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SECRETARY OF EDUCATION

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GOVERNOR

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

School Name: Southwest Secondary Learning Center

School Address: 10301 Candelaria NE Albuquerque, NM 87112

Head Administrator: Lisa Mora

Governing Board Chair: Michael Hamel

Business Manager: Kristalyn Loftis

Authorized Grade Levels: 9-12

Authorized Enrollment: 246

2022-23 End of Year Enrollment: 133

Contract Term: 2019-2024

Weighted NMCI: 15.89

Mission: The mission of the Southwest Secondary Learning Center is to sustain a high performing learning community by preparing computer-literate students for college or a career through a blended learning model that is individualized, self-directed and flexible.

Educational Program of School as written in the contract:

    i.   The Southwest Secondary Learning Center provides students with a flexible schedule where students can choose from daily sessions, four days a week beyond the traditional school hours. The classes are taught through a blended learning model. Core classes are taught through online programs purchased by the school. The classrooms/main lab (the computer lab) are staffed by content area teachers during each session who assist the students with questions that they have with the content being presented online. Additionally, each student has a sponsor teacher that ensures that the student is on track with the online program to ensure that there is appropriate progress being made towards course completion and

towards graduation.

ii. Southwest Secondary Learning Center students are provided with a high tech elective, Smart Lab, offered Secondary in grades Learning 9 through 12 (required in grades 9-10 and offered to grades 11-12). The Smart Lab is a 21st century classroom that meets career cluster and workplace readiness competencies. Students are exposed to the 8 systems of technology coupled with high speed Internet connections, advanced graphic arts, computer aided drawing, movie special effects, science data acquisition, control technologies, robotics, electric and pneumatic circuitry, publishing, computer simulation, and multimedia presentations utilizing advanced software.

iii. The Southwest Secondary Learning Center provides students and families with a "Sponsor" teacher that acts as an intermediary to all areas of the school.

iv. The Southwest Secondary Learning Center provides students with online courses that can be accessed 24 hours a day/7 days a week from anywhere they have access to the internet.

v. Southwest Secondary Learning Center students have access to dual-credit college coursework.

Amendments approved in last four years:

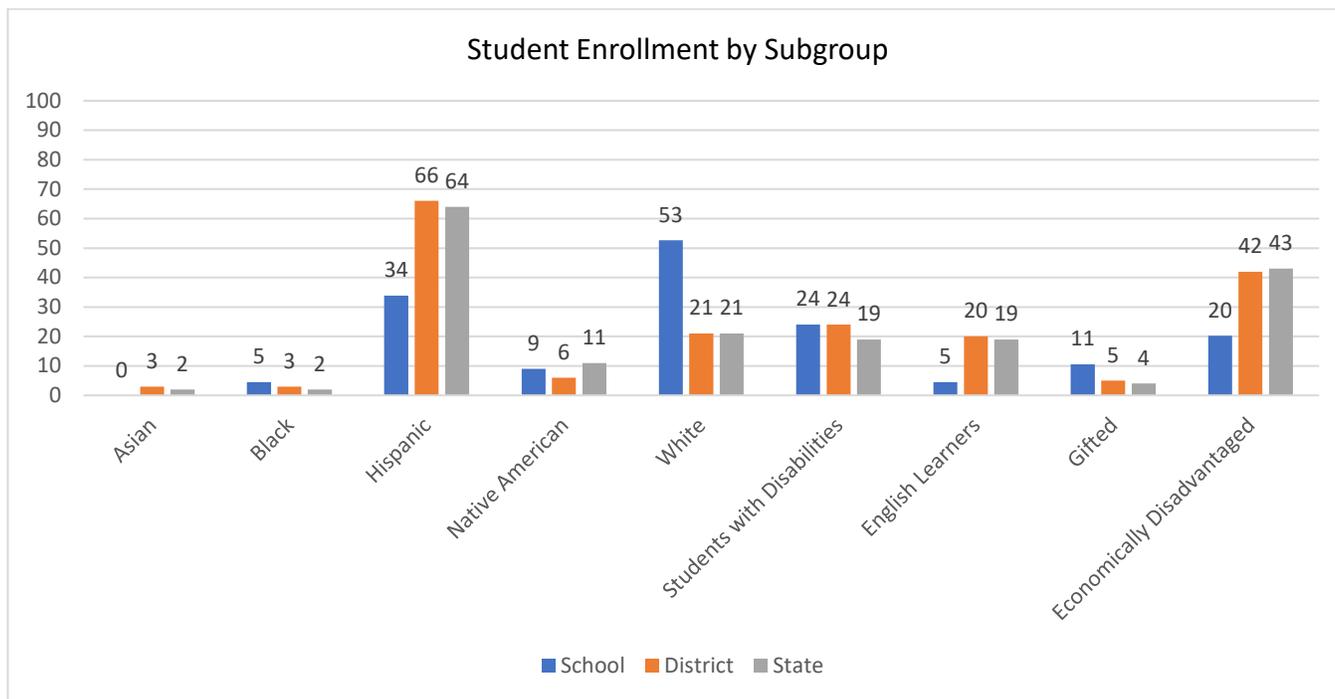| PEC Meeting Date	Approved? (Y/N)	Amendment Request
6/16/2023	Y	Change in HA
4/21/2023	Y	GB Board Change
3/24/2023	Y	Change in CPO
8/19/2022	Y	GB Board Changes
8/19/2022	Y	Change in Business Manager
7/22/2022	Y	GB Board Change
7/22/2022	Y	GB Board Change
7/22/2022	Y	GB Board Change
8/27/2021	Y	Change in Business Manager
3/19/2021	Y	Change in Business Manager
8/23/2019	Y	Governing Body By-Laws

