



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: Alma d'arte Charter's mission is "To Graduate Artist-Scholars Prepared to Succeed."

Alma d'arte is an arts integrated school that highlights many talented artists/scholars we have in the Las Cruces area. Our school focuses on Culinary Arts, Performing Arts, Visual Arts, and Literary Arts that our students have come to thrive in. Over the years, our students have catered events, participated in art shows, participated in solo and ensembles, and our students are required to participate in an apprenticeship their senior year. This allows for students to explore the career field they are interested in pursuing and partnering with community members to fulfill those requirements.

Teaching methods:

Alma d'arte's curriculum is presented face-to-face with some courses being offered virtually through our Edgenuity program. All subject areas also focus on arts integration in the face-to-face setting. While the arts integration was strayed away from in recent years, we have begun rebuilding that aspect of our program and seeing a positive impact. The arts integration provides an emotional outlet for many of our students as the arts are a way of expressing themselves, while mastering the content area. It also provides staff and students the opportunity for more collaborations with cross-curricular projects and a sense of accomplishment fills the air as students and staff display their works of art throughout the school and in the community. Platica is also a course that is required for students to take every year of high school. Platica serves as an advisory class as well as present college and career readiness curriculum. Two teachers are assigned a grade level and will remain with that group until they graduate. Teachers can build relationships with their students and know what their goals are throughout the Platica process and complete their apprenticeship in the career field of their choice their senior year. This provides continuity between the teacher and students and a sense of family by the student obtaining their high school diploma with the help from the same staff throughout their high school career.

Edgenuity has become an asset to our school for students that come to us needing credit recovery or to accommodate a student's schedule to fit their artistic needs. Edgenuity has a great program that is self-paced with rigorous material that progress can easily be monitored on by staff. The school registrar continuously monitors student progress and provides weekly to bi-weekly reporting to students and their families on that student's progress. Platica teachers can monitor progress as well and check in with students during that time.

Alma d'arte also partners with NMSU/DACC to provide dual credit opportunities to all our 11th and 12th grade students. We have had a few students be successful in taking dual credit courses and receiving college credit before graduating high school. We hope to continue to grow in this area and have more students be interested in taking advantage of dual credit during our next contract term.

Measures of Student Achievement:

For the 2019-2020 and 2020-2021 school year, Alma was very limited in what student data we have due to the pandemic. Alma is now in the process of implementing interim assessments that will be able to help with having localized academic data that teachers will be able to utilize for student learning and gauge growth quickly rather than waiting on state testing.

Other student achievement that occurred were based on the ACT data for the graduating class of 2020 on their website, the average composite score was a 19 for the state of New Mexico. Out of the 26 graduates we had in 2020, 20 were still able to take the ACT before the COVID-19 shut down and 7 out of those 20 students met that average score or exceeded it. The other 13 students also scored close to that average. For the class of 2021, there is no ACT average data out yet and most of our students did not take the ACT due to the pandemic.

Now that we are back to in-person learning, we will be able to measure student growth by our use of Illuminate for our interim assessment program, end of unit assessments, our reading program that we will be purchasing this school year to help with our literacy program initiative, ACCESS, PSAT, SAT, ACT, and NM-ASR. We are looking forward to the new programs we are implementing and the growth we will be able to create a more data-driven environment, which has been lacking in the past. We also will be able to go back and have students participate in their apprenticeships off campus this year and gain experience out in the workforce.

One last achievement that Alma has had in the past two years is that our attendance has improved each year, despite the pandemic. Having students attend class is key to being successful in the classroom and graduating. We went from having an overall absence rate of 11.49% in 2019-2020 to an overall absence rate of 8.03% in 2020-2021. We are continuing to strategize and improve our effort in our chronic absentee rate and overall absence rate for the upcoming school year. Making Alma a warm, welcoming environment and a place where students want to attend every day, will continue to help us bring more students in and raise those rates.

Professional Development for Teachers:

Inservice days at the beginning of the year are usually reserved for reviewing current programs in place at Alma, safety reviews/protocols, FISH Philosophy training, SPED/SAT trainings, virtual program trainings, POMS trainings, etc. Other professional development throughout the year is mainly up to the teachers to complete in their content area.

Examples of professional development:

- Master Teacher Program: self-paced professional development program

- FISH Philosophy
- Nepris Training
- Virtual Job Shadow Training
- Canvas Training
- MLSS training
- SPED TAP workshops/conferences
- National Charter School Conference
- Arts-integrated training
- AP Course training
- Illuminate (DnA) training

Learning Programs:

Alma has partnered with Dona Ana Community College (DACC) and New Mexico State University (NMSU) to provide students with dual credit opportunities. Over the last couple years, we have had a few students be able to take advantage and be successful in completed dual credit courses and receive college credit for those classes. The goal in the near future is to also create a partnership with these two local post-secondary schools to be able to become a feeder school to the arts programs that these higher educational institutions currently have.

