	1,020	53
64	Aztec	Districtwide	All Students	2,756	38	2,116	19	835	46
87	Belen	Districtwide	All Students	3,590	33	2,747	18	994	35
61	Bernalillo	Districtwide	All Students	2,673	32	2,014	11	734	26
66	Bloomfield	Districtwide	All Students	2,634	30	2,035	14	782	23
40	Capitan	Districtwide	All Students	475	52	376	23	130	61
20	Carlsbad	Districtwide	All Students	6,610	42	4,709	19	1,745	50
37	Carrizozo	Districtwide	All Students	142	40	113	7	42	33
67	Central Cons	Districtwide	All Students	5,272	34	4,074	14	1,507	26
53	Chama	Districtwide	All Students	344	37	242	11	89	41
8	Cimarron	Districtwide	All Students	393	45	291	23	110	60
84	Clayton	Districtwide	All Students	438	48	332	36	118	50
48	Cloudcroft	Districtwide	All Students	325	70	245	32	75	70
12	Clovis	Districtwide	All Students	7,482	41	5,540	27	1,974	53
24	Cobre Cons	Districtwide	All Students	1,105	43	840	14	319	41
38	Corona	Districtwide	All Students	62	66	50	42	14	50
62	Cuba	Districtwide	All Students	505	25	429	6	169	27
42	Deming	Districtwide	All Students	4,809	31	3,671	15	1,452	27
85	Des Moines	Districtwide	All Students	84	71	66	56	20	72
6	Dexter	Districtwide	All Students	880	35	669	19	253	29
60	Dora	Districtwide	All Students	217	53	165	35	58	47

Code	State or District	School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
54	Dulce	Districtwide	All Students	640	16	449	3	161	13
58	Elida	Districtwide	All Students	126	56	96	32	35	58
55	Espanola	Districtwide	All Students	3,259	29	2,381	10	921	25
80	Estancia	Districtwide	All Students	532	38	387	19	150	48
32	Eunice	Districtwide	All Students	745	31	547	12	205	28
65	Farmington	Districtwide	All Students	10,502	48	8,000	26	3,107	50
59	Floyd	Districtwide	All Students	197	40	158	20	54	50
16	Ft Sumner	Districtwide	All Students	269	60	201	30	64	63
19	Gadsden	Districtwide	All Students	12,232	42	9,382	25	3,532	37
43	Gallup	Districtwide	All Students	10,050	33	7,715	15	3,106	24
15	Grady	Districtwide	All Students	113	58	82	39	28	83
88	Grants Cibola	Districtwide	All Students	3,201	33	2,323	16	895	36
5	Hagerman	Districtwide	All Students	388	36	320	21	112	44
18	Hatch	Districtwide	All Students	1,149	45	838	15	321	38
33	Hobbs	Districtwide	All Students	9,219	36	6,908	17	2,535	37
39	Hondo	Districtwide	All Students	126	24	107	15	37	33
50	House	Districtwide	All Students	53	51	34	21	18	40
34	Jal	Districtwide	All Students	460	19	348	9	119	34
56	Jemez Mountain	Districtwide	All Students	206	28	149	15	45	34
63	Jemez Valley	Districtwide	All Students	336	21	272	4	94	12
99	Juvenile Justice	Districtwide	All Students	-		-		-	
7	Lake Arthur	Districtwide	All Students	93	24	77	19	21	35
17	Las Cruces	Districtwide	All Students	21,823	39	15,578	21	6,180	45
69	Las Vegas City	Districtwide	All Students	1,439	35	1,091	17	412	38
51	Logan	Districtwide	All Students	280	59	225	33	100	56
29	Lordsburg	Districtwide	All Students	438	43	333	18	128	48
41	Los Alamos	Districtwide	All Students	3,314	63	2,409	49	891	81
86	Los Lunas	Districtwide	All Students	7,816	39	5,989	23	2,191	44
21	Loving	Districtwide	All Students	507	35	390	18	150	36
31	Lovington	Districtwide	All Students	2,488	31	2,438	26	961	38
75	Magdalena	Districtwide	All Students	287	22	220	11	88	32
11	Maxwell	Districtwide	All Students	102	39	83	17	26	52

Code	State or District	School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
14	Melrose	Districtwide	All Students	207	63	163	27	49	61
78	Mesa Vista	Districtwide	All Students	212	31	166	3	60	29
44	Mora	Districtwide	All Students	367	31	288	14	124	24
81	Moriarty	Districtwide	All Students	2,264	42	1,686	20	655	50
28	Mosquero	Districtwide	All Students	34	41	24	25	-	
82	Mountainair	Districtwide	All Students	195	36	146	9	74	42
93	NM Sch Deaf	Districtwide	All Students	80	26	79	23	30	18
94	NM Sch Visually Imp	Districtwide	All Students	25	52	24	21	13	50
70	Pecos	Districtwide	All Students	566	34	447	11	184	27
77	Penasco	Districtwide	All Students	324	39	242	12	86	34
72	Pojoaque	Districtwide	All Students	1,799	32	1,440	14	574	34
57	Portales	Districtwide	All Students	2,461	41	1,779	24	654	48
3	Quemado	Districtwide	All Students	142	41	102	22	44	63
79	Questa	Districtwide	All Students	335	33	258	14	96	31
9	Raton	Districtwide	All Students	833	37	637	16	225	51
2	Reserve	Districtwide	All Students	110	46	94	26	35	57
83	Rio Rancho	Districtwide	All Students	15,643	47	11,632	31	4,297	60
4	Roswell	Districtwide	All Students	9,391	38	7,009	23	2,524	46
27	Roy	Districtwide	All Students	46	65	30	63	-	
36	Ruidoso	Districtwide	All Students	1,825	40	1,316	20	532	43
52	San Jon	Districtwide	All Students	135	56	97	33	33	67
71	Santa Fe	Districtwide	All Students	11,964	36	8,723	18	3,248	36
25	Santa Rosa	Districtwide	All Students	596	42	482	15	177	36
23	Silver	Districtwide	All Students	2,366	44	1,758	21	643	51
74	Socorro	Districtwide	All Students	1,543	29	1,156	14	425	33
10	Springer	Districtwide	All Students	124	48	95	8	29	46
95	State Supported	Districtwide	All Students	-		-		-	
76	Taos	Districtwide	All Students	2,488	38	1,891	18	745	41
35	Tatum	Districtwide	All Students	300	52	215	27	71	67
13	Texico	Districtwide	All Students	483	60	361	35	123	66
73	Truth or Consq	Districtwide	All Students	1,122	39	817	24	308	51
49	Tucumcari	Districtwide	All Students	906	40	639	17	226	42

Code	State or District	School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
47	Tularosa	Districtwide	All Students	742	41	588	20	203	36
26	Vaughn	Districtwide	All Students	58	26	47	≥ 5	18	≥ 20
45	Wagon Mound	Districtwide	All Students	58	34	42	24	20	40
68	West Las Vegas	Districtwide	All Students	1,329	31	1,031	14	415	39
89	Zuni	Districtwide	All Students	1,210	19	895	4	329	14
535001	J Paul Taylor Acade	J Paul Taylor Acad	All Students	195	56	133	28	46	78

All Assessments, All Students 2019

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC Fall ELA and Math; Transitional Assessment for Math and ELA (TAMELA) Spring; and 5) IStation Reading

				READING		MATH		SCIENCE	
				Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
1	999999	Statewide	All Students	295,171	34	221,540	20	83,940	35
1	1	Albuquerque	Districtwide	78,657	31	58,558	20	22,299	34
1	2	Reserve	Districtwide	113	46	90	36	30	63
1	3	Quemado	Districtwide	141	35	112	16	38	39
1	4	Roswell	Districtwide	9,412	31	6,881	20	2,489	41
1	5	Hagerman	Districtwide	380	29	313	18	108	31
1	6	Dexter	Districtwide	835	27	646	17	239	32
1	7	Lake Arthur	Districtwide	78	26	61	18	26	50
1	8	Cimarron	Districtwide	380	41	301	18	111	59
1	9	Raton	Districtwide	835	30	646	14	225	35
1	10	Springer	Districtwide	118	42	100	12	31	52
1	11	Maxwell	Districtwide	133	44	105	27	33	52
1	12	Clovis	Districtwide	7,259	37	5,417	25	1,926	44
1	13	Texico	Districtwide	503	60	367	41	149	61
1	14	Melrose	Districtwide	242	57	183	20	61	52
1	15	Grady	Districtwide	143	58	103	29	36	64
1	16	Ft Sumner	Districtwide	271	49	195	28	81	38
1	17	Las Cruces	Districtwide	21,717	33	16,008	18	6,224	37
1	18	Hatch	Districtwide	1,128	39	852	14	301	26
1	19	Gadsden	Districtwide	12,085	37	9,349	22	3,622	29
1	20	Carlsbad	Districtwide	7,245	34	5,226	17	1,921	42
1	21	Loving	Districtwide	538	32	418	20	157	30
1	22	Artesia	Districtwide	3,537	43	2,608	29	935	47
1	23	Silver	Districtwide	2,266	38	1,690	20	630	45
1	24	Cobre Conso	Districtwide	1,063	40	834	13	335	31
1	25	Santa Rosa	Districtwide	589	32	451	16	177	31

1	26	Vaughn	Districtwide	All Students	62	23	42	7	23	13
1	27	Roy	Districtwide	All Students	48	60	28	71	14	71
1	28	Mosquero	Districtwide	All Students	29	38	22	23		
1	29	Lordsburg	Districtwide	All Students	446	34	333	14	118	38
1	30	Animas	Districtwide	All Students	143	61	108	22	34	32
1	31	Lovington	Districtwide	All Students	3,327	37	2,532	23	895	31
1	32	Eunice	Districtwide	All Students	767	23	540	9	211	33
1	33	Hobbs	Districtwide	All Students	9,483	34	7,202	17	2,620	32
1	34	Jal	Districtwide	All Students	490	18	381	7	133	17
1	35	Tatum	Districtwide	All Students	299	40	225	25	75	49
1	36	Ruidoso	Districtwide	All Students	1,855	39	1,325	21	491	30
1	37	Carrizozo	Districtwide	All Students	131	44	104	11	46	52
1	38	Corona	Districtwide	All Students	56	73	48	44	25	68
1	39	Hondo	Districtwide	All Students	133	24	102	9	41	12
1	40	Capitan	Districtwide	All Students	466	48	360	24	143	48
1	41	Los Alamos	Districtwide	All Students	3,342	57	2,454	47	888	74
1	42	Deming	Districtwide	All Students	4,796	31	3,516	18	1,374	27
1	43	Gallup	Districtwide	All Students	10,109	31	7,557	17	3,068	20
1	44	Mora	Districtwide	All Students	369	31	268	12	107	29
1	45	Wagon Moun	Districtwide	All Students	53	19	44	14	13	23
1	46	Alamogordo	Districtwide	All Students	5,304	40	3,794	26	1,399	48
1	47	Tularosa	Districtwide	All Students	754	35	571	20	218	39
1	48	Cloudcroft	Districtwide	All Students	355	52	263	29	110	53
1	49	Tucumcari	Districtwide	All Students	889	39	635	17	224	44
1	50	House	Districtwide	All Students	44	55	37	16	19	26
1	51	Logan	Districtwide	All Students	293	49	232	24	122	36
1	52	San Jon	Districtwide	All Students	108	53	80	44	25	68
1	53	Chama	Districtwide	All Students	373	23	267	7	101	23
1	54	Dulce	Districtwide	All Students	552	13	427	2	181	9
1	55	Espanola	Districtwide	All Students	3,079	25	2,192	10	821	19
1	56	Jemez Mount	Districtwide	All Students	196	30	144	13	59	20
1	57	Portales	Districtwide	All Students	2,416	39	1,771	22	710	41
1	58	Elida	Districtwide	All Students	150	38	120	28	51	59
1	59	Floyd	Districtwide	All Students	202	40	156	21	61	34
1	60	Dora	Districtwide	All Students	207	45	156	32	72	40
1	61	Bernalillo	Districtwide	All Students	2,605	21	1,918	8	746	17
1	62	Cuba	Districtwide	All Students	468	19	381	4	180	13
1	63	Jemez Valley	Districtwide	All Students	326	18	252	4	117	17

1	64	Aztec	Districtwide	All Students	2,636	31	1,986	16	760	31
1	65	Farmington	Districtwide	All Students	10,417	42	7,791	23	3,010	40
1	66	Bloomfield	Districtwide	All Students	2,453	26	1,915	13	720	24
1	67	Central Cons	Districtwide	All Students	5,151	29	4,056	13	1,619	18
1	68	West Las Veg	Districtwide	All Students	1,393	25	1,066	10	397	30
1	69	Las Vegas C	Districtwide	All Students	1,383	32	1,048	16	388	37
1	70	Pecos	Districtwide	All Students	528	25	389	9	159	22
1	71	Santa Fe	Districtwide	All Students	11,685	32	8,578	18	3,256	30
1	72	Pojoaque	Districtwide	All Students	1,753	28	1,431	10	546	30
1	73	Truth or Cons	Districtwide	All Students	1,146	34	875	23	318	40
1	74	Socorro	Districtwide	All Students	1,515	22	1,147	12	414	30
1	75	Magdalena	Districtwide	All Students	288	22	212	11	90	31
1	76	Taos	Districtwide	All Students	2,423	35	1,822	19	674	36
1	77	Penasco	Districtwide	All Students	318	35	242	10	85	44
1	78	Mesa Vista	Districtwide	All Students	217	29	174	5	67	27
1	79	Questa	Districtwide	All Students	273	25	219	7	96	22
1	80	Estancia	Districtwide	All Students	532	33	387	15	139	34
1	81	Moriarty	Districtwide	All Students	2,186	34	1,623	18	598	41
1	82	Mountainair	Districtwide	All Students	190	33	148	13	58	26
1	83	Rio Rancho	Districtwide	All Students	15,570	43	11,705	31	4,254	51
1	84	Clayton	Districtwide	All Students	398	46	302	36	111	49
1	85	Des Moines	Districtwide	All Students	84	74	68	57	24	79
1	86	Los Lunas	Districtwide	All Students	7,819	35	6,119	20	2,185	34
1	87	Belen	Districtwide	All Students	3,564	29	2,697	19	1,052	30
1	88	Grants Cibola	Districtwide	All Students	3,092	26	2,403	14	871	27
1	89	Zuni	Districtwide	All Students	1,152	12	869	4	300	8
1	93	NM Sch Deaf	Districtwide	All Students	89	31	89	26	37	30
1	94	NM Sch Visu	Districtwide	All Students	20	40	18	22		
1	535001	J Paul Taylor	J Paul Taylor	All Students	193	44	134	32	46	72



Appendices

[Appendix A – Mission Goal Data](#)

[Appendix B – Revocation of Board of Finance – Not Applicable](#)

[Appendix C – Office of Civil Rights correspondence – Not Applicable](#)

[Appendix D – Lease Agreement](#)

[Appendix E – Academic Data – Not Needed](#)

[Appendix F – Employee Petitions](#)

[Appendix G – Household Petitions](#)

[Appendix H – Facility Master Plan](#)

[Appendix I – E-Occupancy](#)

[Appendix J – NMCI letter from Public Schools Facilities Authority](#)

Appendix A – Supporting Raw Data

All Assessments, All Students 2017

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA

Code	State or District	School	Group	READING		MATH		SCIENCE	
				Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
999999	Statewide	All Students	All Students	296,516	37.0	218,350	20.0	72,894	40.0
46	Alamogordo	Districtwide	All Students	5,293	46.0	3,734	27.0	1,235	56.0
1	Albuquerque	Districtwide	All Students	78,864	34.0	58,094	20.0	19,481	39.0
30	Animas	Districtwide	All Students	147	67.0	118	20.0	40	45.0
22	Artesia	Districtwide	All Students	3,524	47.0	2,602	26.0	830	54.0
64	Aztec	Districtwide	All Students	2,864	34.0	2,131	17.0	712	44.0
87	Belen	Districtwide	All Students	3,550	34.0	2,582	16.0	846	33.0
61	Bernalillo	Districtwide	All Students	2,751	31.0	1,962	13.0	638	26.0
66	Bloomfield	Districtwide	All Students	2,496	27.0	1,952	9.0	630	30.0
40	Capitan	Districtwide	All Students	446	51.0	353	22.0	121	64.0
20	Carlsbad	Districtwide	All Students	6,241	40.0	4,343	15.0	1,451	46.0
37	Carrizozo	Districtwide	All Students	123	35.0	95	9.0	25	44.0
67	Central Cons	Districtwide	All Students	5,386	29.0	4,025	12.0	1,293	23.0
53	Chama	Districtwide	All Students	353	36.0	249	11.0	90	48.0
8	Cimarron	Districtwide	All Students	398	47.0	303	20.0	104	57.0
84	Clayton	Districtwide	All Students	438	46.0	328	34.0	105	32.0
48	Cloudcroft	Districtwide	All Students	302	63.0	219	32.0	81	57.0
12	Clovis	Districtwide	All Students	7,547	41.0	5,440	26.0	1,806	49.0
24	Cobre Cons	Districtwide	All Students	1,086	37.0	782	11.0	239	39.0
38	Corona	Districtwide	All Students	63	68.0	45	40.0	18	56.0
62	Cuba	Districtwide	All Students	484	28.0	390	7.0	119	25.0
42	Deming	Districtwide	All Students	4,831	30.0	3,422	13.0	1,167	26.0
85	Des Moines	Districtwide	All Students	90	64.0	74	50.0	22	68.0
6	Dexter	Districtwide	All Students	1,064	38.0	699	18.0	219	38.0
60	Dora	Districtwide	All Students	220	56.0	151	39.0	57	63.0
54	Dulce	Districtwide	All Students	619	14.0	448	3.0	141	12.0
58	Elida	Districtwide	All Students	114	48.0	90	29.0	24	58.0

