

## **1. Innovative and Distinctive Education Program**

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

***School response:***

*Mission.* The mission of the School is to create an inclusive and thriving learning environment comprised of a demographically and culturally diverse student population with a focus on academics, art, artesanía (artisanship), and the study of the cultures that comprise the rich New Mexican heritage to ensure awareness, preservation, and progression of the cultural legacy.

*The Curriculum, Student Programming and Teaching Methods.* The School begins their 6<sup>th</sup> grade programming where 6<sup>th</sup> grade students are placed on a team in order to transition and begin their journey into their secondary education. This allows for the 6<sup>th</sup> grade team of teachers to support the 6<sup>th</sup> grade families in their transition into middle school. The School has found this type of teaming to be successful as they are “teaching” the students how to be in middle school and also to prepare for what’s ahead in 7<sup>th</sup> and 8<sup>th</sup> grade.

As students enter 7<sup>th</sup> and 8<sup>th</sup> grade, the school begins to promote their independence into the students’ secondary career. With the utilization of the school’s 250 plus Chrome Books, students are introduced into using higher levels of technology in order to prepare them for the School’s high school team of teachers who utilize such programs as Google Docs, Edgenuity, and Google Classroom.

Upon entering the 10<sup>th</sup> grade, students are required to choose a focus in the arts. In the 10<sup>th</sup>-12<sup>th</sup> grade focus areas, students receive intense training in the artform of their choice. Focus students also get the opportunity to work with local guest artists as well as artists from Spain. The focus areas they may choose from are as follows:

- Visual Arts
- Music
- Dance
- Artesanía

In addition, beginning in the 10<sup>th</sup> grade, students are able to begin their higher learning alternative program in the arts and academics. The first being the School’s Dual Credit program. To enter into this program at the University level, students must take various entrance exams. In order to qualify for the Dual Credit Program at the University of New Mexico (UNM), students must score a 20 or above on their ACT, take the Accuplacer placement test, or rank in the top 20% of their class. For students who wish to enter into Central New Mexico (CNM), they must take CNM’s placement test (the Accuplacer). Dual Credit is designed for students to earn college and high school credit simultaneously and is free and available to all students. Currently, over 44% of the School’s 10<sup>th</sup>-12<sup>th</sup> graders are enrolled in the Dual Credit program.

Moreover, the School has an alternative online program titled, Edgenuity, where students can make up high school credits and/or may excel and earn their high school diploma at an earlier rate, or work at their own pace in order to receive their high school diploma. This program was established and approved by the Public Education Commission in 2017.

***Note: All 6<sup>th</sup>-9<sup>th</sup> grade students are required to take Visual Art, Music and Dance. All teachers develop their curriculum based on the New Mexico Common Core State Standards.***

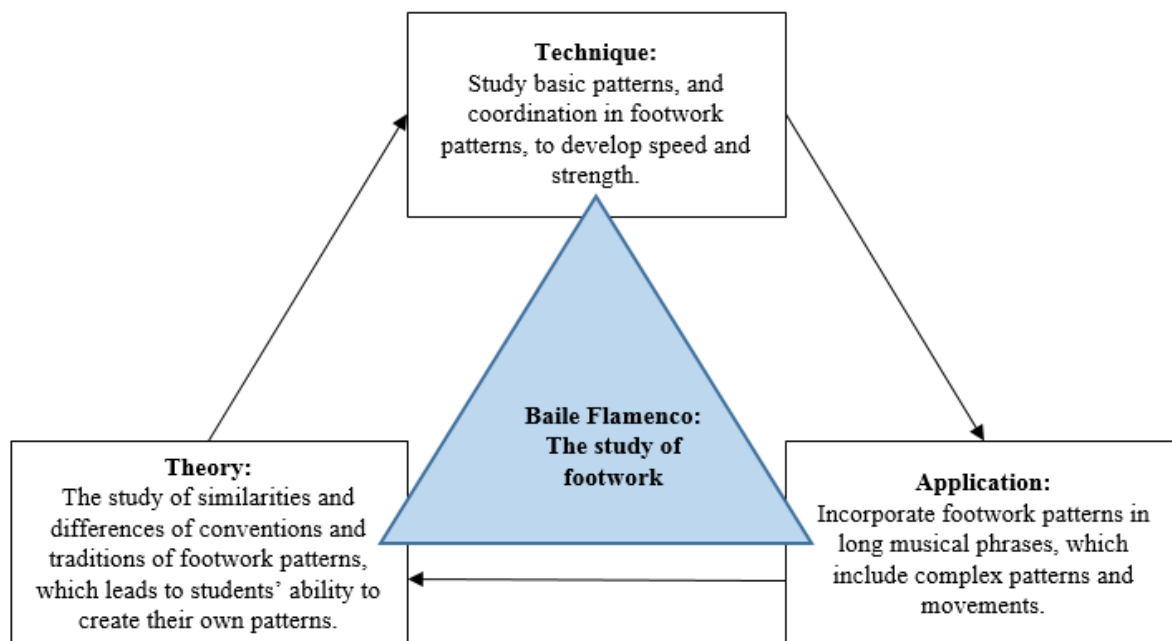
***School Achievements:*** The school has over 40 community performances a year. The following are highlights of the school's highest achievements on a production/programming level:

