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

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### Las Montañas Charter High School updated January 31, 2020

*Charts with additional data are marked with  .*

**School Address:** 1405 S Solano Dr, Las Cruces, NM 88001

**Head Administrator:** Caz Martinez

**Business Manager:** Geri Bennett

**Authorized Grade Levels:** 9-12

**Mission:** The mission of Las Montañas Charter High School is to develop the academic potential and personal character of each student by engaging and valuing the student, family and community partnership. Students will work to prepare for and meet the challenges of a post-secondary or workforce environment for a globally diverse society.

## SECTION 1. ACADEMIC PERFORMANCE

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

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

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

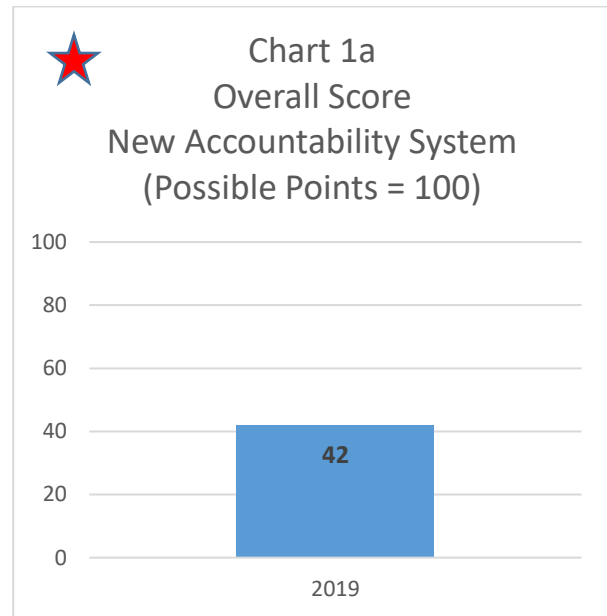
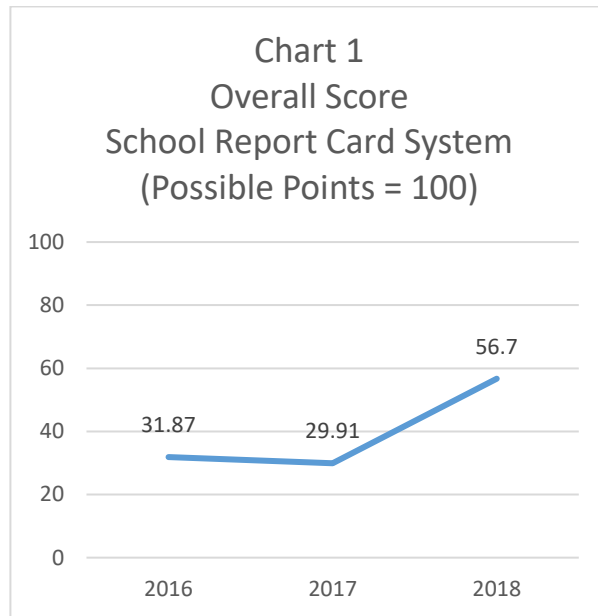
**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

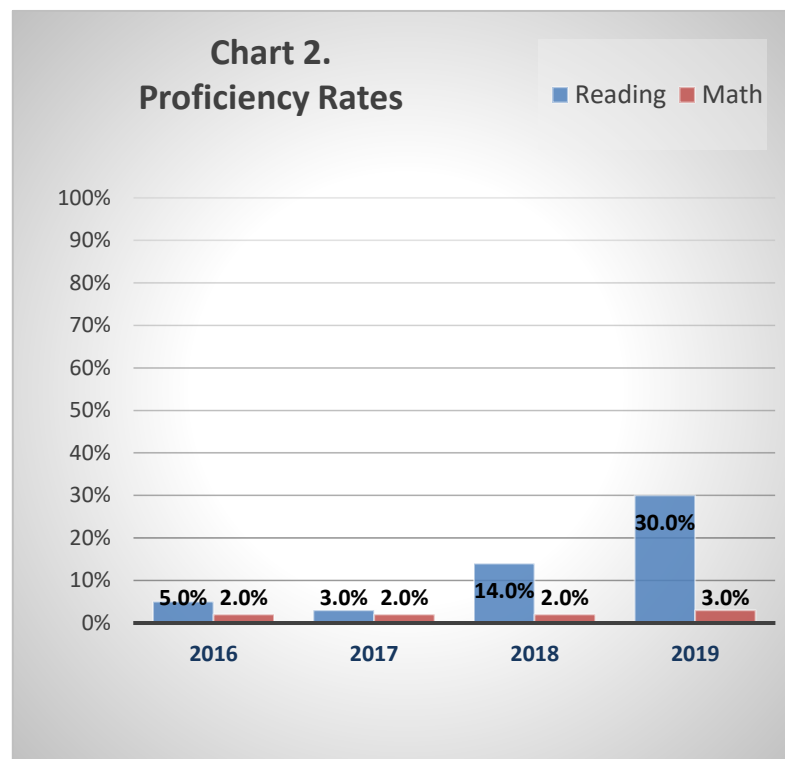
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

### 1a. Department's Standards of Excellence

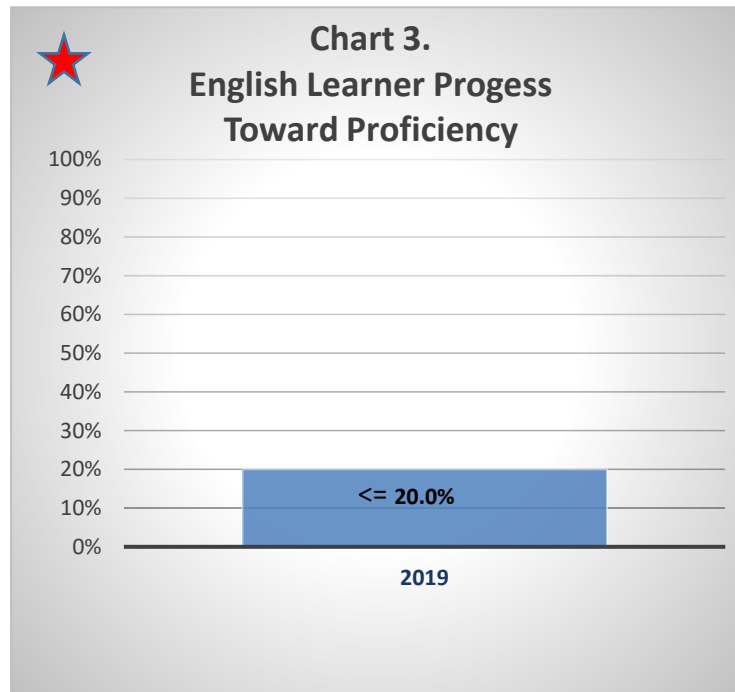
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



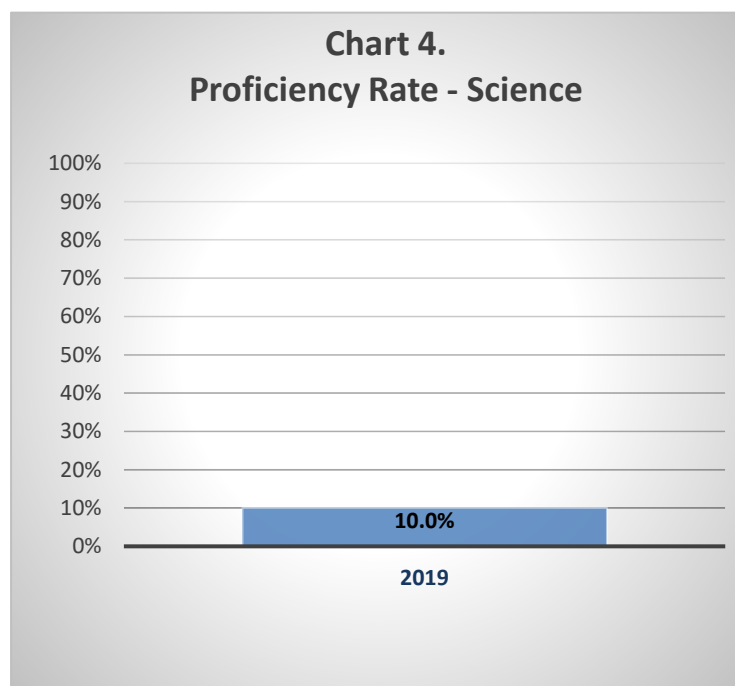
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



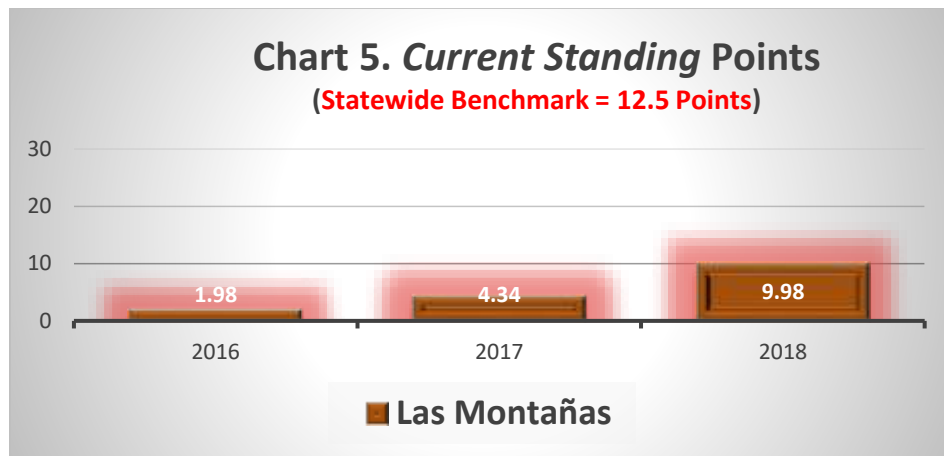
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency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