55	Espanola	Districtwide	All Students	3,285	27.0	2,375	10.0	786	28.0
80	Estancia	Districtwide	All Students	560	35.0	411	17.0	146	34.0
32	Eunice	Districtwide	All Students	702	34.0	520	11.0	167	32.0
65	Farmington	Districtwide	All Students	10,315	46.0	7,617	25.0	2,434	44.0
59	Floyd	Districtwide	All Students	186	40.0	136	16.0	41	56.0
16	Ft Sumner	Districtwide	All Students	261	48.0	184	23.0	59	46.0
19	Gadsden	Districtwide	All Students	12,222	40.0	9,036	24.0	2,946	33.0
43	Gallup	Districtwide	All Students	10,053	29.0	7,490	14.0	2,525	22.0
15	Grady	Districtwide	All Students	119	60.0	84	37.0	31	68.0
88	Grants Cibola	Districtwide	All Students	3,294	33.0	2,550	14.0	784	36.0
5	Haʒrman	Districtwide	All Students	384	34.0	309	17.0	108	23.0
18	Hatch	Districtwide	All Students	1,143	43.0	821	18.0	286	27.0
33	Hobbs	Districtwide	All Students	8,771	35.0	6,402	16.0	2,148	36.0
39	Hondo	Districtwide	All Students	123	22.0	100	12.0	32	31.0
50	House	Districtwide	All Students	60	23.0	45	22.0	18	50.0
34	Jal	Districtwide	All Students	422	23.0	306	12.0	99	26.0
56	Jemez Mount	Districtwide	All Students	228	30.0	163	8.0	52	21.0
63	Jemez Valley	Districtwide	All Students	357	20.0	267	5.0	91	22.0
99	Juvenile Justi	Districtwide	All Students						
7	Lake Arthur	Districtwide	All Students	88	20.0	70	9.0	25	32.0
17	Las Cruces	Districtwide	All Students	21,596	38.0	15,313	20.0	5,350	44.0
69	Las Vegas Ci	Districtwide	All Students	1,459	33.0	1,069	15.0	361	35.0
51	Logan	Districtwide	All Students	283	57.0	221	29.0	78	55.0
29	Lordsburg	Districtwide	All Students	433	45.0	312	19.0	88	44.0
41	Los Alamos	Districtwide	All Students	3,280	63.0	2,365	49.0	849	77.0
86	Los Lunas	Districtwide	All Students	7,553	38.0	5,589	20.0	1,823	41.0
21	Loving	Districtwide	All Students	483	34.0	373	15.0	124	46.0
31	Lovington	Districtwide	All Students	3,227	38.0	2,372	22.0	774	28.0
75	Magdalena	Districtwide	All Students	304	21.0	231	7.0	86	37.0
11	Maxwell	Districtwide	All Students	104	46.0	78	14.0	28	43.0
14	Melrose	Districtwide	All Students	198	58.0	142	26.0	51	49.0
78	Mesa Vista	Districtwide	All Students	206	31.0	173	7.0	62	37.0
44	Mora	Districtwide	All Students	375	34.0	284	13.0	95	34.0
81	Moriarty	Districtwide	All Students	2,222	42.0	1,684	20.0	585	41.0
28	Mosquero	Districtwide	All Students	36	39.0	27	22.0	10	50.0
82	Mountainair	Districtwide	All Students	200	42.0	162	18.0	44	39.0
93	NM Sch Deaf	Districtwide	All Students	75	25.0	76	26.0	28	36.0
94	NM Sch Visua	Districtwide	All Students	24	46.0	22	23.0	11	36.0

70	Pecos	Districtwide	All Students	547	30.0	435	11.0	136	36.0
77	Penasco	Districtwide	All Students	310	30.0	242	10.0	92	41.0
72	Pojoaque	Districtwide	All Students	1,760	33.0	1,373	13.0	443	35.0
57	Portales	Districtwide	All Students	2,413	41.0	1,752	21.0	594	45.0
3	Quemado	Districtwide	All Students	137	39.0	102	25.0	33	42.0
79	Questa	Districtwide	All Students	329	35.0	244	9.0	78	46.0
9	Raton	Districtwide	All Students	862	36.0	607	17.0	199	42.0
2	Reserve	Districtwide	All Students	116	52.0	96	34.0	38	63.0
83	Rio Rancho	Districtwide	All Students	15,449	47.0	11,415	29.0	3,855	56.0
4	Roswell	Districtwide	All Students	9,367	36.0	6,682	23.0	2,406	41.0
27	Roy	Districtwide	All Students	41	66.0	26	42.0		
36	Ruidoso	Districtwide	All Students	1,804	36.0	1,328	16.0	444	41.0
52	San Jon	Districtwide	All Students	129	50.0	91	26.0	27	78.0
71	Santa Fe	Districtwide	All Students	11,968	36.0	8,837	17.0	2,758	33.0
25	Santa Rosa	Districtwide	All Students	596	43.0	445	13.0	153	41.0
23	Silver	Districtwide	All Students	2,425	39.0	1,760	20.0	600	46.0
74	Socorro	Districtwide	All Students	1,546	29.0	1,125	14.0	405	34.0
10	Springer	Districtwide	All Students	124	43.0	99	9.0	33	48.0
76	Taos	Districtwide	All Students	2,546	38.0	1,952	16.0	660	38.0
35	Tatum	Districtwide	All Students	300	45.0	211	27.0	79	67.0
13	Texico	Districtwide	All Students	506	59.0	376	33.0	129	58.0
73	Truth or Cons	Districtwide	All Students	1,119	38.0	823	22.0	268	43.0
49	Tucumcari	Districtwide	All Students	874	38.0	619	14.0	216	45.0
47	Tularosa	Districtwide	All Students	754	36.0	581	20.0	194	33.0
26	Vaughn	Districtwide	All Students	64	22.0	51	≤ 5	14	21.0
45	Wagon Moun	Districtwide	All Students	56	38.0	37	19.0	11	45.0
68	West Las Veg	Districtwide	All Students	1,354	30.0	1,021	12.0	307	33.0
89	Zuni	Districtwide	All Students	1,219	28.0	868	3.0	293	12.0
535001	State Charter J Paul Taylor	All Students		191	58.0	129	31.0	47	85.0

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All Assessments, All Students 2018

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA and Math; and 5) IStation Reading

				READING		MATH		SCIENCE	
Code	State or District	School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
999999	Statewide	All Students, All Sc	All Students	298,041	39	223,010	21	84,397	42
46	Alamogordo	Districtwide	All Students	5,343	44	3,740	26	1,426	56
1	Albuquerque	Districtwide	All Students	80,071	37	58,736	21	22,149	41
30	Animas	Districtwide	All Students	152	60	123	20	57	71
22	Artesia	Districtwide	All Students	3,531	51	2,706	29	1,020	53
64	Aztec	Districtwide	All Students	2,756	38	2,116	19	835	46
87	Belen	Districtwide	All Students	3,590	33	2,747	18	994	35
61	Bernalillo	Districtwide	All Students	2,673	32	2,014	11	734	26
66	Bloomfield	Districtwide	All Students	2,634	30	2,035	14	782	23
40	Capitan	Districtwide	All Students	475	52	376	23	130	61
20	Carlsbad	Districtwide	All Students	6,610	42	4,709	19	1,745	50
37	Carrizozo	Districtwide	All Students	142	40	113	7	42	33
67	Central Cons	Districtwide	All Students	5,272	34	4,074	14	1,507	26
53	Chama	Districtwide	All Students	344	37	242	11	89	41
8	Cimarron	Districtwide	All Students	393	45	291	23	110	60
84	Clayton	Districtwide	All Students	438	48	332	36	118	50
48	Cloudcroft	Districtwide	All Students	325	70	245	32	75	70
12	Clovis	Districtwide	All Students	7,482	41	5,540	27	1,974	53
24	Cobre Cons	Districtwide	All Students	1,105	43	840	14	319	41
38	Corona	Districtwide	All Students	62	66	50	42	14	50
62	Cuba	Districtwide	All Students	505	25	429	6	169	27
42	Deming	Districtwide	All Students	4,809	31	3,671	15	1,452	27
85	Des Moines	Districtwide	All Students	84	71	66	56	20	72
6	Dexter	Districtwide	All Students	880	35	669	19	253	29
60	Dora	Districtwide	All Students	217	53	165	35	58	47

Code	State or District	School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
54	Dulce	Districtwide	All Students	640	16	449	3	161	13
58	Elida	Districtwide	All Students	126	56	96	32	35	58
55	Espanola	Districtwide	All Students	3,259	29	2,381	10	921	25
80	Estancia	Districtwide	All Students	532	38	387	19	150	48
32	Eunice	Districtwide	All Students	745	31	547	12	205	28
65	Farmington	Districtwide	All Students	10,502	48	8,000	26	3,107	50
59	Floyd	Districtwide	All Students	197	40	158	20	54	50
16	Ft Sumner	Districtwide	All Students	269	60	201	30	64	63
19	Gadsden	Districtwide	All Students	12,232	42	9,382	25	3,532	37
43	Gallup	Districtwide	All Students	10,050	33	7,715	15	3,106	24
15	Grady	Districtwide	All Students	113	58	82	39	28	83
88	Grants Cibola	Districtwide	All Students	3,201	33	2,323	16	895	36
5	Hagerman	Districtwide	All Students	388	36	320	21	112	44
18	Hatch	Districtwide	All Students	1,149	45	838	15	321	38
33	Hobbs	Districtwide	All Students	9,219	36	6,908	17	2,535	37
39	Hondo	Districtwide	All Students	126	24	107	15	37	33
50	House	Districtwide	All Students	53	51	34	21	18	40
34	Jal	Districtwide	All Students	460	19	348	9	119	34
56	Jemez Mountain	Districtwide	All Students	206	28	149	15	45	34
63	Jemez Valley	Districtwide	All Students	336	21	272	4	94	12
99	Juvenile Justice	Districtwide	All Students	-		-		-	
7	Lake Arthur	Districtwide	All Students	93	24	77	19	21	35
17	Las Cruces	Districtwide	All Students	21,823	39	15,578	21	6,180	45
69	Las Vegas City	Districtwide	All Students	1,439	35	1,091	17	412	38
51	Logan	Districtwide	All Students	280	59	225	33	100	56
29	Lordsburg	Districtwide	All Students	438	43	333	18	128	48
41	Los Alamos	Districtwide	All Students	3,314	63	2,409	49	891	81
86	Los Lunas	Districtwide	All Students	7,816	39	5,989	23	2,191	44
21	Loving	Districtwide	All Students	507	35	390	18	150	36
31	Lovington	Districtwide	All Students	2,488	31	2,438	26	961	38
75	Magdalena	Districtwide	All Students	287	22	220	11	88	32
11	Maxwell	Districtwide	All Students	102	39	83	17	26	52

Code	State or District	School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
14	Melrose	Districtwide	All Students	207	63	163	27	49	61
78	Mesa Vista	Districtwide	All Students	212	31	166	3	60	29
44	Mora	Districtwide	All Students	367	31	288	14	124	24
81	Moriarty	Districtwide	All Students	2,264	42	1,686	20	655	50
28	Mosquero	Districtwide	All Students	34	41	24	25	-	
82	Mountainair	Districtwide	All Students	195	36	146	9	74	42
93	NM Sch Deaf	Districtwide	All Students	80	26	79	23	30	18
94	NM Sch Visually Imp	Districtwide	All Students	25	52	24	21	13	50
70	Pecos	Districtwide	All Students	566	34	447	11	184	27
77	Penasco	Districtwide	All Students	324	39	242	12	86	34
72	Pojoaque	Districtwide	All Students	1,799	32	1,440	14	574	34
57	Portales	Districtwide	All Students	2,461	41	1,779	24	654	48
3	Quemado	Districtwide	All Students	142	41	102	22	44	63
79	Questa	Districtwide	All Students	335	33	258	14	96	31
9	Raton	Districtwide	All Students	833	37	637	16	225	51
2	Reserve	Districtwide	All Students	110	46	94	26	35	57
83	Rio Rancho	Districtwide	All Students	15,643	47	11,632	31	4,297	60
4	Roswell	Districtwide	All Students	9,391	38	7,009	23	2,524	46
27	Roy	Districtwide	All Students	46	65	30	63	-	
36	Ruidoso	Districtwide	All Students	1,825	40	1,316	20	532	43
52	San Jon	Districtwide	All Students	135	56	97	33	33	67
71	Santa Fe	Districtwide	All Students	11,964	36	8,723	18	3,248	36
25	Santa Rosa	Districtwide	All Students	596	42	482	15	177	36
23	Silver	Districtwide	All Students	2,366	44	1,758	21	643	51
74	Socorro	Districtwide	All Students	1,543	29	1,156	14	425	33
10	Springer	Districtwide	All Students	124	48	95	8	29	46
95	State Supported	Districtwide	All Students	-		-		-	
76	Taos	Districtwide	All Students	2,488	38	1,891	18	745	41
35	Tatum	Districtwide	All Students	300	52	215	27	71	67
13	Texico	Districtwide	All Students	483	60	361	35	123	66
73	Truth or Consq	Districtwide	All Students	1,122	39	817	24	308	51
49	Tucumcari	Districtwide	All Students	906	40	639	17	226	42

Code	State or District	School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
47	Tularosa	Districtwide	All Students	742	41	588	20	203	36
26	Vaughn	Districtwide	All Students	58	26	47	≥ 5	18	≥ 20
45	Wagon Mound	Districtwide	All Students	58	34	42	24	20	40
68	West Las Vegas	Districtwide	All Students	1,329	31	1,031	14	415	39
89	Zuni	Districtwide	All Students	1,210	19	895	4	329	14
535001	J Paul Taylor Acade	J Paul Taylor Acad	All Students	195	56	133	28	46	78

All Assessments, All Students 2019

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1) Information is not shown for groups with fewer than 10 students.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC Fall ELA and Math; Transitional Assessment for Math and ELA (TAMELA) Spring; and 5) IStation Reading

				READING		MATH		SCIENCE	
				Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
1	999999	Statewide	All Students	295,171	34	221,540	20	83,940	35
1	1	Albuquerque	Districtwide	78,657	31	58,558	20	22,299	34
1	2	Reserve	Districtwide	113	46	90	36	30	63
1	3	Quemado	Districtwide	141	35	112	16	38	39
1	4	Roswell	Districtwide	9,412	31	6,881	20	2,489	41
1	5	Hagerman	Districtwide	380	29	313	18	108	31
1	6	Dexter	Districtwide	835	27	646	17	239	32
1	7	Lake Arthur	Districtwide	78	26	61	18	26	50
1	8	Cimarron	Districtwide	380	41	301	18	111	59
1	9	Raton	Districtwide	835	30	646	14	225	35
1	10	Springer	Districtwide	118	42	100	12	31	52
1	11	Maxwell	Districtwide	133	44	105	27	33	52
1	12	Clovis	Districtwide	7,259	37	5,417	25	1,926	44
1	13	Texico	Districtwide	503	60	367	41	149	61
1	14	Melrose	Districtwide	242	57	183	20	61	52
1	15	Grady	Districtwide	143	58	103	29	36	64
1	16	Ft Sumner	Districtwide	271	49	195	28	81	38
1	17	Las Cruces	Districtwide	21,717	33	16,008	18	6,224	37
1	18	Hatch	Districtwide	1,128	39	852	14	301	26
1	19	Gadsden	Districtwide	12,085	37	9,349	22	3,622	29
1	20	Carlsbad	Districtwide	7,245	34	5,226	17	1,921	42
1	21	Loving	Districtwide	538	32	418	20	157	30
1	22	Artesia	Districtwide	3,537	43	2,608	29	935	47
1	23	Silver	Districtwide	2,266	38	1,690	20	630	45
1	24	Cobre Conso	Districtwide	1,063	40	834	13	335	31
1	25	Santa Rosa	Districtwide	589	32	451	16	177	31

1	26	Vaughn	Districtwide	All Students	62	23	42	7	23	13
1	27	Roy	Districtwide	All Students	48	60	28	71	14	71
1	28	Mosquero	Districtwide	All Students	29	38	22	23		
1	29	Lordsburg	Districtwide	All Students	446	34	333	14	118	38
1	30	Animas	Districtwide	All Students	143	61	108	22	34	32
1	31	Lovington	Districtwide	All Students	3,327	37	2,532	23	895	31
1	32	Eunice	Districtwide	All Students	767	23	540	9	211	33
1	33	Hobbs	Districtwide	All Students	9,483	34	7,202	17	2,620	32
1	34	Jal	Districtwide	All Students	490	18	381	7	133	17
1	35	Tatum	Districtwide	All Students	299	40	225	25	75	49
1	36	Ruidoso	Districtwide	All Students	1,855	39	1,325	21	491	30
1	37	Carrizozo	Districtwide	All Students	131	44	104	11	46	52
1	38	Corona	Districtwide	All Students	56	73	48	44	25	68
1	39	Hondo	Districtwide	All Students	133	24	102	9	41	12
1	40	Capitan	Districtwide	All Students	466	48	360	24	143	48
1	41	Los Alamos	Districtwide	All Students	3,342	57	2,454	47	888	74
1	42	Deming	Districtwide	All Students	4,796	31	3,516	18	1,374	27
1	43	Gallup	Districtwide	All Students	10,109	31	7,557	17	3,068	20
1	44	Mora	Districtwide	All Students	369	31	268	12	107	29
1	45	Wagon Moun	Districtwide	All Students	53	19	44	14	13	23
1	46	Alamogordo	Districtwide	All Students	5,304	40	3,794	26	1,399	48
1	47	Tularosa	Districtwide	All Students	754	35	571	20	218	39
1	48	Cloudcroft	Districtwide	All Students	355	52	263	29	110	53
1	49	Tucumcari	Districtwide	All Students	889	39	635	17	224	44
1	50	House	Districtwide	All Students	44	55	37	16	19	26
1	51	Logan	Districtwide	All Students	293	49	232	24	122	36
1	52	San Jon	Districtwide	All Students	108	53	80	44	25	68
1	53	Chama	Districtwide	All Students	373	23	267	7	101	23
1	54	Dulce	Districtwide	All Students	552	13	427	2	181	9
1	55	Espanola	Districtwide	All Students	3,079	25	2,192	10	821	19
1	56	Jemez Mount	Districtwide	All Students	196	30	144	13	59	20
1	57	Portales	Districtwide	All Students	2,416	39	1,771	22	710	41
1	58	Elida	Districtwide	All Students	150	38	120	28	51	59
1	59	Floyd	Districtwide	All Students	202	40	156	21	61	34
1	60	Dora	Districtwide	All Students	207	45	156	32	72	40
1	61	Bernalillo	Districtwide	All Students	2,605	21	1,918	8	746	17
1	62	Cuba	Districtwide	All Students	468	19	381	4	180	13
1	63	Jemez Valley	Districtwide	All Students	326	18	252	4	117	17