Since the fall of 2018, Alma d'arte Charter High School has participated in the Southern New Mexico ENLACE (Engaging Latino Communities for Education) program. Through this program Alma seniors engage with a curriculum that readies them for college and career, deepens their understanding of their own culture while embracing the cultures of others, and requires them to conduct participatory action research on policy issues they identify and present their findings at a conference. Because Southern New Mexico Enlace operates under the auspices of Doña Ana Community College, Alma students who are interested in attending DACC can take advantage of the Early Scholars Orientation Program which, once completed, earns students a scholarship for their first semester's tuition at DACC.

Edgenuity has become valuable in offering students that come in credit deficient, the opportunity to recover credits at their own pace. We are also able to utilize Edgenuity to place students in courses that may not otherwise fit their schedule in a face-to-face setting.

Our Platica (Advisory) and Apprenticeship courses have been a great way to provide our students in grades 9-12 with college and career readiness preparation/experience, in addition to overseeing students in that grade level by providing support in their grades and attendance. Each teacher is assigned a Platica class, beginning the students 9th grade year and will follow that class until they graduate from Alma. Each year, the focus of college and career readiness (which is funded by the NextGen grant) will gradually build on each student's college/career interests as they go through each grade. By the time a student is a 12th grader, the Platica class

transitions into the Apprenticeship class and each student is required to complete an apprenticeship in the career they have been interested in the last three years and wish to pursue post-secondary. Partnerships are established with local businesses/individuals that focus on their career interests and students can experience what the workforce will be like in that specific career.

Alma has started a partnership with New Mexico Workforce Solutions to come in and visit with our Apprenticeship classes to educate them on the tuition reimbursement program that is offered through Workforce Solutions and the Workforce Connections Youth Development Program that will provide students with soft skills/job training and help place them in the workforce when they are ready. It has already had a successful start this school year with a few of our students taking advantage of these resources now available to them.

GSA

Alma d'arte's GSA club provides LGBTQIA youth a space to build community, explore identities and advocate for racial, gender, and educational justice. Through community outreach, service, volunteerism and workshops, in hopes to become better versions of themselves for the school and the community. Alma has had a GSA club for the last four years and has grown from five students when it first started up to 32 students for the 2021-2022 school year.

Encouraging family and community involvement:

Alma d'arte Charter has had to work on relationship building rapport in recent years after some hardship in this area. Family involvement has been fairly regular in the extra-curricular activities, such as Travel club events and movie nights. Our teachers are good at communicating on a regular basis with families such as through apps like Remind, Canvas, Powerschool, email, and/or calls home. This year, we will begin implementing a Parent Advisory Council, which had been slow to get off the ground last year due to COVID. This will hopefully begin to get more parent input and encourage more parent/guardian participation in our activities throughout the year.

Alma has participated in many community events in years past, especially art shows and displays throughout town. Currently, our science department is partnering with La Semilla Food Center to provide opportunities to our staff and students to participate in learning and receiving hands-on activities with gardening and cooking/nutritional activities. We have recently held casting calls for various out of town and local productions companies in our facility, allowed filming for an upcoming movie in our building, catering Distinguished Young Women fundraising events, and our Apprenticeship program partners with local businesses and people as a requirement for all our seniors to participate in. The apprenticeship program has allowed us to provide our students with experience in their career field of choice and build community relationships with local businesses. We are also implementing recruitment efforts in the community by participating in local sporting events and festivals that have booth spaces available.

Equity Council:

Alma d'arte has had a great start to this school year after struggling during the school closure and hybrid instruction during the pandemic. Alma d'arte's Equity Council has been working with the equity councils from Las Montañas Charter High School and The New America School-Las Cruces to form a consortium that would work to develop and strengthen each other's equity councils while pooling funding that would make a long term commitment to equity possible for our schools both individually, and as a collective.

The Consortium has developed a strategy to fund its efforts beyond each charter school's initial investment and will be proposing its plan to the Public Education Department and the Kellogg Foundation.

Monitoring student' social emotional and behavioral development:

Alma d'arte has hired a full-time social worker to begin helping students with social emotional and behavior development. Many of our students have anxiety and depression issues that were prominent prior to COVID and now that we have returned to campus, we have noticed even more students could benefit from social work services as well as provide support to families of community resources that are available to them. We are also implementing the FISH Philosophy as our adopted culture/school environment program that is designed to create a caring, welcoming school from the inside out. It is starting with just our staff this year and will be designed for them to become experts before expanding out to our students. This will help boost the morale and "family-like" culture that already makes Alma a great school to be at and take it to the next level.

At Alma, we are a very inclusive school in multiple areas where students may not feel in other schools. We have a high population of LGBTQIA students and Special Education students, and we also encourage students to participate in clubs that our school offers like GSA, Student Leadership Team, Youth Social Justice Club, etc. Having these types of clubs and student populations at our school are allowing the students and staff the opportunities to discuss openly difficult topics that may not be as easy to do in other settings. It has helped our school dynamic incredibly and to identify and address concerns that are occurring in our school and how we can grow to educate others in the community.

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:

Alma d'arte will be presenting a 15 minute video highlighting our school.

