

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2019-2020 State Charter Renewal Application Kit***

Updated and Adopted by the PEC June 2019



**Effective Options
for New Mexico's
Families
Charter Schools**





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Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD provides staff support to the PEC and will review your renewal application, conduct the renewal site visits, and make a recommendation for renewal, non-renewal, or a conditional renewal on behalf of the Public Education Department. The PEC makes the final decision regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendation to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted **no later than the first business day of October** of the fiscal year prior to the expiration of the school's charter. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than the first business day of January of the fiscal year in which the charter expires.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the PEC website at <https://webnew.ped.state.nm.us/bureaus/public-education-commission/applications-and-requests/renewal-application/>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with the district on the forms and process that they require.

The enclosed renewal application is divided into six parts: **Part A: Your School's Summary Data Report and Current Charter Contract; Part B: Progress Report, Part C: Financial Statement; Part D: Petitions of Support; Part E: Description of the Charter School Facilities; and Part F: Amendment Requests.** These sections address

the requirements of NMSA 1978 § 22-8B-12(J) and are intended to provide the PEC the information necessary to determine if the school's past performance supports renewal of the charter. NMSA 1978 § 22-8B-12(K) provides that a charter may be not renewed if the chartering authority determined the school (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract; (2) 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; (3) failed to meet generally accepted standards of fiscal management; or (4) violated any provision of law from which the charter school was not specifically exempted.

Part A is provided by the CSD and PED for the school in the summer before Renewal, updated after the newest data is released, and then is provided as Part A to the School's Renewal Application when the PEC receives it in October. The School is asked to verify the information in Part A. The school should also use the information in the contract to report on academic performance goals and other contractual requirements.

Part B offers a School the opportunity to provide information regarding their academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter. This Part of the Application is divided into three sections: Section 1 – Academic Performance, Section 2 – Financial Compliance, and Section 3 – Organizational, Contractual and Governance Responsibilities.

In **Section 1 – Academic Performance**, the school reports on its academic performance during the term of the contract, including achieving the goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

Subsection a - A school that has **not** maintained a C or better letter grade in SY2016 through SY2018 should provide a narrative that addresses the improvement actions and the success of those actions. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit. Schools that have maintained a C or better letter grade in each of the FY2016 through FY2018 **will not** complete this Section.

Subsection b - **All schools** will report on their performance in relation to school specific charter goals found in the negotiated performance framework. Performance reports related to school specific goals should be supported by raw data (masked to protect PII), provided in an appendix. The school should report on the performance in each of the last four years (or for the contract term, if shorter than four years). Schools that have **not** met their school specific goals in each of the four years (or for the contract term, if shorter than four years) should provide a narrative that addresses the improvement actions and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the site visit. Schools that have met their goals in each of the years of the contract term **will not** provide a narrative.

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.

In **Section 2 – Financial Compliance**, each school reports on its financial compliance during the term of the contract, including all findings identified in external audits completed and released during the term of the contract, and the requirements of the Financial Performance Framework.

Subsection a – For each year in which the school had significant deficiency, material weakness, or repeat findings identified in the external audit, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site visit.

Subsection b - 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 on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. 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.

In **Section 3 – Contractual, Organizational and Governance Responsibilities**, the school reports on its organizational, contractual and governance responsibilities during the term of the contract, including achieving the objectives, state standards of excellence and a and other terms of the charter contract.

Subsection a - Each school will provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms). The narrative will be verified during the renewal site visit. If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school must provide a narrative to explain the improvement actions the school made during the term of the contract in order to meet those charter objectives. All schools must provide a narrative for this section of the application.

Subsection b – Each school will identify any organizational compliance findings from the Organizational Performance Framework over the term of the contract and provide a narrative to address improvement actions it has made to correct those findings. The purpose of the

narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the site visit. If the school has received any OCR complaints or formal special education complaints, the school should identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint process. 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.

Subsection c – Each school will identify how they have met governance responsibilities during the term of the contract. Specifically, the school will identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members. The school will identify the amount of time any vacancies were open. The school will also identify 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. All schools must provide a narrative for this section of the application.

Part C offers a School the opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. **All schools must provide a response for this section of the application.**

For schools that have earned a D or lower letter grade in SY2016 through SY2018, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement.

Part D offers a School the opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the last year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the last year of the contract. These petitions must be

completed in the school year in which the applicant is applying for renewal. Original signatures must be provided in the application. **All schools must provide a response for this section of the application.**

Part E requires the school to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the NMCI from PSFA, and a copy of any lease documents. **All schools must provide a response for this section of the application.**

Upon receipt of the completed application, the CSD will review the application, verify data, and conduct a site visit to verify information provided in the application. Afterwards, the CSD will write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. The School will have a chance to respond to the analysis provided. After CSD receives the School's response, it will evaluate all information available and make a recommendation for a renewal, conditional renewal, or non-renewal.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that a charter may be 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;
- failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;
- failed to meet generally accepted standards of fiscal management;
- violated any provision of law from which the charter school was not specifically exempted.

Please contact charter.schools@state.nm.us, with any questions regarding the state charter renewal application kit.

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Instructions: 2019 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2019 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to: charter.schools@state.nm.us .
Deadlines and Manner of Submission	<p>2019 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS monitoring platform site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact charter.schools@state.nm.us.</p> <p>Files must be submitted via your account on the WEB EPPS no later than 11:59 p.m. (mountain time), on the first business day of October, 2019.</p> <p>Note: Submission prior to October 1st of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (March – May 2019)	The CSD will facilitate technical assistance workshops for the charter renewal application process between March and May 2019. These are all-day sessions. Details regarding this training and future trainings are available at: https://webnew.ped.state.nm.us/bureaus/charter-schools/training-opportunities/
Renewal Application Review Period (October 1–31)	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit and evaluate compliance with academic, organizational, contractual, financial, and governance requirements. PEC receives Part A and renewal applications by October 8.
CSD Preliminary Renewal Analysis (November 12)	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in relation to the statutory reasons for non-renewal.
Response to Preliminary Renewal Analysis (November 25)	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

CSD Recommendation (December 2) to PEC	CSD will send a recommendation to the PEC to approve, approve with conditions, or deny the renewal application not later than December 2 nd of the year the renewal application is submitted. Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (Within the first three weeks of December)	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application not later than January 1 st of the following calendar year.

State Charter Renewal Application Evaluation Standards

Based on the completed Renewal Application Kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's performance contract defines the terms under which it proposes to operate and the Performance Framework defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the application from the school during the renewal site visit, and from the monitoring conducted during the term of the contract, to determine if the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter. Applicants that are currently authorized by a school district, and not the PEC, must provide these documents as well.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will analyze and evaluate student achievement data on required state tests and on other measures set forth in the contract. The school must report data for school specific goals both throughout the term of the contract and as part of the renewal application. The school's own analysis and supporting data will both be considered.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the annual independent financial audits and reports from the School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the PED or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations. Evidence will also be evaluated during the site visit and from monitoring reports throughout the term of the contract.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

2019 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report and Current Charter Contract (provided by the CSD)

Part B—Progress Report

Part C—Financial Statement*

Part D – Petitions of Support*

Part E – Description of the Charter School Facilities*

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

Please Note

- ☐ Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (March - May). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School's Summary Data Report and Current Charter Contract

(CSD will provide this from information provided during the charter term.)



Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

The following rubric will be used to evaluate the narratives in Part B:

Meets the Standards	<ul style="list-style-type: none"> In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
Demonstrates Substantial Progress	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard. 	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; AND The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; AND The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; AND An evaluation of the data and evidence supports the observable and reported successes.
Failing to Demonstrate Progress	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. <p>AND ONE OR MORE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site visit; or The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes. 	

1. Innovative and Distinctive Education Program

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:

- 1. 21st Century Public Academy is a 5th-8th Grade Public Charter in it's 20th year of providing experiences, situations and opportunities for students to develop talents and to understand their role in the community through Out of School Instruction (OSIs). Teachers differentiate instruction in Common Core Standards and content skills in a full inclusion setting for English, Math, Science and Social Studies. Students read every day (25 minutes) in homeroom and develop technology skills in each class using Chromebooks (one to one). A study lab is provided to students who demonstrate need for skill strengthening. Students also experience four associated arts classes (Art, Computers, Music, PE) before promoting to high school.**
- 2. 21st Century teaching occurs within classrooms and on OSIs using modifications based on formative student data collected at the beginning of the year in Math, Reading, Language Usage and Science. Since our last Charter Renewal, our students have made a significant contribution to our district and state overall achievement. NWEA MAP/iReady Reading scores have an upward trend (2015 29% Proficient, 2016 30%, 2017 38%, 2018 40%, 2019 39%). NWEA MAP/iReady Math scores have an upward trend (2015 18% Proficient, 2016 22%, 2017 20%, 2018 22%, 2019 44%). 2019 Spring TAMELA results show 46% of our students met/exceeded standards in ELA; 28% met/exceeded in Math leaving room for continuous improvement and growth. Student instruction is further differentiated within leveled classes (High, Mid-High, Mid-Low, Low) and student placement is adjusted at the Middle of the Year (MOY) based on student growth in NWEA MAP/iReady Reading and Math. In 2018-2019 students' iReady Math Growth was 20% and iReady Reading Growth was 6%. Science formative data from 2019 BOY to EOY shows 3% and Language Usage was 1% growth. TAMELA data contributes to vertical alignment of our students' writing growth with the goal of RACED paragraph production and five paragraph essays. The Science Department also aligns instruction for 50% proficient/advanced student achievement on the 2019 SBA.**
- 3. Teacher collaboration occurs daily through a one hour team prep (a second prep to attend to classroom needs), monthly at staff professional development, monthly in department collaboration as well as during daily prep time. At BOY, MOY and EOY data presentations, staff set professional development goals and learning targets based on student growth data. For example, our Science Department is adapting the department curriculum map using training around the development of instruction for Next Generation Science Standards implementation. Department Chairs collaborate with team members on PD such as curriculum modifications, EL differentiation and instruction, Special Education student needs, behavioral supports, parent academic involvement and resource development.**
- 4. Teachers maximize Out of School Instruction (OSIs) learning programs through parental and community involvement. Each grade level takes 20 (or more) OSIs. Parents chaperone and prepare their student to participate through communication with the teachers. Teachers reach out to our community to host OSIs, such as the Nuclear Science Museum, the ABQ**

Museum, the Very Large Array, Casa San Ysidro, the Indian Pueblo Cultural Museum, ABQ Old Town, Popejoy Presents, and the Rio Grande Nature Center. Parent partnerships are further developed and encouraged through PTA (Ice Cream Social, Fall Festival and Spring Fling), Sports (APIAL League Member), Clubs and Academic nights hosted by Science, Math, Social Studies and Language Arts teachers. Parents volunteer in our school in a variety of capacities and in the most important way- partners in their child's education.

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:

In SY2017, we earned an overall B grade. However, we had one indicator that earned a D-Improvement of Lowest-Performing. We earned 14 of 20 points. Our Math Department engaged in peer collaboration to introduce a Math Moment (approx. 5 minutes of additional instruction/ over 3,000 minutes added per year) in all other core classes except ELA and Associated Arts. The Associated Arts teachers analyzed Beginning of Year MAPS/NWEA data to collaborate on a focus area for math support. They determined that the math moment was more beneficial than instruction integrated across a unit. Additionally, the Math and ELA Departments reviewed and presented student data, MAPS/NWEA areas for focus growth and skill readiness to the entire staff at the Beginning of the year. Using Middle of the Year data, student proficiency increased because teachers selected focus goals based on the new data and modified instruction to meet the learners' different need. For example, in Language Usage students needed to work on skills for paragraph structure, sentence structure and supporting the main idea. Here is the breakdown of skills focus by grade based on NWEA data: 5th Grade: Literature and Vocabulary Acquisition, Informational Text; 6th Grade: Vocabulary Acquisition, Informational Text and Writing; 7th Grade: Informational, Vocabulary, and Literature; 8th Grade: Informational Text. Teachers met daily to discuss student progress in grade level teams, and departments met twice per month to set instructional outcomes and to share best practices. Students also used a data sheet to record their beginning of the year score on NWEA MAP assessments and students set a personal goal to improve. After MOY testing, students set a new goal for EOY growth, as did teachers. Instruction was modified for students in leveled classes and individually within each leveled class to use ELA strategies (RACED for paragraph writing, grade for grammar, write more, teach informational text strategies, focus on base words, roots, prefixes, suffixes and vocabulary meaning). At the end of the year, departments collaborated to present findings to set teacher summer professional learning goals. Progress toward proficiency at the EOY was an increase in PARCC reading from 30% proficient in 2016 to 38% proficient or advanced. Reading informational text instructional efforts are evidenced in SBA science data which shows slight improvement for our lowest performing students reducing the percent of students in beginning steps from 13% in 16-17 to 10% in 17-18.

In SY2018, we earned an overall C grade. However, for Current Standing we earned a D. We earned 17 of 40 points. Also, for Improvement of Lowest-Performing Students we earned a D. We earned 14 of 20 points. Math and ELA Departments reviewed and presented achievement data, content areas for focus growth and content skill readiness to the entire staff. Based on achievement data geometry and math vocabulary was a focus for math moments (2018-2019). The math moment was 5 extra minutes of math instruction across Art, Social Studies, PE and Media Arts for a total of 3,000 additional Math instructional minutes per year. We provided targeted professional development in how to teach middle school math/Algebra for our 8th Grade teacher with a math coach. Teachers used root cause analysis to determine why our lowest-performing students struggle to be proficient. Teachers reflected on their actions to

increase student achievement. To improve our Lowest-Performing Students' Math and Reading scores we are providing smaller study lab class ratios (one teacher to an average of 15 students, instead of 1 teacher to 20 students) by adding two full time instructors for Associated Arts classes of PE and Art (2019-2020). Study lab is team taught by a certified teacher and an EA to provide additional instructional time and another Special Education teacher goes to content classes to provide one on one support for students in Math and Reading. We purchased, trained and utilized I-Ready computer based Math and Reading curriculum for 5th-8th Grade instruction. Students worked in i-Ready for at least 45 minutes per week in Math and ELA. Student i-Ready Math scores increased from 24% in the Fall 2018 to 44% Proficient in the Spring 2019 and Reading scores increased from 33% to 39% Proficient. Our students' reading increased on the TAMELA from 40% proficient in Spring of 2018 to 46% proficient or advanced Spring of 2019. The principal increased formal walkthrough feedback from zero to 3 using the new 2019 Frontline walkthrough process for teacher feedback. Our Governance Council requested increased documentation of Principal monitoring of classroom learning via walkthroughs. Teachers now receive observation based feedback in Domain 2 and 3 which includes a strength focus and actionable feedback more regularly. Then, we have a conversation about the walkthrough and the principal is able to look for improvement during formal observations. Please reference Section 9 of Appendix X.

