



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:

<p>Meets the Standards</p>	<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. 	
<p>Demonstrates Substantial Progress</p>	<p>Demonstration Through Data</p>	<p>Demonstration Through Systemic Improvement Plan</p>
	<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.
<p>Failing to Demonstrate Progress</p>	<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. AND ONE OR MORE OF THE FOLLOWING: • 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:

Innovative and Distinctive Education Program of Aldo Leopold Charter School

School Mission

The School's mission statement is as follows:

Mission:

Aldo Leopold Charter School provides an engaging and challenging educational program emphasizing direct experience, inquiry learning, stimulation of the creative process, and stewardship of our community and natural environment.

The school community proposes the following change to our Mission Statement:

At Aldo Leopold Charter School the human and natural environments serve as text and laboratory for learning through direct experience, inquiry, and stewardship.

Vision:

Aldo Leopold Charter School graduates will use the skills, perspectives, and information they gain at school to enhance their own lives and to advance social, economic, and environmental sustainability.

Aldo Leopold Charter School (ALCS) offers Silver City and the wider Grant County area a distinctive educational choice in many ways. The four most important differences are the emphasis on inquiry and active-learning instructional techniques, the experiential education program, the use of the environment as a learning tool and stewardship of community and the natural environment. These approaches stimulate creativity and enhance learning experiences in students.

ALCS is unique in other ways that attract students and work towards their success. ALCS offers a small school environment with a supportive and tight-knit school community of students, teachers, administrators, and parents. ALCS connection to the wider human and natural communities grounds and inspires our students. Aldo Leopold maintains this tight-knit community by allowing no more than 210 students at any given time and keeping the average class size at or below 18 students. Additionally ALCS staff and students organize academic and social-bonding trips backpacking in the wilderness and involve students in the development and implementation of school-wide behavioral values. Students work as interns in businesses and organizations throughout Silver City and the surrounding area, gaining important career and leadership skills.

To ensure implementation of its mission ALCS established charter specific goals as set forth in the Performance Framework, Academic Framework. Progress toward achieving the School's Mission is described annually.

(iii) Student - Focused Term(s).

As part of our direct experience and inquiry-based learning our students learn outside the classroom. Each fall, every high school student participates in a four-day backpack trip into the Gila Wilderness and our middle school students participate in a 4-day project called "Mini Villages" and then go on an overnight with outdoor activities and cabin and tent camping. The middle school continues their experiential learning in both the community and natural environment each Friday. In addition, middle school goes camping at a nearby state park in the spring and each grade level (9th - 12th) has at least one four-day fieldtrip that is integrated into one or more of their core classes as part of the school's experiential educational program.

Significant to many families is our involvement in Dual Enrollment through Western New Mexico University. The school supports and encourages students to take classes at WNMU. The school has multiple clubs driven by student interest and initiative: such as Outdoor Club, Aldo Band, Gay-Straight Alliance, Drama Club, and Archery Club.

All students in grades 9-12 will complete a yearly, inquiry-driven project that engages them in empiricism, creative arts, and/or innate curiosities. Projects must have academic merit and enable students to develop a series of working theses that drives research.

Many of our students choose to participate in athletics in their local school district (Silver Consolidated or Cobre District).

The school will identify methods of ensuring delivery of content that is aligned to Common Core State standards and to utilize short cycle assessments that better expose achievement gaps.

(iv) Teacher – Focused Term(s).

Staff professional development (PD) varies depending on focus points within the program. Many PD trainings have taken place to grow staff's ability to handle conflict using Restorative Practices. These skills have largely grown from Restorative Justice programs that began in legal systems and have commonly translated into many school systems.

Each year, training is provided to all staff that are responsible for students in the wilderness. Many individual teachers have sought training as Wilderness First Responders, a rigorous first aid type training that is geared toward providing care in remote locations such as the wilderness.

The school uses professional development to teachers that expands the instructor's understanding of Common Core State Standards, diagnostic tools and use of short cycle assessment data. Other PD has focused on dyslexia and implementing accommodations for special education and students with 504 plans, curricular integration and alignment, and honing our teaching methods to fit ever-more fully with our mission.

ALCS staff is active in all aspects of decision-making at the school. Staff members serve on one or more committees such as School Advisory Council, Curriculum/Experiential Education, School Health Advisory Council, Risk Management, Policy, etc. Our Strategic Plan guides committee work and decision-making at the school. (**See Appendix A**).

