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SECRETARY OF EDUCATION, DESIGNATE

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### 2020-2021 Annual School Performance Report: Mission Achievement and Success Charter School

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**School Name:** Mission Achievement and Success

**School Address:** 1718 Yale Blvd SE, Albuquerque, NM 87106; 1255 Old Coors Dr SW, 87121

**Head Administrator:** JoAnn Mitchell

**Business Manager:** Amber Pena

**Authorized Grade Levels:** K-12

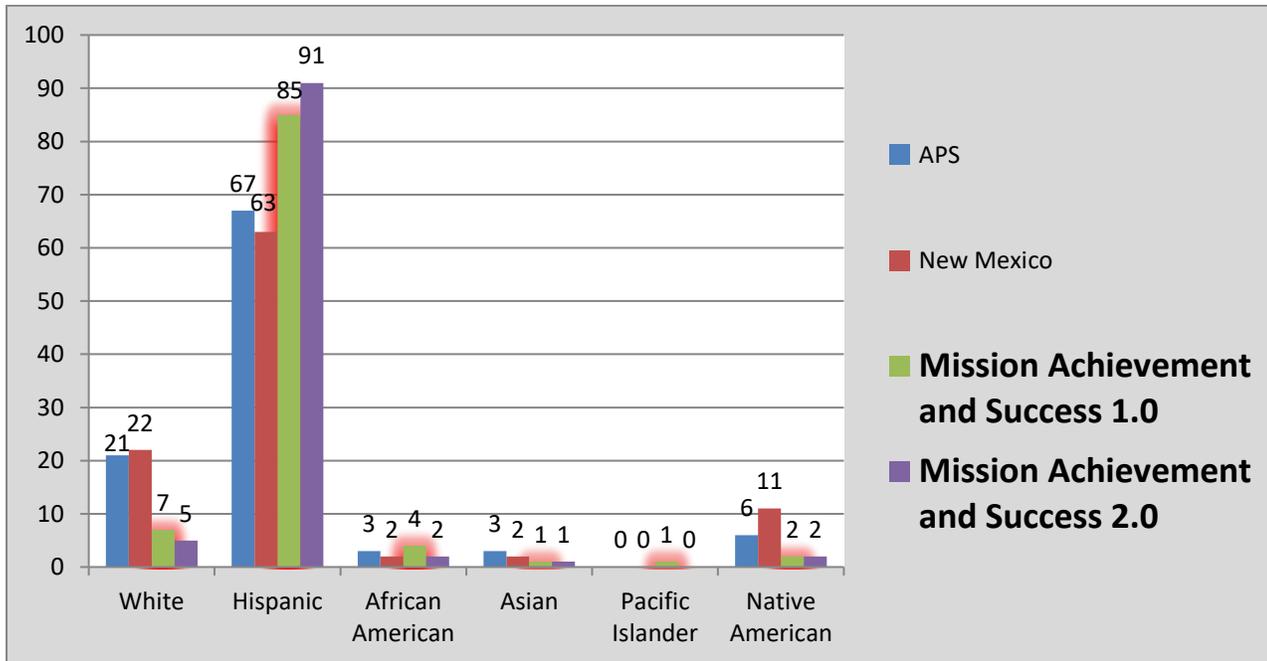
**Authorized Enrollment Cap:** 1,140 per school site