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 the current charter contact term, our school's missing specific goals have changed to meet the changing needs of our students. Our Goals have become SMART Goals with measurable indicators beginning in 2018-2019.

The first area of goals relate to our Out of School Instruction (OSIs).

2015-2016- School will arrange for a minimum of 20 OSIs per grade level that support the curriculum and will document Common Core Standards addressed in each OSI. (Goal Met)

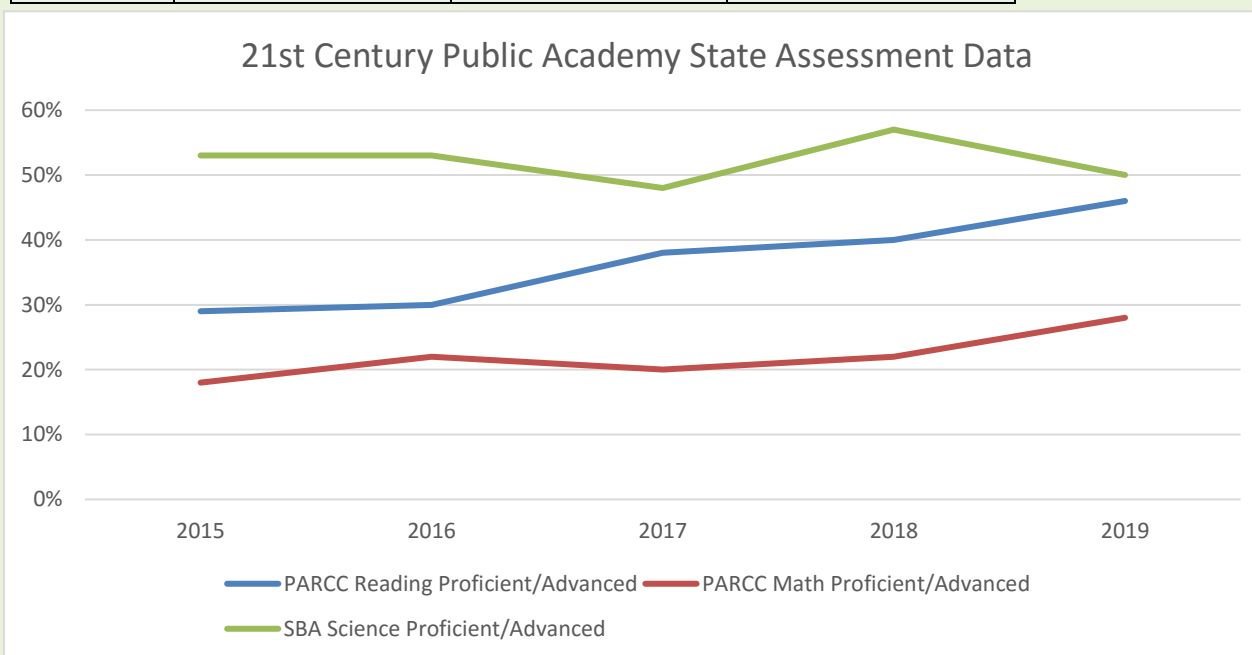
2016-2017, 2017-2018- Each grade level will provide 18 OSIs to support the utilization of the community as a classroom. (Goal Met-changed from 15-16 so that one of the OSIs could be developed by Associated Arts and the other could be a schoolwide OSI, developed by a lead teacher. OSIs changed to address more content standards and the OSI assignments changed to meet the areas of focus according to NWEA/MAP data)

2018-2019 Student Academic Performance Standard/Goal #1: Each grade level will provide 18 OSIs to support the utilization of the community as a classroom with assignments that increase core content proficiency by 10% at EOY in reading, math, language usage, and science as measured by Short Cycle Assessment. (Goal Met to have 18 OSIs, however while all subjects increased proficient students, we missed the 10% mark for all core content areas).

In 2018-2019, Math increased Core Content Proficiency by 20% from 24% to 44%, however. Math assignments are included in OSIs to increase math scores by providing the hands on math experience to practice math concepts. Teaching occurs in class before the OSI, gains emphasis and practice during math moments, and the teacher assesses the students' proficiency after the OSI. Math Moment teaching occurs daily at the beginning of the class, instead of math integration which we moved away from in 2016-2017 due to data not showing that integration was producing increased proficiency. Math moments are created to address the specific grade level math need, selected based on short cycle assessment data and modified at MOY. For example, in Math geometry and math word problems were the selected focus by the math department for the whole school's math moments in 2018-2019. An additional 5 minutes of Math Moments in each non-math subject class resulted in almost 3,000 additional minutes of math instruction provided by math moments and an increase of 20%! Proficiency was not increased by 10% in other core subjects as measured by NWEA MAP/iReady. Reading increased from 33% to 39% (6%), Science increased from 54% to 57% (3%), Language Usage increased from 42% to 43% (1%). At the end of the year PD, teachers reflected on why. Teachers deliberated on the most significant change. iReady software was used for computer based reading instruction/skill building. As this was the first year using the software for reading skill

building, teachers were learning how to adapt their curriculum to provide time for the iReady practice. At the end of 2018-2019, teachers decided to discontinue to use the iReady software noting that it was taking time from instruction and replacing it with a computer, students reported it was too repetitious, and the iReady reading curriculum did not produce proficiency gains across 5th-8th grade at EOY. Overall, 60% of students were predicted by iReady to score a level 3, 4, or 5 on the New Mexico ELA Transition Assessment, however only 46% of our students were proficient or advanced in the summative assessment. Additionally, the software was purchased with Title 1 monies however due to changes in our student make-up we no longer qualify as a Title 1 school for 2019-2020 and would not have the funding to buy the software. Due to these issues, teachers voted to discontinue use of the software.

Year	PARCC Reading Proficient/Advanced	PARCC Math Proficient/Advanced	SBA Science Proficient/Advanced
2015	29%	18%	53%
2016	30%	22%	53%
2017	38%	20%	48%
2018	40%	22%	57%
2019	46%	28%	50%
	TAMELA 2019 Assessment	TAMELA 2019 Assessment	



The second area of goals have to do with ability level grouping for classroom instruction.

2015-2016 we did not have a goal in this area.