(v) Parent – Focused Term(s).

Aldo Leopold is heavily engaged within the Silver City community. Our school performs many community services project for various not-for-profit entities. Further, all 10th through 12th graders have an internship which places them with many community partners.

Aldo Leopold utilizes parents as volunteers. Upon entrance into the school, we ask parents to donate, on average, two hours per month over the course of the academic year. This has significantly integrated parent involvement into the fabric of the school's culture. Additionally, parents serve on decision-making school committees.

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:

Aldo Leopold Charter School's Response to Standard's of Excellence Data in Appendix E

According to our school grade our bottom quartile did not make adequate growth. We know that test scores are just a snap shot of a student's actual academic progress. Likewise it takes more than just academic ability to do well on a standardized test: physical and emotional well-being also come into play. Even though addressing the needs of the whole student is something for which we strive, it often takes time to see the academic results of that time and attention.

Since we know that standardized tests are the current method of showing growth, we are offering a different look at our bottom quartile using the NWEA MAP exam rather than just the PARCC. We take the MAP (Measuring Academic Progress) Exam three times a year. We chose the MAP because it adjusts the

questioning to the students' level to measure growth (unlike the PARCC which focuses on grade level; therefore, harder to measure growth of lowest quartile). We use the data from the exam to help drive instruction and to target interventions for students with greater need. We now have three years of data on students who have been with us that long. Different students show their greatest strength during different seasons. Some show their greatest growth in the fall when they are fresh and have had the summer's rest for new learning to have percolated. Others show their greatest growth in the spring; however, many do not since they take the MAP after having exhausted themselves with the PARCC. **(See Data in Appendix E)**

Graduation Rate: Though our graduation rate is calculated at a lower percentage than the district and the state for the past two years, we have a number of reasons why this may be.

1. We have a higher standard for graduation—C (70%) average or higher.
2. Students sometimes try our alternative education and find out it is not their style of learning, leave for another school, and we lose track of them
3. Other students find a career path or interests outside of school prior to graduating.
4. We attract students who have failed at other schools for various reasons, being seen as the student's last chance.
5. We have a number of students who do graduate; it just takes 5 years.

Supports we provide: Our staff does an amazing job of supporting students by building relationships with students. Even with all that some students just can't stick with us.

- Students for Academic Success (SfAS) is a daily after school study hall with teacher support for keeping up on homework and studying for exams.
- Edgenuity—credit recovery.
- Staff that works diligently to meet students' individual needs.
- Students each have an academic advisor, assigned their freshman/first year. Students meet with their advisory group weekly and individually at least twice a year, more frequently as needed.

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:

Summary of Aldo Leopold Charter Specific Goals

Data in Appendices F, G, H

	Goal 1 Hours	Goal 2 4 Cs	Goal 3 Reading	Goal 4 Math
2015-2016	80.5% meets	57.5% exceeds 85.1% meets	72.8% doesn't meet	79.3% meets
2016-2017	100% meets	80% exceeds 99% meets	83.1% meets	82.4% meets
2017-2108	100% meets	75% exceeds 97% meets	79.90% meets	84.47% meets
2018-2019	100% meets	82% exceeds 91% meets	85.16% meets	79.62% meets

Over the course of our current charter, ALCS has continued to meet our charter specific goals. With the change in administration in 2016, there was a learning curve in gathering and reporting the data. That said,

the amazing ALCS staff has continued to work diligently with students in all areas of our mission-specific charter goals.

Mission-Specific Goal 1: Each ALCS student, except those whose 504 Plan or IEP accommodations preclude participation, will participate in learning which enhance the quality of life in Grant County and/or to protect the natural environment in and around Grant County.