Source: Amendments and Notifications

Waivers:

Non-Discretionary Waiver	First Year of Waiver Implementation
Evaluation standards for school personnel	Sept. 23, 2022

Source: CSD Internal Monitoring

Demographics as reported in STARS 2022-23 EOY:

Student Enrollment by Subgroup

Subgroup	School	District	State
Asian	0	3	2
Black	5	3	2
Hispanic	34	66	64
Native American	9	6	11
White	53	21	21
Students with Disabilities	24	24	19
English Learners	5	20	19
Gifted	11	5	4
Economically Disadvantaged	20	42	43

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	50
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	100*
Overall Academic Score: average of Indicators 1 and 3	**75**

*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).

Southwest Secondary Learning Center ranked above **65.5%** of high schools statewide. The school received a designation of **CSI – Graduation Rate** (Comprehensive Support School and Improvement Graduation rate: includes all public high schools in the state, Title I, with a four-year graduation rate below 66.67% for at least two out of the past three years.)

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	50.5	65.5%	CSI Graduation
Year 4	2022-23	Available September 2023		

Source: NMVistas.org

Data are masked as follows in the charts shown below:

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

Proficiency:

Year 3 (2021-22) Proficiency Percentages			
	Reading	Math	Science
All	41%	*****	48%
Asian			
Black	*****		
Hispanic	*****	*****	*****
Native			*****
White	*****	*****	*****
SwD	*****	*****	*****
EL			
FRL	*****	*****	*****

Note: Proficiency data obtained from NMVistas.org erroneously shows most groups as masked. Unmasked data is not available at this time.

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 indicated in red.

| 2021-22 Growth		
Improvement Percentile		
	Reading	Math
Overall	-27%	12%
Asian		
Black	-75%	-67%
Hispanic	-26%	24%
Native	-60%	0%
White	-11%	8%
SwD	17%	17%
EL	0%	0%
FRL	-29%	9%

Source: NMVistas.org

English Learner Progress toward Proficiency: 0%
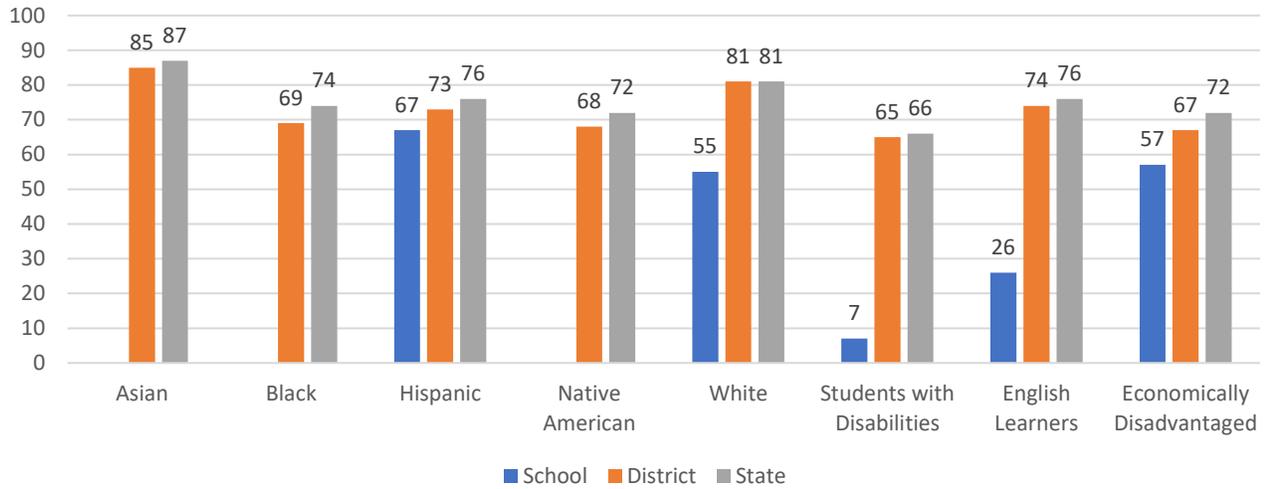
Source: NMVistas.org

