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RYAN STEWART, Ed L.D.  
SECRETARY OF EDUCATION

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GOVERNOR

## Part A: Data Report and Current Charter Contract Terms

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# THE GREAT ACADEMY

**School Address:** 6001 San Mateo Blvd NE, Albuquerque, NM 87109

**Head Administrator:** Jasper Matthews

**Business Manager:** Charlotte Archuleta

**Authorized Grade Levels:** 6-12

**Mission:** "The GREAT Academy's mission is to ensure that students' "Gain Real-World Experience through Active Transition."

## SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

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

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

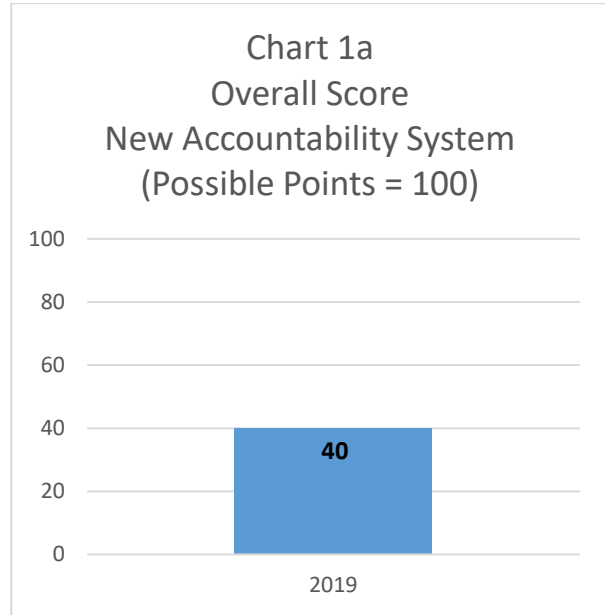
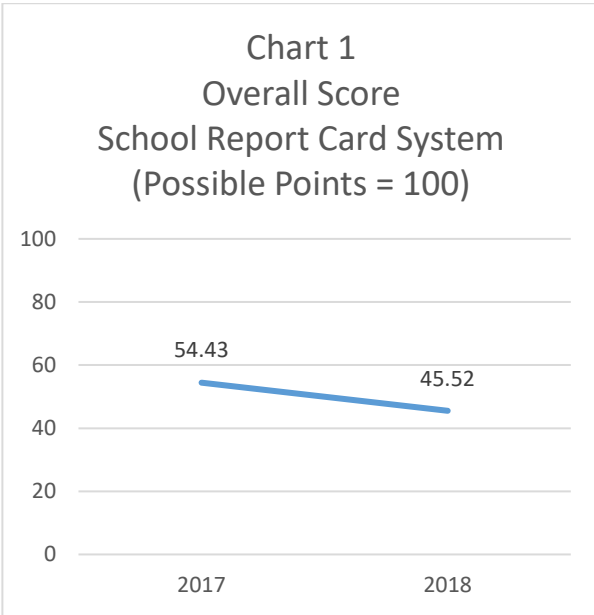
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data pulled directly from School Report Cards. For 2018-2019, data from the NM System of School Support and Accountability Reports is also provided.

For 2020, due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state mandated assessments and were unable to complete other assessments and projects required to meet mission specific goals. Therefore, state assessment data is not available.

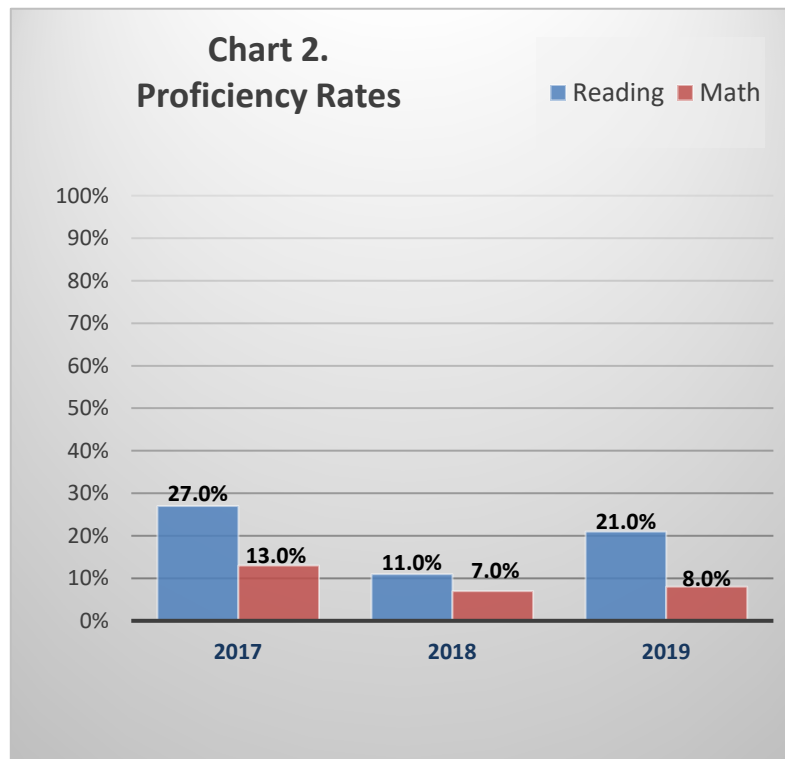
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

## 1a. Department's Standards of Excellence

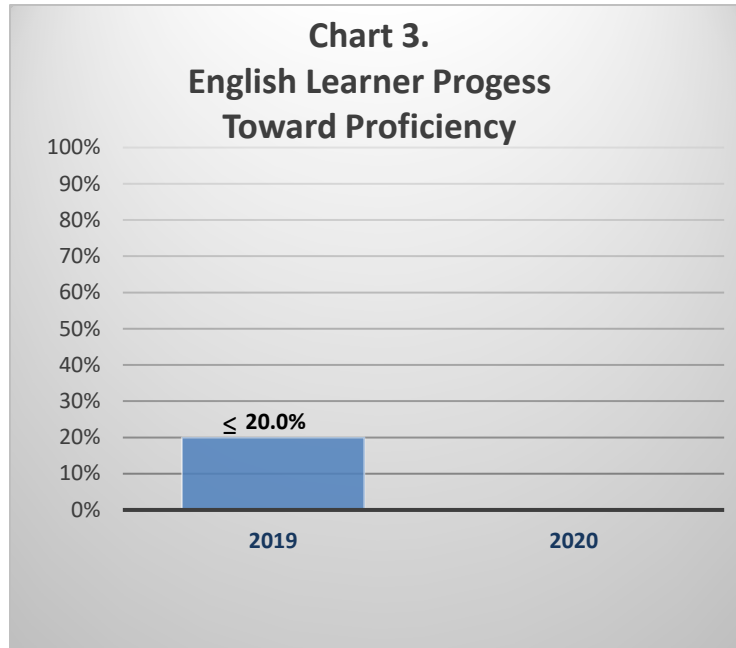
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



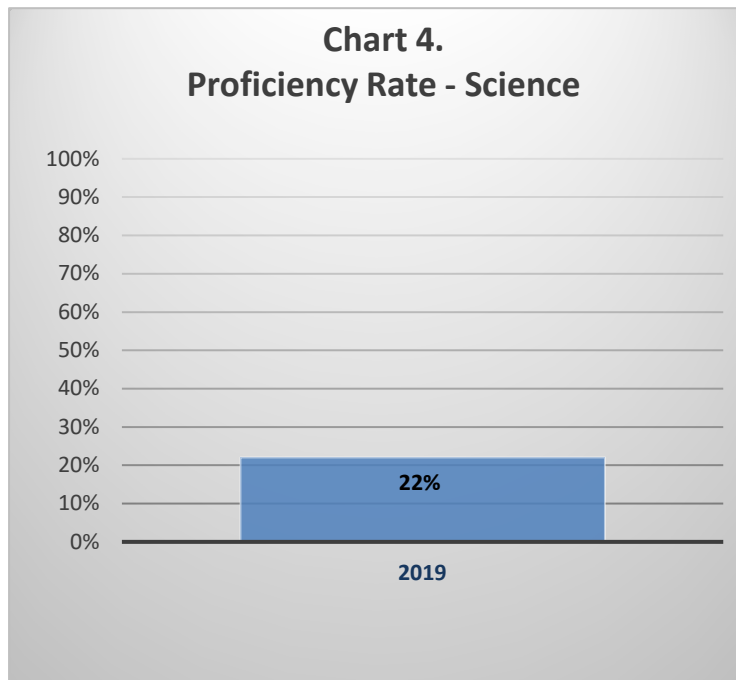
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **Reading and Math** in each of the years in which state assessment data is available (FY2017-FY2019).