- Percussion - This is a program new to TANM that acts as a feeder program to the Music Ensemble. In this program, students' study with professional musicians in order to focus on various percussion instruments such as cajón, congas, and the snare drum. These students also work collaboratively with the Industrial Arts program in studying how instruments are made.
- TANM Artesanía program - This is a program new to TANM where students utilize skills taught in math, science and art to incorporate them into building instruments, basic furniture and woodwork.
- TANM Music Ensemble - The TANM Music Ensemble consists of 14 students who rehearse daily after school and is directed by renowned Salsa musician, Cesar Bauvallet. This musical group performs throughout the local community and impresses audiences with their ability to perform salsa music, Flamenco, as well as popular pop music that audiences fully enjoy. This musical group has been a guest artist in the "Salsa Under the Stars" concert, as well as performed in Atlanta, GA in the "Music in the Park" Festival and will perform at Carnegie Hall, April of 2020.
- TANM Dance Ensemble - The TANM Dance Ensemble is comprised of 32 students who rehearse daily after school and perform at various venues throughout the community. Since its inception in 2012, this student dance company has been invited to perform nationally at Carnegie Hall in New York City in a show titled, "MisaTango," and "The Music in the Park Festival" in Atlanta, GA where they did a first of its kind collaboration piece with West Lake High School's Drum Line. They have also been invited to perform in the Phoenix annual Flamenco Festival. In working with the National Institute of Flamenco, this company also has opportunities to study with international renowned Flamenco dancers throughout the year. This is a one of a kind student dance company and continues to grow in its popularity every year and will return to perform in Carnegie Hall, April 2020.
- Camino Rael Trunk Show – The school's visual arts department produces an annual trunk show where our students showcase their artwork next to local professional artists. This event has over 300 community members in attendance and continues to grow in popularity throughout the Albuquerque area.
- The Tierra Adentro Spring Art Show/"Flamenco a thon" – The school's visual arts and dance department collaborate annually to produce this exciting event where our students not only showcase their artwork, but their dance and music abilities as well. This show acts as one of the

school's biggest fundraising events as the students reach out to the community to support various programs at the school.

- Caminos – Tierra Adentro's biggest dance production of the year, titled, "Caminos," showcases all students in all areas of the arts. The music and dance departments take the audience through a journey of the history of flamenco and the school's mission of the Camino Rael. Sets are designed and built by TANM's Visual Art and Artesanía students. This production is held at Rodey Theatre on UNM's campus and has an attendance of over 1000 patrons from the greater community.
- *Partnerships:* A key provision of the School's educational approach is the utilization of the National Institute of Flamenco's (NIF) Trilateral Approach, which focuses on theory, technique, and application. The Trilateral Approach was formally developed and copy-written by Curricular Director and Master Flamenco Instructor Joaquin Encinias at the National Institute of Flamenco in order to teach flamenco dance, a rhythmically and structurally complex dance form. By integrating this methodology into academics and other forms of art, Tierra Adentro will facilitate a learning environment of the highest quality in an engaging, fun and creative way. This methodology was designed to facilitate comprehensive knowledge and confidence in students. Consistency and structure foster achievement and self-direction in students by developing students' recognition of class structure. The Trilateral Approach offers the following to all students:
  - Establishes and communicates clear expectations
  - Creates forward motion in students' learning
  - Facilitates an environment where students' knowledge is fortified by repetition of information