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 the most recent 6-year data. Data for the next cohort (2022 4-year, 2021 5-year, 2020 6-year) will be available in fall 2023.

4-Year High School Graduation (All Students)

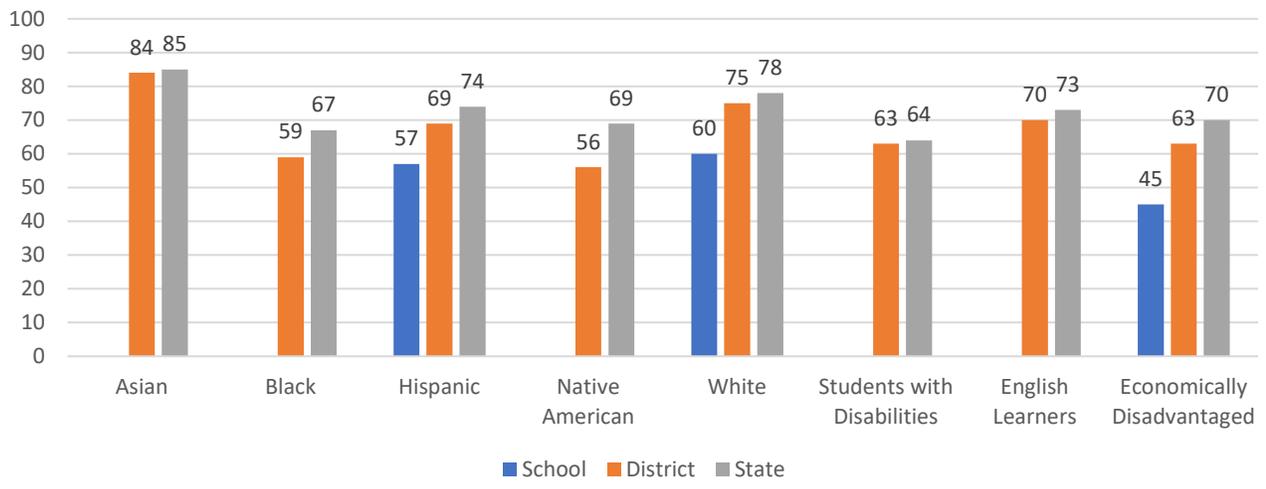4-Year High School Graduation by Subgroup (Cohort 2021)
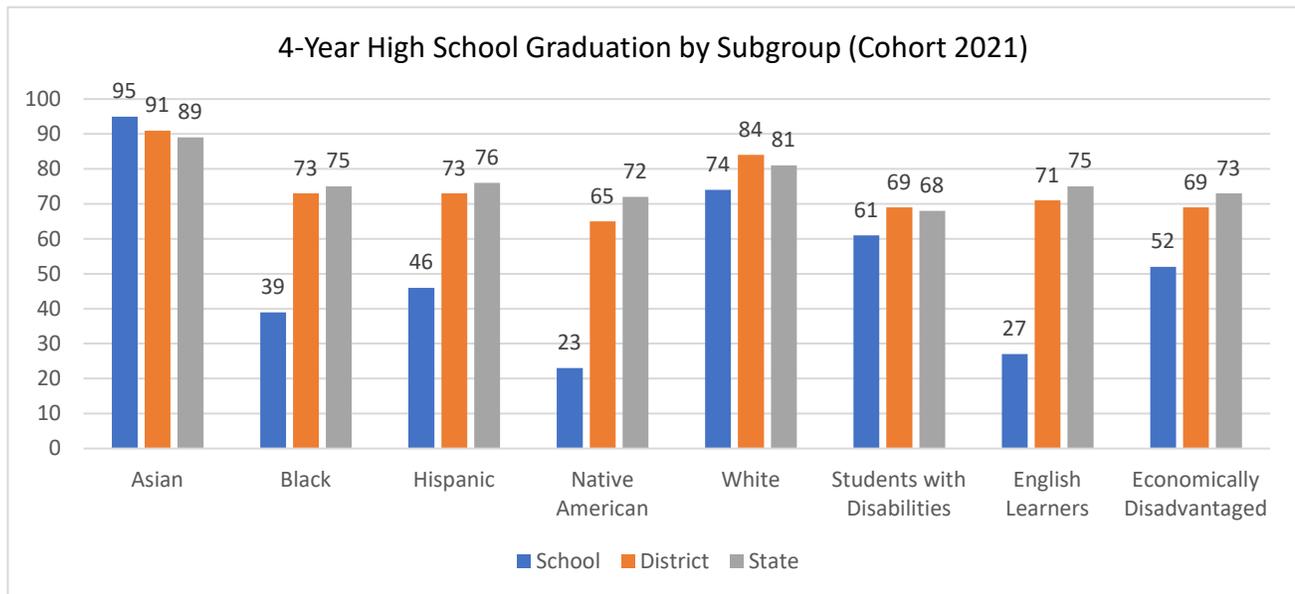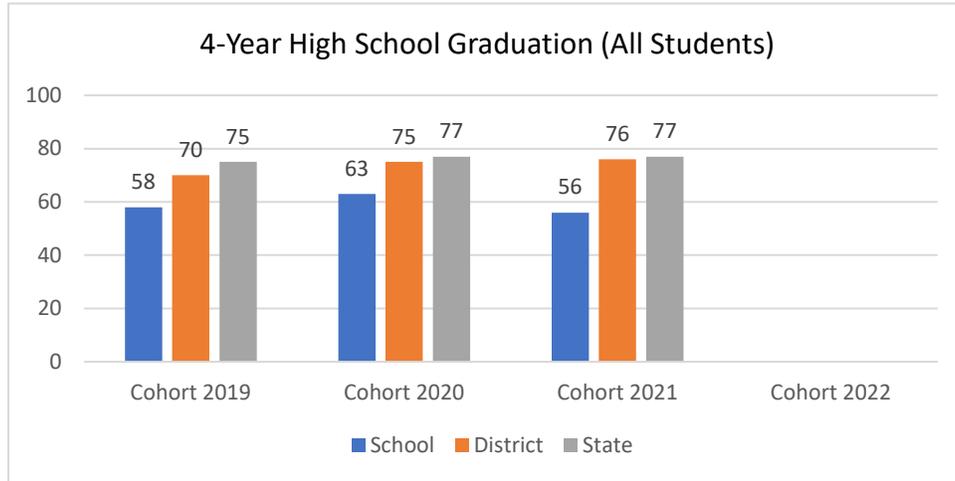
Note: The school-level percentages for the Black, Native American, and White categories are ≤ 5 in order to mask data due to student population size.