1	64	Aztec	Districtwide	All Students	2,636	31	1,986	16	760	31
1	65	Farmington	Districtwide	All Students	10,417	42	7,791	23	3,010	40
1	66	Bloomfield	Districtwide	All Students	2,453	26	1,915	13	720	24
1	67	Central Cons	Districtwide	All Students	5,151	29	4,056	13	1,619	18
1	68	West Las Veg	Districtwide	All Students	1,393	25	1,066	10	397	30
1	69	Las Vegas C	Districtwide	All Students	1,383	32	1,048	16	388	37
1	70	Pecos	Districtwide	All Students	528	25	389	9	159	22
1	71	Santa Fe	Districtwide	All Students	11,685	32	8,578	18	3,256	30
1	72	Pojoaque	Districtwide	All Students	1,753	28	1,431	10	546	30
1	73	Truth or Cons	Districtwide	All Students	1,146	34	875	23	318	40
1	74	Socorro	Districtwide	All Students	1,515	22	1,147	12	414	30
1	75	Magdalena	Districtwide	All Students	288	22	212	11	90	31
1	76	Taos	Districtwide	All Students	2,423	35	1,822	19	674	36
1	77	Penasco	Districtwide	All Students	318	35	242	10	85	44
1	78	Mesa Vista	Districtwide	All Students	217	29	174	5	67	27
1	79	Questa	Districtwide	All Students	273	25	219	7	96	22
1	80	Estancia	Districtwide	All Students	532	33	387	15	139	34
1	81	Moriarty	Districtwide	All Students	2,186	34	1,623	18	598	41
1	82	Mountainair	Districtwide	All Students	190	33	148	13	58	26
1	83	Rio Rancho	Districtwide	All Students	15,570	43	11,705	31	4,254	51
1	84	Clayton	Districtwide	All Students	398	46	302	36	111	49
1	85	Des Moines	Districtwide	All Students	84	74	68	57	24	79
1	86	Los Lunas	Districtwide	All Students	7,819	35	6,119	20	2,185	34
1	87	Belen	Districtwide	All Students	3,564	29	2,697	19	1,052	30
1	88	Grants Cibola	Districtwide	All Students	3,092	26	2,403	14	871	27
1	89	Zuni	Districtwide	All Students	1,152	12	869	4	300	8
1	93	NM Sch Deaf	Districtwide	All Students	89	31	89	26	37	30
1	94	NM Sch Visu	Districtwide	All Students	20	40	18	22		
1	535001	J Paul Taylor	J Paul Taylor	All Students	193	44	134	32	46	72

Test_Period	Student_ID	Overall_Prof_Level
Spring 2017	728928763	n/a
Spring 2017	877959346	n/a
Spring 2017	885265678	n/a
Spring 2017	126916386	n/a
Spring 2017	713979433	n/a
Spring 2017	515559680	n/a
Spring 2017	554499277	n/a
Spring 2017	859241325	n/a
Spring 2017	212813752	n/a
Spring 2017	573726544	n/a
Spring 2017	288374820	n/a
Spring 2017	188557516	n/a
Spring 2017	648767820	n/a
Spring 2017	835169285	n/a
Spring 2017	441274537	n/a
Spring 2017	358617587	n/a
Spring 2017	522881143	n/a
Spring 2017	228777371	n/a
Spring 2017	293169397	n/a
Spring 2017	495346561	n/a
Spring 2017	872756119	Beginning
Spring 2017	155459787	Early Intermediate
Spring 2017	834258642	Early Intermediate
Spring 2017	342673910	Early Intermediate
Spring 2017	338857642	Beginning
Spring 2017	537854960	Early Intermediate
Spring 2017	686195462	Beginning
Spring 2017	523511699	Beginning
Spring 2017	736919838	Early Intermediate
Spring 2017	629986183	Intermediate
Spring 2017	129946786	Beginning
Spring 2017	636184723	Beginning
Spring 2017	357872944	Early Intermediate
Spring 2017	689862993	Beginning
Spring 2017	396748980	Beginning
Spring 2017	517768628	Early Intermediate
Spring 2017	364721357	Beginning
Spring 2017	231874413	Beginning
Spring 2017	336649553	Beginning
Spring 2017	433199817	Beginning
Spring 2017	752858530	Beginning
Spring 2017	475776696	n/a
Spring 2017	329294441	Intermediate
Spring 2017	419229240	Beginning
Spring 2017	363274457	Early Intermediate
Spring 2017	433923265	Beginning
Spring 2017	248689416	Early Intermediate

Spring 2017	553844580	Beginning
Spring 2017	197359912	Beginning
Spring 2017	758338792	Early Intermediate
Spring 2017	845146232	Beginning
Spring 2017	854645397	Beginning
Spring 2017	455185231	Beginning
Spring 2017	423913698	Early Intermediate
Spring 2017	665494365	Beginning
Spring 2017	465429389	Early Intermediate
Spring 2017	798963831	Early Intermediate
Spring 2017	163637184	Early Intermediate
Spring 2017	455928168	Intermediate
Spring 2017	275879492	Early Intermediate
Spring 2017	169648862	Early Intermediate
Spring 2017	698763448	Early Intermediate
Spring 2017	396556532	Beginning
Spring 2017	871419719	Early Intermediate
Spring 2017	511782831	Early Intermediate
Spring 2017	874914997	Intermediate
Spring 2017	337781934	Beginning
Spring 2017	585935331	Early Intermediate
Spring 2017	726932742	Early Intermediate
Spring 2017	692948466	Beginning
Spring 2017	764115846	Early Intermediate
Spring 2017	822334694	Beginning
Spring 2017	836286211	Early Intermediate
Spring 2017	724931639	Early Intermediate
Spring 2017	553743113	Beginning
Spring 2017	395334659	Beginning
Spring 2017	854322179	Early Intermediate
Spring 2017	385927876	Beginning
Spring 2017	776893323	Early Intermediate
Spring 2017	116743386	Beginning
Spring 2017	577759376	Beginning
Spring 2017	344597158	Beginning
Spring 2017	127717544	n/a
Spring 2017	256198573	Early Intermediate
Spring 2017	269459335	Early Advanced
Spring 2017	789242179	Early Intermediate
Spring 2017	739946713	Beginning
Spring 2017	688532563	Beginning
Spring 2017	514469436	Early Intermediate
Spring 2017	183847987	Beginning
Spring 2017	484636980	Intermediate
Spring 2017	583447594	Beginning
Spring 2017	259654630	Early Intermediate
Spring 2017	849153457	Early Intermediate
Spring 2017	293884391	Early Intermediate

Spring 2017	847469228	Intermediate
Spring 2017	823836168	Early Intermediate
Spring 2017	677757965	Intermediate
Spring 2017	224478420	Early Intermediate
Spring 2017	341496164	Beginning
Spring 2017	323339481	Intermediate
Spring 2017	347795486	Intermediate
Spring 2017	184685287	Early Intermediate
Spring 2017	377747779	Beginning
Spring 2017	525797528	Early Intermediate
Spring 2017	289978157	Early Intermediate
Spring 2017	699341160	Early Intermediate
Spring 2017	583634399	Early Intermediate
Spring 2017	616841946	Early Intermediate
Spring 2017	623495173	n/a
Spring 2017	884285669	n/a
Spring 2017	816471494	n/a
Spring 2017	473589521	n/a
Spring 2017	379727712	n/a
Spring 2017	473438513	n/a
Spring 2017	243175692	n/a
Spring 2017	595936626	n/a
Spring 2017	825878739	n/a
Spring 2017	554435750	n/a
Spring 2017	348733999	n/a
Spring 2017	655526937	n/a
Spring 2017	696325554	n/a
Spring 2017	747982965	n/a
Spring 2017	476523352	n/a
Spring 2017	246846463	n/a
Spring 2017	313667115	n/a
Spring 2017	178529368	n/a
Spring 2017	536814882	n/a
Spring 2017	734156250	n/a

Test_Period	Student_ID	Overall_Prof_Level
Spring 2018	623495173	n/a
Spring 2018	884285669	n/a
Spring 2018	473589521	n/a
Spring 2018	379727712	n/a
Spring 2018	473438513	n/a
Spring 2018	243175692	n/a
Spring 2018	825878739	n/a
Spring 2018	554435750	n/a
Spring 2018	348733999	n/a
Spring 2018	655526937	n/a
Spring 2018	696325554	n/a
Spring 2018	747982965	n/a
Spring 2018	476523352	n/a
Spring 2018	246846463	n/a
Spring 2018	313667115	n/a
Spring 2018	178529368	n/a
Spring 2018	536814882	n/a
Spring 2018	734156250	n/a
Spring 2018	193744133	n/a
Spring 2018	728928763	n/a
Spring 2018	877959346	n/a
Spring 2018	885265678	n/a
Spring 2018	126916386	n/a
Spring 2018	713979433	n/a
Spring 2018	515559680	n/a
Spring 2018	554499277	n/a
Spring 2018	859241325	n/a
Spring 2018	212813752	n/a
Spring 2018	288374820	n/a
Spring 2018	188557516	n/a
Spring 2018	648767820	n/a
Spring 2018	835169285	n/a
Spring 2018	441274537	n/a
Spring 2018	358617587	n/a
Spring 2018	522881143	n/a
Spring 2018	228777371	n/a
Spring 2018	293169397	n/a
Spring 2018	495346561	n/a
Spring 2018	714557717	n/a
Spring 2018	688128651	n/a
Spring 2018	265135962	n/a
Spring 2018	191537950	n/a
Spring 2018	872756119	Early Intermediate
Spring 2018	155459787	Early Intermediate

Spring 2018	834258642	Early Intermediate
Spring 2018	342673910	Beginning
Spring 2018	338857642	Early Intermediate
Spring 2018	537854960	Early Intermediate
Spring 2018	686195462	Early Intermediate
Spring 2018	523511699	Beginning
Spring 2018	736919838	Early Intermediate
Spring 2018	629986183	Early Advanced
Spring 2018	129946786	Early Intermediate
Spring 2018	357872944	Early Intermediate
Spring 2018	689862993	Early Intermediate
Spring 2018	364721357	Early Intermediate
Spring 2018	231874413	Early Intermediate
Spring 2018	336649553	Early Intermediate
Spring 2018	433199817	Early Intermediate
Spring 2018	752858530	Early Intermediate
Spring 2018	475776696	Beginning
Spring 2018	326856317	Early Intermediate
Spring 2018	558397238	Beginning
Spring 2018	419229240	Beginning
Spring 2018	363274457	Early Intermediate
Spring 2018	433923265	Early Intermediate
Spring 2018	248689416	Beginning
Spring 2018	553844580	Beginning
Spring 2018	197359912	Beginning
Spring 2018	758338792	Beginning
Spring 2018	845146232	Beginning
Spring 2018	854645397	Beginning
Spring 2018	455185231	Beginning
Spring 2018	423913698	Beginning
Spring 2018	798963831	Early Intermediate
Spring 2018	163637184	Early Intermediate
Spring 2018	455928168	Early Intermediate
Spring 2018	275879492	Beginning
Spring 2018	169648862	Early Intermediate
Spring 2018	698763448	Beginning
Spring 2018	396556532	Beginning
Spring 2018	871419719	Beginning
Spring 2018	511782831	Beginning
Spring 2018	166599266	Beginning
Spring 2018	621537877	n/a
Spring 2018	256283342	Intermediate
Spring 2018	616621314	Beginning
Spring 2018	341496164	Beginning
Spring 2018	337781934	Early Intermediate

Spring 2018	585935331	Early Intermediate
Spring 2018	726932742	Beginning
Spring 2018	692948466	Beginning
Spring 2018	764115846	Beginning
Spring 2018	822334694	Early Intermediate
Spring 2018	836286211	Early Intermediate
Spring 2018	724931639	Beginning
Spring 2018	553743113	Beginning
Spring 2018	395334659	Early Intermediate
Spring 2018	854322179	Early Intermediate
Spring 2018	776893323	Early Intermediate
Spring 2018	389781949	n/a
Spring 2018	876477498	Beginning
Spring 2018	577759376	Beginning
Spring 2018	344597158	Beginning
Spring 2018	127717544	Beginning
Spring 2018	256198573	Beginning
Spring 2018	269459335	Early Advanced
Spring 2018	739946713	Beginning
Spring 2018	688532563	Beginning
Spring 2018	386847727	Early Advanced
Spring 2018	338589682	n/a
Spring 2018	484636980	n/a
Spring 2018	583447594	n/a
Spring 2018	259654630	n/a
Spring 2018	847469228	n/a
Spring 2018	823836168	n/a
Spring 2018	224478420	n/a
Spring 2018	323339481	n/a
Spring 2018	347795486	n/a
Spring 2018	184685287	n/a
Spring 2018	377747779	n/a
Spring 2018	525797528	n/a
Spring 2018	289978157	n/a
Spring 2018	583634399	n/a
Spring 2018	616841946	n/a
Spring 2018	353779432	n/a
Spring 2018	561152612	n/a
Spring 2018	823583760	n/a
Spring 2018	858952955	n/a
Spring 2018	746331263	n/a
Spring 2018	611272832	n/a
Spring 2018	591982681	n/a
Spring 2018	597397439	n/a
Spring 2018	352327688	n/a

Spring 2018	572225761 n/a
Spring 2018	786624643 n/a
Spring 2018	186723342 n/a
Spring 2018	348496647 n/a
Spring 2018	287813521 n/a
Spring 2018	359915337 n/a
Spring 2018	655226470 n/a
Spring 2018	161761358 n/a
Spring 2018	821241841 n/a
Spring 2018	752358457 n/a
Spring 2018	569787518 n/a
Spring 2018	242998524 n/a
Spring 2018	297978249 n/a
Spring 2018	294828595 n/a
Spring 2018	422634956 n/a
Spring 2018	588289819 n/a
Spring 2018	738647718 n/a
Spring 2018	779818475 n/a
Spring 2018	294142880 n/a
Spring 2018	272273137 n/a

			Spring 2019		Spring 2018		Spring 2017	
ast	Na	Grade		Proficiency Level		Proficiency Level		Proficiency Level
m	de	K		B				
a	ti	K		B				
ar	ivi	K		EI				
o	ep	K		EI				
ar	mi	K		B				
h	a	K		B				
tz	br	K		EI				
ar	arl	K		EI				
n	eo	K		B				
n	xo	K		EI				
o	no	K		B				
ar	yc	K		B				
o	e	K		EI				
c	ra	K		B				
e	is	K		B				
u	ey	K		B				
o	so	K		B				
o	an	K		EI				
er	ck	K		B				
el	ge	K		B				
a	ph	1		EI		EI		
d	de	1		EA		EA		
a	ria	1		EI				
ur	tal	1		I		I		
o	as	1		B		EI		
ar	lia	1		EI		B		
o	ay	1		EI		EI		
ar	th	1		EI		EI		
N	m	1		B		B		
r	ti	eo	1	B		EI		
w	ch	1		EI		EI		
a	ay	1		EI		B		
er	eg	1		B		B		
et	hr	1		EI		EI		
af	ler	1		B				
al	na	1		B		EI		
u	lla	1		B				
m	es	2		EI		EI		
n	lia	2		B				
m	ke	2		EI		EI		EI
ar	tel	2		B				

h	ga	2		EI		EI		B
or	an	2		EI				
u	a	2		EI		EI		B
st	an	2		A		B		B
ia	or	2		B		B		B
ul	op	2		EI		A		A
ar	oll	2		EI				
c	na	2		EI		B		B
a	m	2		EI				
s	au	2		EI				
r	ti	eli	2	EI		EI		B
r	ti	rit	2	A		EI		B
a	an	2		EI		EI		B
a	eli	2		EI				
e	lia	2		EI		EI		B
c	a	2		EI		EI		B
a	ist	2		B		EI		B
ll	be	2		B		EI		B
a	as	3		exmpt				
a	on	3		B		EI		
a	ra	3		B		EI		
ei	on	3		EI		I		
u	nj	3		EI		EI		
ur	lia	4		B		EI		
o	el	4		B		EI		B
o	rti	4		B				
oz	ai	4		EA				
o	nj	4		B				
N	cK	4		B		B		
ot	m	4		EA				
al	m	4		B		B		B
nl	arl	5		B		B		B
or	an	5		B		B		
c	ai	5		B		EI		B
oz	ny	5		I		I		
o	di	5		B		B		
e	m	5		EI		B		EI
e	ad	5		B		B		EI
a	er	6		B				
or	is	6		EA				
g	an	6		EA				
al	ori	6		B				
a	rte	6		B		B		B
ei	gu	6		B		B		EI
or	ex	6		EA		EA		EA

or	ss	6		B				B
er	mi	6		B				
m	bil	6		B		B		B
al	ar	6		I				
e	lly	6		B				
d	ha	7		A				
m	yl	7		inc				
a	re	7		inc				
ift	nn	7		inc				
e	te	7		inc				
m	ni	7		inc				
tz	itli	7		inc				
ar	na	7		inc				
ar	yl	7		inc				
o	do	7		inc				
a	yo	7		inc				
e	ra	7		EA				
e	ria	7		inc				
ar	ris	7		inc				
a	ub	7		inc				
el	ac	7		inc				
or	ch	7		A				
o	mi	7		inc				
o	ay	7		A				
o	fa	7		B				
vi	la	7		B				
er	o	7		B				
er	ori	7		B				
al	ris	7		B				
E								
Beg								
Early Int								
Int.								
Early Adv.								
Advanced								
Inc - Incomplete results								
Exmpt - opted out of testing								

			Spring 2019		Spring 2018		Spring 2017		Spring 2016	
st N	r Grade			Proficiency Level		Proficiency Level		Proficiency Level		Proficiency Level
m	n 3			EI		EI		EI		EI
as	v 3			B		B		B		B
er	il 3			EI		INC		EI		EI
an	m 3			B		B		B		B
oll	e 3			EI		EI		B		B
ol	li 3			EI		EI		EI		B
ur	e 3			EI		EI		A		EI
on	li 3			EI		I		I		I
ou	r 3			EI		EI		B		B
ne	d 3			EI		EI		EI		B
a	o 3			EI		EI		EI		B
ad	a 3			EI		INC		I		EI
ull	a 3			B		B		EI		B
ay	e 3			B		EI		EI		B
ay	a 3			B		B		B		B
vk	i 3			I		EI		B		B
az	i 3			B		B		B		B
og	a 3			EI		EI		EI		B
ar	v 4			B		EI		B		B
as	i 4			EI		EI		EI		EI
dg	o 4			B		EI		B		EI
ar	t 4			B		EI		B		EI
oo	a 4			EA		EA		I		EA
rg	a 4			B		B		B		EI
se	i 4			B		EI		EI		EI
rc	e 4			EI		EI		B		B
att	r 4			B		EI		EI		EI
ch	a 4			EI		EI		B		EI
ar	l 4			B		EI		EI		EI
a	il 4			B		B		EI		EI
ls	s 4			B		EI		B		EI
m	o 5			EI		EI		EI		EI
as	a 5			EI		B		B		B
er	i 5			I		EI		I		EI
ha	a 5			I		EI		EI		EI
oll	a 5			I		EI		EI		EI
av	a 5			EI		B		EI		EI
us	a 5			EI		B		B		EI
ar	a 5			B		B		B		B
ne	y 5			B		B		B		B
as	ll 5			B		B		EI		EI

ar s 5	B	B	B	B
og a 5	B	B	B	B
o o 5	I	B	EI	B
ch i 5	EI	EI	EI	B
ett li 5	INC	EI	B	EI
ra y 5	B	B	B	EI
ell d 5	I	B	EI	EI
ug u 6	B	EI	EI	EI
m i 6	B	EI	EI	B
dg a 6	B	B	B	B
er i 6	B	EI	EI	EI
au h 6	B	EI	B	B
ng o 6	B	B	EI	EI
rc e 6	B	B	B	B
an a 6	B	EI	EI	B
al s 6	B	EI	B	EI

E

Beg

Early Int

Int.