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 A1 and reference the appendix by name in this narrative. (Appendix A1 – 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:

For school year 2019-2020 and school year 2020-2021 (the last two years of our charter contract), there are no scores reported in the NM System of School Support and Accountability due to the COVID-19 pandemic. Therefore, this section will include what we have done during the pandemic and what we intend to do this school year and the near future to help improve outcomes for our students that were affected by the pandemic and any learning loss that occurred during the last two years.

In the last two years of this charter contract, Alma has seen quite a bit of turnover in staff which could be rough on any small school in normal times. Alma also had to endure this type of change of top of a worldwide pandemic with COVID-19. Alma has had two administrators, one interim and one new hire, during this pandemic who have made sure that the students come first and that the school is functioning through these difficult and uncertain times. Having to be creative and innovative in ways that no one ever thought we would be doing simultaneously, has really created a tighter family dynamic here at Alma over the last two years.

During the 2019-2020 school year, we were able to have data for our 2021-2022 seniors with PSAT testing. Overall, we had 21 students test and we also had a few students who participated in ACCESS testing. All the scoring in those areas could be improved on. Average testing scores we have on files, show that our students ranked in the below average range. Many of our students could benefit from interventions in reading and math based on the limited data we have had in the past couple years, which will be discussed in more detail below.

Once the shutdown occurred in March of 2020, modifications had to be made in order to make sure that equitable grading occurred and that students were not penalized for unforeseen circumstances with COVID-19. In the Continuous Learning Plan that was written by the previous administrator, students who were on track to earn credit until the March shutdown, as long as students continued to participate in the remote setting and had active contact with their teachers through the rest of the school year would be granted credit for that course. Any seniors that were on track to graduate at the time of the school closure were also told they would receive a diploma in May. Staff had also developed many ways to stay in contact at least two to three times a week with students during the shutdown and in the remote setting, including but not limited to social media, email, and by phone. Technology was also issued to students in need while remote.

In July of 2020, Alma hired a new administrator, and an updated Continuous Learning Plan was put into place. Teachers had to adapt to providing a more rigorous learning environment online in the remote setting until we were able to return to in-person learning in April of 2021. Teachers and students were provided with new technology, both laptops and hotspots to be able to have access to the internet to participate in online learning. Tutoring sessions were also done online by appointment with teachers. Online curriculum and materials were also purchased to help teachers instruct their classes online. Zoom and Canvas became our online platforms to deliver instruction during the 2020-2021 school year until we returned in-person.

Not only were teachers required to teach their content online, but they also became social workers and counselors as they were the main points of contact that saw our students every day. Our staff had to quickly adapt to incorporating daily social and emotional learning into their everyday teaching to help students meet those needs that they were not able to get anymore while in quarantine and in the remote setting. Teachers were required to check in with their Platica students frequently and ask how they were doing both physically and emotionally and if their families needed anything. We made every attempt to help our families that were struggling through the pandemic and would provide any outside resources that we were able to.

We developed a Student Intervention Team consisting of all staff that dealt with students firsthand. We met every Tuesday and discussed students that were not doing well in classes, frequently absent, and any other social emotional issues students may be dealing with. This helped all staff be up to date on what was occurring with students as we were not always together during the school closure. We were able to help students more efficiently this way as some teachers may be closer to a student than others and have more insight. This is something that has also continued now that we have returned to in-person learning as well.

For this school year, 2021-2022, we have begun to implement many new aspects that will help us with data as we found that that is one area, we are lacking in. We have begun the training process to be able to implement Illuminate interim assessment testing by late October. With Illuminate, we will be able to internally track our students progress and adapt instruction based on the data we receive. It will be another tool added on top of the state assessment data we receive on a yearly basis. After evaluating our Literacy Plan this year, we will also be looking to implement Reading Plus to help with reading intervention with our students. This program has been very successful in helping students increase their reading by multiple grade levels and we believe it will benefit our student population greatly. As the year progresses, we will also research and evaluate what kind of intervention math program we can implement to help build our students math skills in the future.

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 A2 and reference the appendix by name in the narrative. (Appendix A2 – 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:

With Alma being on a three year contract this last renewal period and due to the COVID-19 pandemic, we do not have all the data we normally would to present that would correlate with our mission goals for the 2019-2020 and 2020-2021 school years. We had to adapt and modify our graduation requirements in house due to the pandemic in relation to our Apprenticeship course and implementing an equitable grading system for the end of the 2019-2020 school year and for the 2020-2021 school year.

During the 2019-2020 school year, by mid-March when the pandemic shut our schools down, those students participating in apprenticeships had already completed or had most of their hours completed for the semester. If students continued to participate remotely, they were considered to have completed the requirement towards graduation. Since COVID-19 did not allow for apprenticeships to occur out in the community in the 2020-2021 school year with us being remote most of the year, students were only required to demonstrate competency based on their successful completion of the Apprenticeship coursework that was completed with their teacher and successful completion of a C or better on their Senior panel project.