**Current Enrollment:** 1,138 students at Yale campus (1,178 including Pre-K); 572 students at Old Coors campus

**Contract Term:** July 1, 2017 – June 30, 2022

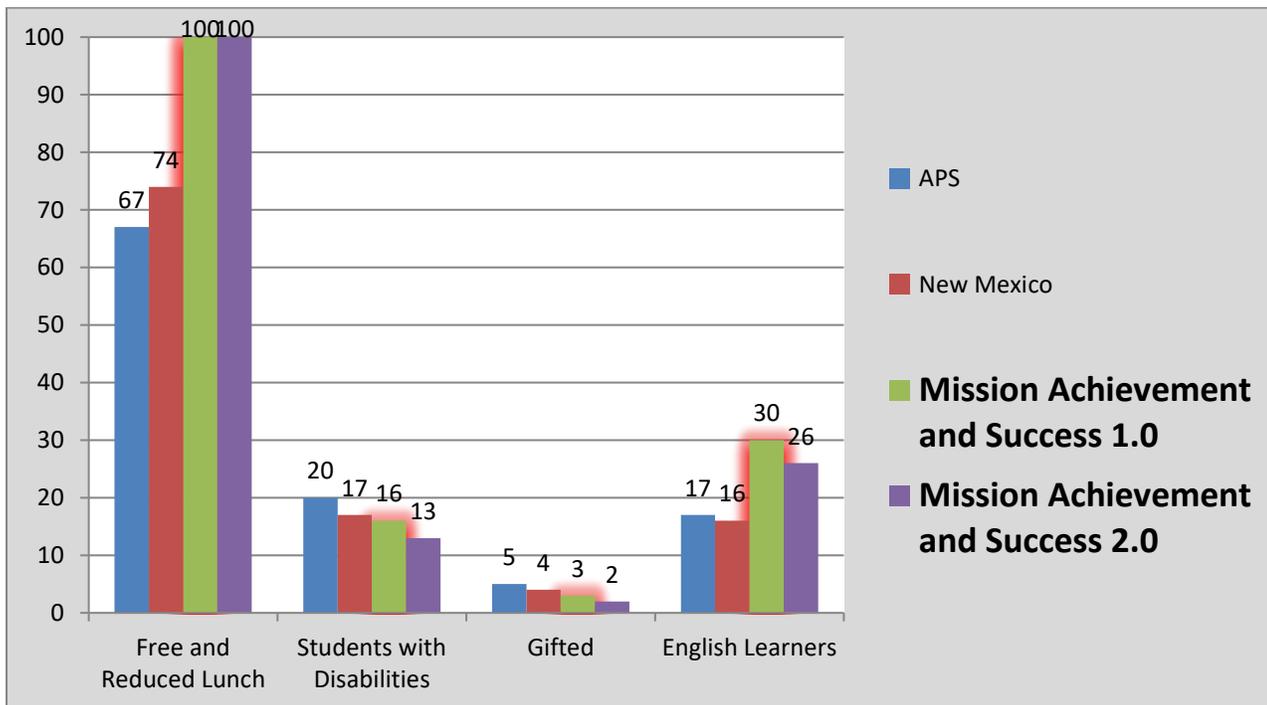
**Mission:** The mission of MAS is to prepare students to be successful in college and the competitive world by providing a rigorous college preparatory program in a safe and effective learning environment. Our primary objective is to instill in our students a commitment to high academic achievement, continual goal setting, and principles of personal success.

**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

## Site Visit Summary: June 8, 2021

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### Virtual Site Visit Participants

*School:* Belinda East: Director; JoAnn Mitchell; CEO Founder; Sherrye Hubbard: Chief Academic Officer

*OPFD/CSD:* Corina Chavez; Melissa Sanchez; Rachel Stofocik

### Response to COVID Pandemic

[Mission Achievement & Success Charter School](#) (MAS) has two campuses and serves 1,742 students in grades pre-K through 12th. During the global pandemic, MAS was one of the first schools to offer in-person learning, was third in the state for having an enrollment increase during the pandemic, celebrated 70-80% of students returning to in-person learning when it was permissible, and is currently approved to start building a new facility for the school. Ms. Mitchell, the school's CEO, and founder explained that MAS still ran a full school day five days a week with before-school and after-school programming despite the global health crisis. The leadership team emphasized that the shared goal was to ensure that students still had full access to a rigorous and challenging academic program.

Insofar as innovations, MAS leaders explained that the school community constantly re-evaluated how they were doing things and then always asked how they could do it better. Ms. Hubbard explained that while it was at times a challenge to plan because there was always new or different guidance from PED, the staff worked together to find the best solution for each individual student. Ms. Hubbard, the school's Chief Academic Officer, explained that the MAS staff was extremely dedicated and worked long hours to make sure every student was still on track, which meant many calls home, home visits if necessary, and offering adjusted learning times. Ms. Mitchell also explained that the school recruitment team had to start thinking out of the box since school tours were no longer an option.