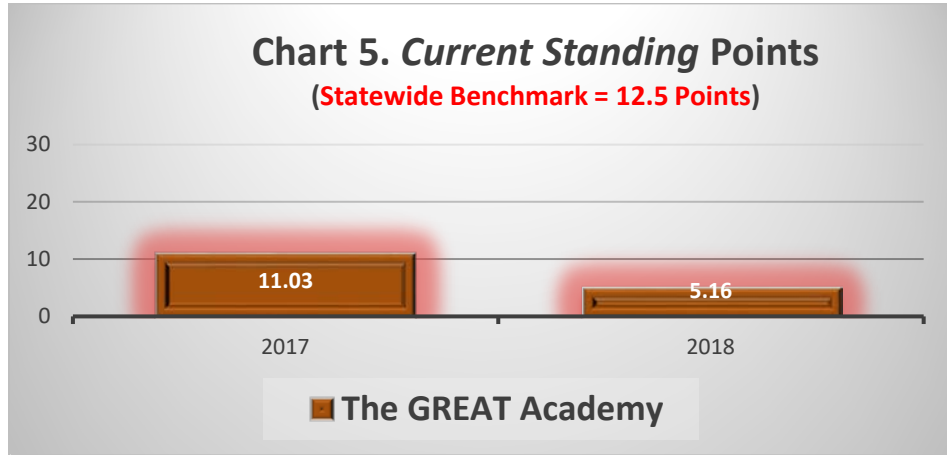
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



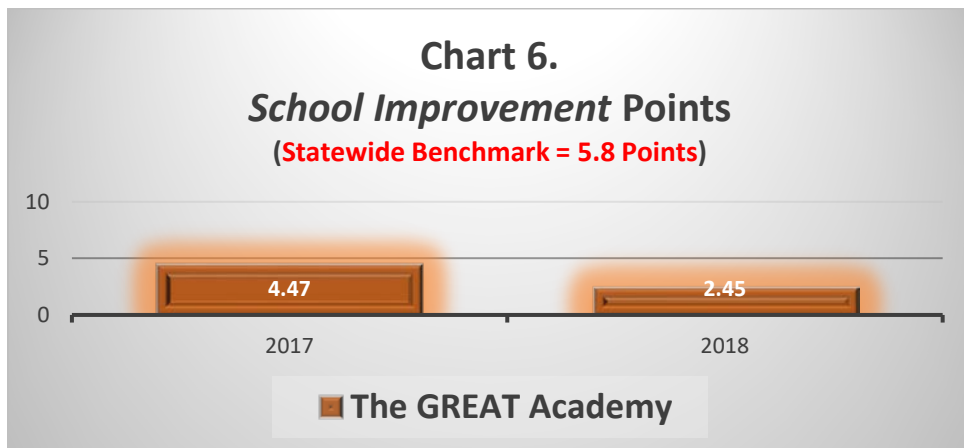
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science. *Please note, the State’s overall science proficiency rate was reported as 40% for the 2018-19 academic year.*



**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5. *As of FY19, this measure is no longer available.*

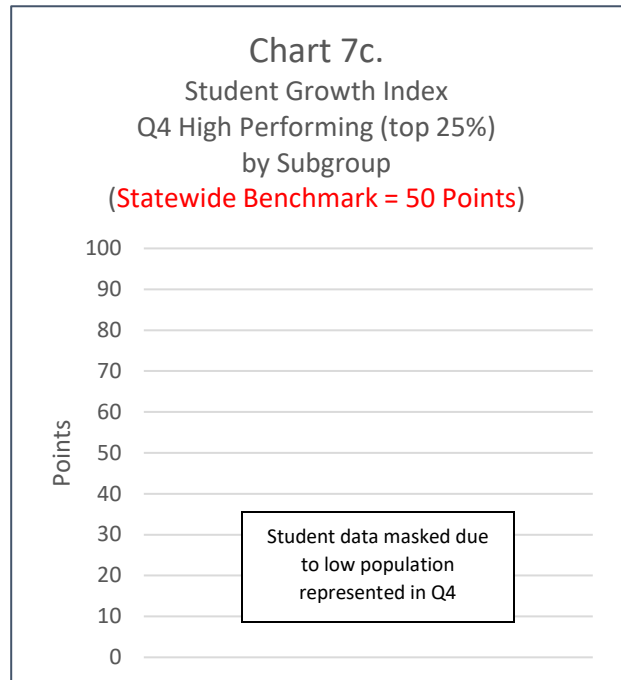
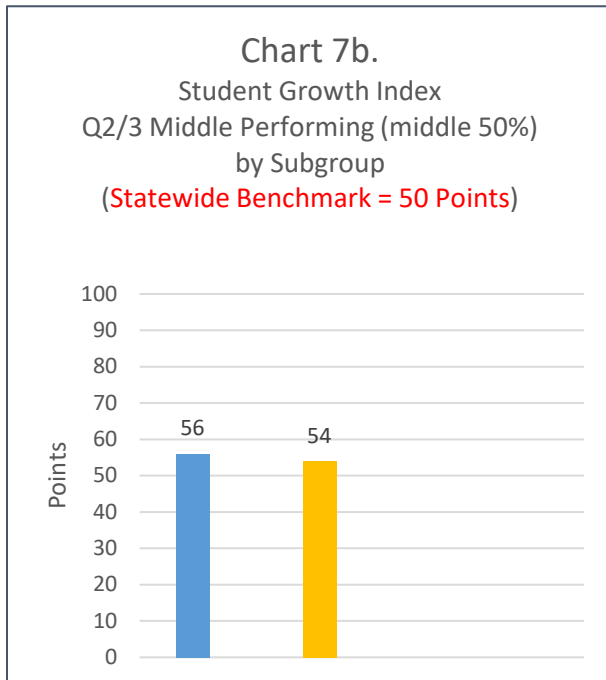
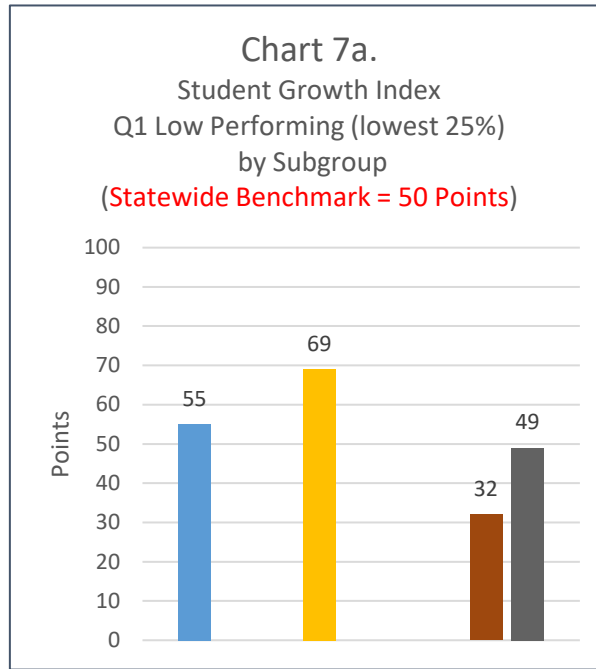


**School Improvement:** The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for two years. *As of FY19, this measure is no longer available.*