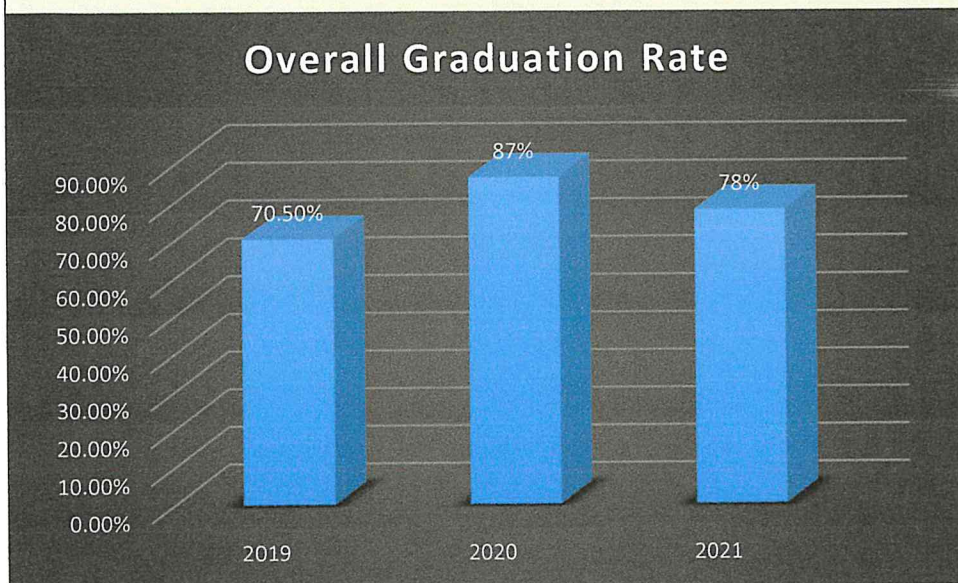
2019-2020 School Year Data towards Mission Goals:

Despite all the obstacles of having a worldwide pandemic put a halt on any normalcy the last two school years, during the 2019-2020 school year, Alma was able to graduate 25 students out of 29 seniors for an 87% graduation rate. Out of those 25 students that graduated, 17 students were with us all four years of high school and in Cohort 1. The other 8 students fell into Cohort 2. 20 of the 25 (80%) graduates took the ACT prior to the March shutdown, 21 (84%) students took the PSAT in 10th grade, and all students (100%) completed the dual credit, online course, and/or AP/Honors requirement and our Apprenticeship course, which focuses on college/career readiness all four years of high school. Even with the pandemic occurring in late spring, Alma managed to still meet the mission specific charter goals that were set in this contract with the exclusion of testing requirement considerations (PED waived testing requirements for the 2019-2020 school year).

2020-2021 School Year Data towards Mission Goals:

We were able to graduate 32 students (78%) out of 41 during the 2020-2021 school year. Out of the 32 students, only 7 were from Cohort 2. The Class of 2021 all students (100%) completed the dual credit, online course, and/or AP/Honors requirement and our Apprenticeship course, which had to be modified due to COVID-19 and not being able to participate in apprenticeships as we normally would have. Many students missed testing their junior year and partial senior year due to COVID-19, but we managed to have 2 students (6%) take the ACT and 23 students (71%) took the PSAT their 10th grade year. With testing requirements Data for the 2020-2021 school year shows that with the help from the modifications that were made, even though the numbers were not as good as the 2019-2020 school year, we were still meeting our mission goals as we improved still from the 2018-2019 school year overall with the exclusion of testing requirement considerations (PED made testing requirements optional for the 2020-2021 school year).

Overall, both school year's showed improvement in graduation rates since the 2018-2019 school year, but with the difficulties set forth due to the pandemic and lack of data that was able to be obtained due to the shutdown, the mission specific charter goal of increasing graduation rates and data collection are not a true reflection of what possibly could have occurred in the 2019-2020 and 2020-2021 school year and should not be under consideration for not meeting these goals for renewal.



How we are improving:

We did have a dip in our graduation rate for the 2020-2021 school year, mostly due to students being credit deficient and failing courses prior to the pandemic or during the pandemic and we had two students withdraw in the Spring semester. For the 2021-2022 school year, all these students are projected to graduate in the 5-year or 6-year cohort. For this school year, we have already begun signing students up for the ACT and most seniors have started working on their apprenticeship hours. After school tutoring sessions and test prep sessions, as a part of our Extended Learning Time Program, have been set in motion for this school year to help this year's graduates be more successful and recoup what was missed and/or learning loss during the shutdown and remote setting of the 2019-2020/2020-2021 school years.

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
Year 1 - FY 2020	4	<p>2020-001 Untimely Process of Payroll items and filling – other noncompliance, ERB was paid three days late.</p> <p>2020-002 Internal Controls over Travel and General Disbursements – Significant Deficiency, travel reimbursements were not signed before payment was made.</p> <p>2020-003 Internal Controls over Payroll – Other Non-Compliance, employees were missing there I-9s in their employee files</p> <p>2020-004 – Internal Controls over Cash Receipts- Other Noncompliance- Cash was not deposited within 24 hour rule</p>	<p>2020-02 The CAO will sign off on all travel reimbursements and reimbursements will go through a duplicate review process to ensure that correct amount is being paid.</p> <p>2020-03 The school has a process in place for when new hires are hired at the school in order to get the correct tax forms and getting background checks cleared before they are put into the payroll to be paid.</p> <p>2020-004 Business Manager has spoken to staff on making deposits within 24 hours and how to write deposits correctly.</p>

Year 2 - Fy 2021	N/A		
Year 3			

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 to be reviewed and verified 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: Alma d'arte maintained all Board of Finance authority during the entire term of the contract.

