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SECRETARY OF EDUCATION

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Charter Schools Division
2023-24 Renewal Application Part A
Revised
November 7, 2023

School Name: School of Dreams Academy

School Address: 906 Juan Perea Road, Los Lunas, NM 87031

Head Administrator: Michael Ogas

Governing Board Chair: David Watling

Business Manager: Mike Vigil II

Authorized Grade Levels: K-12

Authorized Enrollment: 625

2022-23 End of Year Enrollment: 582

Contract Term: 2019-2024

Weighted NMCI: 20.25

Mission: The Mission of the School of Dreams Academy is to graduate students of the Rio Grande Valley who embrace an education that emphasizes Science, Technology, Engineering, Arts and Mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.

Educational Program of School as written in the contract:

- i. School of Dreams Academy (SODA) serves grades K-12.
- ii. SODA's curriculum foundation is based on Science, Technology, Engineering, the Arts, and Mathematics. Students in all grades will participate in STEAM curriculum offerings and programs.

- iii. SODA is an approved Early College High School. Students in grades 9-12 may take dual credit or concurrent enrollment courses as credited during the academic year.
- iv. All secondary students in grades 7-12 will have a daily advisory class. Students in the advisory class for grades 9-12 may earn 1/2 elective credit annually. A portion of advisory will be comprised of service learning projects, either as a class, individual, or whole school.
- v. All students, at SODA, are required to develop and maintain an Individualized Learning Plan (ILP) that will act as the student’s roadmap to success.
 - Elementary student ILPs will be a folder portfolio and will include formal testing results, short cycle assessment results, parent questionnaire/survey, STEAM project information, and student work samples.
 - Secondary student ILPs will align with Next Step Plans and may be electronic or a portfolio, including formal testing results, short cycle assessment results, career inventory survey, College entrance testing results (such as Accuplacer, PSAT, ASVAB, ACT), documentation of service learning projects, and a STEAM portfolio including participation in competitions, contests, and performances while attending SODA.

Amendments approved in last four years:

PEC Meeting Date	Approved? (Y/N)	Amendment Request
3/24/2023	Y	GB Board Change
3/24/2023	Y	GB Board Change
3/24/2023	Y	GB Board Change
3/24/2023	Y	GB Board Change
3/24/2023	Y	GB Board Change
3/24/2023	Y	GB Board Change
3/24/2023	Y	GB Board Change
3/24/2023	Y	GB Board Change
3/24/2023	Y	GB Board Change
9/16/2022	Y	Change in Business Manager
9/24/2021	Y	Change in Business Manager
10/11/2019	Y	Change in Business Manager