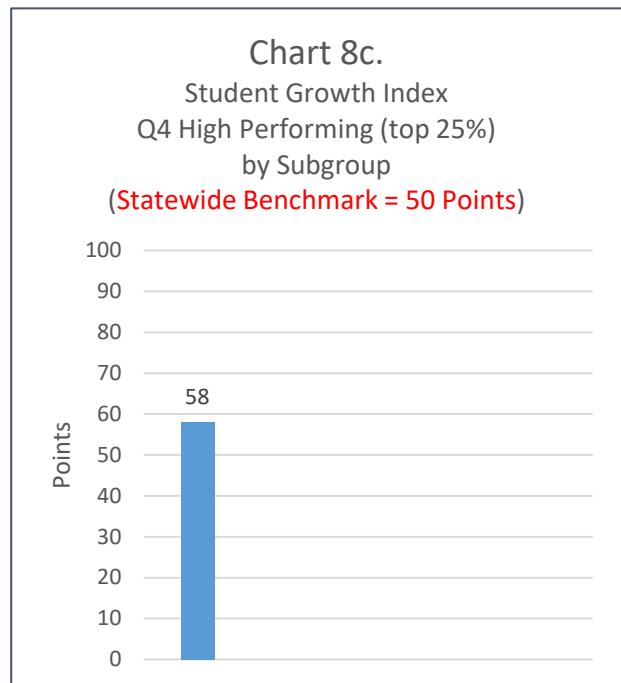
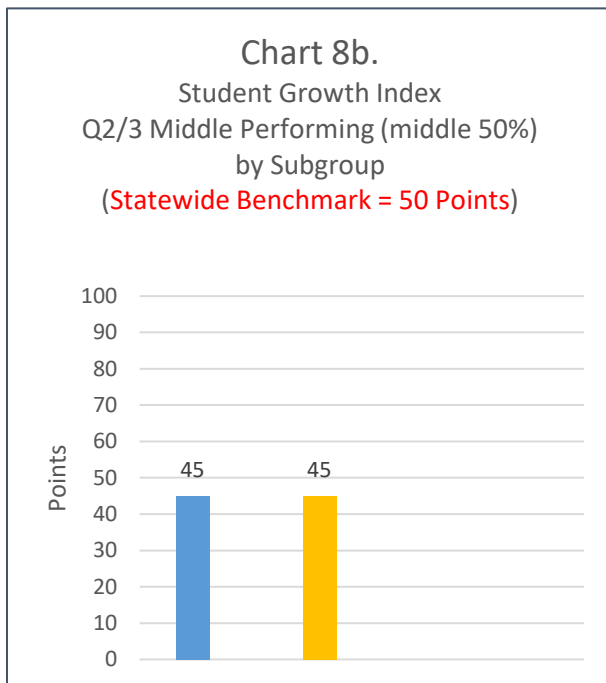
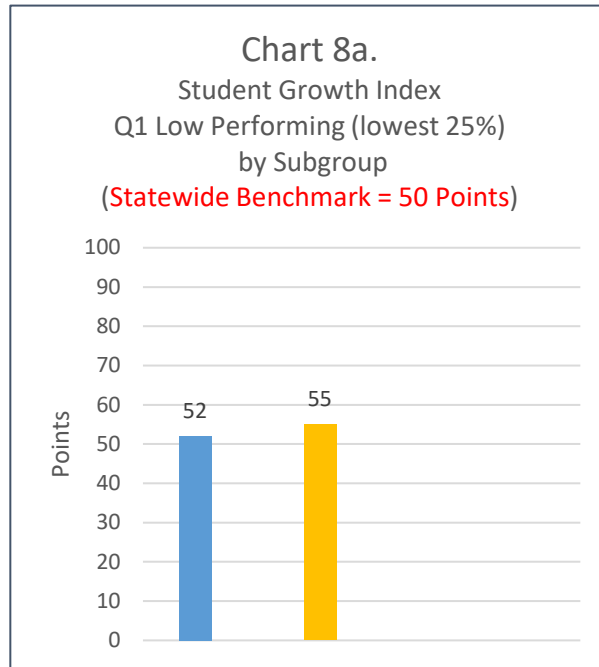
**Growth Index for Reading FY2019**

- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner

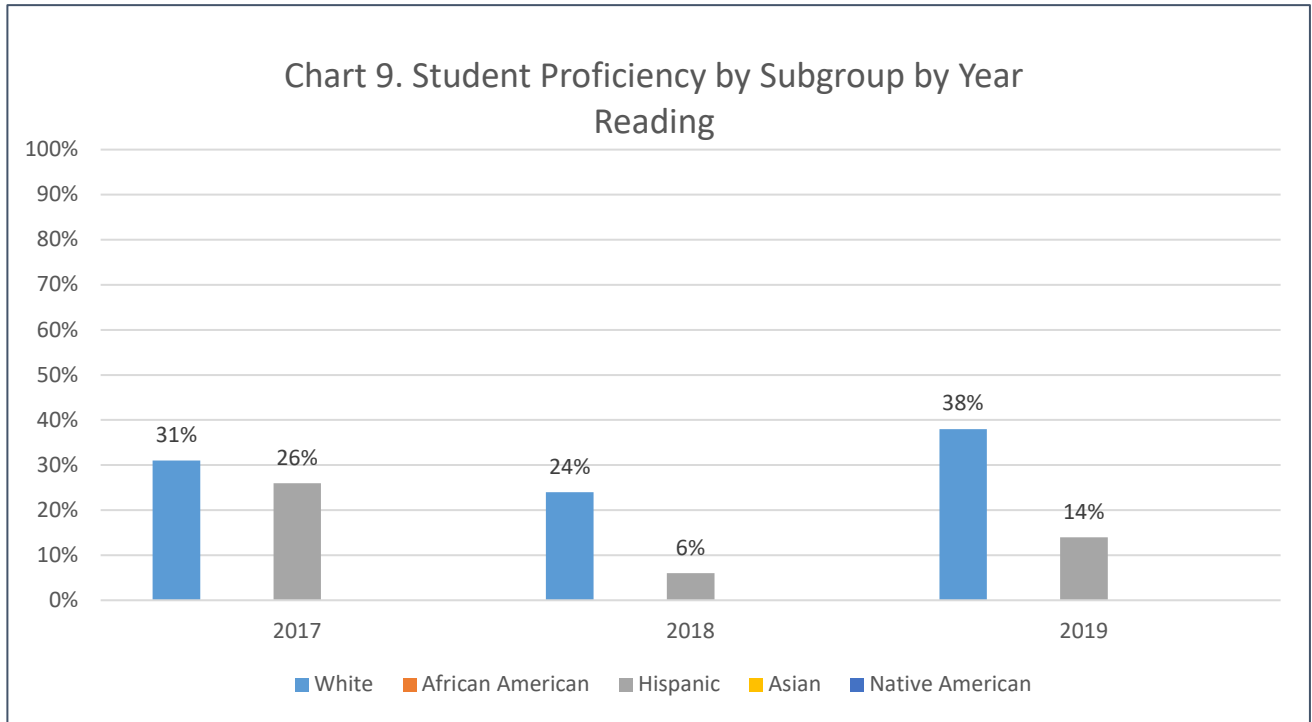


**Growth Index for Math FY2019**

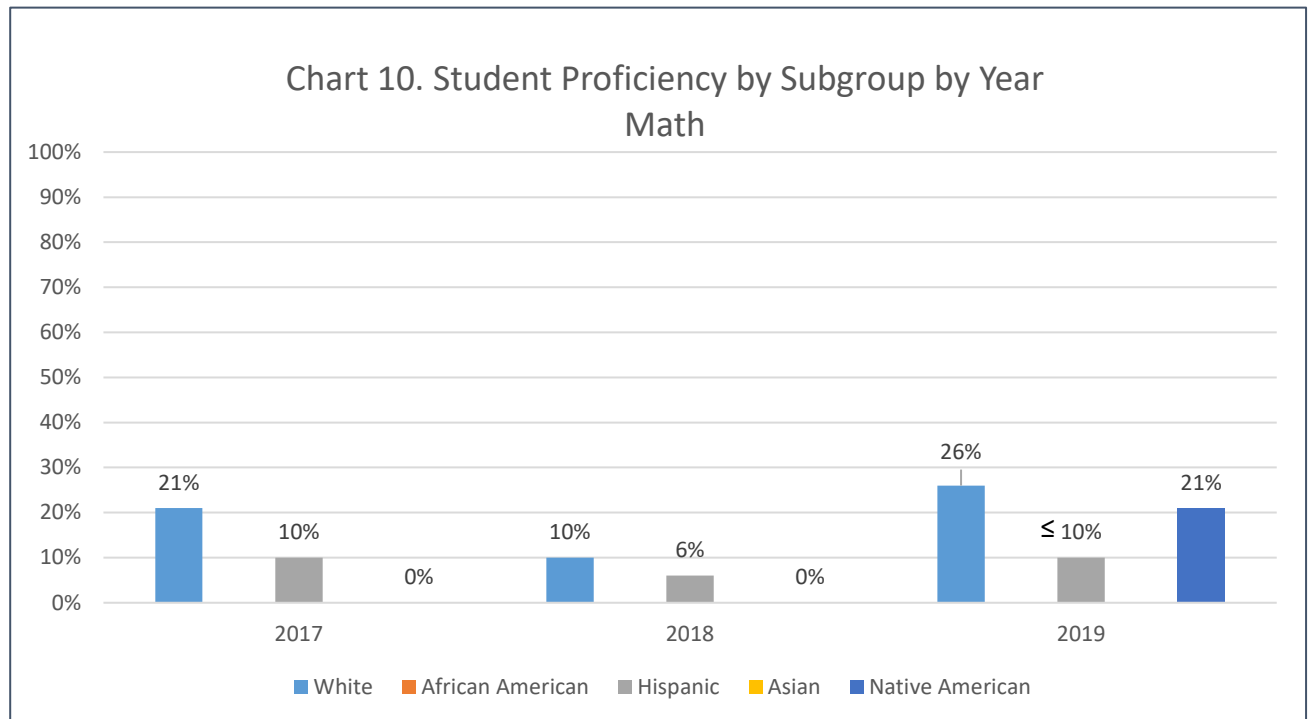
- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner



**Race/Ethnicity Subgroups - Proficiency in Reading**

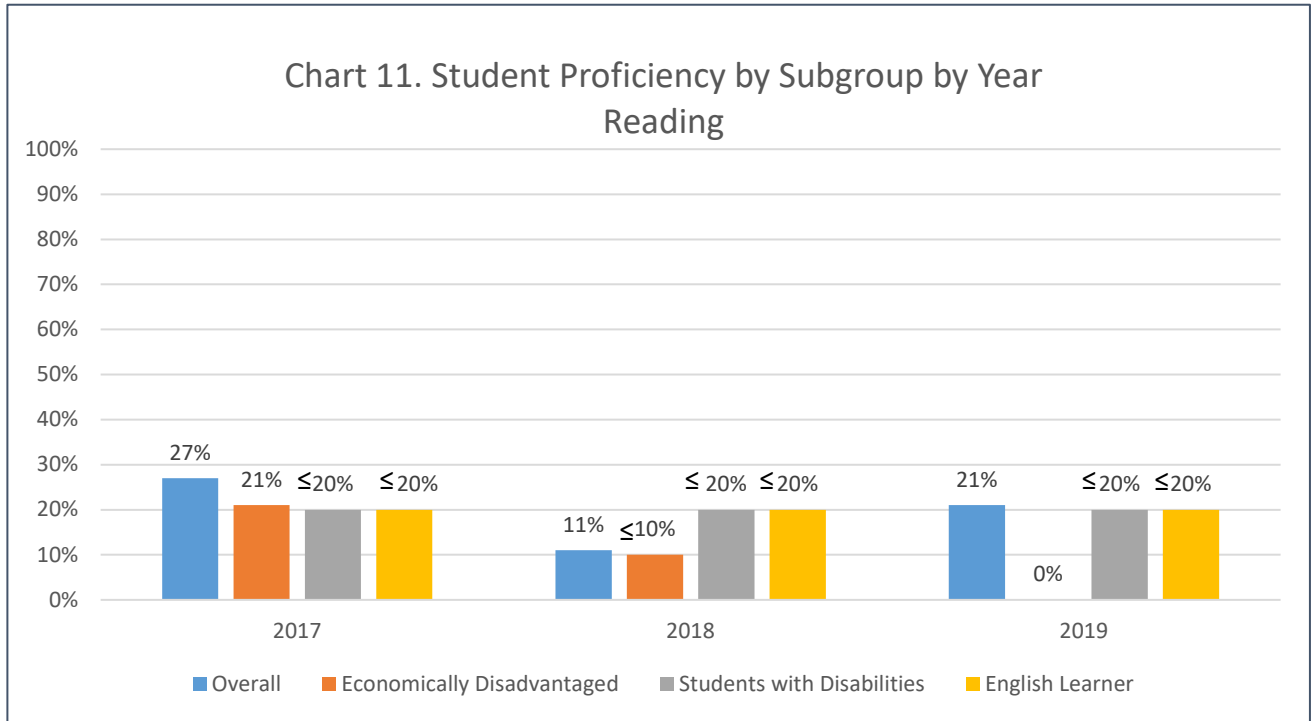


**Race/Ethnicity Subgroups - Proficiency in Math**

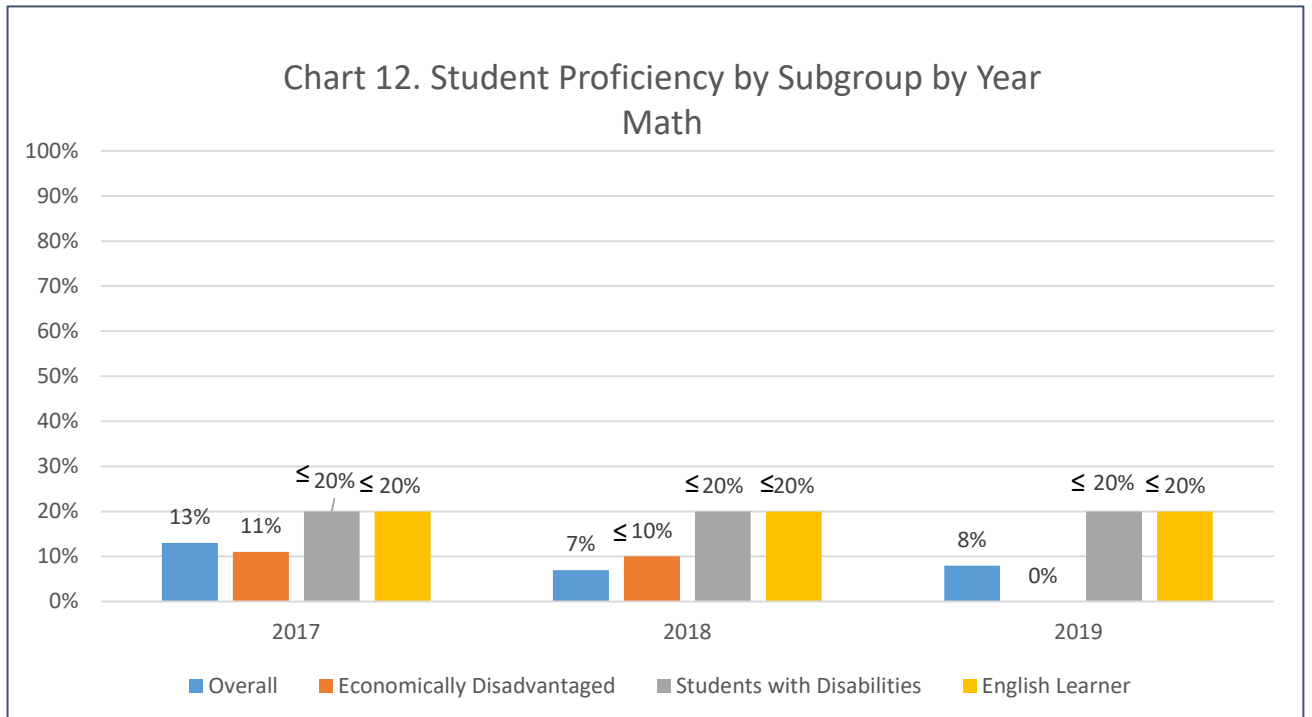




**Other Subgroups - Proficiency in Reading**

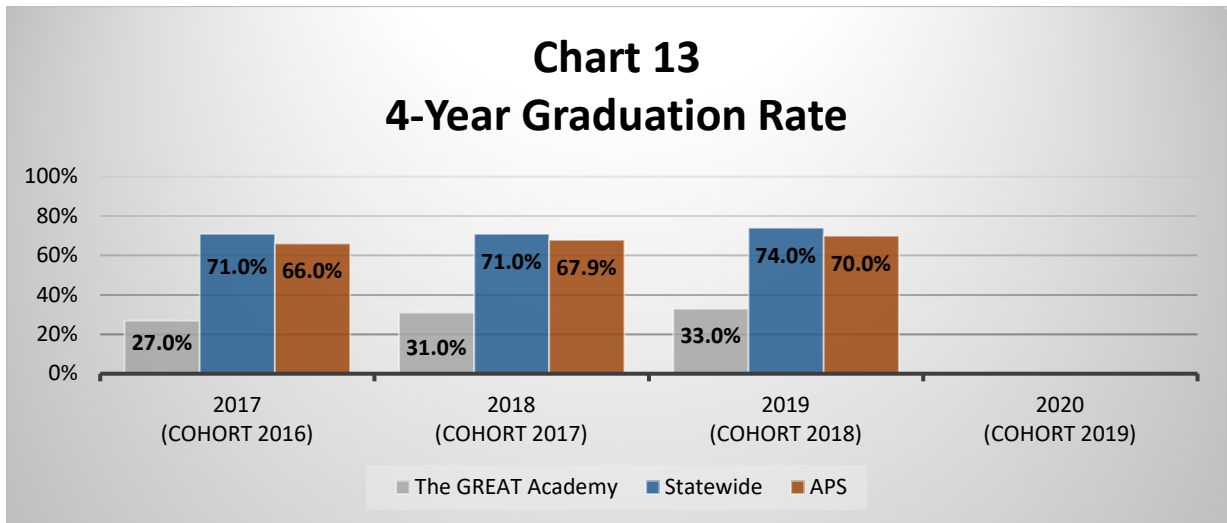


**Other Subgroups - Proficiency in Math**

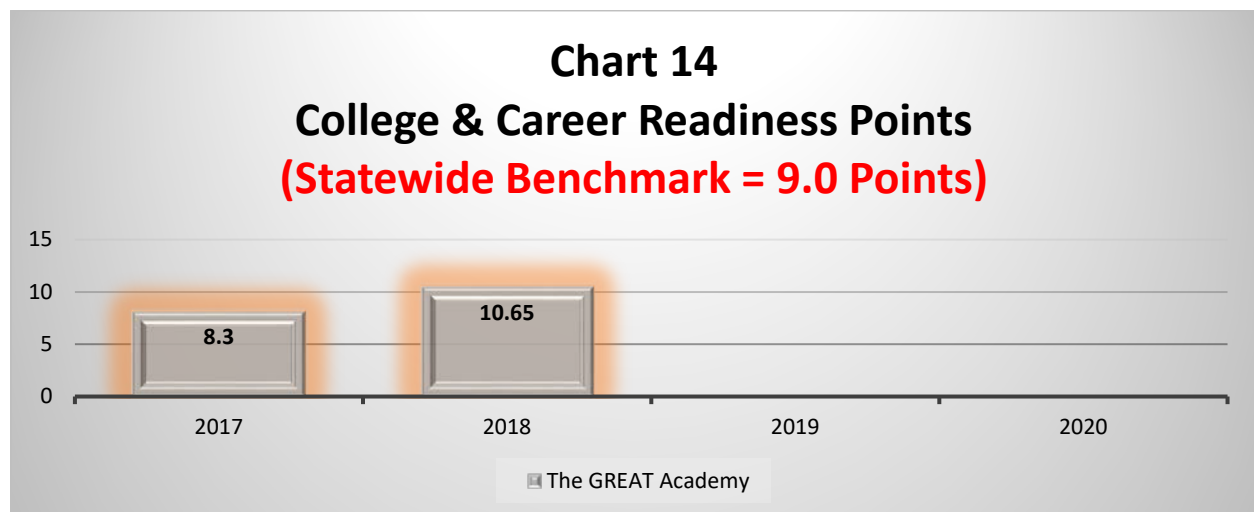


### High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year's cohort of students.



**College & Career Readiness (CCR):** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>1</sup>. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9. Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



<sup>1</sup> See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document for 2017 and 2018 at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf> and the "New Mexico Vistas Technical Guide" document for 2019 at: <https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/New-Mexico-Vistas-Technical-Guide-SY-2018-19.pdf>

## 1b. Specific Charter Goals

This section includes analysis of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