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

| Subgroup	School	District	State
Asian		85	87
Black		69	74
Hispanic	67	73	76
Native American		68	72
White	55	81	81
Students with Disabilities	7	65	66
English Learners	26	74	76
Economically Disadvantaged	57	67	72

■ School ■ District ■ State

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

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

Subgroup	School	District	State
Asian		84	85
Black		59	67
Hispanic	57	69	74
Native American		56	69
White	60	75	78
Students with Disabilities		63	64
English Learners		70	73
Economically Disadvantaged	45	63	70

■ School ■ District ■ State

Note: The school-level percentages for the Asian, Black, Hispanic, Native American, Students with Disabilities, and English Learners categories are unavailable in order to mask data due to student populations size.

5-Year High School Graduation

5-Year High School Graduation by Subgroup (Cohort 2020)
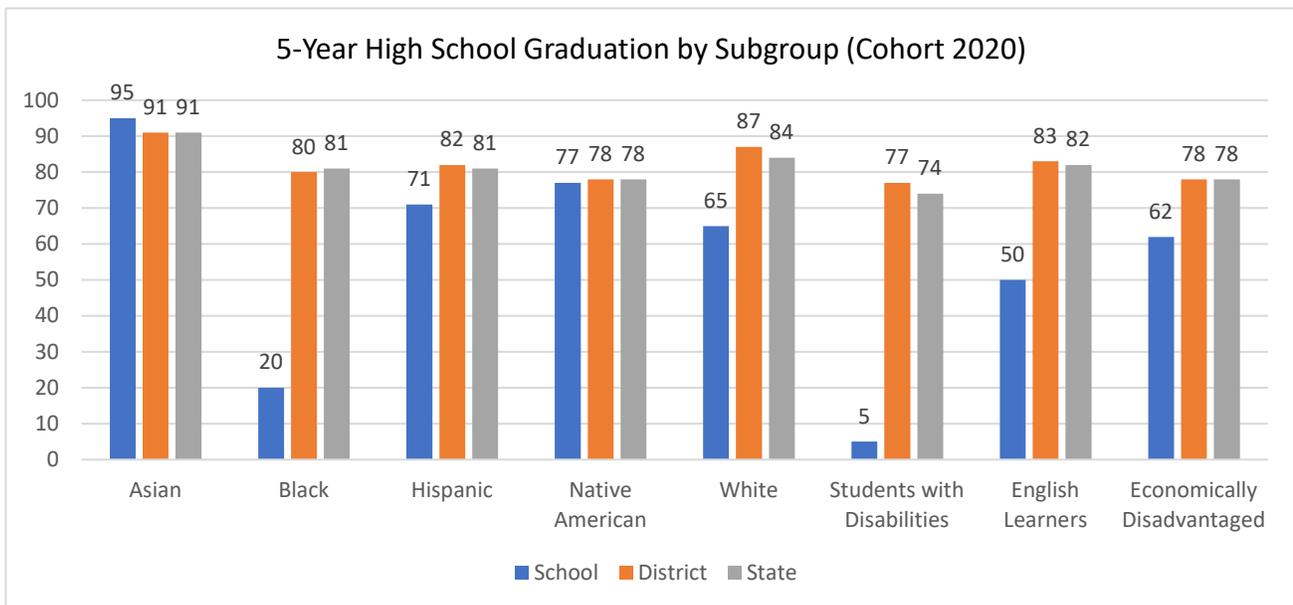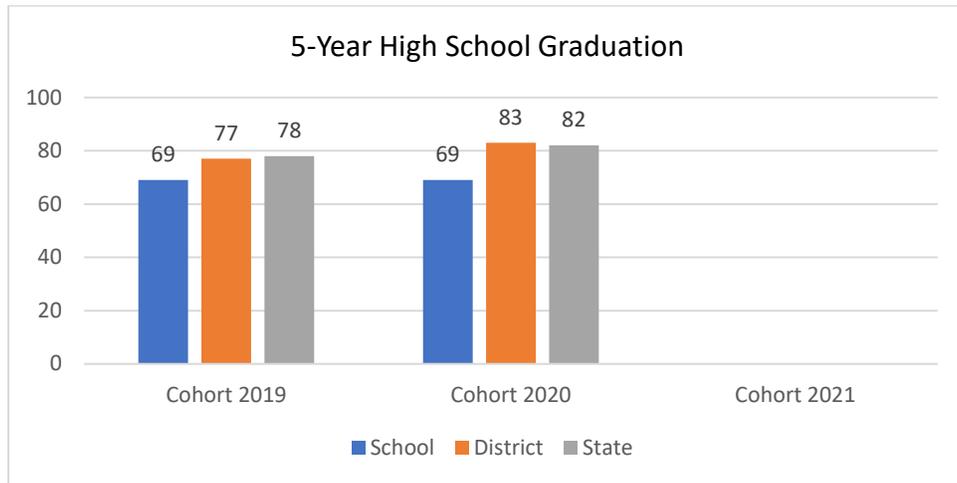
Note: The school-level percentages for the Students with Disabilities category is ≤ 5% in order to mask data due to student population size.