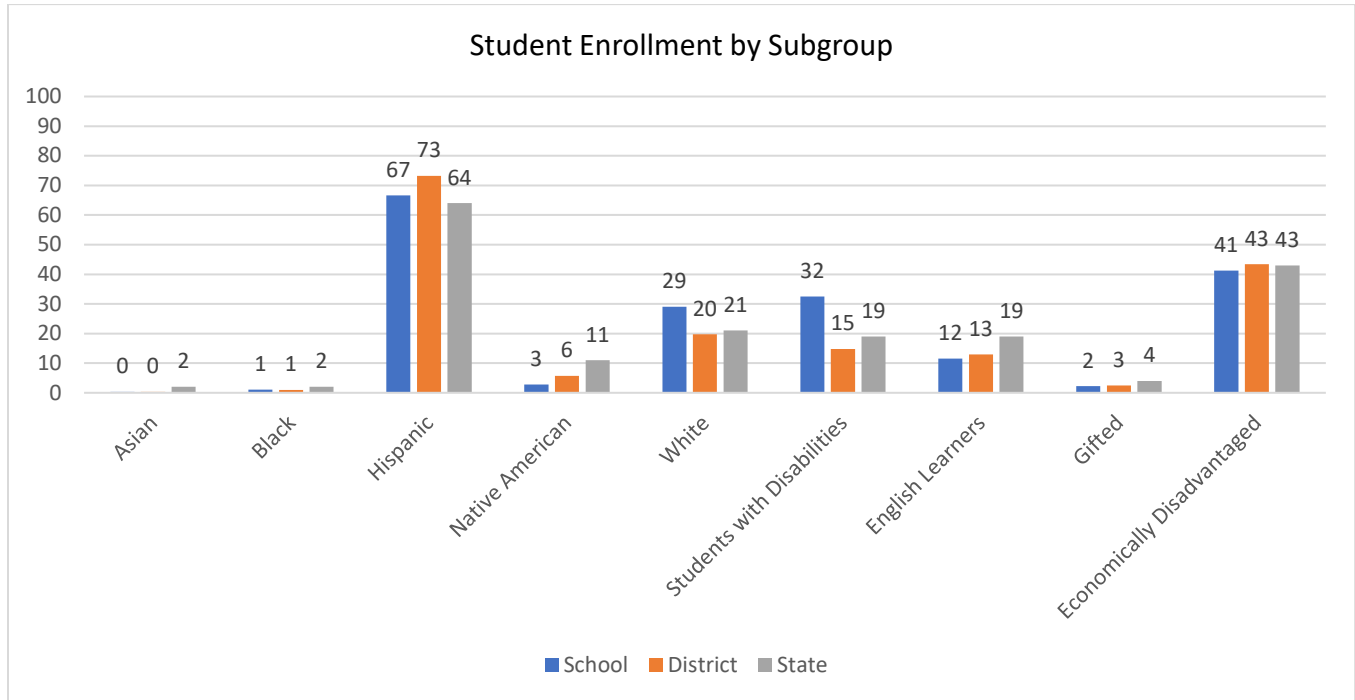
Source: Amendments and Notifications

Waivers:

Non-Discretionary Waiver	First Year of Waiver Implementation
No Waivers Claimed	

Source: CSD Internal Monitoring

Demographics as reported in STARS 2022-23 EOY:



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

Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	42
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	75*
Overall Academic Score: average of Indicators 1 and 3	58.5

*Note: see pages 11-12 for Mission-Specific Goal point scale.

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability). Schools with an overall score that places them in the top 25% of schools in the state are awarded the Spotlight designation. Schools may also receive designations of excellence in specific areas. Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

School of Dreams Academy ranked above **36.6%** of high schools statewide. The school received a designation of **More Rigorous Intervention (MRI)**: if a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

Overall Standing:

Contract Year	School Year	Vistas Score	Percentile Rank	Designations
Year 1	2019-20	Not available		
Year 2	2020-21			
Year 3	2021-22	42	36.6%	MRI Graduation Rate
Year 4	2022-23	Available November 2023		

Source: NMVistas.org

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.</p>
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Proficiency:

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

2021-22 Proficiency Percentages			
	Reading	Math	Science
All	27%	17%	20%
Asian	*****		
Black	*****	*****	*****
Hispanic	25%	≤ 20%	26%
Native	*****	*****	
White	32%	28%	*****
SwD	*****	*****	*****
EL	*****	*****	*****
FRL	29%	18%	24%

Source: NMVistas.org

Academic Growth: Growth rates are not available for Years 1 and 2 (2019-20 to 2020-21) as statewide assessments were not administered to all students in those years. The growth rate for Year 3 (2021-22) was calculated by using an expected growth trendline from 2018-19 to 2021-22. The growth rate for Year 4 (2022-23) will reflect growth from Year 3 to Year 4. Negative growth is shown in red.

2021-22 Growth		
Improvement Percentile		
	Reading	Math
Overall	-12%	-1%
Asian	-50%	0%
Black	75%	25%
Hispanic	-8%	1%
Native	14%	6%
White	-17%	-2%
SwD	-11%	5%
EL	2%	13%
FRL	-10%	1%