### Charter Specific Goals / Mission Goals

**2.a. SHORT CYCLE ASSESSMENT READING** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

**2.b. SHORT CYCLE ASSESSMENT MATH** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students.

**3. The GREAT Academy High School graduates will have no less than 12 credits** earned from taking dual credit courses completed with a C or better.

- **Cohort 1** will be comprised of students that started at TGA in the 9th or 10th grade.
- **Cohort 2** will be comprised of students that started at TGA as 11th graders.
- Students that begin TGA as 12th graders will be excluded from this goal.

TGA's mission is to ensure students Gain Real-World Experience through Active Transition. We believe that a large part of actively transitioning students is having them participate in activities that focus on college and career readiness.

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

	Goal 1	Goal 2	Goal 3
<b>2017</b>	Meets Standard	Meets Standard	Falls Far Below
<b>2018</b>	Does Not Meet	Does Not Meet	Meets Standard
<b>2019</b>	Meets Standard	Exceeds Standard	Falls Far Below

Due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020.

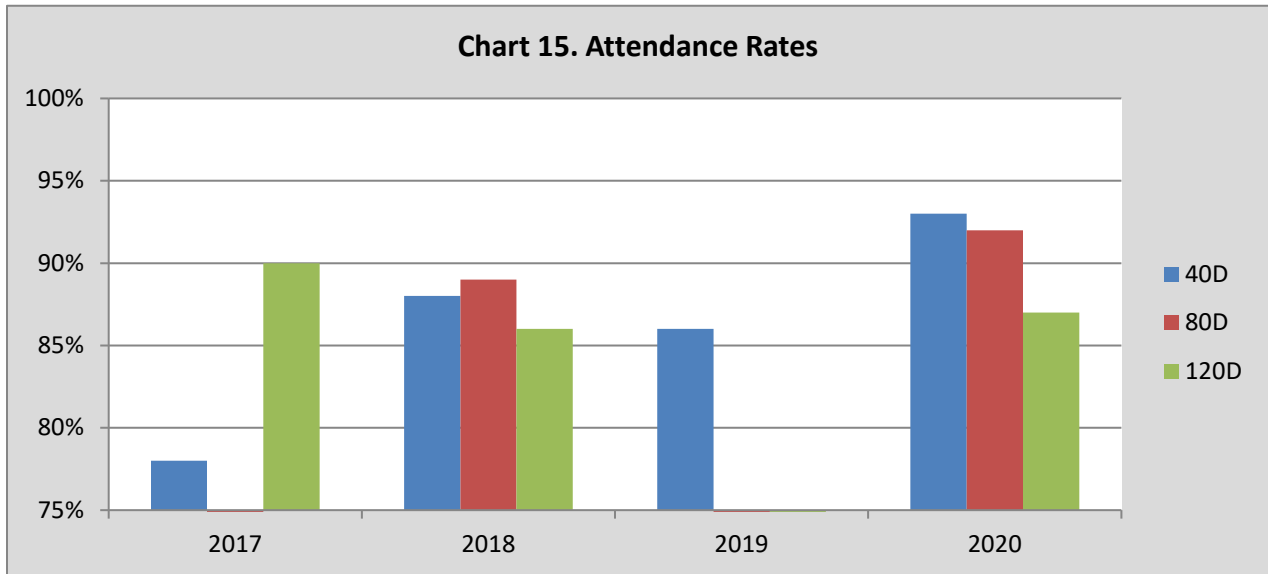
<sup>2</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