Early Adv.

Advanced

Inc - Incomplete results

Exmpt - opted out of testing

Appendix B – Revocation of Board of Finance

<<Not Applicable>>

Appendix C – Office of Civil Rights correspondence

<<Not Applicable>>

LEASE AGREEMENT

by and between

J. PAUL TAYLOR ACADEMY CHARTER SCHOOL

and

LAS CRUCES PUBLIC SCHOOLS

Dated as of July 1, 2014

SUBLEASE

THIS SUBLEASE is entered into on September 16, 2014 and effective as of July 1, 2014, by and between the **Board of Education of the Las Cruces Public School District #2** ("LCPS" or "Lessor"), the governing board of a political subdivision of the State of New Mexico (the "State") duly organized and validly existing under the laws of the State, and the **Governing Council of J. Paul Taylor Academy Charter School**, the governing board of a validly existing State-chartered public charter school, ("Charter School" or "Lessee").

RECITALS

A. LCPS owns certain improved real property described herein as the Leased Property, which is subject to the Ground Lease dated August 20, 2014 by and between LCPS and CYC, LLC ("Developer"), the Development Agreement as modified by that certain First Amendment to Development Agreement dated August 20, 2014 ("Development Agreement") by and between LCPS and Developer" and Tax Exempt Lease Purchase Agreement dated August 20, 2015 ("Lease Purchase Agreement") by and between LCPS and Developer ("Lease Purchase Agreement").

B. LCPS has determined that the lease of the Leased Property described herein is in the best interests of LCPS; and

C. The Charter School desires to lease the Leased Property pursuant to this Sublease, which shall be a lease of LCPS' interests under the Lease Purchase Agreement and subject to the terms and conditions of the Lease Purchase Agreement.

NOW, THEREFORE, for and in consideration of the mutual covenants and the representations herein contained and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties agree to the terms of this Sublease as follows, as evidenced by their signatures below.

1. DEFINITIONS. The following terms as used in this Sublease not otherwise defined elsewhere herein shall have the meanings set forth below:

(a) "ADDITIONAL RENT": all sums due and payable to LCPS from the Charter School under this Sublease in addition to Base Rentals are deemed "Additional Rent".

(b) "BASE RENTALS": means payments pursuant to Section 7 hereof for and in consideration of the right to use and occupy the Leased Property.

(c) "BASE RENTAL PAYMENT DATE": means the tenth day of each

month commencing on the Rent Commencement Date.

(d) "BUILDINGS": means the permanent building to be constructed on the Leased Property as part of Landlord's Work.

(e) "COMMENCEMENT DATE": shall be the effective date of this Lease.

(f) "DISTRICT": Las Cruces Public School District #2, New Mexico, a political subdivision of the State of New Mexico.

(g) "EVENT OF NONAPPROPRIATION": means that the New Mexico Legislature or the New Mexico Public School Capital Outlay Council has failed to grant sufficient money or appropriations to the Charter School to carry out the terms and conditions of this Sublease and (ii) the Charter School is unable to pay the Base Rental amounts and Additional Rent from other sources of funds, as determined by the Charter School in its sole discretion. If an Event of Nonappropriation occurs, the Charter School may terminate this Sublease as provided in Section 5.1 below.

(h) "LANDLORD'S WORK": is defined in Section 11.1.

(i) "LEASE TERM": means and refers to the Initial Term (defined in Section 4 below) plus any Renewal Terms authorized pursuant to Section 6 below.

(j) "LEASED PROPERTY": the real property depicted on the Site Survey plat attached hereto as Exhibit A as Tract 2, with the existing improvements shown on Exhibit A demolished, together with the newly constructed school facility and appurtenances to be constructed on Tract 2 by LCPS as Landlord's Work.

(k) "LESSOR": the Board of Education of the Las Cruces Public School District #2.

(l) "LESSEE": the Governing Council of the J. Paul Taylor Academy Charter School.

(m) "RENT COMMENCEMENT DATE": means the 10th day of the month following the date that Substantial Completion has been achieved, but in any event not earlier than August 10, 2015. The Rent Commencement Date is subject to extension as provided in Section 11.3 below.

(n) "SUBSTANTIAL COMPLETION": means that Landlord's Work is sufficiently complete to be utilized for its intended purposes and that LCPS has delivered to the Charter School the occupancy permits for the Building to be constructed as Landlord Work, permitting the Charter School's operations on the Leased Property.

2. REPRESENTATIONS AND COVENANTS OF THE LESSOR. LCPS represents and covenants that;

2.1 LCPS is the governing board of a political subdivision of the State validly existing under the laws of the State.

2.2 LCPS is authorized to lease the Leased Property to the Charter School and to execute, deliver and perform its obligations under this Sublease.

2.3 The lease of the Leased Property to the Charter School pursuant to this Sublease serves a public purpose and is in the best interests of LCPS, the Charter School and their stakeholders.

2.4 The execution, delivery and performance of this Sublease by LCPS have been duly authorized by the Board of Education of the District.

2.5 This Sublease is enforceable against LCPS in accordance with its terms, limited only by bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally, by equitable principles, whether considered at law or in equity, by the exercise by the State and its governmental bodies of the police power inherent in the sovereignty of the State, and by the exercise by the United States of America of the powers delegated to it by the Constitution of the United States of America.

2.6 The execution, delivery and performance of the terms of this Sublease by LCPS does not and will not conflict with or result in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which LCPS is now a party or by which LCPS is bound, including the Lease, or constitute a default under any of the foregoing or, except as specifically provided in this Sublease, result in the creation or imposition of a lien or encumbrance whatsoever upon any of the property or assets of LCPS.

2.7 There is no litigation or proceeding pending or threatened against LCPS or any other Person affecting the right of LCPS to execute, deliver or perform its obligations of LCPS under this Sublease.

2.8 LCPS will recognize economic and other benefits by the leasing of the Leased Property pursuant to this Sublease; the Leased Property is property that is necessary and essential to LCPS's purpose and operations.

2.9 LCPS is not aware of any current violation of any requirement of law relating to the Leased Property.

2.10 LCPS acknowledges that this Sublease may be terminated upon the occurrence of an Event of Nonappropriation, as provided herein, and that the determination of an Event of Nonappropriation shall be within the sole discretion of the Charter School's Governing Council

3. REPRESENTATIONS AND COVENANTS OF THE LESSEE. The Charter School represents and covenants that:

3.1 The Charter School is a State chartered public charter school, authorized by the New Mexico Public Education Commission, and duly organized and validly existing under the laws of the State.

3.2 The Charter School is authorized, under NMSA 1978 §22-8B-4(D), to lease the Leased Property from LCPS and to execute, deliver and perform its obligations under this Sublease.

3.3 The lease of the Leased Property from LCPS pursuant to this Sublease serves a public purpose and is in the best interests of the Charter School.

3.4 The execution, delivery and performance of this Sublease by the Charter School have been duly authorized by its governing body ("Governing Council").

3.5 This Sublease is enforceable against the Charter School in accordance with its terms, limited only by bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally, by equitable principles, whether considered at law or in equity, by the exercise by the State and its governmental bodies of the police power inherent in the sovereignty of the State, and by the exercise by the United States of America of the powers delegated to it by the Constitution of the United States of America.

3.6 The execution, delivery and performance of the terms of this Sublease by the Charter School, as of the first Base Rental Payment Date, does not and will not conflict with or result in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the Charter School is now a party or by which the Charter School is bound, or constitute a default under any of the foregoing or, except as specifically provided in this Sublease, result in the creation or imposition of a lien or encumbrance whatsoever upon any of the property or assets of the Charter School.

3.7 There is no litigation or proceeding pending or threatened against the Charter School or any other Person affecting the right of the Charter School to execute, deliver or perform its obligations of the Charter School under this Sublease.

3.8 The Charter School will recognize a benefit by the leasing of the Leased

Property pursuant to this Sublease; the Leased Property is property that is necessary and essential to the Charter School's purpose and operations; the Charter School has considered the improvements to be constructed on the Leased Property (i.e., Landlord's Work) as proposed by LCPS and has determined that the improvements will be of benefit to the Charter School and that the Leased Property, as improved, will adequately serve the needs for which it is being leased throughout the Term as defined in Section 6, so long as (i) LCPS completes Landlord's Work in accordance with Section 11.10 and performs its obligation under Section 11 with respect to repairs, replacements and improvements required at the Leased Property for implementation of LCPS' Facilities Master Plan and (ii) the Charter School and LCPS perform their respective maintenance obligations under Section 11.

3.9 The Charter School is not aware of any current violation of any requirement of law relating to the Leased Property.

3.10 The Charter School anticipates receiving sufficient moneys to pay the Base Rentals as defined in this Sublease and to perform its other obligations under this Sublease, unless an Event of Nonappropriation occurs.

4. LEASE AND TERM. LCPS hereby leases to the Charter School and the Charter School hereby leases from LCPS the Leased Property for twenty (20) years: August 1, 2015 through July 31, 2035 (hereinafter referred to as the "Initial Term"). The Charter School recognizes that LCPS retains ownership rights in the Leased Property; however, LCPS covenants that, during the Lease Term and so long as no Event of Default shall have occurred, the Charter School shall peaceably and quietly have, hold and enjoy the Leased Property without suit, trouble or hindrance from LCPS, except as expressly required or permitted by this Sublease.

5. EFFECT OF THE EXPIRATION OR TERMINATION OF LEASE.

5.1 If during the Lease Term an Event of Nonappropriation occurs affecting the following fiscal year, then this Sublease shall terminate effective of June 30th of the current fiscal year and the Charter School shall (i) vacate the Leased Property on or before June 30th of the current fiscal year, (ii) deliver the Leased Property to LCPS on or before June 30th of the current fiscal year and (iii) continue to pay Base Rental and all other amounts due until such date as the Charter School has vacated the Property. The Charter School shall give LCPS written notice of an Event of Nonappropriation within ten (10) days after it had occurred.

5.2 The Charter School's current five (5) year charter expires on June 30, 2016. This Sublease shall automatically terminate upon the effective date of any nonrenewal or revocation of the Charter School's charter. In such event, the Charter School shall vacate the Leased Property on or before the effective date on any

nonrenewal or revocation of the Charter School's charter. The Charter School shall give LCPS written notice of a nonrenewal or revocation notification from its authorizer within ten (10) days after learning of same and written notice of the effective date of any final decision of nonrenewal or revocation of the Charter School's charter within ten (10) days after said decision has been rendered by the applicable authority.

5.3 If either party terminates this Sublease as a result of the uncured default of the other party as defined in Section 15, (i) this Sublease shall terminate on the date that is sixty (60) days after the non-defaulting party gives the defaulting party written notice of its election to terminate the Lease and (ii) the Charter School shall vacate the Leased Property on or before the effective date of the termination.

5.4 Upon expiration of the Lease Term or earlier termination of the Lease, all obligations of the Charter School and LCPS from after the effective date of the expiration or termination of the Lease shall terminate, except as expressly provided in this Sublease. Any accrued, but unpaid obligations of the Charter School or LCPS shall continue until they are discharged in full unless the termination of the Lease is a result of revocation of the Charter School's charter in which event all obligations of the Charter School shall terminate on June 30th of that year. The Charter School shall have no right to hold over and continue to occupy the Leased Property after the expiration or termination of this Sublease.

6. RENEWAL OF LEASE TERM. This Sublease may be extended or renewed, by mutual agreement of the parties and upon such new terms and conditions as may be acceptable to both parties as set forth in a written amendment to this Sublease executed by both parties. Such an amendment extending or renewing the Lease Term must be executed prior to the expiration of the current Lease Term.

7. BASE RENTALS.

7.1 The Charter School shall pay Base Rentals to LCPS on the Base Rental Payment Dates in an amount equal to the grant received by or awarded to the Charter School pursuant to NMSA 1978 §22-24-4(I) from the public school capital outlay fund as authorized by the Public Schools Capital Outlay Council ("PSCOC") in accordance with NMSA 1978 §22-24-4(I), in monthly increments equal to 1/12th of the grant for each school year.

7.2 If requested by the Charter School, LCPS agrees to join with the Charter School in applying to the PSCOC for funds to be used for the Charter School's lease payments.

7.3 Notwithstanding any other provision of this Sublease, the Charter School

shall pay no Base Rent, utilities, or other amounts on any portion of the improvements to the Leased Property that has not received the occupancy permits necessary for the Charter School's operations on the Leased Property.

8. PARTIAL MONTHS. Base Rentals for any partial months will be prorated based on a thirty (30) day month.

9. USE. The Charter School shall use the Leased Property only for the purpose of a charter school existing under the laws of the State, and a charter school's related activities, including but not limited to those activities described in the Charter School's charter.

10. LESSEE'S MODIFICATIONS, INSTALLATIONS AND ALTERATIONS. The Charter School, at its own expense, may make non-structural modifications or improvements to the Leased Property with LCPS' prior consent, not to be unreasonably withheld, if the Leased Property, after such modification and improvements, shall continue to be used as provided herein and shall otherwise be subject to the terms of this Sublease; provided, however, LCPS may deny consent for any such modifications or improvements in its sole discretion if LCPS determines that (i) such modification or improvements may (A) in any way damage the Leased Property as it existed prior thereto and (B) adversely affect or increase the demand on the mechanical, electrical, heating or cooling systems of the Leased Property, or (ii) the value of the Leased Property after such modifications and improvements would not be at least as great as the value of the Leased Property prior thereto. Construction of any such modifications or improvements shall be conditioned upon the Charter School obtaining all authorizations and approvals required by the New Mexico Public Education Department, PSCOC, New Mexico Public School Facilities Authority, and local and state building authorities prior to commencement of construction. The phrase "modification or improvements" does not mean or include the installation of removable trade fixtures that do not require a construction permit for installation, all of which may be installed by the Charter School without LCPS's prior consent and shall remain the personal property of the Charter School. Unless otherwise required by law or agreed in writing between LCPS and the Charter School, all work for any modifications or improvements in or on the Leased Property shall be performed by the Charter School at its own cost and expense by qualified licensed contractors that provide bonds and insurance as required by LCPS. The Charter School shall only perform modifications or improvements to the Leased Property in conformance with the terms of this Sublease. LCPS agrees not to unreasonably withhold consent or otherwise prevent the Charter School from obtaining and receiving capital funding for construction, repairs and maintenance to the Leased Property and the Charter School agrees to consult with LCPS prior to seeking appropriations or other funding for capital improvements to the Leased Property. The Charter School agrees not to interfere with or prevent LCPS from receiving capital funding for the construction, repairs and maintenance to the Leased Property or any other property owned by LCPS.

11. CONSTRUCTION, REPAIR AND MAINTENANCE OF LEASED PROPERTY

11.1 Landlord's Work. LCPS shall construct the school facility as described on the site plan attached as Exhibit B and the floor plan attached as Exhibit C ("Landlord's Work") at LCPS' expense, in accordance with the Development Agreement. All of the Landlord's Work shall comply with New Mexico Public School Facilities Authority ("NMPSFA") adequacy standards, and all other local, state and federal laws and regulations applicable to the design and construction of the Landlord's Work (collectively, the "Legal Requirements"). Subject to Section 11.3, the Charter School shall take possession of the Leased Property upon Substantial Completion of Landlord's Work.

11.2 Completion of Landlord's Work. LCPS shall involve the designated representative of the Charter School in the review and approval of the in-progress and final construction documents prepared by the Design-Builder for the Landlord's Work, before the final construction documents are submitted to NMPSFA for approval. During construction, the designated representative shall be invited to participate in the regularly scheduled on-site project meetings concerning the Landlord's Work. Further, LCPS agrees to respond to reasonable requests from the Charter School's designated representative for additional information concerning the status of the design and construction of the Landlord's Work. The Charter School hereby designates _____ as its representative with respect to the design and construction of the Landlord's Work. The Charter School may designate a different representative by written notice to LCPS. In connection with the performance of the Landlord's Work, LCPS shall have the obligation to obtain a certificate of occupancy from the applicable governmental authority permitting the Charter School's occupancy of the Leased Property. LCPS shall cause Landlord's Work to be substantially complete by August 1, 2015 ("Completion Date"), subject to extension due to delay resulting from events and circumstances beyond the control of LCPS.