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

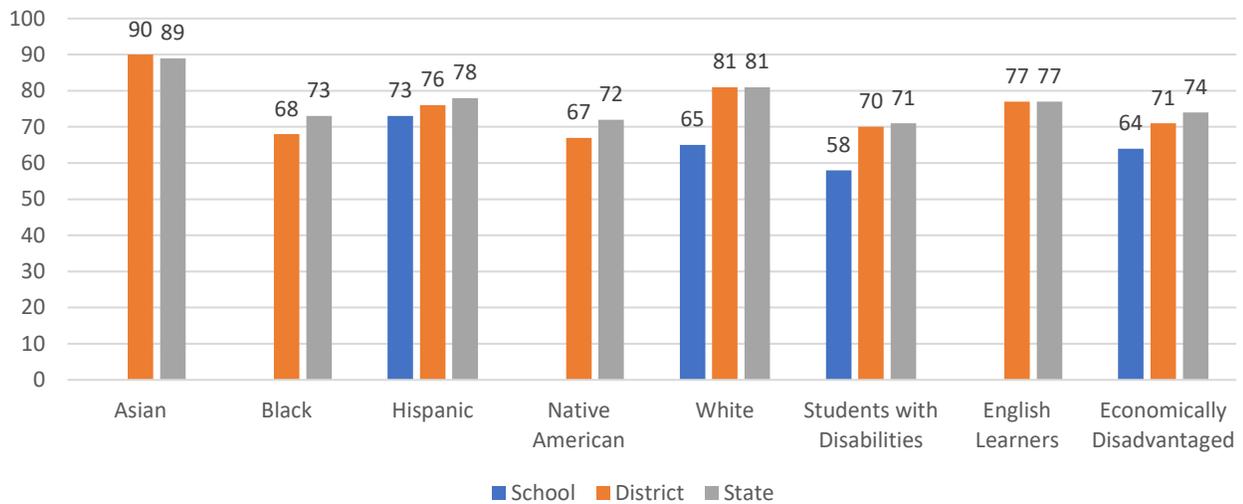| Subgroup	School	District	State
Asian		90	89
Black		68	73
Hispanic	73	76	78
Native American		67	72
White	65	81	81
Students with Disabilities	58	70	71
English Learners		77	77
Economically Disadvantaged	64	71	74

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

6-Year High School Graduation