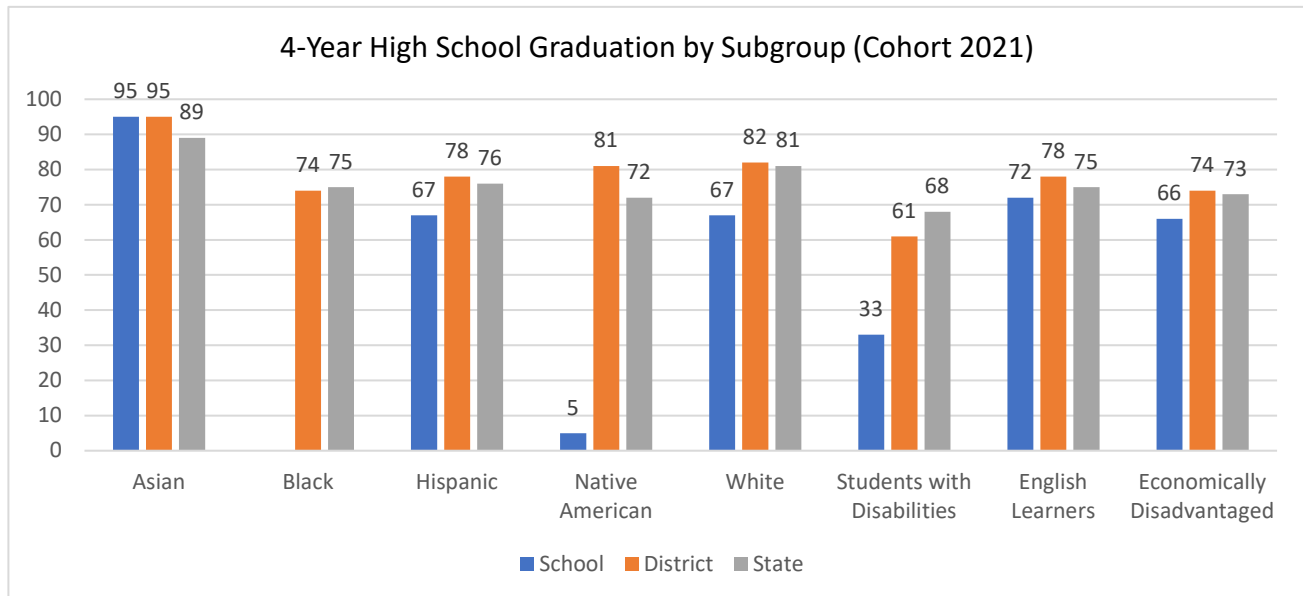
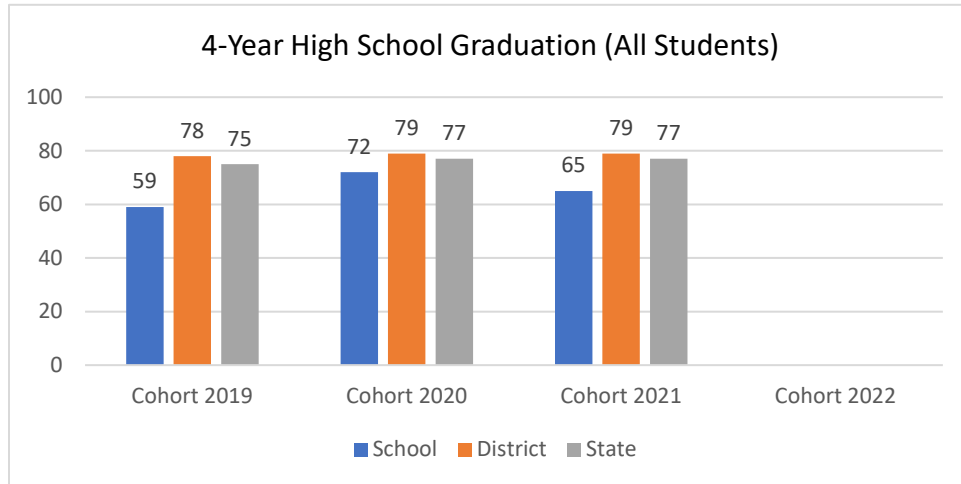
Source: NMVistas.org

English Learner Progress toward Proficiency: 8.8%

Source: NMVistas.org

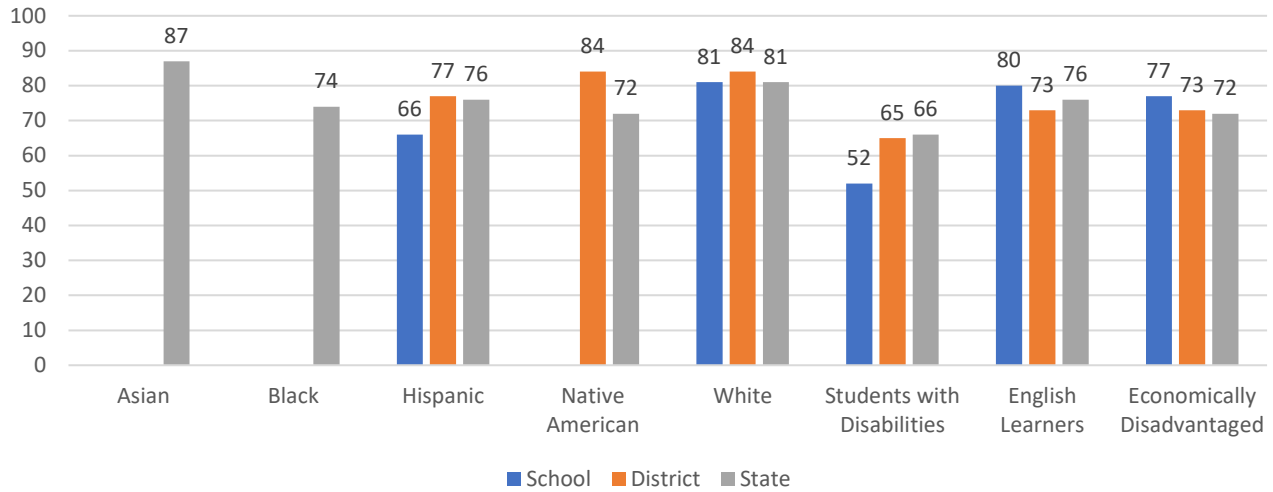
High School Graduation Rates:

The data reported each year is for the prior year’s cohort of students. Cohort 2021 is the most recent 4-year graduation data available, cohort 2020 is the most recent 5-year data, and cohort 2019 is the most recent 6-year graduation data. Data for the next cohort (2022 4-year, 2021 5-year, 2020 6-year) will be available in fall 2023.