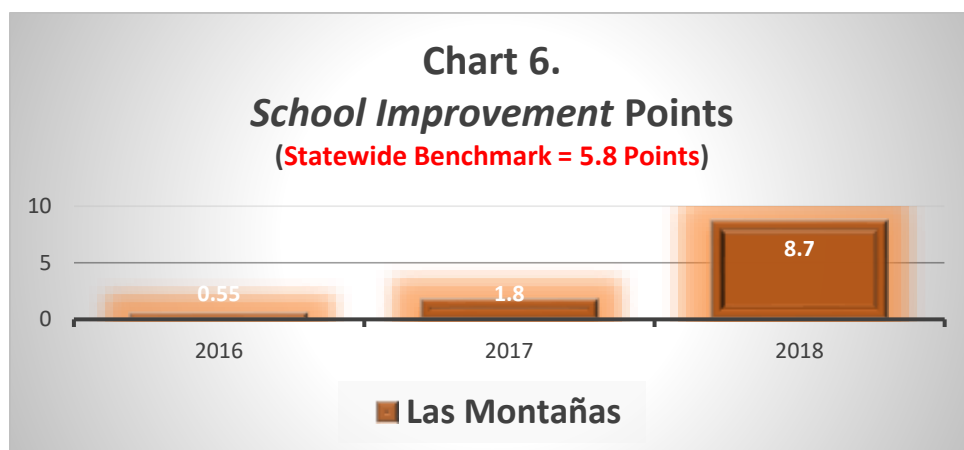
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

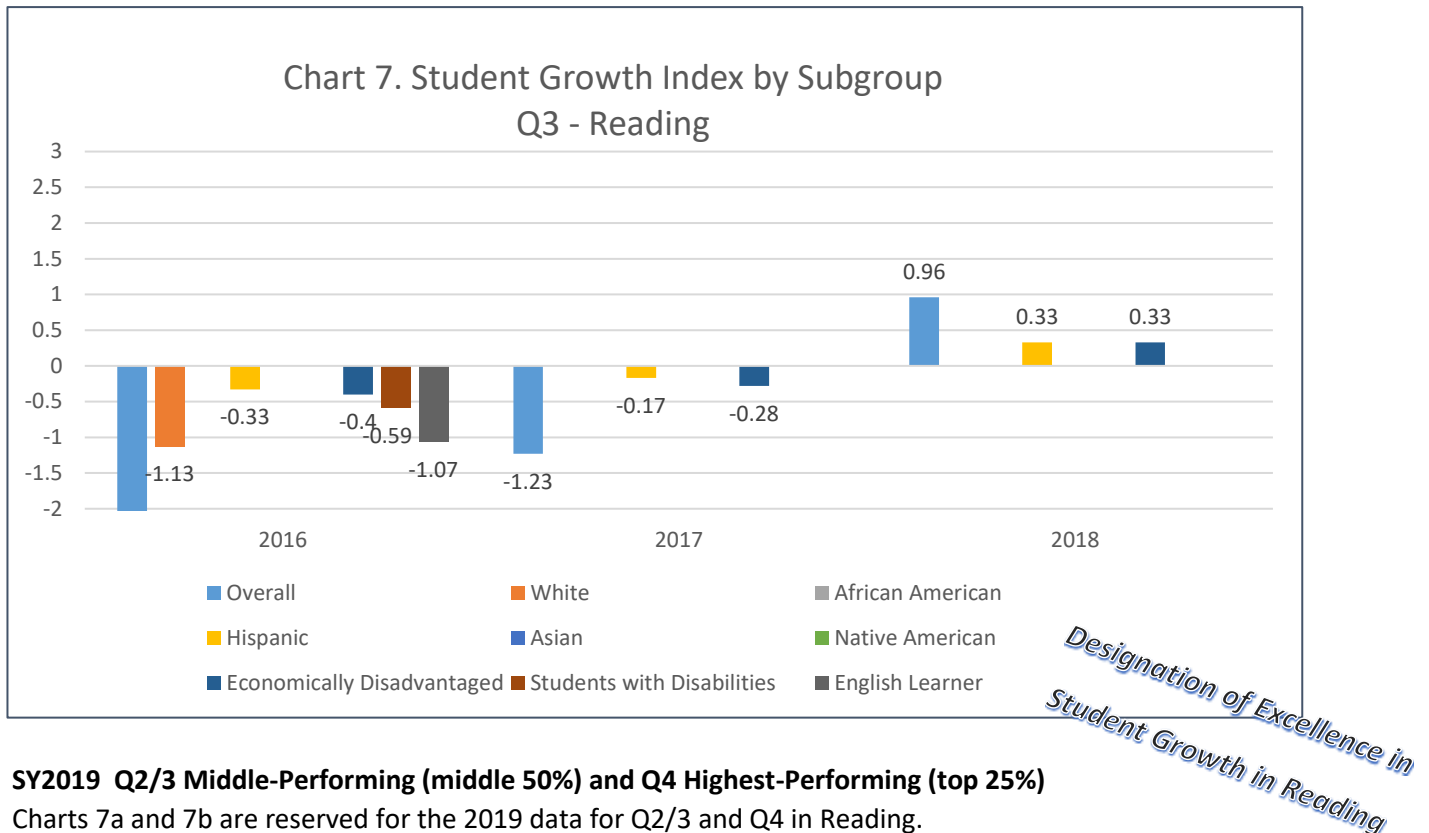


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



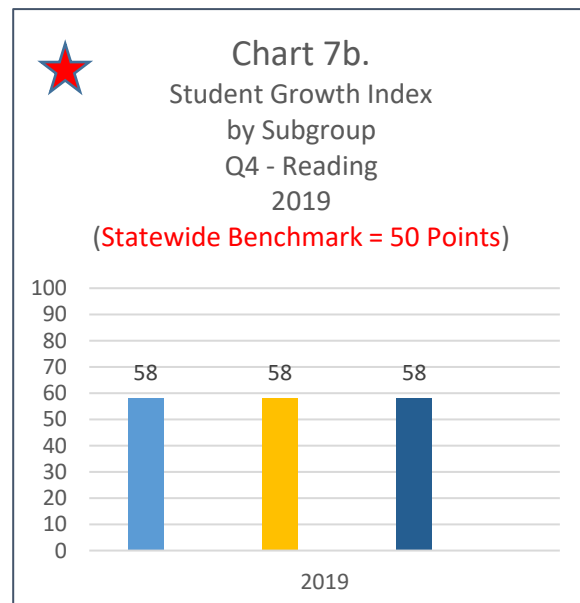
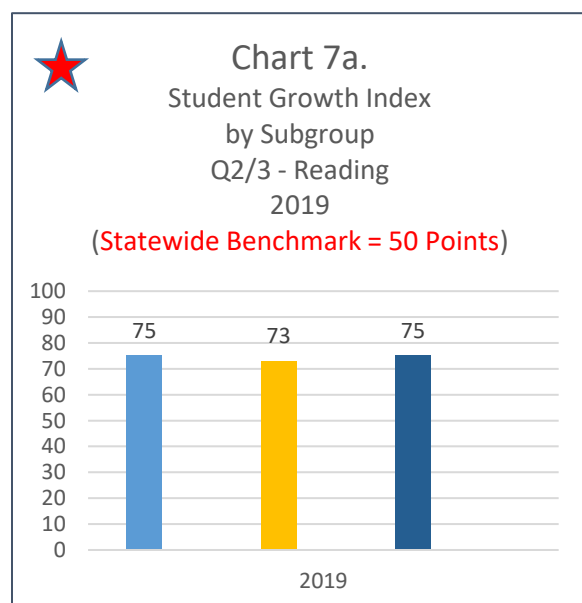
### Subgroup – Higher-Performing Students in Reading

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)** This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



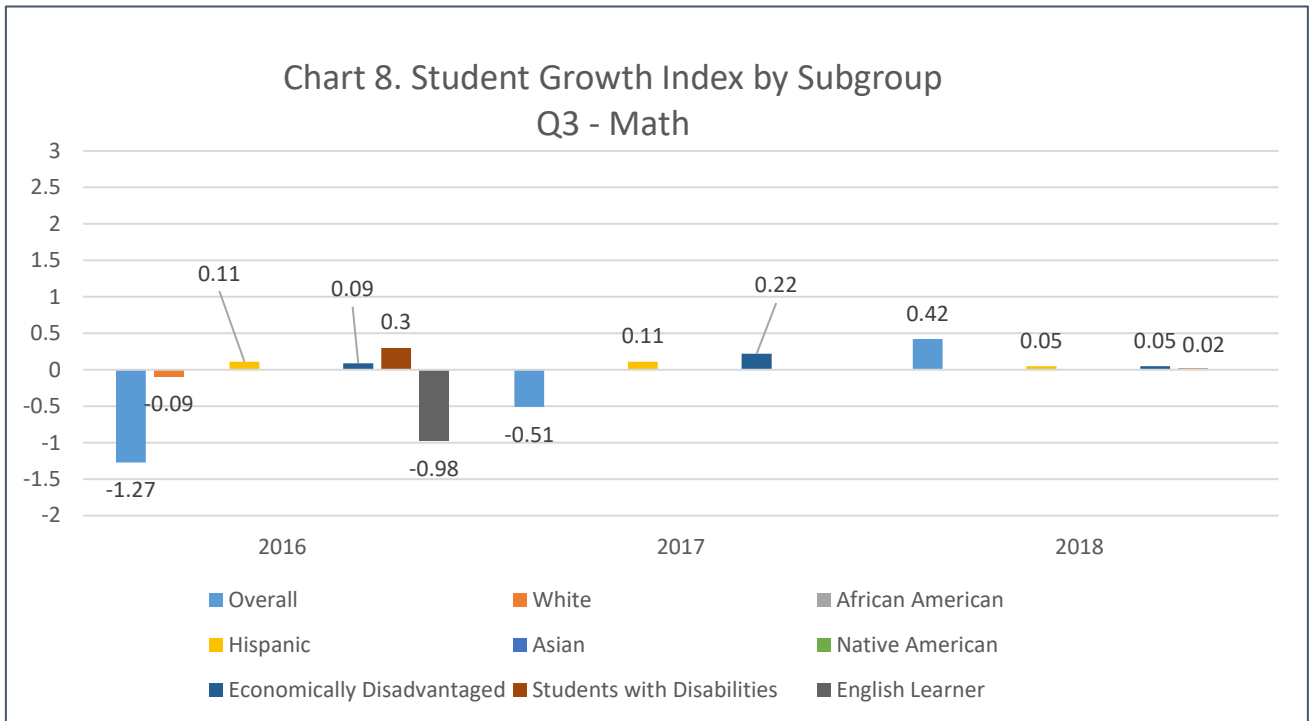
### **SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