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 or 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:

For the 2019-2020 school year, Alma received a rating of "Meets Standard" for Indicator 1.a in the Web-EPSS annual report. The school year 2020-2021 annual report has not yet been completed.

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 B – 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:

Organizational Performance Framework Indicator/Rating	Concern	Improvement Plan
II – 1b: Education Program: Required Assessments/ Working to Meet	The PED team rated this indicator as Working to Meet Standard because though the school could not provide the requested documentation for its prior DTC (M. Chavez), the school did provide a detail narrative outlining how the school designated a new DTC and obtained the required training for the current academic year. The school is encouraged to provide school-level test security training for all personnel that will be involved in handling test materials at the school.	<p>As of July 2020, Mike Davis no longer was working at Alma d'arte Charter. I, Kayla Martinez, have taken over as DTC for the interim until a certified counselor/or licensed educator takes over as DTC for our school. We do not currently have any documents that state that Mr. Davis attended the Test Administration and Security trainings nor have evidence that he provided test security training to staff.</p> <p>I had attended both Fall 2020 and Winter 2021 training for this school year and have the certificates and documentation for attending those trainings. We went over this training, just in case parents opted-in to the testing last school year, during our staff meeting on February 18, 2021.</p> <p>As of 9/30/2021, I have attended this school year's first DTC training and staff has received the test security training for this school year.</p>
II – 1c: (1c) Education Program: Students w/ Special Needs/Working to Meet	The PED team rated this indicator as Working to Meet Standard because the school provided sufficient evidence as requested in the follow-up below. Specifically, the school stated it has addressed its outstanding student IEP and Evaluations and consulted with the Special Education Division at PED. Further, the CSD Team will verify the narrative provided below during its next in-person site visit. As a result, the school has instituted remedies that have resulted in compliance or demonstrated prompt movement toward compliance with law.	The previous contracted Special Education Coordinator resigned her position from Alma d'arte as of January 2021. Before leaving, I was told that for the 2019-2020 school year by the previous Special Education Coordinator, which is prior to my time here at Alma d'arte, that all IEPs were completed prior to the Winter Break as stated in a letter we have on record and all compensatory hours were provided to students. I took over the IEP caseload last year to ensure all services were met, along with a Special Education Educational Assistant to help with inclusion hours. For the 2021-2022 school year, we currently have two Special Education employees, a Program Specialist overseeing all aspects of Special Education and a Special Education Teacher, to handle the large caseload we

		<p>Internal Controls over Capital Assets (Significant Deficiency) - Business Manager worked with the IT Manager and the school has an inventory list. It was updated and approved by the board for fiscal year ending June 30, 2020.</p>
<p>II-2c (site visit); (2c) Financial Mgmt/Oversight: Acct. Principles/Does Not Meet</p>	<p>The PED team has rated this indicator as Does Not Meet Standard because the school received repeated/multi-year audit finding(s) on the FY19 published Audit Report.</p>	<p>Responses to the findings. They have been fixed as of November 2020.</p> <p>Untimely Processing and Submission of ERB Filing (Other Noncompliance) This was a repeat finding due to changing of Business Manager Services at beginning of the fiscal year FY2020 but is now fixed. There are procedures in place to ensure payments are made on time.</p> <p>Pledged Collateral (Other Noncompliance) - the school has gotten collateral as of Sept 2019.</p> <p>Internal Controls over Payroll (Other Noncompliance) - ABM and BM are going through current employee files that are not new to ensure that all tax documents are in file. There are procedures in place for new hires to make sure that all tax documents are filled out and contracts and stipends are signed before payment is made.</p> <p>Internal Controls over Cash Receipts (Other Noncompliance) - USDA claims that are submitted by Food Service Director are reviewed by BM to make sure they match the school files.</p> <p>Bank Reconciliation (Other Noncompliance) - checks over one year are voided</p> <p>Compliance over Open Meeting Act (Other Noncompliance)- The school has gotten a new board and makes sure that the agenda and meeting minutes are on the website every month for the prior month's meeting. BARs are approved and written in the meeting minutes.</p> <p>Budgetary Conditions (Other Noncompliance) - The BM, on a monthly basis, checks to see if any functions are in the negative</p>