2016-2017, 2017-2018 Student Academic Performance Standard/Goal #2: Based on Short Cycle Assessment Data each grade level will be grouped by ability level in Math and Language Arts in order to provide more specific and research based instruction. (Goal Met)

2018-2019 Student Academic Performance Standard/Goal #2: Based on Short Cycle Assessment Data each grade level will be grouped by ability level in Math and Language Arts in order to provide more specific and research based instruction to increase the proficiency of students to 100% as measured by Short Cycle Assessment. (Goal Met to ability group; 100% of students are not proficient)

Our goal was ambitious to have 100% of our students proficient as measured by Short Cycle Assessment. However, Math increased Core Content Proficiency by 20% from 24% to 44%. Reading increased from 33% to 39% (6%), Science increased from 54% to 57% (3%), Language Usage increased from 42% to 43% (1%). Teachers met in departments to analyze their data and set goals for professional learning over summer. That information was presented at the end of the year PD over two days. The Science department attended statewide training for NGSS teaching methodologies. Social Studies department members created grammar moments to support increasing proficiency in Language Usage with 5 additional minutes of grammar focused instruction in another core subject. Administration worked to hire certified teachers to fill the positions held by substitutes for ELA 7 and ELA 8.

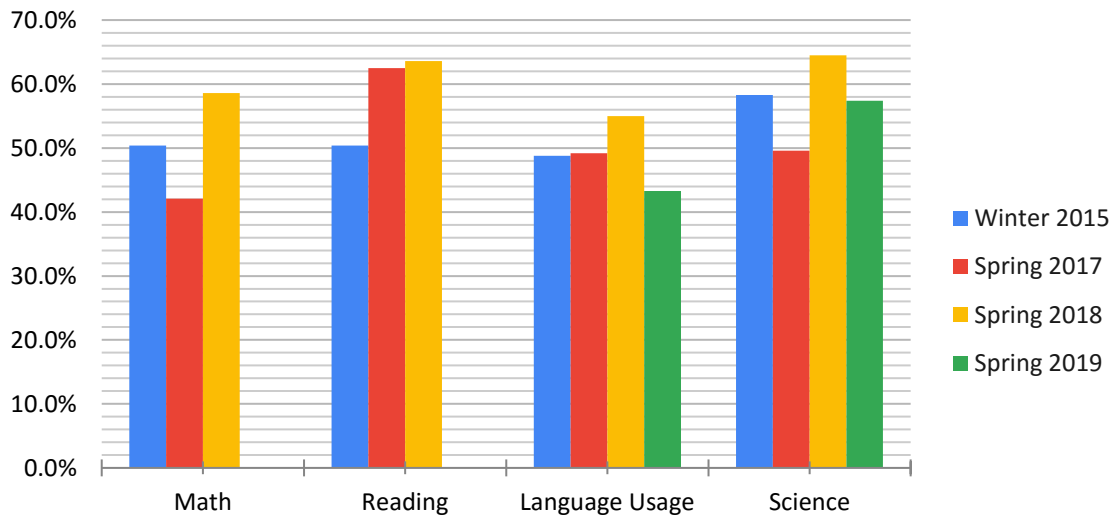
**Percentage of Students At or Above Norm Grade Level Mean
RIT**

	Winter 2015	Spring 2017	Spring 2018	Spring 2019
Math	50.4%	42.1%	58.6%	44%*
Reading	50.4%	62.5%	63.6%	39%*
Language Usage	48.8%	49.2%	55.0%	43.3%
Science	58.3%	49.6%	64.5%	57.4%

***iReady**

***iReady**

**Percentage of Students At or Above Norm Grade
Level RIT**



****2019 Spring Data pulled from iReady assessment, so it is not directly comparable to the NWEA MAPs data used in previous and subsequent years.***

The third area of goals have to do with meeting growth goals with content instruction.

2015-2016 School will meet or exceed the WebEPSS goal for Reading at 52.3% as determined by the SBA scores and track and refine instruction based on the short cycle assessment data. (Did not Meet Goal-SBA changed to PARCC making data comparison difficult)

2015-2016 School will meet the WebEPSS goal for Math at 45% as determined by the SBA scores and track and refine instruction based on the short cycle assessment data. (Did not Meet Goal-SBA changed to PARCC 42% proficient 2014 to 18% proficient 2015.)

2016-2017, 2017-2018- Class Sizes will be held to 20 to assist in more direct and specific instructional goals for students. (Goal Met)

2018-2019 Student Academic Performance Standard/Goal #3: Based on Short Cycle Assessment Data Grade Level Teams, Departments and the School will establish 10% EOY growth targets in Reading and Math to be provided to the Governance Council and included in the Principal's Annual Performance evaluation. (Goal Met).

Teachers reflected on short cycle data to track and refine ELA teaching. For example, teachers use the learning continuum resources in NWEA to find areas of emphasis for growth, such as Literary text: Key Ideas and Details. Teachers collaborated to Identify areas of need in math and find ways to integrate concepts across curricular areas, and emphasize problem solving in all curricular areas. They came up with a Problem Question:

If we use short cycle assessment data to identify areas of need in math, how can we integrate concepts in teaching across disciplines in order to raise math test scores? Through this process, they completed Data Collections with NWEA/MAP short cycle assessment data (3 tests per year) in a shared google doc so that every department could use the data to inform instruction, Observation of instruction and Teacher reflection on math integration. Then, they came up with an Implementation Plan:

- 1. Review Winter MAPs data to identify area of need by grade level. (Math Department)**
- 2. Collaborate by department to develop strategies of integrating math concepts in each curricular area. (Departments)**
- 3. Review strategies at grade level. (Grade Level Teams)**
- 4. Implement strategies in instruction.**
- 5. Review Spring MAPs scores.**

Teachers also reflected on the Barriers. Such as, the plan was getting in the way of curriculum and discipline. They determined the Math Moment as an option when targeted integration isn't logical. Once summative data was received by teachers, they met prior to the start of the next school year to examine student performance on state assessment to further refine teaching.

Administration supported the purchase of materials for hands on instruction, including the support of an academic Math Night to engage families with math concepts.

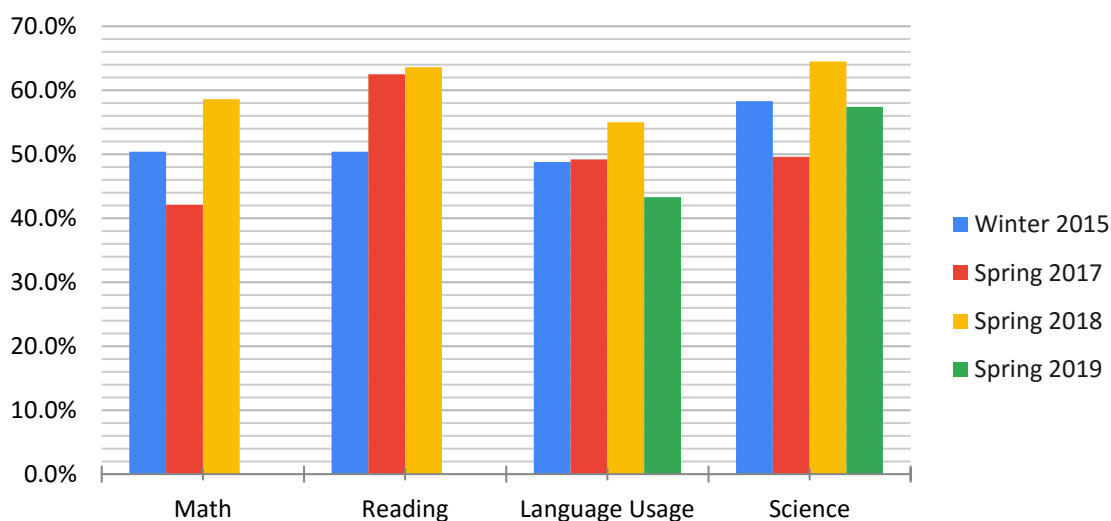
**Percentage of Students At or Above Norm Grade Level Mean
RIT**