### 1c. Student Attendance and Enrollment

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

**Attendance Rate (The statewide target is 95% or better.)**

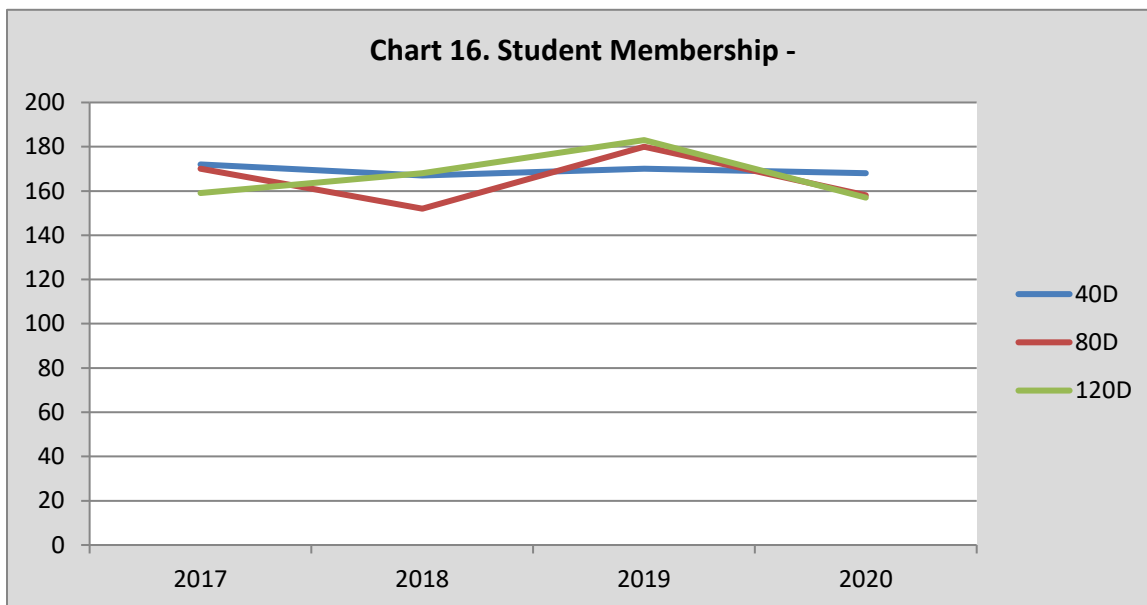
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



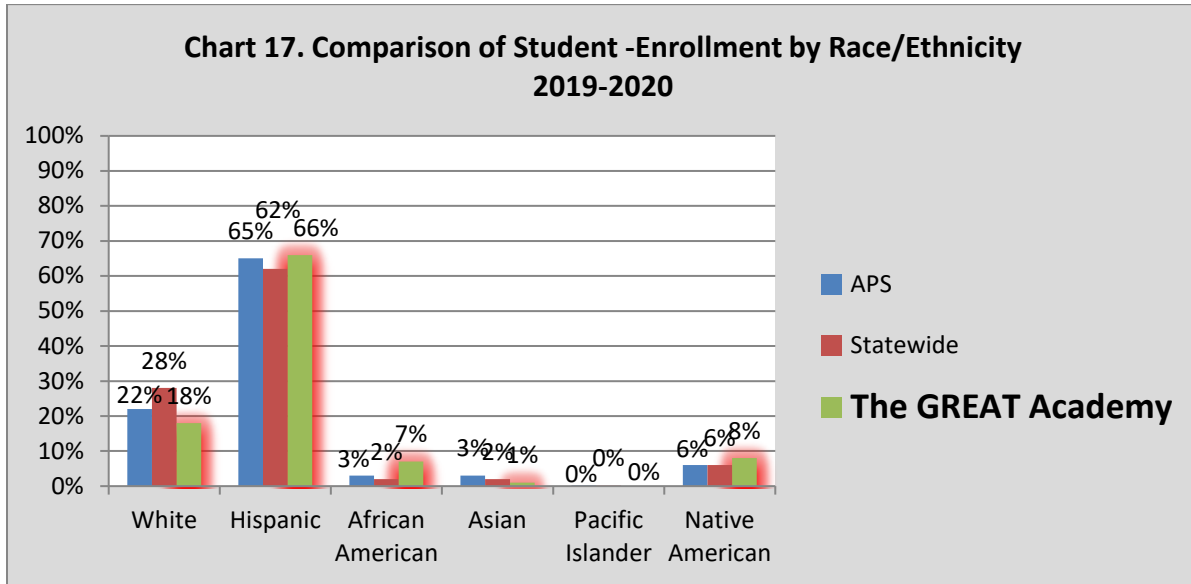
**Student Membership (Enrollment)**

The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

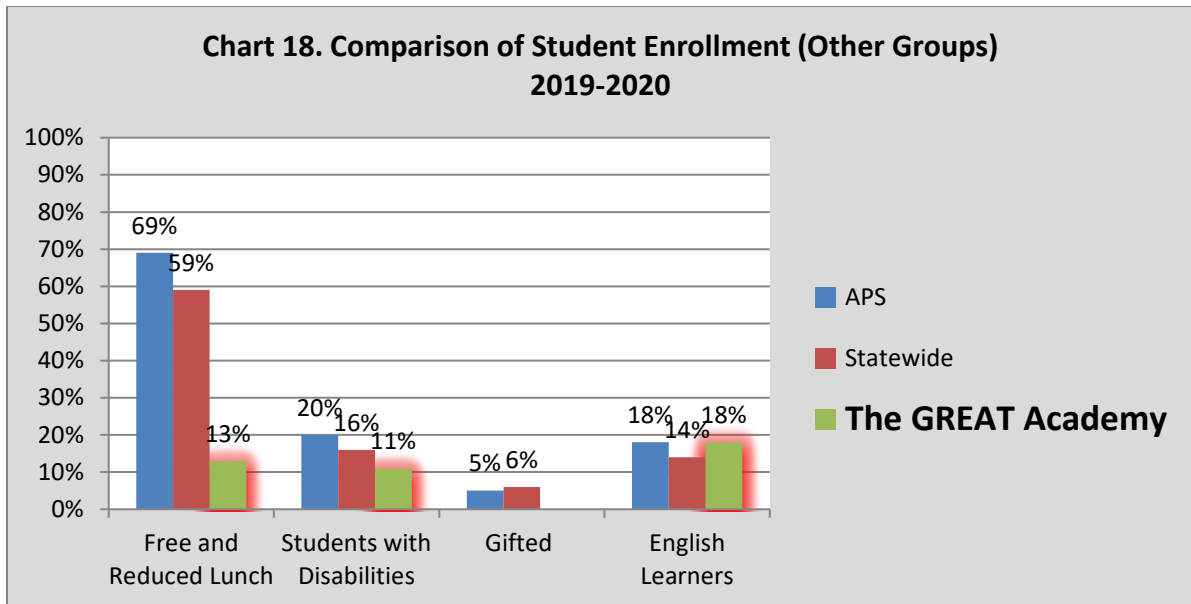


**Enrollment by Race/Ethnicity**



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Enrollment by Other Subgroups**

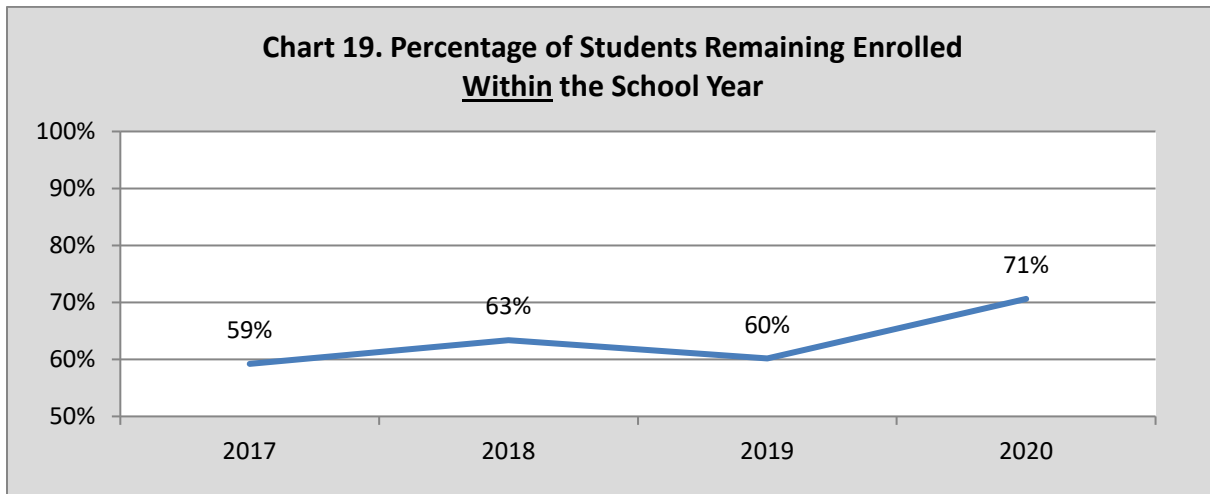


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### **Retention and Recurring Enrollment**