11.3 Delay. LCPS shall inform the Charter School if it determines that the construction of the Landlord's Work is delayed and that Substantial Completion of Landlord's Work may be delayed beyond the original Completion Date of August 1, 2015, in order to permit the Charter School to arrange for continuing with its current Landlord on a month-to-month basis until Substantial Completion of the Landlord's Work is achieved. In the event of any such delay in completion of Landlord's Work beyond August 1, 2015, LCPS and the Charter School agree that the Charter School may (i) delay possession and move-in for up to ninety (90) days after Substantial Completion has been achieved in order to coordinate the move with the Charter School's education programming and (ii) extend the Rent Commencement Date to the 10th day of the month following the date that the Charter School has moved into the Leased Property, but in no event later than ninety (90) days after Substantial Completion has been achieved. For the purposes of this Section 11.3, the phrase "moved into the Leased Property" means that

the Charter School has commenced operations on the Leased Property, including conducting classes on the Leased Property. Mere moving equipment and materials into the Leased Property in preparation of classes, as may be accommodated by LCPS, does not constitute having "moved into the Property".

11.4 Building Structure. LCPS at its expense shall maintain and keep in good repair and condition all structural portions and all exterior parts of the building on the Leased Property, including the foundation, floor/ceiling joists, weight-bearing walls, columns, beams, roof, exterior doors, windows, including glass, portals, canals, and all outside drains, electrical, plumbing and gas supply lines, and water wells/pipes and related equipment on the Leased Property that are owned by LCPS (the "Building Structure"). In consideration of Landlord's Work and to offset the cost of maintenance, repairs and replacements for the Leased Property and Landlord's other obligations under this Section 11, the Charter School shall waive and LCPS will retain the Charter School's share of the Senate Bill 9 and House Bill 33 mill levy proceeds otherwise allocated to the Charter School pursuant to NMSA 1978 Sections 22-25-7(C) and 22-26-9. The Charter School shall retain the "State Match" of Senate Bill 9 funds for the Lease Term, as well as any other all other capital or supplemental funding made available for capital improvements to which the Charter School may be entitled pursuant to applicable laws currently in place or subsequently enacted

11.5 Facilities Master Plan. LCPS shall be responsible for all of the repairs, replacements and improvements required at the Leased Property for implementation of LCPS' Facilities Master Plan for Las Cruces Public Schools, at no additional cost to the Charter School. The Leased Property shall be included in and kept on the LCPS's Facilities Master Plan during the Lease Term. The Charter School, however, shall not be foreclosed or prevented from submitting its own Facilities Master Plan as contemplated by and consistent with the Public School Capital Outlay Act.

11.6 Building Systems and Major Repairs. LCPS shall maintain and keep in good repair and working order all mechanical, electrical, plumbing, heating, cooling systems and equipment at the Leased Property, as well as the electrical, water, natural gas and sewer lines on the Leased Property that are owned by LCPS ("Building Systems"), at no additional cost to the Charter School. LCPS shall have no obligation to maintain or repair the electrical, water, natural gas and sewer lines owned by the respective utility providers, even if located on the Leased Property. LCPS shall also, upon the prior written request of the Charter School, perform necessary repairs and replacements of the interior of the Building that are reasonably estimated to cost Three Hundred Fifty Dollars (\$350.00) or more for each such repair or replacement. Any repair or replacement to the interior of the Building that is reasonably estimated to cost less than Three Hundred Fifty Dollars (\$350.00) shall be performed by the Charter School. .

11.7 Drives, Parking Lots and Sidewalks. The Charter School, at its expense, shall maintain and keep in a good, safe, clean and sanitary condition all driveways, parking lots and sidewalks located on the Leased Property, subject to following limitation. Any repair or replacement for or affecting driveways, parking lots and sidewalks that is reasonably estimated to cost Three Hundred Fifty Dollars (\$350.00) or more shall be performed by LCPS, upon the prior written request of the Charter School.

11.8 Grounds Maintenance. LCPS shall require the tenant of Tract 1 ("Tract 1 Tenant") as shown on the Site Survey plat attached hereto as Exhibit A ("Tract 1") to maintain all playgrounds, playing fields and landscaped, including without limitation irrigation and lighting, located on the Leased Property (collectively, "Grounds Maintenance") as condition of the lease for Tract 1 between the Tract 1 Tenant and LCPS. In consideration of the Grounds Maintenance, the Charter School shall make the playing fields and landscaped open spaces located on Tract 2 available for use by the Tract 1 Tenant when not in use by the Charter School, subject to reasonable conditions, rules and regulations. The Charter School's obligation to make its playing fields and landscaped open spaces located on Tract 2 available for use by the Tract 1 Tenant shall be deemed Additional Rent to LCPS.

11.9 Technology. The Charter School agrees to maintain all technology and infrastructure for electronic and telecommunications systems installed in the building on the Leased Property (maintenance of the communication lines connecting to the building shall be responsibility of the communication services provider or LCPS, whichever is the owner of these communication lines).

11.10 The Charter School's Furniture, Equipment and Interior Furnishings. During the Lease Term, the Charter School at its expense shall purchase, maintain, repair and replace as reasonably necessary all school furniture, such as desks and book shelves, school equipment, such as computer work stations, and fixtures and interior furnishings of the school facilities, including without limitation carpeting.

11.11 Other Charter School Repair and Maintenance Obligations. The Charter School at its expense shall maintain and keep the entire interior of the Building (other than Building Systems and Major Repairs) in a clean and sanitary condition and good working order and repair, including ordinary, necessary and customary janitorial and custodial services and supplies. The Charter School shall be responsible for, and repair (or reimburse LCPS for the cost to repair) damage to the Leased Property resulting from misuse of the Leased Property, or acts of negligence or willful misconduct, by the Charter School or its sublessees, licensees or invitees (e.g. vandalism by students or licensees that the Charter School permits to use portions of the Leased Property), to the extent not reimbursed or paid by the property insurance maintained by LCPS.

11.12 Compliance with Law and Regulations. Throughout the Lease Term including any Renewal Term, LCPS shall cause the improvements to the Leased Property that are LCPS' obligation to maintain to be in maintained and repaired in compliance with all applicable federal, state and local laws, regulations, codes and ordinances governing the physical condition of the Leased Property and any repairs thereto ("Laws"), including those relating to health, safety and the environment; and all requirements of all insurance companies writing property insurance policies covering the Leased Property or any part or parts thereof; regardless of whether any of the foregoing requirements are now in force or hereafter become enacted and made applicable to the Leased Property, except to the extent that any such failure to cause the Premises to comply with applicable Laws is caused by the School. LCPS, at its expense, shall perform any repairs to the Leased Property required by reason of such Laws. LCPS shall pay all costs, expenses, fines, penalties or damages ("Penalties") that may in any manner arise out of or be imposed because of the failure of the Leased Property to comply with Laws, unless the failure to comply with Laws is caused by the Charter School. LCPS shall not be required to pay any Penalties that are imposed because of the failure of the Leased Property to comply with Laws if the failure to comply is caused by the Charter School, which Penalties shall be the responsibility of the Charter School. LCPS reserves the right upon notice to the Charter School and at all reasonable times to enter the Leased Property for the purposes of inspecting the Leased Property and performing all work as may be necessary to assure compliance with Laws and to perform the maintenance and repairs to the Leased Property that LCPS is required or permitted to perform, subject to reasonable school safety or security requirements established by the Charter School.

11.13 Limits to LCPS' Contribution Towards Maintenance and Repairs. LCPS agrees to provide the maintenance and repairs to the Leased Property required by the terms of this Sublease within a reasonable period of time; provided, however, necessary or desirable repairs and maintenance of the Leased Property will be prioritized along with the other Las Cruces Public Schools' properties in a reasonable manner by LCPS, with equal consideration given to the Leased Property and all other Las Cruces Public Schools' properties in the process of prioritizing the needs of the various properties. Without limiting the foregoing, LCPS will include the Leased Property in LCPS' Facility Master Plan in accordance with Section 11.3 and in LCPS' facility management information system and consider the maintenance and repair needs of the Leased Property on a par with all other Las Cruces Public Schools' properties, in a manner consistent with LCPS' Facility Master Plan and the funding available for the implementation of the Facility Master Plan.

12. UTILITIES AND INSURANCE.

12.1 LCPS's Property Insurance. LCPS at its expense shall carry property

insurance through the New Mexico Public School Insurance Authority ("NMPSIA") insuring the Leased Property at its full replacement value throughout the Lease Term, including any Renewal Term, and insuring all of its personal property, including any fixtures owned by LCPS, located at the Leased Property.

12.2 Charter School's Property Insurance. The Charter School at its expense shall insure itself against loss or damage to the Charter School's personal property, including fixtures, owned by the Charter School located at the Leased Property. The Charter School shall, at its own expense, obtain and maintain all other insurance coverage required of it pursuant to Section 6.20.2.20 NMAC, including without limitation adequate commercial general liability insurance and workers compensation insurance.

12.3 Casualty Loss. If during the Lease Term, including any Renewal Term, the Leased Property is rendered unusable by the Charter School as a result of fire or any other casualty, whether in whole or in part, and the Charter School vacates the Leased Property or portion thereof affected by casualty damage, then the Charter School's obligation to pay rent shall abate during such period in proportion to the Charter School's loss of use of the Leased Property but only to the extent that the Charter School actually vacates the Leased Property or portions thereof. In the further event that restoration of the Leased Property is impossible within ninety (90) days after such occurrence, then the Charter School may terminate this Sublease upon sixty (60) days prior written notice to LCPS.

12.4 Utilities Payable by Charter School. The Charter School, at its expense, shall pay all the charges for utility services to the Leased Property, including water, electricity, natural gas, telephone and internet services and refuse collection. The Charter School shall pay utility charges directly to the charging entity.

13. INSPECTION OF THE LEASED PROPERTY. LCPS and its duly authorized agent shall have the right (but not the obligation), on reasonable advance notice to the Charter School, at all reasonable times, at its expense, to examine and inspect the Leased Property (subject to such regulations as may be imposed by the Charter School for safety or security purposes). Upon reasonable advance notice, LCPS and its duly authorized agent shall also be permitted (but shall have no obligation), at all reasonable times, to examine the books, records, reports and other papers of the Charter School with respect to the Leased Property.

14. INDEMNITY AND RELATED PROVISIONS.

14.1 The Charter School, not LCPS, shall be liable for any claims attributable to any injury to any person, or for any loss of or damage to any property (including damage to property of the Charter School or any third party) occurring on the Leased Property from any cause whatsoever ("Claims"),

except to the extent caused by the negligence or willful misconduct of LCPS or its employees, agents, contractors, licensees or invitees, or from LCPS's breach of its obligations under this Sublease. To the extent permitted by law and subject to the immunities provided by law, including those provided in the New Mexico Tort Claims Act, the Charter School shall indemnify, defend and save harmless LCPS, its officers, agents, employees and contractors from all losses, damages, fines, penalties, liabilities and expenses (including LCPS' personnel and overhead costs and attorneys' fees and other costs incurred in connection with such Claims, regardless of whether claims involve litigation or bankruptcy) resulting from any injury to any person or from any loss of or damage to any property occurring on the Leased Property and attributable to the acts or omissions of the Charter School, its employees, agents, contractors, licensees or invitees or to the Charter School's breach of its obligations under this Sublease. The Charter School agrees that, to the extent permitted by law and subject to the immunities provided by law, the foregoing indemnity specifically covers claim and actions brought by its employees against LCPS. The indemnification provided for in this Section with respect to acts or omissions during the Lease Term shall survive the termination or expiration of this Sublease. The Charter School shall promptly notify LCPS of casualties or accidents occurring on or about the Leased Property. Notwithstanding the foregoing, if Claims arise from the concurrent negligence of LCPS and the Charter School or their respective employees, agents, contractors, invitees and licensees, the Charter School shall indemnify LCPS only to the extent of the Charter School's own negligence or that of its employees, agents, contractors, invitees and licensees, to the extent permitted by law and subject to the immunities provided by law.

- 14.2 To the extent permitted by law and subject to the immunities provided by law, including those provided in the New Mexico Tort Claims Act, LCPS shall indemnify, defend and save harmless the Charter School, its officers, agents, employees and contractors from any claims attributable to any injury to any person, or for any loss of or damage to any property (including damage to property of LCPS or any third party) occurring on the Leased Property to the extent caused by the negligence or willful misconduct of LCPS or its employees, agents, contractors, licensees or invitees, or from LCPS' breach of its obligations under this Sublease ("Indemnified Claims") (including the Charter School's personnel and overhead costs and attorneys' fees and other costs incurred in connection with such Indemnified Claims, regardless of whether the Indemnified Claims involve litigation or bankruptcy) but only to the extent attributable to the negligent acts or omissions or willful misconduct of LCPS, its employees, agents, contractors, licensees or invitees or to LCPS'

breach of its obligations under this Sublease. LCPS agrees that, to the extent permitted by law and subject to the immunities provided by law, the foregoing indemnity specifically covers claim and actions brought by its employees against the Charter School. The indemnification provided for in this Section with respect to acts or omissions during the Lease Term shall survive the termination or expiration of this Sublease. Notwithstanding the foregoing, if Claims arise from the concurrent negligence of LCPS and the Charter School or their respective employees, agents, contractors, invitees and licensees, LCPS shall indemnify the Charter School only to the extent of LCPS' negligence or the negligence of its employees, agents, contractors, invitees and licensees and only to the extent permitted by law and subject to the immunities provided by law.

15. DEFAULT; EVENTS OF DEFAULT DEFINED

15.1 Any of the following shall constitute an "Event of Default" under this Sublease:

(a) failure by the Charter School to vacate the Leased Property by the end of the current fiscal year after an Event of Nonappropriation (as defined above) has occurred affecting the following fiscal year;

(b) any sublease, assignment, encumbrance, conveyance or other transfer of the interest of the Charter School in all or any portion of the Leased Property made without written approval by LCPS, which approval may be granted or withheld in its sole discretion; or

(c) failure by either party to observe and perform any other covenant, condition or agreement on its part to be observed or performed for a period of thirty (30) days after written notice for a failure that can be cured by payment of money (i.e., a "Monetary Default") and forty-five (45) days after written notice for a default that cannot be cured by the payment of money ("Non-Monetary Default"). If it is not possible for a Non-Monetary Default to be cured within a 45-day period, then the non-defaulting party shall not withhold its consent to an extension of such cure period for up to ninety (90) days if corrective action was promptly instituted prior to the expiration of the 45-day period and diligently and continuously pursued.

15.2 The provisions of this Section are subject to the following limitations:

(a) the Charter School shall be obligated to pay Base Rentals and Additional Rent only during the Lease Term and any period thereafter during

which it continues to occupy the Leased Property; and

(b) if performance of any covenant, condition or agreement under this Sublease is delayed as a result of an event or circumstance beyond the control of a party (a "Force Majeure Event"), which shall include without limitation governmental actions or inaction (including a failure of the PSCOC timely funding distributions of lease assistance payments to the Charter School), inclement weather, acts of god or any other event or circumstance beyond the control of the affected party, then the time for performance shall be extended day-for-day for each day that the performance is unavoidably prevented by the Force Majeure Event.

16. REMEDIES ON DEFAULT.

16.1 Whenever any Event of Default occurs with respect to this Sublease, the non-defaulting party shall notify the defaulting party of said Event of Default in writing of the default and include in the notice of default that the party has thirty (30) days to cure a Monetary Default and forty-five (45) days to cure a Non-Monetary Default, subject to unavoidable delay caused by Force Majeure Events (as defined above). A party shall not exercise any remedies available to for an Event of Default until the applicable cure period provided for in this paragraph has elapsed. A non-defaulting party shall not impair the defaulting party's opportunity to cure the Event of Default.

16.2 If a noticed Event of Default is not cured within the time allowed then the non-defaulting may elect to pursue any remedy available at law or in equity, including without limitation any one or any combination of the following remedies:

(a) terminate the Lease by written notice to the other party, with such termination being effective at least sixty (60) days after the date of the written notice, and recover damages for the breach of this Sublease. The Charter School shall vacate the Leased Property as of the effective date of the termination;

(b) with respect a default by the Charter School, terminate the Charter School's possession of the Leased Property by written notice to the Charter School, with such termination being effective at least sixty (60) days after the date of the written notice, reenter the Leased Property and re-lease the Leased Property on account of the Charter School and apply the collected rents to the costs of collection and re-leasing and then to any unpaid Base Rentals, Additional Rent and other charges, which is then due and payable, or which may thereafter become due and payable;

(c) cure the default at the defaulting party's expense and, with respect

to a LCPS default, withhold, reduce or offset such amount against any payments of Base Rent, Additional Rent or any other charges due and payable to LCPS under this Sublease;

(d) enforce any provision of this Sublease by seeking an equitable remedy including, but not limited to, enforcement of the restrictions on assignment, encumbrance, conveyance, transfer or succession under this Sublease by specific performance, writ of mandamus or other injunctive relief; and

(e) take whatever action at law or in equity may appear necessary or desirable to enforce its rights in and to the Leased Property under this Sublease.

17. HOLDOVER. Any holding over by the Charter School after the expiration or termination of the Lease Term, including any Renewal Term, shall be construed as a tenancy at sufferance terminable by LCPS at any time with thirty (30) days prior notice, and subject to all of the covenants, conditions, provisions and obligations of this Sublease, including without limitation the obligation to pay Base Rentals and Additional Rent.

18. ASSIGNMENT AND SUBLETTING. The Charter School shall not assign the Lease or sublet the Leased Property or permit a third party to use and occupy the Leased Property without LCPS's prior written consent, which may be granted or withheld in its sole discretion, except as provided in the following sentence. The Charter School may make portions of the Leased Property available for events sponsored by the Charter School or LCPS without charge and may make portions of the Leased Property available to individuals and organizations for private events, for a reasonable fee, subject to and in compliance with LCPS' building use policies and procedures applicable to the use of LCPS facilities and other terms and conditions that may be imposed by the Charter School (e.g., sufficient cash damage deposits, restrictions on amplified sound, etc.). Any prohibited assignment, sublease, license, use permit or occupancy permit shall be void.