		and does a transfer BAR if one is needed at the monthly board meeting.
II-2e: (2e) Financial Mgmt/Oversight: Fiscal Mgmt Staff/Working to Meet	The PED Team rated this indicator as Working To Meet Standard because the school provided evidence of the appropriate governing board membership serving on both the Finance and Audit Committee(s), demonstrating progress toward compliance. The school and governing board are encouraged to ensure they maintain adequate membership on both committees moving forward.	Governing Council has maintained proper membership requirements for Audit and Finance committees since this finding in January 2020. The Governing Council at the time was transitioning new members in and once the new members were voted in, the committee membership was assigned.
II-3a: (3a) Governance & Reporting: Governance Requirements/Working to Meet	The PED team rated this indicator as Working to Meet Standard because the school provided sufficient evidence as requested in the follow-up. Specifically, the school provided a detailed narrative explaining how the governing board is actively recruiting board members to ensure that it maintains the required 5 member, three designated officers, and meets all training requirements moving forward in subsequent years. As a result, the school has instituted remedies that have resulted in compliance or demonstrated prompt movement toward compliance with law.	The governing board has been working hard at recruiting additional members to stay in compliance since the January 2020 site visit. There has always been a minimum of 5 members on the board since 2020. Active recruiting is something that is continuously being done and applications are on file in the event that someone resigns from the board. At that time, those applications can be referred to and someone can be selected to be on the board. If an officer's position becomes available, at that meeting, someone will be appointed to fill that void and no lapse will occur in that position. All members have been notified that if they are to resign, advanced notice is needed to have a smooth transition of that seat and/or position. As of January 2021, board members are required to report at the board meetings their updated progression on training requirements for the school year to ensure we meet that goal. The Administrative Assistant will also be asked to keep a running log of training requirements as an additional resource for the board to use for ensuring the required numbers of hours are met. During the February 2021 meeting, a head administrator evaluation will be conducted on the current Principal/CAO and it will be conducted annually, unless otherwise specified by the Governing Council. This will be the requirement to be met from here on out during early/mid spring of the current school year.

II-3b: (3b) Governance & Reporting: Conflicts of Interest/Working to Meet	The PED team rated this indicator as Working to Meet Standard because the school provided sufficient evidence as requested in the follow-up. Specifically, the school provided a Conflict of Interest policy that appears to align with regulation and law. As a result, the school has instituted remedies that have resulted in compliance or demonstrated prompt movement toward compliance with law.	The Governing Council has since adopted a Conflict of Interest policy.
II-4a: (4a) Students & Employees: Student Rights/Working to Meet	The PED team rated this indicator as Working to Meet Standard because the school provided sufficient evidence as requested in the follow-up. Specifically, the school provided a detailed narrative outlining how it will ensure that student's residency is verified upon enrollment and the school's action steps taken to identify a new McKinney Vento liaison and obtain applicable training. As a result, the school has instituted remedies that have resulted in compliance or demonstrated prompt movement toward compliance with law.	<p>Verifying residency - When a student registers, a copy of a utility bill or lease/mortgage is obtained to verify that the student is a NM resident. This is kept in the student's file. The McKinney Vento form is filed out as well.</p> <p>Our previous McKinney Vento liaison at the time of this finding had recently passed away and there is no known documentation of her attending any training SY 19-20. I had assigned our Attendance Clerk, at the time, who has now promoted to Student Success Advisor, as the new McKinney Vento liaison and she has been in constant contact with Dana Malone to ensure she attends this training and maintain the McKinney Vento requirements for Alma.</p>
II-4b: (4b) Students & Employees: Attendance & Enrollment/Working to Meet	The PED team rated this indicator as Working to Meet Standard because the school provided sufficient evidence as requested in the follow-up. Specifically, the school provided a detailed narrative indicating its actions steps toward addressing daily attendance and retaining students. As a result, the school has instituted remedies that have resulted in compliance or demonstrated prompt movement toward compliance with law.	<p>Since being hired at Alma d'arte last school year, I have ensured that we implement ways to keep better track of our students.</p> <p>We are partaking in ENGAGE NM to help with chronic absenteeism and attendance rates for students.</p> <p>I have also implemented what I call a Student Intervention Team. Our staff gets together once a week, generally Tuesday mornings before school, to discuss students that are struggling in class, not attending, or have issues that are of importance to why academics may be suffering. This has helped everyone to stay on the same page on what is going on with students and keep track of students that may otherwise fall through the cracks. This has helped our attendance this past semester and beginning of this semester, due to many staff members being able to reach out</p>