	Winter 2015	Spring 2017	Spring 2018	Spring 2019
Math	50.4%	42.1%	58.6%	44%*
Reading	50.4%	62.5%	63.6%	39%*
Language Usage	48.8%	49.2%	55.0%	43.3%
Science	58.3%	49.6%	64.5%	57.4%

**iReady*

**iReady*

**Percentage of Students At or Above Norm Grade
Level RIT**



****2019 Spring Data pulled from iReady assessment, so it is not directly comparable to the NWEA MAPs data used in previous and subsequent years.***

The forth area of goals have to do with serving all students in full inclusion through daily instruction.

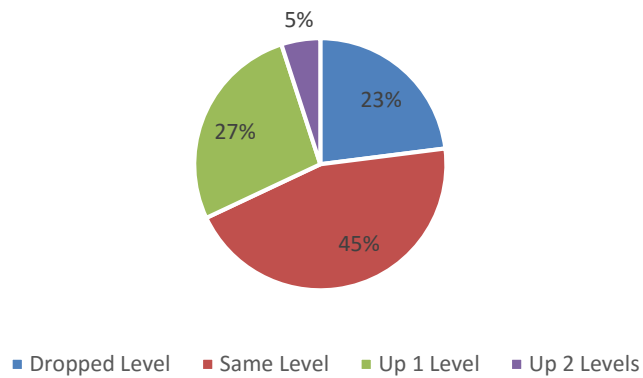
2015-2016- School will work with parents to improve the attendance rate to 95%. (Met Goal)

2016-2017, 2017-2018- Special Educational Services will be provided within the classroom. Students with more specific instructional goals according to their IEP will be placed in a Study Skills class for one of their 2 Associative Arts Classes. (Met Goal)

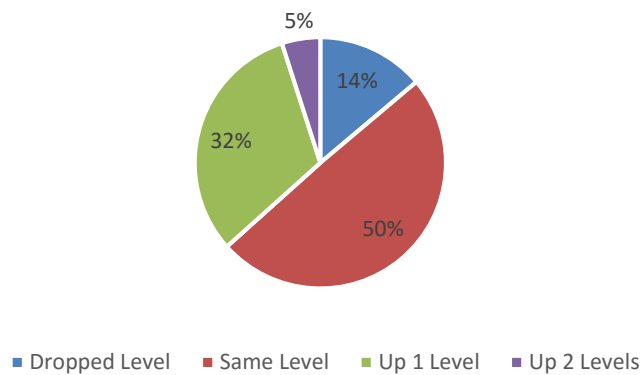
2018-2019 Student Academic Performance Standard/Goal #4: Special Educational Services will be provided within the classroom. Students with more specific instructional goals according to their IEP will be placed in a Study Skills class for one of their 2 Associative Arts classes resulting in growth from one Tier to the next and growth from one Level to the next on EOY ELA/Math Transition Assessment. (Goal Met, 100% Placed and IEP students grew from one level to the next in EOY Transition Assessment, 32% growth in ELA and 37% growth in Math)

Overall Growth on State Assessment					
Students included in this data set have taken the state assessment while students at 21st Century.					
	Dropped Level	Same Level	Up 1 Level	Up 2 Levels	Total Growth
ELA	23%	45%	27%	5%	32%
	Dropped Level	Same Level	Up 1 Level	Up 2 Levels	
Math	14%	50%	32%	5%	37%

Growth for Special Education Students on the
State Assessment in English Language Arts
2018 to 2019



Growth for Special Education Students on the
State Assessment in Mathematics
2018 to 2019



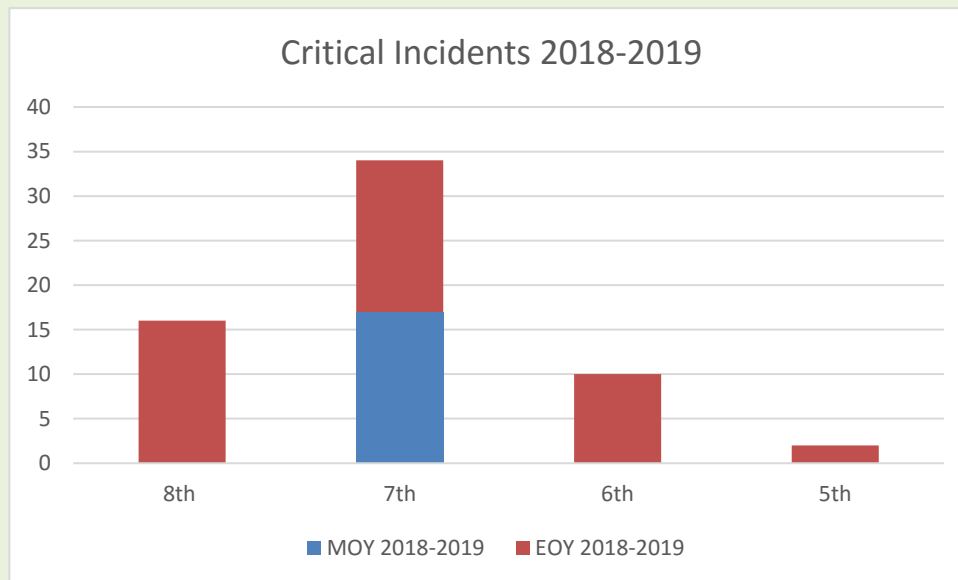
The fifth area of goals has to do with school culture/climate.

2015-2016-School will utilize student mediation as a means to promote empathy, understanding and to generate an atmosphere of acceptance and fairness. (Met Goal)

2016-2017, 2017-2018- Whenever possible student mediation will be used as an intervention to conflict to develop empathy, understanding and cooperative skills to cultivate more productive and responsible community members. (Met Goal)

2018-2019 Student Academic Performance Standard/Goal #5: During student led conferences, teachers and students will enter into a Compact, and an upon agreed definition of GRIT as it applies to their education and behavioral expectation of themselves, their peers and the adults that provide them service, resulting in a 25% decrease of critical incident reports from the MOY 2018 to the EOY 2019.(Did Not Meet Goal) In the MOY 2018, we added an Assistant Principal freeing up time to address critical incident reports and assign consequences. Teachers wrote up more behaviors. 8th grade went from 0 to 16. 5th grade went from 0 to 2 and 6th grade went from 0 to 10. 7th grade had 17 incidents by the middle of the year and 17 by the end of the year. In analyzing this data, we believe the number of incidents also rose due to several long term substitutes stepping in to fill positions vacated after the start of the school year, Spring behaviors typical to the ages served by our school and the sharing of tight spaces and classrooms with construction completion delayed. Now, in Phase 2 of our building we have a high school size gym, a band room, 3 8th grade classrooms, two 7th grade classrooms, study lab, ancillary offices, and two additional classrooms for growth.