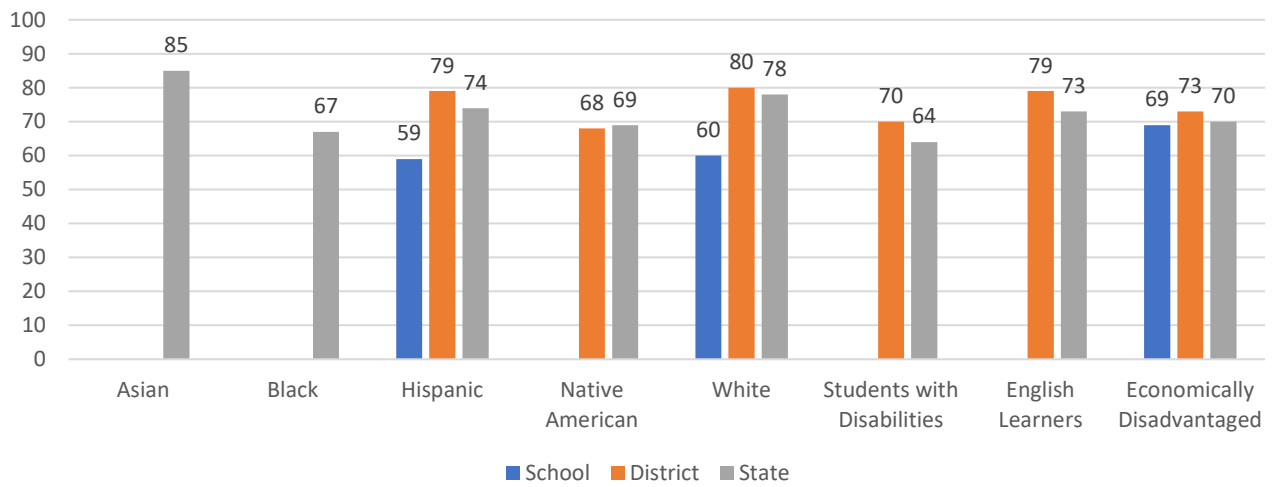
Note: The school-level percentages for the Black, Native American, and White categories are $\leq 5\%$ in order to mask data due to student population size.

4-Year High School Graduation by Subgroup (Cohort 2020)

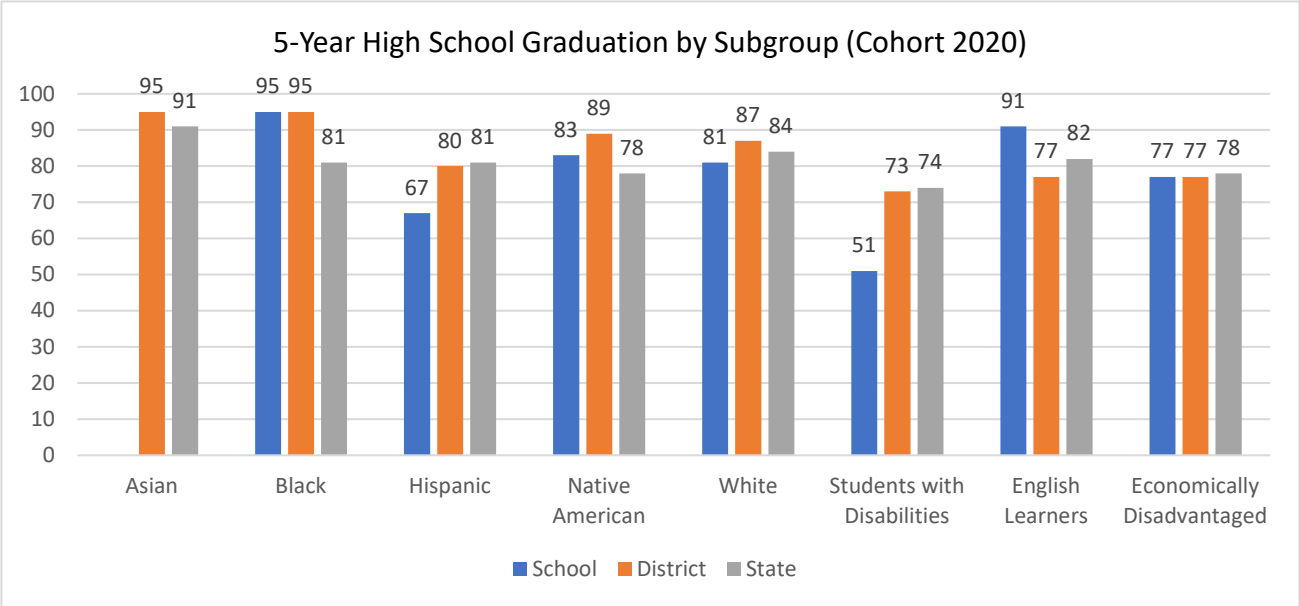
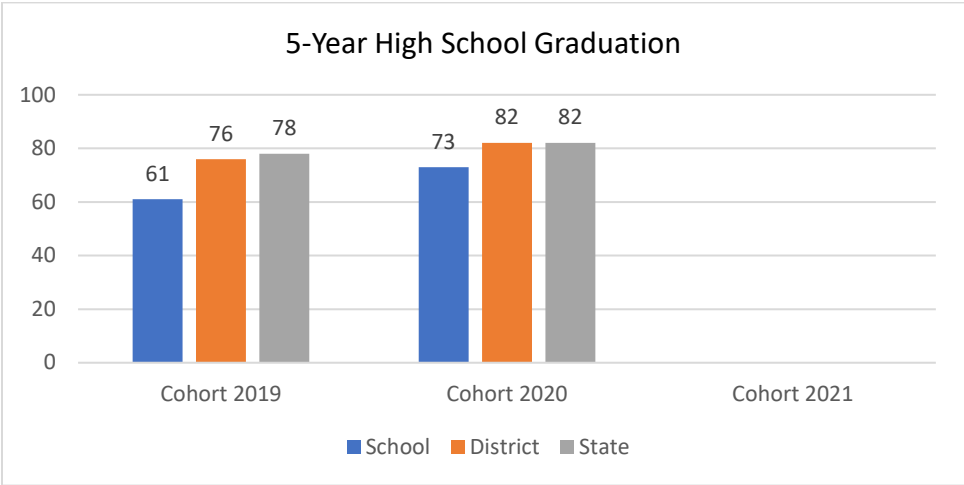