19. WAIVER. Failure of LCPS or the Charter School to insist upon the strict performance of any provision or to exercise any remedy shall not be construed as a waiver of the future performance of any such provision or the right to exercise such remedy. No provision of this Sublease shall be deemed to have been waived unless such waiver is in writing and signed by the waiving party. No payment by the Charter School or receipt by LCPS of an amount less than the Base Rentals shall be deemed to be other than on account of the most delinquent amount of Base Rental, Additional Rent or other amounts then unpaid, nor shall any endorsement or statement on any check or any letter accompanying any check or payment of Base Rentals be deemed an accord and satisfaction, and LCPS may accept such check or payment without prejudice to LCPS's right to recover the balance of such Base Rentals or other amounts or pursue any other remedy provided in this Sublease. Neither acceptance of the keys nor any other act or thing done by LCPS or any agent or employee of LCPS during the Lease Term, including any

Renewal Term, shall be deemed to be an acceptance of a surrender of the Leased Property, which may be implemented only by an agreement in writing signed by LCPS, accepting or agreeing to accept such a surrender.

20. SIGNAGE. With LCPS' prior written approval, the Charter School may install signage on the Leased Property or modify the existing signage on the Leased Property, at the Charter School's sole expense, so long as the signage complies with applicable governmental regulations.

21. REQUIREMENTS FOR LESSEE'S RENEWAL. The Charter School acknowledges that the Charter School will only be allowed to renew the Lease if there is no uncured default under the terms of this Sublease. The Charter School hereby acknowledges that the Charter School has assumed all of its obligations for compliance with this Sublease.

22. NON-APPROPRIATION – BATEMAN ACT. In accordance with NMSA Section 6-6-11 and the New Mexico Constitution, Article IX, Section 11, if the performance of any of LCPS' obligations under this Sublease require the expenditure of funds those obligations are contingent upon sufficient appropriations and authorization being made by LCPS for the performance of this Sublease; provided however, such lack of sufficient appropriations and authorization shall not entitle LCPS to terminate this Sublease. Nothing in this Section shall be interpreted as limiting the Charter School's right to terminate this Sublease should an Event of Non-Appropriation occur with respect the Charter School, in accordance with Section 5.1 above.

23. MISCELLANEOUS PROVISIONS.

23.1 Whenever the singular number is used in this Sublease and when required by the context, the same shall include the plural, and the masculine gender shall include the feminine and neuter genders, and the word "person" shall include corporation, firm, partnership, association, or any other similar entity.

23.2 The marginal headings or titles to the paragraphs of this Sublease are not a part of this Sublease and shall have no effect upon the construction or interpretation of any part of this Sublease.

23.3 This instrument is an integrated writing and supersedes any oral statements or representations or prior written matter not contained in this instrument. This instrument may not be modified orally or in any other manner other than by an agreement in writing signed by all the parties to this Sublease or their respective successors in interest or permitted assigns.

23.4 Time is of the essence of each term and provision of this Sublease.

23.5 Days shall mean "calendar days" unless otherwise defined. If the date set

for performance under this Sublease falls on a day that is a Saturday, Sunday or federal holiday, then the date shall be extended to the next day that is not a Saturday, Sunday or federal holiday.

23.6 The Charter School represents that it has not had any dealings with any realtor, broker, or agent in connection with the negotiation of this Sublease and agrees to pay and to hold LCPS harmless from any cost, expense, or liability for any compensation, commission, or charges claimed by any realtor, broker, or agent claiming to represent the Charter School, with respect to this Sublease or the negotiation of this Sublease. LCPS agrees to hold the Charter School harmless from any cost, expense, or liability for any compensation, commission, or charges claimed by any realtor, broker, or agent claiming to represent LCPS with respect to this Sublease or the negotiation of this Sublease.

23.7 Each provision to be performed by the Charter School or LCPS shall be construed to be both a covenant and a condition.

23.8 All rights and obligations under this Sublease shall bind and inure to the benefit of the successors and assigns of the parties hereto. Each person executing this Sublease represents that he or she is an agent or representative of a party hereto duly authorized to execute this Sublease on behalf of such party and to bind that party to the performance of such party's obligations hereunder and the he or she has no authority to bind either parties' employees, officers, directors, board members or governing council members, their successor or assigns, individually to the obligations of this Sublease.

23.9 All covenants, stipulations, promises, agreements and obligations of LCPS or the Charter School, as the case may be, contained herein shall be deemed to be the covenants, stipulations, promises, agreements and obligations of the Charter School or LCPS, as the case may be, and not of any member, director, officer, employee, servant or other agent of the Charter School or LCPS in his or her individual capacity, and no recourse shall be had on account of any such covenant, stipulation, promise, agreement or obligation, or for any claim based thereon or hereunder, against any member, director, officer, employee, servant or other agent of the Charter School or LCPS or any natural person executing this Sublease or any related document or instrument.

23.10 No notice or other communication given in connection herewith shall be validly given, unless in writing and delivered in person or sent by a nationally recognized delivery service or by registered or certified United States mail to the address set forth in Section 23 or to such other addresses as LCPS or the Charter School may from time to time designate in writing and deliver to the other. Notices or other communications shall be deemed given or received upon delivery, if delivered in person, or upon forty eight (48) hours after deposit in the mail, if delivered by mail or by an express mail service.

23.11 If any provision of this Sublease or application thereof to any person or circumstance shall to any extent be invalid, the remainder of this Sublease or the application of such provision to persons or circumstances other than those as to which it is held invalid shall not be affected thereby, and each provision of this Sublease shall be valid and enforced to the fullest extent permitted by law.

23.12 Anything to the contrary herein notwithstanding, the Charter School is not LCPS's agent, partner or representative for any purpose whatsoever, nor is LCPS the Charter School's agent, partner or representative for any purpose whatsoever.

23.13 The rights and remedies of the Charter School and LCPS under this Sublease shall be cumulative and none shall exclude any other rights or remedies allowed at law or in equity. All indemnities and other similar obligations of either party hereunder which by their nature extend beyond the expiration or earlier termination of this Sublease shall survive such expiration or earlier termination, and shall be enforceable to the extent permitted by applicable law.

23.14 If a party ("Defaulting Party") fails to perform any covenant, obligation, duty or agreement ("Obligations") under this Sublease, or otherwise breaches this Sublease and fails to cure such breach after notice thereof within the applicable cure period, the other party ("Non-Defaulting Party") may, at its option, perform such Obligations or undertake such cure at the Defaulting Party's expense, and Defaulting Party shall reimburse the Non-Defaulting Party for the costs incurred by the Non-Defaulting Party in connection therewith within thirty (30) days after receipt of a demand for reimbursement together with documentation reasonably substantiating the costs incurred.

23.15 Amounts due to a party under the terms of this Sublease that are not paid within thirty (30) days after the date due shall bear interest at the rate of ten percent (10%) per annum from the date due until paid.

23.16 This Sublease may be executed in counterparts, and each counterpart will be deemed to be an original that together will constitute a single instrument.

23.17 Each party shall remain eligible and receive all capital outlay distributions to which it is entitled in accordance with state law except as expressly provided in this Sublease.

23.18 The Parties hereby acknowledge that each of them has read and understands the terms and conditions of the Lease, has had an opportunity to consult with independent legal counsel and to affirmatively participate in the drafting of this Sublease. Each Party enters into this Sublease freely and with a full understanding of all of its terms

and conditions, and accordingly, in the event of a dispute over the meaning of this Sublease or the intent of the Parties, no provision herein shall be construed against either Party as the drafter thereof.

23.19 Each party represents to the other that it has full power and authority to enter into this Sublease; that all actions necessary for the execution of this Sublease have been taken; and that each person signing below has been duly authorized to sign this Sublease and bind such party to all of its terms, provisions and conditions.

23.20 This Sublease sets forth all of the covenants, promises, agreements, conditions and understandings between LCPS and the Charter School respecting the Leased Property. No alteration, amendment, modification, change, or addition to this Sublease shall be binding upon LCPS and the Charter School, unless reduced to writing and signed by LCPS and the Charter School.

24. NOTICES. All notices must be sent in writing to:

to LCPS at: Las Cruces Public Schools
Attn. Stan Rounds, Superintendent
505 South Main
Las Cruces, NM 88001
Fax: 575-527-5972

with a copy to: Cuddy & McCarthy, LLP
1701 Old Pecos Trail
Santa Fe, NM 87505
Fax: 505.954.7373

to Charter School at: J. Paul Taylor Academy
3900 Del Rey Blvd.
Las Cruces, NM 88012
Fax: 575-652-4621

|
with a copy to: Matthews Fox, P.C.
1925 Aspen Drive, Suite 301A
Santa Fe, NM 87505
Fax: 505.474.3727

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands the day and year first written above.

(signatures on following pages)

LESSOR:

BOARD OF EDUCATION OF THE LAS
CRUCES PUBLIC SCHOOL DISTRICT #2

By: Bonnie Totaw
Name: Bonnie Totaw
Title: Board President

ACKNOWLEDGMENT

STATE OF NEW MEXICO)
)
COUNTY OF DONA ANA)

The foregoing instrument was acknowledged before me this 11th day of SEPTEMBER 2014, by BONNIE TOTAW, as PRESIDENT [title] for and on behalf of the Board of Education of the Las Cruces Public School District #2, the governing body of a local political subdivision of the State of New Mexico.

M. Tina Gonzalez
Notary Public

My commission expires: 3-22-2016



OFFICIAL SEAL
M. TINA GONZALEZ
NOTARY PUBLIC - STATE OF NEW MEXICO
My commission expires: 3-22-2016

LESSEE:

GOVERNING COUNCIL OF J. PAUL TAYLOR
ACADEMY CHARTER SCHOOL

By: _____

Name: _____

Title: _____

ACKNOWLEDGMENT

STATE OF NEW MEXICO)

COUNTY OF Dona Ana)

The foregoing instrument was acknowledged before me this 12th day of August 2014, by Jana G. Williams, as _____ [title] for and on behalf of the Governing Council of J. Paul Taylor Academy Charter School, the governing body of a validly existing State-chartered public charter school.

Gloria V. Rios
Notary Public

My commission expires: 08-01-2016

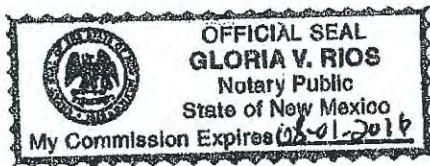
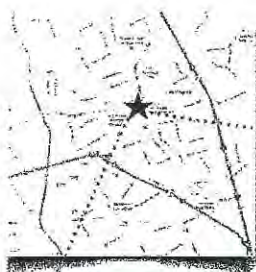


EXHIBIT A



COURT YOUTH
CENTER SITE

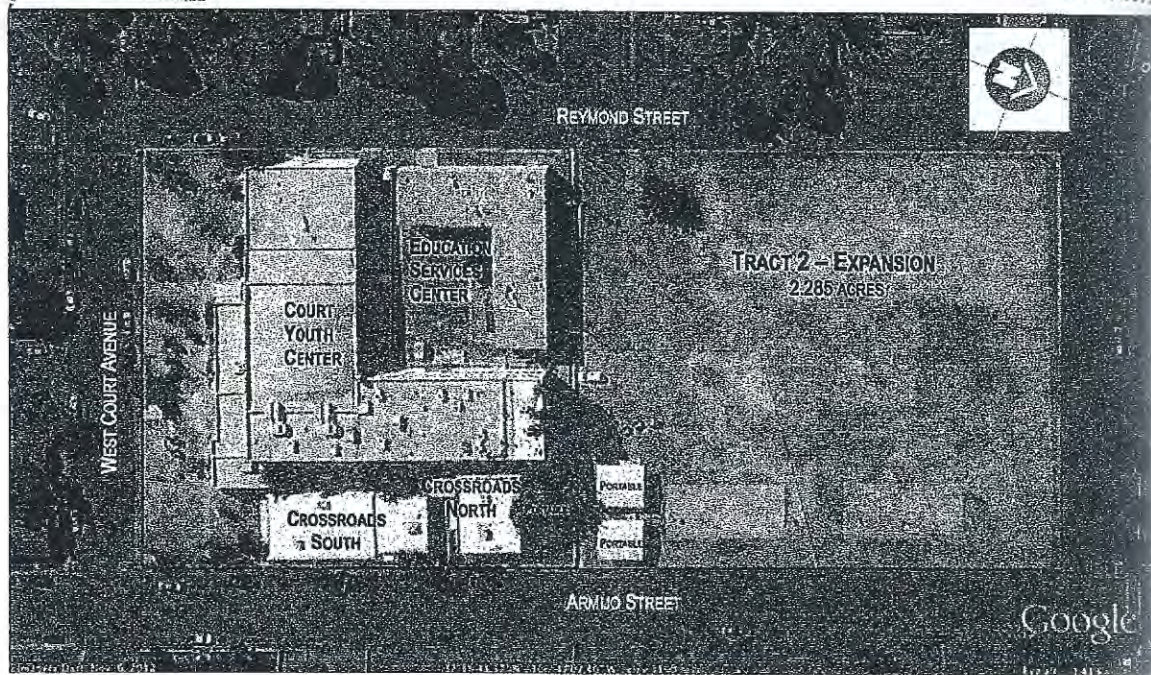
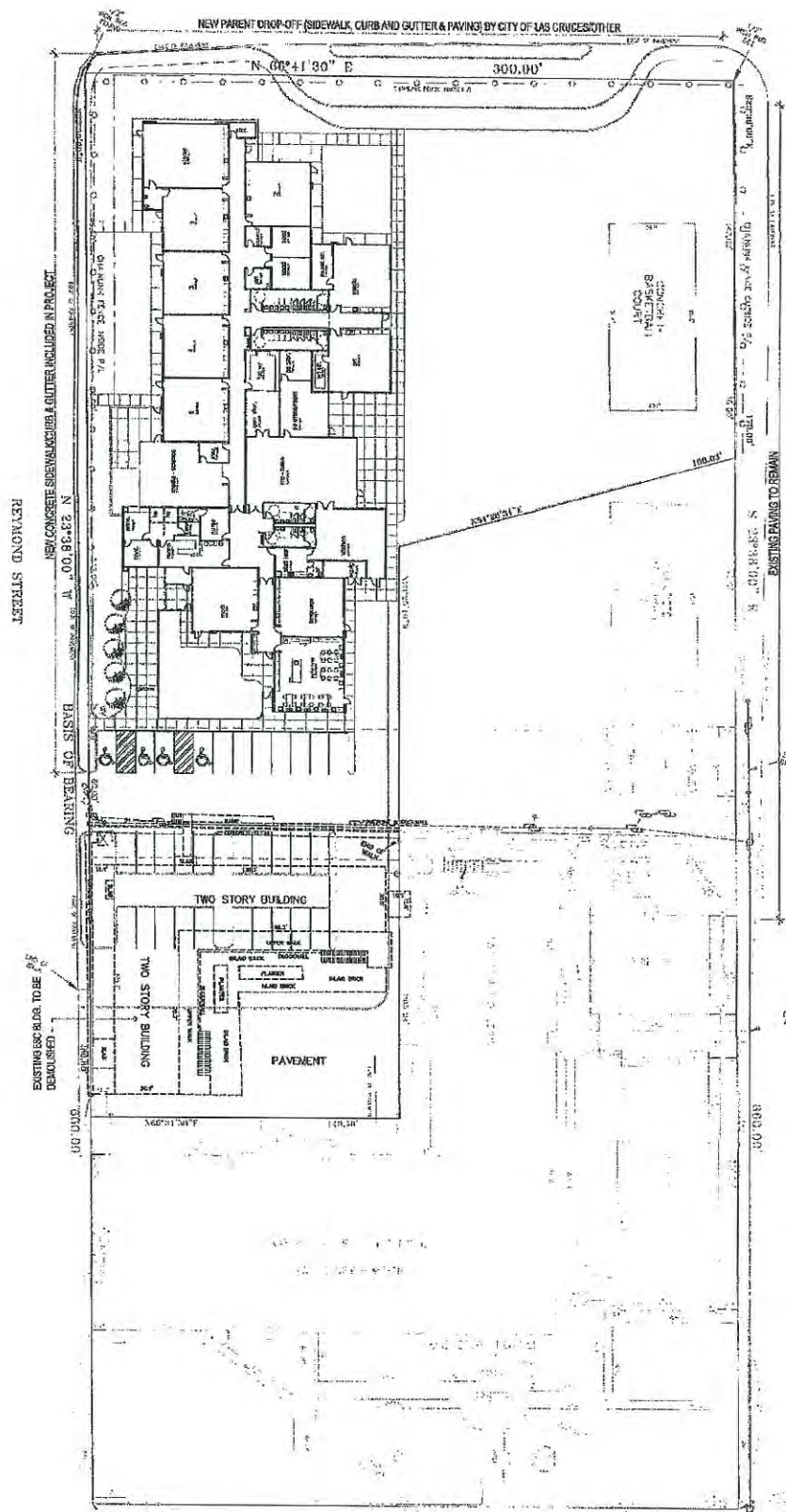