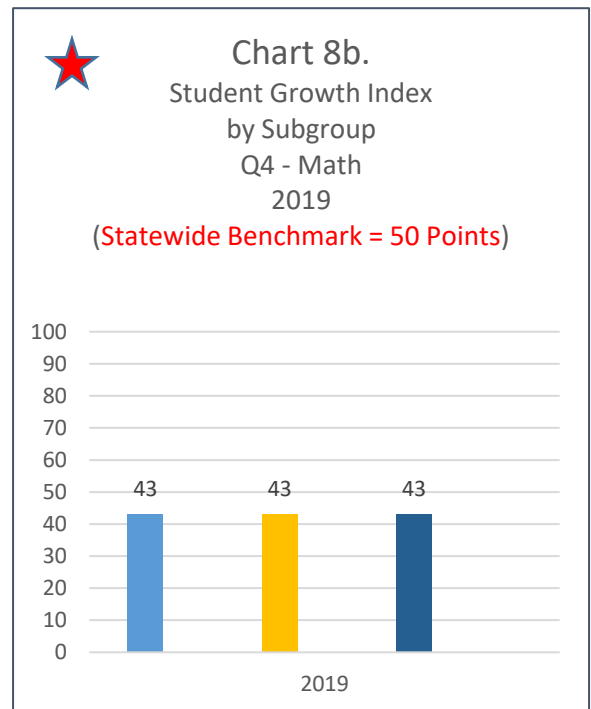
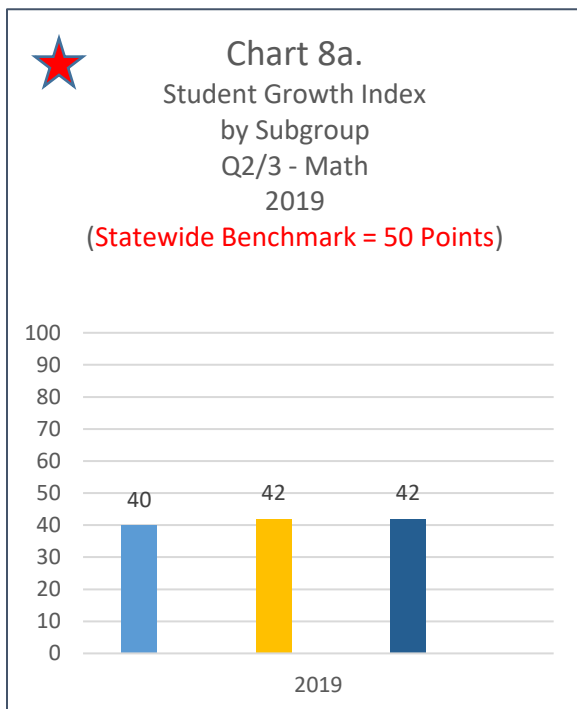
### Subgroup – Higher-Performing Students in Math

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)**



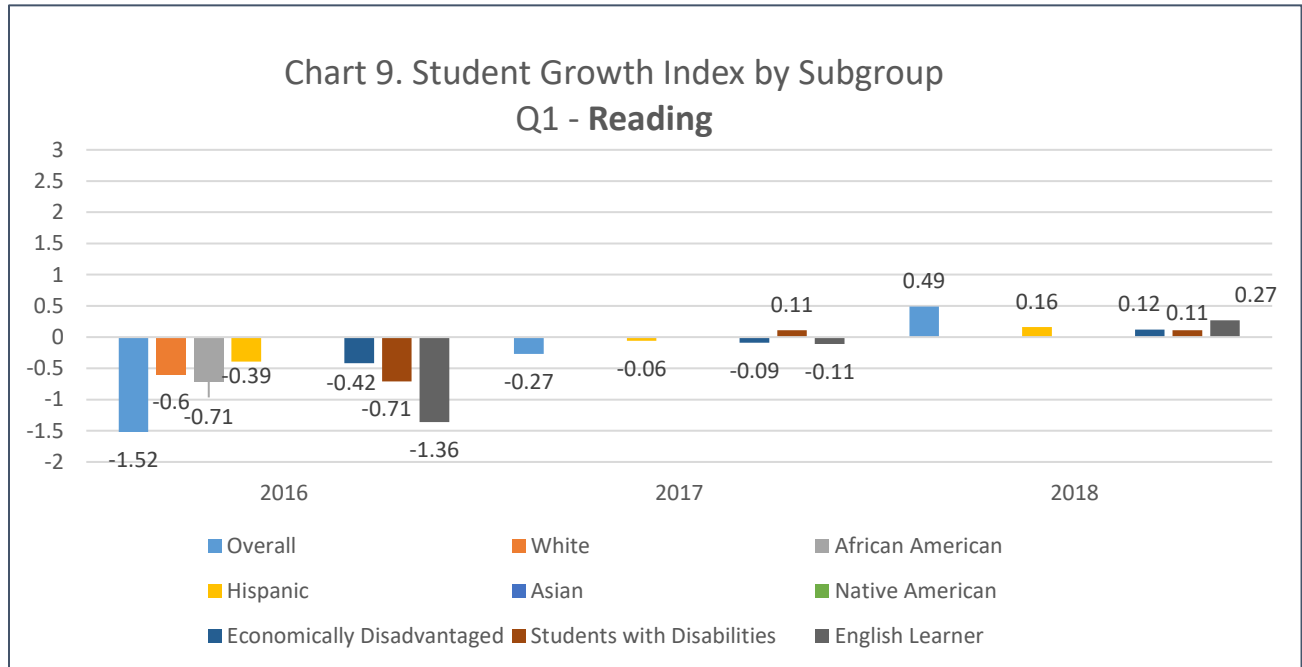
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