See an example of the Trilateral Approach as it applies to dance:



*Measures of Achievement:* Using NWEA MAPS Short Cycle assessment results, teachers are able to create their own curriculum. Teachers have access to an interactive summary data report through the NWEA website that shows what areas and skills students are strongest in, as well as areas of growth. From the interactive report, teachers can design their curriculum to focus on the students' initial growth areas while maintaining the students' strengths. Teachers also access Common Core Strands to get a clear description of the strand along with a link to resource guides.

*Professional Development for Teachers:* The following Professional Development opportunities will be offered to teachers at Tierra Adentro of NM:

- GLAD: Guided Language Acquisition Instruction
- School In-Services
- Department Needs
- Weekly Staff Collaborations
- Math Conferences
- Festival Flamenco Internacional for Music and Dance Faculty
- Technical Webinars

*Encouraging Parental or Community Involvement:* Beginning this year, TANM will hold bi monthly family engagement workshops and quarterly evening family engagement meetings that are based on family input led by the school's social worker and the family engagement faculty member.

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## 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 the department's standards of excellence or student performance standards identified in the charter contract.

### a. Department's Standards of Excellence

**For any school that has not maintained a C or better letter grade in SY2016 – SY2018** provide a narrative that describes the improvement actions targeted to improve the school's letter grade (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 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 site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.**

**NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.**

***School response:***

2016-17:

Current Standing – F

School Improvement – F

Improvement of lowest performing students – F

2017-18:

Current Standing – D

Improvement of lowest performing students – D

From Spring 2017 to Spring 2018 we moved from an F to a D in Current Standing. The process for moving students to proficiency means they are advancing more than one year of growth in one school year. We review and analyze our short cycle assessment NWEA MAPS to determine growth and if you review our data in Part A, many of the grade levels, have more than 100% growth. Some grade levels have over 200%.

From Spring 2017 to Spring 2018, the school went from an F to a C in the School Improvement Indicator, therefore no response is needed.

From Spring 2017 to Spring 2018, the school went from an F to a D in the Improvement of lowest performing students' indicator. Our continued improvement plan is to review and analyze our short cycle assessment NWEA MAPS to determine growth and to determine how to implement curriculum and instruction for not only our lowest performing students, but for all students. From Spring of 2017 to Spring of 2018, our lowest performing students have had more than one year of growth in reading and math.

***Note: Refer to Appendix A for school data***



## b. School Specific Charter Goals

Pursuant to NMCA 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 specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal in 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 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 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 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 site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.**

***School response:***

**In 2016-2017, Discovery Education results: *See Appendix A Discovery Education Spring 2016/17 Admin Summary Page.***

Math: We met or exceeded our growth goal in all grade levels.

Reading: We met or exceeded our growth goal in all grade levels.

The school was rated “falls far below” due to the data compiled was not organized by the vendor; however, the school used the template created by Charter PED in the 2010 renewal kit. This had been used and accepted by Charter PED in year’s past.

**In 2017-2018 and in 2018-19, per WebEPPS, our school met or exceeded our goals in reading and math.**

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### **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. NMSA22-8B-4(C). 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 (see next page).

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
FY2016	3	CS 2015-001- compliance CS 2016-001- compliance CS 2016-002- Significant Deficiency	<b>CS 2015-001:</b> To review all deductions to ensure that they are all being calculated properly. <b>CS 2016-001:</b> BARs will be submitted in a timely manner so that expenditures do not exceed budgetary authority. <b>CS 2016-002:</b> The school will review their internal controls to ensure compliance with GAAP and other regulatory matters. The school will also make sure to have better communication between the business office so that no employee will get paid after they have resigned.
FY2017	6	2015-001 Significant Deficiency(repeated) 2016-001 compliance (repeated) 2017-001 Timely Deposits 2017-002 compliance 2017-003 compliance 2017-004 compliance	<b>2015-001:</b> Review all payroll deductions to ensure they are set up correct. <b>2016-001</b> Will ensure BARs are in place before the due date. <b>2017-001:</b> Assign a backup employee to make deposits when needed <b>2017-002:</b> School will review new hire checklist to ensure that all required documents are obtained prior to hiring <b>2017-003:</b> School and GC will work together to ensure that the audit committee meet the state compliance requirements <b>2017-004</b> Will conduct a year-end review on budget.
FY2018	3	2018-001: Material Weakness 2018-002: compliance 2018-003: compliance	<b>2018-001:</b> Review processes to ensure AR and AP are properly recorded. Also noted that the previous auditors were made aware of the transaction. <b>2018-002:</b> The school will review the purchasing process with staff to ensure that all staff understand the correct purchasing process <b>2018-003</b> The school will review the depositing process with staff to ensure that all staff understand the correct process