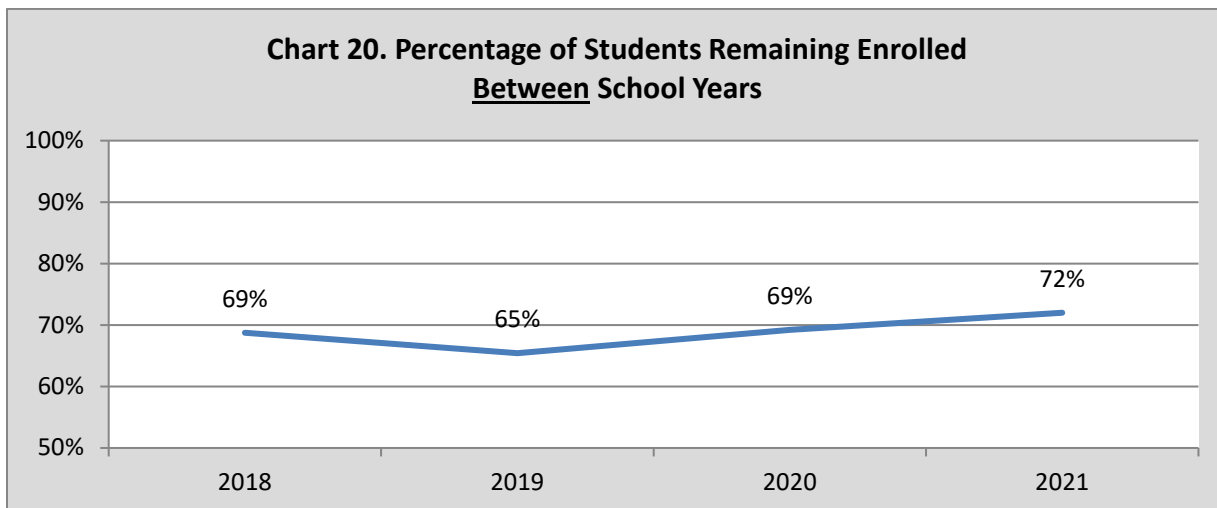
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 19, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



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

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set in Chart 20.

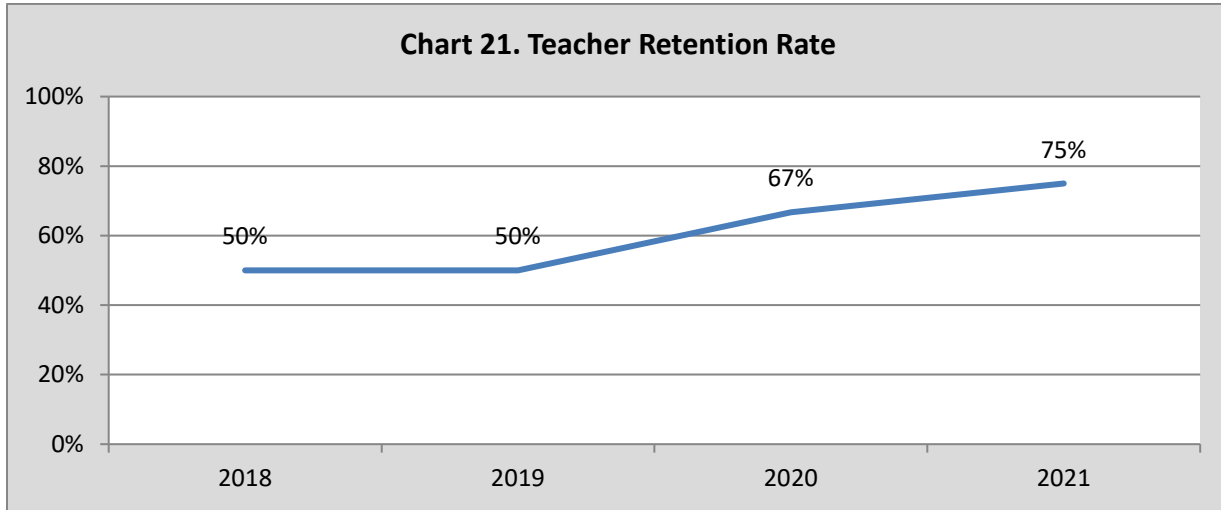


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

## 1d. Teacher Retention Rate

Chart 21 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2016-2017 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



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

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY19	7	3	4
FY18	2	0	1
FY17	2	0	1

### Summary of Most Recent Fiscal Report

In FY19, the school received the following audit finding:

#### 2019-001 Private Vehicles Used for School-Sponsored Activities and Unapproved Fringe Benefits (Other Noncompliance)

**Condition/Context:** During our review of employment contracts, we noted the executive director received a vehicle allowance stipend of \$7,749.56; however, there was no supporting documentation kept that indicated Board approval of the stipend for fiscal year 2019. We noted the vehicle driven/used by the Executive Director does not meet the requirements under NMAC 6.41.4.8.D(1)(b) to be used in school sponsored activities.

Furthermore, this matter was noted during our review of employee files on August 1, 2019. After we informed the school of the missing supporting documentation, the school determined the allowance was under paid during fiscal year 2019. During our review of the August 22, 2019 minutes, we noted the Board approved the retroactive car allowance of \$4,100 to the executive director.

**Management's Response:** The school is not sure why the auditor is confusing a "car allowance" with "Private Vehicles Used for School-Sponsored Activities". The car allowance is defined as a fringe benefit. A Fringe benefit is any benefit in addition to the Director's wages. The car allowance was not issued to the Director to transport students to school-sponsored activities. When the auditor brought it to the school's attention, the car allowance did not have supporting documentation for SY 18; the board immediately approved the director's car allowance retroactively for the stated period. This was an oversight by the Business Manager.

#### 2019-002 (Previously #2018-001) Financial Close and Reporting (Significant Deficiency)

**Condition/Context:** During our review of financial close and reporting, we noted the following matters:

- When we reviewed beginning fund balances, we noted the school did not properly reverse the prior year payroll accrual, which resulted in variances to beginning fund balance of \$21,661.
- During our review of rent expense, we noted the school made 13 rent payments to the Foundation during the year; however, the 13th payment was not properly recorded as a prepaid expense.
- During our review of capital assets, we noted the school paid \$19,066 for a partial roof replacement which was paid out of Fund 31600 HB-33. The School made improvements to a building that is not a public building.

**Management's Progress for Repeat Findings:** Management failed to implement adequate controls to resolve the finding and will work toward corrective action during FY2020. During our review of financial close and reporting, we noted the following matters:



**Management's Response:** The School had identified both these entries during its financial close and reporting process. The journal entry to roll forward trial balances was provided to properly roll forward fund balance. Between the modified cash basis internal records, the modified accrual basis trial balances and related journal entries, and the full accrual basis trial balances and journal entries used in the audit software and related audited financial statements, the journal entry to roll forward fund balances was confused to be a variance. The amount was fully reconciled and identified in advance. The prepaid rent amount was identified in advance as something the auditors may want to record for the audit. Due to year-end summer vacation schedules and the school being closed during the last week of June and first week of July, the rent due to the Foundation for July was paid by the School prior to June 30th. Should the condition exist in the future where the School pays its July rent amount to the Foundation prior to June 30, the School will record prepaid rent and then reverse the prepaid rent account in July when it is due.

#### **2019-003 Advance Payments of Lease Payments (Material Weakness)**

**Condition/Context:** During the year, the school remitted \$250,000 to the Foundation characterized as "prepaid rent." Per review of the November 14, 2018 minutes, it was documented that the school would have saved \$9,390.96 per year related to the prepaid rent payment and revised lease agreement, with a term of January 2019 to January 2039. Per review of the updated lease agreement, the school's lease payments (including the maintenance component) increased approximately \$2,609 annually even when factoring in the increased amortization. The revised lease agreement included an increase in the maintenance component of the base lease payments by an additional \$12,000 a year, although there was no evidence in the minutes of either the school or the Foundation that this increase was approved. This \$250,000 "prepaid rent" amount is in addition to previous advance rent payments made prior to fiscal year 2018 of \$450,000 and \$300,000 by the school to the Foundation. These payments amount to a total \$1,000,000, including the \$250,000 payment in 2019, of which \$894,732 is reflected in the financial statements as prepaid rent as of June 30, 2019. This amount is expected to be amortized over a period of 20 years by the school. However, the Foundation has \$15,586 in cash as of June 30, 2019 and has expended the remaining prepayments advanced by the school. Therefore, the Foundation lacks the ability to return the funds to the school if required. Based upon the circumstances and substance of the transactions, there appears to be no financial benefit to the school related to the prepaid rent paid of \$250,000 or previous payments made.