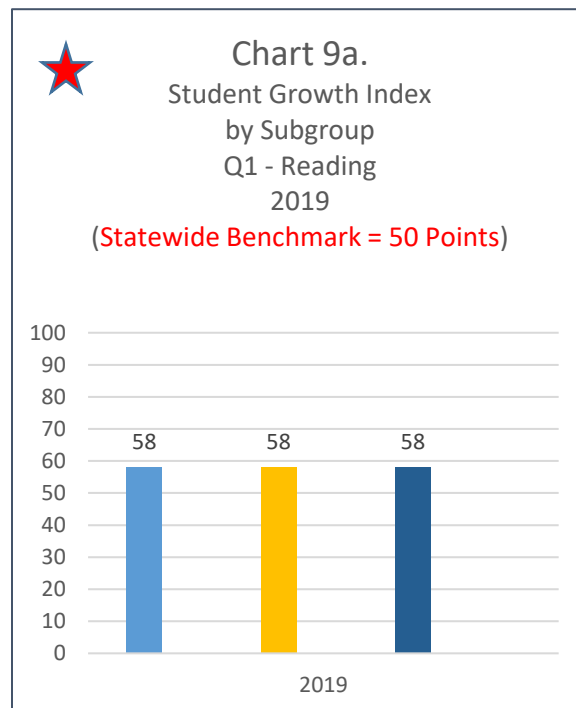


### Subgroup – Lowest-Performing Students in Reading

**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.

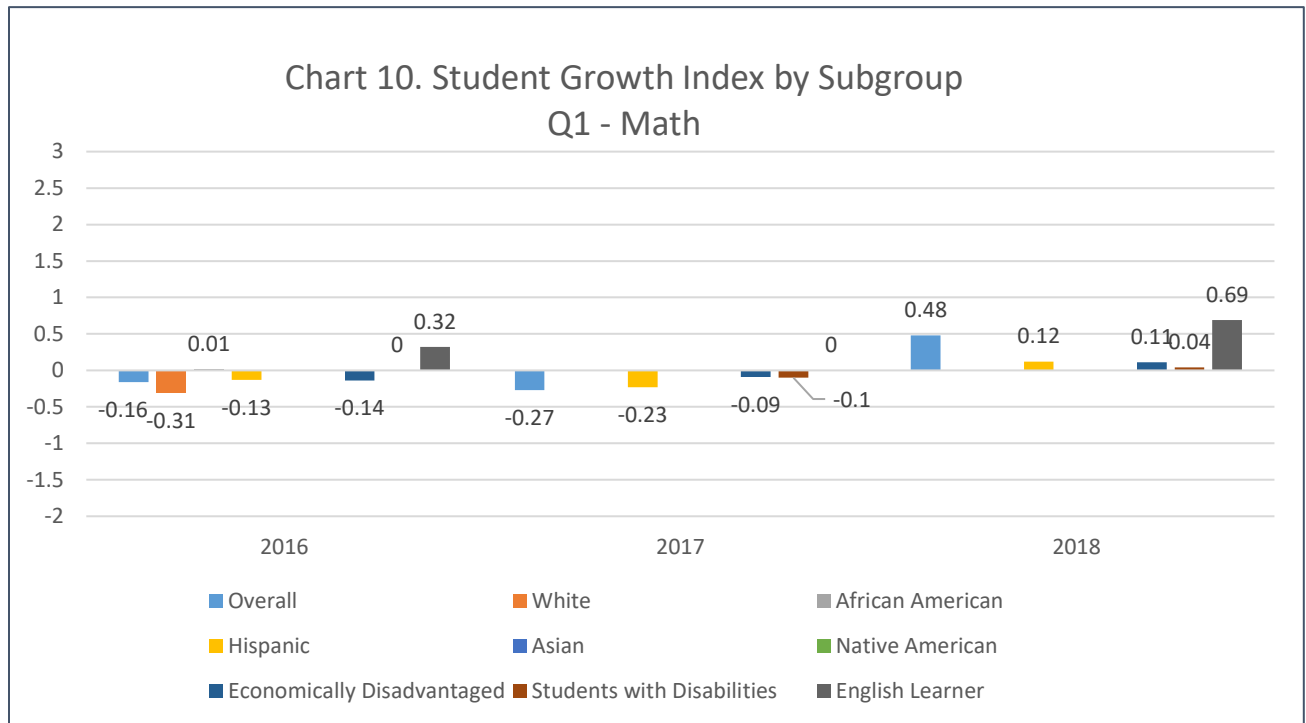


### SY2019 Q1 Lowest-Performing Students in Reading

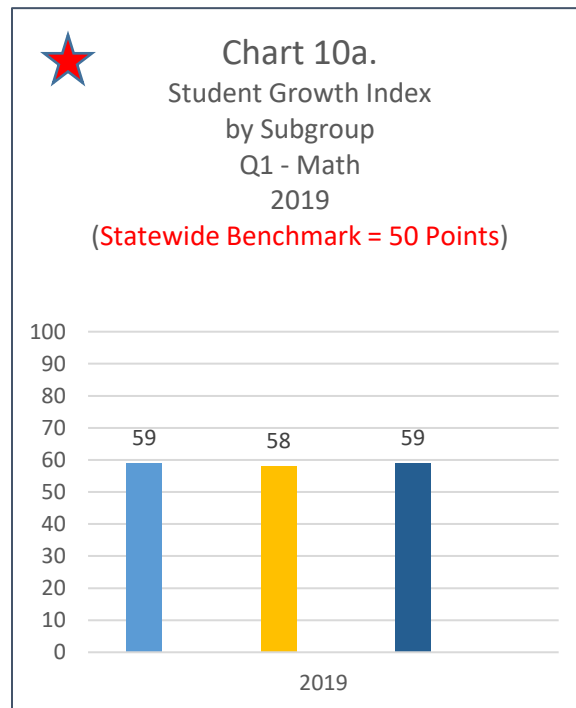




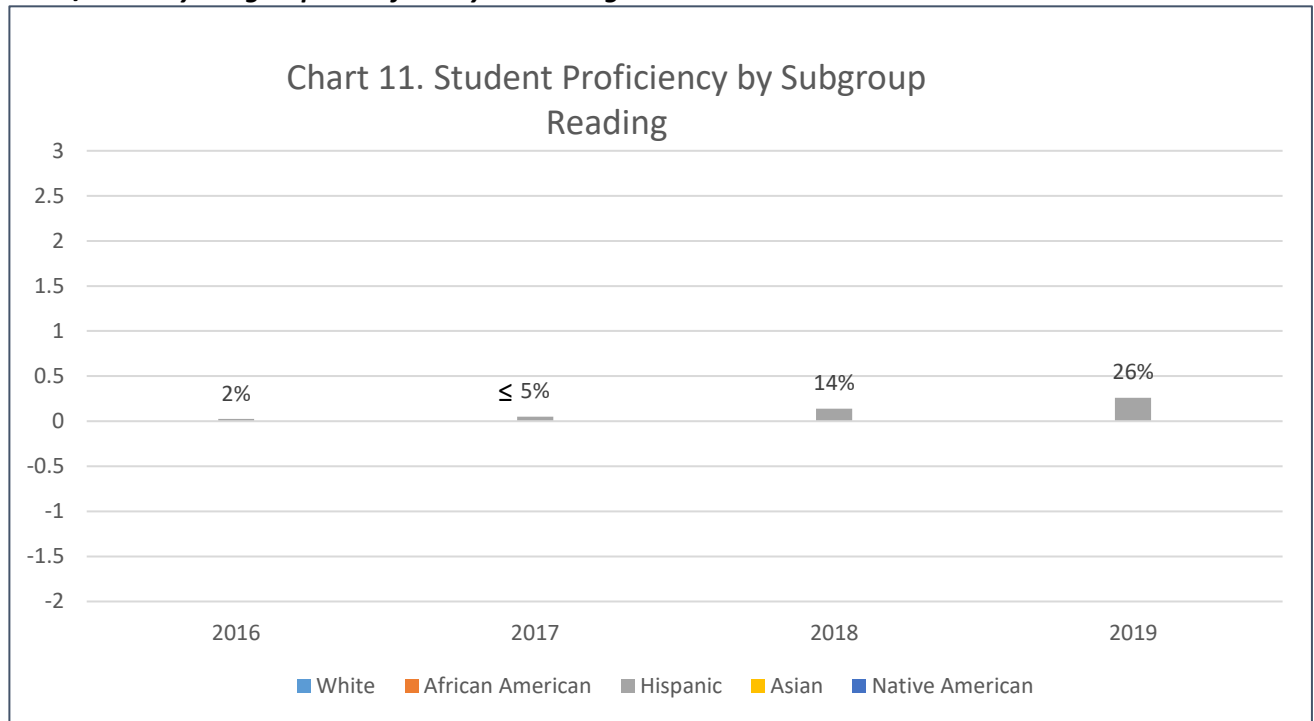
**Subgroup – Lowest-Performing Students in Math**



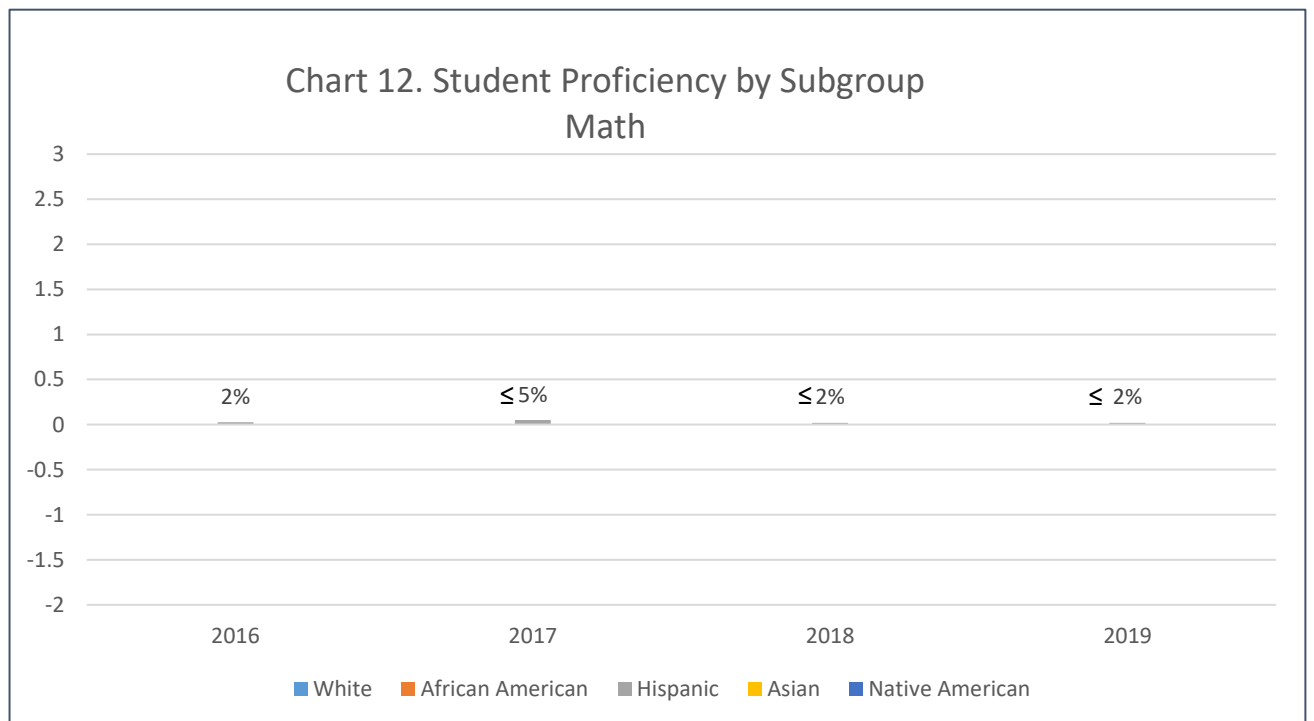
**SY2019 Q1 Lowest-Performing Students**



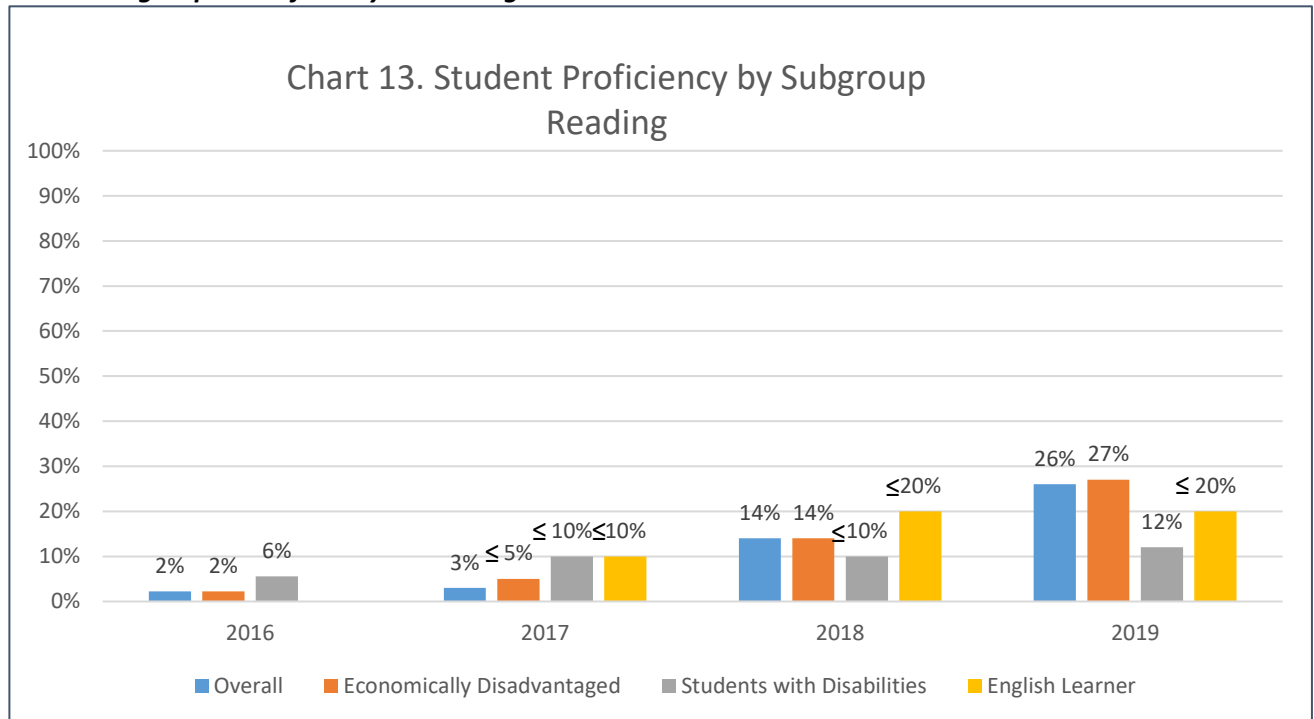
***Race/Ethnicity Subgroups - Proficiency in Reading***