Note: The district-level percentages for the Asian and Black categories and school-level percentages for the Asian, Black, and Native American categories are unavailable in order to mask data due to student population size.

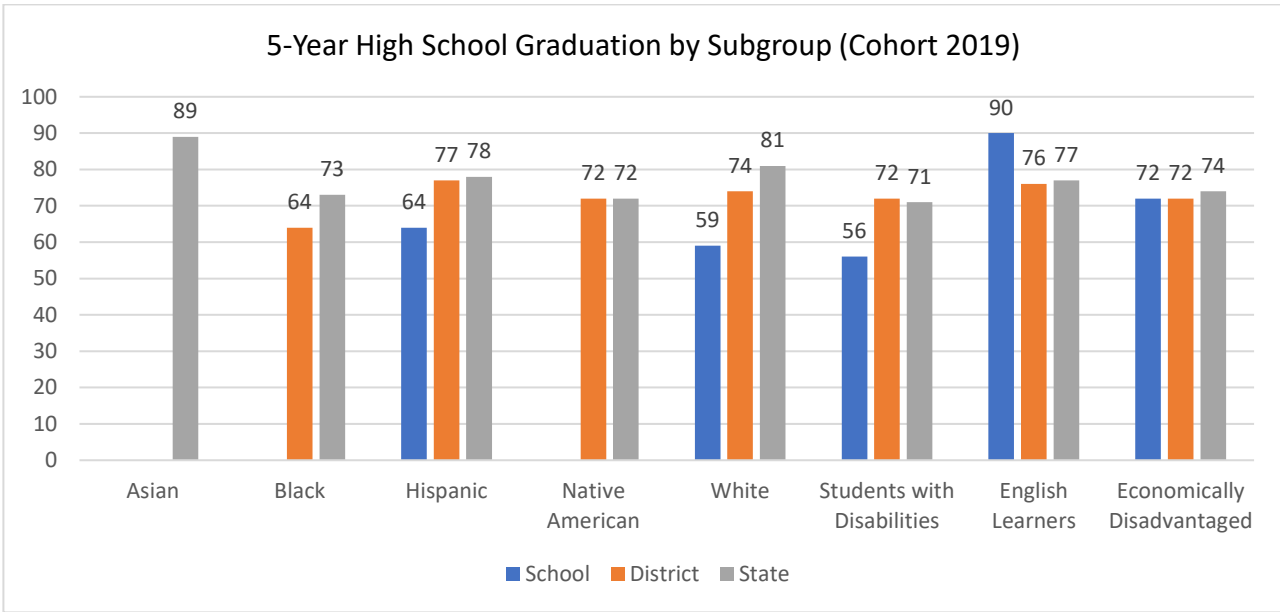
4-Year High School Graduation by Subgroup (Cohort 2019)