		<p>to kids that they may not know are struggling in other classes.</p> <p>Another way we are working on attendance is with attendance and behavior contracts with students with chronic absenteeism. Parents and the student meet with me (Principal) and must explain why they are missing class and why they want to continue to attend Alma. After discussing options of what is going to help them stay in class and attending, both parent and student must sign the contract. This has helped with many kids who were struggling in the past. These attendance contracts are being signed as a Tier 3 method of the Attendance Success Plan for Alma.</p> <p>Retention of students has been steady this year. Due to instability within the school administration and lots of issues that needed to be addressed, student retention has suffered in recent years. Last school year, I tried to help stabilize the environment and the community perspective of our school by using social media and word of mouth that our school is doing better and there is a stable environment now for stakeholders. We have already begun to see our incoming freshman count grow now without other active recruitment fully being implemented.</p> <p>We are planning on sending out recruitment flyers and are in the process of creating recruitment materials and videos to help with recruitment for our school of all grade levels. We have quite a bit of room to grow and we will be actively seeking new students to come to our school. During the spring and summer, our Student Success Advisor will be actively recruiting at various middle schools for incoming freshman and reaching out to local school counselors to let them know we are an option for students who are interested in an arts-based school. We will also be using social media to attract older</p>
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		<p>students to attend our school. Word of mouth is the best way to get positive recruitment for us and put the negative stigma we have had behind us.</p>
II-4d: (4d) Students & Employees: Employee Rights/Working to Meet	<p>The PED team rated this indicator as Working to Meet Standard because the school provided sufficient evidence as requested in the follow-up, specifically the official transcripts for J. Martinez. As a result, the school has instituted remedies that have resulted in compliance or demonstrated prompt movement toward compliance with law.</p>	<p>Official transcripts have been obtained and are now in the employee's files. This is now a requirement for the business office to have in place prior to an employee beginning a new position.</p>
II-4e: (4e) Students & Employees: Background Checks & Ethics/Working to Meet	<p>The PED team rated this indicator as Working To Not Meet Standard because the school provided most of the requested follow-up as outlined below. However, did not provide evidence of the actual background check for said employee. The PED team will request to review the background check during its next in-person site visit. In addition, the school is reminded to obtain a pre-employment background check for any individual being offered employment, regardless if the individual is licensed or non-licensed staff.</p>	<p>During the 2019-2020 SY, Alma d'arte was not able to access our ORI system to be able to obtain the background checks as they were completed. We have permission to obtain those files but were not successful in contacting someone through the help center after several attempts to obtain login credentials that were given to past employees that were no longer employed at Alma.</p> <p>This became a known issue during the 2020-2021 SY and an MOU was established with J. Paul Taylor Charter in order to be able to obtain background checks. Anyone who was still an employee at Alma d'arte was asked to obtain a new background check for their employee file.</p> <p>The Background Check policy was approved by the Governing Council during our August 2020 meeting.</p>
II-5c: (site visit) (5c): School Environment: Health & Safety/Working to Meet	<p>The PED team rated this indicator as Working to Meet Standard because the school provided sufficient evidence as requested in the follow-up, specifically a draft emergency drill log for the 2020-2021 year. As a result, the school has instituted remedies that have resulted in compliance or demonstrated prompt movement toward compliance with law.</p>	<p>Alma submitted a current Safe School Plan during the 2020-2021 school year.</p> <p>Everyone has been assigned and completed the Detecting and Reporting Child Abuse training for the 2019-2020, 2020-2021, and 2021-2022 school year.</p> <p>Emergency Drill Logs are kept and maintained at the front desk with the Administrative Assistant.</p> <p>The Master Immunization Log has been kept current and after the January 2020 site visit, the approved exemption expiration date column has been added. For</p>

		the 2021-2022 school year, the COVID-19 vaccination column was also added to track students who have been vaccinated.

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:

Fall Membership 2019-2020			
	Member Name	Role	Term
Seat 1	Gene Elliot	President (Finance/Audit committee)	01/2017-12/2019
Seat 2	Godfrey Crane ** Did not seek reappointment	Treasurer (Finance/Audit committee)	01/2017 - 12/2019
Seat 3	Carolyn Williams **Resigned effective 1/1/2020	Secretary	01/2016 - 12/2019
Seat 4	Stephen Aquino **Resigned effective immediately 12/2019 meeting	Member (Finance/Audit committee)	01/2016 - 12/2019
Seat 5	Casilda Provencio	Vice President	01/2017 - 12/2019
Seat 6	<open>		01/2017 - 12/2019
Seat 7	<open>		01/2016 - 12/2019
Seat 8	<open>		01/2016 - 12/2019
Seat 9	<open>		01/2017 - 12/2019

** Governing Council only had 3 active members after December 2019 meeting.

Spring Membership 2019-2020			
	Member Name	Role	Term
Seat 1	Gene Elliot **Resigned effective February 2020 meeting Rachel Padilla **Approved for nomination at March 2020 meeting	Treasurer – Gene Elliot	01/2020 - 12/2022
Seat 2	Ron Fitzherbert **Approved for nomination at December 2019 meeting	President (Finance/Audit committee)	01/2020 – 12/2022
Seat 3	Michelle Rodriguez **Approved for nomination at January 2020 meeting	Vice President	01/2019 – 12/2021
Seat 4	Rachel Garcia Banegas **Approved for nomination at February 2020 meeting	Secretary – effective June 2020	01/2020 – 12/2022
Seat 5	Casilda Provencio	Secretary	01/2020 - 12/2022
Seat 6	Paul Dulin	Treasurer – effective June 2020	01/2020 – 12/2022