The school continues to meet its goals in terms of academic performance and attendance. In both categories, the school is on par with previous years.

### Teaching, Learning, and Assessment

MAS uses the [Achievement First Curriculum](#) and school leaders do a lot of coaching on the curriculum to make sure that teachers are implementing it with fidelity. The AF curriculum is scripted to prevent teacher variance in presentation of content and materials.

The MAS staff had professional development in the summer that mainly focused on how to best teach online. The teaching staff would plan lessons, present them, get feedback from an instructional coach, adjust the lesson, and then present it again. The teachers used whatever they needed to reach the kids but did not modify or change any part of the curriculum. School leaders explained that the instructional staff got better at presenting information via PowerPoints or adjusting lessons to utilize tools such as the chat box. After trial and error, the school leaders decided that teachers would present material to both the in-person and virtual students simultaneously.

MAS still used all their assessments and data collecting systems during the year and a half. After administering iStation, Math 180, and their curriculum-based assessments, the school leaders would analyze their data and compare it to that of other schools using the AF curriculum (in states like NY, AZ, MA, and others). The school leaders explained that the numbers and data results did not differ much from that of a normal year. In grades K, 2 & 4, for instance the school had a 70% proficiency rate, 80% of kindergarteners were proficient and that fourth graders saw a 30% growth rate. The school leaders did admit that some grades struggled with online learning more than others. For instance, the 8<sup>th</sup> graders had a very difficult time staying engaged in the virtual setting.

The school staff offered office hours, and if students were really struggling, they were invited to come in. Ms. East, the school's Director, explained that in Special Education, all IEPs were held, and supports and services were put into place.

For the entire school, MAS used the M2 curriculum to help students learn and practice social and emotional learning skills such as conflict resolution, empathy etc. Then, the school switched to the [Choose Love](#) Curriculum. Every Friday was dedicated to model and implement those lessons and that time was also used as a celebratory time where students were recognized and celebrated.

### **Student and Family Support and Engagement**

The leadership team explained that they are very thoughtful about hiring teachers and that they look for people who are passionate and dedicated. As a result, the instructional team worked tirelessly throughout the year to continue engaging each student and helping them get back on track. If a student was struggling, the teachers used interventions, small group instruction, reteaching and whatever else it took to re-engage the student. For students who were struggling behaviorally, the school has a CIC system that creates a contract between the students and the school. The contract tracks the student's progress and supports collaboration with parents in order find solutions so that the student can succeed

To keep parents engaged, MAS hosted some virtual meetings where parents could get the latest information regarding the learning model during the pandemic. The school continued the quarterly 20-minute parent-teacher conferences to go over data with parents and offered grade updates weekly. In addition, attendance calls were made daily, and parents were invited to any event that was permissible.

## Performance Framework Indicators (school-specific questions)

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### 1.c. Is the school protecting the rights of students with special needs?

*School leaders confirmed that the overdue evaluation had been addressed.*

### 1.d. Is the school protecting the rights of English Learner students?

*The school leader stated that the leadership team goes through a whole system to understand a student's status. First, the administrative staff does a STARS check on every student then they internally check and audit for that. Then, Belinda's SPED team looks at EL and SPED status, next, Belinda talks to the EL coordinator, then, it becomes the EL coordinator's job to determine who needs further or initial testing.*

*EL Coordinator does know how to run the ELP error report, 10 at Yale location and 8 at Coors location. Ms. Mitchell stated that the school will do the follow up once the error report is run.*

### 2a-2c Audit Findings FY20

The school received only one small audit finding over the past two years.

### 4.c. Is the school meeting teacher and other staff credentialing requirements? 13 Teachers listed with licensure discrepancies of some sort on 120-day reporting. Status?