Grade	MOY 2018-2019	EOY 2018-2019
8th	0	16
7th	17	17
6th	0	10
5th	0	2



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
FY16	5	<ol style="list-style-type: none"> 1. Internal Control Structure- Significant Deficiency 2. Timely Deposit of Cash Receipts – Compliance 3. Budgetary Conditions- Compliance 4. Personnel Files – Compliance 5. Purchasing - Compliance 	<ul style="list-style-type: none"> • Management will ensure that adequate internal controls are established surrounding the year-end financial close and reporting process. • Deposits will be made within 24 hours of receipt. • The school established a formal process in which Bank Reconciliations and Journal Entries are reviewed. • The school developed policies to require background checks on an applicant who has been offered employment. • The school will enforce policies to ensure that a duly authorized purchase order will precede the placement of any order for goods services or construction.
FY17	3	<ol style="list-style-type: none"> 1. Timely Deposit of Cash Receipts – Compliance 2. Internal Controls Structure – Compliance 3. Budgetary Conditions – Compliance 	<ul style="list-style-type: none"> • Management will monitor the established procedures to ensure all staff involved with cash receipts and deposits are familiar with the established procedures. • Management will ensure that adequate internal controls are established surrounding the year-end financial close and reporting process. • Management will establish controls necessary to monitor the budget and submit any necessary adjustments on a timely basis.

FY18	30	<ol style="list-style-type: none"> 1. Purchasing - Material Weakness 2. Lack of Records – Compliance 3. Procurement Code - Compliance 4. Small Purchases - Compliance 5. Internal Controls over Financial Reporting - Material Weakness 6. Vendor Control and Required IRS Forms - Compliance 7. CPO - Compliance 8. Retiree Health Care Timely Payments - Compliance 9. Contingent Fee Contract - Compliance 10. Construction - Material Weakness 11. Construction Change Order - Material Weakness 12. Lack of NM PED Approval Prior to Approving Lease Purchase Agreement - Compliance 13. Bylaws - Compliance 14. Lack of Due Diligence - Compliance 15. Fixed Assets - Material Weakness 16. Vendor Overpayment - Material Weakness 17. Journal Entries - Material Weakness 18. Prepayment of Invoices - Material Weakness 19. Improper Disposal of Capital Assets 	<ol style="list-style-type: none"> 1. Procedures have been put in place to prevent prepayments and to comply with the state procurement code. 2. Updated Internal Controls to identify CEO as the contact for access to all records regarding the audit. 3. Procedures have been put in place to comply with the state procurement code 4. Procedures have been put in place to comply with the state procurement code. 5. Processes have been put into place to reconcile all account balances on a monthly basis. All activity is being recorded as incurred. 6. A review of all vendors and their status as a 1099 vendor has been completed. All vendors required to receive a 1099 are now properly identified within the financial system. 7. A staff member has passed the CPO certification. 8. The Vigil Group has been contracted to process payroll. No late payments have occurred since. 9. The contract is now terminated. No other contingent fee contracts exist or will be entered into. 10. All construction is being paid through debt issued by the foundation. The school is in compliance with State law and regulations. 11. The foundation is responsible for the construction of the school and has committed to maintaining appropriate financial records.
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		<p>20. Request for Reimbursement - Material Weakness</p> <p>21. Budgetary Conditions - Compliance</p> <p>22. 4th Quarter NMPED Reports - Compliance</p> <p>23. Outdated Policies - Compliance</p> <p>24. T&E Adjustment - Compliance</p> <p>25. Internal Control over Cash Receipts - Material Weakness</p> <p>26. RHC and ERB Payments - Compliance</p> <p>27. Payroll Transactions - Significant Deficiency</p> <p>28. Financial Close and Reporting - Material Weakness</p> <p>29. Lack of Internal Controls over Capital Assets - Material Weakness</p> <p>30. Lack of Internal Controls over Long-Term Debt - Material Weakness</p>	<p>The building has been signed over to the Cutler Foundation. The Cutler Foundation will now approve all change orders.</p> <p>12. PED will not approve a Lease Purchase Agreement until the local governing council first approves. They then will review the documents and either request changes or approve. The School will comply with the PED process.</p> <p>13. The LPA has been accepted by the PED and approved.</p> <p>14. The Cutler Charitable Foundation attempted to comply with the PED requirements and received PED approval. The Cutler Charitable Foundation will secure the appropriate appraisal for the property for further financial arrangements.</p> <p>15. Reconciliation of all assets will occur as completed and placed into service.</p> <p>16. Processes to clarify responsibilities has been completed.</p> <p>17. The Vigil Group has been contracted to manage the general ledger. Controls are now in place to ensure appropriate backup and review is available.</p> <p>18. Procedures have been put in place to prevent prepayments</p> <p>19. Procedures have been put in place to report all asset dispositions</p> <p>20. The contracted business manager has been submitting RFRs timely.</p> <p>21. The contracted business manager will maintain appropriate controls to ensure budget authority.</p>
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			<p>22. The contracted business manager will maintain appropriate controls to ensure correct reporting.</p> <p>23. A new review of internal control manuals has been completed.</p> <p>24. A review of T&E processes will be completed</p> <p>25. A review of internal controls has been completed with new processes implemented.</p> <p>26. The contracted business manager will maintain appropriate controls to ensure correct reporting.</p> <p>27. Contracts will be reviewed to agree to the payments made. Documentation will be maintained on all allocations and payments.</p> <p>28. The foundation has an individual assigned the task of maintaining its official records.</p> <p>29. The foundation has an individual assigned the task of maintaining its official records.</p> <p>30. The foundation has an individual assigned the task of maintaining its official records.</p>
FY 19	Audit in progress at time of application.	Audit in progress at time of application.	Audit in progress at time of application.

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:

21st Century 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

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.

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.

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 NOT complete this Section.

School response:

2018-2019 Site Visit showed we were lacking a policy directive for religious issues treatment. Our Governance Council approved a policy that is now in place. We have completed 100% of required background checks for all employees and school volunteers for 2019-2020 school year. All background checks for our school are completed through APS Police Background Check Office (or another PED authorized agency). The principal is responsible for creating and monitoring the employee background check list, the school office manager updates our approved volunteer list after our CEO reviews each background check sent to us via email. The site visit also required updates from our school nursing service, head nurse Bonnie Kaufman related to medications at school. The changes have been implemented by our nursing services and we are compliant. None of these 18-19 site visit findings were repeat findings from any year in our current charter.