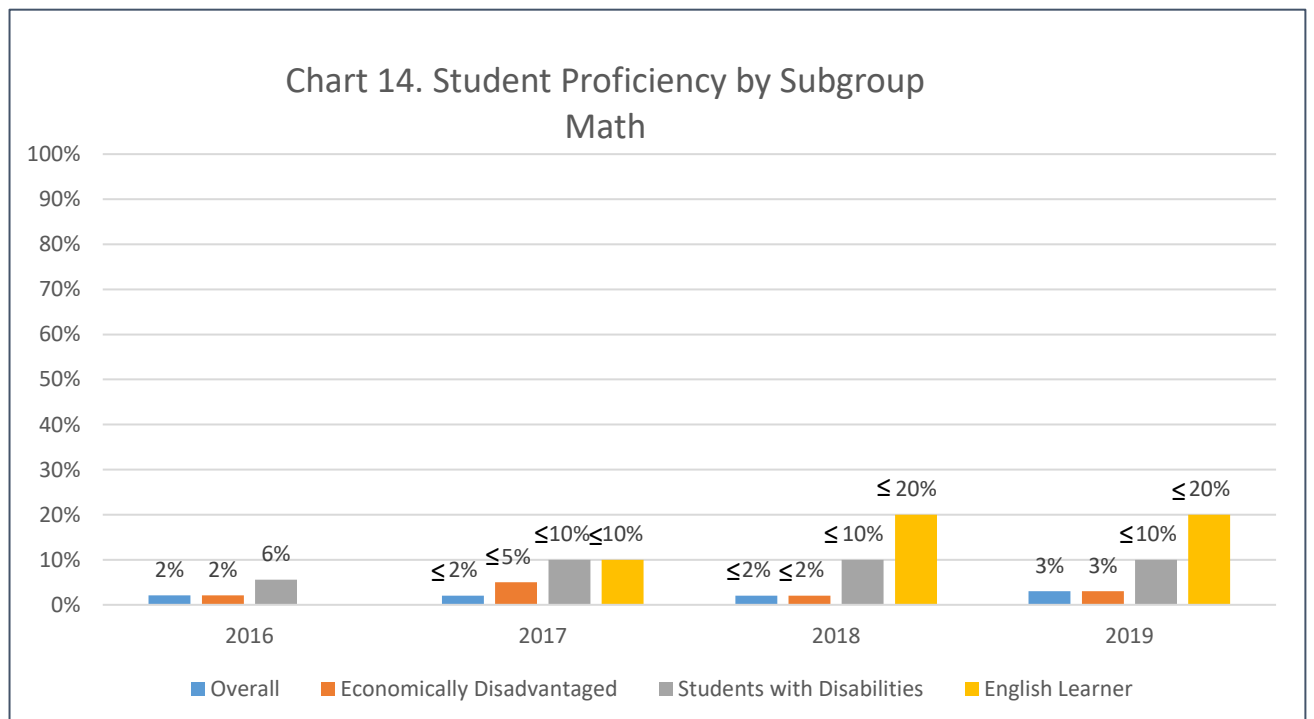
***Race/Ethnicity Subgroups - Proficiency in Math***



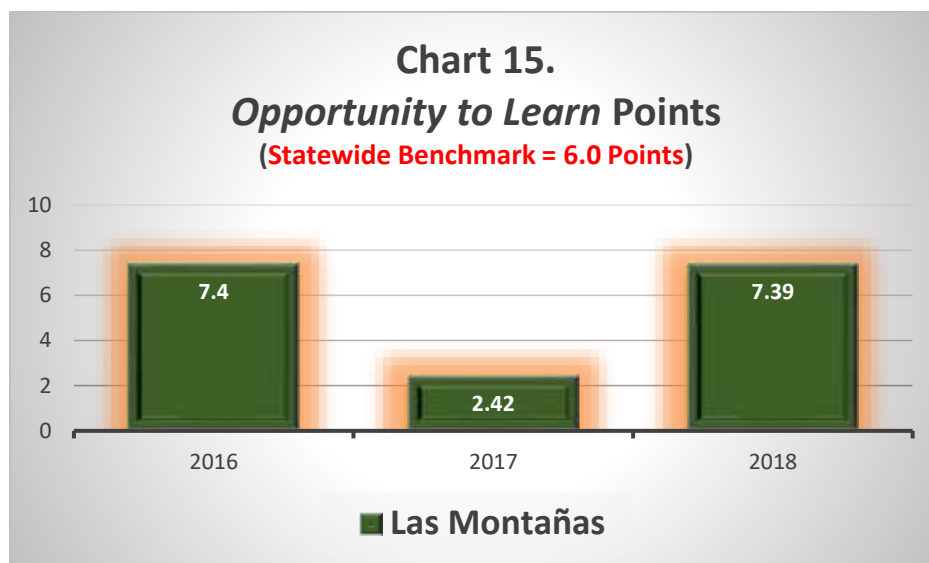
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**

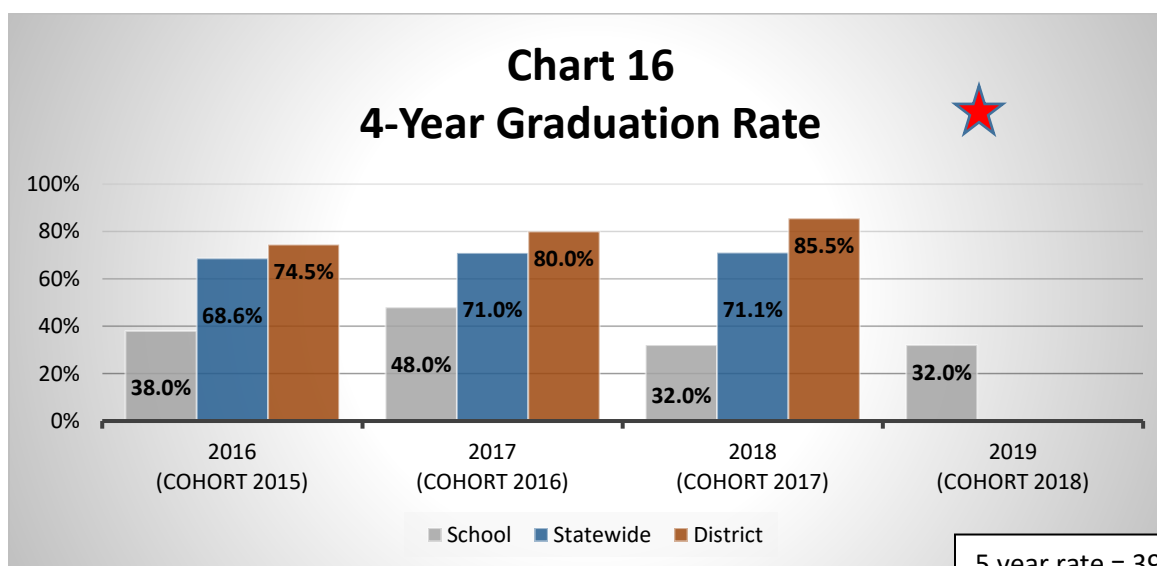


**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



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

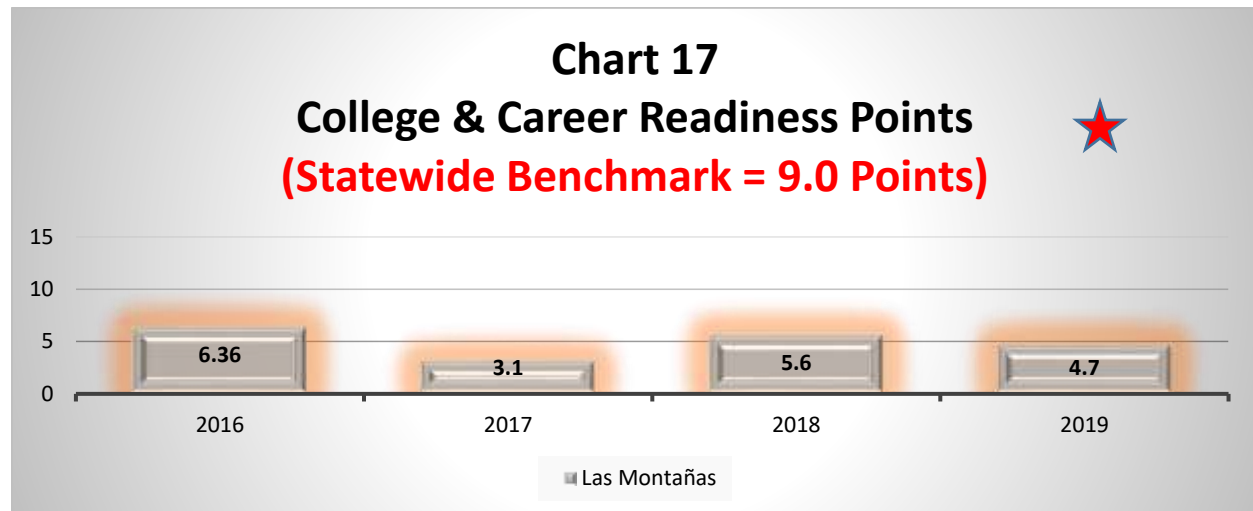
Please note that the data reported each year is for the prior year’s cohort of students.