	School	District	State
Cohort 2019	73	87	82
Cohort 2020			

6-Year High School Graduation by Subgroup (Cohort 2019)
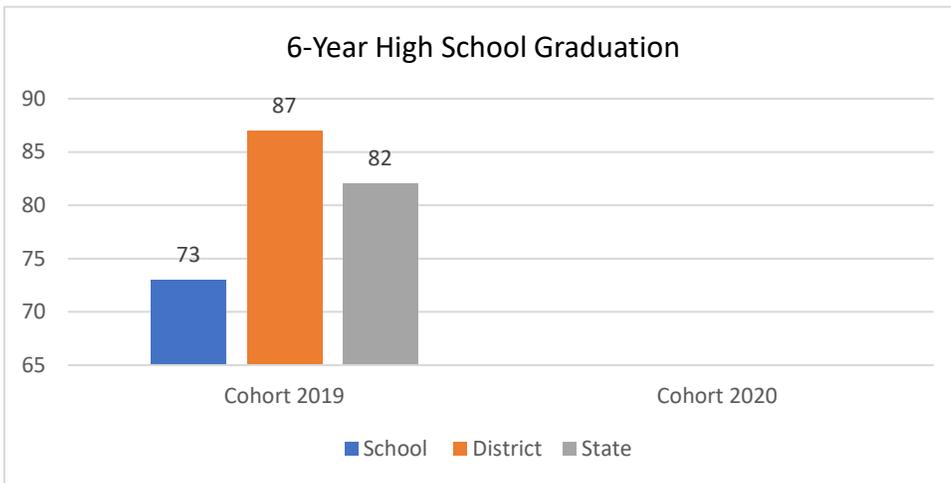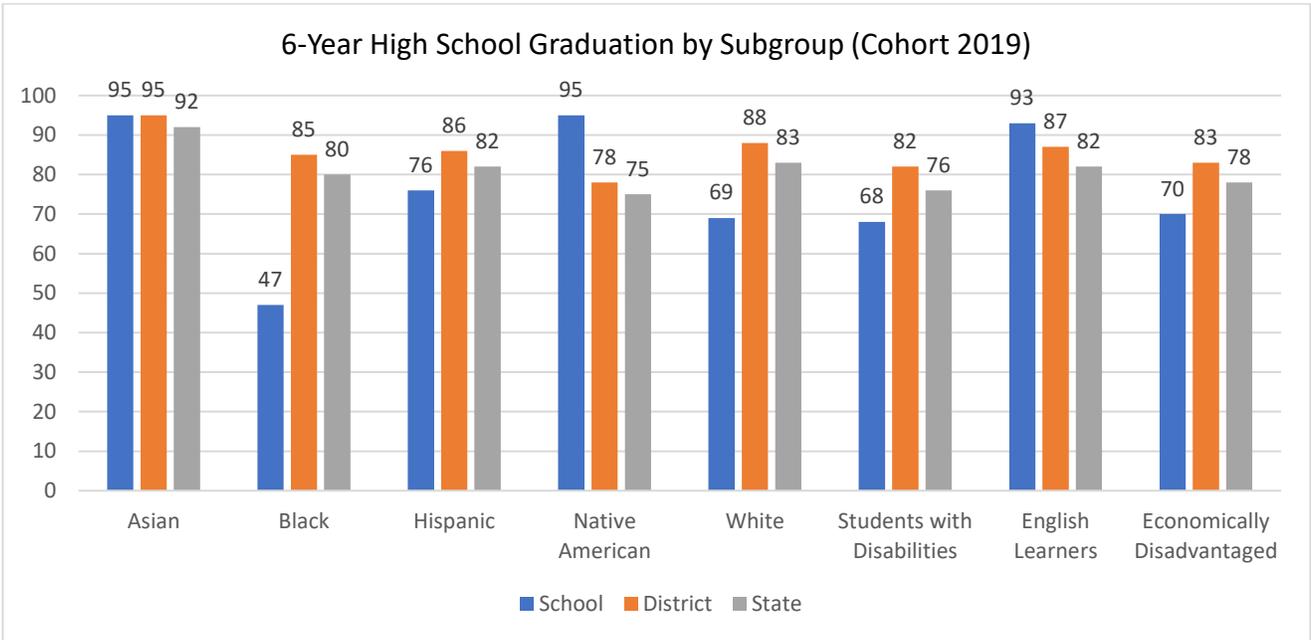
Note: The school-level and district-level percentages for the Asian category are unavailable and ≥ 95%, respectfully, in order to mask data due to student population size.