We continue to meet the material terms of our charter Educational Program including our Mission (Out of School Instruction), Educational Framework (Data Driven Instruction), Educational Learning Model (Full Inclusion), authorized grade levels (5th-8th), enrollment cap of 400 (328 as of 9/30/19), Operational Structure (length of school day (6 hours), 167 instructional days). We strive to increase our services over the next 5 years of our Charter to students, families and the community by planning to double enrollment and grades served by adding faculty to teach a lower grade each year (2020/21- 4th Grade, 2021/22 3rd Grade, 2022/23 2nd Grade, 2023/24 1st Grade, and 2021/25 Kinder). We are currently in conversations with our developer and Cutler Foundation for future facility needs.

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:

2018- Working to Meet: Total # of Overdue Individual Education Plans (IEP's) from 40th Day, 80th Day, 120th Day, and End of Year (EOY). We made substantial progress toward achieving and maintaining organizational performance and compliance in this area by closely and accurately confirming STARS data with our STARS Coordinator and our Head of Special Education. The one overdue IEP, due to a clerical entry error from the previous school, was corrected. To ensure proper reporting, the Head of Special Education provides all documentation to our STARS Coordinator to meet the reporting deadlines. Together, they verify information from students' previous schools to ensure accurate documentation of IEP dates. For 2018-2019 we have 100% compliance for reporting after correcting the data entry.

2018- Does Not Meet: Is the school meeting financial reporting and compliance requirements? We are making substantial progress toward achieving and maintaining organizational performance and compliance in this area by following our APS Corrective Action Plan and participating in monthly progress monitoring meetings with our charter authorizer. Our internal procedures were changed including adding a new CEO position directly responsible for operations and communication with the school business manager, Michael Vigil, of the Vigil Group, and certifying a Chief Procurement Officer on site, to ensure compliance. We paid for a second audit of FY2018, reviewed the findings, and are working with the State Auditor's office and our charter authorizer on our CAP. Members of our Governance Council review financial reports at each monthly meeting and participate in the Audit and monthly progress monitoring meetings.

2018- Does Not Meet: Is the school following Generally Accepted Accounting Principles? We are making substantial progress toward achieving and maintaining organizational performance and compliance in this area by following our APS Corrective Action Plan and participating in monthly progress monitoring meetings. Our business manager, Michael Vigil, of the Vigil Group, is working closely with our CEO and our new internal procedures are being implemented for compliance. All staff have undergone cash handling/receipting training. Members of our Governance Council review cash disbursements, banking statements and the school budget reports at each monthly meeting

2018- Does Not Meet: Is the school completing required background checks? We have completed 100% of required background checks for all employees and school volunteers for 2019-2020 school year. All background checks for our school are completed through APS Police Background Check Office (or another PED authorized agency). The principal is responsible for creating and monitoring the employee background check list, the school office manager updates our approved volunteer list after our CEO reviews each background check sent to us via email.

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:

21st Century has met governance requirements of Governance Council membership, roles and service term (minimum five or more members for each contract year); committee membership; amount of time of vacancies (2017-2 vacancies; 2019-1 vacancy, both were members beyond the 5 minimum required), and is providing documentation of required training hours met or incomplete. In Spring 2019, the board also completed Budget/Finance training with our school Business Manager Michael Vigil- The Vigil Group. We currently have 1 vacancy in SY19-20 beginning in August. A potential member attended the September 2019 GC Meeting.

Governance Council Membership	
	Training Hours
15-16	
President – Virginia Trujillo	5.5
Vice President – Chris Velasquez	5
Secretary – Lori Hagen	5.5
Member – Art Silva	5.5
Member – Camille Cordova	5.5
Member – Jim Freeze	0
Member – Vacant (All Year)	-
16-17	
President – Virginia Trujillo	13
Vice President – Chris Velasquez	0 ?
Secretary – Lori Hagen	0 ?
Member – Camille Cordova (Resigned 6/17 Remained Vacant)	4
Member – Art Silva	9
Member – Phillip Sapien	4
Member – Kathleen Webb	9
17-18 -	
President - Virginia Trujillo	9
Vice President – Chris Velasquez	? (attended conference)
Secretary – Lori Hagen (12/17 – Remained Vacant)	0 (resigned before conference)
Member – Kathy Webb	9
Member – Phillip Sapien	6 (locked out of one session)
Member – Art Silva	10
Member – Vacant (All Year)	-
18-19 –	
President – Virginia Trujillo	11
Vice President – Art Silva	11
Secretary – Kathy Webb	8
Member – Evalyn Dow	8
Member – Phillip Sapien	11
Member – Elizabeth Piazza	9
Member – Victoria Tafoya	11
19-20	
President – Virginia Trujillo	4
Vice President – Art Silva	4
Secretary – Kathy Webb	
Member – Evalyn Dow	
Member – Elizabeth Piazza	
Member – Victoria Tafoya	
Member – Vacant (Potential Member attending 9/16 meeting)	

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



Part C—Financial Statement*

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is 1) understandable to the general public, 2) that allows comparison of costs to other schools or comparable organizations, and 3) that is in a format required by the department

Instructions:

- a. Complete the table specific to your operational budget for each fiscal year within the school's current charter contract (Year 1 through 4). **Please edit the actual year you are referring to in each table (such as FY15 and so forth).*
- b. Input totals for functions 1100 and 2300/2400/2500 (combined) for each year into chart at the end of this section.

FY15

Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
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1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	60.54%	\$968,278
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	9.46%	\$151,535
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	0.34%	\$5,489
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	0.68%	\$10,938
2400	School Administration	School Administrator, etc.	6.87%	\$109,816
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	8.30%	\$132,728
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	6.21%	\$99,401
	Other	Miscellaneous (Emergency Reserve)	7.58%	\$121,224
Grand Total				\$1,599,409
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			77.22%	\$1,235,118

FY16

Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	60.02%	\$1,154,458
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	9.01%	\$173,393
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	0.88%	\$16,836
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	4.77%	\$91,823
2400	School Administration	School Administrator, etc.	4.52%	\$87,009

2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	4.44%	\$85,305
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	16.06%	\$308,901
	Other	Miscellaneous (Community Services)	0.30%	\$5,695
Grand Total				\$1,923,420
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			74.43%	\$1,431,696