5 year rate = 39%  
6 year rate = 37%  
Grad Growth Rate = 2

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

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



<sup>1</sup> See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:  
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

## 1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

### Charter Specific Goals

1. Las Montañas Charter High School Full Academic Year (FAY) students in grade 9, 10 and 11 will demonstrate academic growth in **reading** as measured by three short cycle assessments using NWEA MAPS, grade level assessment. Students may show the growth on either of the winter or spring assessments. The school meets the standard if 75%-84.9% of FAY students in grade 9, 10 and 11 demonstrate academic growth of 1.5 years in reading.
2. Las Montañas Charter High School Full Academic Year (FAY) students in grade 9, 10 and 11 will demonstrate academic growth in **math** as measured by three short cycle assessments using NWEA MAPS, grade level assessment. Students may show the growth on either of the winter or spring assessments. The school meets the standard if 75%-84.9% of FAY students in grade 9, 10 and 11 demonstrate academic growth of 1.1 years in math.
3. Las Montañas Charter High School Full Academic Year seniors, registered and classified at the 40 Day count as seniors, will participate in a rigorous **senior advisory program** designed to assist them with completing graduation requirements, progress monitoring, college and career readiness activities, and general mentorship. The senior advisory program will be measured by a 100 point rubric as approved by the Head Administrator. The school meets the standard if 75 - 84% of seniors who complete both semesters of their senior year achieve a minimum of 85 points on the senior advisory program rubric by the end of the school year.

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

|             | Goal 1          | Goal 2          | Goal 3          |
|-------------|-----------------|-----------------|-----------------|
| <b>2016</b> | Not rated       | Not rated       | Not rated       |
| <b>2017</b> | Falls Far Below | Falls Far Below | Falls Far Below |
| <b>2018</b> | Meets           | Meets           | Exceeds         |
| <b>2019</b> | Does Not Meet   | Meets           | Exceeds         |

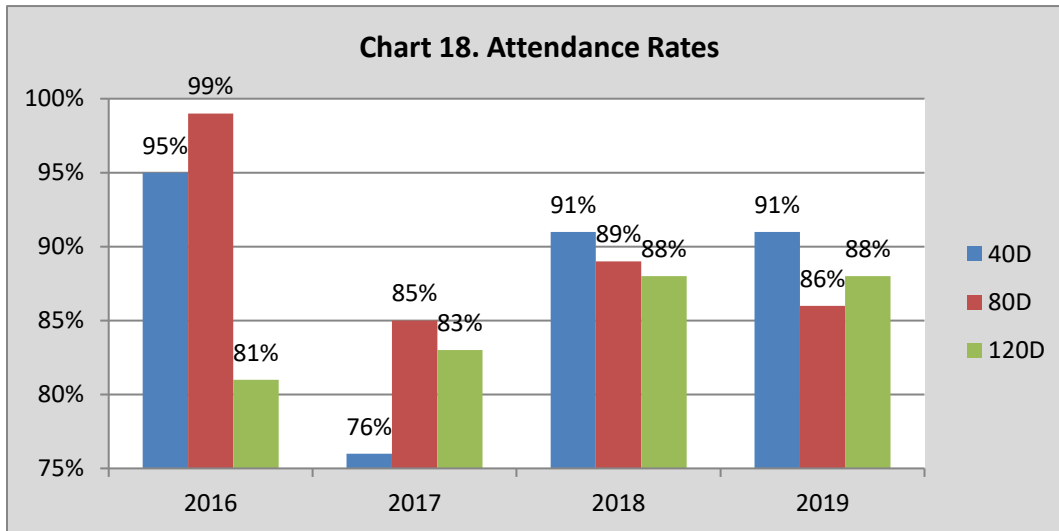
<sup>2</sup> Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

### 1c. Student Attendance and Enrollment

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

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

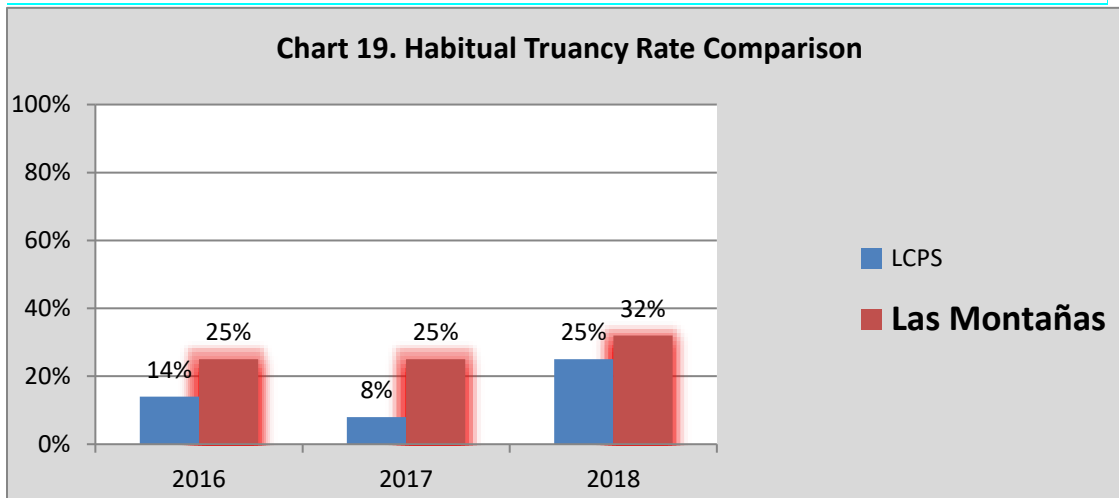
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



#### **Habitual Truancy (The statewide target is 2% or less.)**

Chart 19 reflects the school's habitual truancy rate compared to the local district.

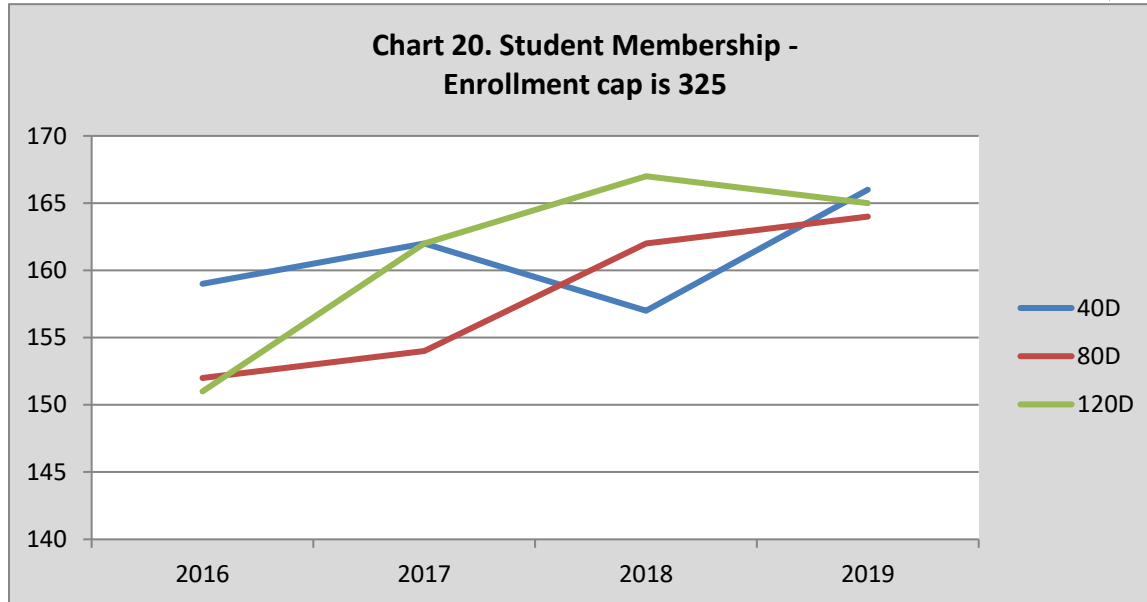
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and



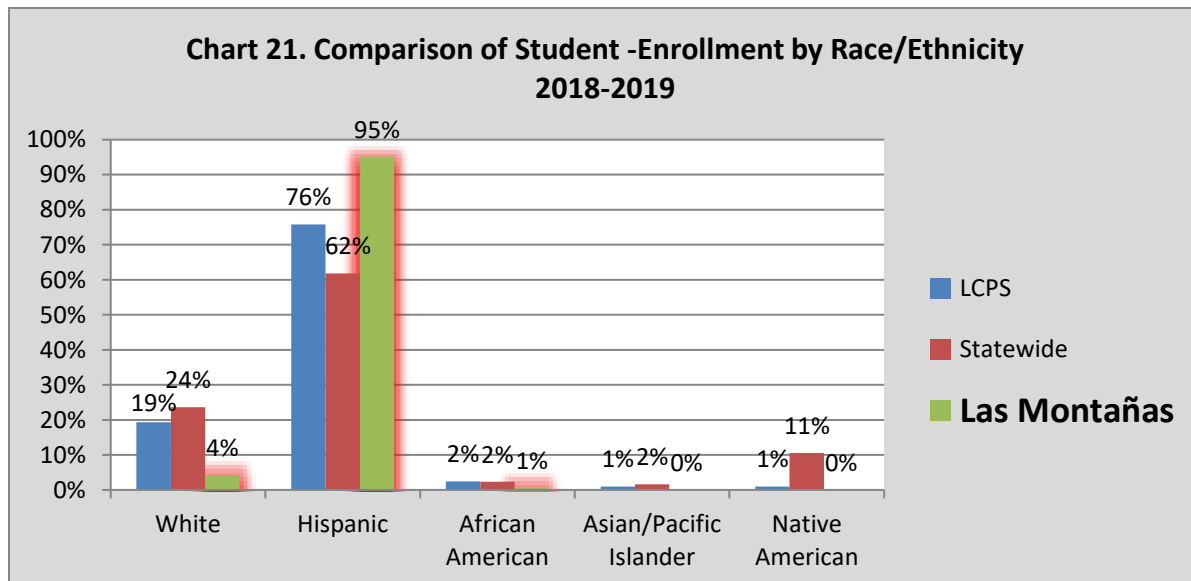
### Student Membership (Enrollment)