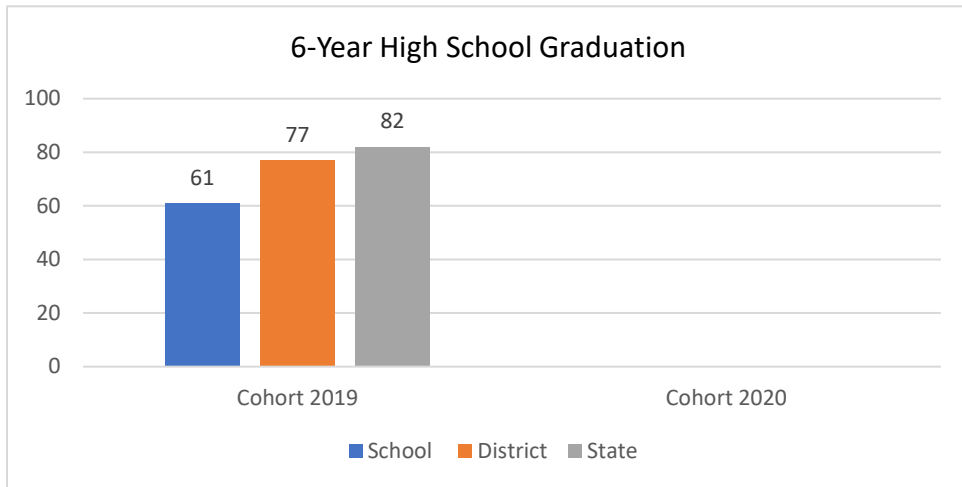
Note: Percentages for most categories are unavailable in order to mask data due to student populations size.

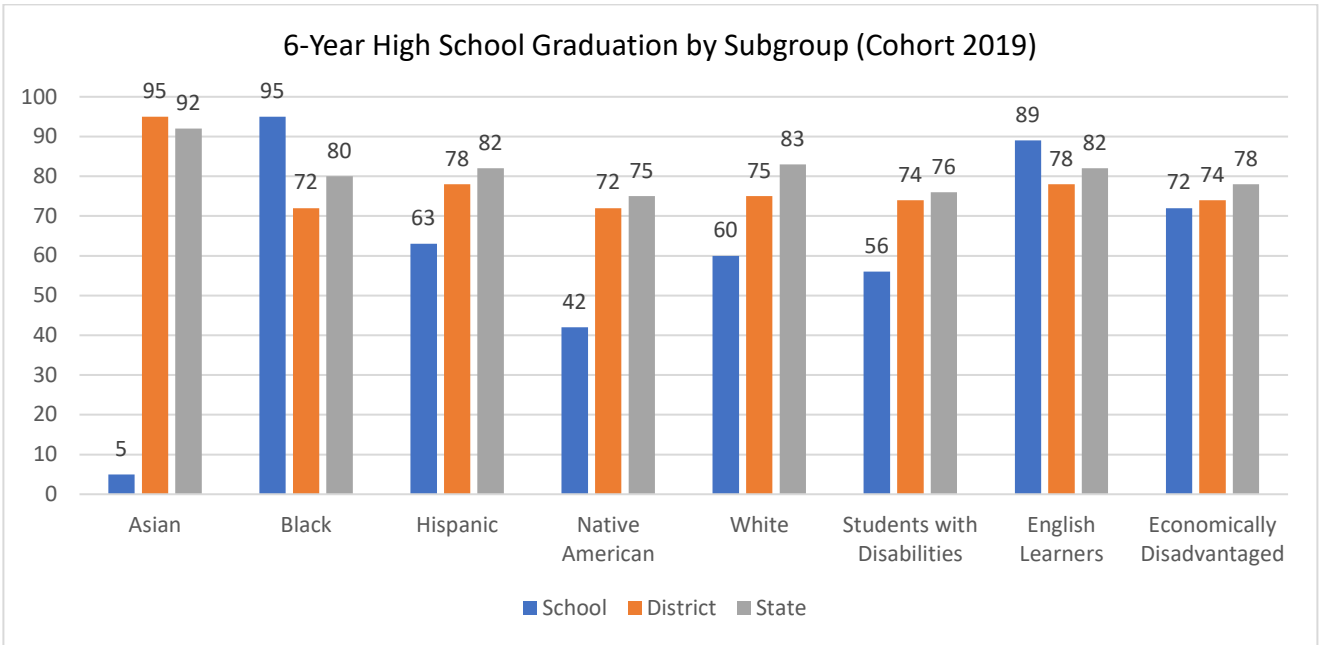


Note: The school-level percentage for the Asian category is unavailable; district-level percentage for the Black and Asian categories and the school-level percentage for the Black category are $\geq 95\%$ in order to mask data due to student population size.