## b. Board of Finance

Pursuant to 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 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 provided in an appendix and 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.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

### ***School response:***

**The school has 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...and/or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

<p>Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.</p>
<p>If a school received “working to meet” or “fall far below” in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.</p> <p>Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the WEB EPPS or site visit in the current year do <u>NOT</u> complete this Section.</p>
<p><b>School response:</b></p> <p>The school has met all charter material terms during the course of this contract.</p>

## b. Organizational Performance Framework

Pursuant to NMCA 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” rating or a first time or repeat “falls far below 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 OCR complaints or formal special education complaints**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, 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 site visit.

**Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

## ***School response:***

### ***Issue Identified:***

#### **III-A.03 Education Plan/Students with Special Needs**

- Prior to the site visit, the PED team reviewed the STARS report for overdue IEPs and overdue Evaluations. The report results indicated five (5) students had overdue IEPs. Two (2) of those students also had overdue evaluations. Upon review of student IEPs during the site visit, it was observed two (2) students with overdue IEPs and Evaluations had withdrawn from the school. Of the other three (3) overdue IEPs, one (1) appeared to have been late due to the parent being difficult to schedule a meeting with, as noted in the file. The remaining two (2) overdue IEP had been remedied. The PED team also reviewed two (2) random student IEP files that appeared to be individualized to each student's needs. For example, a gifted student had accommodations including "individuated assignments as appropriate and access to a wide variety of complex materials."

Though the school corrected all overdue student IEPs for the current academic year, it should be noted, overdue IEPs/Evaluations was also a concerned identified for the school during the 2017-18 annual site visit. The PED team will ask the school to provide a detailed action plan or narrative, outlining responsible parties, timelines, updated processes, etc. the school will institute to ensure all student IEPs and Evaluations are conducted timely and align with Federal and State guidelines to ensure non-compliance is not repeated in future years.

### ***Action/Response:***

- The two overdue IEPs were due to students withdrawing from the school on the day their IEP meeting was scheduled. The school will continue to communicate with parents through email, phone calls and in person if possible to schedule evaluations and/or IEPs. We will continue to monitor this as students continue to enroll throughout the year. The special education staff will continue to maintain service logs.

### ***Outcome:***

- To date, the school has maintained scheduling all IEPs within their due date.

#### **III-A.04 Education Plan/English Language Learners**

- The team reviewed student cumulative files and observed a form entitled, "ELL ELIGIBILITY DOCUMENTATION: HOME LANGUAGE USAGE FORM AND TEST SCORE REPORT" that included information on: (a) student name, (b) "PHLOTE" status, (c) student ID, (d) Assessment (such as 'ACCESS for ELLS'), (e) "ASSESSMENT DATE," (f) "ASSESSMENT SCORE" (such as 'PROFICIENT'), (g) "PROFICIENCY CODE," (h) "SOURCE" (SUCH AS 'STARS'), (i) "ELIGIBILITY STATUS" (such as 'EXITED'), and (j) "VERIFIED BY" (such as 'Tracy Silva, DTC'). At the bottom of the form was a section entitled "Documents Requested" in which there was 3 spaces entitled "1st attempt: Date \_\_\_\_\_ Method: FAX EMAIL PHONE CALL."

**Annual Notification Letter:** Of the student cumulative files reviewed, the PED team did not observe the annual letter to parents of eligible ELL students, as required by federal statute and state regulation. When asked about the annual parental notification letter(s), the school's ELL Coordinator indicated she was not aware of this requirement. The PED team provided the ELL Coordinator with resources specific to identifying, serving, and exiting ELL students along with guidance one where she could obtain the annual parental notification letter template from the Language and Culture Bureau.