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

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



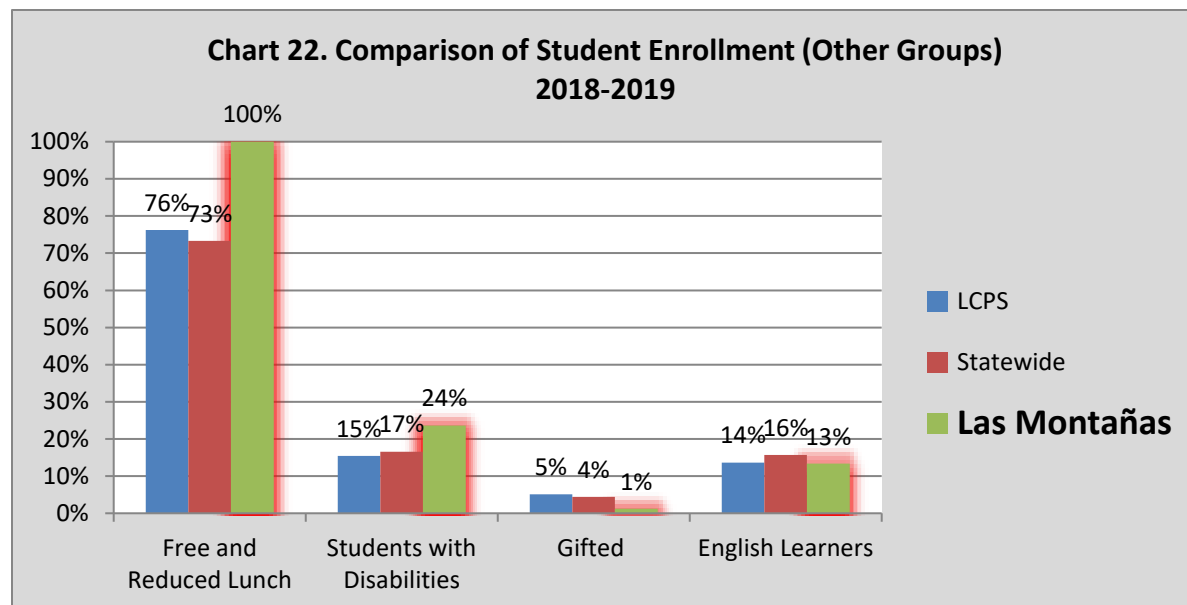
### Enrollment by Race/Ethnicity



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



### Enrollment by Other Subgroup

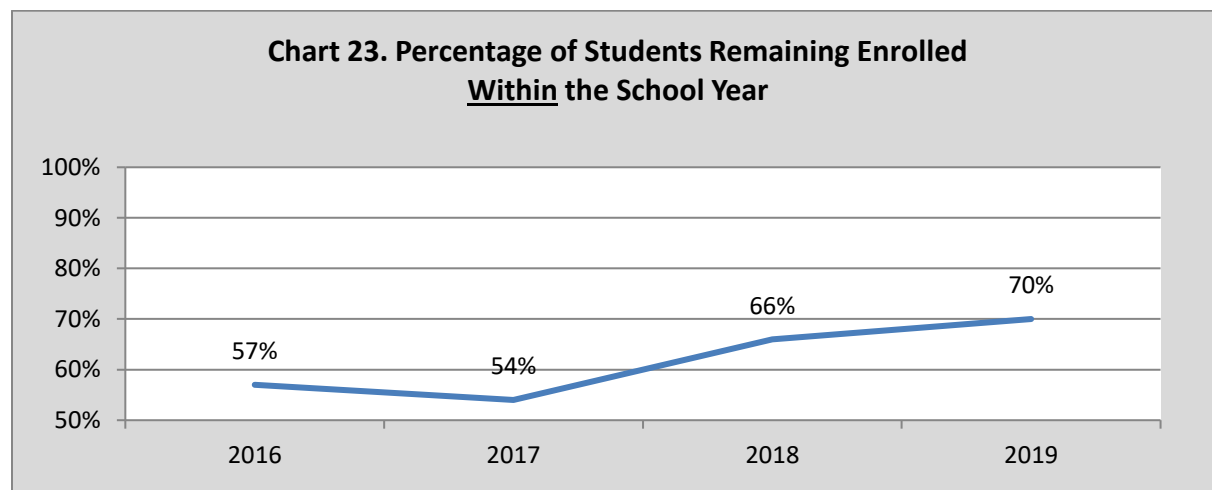


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

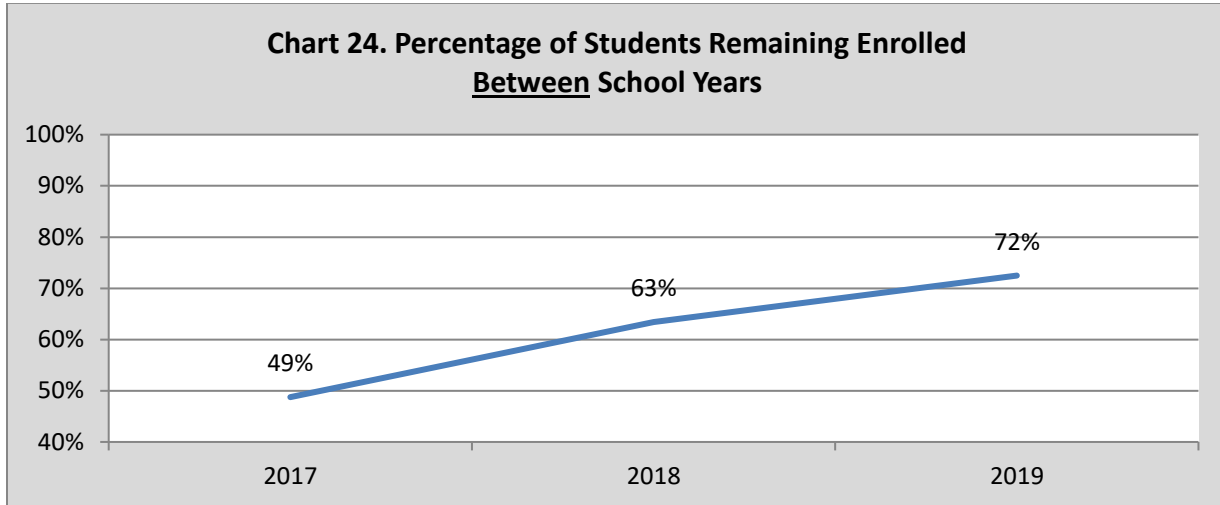
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



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

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

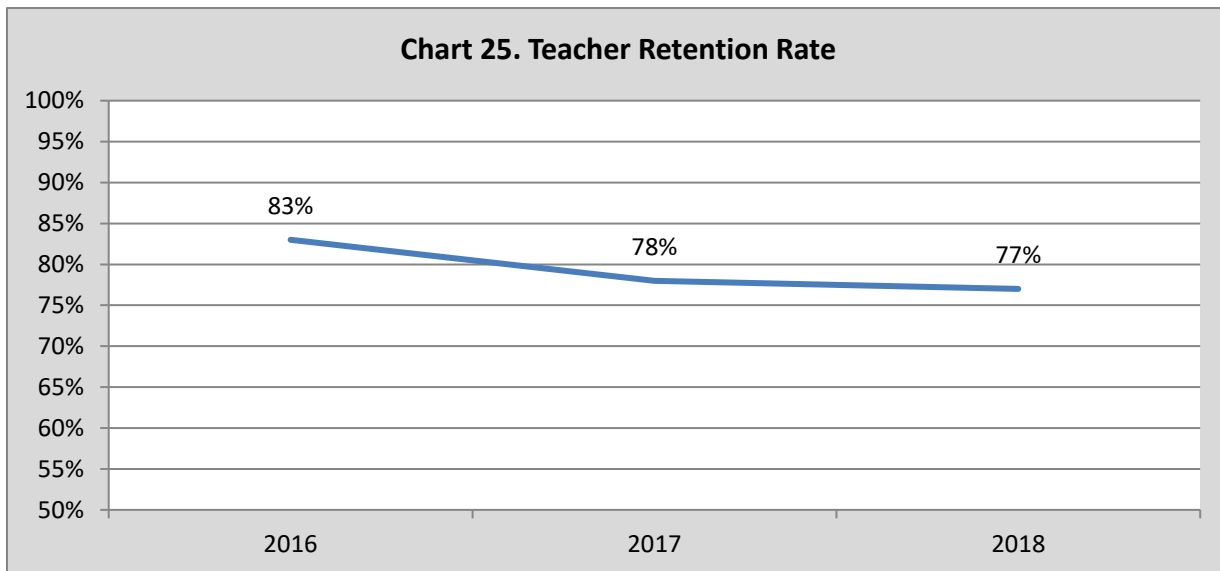


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### 1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

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



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

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

Figure 3. Fiscal compliance over term of contract.

| Audit Year | # of Findings | # of Repeat Findings | # of Material Weaknesses and Significant Deficiencies |
|------------|---------------|----------------------|---|
| FY18       | 5             | 0                    | 1   |
| FY17       | 0             | 0                    | 0   |
| FY16       | 0             | 0                    | 0   |

### *Summary of Most Recent Fiscal Report*

In FY18, the school received the following audit findings:

#### **2018-001 Untimely Cash Receipts (Other Noncompliance)**

**Condition/Context:** During our review of 19 cash receipts, we noted 1 cash receipt in the amount of \$19,905 that was not deposited within 24 hours of receipt. The receipt packet did not include a cash receipt slip as the check was initially mailed to the Business Manager's office and subsequently returned to the School to be deposited at the local bank branch location.

**Management's Response:** Management has reviewed and discussed that timely deposits will be monitored daily to ensure that they meet the 24 hour rule.

#### **2018-002 Vehicle Logs (Other Noncompliance)**

**Condition/Context:** During our review of fuel cards, we noted the School does not have a vehicle usage policy or signed acknowledgement by staff who utilize the vehicles. The School maintains fuel receipts, but mileage logs or vehicle usage requests are not maintained in order to reconcile back to the monthly fuel card statements.