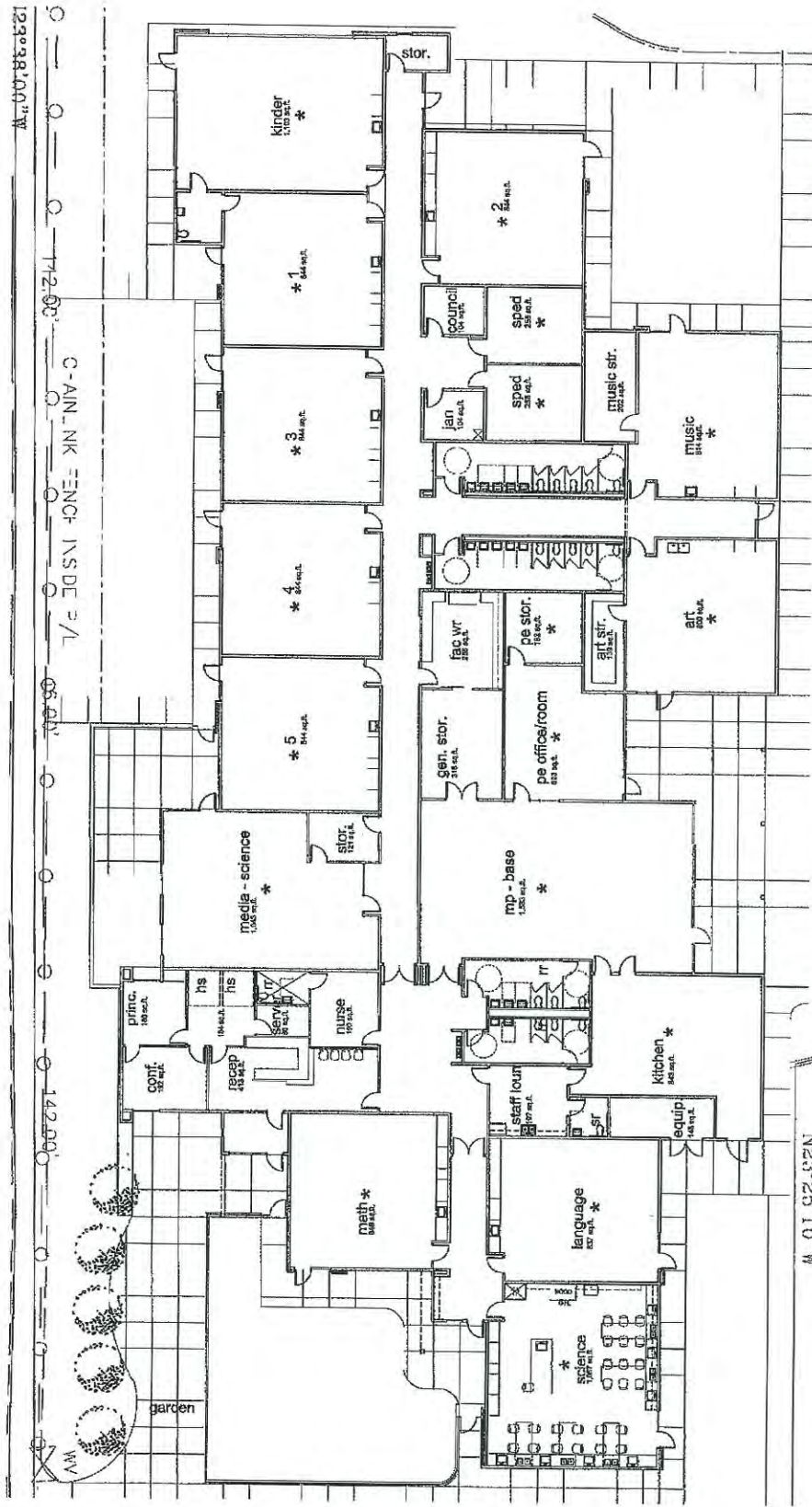
EXHIBIT B

(see attached)



Studio D Architects
 1000 N. 1st Street, Suite 100
 Las Vegas, NV 89101
 702.251.1000
 www.studiod.com

J. P. Taylor proposed site plan
 08/14/2014



Studio D
 Architects
 600 S. Main Road #
 100
 Los Angeles, CA 90012
 (213) 481-1111
 www.studiod.com

J. P. Taylor proposed floor plan
 1000 S. Main Road #100
 Los Angeles, CA 90012

* Charter & Alternative School
 Analysis Variance from the
 New Mexico State Adequacy
 Standards

Appendix E – Academic Data

<<Not Needed>>



J. PAUL TAYLOR ACADEMY

Recapturing the Joy of Learning - Recapturar la Alegria de Aprender



Petition of Support from Employees

I am in support of J Paul Taylor Academy Charter School renewing its charter status.

	Name	Signature	Date
1	Ahner, Eric B	<i>[Signature]</i>	3/4/2020
2	Alday, Angelica	<i>[Signature]</i>	3/10/2020
3	Alexander, Tamara	<i>T. Alexander</i>	3/4/2020
4	Alvarez, Jaime	<i>Jaime Alvarez</i>	3-4-2020
5	Barham, Sheryl M	<i>Sheryl Barham</i>	3-4-2020
6	Batres, Fatima	<i>Fatima Batres</i>	3-4-2020
7	Carter, Princella L	<i>Princella Carter</i>	3-5-2020
8	Chester, Sarah	<i>Sarah Chester</i>	03-05-2020
9	Conway, Allison	<i>Allison Conway</i>	3/3/2020
10	delPlain, Alejandra	<i>Alejandra delPlain</i>	3/4/2020
11	Diaz, Emmanuel	<i>Emmanuel Diaz</i>	3/10/2020
12	Diaz, Mayra A	<i>Mayra A. Diaz</i>	3/10/2020
13	Dozier, Sarah	<i>Sarah Dozier</i>	3/4/2020
14	Espinoza, Erin E	<i>Erin Espinoza</i>	3/10/2020
15	Ewing, Tanya	<i>Tanya Ewing</i>	3/4/2020
16	Fielder, Sylvia	<i>Sylvia Fielder</i>	3/5/2020
17	Garza-Stevens, Yvette	<i>Yvette Garza-Stevens</i>	3-4-2020
18	Gonzales, Christina	<i>Christina Gonzales</i>	3/4/2020
19	Hernandez, India	<i>India Hernandez</i>	3-5-2020
20	Kannard, Mattie	<i>Mattie Kannard</i>	3-5-2020
21	Kiser, Monica L	<i>Monica Kiser</i>	3-5-2020
22	Larcher, April	<i>April Larcher</i>	3/3/2020
23	Myers, Sharon	<i>Sharon Myers</i>	3/3/2020
24	Orona, Leticia A	<i>Leticia A. Orona</i>	3/3/2020
25	Ratje, Mary Helen	<i>Mary Helen Ratje</i>	3/3/2020
26	Rupp, Naomi N	<i>Naomi Rupp</i>	3-4-2020
27	Sanchez, Victor M	<i>Victor M. Sanchez</i>	3/3/2020
28	Sells, Jamie A	<i>Jamie Sells</i>	3/5/20
29	Strait, Suzanne	<i>Suzanne Strait</i>	3/4/20
30	Sweet, Stephanie A	<i>Stephanie Sweet</i>	3/5/20
31	Takacs, Christy	<i>Christy Takacs</i>	3/4/20
32	Williams, Ellen	<i>Ellen Williams</i>	3-5-20

Appendix G - Student Household Petitions (Actual petitions on file at school)

Grade	Student Last Name	Family ID						
	3 Vasquez	37	1					
	1 Armijo	39	1					
	3 Schutte	40	1					
	1 Boyce/Incendio-Van Tonger	42	1					
KF	Nunez	43	1					
	3 Flores	44	1					
	5 Lozoya	46						
	2 Karr	48	1					
	1 Fitzherbert	49	1					
	8 Walker	50						
	4 Collins	51	1					
	5 Jones	52	1					
	3 Andersen	53	1					
	1 Chavez	54	1					
	1 Sotelo	55	1					
	2 Valdespino	56	1					
	3 Misque	57	1					
	2 Settles	58	1					
	5 Matthews	59	1					
	3 Villa	60						
	7 Flores	61						
	4 Rogers	62	1					
	8 Terrell	63	1					
	1 Pedroza	64	1					
KF	Hartford	65	1					
	3 Cummings	66	1					
	1 Pena Nunez	67						
	4 Basaldua	68	1					
	6 Mason	69	1					Orange have already been sent
	5 Ochoa	70	1					
	2 Houston	71	1					
	2 Alamillo	72	1					
	1 Koohestanian	74	1					
	8 Morales Alvillar	75	1					
	1 Larcher	76	1					
	4 Leisher	77	1					
	1 King	78	1					
	7 Bugbee	79	1					
	5 Barrio	80	1					
	5 Hoogenboom	81	1					
	5 Burkhartsmeier	82	1					
	3 Estrada	83	1					
	1 Garcia	84	1					
	8 Leal	85						
	5 Eason	86	1					
	8 Martinez	87	1					
	5 Edgington	88	1					
	7 Salgado	89	1					
	7 Briones	91	1					
KF	Narvaez	92	1					
	8 Clifton	93	1					
	7 Morales	94	1					
	5 Boy	95						
	1 Ochsner	96	1					
	7 Hernandez	97	1					
	3 Figueroa	98	1					
	2 Sandoval	99	1					
	7 Valdevit	100	1					

	8	Robinson	101	1					
	4	Ayala	102	1					
	4	Gonzalez	103	1					
	3	Amato	104	1					
	5	Parra	105	1					
	7	Dimas Alvarez	106	1					
	8	Lehouillier	107						
	1	Tellez	108	1					
	4	Amador	110	1					
	8	Melendrez	111	1					
	2	Ytuarte-Ontiveros	112	1					
	7	Archuleta	113	1					
	7	Simmons	114	1					
KF		O'Neill-Fleeman	115	1					
	7	Stevens	116	1					
	1	Tafoya	117						
	8	Creusere	118	1					
	7	Hammond	119	1					
	3	Janer	120	1					
	6	Vescovo	121	1					
	4	Cano	122	1					
	7	Kaufman	123	1					
	1	Barrow	124	1					
	5	Zills	125	1					
	4	Kamali	126	1	SIGNED				
	6	Davis	127	1					
	3	Chavez	128	1					
KF		Colson	129	1					
	7	Morales	130	1					
	2	Gould	131						
KF		Mullins	132	1					
	4	Madrid	133						
	3	Ray	134	1					
	1	Romo	135	1					
	8	Sivils	136	1					
	3	Ortiz	137	1					
	2	Mossman	138	1					
	3	Resendiz	139	1					
	3	Carlsen	140	1					
	3	Armfield	141	1					
	4	Pivkina	143	1					
	1	Carrillo/Garcia	144	1					
	5	Jorge	145	1					
	4	Baylon	146	1	SIGNED				
	4	Payne	147	1	SIGNED				
	5	Hill	148	1					
	5	Kiser	149	1					
	2	Duran	150	1					
	4	Berkson	151	1					
	1	Moccia	152	1					
	4	Raza	153	1					
	1	Serna	154						
	3	Harper	155	1					
	6	Wells	156	1					
	2	Brandao	157	1					
	2	Alday	158	1					
	4	Basnyat	159	1					
KF		Kunz	161	1					
	6	Romero	162	1					

	2	Avalos	163	1					
	2	Barnes	164	1					
	6	Duran	165	1					
	4	Cardoza	166	1					
	2	Standridge	167	1					
KF		Blundell	168	1					
KF		Cason	169	1					
KF		Chester	170	1					
KF		Gately/Crespin	171	1					
KF		Gaytan	172	1					
KF		Gaytan	173	1					
KF		Lopez	174	1					
KF		Woods	175	1					
KF		MacDonald	176	1					
KF		Torres	177	1					
KF		Simpson	178	1					
KF		Suzuki	179	1					
	6	Gonzales	180	1					
	2	Brown	181	1					
	1	Davis	182	1					
	1	Holguin	184						
	2	Davis	185	1					
	6	Hernandez	186	1					
	7	Lewis	188	1					
	6	Huizar	189	1					
	3	Baeza	191	1					
KF		Rimi	192	1					
				131	90.97%				

144 Families
 All petitions on file
 at school.



9/28/2020

Appendix H - Facility Master Plan

Las Cruces Public Schools FMP 2018 Facility Summary: 503 · J PAUL TAYLOR (CHARTER LEASE)

402 W Court Ave Building 2, Las Cruces, NM 88005

Evaluation Date: 2019-05-08

Evaluator: AR

Evaluation Status: Evaluated

Location Data

Site Data			
Site acres:	2.25	No/type of parking spaces:	17
ADA parking spaces:	4	Other parking spaces:	0
Building Data			
Permanent building area:	22786 GSF	Number of floors:	1
Modular building area:	0 GSF	Modular buildings:	0.0% of GSF
Construction Dates			
Year Built:	2015	Building age:	4
Initial Construction Date:		Renovation/Addition 1:	
Renovation/Addition 2:		Renovation/Addition 3:	

Assessment Score for J PAUL TAYLOR (CHARTER LEASE)

Scoring Category	Possible Points	Actual	Earned	Percent Score (E/A)
The Site	221	237.5	218.5	92.0%
Physical Plant Assessment	349	349.0	341.0	97.7%
Adequacy and Environment	389	0.0	0.0	
Total	959	586.5	559.5	95.4%

Excellent=90-100% Satisfactory=70-89% Borderline=50-69% Poor=30-49% Very Inadequate <= 29%

Notes from Evaluation Meeting and Questionnaire

- The school is getting new playground equipment over the summer of 2019.
- The school has a cap of 200 students.

Site Assessment



J. Paul Taylor Academy sits within a residential neighborhood in central Las Cruces, New Mexico. N. Reynolds Street bounds the school site on the west, W. Mountain Avenue on the north, N. Armijo Street on the east, and Alma d'Arte Charter School on the south. Pioneer Women's Park sits southwest of the campus and is used by the school regularly for recess and recreational activities.

1. Access

Pedestrian sidewalks run along the western and northern sides of the site. The eastern edge of the site has sand and gravel coverage. Striped crosswalks lie at the northeastern and southwestern corner of the school site.

The school shares a small parking lot with Alma d'Arte. The parking lot lies south of the school building and is in good condition.

A small parent's loop sits at the northern edge of the site.

2. Site Development

Xeric landscaping surrounds most of the school building and site. The area at the southeastern corner of the building, between the building, parking lot, and track is not developed and is in poor condition.

The site drains well.

A continuous concrete sidewalk encircles the building and provides access to the recreation area, the parent's loop, and parking lot. No paved pathway leads to the new garden area and the portables, along the southern edge of the site.

An outdoor learning and gathering area sits on the eastern side of the building, below the roof overhang, with several picnic tables.

3. Recreation Athletics

The recreation area lies on the eastern half of the site and is open to the public during non-school hours. A pleasant gravel track encircles a grass field, a concrete basketball court, hard surface play areas, and sand area.

The school also uses the nearby public park for recreation purposes.

4. Safety / Security

Chain link fencing partially encloses the site. All but the southern side of the site has fencing, which leaves the entire site unrestricted. An opening on the eastern side provides pedestrian access onto the

site. The driveway does not have vehicular gates.

Street lights provide ambient light around the site. Building-mounted fixtures light the perimeter of the building.

Site utilities are below ground and function well.

The school does not have surveillance cameras.

5. Accessibility Attributes

The site is predominantly ADA compliant. No ADA pathway leads to the garden area and portables.

The parking lot includes four ADA compliant parking spaces. No directional signage indicates the path to the main entrance or accessible entry points.

Building Assessment

J. Paul Taylor Academy consists of one single-story building, constructed in 2015. Two portables sit at the southeastern corner of the site; one serves the school.

1. Exterior

The school has a slab-on-grade foundation. The exterior walls have a stucco surface, in good condition. Exterior doors are hollow aluminum with large lites, in aluminum frames, in good shape. Windows are double-glazed, in aluminum frames, in good condition.

The thermoplastic polyolefin (TPO) roof is in good condition.

2. Interior

The interior finishes throughout the building are in good repair. Interior walls have painted gypsum board. Corridors have tile wainscot. The walls in the multipurpose room are damaged and worn. The corridors, multipurpose room, science labs, and most support spaces have vinyl composition tile (VCT). The library, offices, and most classrooms have carpeted flooring. Many transition strips between the carpeting and VCT in the classrooms are not secured well and are taped down. Interior doors are wood. All areas of the building have a suspended acoustic ceiling tile system. Casework is in good condition. Restrooms have ceramic tile flooring and walls in good condition.

3. Systems

The building is heated and cooled via rooftop-mounted package units. The system functions well.

The plumbing system functions well throughout most of the building. However, the school reports a foul odor in the middle school wing every afternoon. The sewer clean-outs on the exterior side of the building reportedly overflow regularly.

The electrical system functions well.

4. Safety / Security

The school's public address system functions well.

The school does not have surveillance cameras.

The building is fire sprinklered.

5. Portables

The two portables on site reportedly belong to neighboring Alma d'Arte Charter School. The J. Paul Taylor Academy uses one of the portables for storage. The portable is old and in poor condition.

6. ADA and Code Compliance

Entrances and routes through the building are ADA compliant.

Tactile and Braille signage hangs throughout the building.

Classroom sinks have knee clearance; however, all of the sinks stand at adult heights. Students use step stools to reach the sinks.

The restrooms are mostly ADA-compliant, with only minor problems. Both of the multi-stall boys' restrooms have horizontal grab bars at differing heights, due to the location of the flush valve. Both of the girls' multi-stall restrooms have the horizontal grab bars at adult heights and no vertical grab bars. The toilet paper dispenser in the kindergarten restroom hangs too low.

Adequacy and Environment

J. Paul Taylor Academy is a Las Cruces charter school that focuses on project-based learning and Spanish language acquisition. The school serves kindergarten through eighth grade.

Building Additions/Issues

Building Additions/Issues	
Constructed:	2015
Square Feet:	GSF
Foundation/Slab/Structure:	Slab-on-grade
Roof:	TPO
Exterior Walls:	Stucco
HVAC:	Rooftop package units
Fire Protection:	Sprinklered

Site Plan



Review Participants

Sharon Myers, Assistant Director

Alyce Ramos, ARC Facility Evaluator

Las Cruces Public Schools FMP 2018
 503 · J PAUL TAYLOR (CHARTER LEASE)
 CIP Project Summaries

Project No.	Code	Project Name	MACC	Project Budget
503.2001	4.06.B01.5.	Site Improvements	\$23,698	\$30,215
503.2002	4.06.B04.5.	Fencing Improvements	\$17,836	\$22,742
503.2005	4.05.E01.5.	Interior Improvements	\$10,305	\$13,809
503.2006	4.13.D05.1.	Plumbing Study	\$6,500	\$7,768
503.2007	3.05.A03.3.4.	ADA Compliance: Directional Signage	\$931	\$1,247
503.2008	3.05.A03.3.5.	ADA Compliance: Classroom Sinks	\$6,541	\$8,765
503.2009	3.05.A03.2.4.	ADA Compliance: Restrooms	\$1,229	\$1,647
Total of Project Budgets				\$86,191

5

Category: 4. Type 1: 06. Type 2: B01. P/Class: 5.



The eastern edge of the site has sand and gravel ground cover, with no paved pedestrian sidewalk. The area at the southeastern corner of the building, between the building, parking lot, and track areas, is not developed and is in poor condition.