Note: Percentages for some categories are unavailable in order to mask data due to student populations size.





Note: The school-level percentage for the Asian category is $\leq 5\%$ and the school-level percentage for the Black category and the district-level percentage for the Asian category are $\geq 95\%$ in order to mask data due to student population size.

Source: NMPED Graduation Data Site, <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

School-Specific or Mission-Specific Goals:

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
Year 1	Unable to Review - COVID	No Goal	Unable to Review - COVID
Year 2	Does Not Meet Standard		Does Not Meet Standard
Year 3	Meets Standard		Meets Standard
Year 4	Does Not Meet Standard		Does Not Meet Standard

Source: CSD Internal Monitoring

Mission-Specific Goal: Each year, 75% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 75% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.

Performance Level	Target	Points
Exceeds Standard	Each year, 90-100% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 90-100% of students in grades 6-12, enrolled on the 40th and	100

	120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.	
Meets Standard	Each year, 75-89% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 75-89% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.	75
Does Not Meet Standard	Each year, 65-74% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 65-74% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.	25
Falls Far Below Standard	Each year, less than 65% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND less than 65% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
FY20	95%	88%	80%
FY21	87%	92%	80%
FY22	83%	89%	80%
FY23	85%	88%	80%

Student Attendance Source: STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report

Teacher Retention Rate:

Year	Retention Rate
FY20 to FY21	70%
FY21 to FY22	74%
FY22 to FY23	60%

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

Financial Compliance

Enrollment Trends as reported in STARS End of Year (EOY):

Grades Served	FY20	FY21	FY22	FY23
Pre-K	50	55	70	79
K	26	31	37	40
Grade 1	30	20	32	30
Grade 2	15	32	22	31
Grade 3	29	15	29	29
Grade 4	16	31	23	32
Grade 5	23	19	31	31
Grade 6	13	29	28	38
Grade 7	40	44	51	43
Grade 8	44	42	43	53
Grade 9	55	46	44	51
Grade 10	46	53	40	39
Grade 11	38	42	55	33
Grade 12	44	34	37	53
Total	469	493	542	582

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade

Staffing as measured in Full-Time Equivalents (FTE):

Year	EAs	Healthcare, School Counselor	Non- certified Personnel	Other Personnel / Related Services	Principal	Reg Ed / Preschool Teacher	Special Ed / Gifted Teacher	TOTAL All Funds
FY20	3	3	4	0.15	2	25.71	2.54	40.4
FY21	6.8	3	5	0.15	1	26.15	5.81	47.91
FY22	8.5	2	7	0.02	3	27.71	10.73	59.16
FY23	8	2	6	0.76	1	29.14	8.95	55.85

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment

FTE paid for with operational funds:

Year	Reg Ed Teacher	SPED Teacher	Reg Ed EA	SPED EA	Principal Head Admin	Admin / Support	Support Services	TOTAL Operational
FY20	18.5	4	5	0	1	2	21.5	53.2
FY21	22.6	1	3	0	1	2	17.5	47.6
FY22	22.6	4	3	0	1	1	16	50.6
FY23	21.3	2.87	8	0	1	1.5	14.25	51.42

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

Actual SEG Funding and Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY20	%	FY21	%	FY22	%	FY23	%
1000	Direct Instruction	2,431,768	51%	2,379,021	53%	2,975,687	61%		
2100	Student Support	437,247	9%	560,056	12%	601,140	12%		
2200	Instructional Support	0	0%	0	0%	13,450	0%		
2300	Central Administration	153,174	3%	172,347	4%	220,997	5%		
2400	School Administration	499,215	10%	341,623	8%	284,801	6%		
2500	Central Services	146,751	3%	192,982	4%	233,231	5%		
2600	Maintenance and Operations	1,118,441	23%	870,804	19%	527,709	11%		
2700-5999	All Other Function Codes	13,650	0%	5,326	0%	0	0%		
Total Operational Expense Fund 11000		\$4,800,246	100%	\$4,522,160	100%	\$4,857,016	100%		
Total Operational Revenue Fund 11000		0		0		0			

Source: School Budget Bureau

Operational Cash Balance:

Year	Cash Amount	% Increase (Decrease)	CB Target	Days Cash on Hand
FY2020	\$72,000.00	100.00%	1.5%	5.45
FY2021	No data	Missing Comparison Year	No data	No data
FY2022	No data	Missing Comparison Year	No data	No data
FY2023	\$76,909.00	Missing Comparison Year	1.1%	4.13

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

Audit Findings: Audit reports are not completed until a fiscal year ends, so that schools received the FY2019 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2019-20) are based on the audit report for FY2019 (SY 2018-19).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY2019	9	8	3	2	Yes
FY2020	6	5	1	0	No
FY2021	8	3	3	0	No
FY2022	10	2	5	1	No

Note: Includes findings for both School of Dreams Academy and School of Dreams Academy Foundation.