**Management's Response:** Management has discussed and reviewed. They have already put in place a excel vehicle logs sheet that ensures that all staff members that check out a vehicle will follow the procedure put in place. A meeting with staff will take place so that everyone understands the checkout process for vehicles and fuel cards. This will be an on-going review process to ensure it is implemented correctly.

**2018-003 Disposal of Public Property (Other Noncompliance)**

**Condition/Context:** During our testing over capital assets and review of meeting minutes, it was identified that the School sold one of their capital asset vehicles to a member of their governing council.

**Management's Response:** Management has discussed and reviewed. At the time they felt they followed all the requirements; they now understand the state statute 13-6-2 NMSA 1978 and will implement the procedure with the statute.

**2018-004 Over-Expended Budget (Other Noncompliance)**

**Condition/Context:** During the audit, we noted the following fund where the actual expenditures exceeded the legal level of budgetary control:

- Fund 24101 Title I IASA, Operation of Noninstructional Services - \$1,633

**Management's Response:** Management has reviewed and discussed. They will review and implement procedures to ensure that the necessary adjustment will be completed in a timely manner, and will meet the state deadline for these adjustments.

**2018-005 Financial Close and Reporting (Material Weakness)**

**Condition/Context:** During testwork of the financial close and reporting process, it was noted that the School has not implemented an effective financial close and reporting process for the year ended June 30, 2018. We identified unnatural account balances, and during testing over fund balance, it was identified that a material amount incorrectly closed to the accounts payable rather than fund balance. In addition, we identified a cash receipt related to FY18 that was incorrectly excluded from the accounts receivable accrual as of June 30, 2018, which required an audit adjustment. It was also identified that the School improperly included two FY19 cash receipts as part of the accounts receivable accrual. During review of the June 2018 bank reconciliation, we identified three ACH payments totaling \$61,163 which were improperly listed as a reconciling item, as the wires were not initiated during the fiscal year.

**Management's Response:** Management has reviewed and discussed. This issue was an iVee software rollover glitch. The programming vendor was contacted about the rollover glitch of fund balance hitting, accounts payable; reverse process was completed and re-run of rollover was done. New trial balances were processed and verification of cash balance, fund balance were verified. This will continue to be an area that management will have to keep a close watch on with technology now days, glitches occur.

**2b. Board of Finance**

The school's Board of Finance was not suspended during the term of the current contract.

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

### 3a. Educational Program of the School

#### *Educational Program of the School*

The school serves a high risk – high mobility population that faces many social, emotional, economic, and learning challenges. As a result, NMSBA and other assessment results show 90% of our students come to us below grade level. The goal of our educational program is to raise the academic growth of at least 75% of our student population 1.3 years for each year that they are at our school to assist them in learning at grade level. We are working towards this goal by implementing a rigorous advisory program (Reflecting and Monitoring Success: *RAMS*) that will begin in grade 9, and include placement exams, test preparation, RTI, progress monitoring, parent communication, and Common Core instruction. The RTI program will focus on intervention strategies in Reading and Math, to include research based programs such as Reading Plus, MathXL, KHAN Academy, and MyPath. The general academic program will incorporate all of these principles, be supported by cross-curricular instruction, as well as a differentiated instruction model that is based on TESOL best practices.

#### *Student – Focused Term(s).*

All students will participate in an advisory program that will address many of the weaknesses seen in our areas for improvement and help to better address the instructional and social needs of our unique population. The advisory program will include the following:

- Reflecting and Monitoring Success (RAMS): A progress monitoring system that gives students ownership over their grades, behavior, and attendance.
- Attendance Policy: Students are held accountable for their attendance and each student has a minimum goal of 90% attendance for the academic year.
- Parent/Guardian Contact: The advisory teacher is responsible for making parent contact for any student that is struggling in any area. The advisor will also make parent contact to celebrate successes and highlight areas of improvement.
- Test Preparation: Students are strategically placed in test preparation courses to prepare for the rigorous demands of testing to include PARCC, Short-Cycle Assessments, and End of Course Exams.
- Numeracy and Literacy Intervention: Students are strategically placed in intervention courses to raise their level of achievement in reading and math.
- Senior Advisory Program: All seniors and potential graduates will be subject to rigorous progress monitoring to ensure they meet all the requirements for graduation. Seniors will be exposed to a variety of college and career readiness activities, as well as post-secondary and career options.

*Teacher – Focused Term(s).*

All teachers will be responsible for the advisory program (Reflecting and Monitoring Success: RAMS) duties and responsibilities. Some of the responsibilities include grade level teams that will focus on targeted individual student SMART goals which are predicated on the personal and academic needs of the students and the tracking of attendance to include a process of intervention to ensure students don't fall behind and/or drop out.

All teachers will be trained on Common Core, differentiated instruction, data analysis and professional development related to TESOL best practices.

*Parent – Focused Term(s).*

The school will hold an annual Open-House and will invite the community and parents/guardians to visit and tour the school to include its academic and extra-curricular programs.

Through the school's advisory program, the school will maintain communication with parents/guardians through weekly progress monitoring logs that will be made available to parents at the school site or digitally through the school's SIS.

Through the school's advisory program, the school will maintain communication with parents/guardians through monthly personal communication via phone calls, text, or email regarding the academic potential and personal character of each student.

### 3b. Organizational Performance Framework

| Las Montanas  | 2016-2017                                   | 2017-2018                   | 2018-2019                                   |
|---|---|-----------------------------|---|
| <b>Category I. Academic Performance Framework</b>   |   |                             |   |
| <b>I-A.00 NM A-F School Grading System</b>  | Falls Far Below (or Does Not Meet) Standard | Meets (or Exceeds) Standard | Pending                                     |
| <b>I-A.01 Required Academic Performance Indicators</b>  | Falls Far Below (or Does Not Meet) Standard | Meets (or Exceeds) Standard | Falls Far Below (or Does Not Meet) Standard |
| <b>I-A.02 Optional Supplemental Indicators (school specific items in charter)</b>                           | Falls Far Below (or Does Not Meet) Standard | Not Applicable              | Not Applicable                              |
| <b>Category II. Financial Performance Framework</b>   |   |                             |   |
| <b>II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals</b>  | Falls Far Below (or Does Not Meet) Standard | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard                 |
| <b>Category III. Organizational Performance Framework</b>   |   |                             |   |
| <b>III-A.00 Educational Plan: material terms of the approved charter application</b>                        | Working to Meet Standard                    | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard                 |
| <b>III-A.01 Education Plan: applicable education requirements</b>   | Working to Meet Standard                    | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard                 |
| <b>III-A.02 Education Plan: protecting the rights of all students</b>                                       | Falls Far Below (or Does Not Meet) Standard | Working to Meet Standard    | Meets (or Exceeds) Standard                 |
| <b>III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)</b>  | Meets (or Exceeds) Standard                 | Working to Meet Standard    | Meets (or Exceeds) Standard                 |
| <b>III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)</b>            | Falls Far Below (or Does Not Meet) Standard | Working to Meet Standard    | Working to Meet Standard                    |
| <b>III-A.05 Educational Plan: complying with the compulsory attendance laws</b>                             | Working to Meet Standard                    | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard                 |
| <b>III-A.06 Educational Plan: meet their recurrent enrollment goals</b>                                     | Falls Far Below (or Does Not Meet) Standard | Working to Meet Standard    | Working to Meet Standard                    |
| <b>IV-A.00 Business Management &amp; Oversight: meeting financial reporting and compliance requirements</b> | Falls Far Below (or Does Not Meet) Standard | Meets (or Exceeds) Standard | Working to Meet Standard                    |
| <b>IV-A.01 Business Management &amp; Oversight: following generally accepted accounting principles</b>      | Meets (or Exceeds) Standard                 | Meets (or Exceeds) Standard | Working to Meet Standard                    |
| <b>V-A.00 Governance and Reporting: complying with governance requirements</b>                              | Falls Far Below (or Does Not Meet) Standard | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard                 |
| <b>V-A.01 Governance and Reporting: holding management accountable</b>                                      | Falls Far Below (or Does Not Meet) Standard | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard                 |
| <b>VI-A.00 Employees: meeting teacher and other staff credentialing requirements</b>                        | Working to Meet Standard                    | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard                 |
| <b>VI-A.01 Employees: respecting employee rights</b>  | Meets (or Exceeds) Standard                 | Working to Meet Standard    | Meets (or Exceeds) Standard                 |
| <b>VI-A.02 Employees: completing required background checks</b>   | Meets (or Exceeds) Standard                 | Meets (or Exceeds) Standard | Working to Meet Standard                    |
| <b>VI-A.03 4d. General Info: Staff Turnover, if applicable</b>  |   |                             |   |
| <b>VII-A.00 School Environment: complying with facilities requirements</b>                                  | Meets (or Exceeds) Standard                 | Working to Meet Standard    | Working to Meet Standard                    |
| <b>VII-A.01 School Environment: complying with health and safety requirements</b>                           | Working to Meet Standard                    | Working to Meet Standard    | Working to Meet Standard                    |
| <b>VII-A.02 School Environment: handling information appropriately</b>                                      | Meets (or Exceeds) Standard                 | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard                 |
| <b>Category: Organizational Performance Framework</b>   |   |                             |   |
| <b>School Specific Terms: data on any terms specified in the school's Performance Framework</b>             | Not Applicable                              | Not Applicable              | Not Applicable                              |

### 3c. Governing Body Performance

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

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

| Name                         | Role       | Service Start Date | Membership Status | FY19 Training Requirements* | Hours Completed | Hours Missing |
|------------------------------|------------|--------------------|-------------------|-----------------------------|-----------------|---------------|
| <b>Blanca Martinez-Rolle</b> | Vice Pres. | 12/15/2015         | Active            | 8                           | 8               | 0             |
| <b>Kevin Freitas</b>         |            | 12/16/2014         | Active            | 8                           | 8               | 0             |
| <b>Laura Carrion</b>         | President  | 9/15/2014          | Active            | 8                           | 8               | 0             |
| <b>Michael Davis</b>         | Secretary  | 8/18/2015          | Active            | 8                           | 13              | 0             |
| <b>Patricia Gonzales</b>     |            | 11/13/2018         | Active            | 10                          | 10              | 0             |

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.