	** Approved for nomination at April 2020 meeting		
Seat 7	<open>		01/2020 – 12/2022
Seat 8	<open>		01/2020 – 12/2022
Seat 9	<open>		01/2020 – 12/2022
** Governing Council had 4 active members at January 2020 meeting			
** Governing Council had 5 active members at February 2020 meeting			
- Barthy Byrd (Seat #1) nominated to GC in February meeting; withdraw/resigned before March meeting.			
** Governing Council had 5 active members at March 2020 meeting			
Fall Membership 2020-2021			
	Member Name	Role	Term
Seat 1	Rachel Padilla		01/2020 - 12/2022
Seat 2	Ron Fitzherbert	President (Finance/Audit Committee)	01/2020 – 12/2022
Seat 3	Michelle Rodriguez	Vice President	01/2019 – 12/2021
Seat 4	Rachel Garcia Banegas **Resignation effective 12/2020 Kimberly Skaggs ** Approved for nomination at December 2020 meeting	Secretary	01/2020 – 12/2022
Seat 5	Casilda Provencio **Resignation effective 7/15/2020 Ceara Angel ** Approved for nomination at December 2020 meeting		01/2020 - 12/2022
Seat 6	Paul Dulin	Treasurer (Finance/Audit Committee)	01/2020 – 12/2022
Seat 7	Vernon Wilson ** Approved for nomination at December 2020 meeting		01/2020 – 12/2022
Seat 8	<open>		01/2020 – 12/2022
Seat 9	<open>		01/2020 – 12/2022
Spring Membership 2020-2021			
	Member Name	Role	Term

Seat 1	Rachel Padilla **Resignation effective April 2021		01/2020 - 12/2022
Seat 2	Ron Fitzherbert		01/2020 – 12/2022
Seat 3	Michelle Rodriguez ** Resignation effective February 2021 Richelle Ponder **Approved for nomination at February 2021 meeting		01/2019 – 12/2021
Seat 4	Kimberly Skaggs	Vice President	01/2020 – 12/2022
Seat 5	Ceara Angel	Secretary	01/2020 - 12/2022
Seat 6	Paul Dulin	President (Finance/Audit Committee)	01/2020 – 12/2022
Seat 7	Vernon Wilson	Treasurer (Finance/Audit Committee)	01/2020 – 12/2022
Seat 8	<open>		01/2020 – 12/2022
Seat 9	<open>		01/2020 – 12/2022

Fall Membership 2021-2022			
	Member Name	Role	Term
Seat 1	Cynthia Wise ** Approved for nomination at July 2021 meeting		01/2020 - 12/2022
Seat 2	Ron Fitzherbert		01/2020 – 12/2022
Seat 3	Richelle Ponder		01/2019 – 12/2021
Seat 4	Kimberly Skaggs	Vice President	01/2020 – 12/2022
Seat 5	Ceara Angel **Resignation effective August 2021	Secretary	01/2020 - 12/2022
Seat 6	Paul Dulin	President (Finance/Audit Committee)	01/2020 – 12/2022
Seat 7	Vernon Wilson	Treasurer (Finance/Audit Committee)	01/2020 – 12/2022
Seat 8	Marvin “James” Fielder **Approved for nomination at July 2021 meeting **Resignation effective August 2021		01/2020 – 12/2022
Seat 9	<open>		01/2020 – 12/2022

During the 2019-2020 school year, there was a short period of three months that the Governing Council fell below the 5-member requirement. In December of 2019, the council at that time had five members and fell to three members due to one member (Godfrey Crane) not seeking reappointment of his position, and two other members (Carolyn Williams and Stephen Aquino) resigning their positions. At that same meeting, one person (Ron Fitzherbert) was nominated and voted onto the council making a total of three on Alma's Governing Council. In January of 2020, another member (Michelle Rodriguez) was nominated and voted onto the council making a total of four members. In February of 2020, two more members (Rachel Garcia Banegas and Barthy Byrd) were voted onto the council totaling back to a minimum requirement of five members. Barthy Byrd rescinded their nomination and resigned right after the February meeting putting the council back to four. March of 2020, the fifth member (Rachel Padilla) was nominated and voted onto the council. Since March of 2020, the council has not fallen below the minimum requirement of five members.

For the Governing Council to always maintain its requirement of five members, the Governing Council and staff actively recruit members for the council in an attempt to fill empty slots or the event that someone leaves the council. The Governing Council has also created a nomination committee that vets any incoming applications to ensure that the applicant will be able to help the school fulfill its mission and vision.

The Alma d'arte Governing Council maintained the required committee membership at all times during the current 3-year contract.

The following vacancies have occurred since July 2019:

2019-2020 School Year:

Seat #1 – Vacant from 2/18/20 – 3/16/20

Seat #3 – Vacant from 1/1/20 - 1/21/20

Seat #4 – Vacant from 12/16/19 - 2/18/20

Seat # 6 – Vacant from 5/2019 – 4/20/20

Seat # 7 – 9 – Vacant from Unknown - Current

2020 – 2021 School Year:

Seat #1 – Vacant from 4/19/21 – 7/6/21

Seat #5 – Vacant from 7/15/20 – 12/21/20

Seat #7 Vacant from Unknown – 12/21/21

2021 – 2022 School Year:

Seat #5 – Vacant from 8/16/21 - Current

Seat #8 – Vacant from Unknown – 7/6/21

Seat #8 – Vacant from 8/16/21 - Current

Seat #9 – Vacant from Unknown - Current

All members of the Governing Council completed all training-hour requirements in every year of the contract term.

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