Source: NMPED Audit Report, Clifton Larson and Associates

Governing Body Performance

Board Membership and Officers: Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY2020	Kathy Chavez	Denise Romero	Dave Schneider	Yes	
FY2021	Kathy Chavez	Denise Romero	Dave Schneider	Yes	Yes
FY2022	Kathy Chavez	Dave Schneider	Kenneth Griego	Yes	
FY2023	David Watling	Yolanda McKinley	Summer Ludwig	Yes	No

Source: CSD Internal Monitoring

Governing Board Training: Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members? **Note:** Red font indicates that the member did not complete all required training hours. An asterisk indicates the school has a 2-hour fiscal exemption.

Board Members	FY20	FY21	FY22	FY23
Kenneth Griego	Yes	Yes	Yes	
Kathy Chavez	Yes	Yes	Yes	
Dave Schneider	No	No	No	
Catherine Smith	Yes	No	No	
Ralph Mims		No	No	
Denise Romero	No	No		
David Watling				Yes
Yolanda McKinley				Yes
Summer Ludwig				Yes
Pamela Skinner				Yes

Source: CSD Internal Monitoring

Performance Framework Ratings

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework
Year 1	2019-20	Does Not Meet Standard
Year 2	2020-21	Does Not Meet Standard
Year 3	2021-22	Does Not Meet Standard
Year 4	2022-23	Does Not Meet Standard

Source: CSD Internal Monitoring

Multi-year Performance Framework Ratings

School of Dreams Academy	2019-20	2020-21	2021-22	2022-23
Organizational and Financial Performance				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Not Reviewed	Does Not Meet Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Working to Meet Standard	Working to Meet Standard
1d Rights of English Learners	Does Not Meet Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
1e Meeting Program Requirements	Meets Standard	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Working to Meet Standard	Meets Standard	Working to Meet Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard	Meets Standard
2e Staffing for Fiscal Management	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Working to Meet Standard
3a Governance Requirements	Working to Meet Standard	Does Not Meet Standard	Working to Meet Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Meets Standard	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Working to Meet Standard	Meets Standard	Does Not Meet Standard
4a Rights of All Students	Meets Standard	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard	Working to Meet Standard
4c Staff Credentialing	Working to Meet Standard	Working to Meet Standard	Meets Standard	Does Not Meet Standard
4d Employee Rights	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Does Not Meet Standard	Assurances	Working to Meet Standard	Meets Standard
5a Facilities	Meets Standard	Assurances	Meets Standard	Meets Standard
5b Transportation	Meets Standard	Assurances	Meets Standard	Meets Standard
5c Health and Safety	Meets Standard	Assurances	Meets Standard	Meets Standard
5d Handling Information	Meets Standard	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

- 1.c. CAP not complete
- 1.d. Parent notice of ELL assessment outcomes are not present in all student CUM files.
- 2.a. Q2 report to School Budget Bureau late
- 2.b. 10 audit findings in FY22 including their foundation. 4 material weaknesses, 1 significant deficiency.
- 2.c. & 2.f. FY22 audit reflects one repeat audit finding, 2022-001 from 2015-001
- 3.a. As of 7/1/23 one continuing and one new member did not complete any hours.
- 3.c. 3/6/23 six late governing board change notifications; 6/14/23 school did not submit a literacy plan.
- 4.b. EOY: Attendance rate is 89%; 88% retention rate; 80% recurrent rate (Attendance rate must be 95%; retention must be 80%; recurrent rate must be 70%)
- 4.c. EOY report lists three teachers who do not have a license.

Explanation of 2021-22 Indicator Ratings

- 1.b. ELA participation 84%, math 83%, science 79%, ACCESS 89%. Target is 95% for all assessments.
- 1.c. Special Education Division confirms that the school has resolved most issues; SED is providing technical assistance.
- 1.d. No Annual Parent Notification form for the currently identified English Learners in student files.
- 2.b. Material Weakness audit finding for the school and for the foundation for FY21.
- 2.c. Two repeat audit findings for the school and one for the foundation for FY21.
- 2.d. Community Schools Planning Grant funds not expended.
- 2.f. Audit finding for late fee paid.
- 3.a. Governing board members have not completed all required training hours. Some but not all audit committee members attend exit interview.
- 4.b. The school's attendance rate as reported in the STARS 2021-22 EOY report was 83%. The target rate is 95%.
- 4.e. Not all background checks complete.

Source: CSD Internal Monitoring