**Management's Response:** In the last few years, the school has been experiencing drastic reductions in its Lease Assistance Grant from PSFA. In FY17, the school received \$158,767. But for FY18 it dropped to \$120,377, and now the school only receives \$97,947. The school viewed pre-paying its lease to reduce its annual lease liability as meeting the "necessity" requirement that the auditor referenced.

#### **GREAT ACADEMY FOUNDATION**

##### **2019-001 (Previously #2018-001) Expenditures in Excess of Available Resources (Material Weakness)**

**Condition:** On a modified accrual basis of accounting, the Foundation reports expenditures in excess of revenues by \$396,161, which has increased the deficit fund balance to \$865,622 as of June 30, 2019. As of June 30, 2019, the Foundation reports a cash balance of \$15,586; in addition, the Foundation reports a liability of \$894,732 as of June 30, 2019 classified as "unearned revenue". The amount classified as "unearned revenue" represents payments from the school for rent paid in advance, which the Foundation is unable to repay to the school if required. During our audit as of and for the year ended of June 30, 2018, management communicated to us its plan to address the issue of a going concern involving a reduction of capital expenditures and a possible refinance of the building given the available equity in the building. During fiscal year 2019, capital expenditures increased compared to fiscal year 2018 and there was no evidence provided of a possible refinancing.

**Management's Progress for Repeat Findings:** Management failed to implement adequate controls to resolve the finding and will work toward corrective action during FY2020.

**Management's Response:** The Foundation is aware of this liability and is working with the current lender and other possible lenders to reorganize its debts. Also, the Foundation will review all available options to its disposal to resolve the issue.

#### **2019-002 Debt Compliance (Material Weakness)**

**Condition/Context:** During our review of debt compliance, we noted the Foundation is subject to a Debt Service Coverage Ratio (DSCR) covenant of 1.20:1. We noted the Foundation did not meet this requirement in fiscal years 2018 and 2019. The Foundation indicated the lender had not requested calculation of this ratio. The Foundation did not obtain a waiver related to either fiscal year 2018 or 2019, thus is in default of the agreement.

**Management's Response:** The Foundation is aware of the Debt Service Coverage Ratio covenant default and is currently working with the lender on options to resolve this issue.

#### **2019-003 Financial Close and Reporting (Other Matters)**

**Condition/Context:** During our review of financial close and reporting, we noted the following matters.

- The escrow balance had not been reconciled to the June 30, 2019 statement; thus the balance was understated by \$10,603.
- The Foundation received 13 rent payments from the school in fiscal year 2019. The 13th rent payment of \$18,751 was not properly recorded as a deferred rent as this payment was not earned by the Foundation as of June 30, 2019.

**Management's Response:** Escrow balances are immaterial and not typically adjusted during the yearend financial close and reporting process as the balances in escrow at each June 30 year-end stay approximately the same. The unearned rent was identified in advance, during the financial close and reporting process, as covered in Finding 2019-002 of the school.

#### **2019-004 Internal Control Over Cash Disbursements (Other Matters)**

**Condition/Context:** During review of expenses, we noted the treasurer's initials appeared to be digital or copied. We were informed by the TGAF Liaison that the treasurer does not sign (either physically or digitally), but that the TGAF Liaison will get verbal approval over the phone. Thus, there is no evidence of authorization and the use of copied signatures poses significant fraud risk.

**Management's Response:** As per the Foundation's Financial Procedures and Internal Control Policy, no physical or digital signature is required. Also, per the FPIC policy, evidence of authorization is not required, only acknowledged. The liaison's role is to conduct day-to-day business of the Foundation. In addition, the Foundation's board approves all check listings and bank reconciliations. Moving forward, the Foundation will revise the FPIC policy to require a board member's signature on all Expense Acknowledgment forms.

#### 2b. Board of Finance

The school's Board of Finance has been maintained during the term of its contract.

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

### 3a. Educational Program of the School

The school provides two sessions a day between the hours of 9:00 a.m. and 9:00 p.m. The school provides an adult reengagement program as full time students.

#### **Student Focused Terms**

The school follows 5 core principles for day students: virtual learning, academic improvement plans, service learning, leadership/character education and pathways to success.

- Virtual learning is done through the on-line curriculum
- Each student has an academic improvement plan/enrichment plan
- Every student participates in at least 6 service learning activities
- Every student that attends both 9th and 10th grade will take the leadership/character education course
- Every 10th grader selects and follows either a college career pathway or college/career readiness pathway during their time at the school.

The GREAT Academy utilizes Edgenuity's online learning curriculum for its core courses and some of its elective courses. This curriculum is self-paced to allow students to better master the material on a time schedule that is more individually appropriate. During the school day, students interacting with these courses in the lab setting have the support of licensed teachers and educational assistants. The instructional staff in this setting provide students with people to aid in: setting daily/weekly goals, accountability measures for the students, and instructional assistance as needed . Elective classes are provided through a more traditional, face-to-face model. Students take classes such as (but not limited to):

- Leadership/Character Education
- A 9th grade transition course
- 11th and 12th grade seminar
- Career Expeditions Smart Lab courses, such as
  - o Health & Education
  - o Science & Engineering (STEM lab)
  - o Business & Marketing
  - o Audio & Video Production

To support its mission of active transition, TGA offers dual credit courses approved by CNM to be taught on TGA school's campus.

#### **Teacher Focused Terms**

The school offers all teachers and instructional staff no less than 75 hours of professional development during the school year. The professional development topics will include, but not be limited to the following: academic success in the online learning environment, classroom management, supporting students with learning differences, and more.

**Parent Focused Terms**

The GREAT Academy will provide a Parent Information Night event at least 6 times each school year. These information nights will cover a variety of topics including, but not limited to: state testing, strategies for online learning success, dual credit information

### 3b. Organizational Performance Framework

The GREAT Academy	2016-2017	2017-2018	2018-2019	2019-2020
<b>Category I. Academic Performance Framework</b>				
<b>I-A.00</b> NM A-F School Grading System	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	
<b>I-A.01</b> Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	
<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>				
<b>II-A.00-06</b> Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>				
<b>III-A.00</b> Educational Plan: <a href="#">material terms</a> of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01</b> Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.02</b> Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.03</b> Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.04</b> Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.05</b> Educational Plan: complying with the compulsory <a href="#">attendance</a> laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.06</b> Educational Plan: meet their <a href="#">recurrent enrollment</a> goals	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>IV-A.00</b> Business Management & Oversight: meeting <a href="#">financial</a> reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<b>IV-A.01</b> Business Management & Oversight: following generally accepted <a href="#">accounting</a> principles	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard
<b>V-A.00</b> Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>V-A.01</b> Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00</b> Employees: meeting teacher and other staff <a href="#">credentialing</a> requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.01</b> Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VI-A.02</b> Employees: completing required <a href="#">background checks</a>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>VII-A.00</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VII-A.01</b> School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.02</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>Category: Organizational Performance Framework</b>				
<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Not Applicable	No Current Compliance Concern	Not Applicable	Not Applicable

### 3c. Governing Body Performance

The school currently has five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school’s Governing Body.

Name	Role	Service Start Date	Membership Status	FY20 Training Requirements*	Hours Completed	Hours Missing
<b>Anthony Fairley</b>	President	6/15/2017	Active	8	8	0
<b>Michael Pitts</b>	VP	2/15/2017	Active	8	8	0
<b>Antonio Harper</b>	Secretary	5/15/2019	Active	8	8	0
<b>Chenyu Liu</b>		6/30/2019	Active	10	10	0
<b>Stacey Boyd</b>		1/16/2020	Active	10	15	0

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.