*Ms. Mitchell stated that the school was waiting for licenses from PED.*

*School leaders assured that all the teachers in question are cleared or are waiting from PED, so the 120-day report is not accurate. She also confirmed that the leadership team helps all these teachers navigate the license system because it can be a challenging process.*

### 5.c. Is the school complying with health and safety requirements?

*The school submitted the plan, and it was returned, and they only had to make a few small edits.*

### **Mission-Specific Goals:**

Mission goals were optional on the 2018 version of the contract. The school elected not to include mission-specific goals. Upon renewal, the school will be required to add mission goals (one minimum; two maximum).

### **Assurances:**

The school provided the signed assurances document (Appendix B).

### **Overall Financial/Organizational Framework Rating: Meets Standard**

*If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.*

**Mission Achievement and Success is on track for full renewal.** Please see the PEC Performance Review and Accountability System (Attachment A to the Charter Contract) for details on renewal profiles and renewal recommendations.

**PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL**

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

**Academic Performance:** The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

**Organizational Performance** The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

**Financial Performance Framework:** For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.

<b>Mission Achievement and Success</b>	<b>2020-2021 MAS 1.0</b>	<b>2020-2021 MAS 2.0</b>
<b>Category I. Academic Performance Framework</b>		
<b>Indicator 1</b> Components of School Accountability System	Unable to Review - COVID	Unable to Review - COVID
<b>Indicator 2</b> Subgroup Performance	Unable to Review - COVID	Unable to Review - COVID
<b>Indicator 3</b> Mission Specific Goals		
<b>Category II. Organizational Performance Framework</b>		
<b>Indicator 1a</b> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1b</b> Educational Program: state assessment requirements	Unable to Review - COVID	Unable to Review - COVID
<b>Indicator 1c</b> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1d</b> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard
<b>Indicator 1e</b> Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES	ASSURANCES
<b>Indicator 1f</b> Educational Program: NM DASH Plan	Not Applicable	Not Applicable
<b>Indicator 2a</b> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2b</b> Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2c</b> Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2d</b> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2e</b> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2f</b> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls		
<b>Indicator 3a</b> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 3b</b> Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES	ASSURANCES
<b>Indicator 3c</b> Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES	ASSURANCES
<b>Indicator 4a</b> Students & Employees: protecting the rights of all students	ASSURANCES	ASSURANCES
<b>Indicator 4b</b> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4c</b> Students & Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Working to Meet Standard
<b>Indicator 4d</b> Students & Employees: respecting employee rights	ASSURANCES	ASSURANCES
<b>Indicator 4e</b> Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES	ASSURANCES
<b>Indicator 5a</b> School Environment: complying with facilities requirements	ASSURANCES	ASSURANCES
<b>Indicator 5b</b> School Environment: complying with transportation requirements	ASSURANCES	ASSURANCES
<b>Indicator 5c</b> School Environment: complying with health and safety requirements	ASSURANCES	ASSURANCES
<b>Indicator 5d</b> School Environment: handling information appropriately	ASSURANCES	ASSURANCES
<b>Category III. Financial Performance Framework</b>		
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable	Not Applicable

## Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term

<b>Mission Achievement and Success</b>	2018-2019 MAS 1.0	2018-2019 MAS 2.0	2019-2020 MAS 1.0	2019-2020 MAS 2.0
<b>Category I. Academic Performance Framework</b>				
<b>Indicator 1</b> Components of School Accountability System	<b>61.59 Points (Spotlight)</b>	<b>79.4 Points (Spotlight)</b>		
<b>Indicator 2</b> Subgroup Performance	Pending	Pending		
<b>Indicator 3</b> Mission Specific Goals	Not Applicable	Not Applicable	Not Applicable	
<b>Category II. Organizational Performance Framework</b>				
<b>Indicator 1a</b> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1b</b> Educational Program: state assessment requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1c</b> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>Indicator 1d</b> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>Indicator 1e</b> Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 1f</b> Educational Program: NM DASH Plan	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Indicator 2a</b> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>Indicator 2b</b> Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2c</b> Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>Indicator 2d</b> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2e</b> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 2f</b> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls				
<b>Indicator 3a</b> Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 3b</b> Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 3c</b> Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4a</b> Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4b</b> Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>Indicator 4c</b> Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4d</b> Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 4e</b> Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5a</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5b</b> School Environment: complying with transportation requirements	Meets (or Exceeds) Standard	Not Applicable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5c</b> School Environment: complying with health and safety requirements	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Indicator 5d</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Financial Performance Framework</b>				
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard

Mission Achievement and Success 1.0	2016-2017	2017-2018
<b>Category I. Academic Performance Framework</b>		
<u>I-A.00 NM A-F School Grading System</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>I-A.01 Required Academic Performance Indicators</u>	Not Applicable	Not Applicable
<u>I-A.02 Optional Supplemental Indicators (school specific items in charter)</u>	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>		
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>		
<u>III-A.00 Educational Plan: <a href="#">material terms</a> of the approved charter application</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>III-A.01 Education Plan: applicable education requirements</u>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<u>III-A.02 Education Plan: protecting the rights of all students</u>	Meets (or Exceeds) Standard	Working to Meet Standard
<u>III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)</u>	Working to Meet Standard	Working to Meet Standard
<u>III-A.05 Educational Plan: complying with the compulsory <a href="#">attendance</a> laws</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>III-A.06 Educational Plan: meet their <a href="#">recurrent enrollment</a> goals</u>	Working to Meet Standard	Working to Meet Standard
<u>IV-A.00 Business Management &amp; Oversight: meeting <a href="#">financial</a> reporting and compliance requirements</u>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<u>IV-A.01 Business Management &amp; Oversight: following generally accepted <a href="#">accounting</a> principles</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>V-A.00 Governance and Reporting: complying with governance requirements</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>V-A.01 Governance and Reporting: holding management accountable</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>VI-A.00 Employees: meeting teacher and other staff credentialing requirements</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>VI-A.01 Employees: respecting employee rights</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>VI-A.02 Employees: completing required <a href="#">background checks</a></u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>VII-A.00 School Environment: complying with facilities requirements</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>VII-A.01 School Environment: complying with health and safety requirements</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<u>VII-A.02 School Environment: handling information appropriately</u>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>		
<u>School Specific Terms: data on any terms specified in the school's Performance Framework</u>	Not Applicable	

Appendix B: Assurances



Charter Schools Division  
 Performance Indicator Assurances  
 2020-21

Charter School Name: Mission Achievement and Success Charter School

In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.

- The school protects the rights of students with special needs, by:
  - ✓ Providing services per individual IEP,
  - ✓ Maintaining both direct service and ancillary support logs,
  - ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.
- The school protects the rights of English Learner (EL) students:
  - ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.
- The school complies with federal and state grant program requirements.
- The school meets Governance and reporting requirements:
  - ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.
  - ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.
  - ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).
- The school protects the rights of all students:
  - ✓ School meets all Culturally & Linguistically Responsive Framework requirements.
  - ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.
  - ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.
  - ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)
  - ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.
  - ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17
  - ✓ School updates Next Step Plans annually for all high school students.
- The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.
- The school protects employee rights:
  - ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.
  - ✓ School has an employee handbook that includes discipline and grievance policies.
  - ✓ School has a salary schedule that complies with minimum teacher salaries.
  - ✓ School has a documented mentorship program for first year Level One teachers.
  - ✓ School obtains legally compliant background checks per NMSA § 22-10A-5.
- The school complies with facility requirements in NMSA § 22-8B-4.2.
- The school complies with transportation requirements, including all inspections and insurance, if applicable.

- The school complies with health and safety requirements:
  - ✓ The school conducts all required emergency drills per PED memorandum of 3/25/21.
  - ✓ The school maintains immunization records, including a master immunization log.
  - ✓ All staff complete training on reporting child abuse and neglect.
  - ✓ The school has a Diabetes Management plan.
- The school handles information appropriately:
  - ✓ School completes all STARS reporting requirements on time.
  - ✓ School follows proper security procedures, including keeping student files locked.
  - ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
  - ✓ School maintains a procedure for the transfer of cumulative files.

By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.

School Leader Printed Name	John Mitchell	Date	06/30/2021
Signature	<i>[Signature]</i>		
Board Chair Printed Name	Bruce E. Langston	Date	6/30/2021
Signature	<i>[Signature]</i>		