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		
Year 2	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Year 3	Exceeds Standard	Exceeds Standard	Exceeds Standard
Year 4	Exceeds Standard	Exceeds Standard	Exceeds Standard

Source: CSD Internal Monitoring

Mission-Specific Goals

Goal 1: Each year 75% of 9th and 10th grade students enrolled on the 40th and 120th day of the current school year will earn a "C" or better in Smart Lab, SSLC's College and Career Readiness S.T.E.A.M. Lab.

Performance Level	Target	Points
Exceeds Standard	86-100% of 9th and 10th grade students enrolled on the 40th and 120th day of the current school year will earn a "C" or better in Smart Lab, SSLC's College and Career Readiness S.T.E.A.M. Lab.	100
Meets Standard	75-85% of 9th and 10th grade students enrolled on the 40th and 120th day of the current school year will earn a "C" or better in Smart Lab, SSLC's College and Career Readiness S.T.E.A.M. Lab.	75
Does Not Meet Standard	60-74% of 9th and 10th grade students enrolled on the 40th and 120th day of the current school year will earn a "C" or better in Smart Lab, SSLC's College and Career Readiness S.T.E.A.M. Lab.	25
Falls Far Below Standard	<60% of 9th and 10th grade students enrolled on the 40th and 120th day of the current school year will earn a "C" or better in Smart Lab, SSLC's College and Career Readiness S.T.E.A.M. Lab.	0

Goal 2: Each academic year, 75% of 11th and 12th grade students enrolled at 40 and 120 day of the current school year in a dual credit, SMART Lab, or CCR elective will achieve a grade of "C" or better.

Performance Level	Target	Points
Exceeds Standard	90 - 100% of 11th and 12th grade students enrolled at 40 and 120 days of the current school year in dual credit, SMART Lab, or CCR elective will achieve a grade of "C" or better.	100
Meets Standard	75 – 89% of 11th and 12th grade students enrolled at 40 and 120 days of the current school year in dual credit, SMART Lab, or CCR elective will achieve a grade of "C" or better.	75
Does Not Meet Standard	60 - 74% of 11th and 12th grade students enrolled at 40 and 120 days of the current school year in dual credit, SMART Lab, or CCR elective will achieve a grade of "C" or better.	25
Falls Far Below Standard	<60% of 11th and 12th grade students enrolled at 40 and 120 days of the current school year in dual credit, SMART Lab, or CCR elective will achieve a grade of "C" or better.	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
FY20	99%	77%	78%
FY21	100%	86%	82%
FY22	96%	85%	75%
FY23	90%	85%	77%

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	83%
FY21 to FY22	75%
FY22 to FY23	100%

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

Financial Compliance

Enrollment Trends as reported in STARS EOY:

Grades Served	FY20	FY21	FY22	FY23
Grade 9	39	32	52	45
Grade 10	45	42	20	40
Grade 11	42	40	28	23
Grade 12	51	37	35	25
Total	**177**	**151**	**135**	**133**