**ELD Development:** The EL coordinator reported that every humanities teacher (English and history) is TESOL endorsed. Furthermore, several Math and Science teachers are also TESOL endorsed with a total number of fourteen endorsed teachers. The school also has 5 teachers who are trained in Guided Language Acquisition Design (GLAD) to provide ELD supports in the classroom.

**ELP Error Report:** Prior to the site visit, the PED team ran the school's ELP Error Report within STARS. The report produced a list with 42 students. The majority of the errors within the ELP Report appeared to be student proficiency coding errors or errors within STARS itself not being able to locate test results. However, several of the errors that resulted on the ELP Error Report appeared to be students who do qualify for EL services and were not properly identified as an ELL student by the school. The PED team will ask the school to provide evidence for how it has investigated the ELL status of the students on the ELP Error report and



either correct the coding issue within STARS or properly identify EL students to begin offering ELD services and administering ACCESS assessment during the next available testing window.

**Action/Response:**

- All errors were corrected in STARS before EOY 18-19. ELP Error Report still shows 8 students with errors since the PED STARS system does not recognize nor validate NMELPA test. We have printed a file for each student to show they are proficient and placed in cum folders.
- Parent notification letters are sent out annually to all students in the school's ELL program.

**Outcomes:**

- All errors have been corrected in STARS. All reports/files have been filed in each student's cum folder.
- Notification letters have been sent out for the current school year to all students in the school's ELL program.

**III-A.05 Education Plan/Attendance Laws**

- According to the school's co-director teachers are responsible for taking student attendance daily during each class period. Student attendance records are maintained with the school's SIS, TylerSIS. The PED team reviewed the school's 3, 5, 7, and 10-day Absentee Notification letter template(s). The school's 5-day attendance letter template requests the parent contact school Administration within 2 days of receipt. However, does not request a meeting/conversation to discuss early interventions methods to improve the student's attendance. The PED team asks the school to include the request for a meeting/discussion to identify early interventions for the student, per regulation. Upon review of the school's attendance letter template(s), the language from the school's 3-day attendance letter may be good to add to the 5-day letter to ensure alignment with regulation. The school's 10-day attendance letter mentions potential referral to the Children's Court Attorney and Juvenile Probation Office, if unexcused absences continue. The 10-day attendance letter requires the parent to contact the school administrator within 48 hours of receipt of the letter.

**Action/Response:**

- The school will amend the 5-day attendance letter to show that we will discuss with the parent early in intervention to improve the student's attendance.
- During teacher collaborations, each student's advisory teacher will conduct an attendance check on a monthly basis.

**Outcomes:**

The school has revised the 5-day attendance letter (in English and Spanish) and Advisory teachers are communicating with parents via 5-day attendance letter, phone call, and email for early intervention.

**III-A.06 Education Plan/Recurrent Enrollment**

- The PED Team rated this indicator as Working to Meet Standard because, according to STARS, the school's recurrent enrollment for the present school year (2018-2019) was 81.35%. The goal set by the PEC in the Organizational Performance Framework for the school is 85% to meet the standard. The referenced report can be found in STARS at District and Location Reports --> Options for Parents --> Charter School Enrollment Report. As an additional FYI, it is noted that the percentage of students who withdrew during the previous school year was 9.39%.

**Action/Response**

- The school will implement a student recruitment marketing plan to increase recurrent enrollment to a minimum of 85%.
- The school will host an 8<sup>th</sup> grade recruitment night and family engagement nights.

**Outcome:**

- Currently the school has a 78% recurrent enrollment rate. The school will begin family engagement nights as well host an 8<sup>th</sup> grade night for high school recruitment.

**IV-A.00 Business Management/Oversight: Financial Compliance**

- The PED team rated this indicator as, "Falls Far Below Standard", because though the school provided the financial corrective action plan and evidence of implementation of its action plan, the school received a "Repeat Audit Finding" on its FY18 Audit Report. Therefore, the indicator will remain rated as Falls Far Below Standard due to the repeat audit finding.
- The PED team reviewed the FY18 Financial Audit which indicated the school had the following audit finding(s):  
**2018-001 Accounts Payable** (Material Weakness)  
**2018-002 Purchasing** (Other Noncompliance)  
**2018-003 Internal Controls over Cash Receipts** (Previously #2017-001 Other Noncompliance)  
These audit findings must be included in the school's audit CAP.