Pave a sidewalk along the eastern edge of the site. Develop the area at the southeastern corner of the school.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Pave sidewalk	1.1119	1,000.0	SF	1.00	\$6.97	\$6,970
2	Develop vacant area	1.1119	2,400.0	SF	1.00	\$6.97	\$16,728
Maximum Allowable Construction Cost							\$23,698
Total Project Cost							\$30,215

Project 503.2002 · Fencing Improvements

Facility: J PAUL TAYLOR (CHARTER LEASE) IDNO: 503
 Category: 4. Type 1: 06. Type 2: B04. P/Class: 5.



Project Description

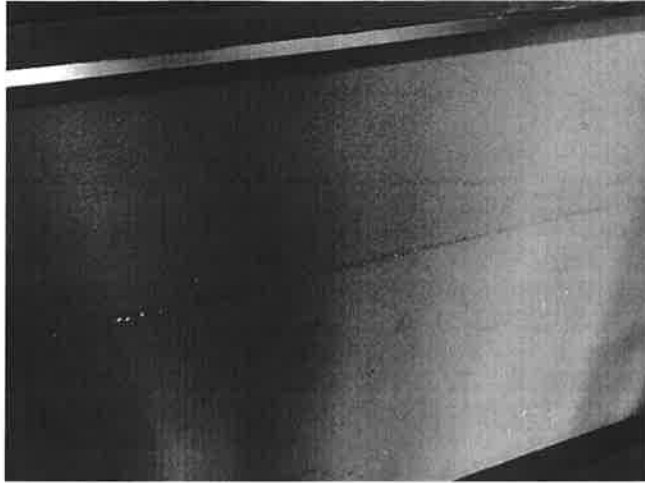
The site is unrestricted and open to the public. The southern side of the site is not fenced and an opening along the eastern fence provides pedestrian access onto the site. The driveway does not have vehicular gates.

Install a pedestrian gate at the opening on the eastern side of the site. Install fencing along the southern edge of the site to restrict access to the recreation area and rear of the school. Install vehicular gates at the driveways.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Install pedestrian gate	1,4116	1.0	EA	1.00	\$666.47	\$666
2	Install fencing	1,4113	250.0	LF	1.00	\$44.68	\$11,170
3	Install vehicular gates	1,4118	4.0	EA	1.00	\$1,500.00	\$6,000
Maximum Allowable Construction Cost							\$17,836
Total Project Cost							\$22,742

Project 503.2005 · Interior Improvements

Facility: J PAUL TAYLOR (CHARTER LEASE) IDNO: 503
Category: 4. Type 1: 05. Type 2: E01. P/Class: 5.



Project Description

The walls in the multipurpose room are damaged and worn. Many transition strips between the carpeting and VCT in the classrooms are not secured well and are taped down.

Repair the multipurpose room walls, and install ceramic tile wainscot along the perimeter of the room. Replace the transition strips in the classrooms,

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Install wainscot	2.3321	600.0	SF	1.00	\$15.89	\$9,534
2	Replace transition strips	2.3124	300.0	LF	1.00	\$2.57	\$771
Maximum Allowable Construction Cost							\$10,305
Total Project Cost							\$13,809

Project 503.2006 · Plumbing Study

Facility: J PAUL TAYLOR (CHARTER LEASE) IDNO: 503
Category: 4, Type 1: 13, Type 2: D05, P/Class: 1.

Project Description

The school reports a foul odor in the middle school wing every afternoon. The sewer clean-outs on the exterior side of the building, near room 110 and the cafeteria, reportedly overflow regularly. The school flushes the drains with water to relieve the smell.

Conduct a plumbing study to determine the cause of the problem and how to remedy it. An allowance is provided for repairs.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Plumbing study	2.4314	1,0	Per	1.00	\$6,500.00	\$6,500
Maximum Allowable Construction Cost							\$6,500
Total Project Cost							\$7,768

Project 503.2007 · ADA Compliance: Directional Signage

Facility: J PAUL TAYLOR (CHARTER LEASE) IDNO: 503
Category: 3, Type 1: 05, Type 2: A03.3, P/Class: 4.



Project Description

Entrances and routes through the building are ADA-compliant. No directional signage indicates the route to the main entrance or accessible entry points.

Install directional signage on the exterior of the building to direct visitors to the main entrance and accessible entrances. -5

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Install directional signage	2,3611	5.0	EA	1.00	\$186.17	\$931
Maximum Allowable Construction Cost							\$931
Total Project Cost							\$1,247

Project 503.2008 · ADA Compliance: Classroom Sinks

Facility: J PAUL TAYLOR (CHARTER LEASE) **IDNO:** 503
Category: 3. **Type 1:** 05. **Type 2:** A03.3. **P/Class:** 5.



Project Description

Classroom sinks have knee clearance; however, all of the sinks sit at adult heights. Student use step stools to reach the sinks.

Modify sink base cabinets to lower the sinks to 31 inches in all of the elementary school grade-level classrooms.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Modify sink base cabinets	2,3511	8.0	EA	1.00	\$817.61	\$6,541
Maximum Allowable Construction Cost							\$6,541
Total Project Cost							\$8,765

Project 503.2009 · ADA Compliance: Restrooms

Facility: J PAUL TAYLOR (CHARTER LEASE) IDNO: 503
Category: 3. Type 1: 05. Type 2: A03.2. P/Class: 4.

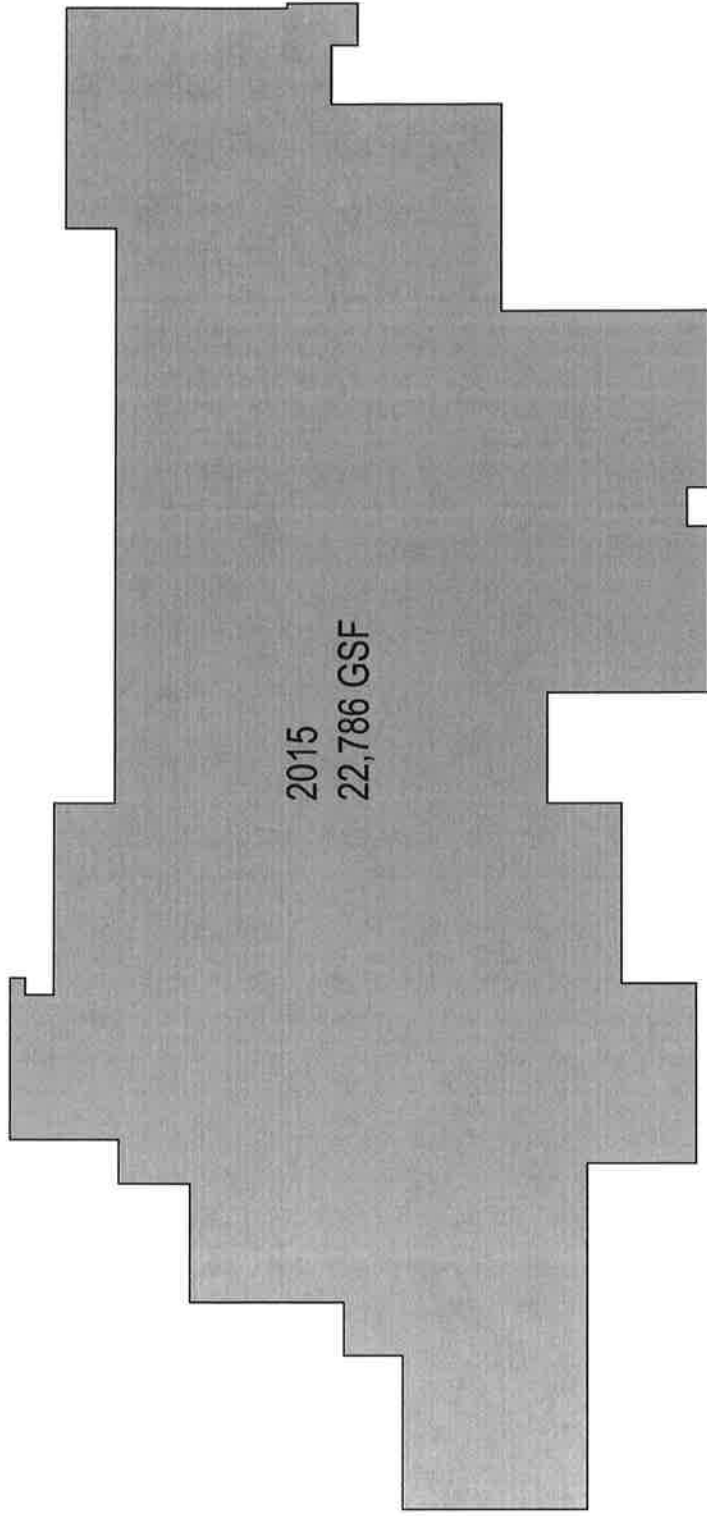


Project Description

The restrooms are mostly ADA-compliant, with only minor problems. Both of the multi-stall boys' restrooms have horizontal grab bars at differing heights, due to the location of the flush valve. Both of the girls' multi-stall restrooms have the horizontal grab bars at adult heights and no vertical grab bars. The toilet paper dispenser in the kindergarten restroom hangs too low.

Relocate the rear grab bars in the boys' restrooms to the correct heights. Relocate the grab bars in the girls' restrooms to the correct heights, and install vertical grab bars. Relocate the toilet paper towel dispenser in the kindergarten restroom.

	Description	Cost Code	Quantity	Unit	Adjustment	Cost	Subtotal Cost
1	Relocate grab bars	2.3713	6.0	EA	1.00	\$130.00	\$780
2	Install vertical grab bars	2.3723	2.0	EA	1.00	\$159.37	\$319
3	Relocate toilet paper dispenser	2.3713	1.0	EA	1.00	\$130.00	\$130
Maximum Allowable Construction Cost							\$1,229
Total Project Cost							\$1,647



STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

21098

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
 PERMANENT ☒ TEMPORARY ☐ EXPIRATION DATE _____

~ **CERTIFICATE OF OCCUPANCY** ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
 OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

BUILDING ADDRESS
402 W. Court Ave

NAME AND ADDRESS OF OWNER
Las Cruces Public Schools

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)
Gen Inc Construction

BUILDING PERMIT NUMBER
GENC 2015003530

INSPECTOR'S NAME
Don Veger

IN NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)
New Construction
 PORTION OF BUILDING
 DATE
11-3-2015

COMMENTS
J. Paul Taylor Alexander School

Las Cruces, N.M.

505 S. Main, Ste 209
Las Cruces, N.M.

Appendix J - NMCI from PSFA

**State of New Mexico
Public School Facilities Authority**

Jonathan Chamblin, Director



Martica Casias, Deputy Director

1312 Baschart Road, SE, Suite 200
Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

February 25, 2020
J. Paul Taylor Academy
402 West Court Avenue
Building #2
Las Cruces, New Mexico 88005

**RE: wNMCI and Educational Occupancy for J. Paul Taylor Academy
VIA E-MAIL**

Ms. Takacs,

Per your request, the Public School Facilities Authority is providing you with the facility's current weighted New Mexico Condition Index (wNMCI), pursuant to 22-8B-4.2 NMSA 1978 and 22-20-1(A) (2) NMSA 1978. The wNMCI represents the facility condition related to systems and adequate space for your students.

This letter is to confirm that the facility satisfies the requirements to meet or exceed the wNMCI. The wNMCI score for this facility is 2.35%, which is better than the current statewide average wNMCI of 21.15%. (Lower is better, with zero being perfect.)

Please feel free to contact me if you have any questions or concerns regarding this correspondence.

Respectfully,

A handwritten signature in cursive script that reads "Alyce Ramos".

Alyce Ramos, Research Analyst
Public School Facilities Authority

Cc; Martica Casias, Deputy Director

Rank	District	School Name	Gross Area (Sq.Ft.)	wNMCI
672	Cobre	Bayard ES	57,080	5.66%
673	State Chartered Schools	The New America Charter School - Las Cruces Campus	24,330	5.53%
674	Belen	The Family Alternative School	9,798	5.50%
675	Los Lunas	Los Lunas HS	300,855	5.36%
676	Central Consolidated	Judy Nelson ES	93,746	5.29%
677	Clovis	James Bickley ES	49,840	5.11%
678	Espanola	Alcalde ES	49,948	5.00%
679	Santa Fe	El Camino Real Academy	141,036	4.64%
680	Mesa Vista	Ojo Caliente ES	24,974	4.54%
681	Socorro (District Charter)	Cottonwood Valley Charter School	19,542	4.52%
682	Alamogordo	Yucca ES	49,652	4.17%
683	Gadsden	Desert View ES	72,280	3.96%
684	Albuquerque (District Charter)	ACE Leadership Charter High School	23,190	3.95%
685	Deming	Deming Intermediate School	64,452	3.83%
686	Hobbs	Murray ES	68,714	3.69%
687	Zuni	Shiwi Ts'Ana ES	91,278	3.51%
688	Deming	Deming HS	294,338	3.51%
689	Jal	Jal ES	57,514	3.50%
690	NM School for the Blind	NMSBVI Alamogordo Campus	110,335	3.36%
691	Alamogordo	Desert Star ES	65,090	3.29%
692	Gallup McKinley	Jefferson ES	61,766	3.18%
693	Las Cruces	Arrowhead Park Medical Academy	41,282	3.15%
694	State Chartered Schools	The ASK Academy Charter School	37,832	3.15%
695	Zuni	Twin Buttes Cyber Academy	21,638	3.00%
696	Albuquerque	Mountain View ES	87,696	2.96%
697	Gallup McKinley	Catherine A Miller ES	50,834	2.44%
698	Gadsden	Yucca Heights ES	68,750	2.38%
699	Hobbs	Broadmoor ES	53,110	2.36%
700	State Chartered Schools	J. Paul Taylor Academy Charter School	23,018	2.35%
701	Santa Fe	Engage Alternative HS	37,000	2.34%
702	Albuquerque	Marie M. Hughes ES	82,431	2.30%
703	Gadsden	Desert Pride Academy HS	62,846	2.24%
704	Albuquerque	Tres Volcanes Community Collaborative School	225,075	1.87%
705	Clovis	Parkview ES	63,272	1.74%
706	Las Vegas City	LVCS 7th & 8th Grade Academy	98,022	1.62%
707	State Chartered Schools	Taos Integrated School of the Arts	13,062	1.62%
708	Gallup McKinley	Lincoln ES	60,353	1.58%
709	Gallup McKinley	Del Norte ES	60,353	1.58%
710	Albuquerque	Coyote Willow Family School	25,607	1.58%
711	Santa Fe	Milargo MS	117,690	1.11%
712	State Chartered Schools	Estancia Valley Classical Academy Charter School	57,323	0.79%
713	Clovis	Highland ES	43,546	0.17%
714	Belen	Rio Grande ES	49,968	0.17%
715	Bernalillo	Santo Domingo ES / MS	49,416	0.14%
716	Alamogordo	Sunset Hills ES	58,484	0.00%
Schools with "NRC" rankings are charter schools that have not reached their first renewal, followed by the expected date of renewal. As such, these schools are not measured against the New Mexico Educational Adequacy Standards. Upon PEC or District renewal of the charter, these schools will be measured, evaluated and prioritized in the above list and eligible for grants under the standards-based capital outlay process.				
NRC-2020	Albuquerque	Siembra Leadership Charter HS	7,572	9.34%
NRC-2020	State Chartered Schools	North Dii Looi School of Empowerment	3,172	2.99%
NRC-2024	State Chartered Schools	Albuquerque Collegiate Charter School	7,600	9.61%
NRC-2020	State Chartered Schools	Six Directions Indigenous Charter School	14,932	16.85%
NRC-2020	State Chartered Schools	The GREAT Academy Charter School	15,034	40.24%
NRC-2023	State Chartered Schools	Hozho Academy Charter School	11,410	0.83%

**State of New Mexico
Public School Facilities Authority**



Jonathan Chamblin, Director

Martica Casias, Deputy Director

1312 Basehart Road, SE, Suite 200
Albuquerque, NM 87106
(505) 843-6272 (Phone); (505) 843-9681 (Fax)
Website: www.nmpsfa.org

January 22, 2019

J. Paul Taylor Academy – Christy Takacs, Executive Director; Vicki Chavez, Bus. Mgr.

Dear Ms. Tackacs & Ms. Chavez:

We at PSFA would like to thank you for your cooperation with our Charter School assessments. We were directed by PSCOC to obtain GSF (Gross Square Footage) and Classroom NSF (Net Square Footage) measurements. These measurements will be used in Lease Assistance applications going forward. **PLEASE RETAIN A COPY FOR YOUR ONLINE LEASE ASSISTANCE APPLICATION.**

Following are the measurements we obtained:

1. Gross square footage: 23,017
2. Classroom net square footage: 16,570
3. Administrative net square footage: This number will come from your 80/120 enrollment using this formula $(80/120 \text{ enrollment} \times 1.5 + 150)$
4. Net square footage of other space: (Gross SF – Classroom SF – Admin SF = this number)

☒ I concur with received Notification of my Net and Gross Square Footage assessment.
☐ I do not concur with Notification of my Net and Gross Square Footage assessment.

Signature (Name and Role):

Christy Takacs, Executive Director Date: 1-24-19

Please contact me via email at jeckhoff@nmpsfa.org or telephone at 505.468.0295 to discuss any questions or concerns and I will be happy to review the numbers with you to reach agreement. **Please return a signed copy via email or post within 5 working days of receipt of this letter.** If a response is not received within five working days of receipt of this letter it is assumed that you agree with the classroom nsf, and gsf as listed in this letter. We will be finalizing these numbers in our database by **February 28, 2019.**

You may have been notified of your wNMCI score in the recently released Preliminary FAD rankings. As we enter updated Square Footage in the FAD, this wNMCI score may change. Please consult Final FAD Rankings on our website prior to completing your Application in order to ensure correct updated score.

Sincerely,

Jo Eckhoff

Jo Eckhoff, MArch, LCSW
Planning & Design Manager, PSFA
Office Phone: 505.468.0295
Email: jeckhoff@nmpsfa.org

J Paul Taylor Academy

OCCUPANT LOAD

USE	AREA S.F.	LOAD FACTOR	# OCCUPANTS
CLASSROOM	11,267	1/20 NET	564
OFFICE	2,374	1/100	24
STORAGE	1,358	1/300	5
KITCHEN	903	1/200	5
ASSEMBLY	1,776	1/15 NET	119
TOTAL OCCUPANTS			717