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

Staffing measured in Full-Time Equivalents (FTE)

Year	Administrator, Principal	EAs	Related Services Personnel, Healthcare, School Counselor	Non-Certified Personnel	Other Personnel	Reg Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY20	1.2	1.6	1.26	6.2	0.1	7.2	2.5	20.06
FY21	1.2	1.16	0.74	4.56	1.06	6.43	2.05	17.2
FY22	1.06	1.16	0.48	2.14	0.02	6.12	2.06	13.08
FY23	2	3.26	0.63	3.02	0.23	7.65	2.12	19.93

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

FTE paid with operational funds:

Year	Reg Ed Teacher	SPED Teacher	Reg Ed EA	SPED EA	Principal Head Admin	Admin / Support	Support Services	TOTAL Operational
FY20	9	2	2.65	0	1	0	7.33	21.18
FY21	7.6	2	2.6	0	1	0	7.48	19.88
FY22	8.44	2	2.6	0	1	0	6.75	19.99
FY23	8.3	2	2.6	0	1	1	5.8	18.7

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	953,190	45%	994,995	43%	1,016,245	48%		
2100	Student Support	55,658	3%	71,190	3%	72,726	3%		
2200	Instructional Support	27,789	1%	24,639	1%	27,700	1%		
2300	Central Administration	290,374	14%	200,066	9%	267,879	13%		
2400	School Administration	145,111	7%	146,511	6%	196,589	9%		
2500	Central Services	376,692	18%	450,655	20%	264,972	13%		
2600	Maintenance and Operations	282,942	13%	396,552	17%	257,894	12%		
2700-5999	All Other Function Codes	140	0%	2,812	0%	280	0%		
Total Operational Expense Fund 11000		$2,131,896	100%	$2,287,420	100%	$2,104,286	100%		
Total Operational Revenue Fund 11000		$2,695,012		$2,064,542		$2,199,024			

*Note: school's figures for FY20 differ slightly from what PED School Budget Bureau provided to CSD.

 Source: School Budget Bureau

Operational Cash Balance:

Year	Cash Amount	% Increase (Decrease)	CB Target	Days Cash on Hand
FY2020	$1,611,522.00	58.57%	34.9%	127.23
FY2021	$1,950,000.00	21.00%	42.9%	156.39
FY2022	$2,055,611.00	5.42%	45.8%	167.27
FY2023	$2,134,949.00	3.86%	50.5%	184.42

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	1	0	0	1	No
FY2020	0	0	0	0	No
FY2021	1	0	0	0	No
FY2022	0	0	0	0	No

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	Sean Hendrickson	Michael Hamel	Laura Sanders	Yes	Yes
FY2021	Deborah Burns	Michael Hamel	Debra Jensen	Yes	Yes
FY2022	Deborah Burns	Michael Hamel	Debra Jensen	Yes	Yes
FY2023	Deborah Burns	Michael Hamel	Debra Jensen	Yes	Yes

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
Sean Hendrickson	Yes			
Michael Hamel	Yes	Yes	Yes	Yes
Debra Jensen	Yes	Yes	Yes	Yes
Tammie Gerrard	Yes	Yes	Yes	
Deborah Burns	Yes	Yes	Yes	Yes
Scott Struve		Yes	Yes	
Gerald Garner		Yes		
Alec Krance		Yes		
Larry Stott				Yes
Eileen Johnson				Yes
Shannon Carpenter				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 that 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	Meets Standard
Year 2	2020-21	Meets Standard
Year 3	2021-22	Meets Standard
Year 4	2022-23	Meets Standard

Source: CSD Internal Monitoring

Multi-year Performance Framework Ratings

Southwest Secondary Learning Center	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	Meets Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Not Reviewed	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard	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	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Assurances	Meets Standard	Meets Standard
4a Rights of All Students	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Meets Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Meets Standard	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Assurances	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Assurances	Meets Standard	Meets Standard
5b Transportation	Meets Standard	Assurances	Meets Standard	N/A
5c Health and Safety	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
5d Handling Information	Meets Standard	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings:

4.b. EOY: Attendance rate is 88%; 75% retention rate; 77% recurrent rate (Attendance rate must be 95%; retention must be 80%; recurrent rate must be 70%)

Explanation of 2021-22 Indicator Ratings:

All indicators received a rating of Meets Standard.

Source: CSD Internal Monitoring