**Action/Response:**

- Finding number: 2018-001: Internal Control over financial reporting: The school's business manager, Audit Committee and the school's Administration reviewed the process to ensure that Accounts Receivable and Accounts Payable are properly recorded.
- Finding number: 2018-002: Purchasing: The school's Administration will review the purchasing process with all staff members to ensure that all staff understand the correct purchasing process.
- Finding number: 2018-003: Internal control over cash receipts: The school's Administration will review the depositing process with all staff.

**Outcomes:**

- On October 31, 2018 Administration met with all staff and reviewed the deposit and purchasing internal controls. Internal controls for purchasing and deposits are being monitored by Business staff.

**IV-A.01 Business Management/Oversight: Accounting Principles**

- The PED team rated this indicator as, "Working to Meet Standard", because the school received a material weakness audit finding on the FY18; however, the school provided a financial corrective action plan timely and provided evidence of implementation of the CAP in indicator IV-A.00.
- The PED reviewed the FY18 Financial Audits which indicated that the school had the following finding(s): **2018-001 Accounts Payable** (Material Weakness)

**Action/Response:**

- Finding number: 2018-001: Internal Control over financial reporting: The school reviewed the process to ensure that Accounts Receivable and Accounts Payable are properly recorded.

**Outcomes:**

- All accounts receivable and accounts payable are properly being recorded by the school's Business Manager.

**VII-A.00: 5b School Environment Facility and Emergency Drills**

- At the time of the site visit, the PED team reviewed the school's emergency drill log for the previous academic year 2017-18. It appeared, the school had conducted all required emergency drills (type of drill and frequency), as required by regulation. The PED team also reviewed the school's 2018-19 emergency drill log for drills conducted

thus far in the academic year. To the date of the site visit, the school had conducted one (1) evacuation drill, four (4) shelter-in-place or lockdown drills, and five (5) fire drills. The school conducted three (3) of the four (4) required fire drills during the first four weeks of the school year; conducted a lockdown drill during the second week of school rather than a fire drill, as outlined by regulation. Normally, the requested follow-up from the school to ensure compliance in future years would include a detailed action plan or tentative schedule for the upcoming academic year to ensure all emergency drills are conducted (type of drill and frequency). However, with recent legislation approved in early 2019, new regulation in regards to public schools and emergency drill compliance was changed, though new rule to support the change to regulation has not been finalized. The CSD will ask the school to provide an assurance it is familiar with the new requirements for conducting emergency drills and will avoid non-compliance moving forward.

**Action/Response:**

- The school assures that we will be in compliance with the new ruling for emergency drills.

**Outcomes:**

- The school has complied with the new ruling for emergency drills.
- TANM's tentative emergency drill list:
  - August 9th: Fire Drill
  - August 16th: Shelter in place/active shooter
  - August 23rd: Evacuation Drill
  - August 30th: Fire Drill
  - September 25th: Fire Drill
  - November 13th: Active shooter/shelter in place
  - February 11th: Active shooter/shelter in place
  - April 7th: Fire Drill

### c. Governance Responsibilities\*

Pursuant to 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 makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five 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 site visit.

***School response:***

- During the term of the contract all board membership, roles/service terms and committees were tracked and accounted for in the WebEpps system. The school received a meets or exceeds standard during the term of the contract in the WebEpps system.
- The school's Governing Board has maintained a minimum of 5 members during the term of the contract. Evidence is shown in the WebEpps system as the school received a meets or exceeds standards in the Governance section; Complying with Governance requirements.
- The Governing Council has maintained the required committee membership as stated in their bylaws. This is noted in the WebEpps system as the school received a meets or exceeds standards in the Governance section; Complying with Governance.
- During the contract term, the Governance Board did not have any vacancies that would have placed them under the 5-person membership requirement.
- During the term of the contract, all board members completed their required training hours. This is noted in the WebEpps system as the school received a meets or exceeds standards in the Governance section; Complying with Governance.

***Note: From 2015 to 2019, the TANM Governance Council was in full compliance with Governance Responsibilities. There were no non-compliant findings.***

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