FY17

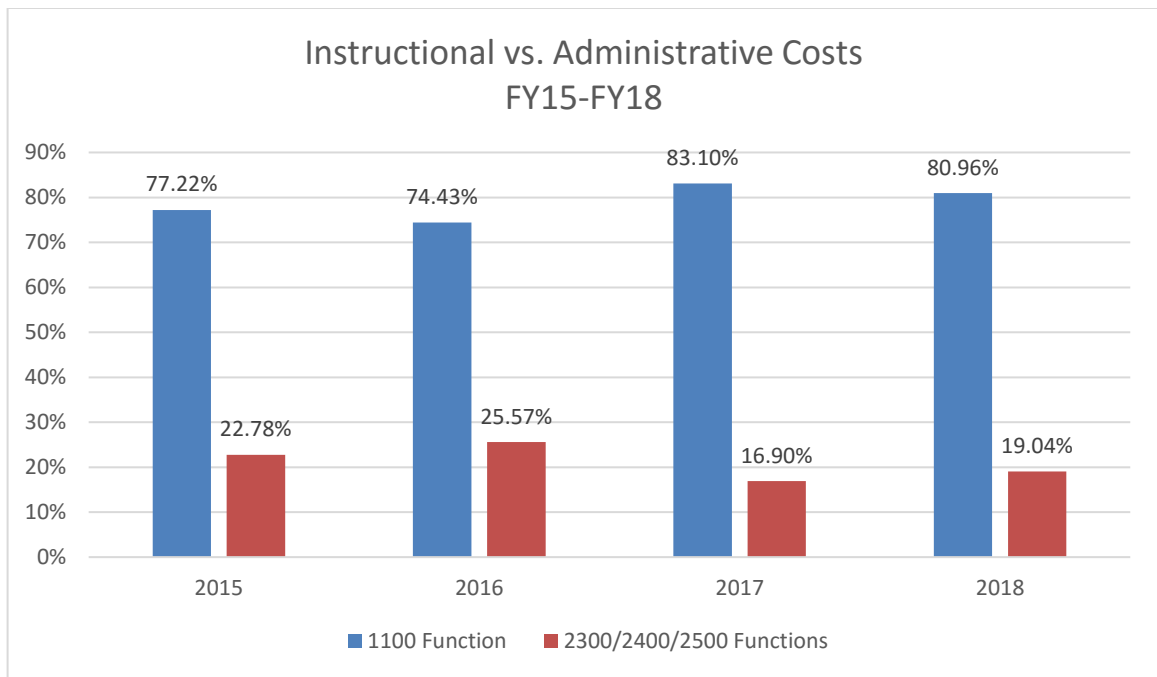
Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	68.92%	\$1,292,385
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	8.61%	\$161,516
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	1.04%	\$19,443
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	5.00%	\$93,779
2400	School Administration	School Administrator, etc.	4.53%	\$84,962
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	5.37%	\$100,787
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	6.20%	\$116,177
	Other	Miscellaneous (Community Services)	0.33%	\$6,122
Grand Total				\$1,875,171
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			83.10%	\$1,558,306

FY18

Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	66.26%	\$1,220,714
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	9.56%	\$176,116
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	0.50%	\$9,205
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	5.34%	\$98,384
2400	School Administration	School Administrator, etc.	4.64%	\$85,406
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	7.60%	\$140,089
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	5.11%	\$94,059
	Other	Miscellaneous (Community Services)	0.99%	\$18,268
Grand Total				\$1,842,241
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			80.96%	\$1,491,441

Operational Budget in Bar Graph (right click on chart and input % for each field):

**Please edit the actual year you are referring to in the graph below*



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

Other Information

Only schools that are transferring authorizers (from a district to the Public Education Commission) must provide the following information:

- ✓ Copies of the current Charter Contract, Performance Framework, and Annual Reports from the local authorizer.
- ✓ Copies of all financial statements and audit findings for any audits performed within the current charter contract.
- ✓ Membership figures for 80 day and 120 day reporting periods from STARS within the current charter contract.
- ✓ Copies of 910-B5's within the current charter contract.
- ✓ Copies of Site Visit Documents from within the current charter contract.
- ✓ Copies of any Corrective Action Plans or Other Actions taken by the district or the Public Education Department.
- ✓ Special Education Maintenance of Effort (MoE) Reports from within the current charter contract.
- ✓ A Recent Cash Report submitted to the New Mexico Public Education Department.
- ✓ Has the school's Board of Finance been removed during the current charter term? Is so, please provide an explanation, including the time frame of the removal

Appendix

Sections 1-9 is our response to the additional information requested as 21st Century is transferring authorizers (from Albuquerque Public Schools district to the Public Education Commission)



Part D—Petitions of Support*

1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school.
2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school. Provide only household names and not the students' names, in order to protect PII and be compliant with FERPA. If the school uses student names for ease of collection, please redact the names prior to submission.

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

1. Petition of Support from Employees

Instructions: Signatures must be collected during the year prior to the last year of the contract, using the school's employee information on the 120th day.

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the 21st Century Public Academy Charter School and hereby certify that: the attached petition in support of the 21st Century Public Academy Charter School renewing its charter was circulated to all employees of the 21st Century Public Academy Charter School. There are 29 persons employed by the 21st Century Public Academy Charter School. The petition contains the signatures of 27 employees which represents 93 percent of the employees employed by the 21st Century Public Academy Charter School.

STATE OF NEW MEXICO)

ss.

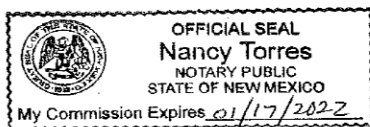
COUNTY OF Bernalillo)

I, Mary Tarango, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Mary Tarango

Subscribed and sworn to before me this 30th day of September 2019.



My Commission Expires Jan. 17, 2022

Nancy Torres
Notary Public
Nancy Torres

2. Petition of Support from Households

Instructions:

- Signatures must be collected during the year prior to the last year of the contract, using the school's enrollment information on the 120th day.
- Students over the age of 18 and students acting as a head of household may provide the signature for the household. For students under the age of 18 living with a parent or guardian, the signature shall be the parent or guardian's signature.

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition.
You MUST have signatures.

I am the head administrator of the 21st Century Public Academy Charter School and certify that: the attached petition in support of the 21st Century Public Academy Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 190 households which represents 75 percent of the households whose children were enrolled in the 21st Century Public Academy Charter School.

STATE OF NEW MEXICO)

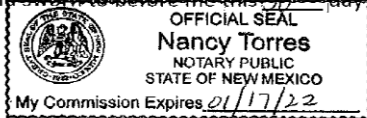
ss.

COUNTY OF Bernalillo)

I, Mary Tarango, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this 30th day of April, 2019.



Mary Tarango

Notary Public
Nancy Torres

My Commission Expires: Jan. 17, 2022.



Part E—Description of the Charter School Facilities and Assurances*

(A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978)

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

E. Facility

<p>A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.</p>
<p>The school must provide a narrative description of its facilities. The school should attach any facility plans or the school’s Facility Master Plan in Appendix D.</p> <p>In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as Appendix D, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)</p> <p>The school must also provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.</p>
<p>School response:</p> <p>Our current building of 25,367 SF phase I is a remodel of the old Social Security building in Albuquerque and our phase II is a totally new 27,058 SF addition, which is attached to the original building. The total square footage is now 52,425 SF. The grounds are fully landscaped with security fencing on the west and south sides.</p> <p>Our building is a Type IIB, fully sprinkled E occupancy rated structure with phase II having 2 stories with an elevator. Building codes adhere to 2015 Edition of the International Building Codes. For additional codes please refer to drawing A002 phase I and drawing A002 for phase II attached in Appendix D.</p> <p>The building is monitored 24/7 for fire and security. All classrooms have “classroom locks” which remain locked and closed during the school day. All exterior doors except the main entrance are locked all the time. When money is available we will install mag locks on the exterior doors which will limit egress to specified people only.</p> <p>Traffic control will be enhanced when our lease purchase is complete with the City of Albuquerque providing cross walks and signage as needed. In the meantime, all teachers are assigned duty stations to coordinate the safe drop off and pickup of students.</p>