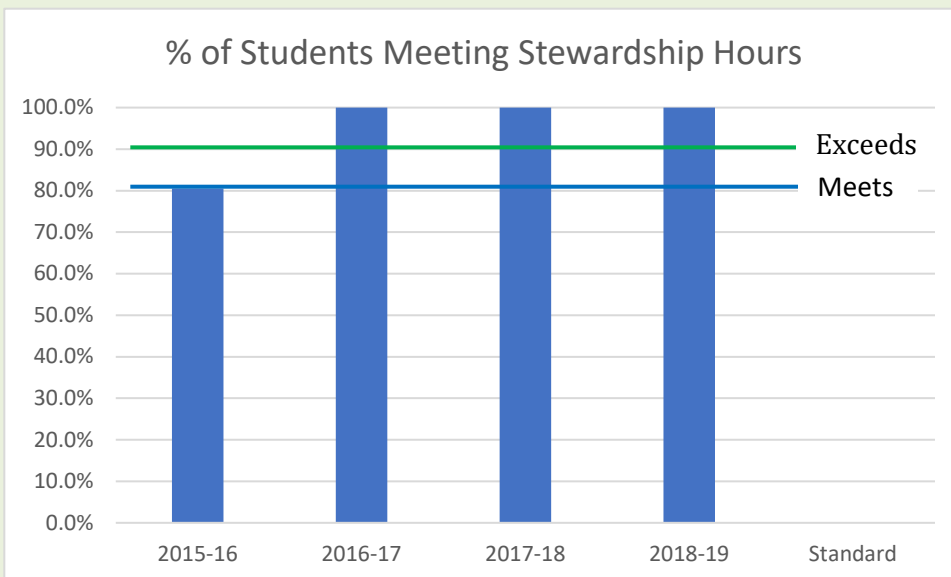
As set forth in the mission-specific indicator, the number of hours that students are expected to be out of the classroom and learning in the community and/or natural environment ranges from 60 hours for new students to 90 hours for veteran students.

As middle school teachers have brought a greater focus to this goal in their planning of Experiential Education Fridays (see MS Experiential Education Chart), the students are in the community and/or natural environment 30 days a year for approximately 6 hours a day or 180 hours a school year. So even the students with the highest number of Friday absences meet the goal of 60 to 70 hours in the field enhancing quality of life in Grant County and/or protecting the area's natural environment.

Our 9th grade students in their Community Orientation class are in the field at least 160 hours a school year. Again the teachers have brought greater focus to making each Friday one in which students are learning more about themselves in the community and with their connection to the natural environment. Therefore, even the student with the most absences met the goal of 80 hours in the field enhancing quality of life in Grant County and/or protecting the area's natural environment.

Our Internship Coordinator has likewise helped students acquire internships in the community or through a Youth Conservation Corps (YCC) crew that is specific to our mission. Students must complete 72 hours a semester to pass their internship requirements so most students complete 144 hours a year. Again all students complete the charter goal of 80 – 90 hours a year.

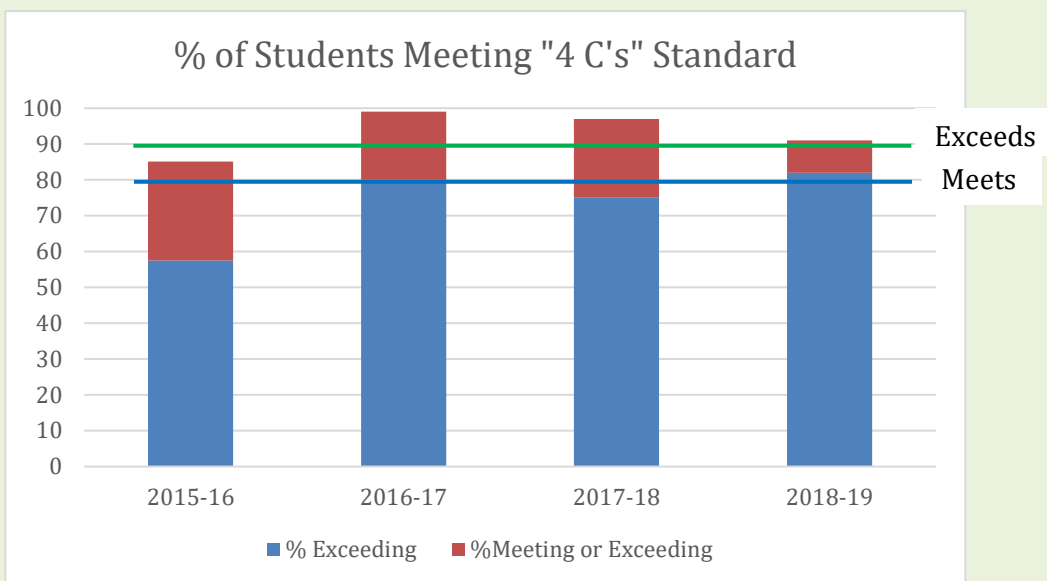
See PowerSchool data of total number of absences from Experiential Education Class. **(See Appendix F)**



Mission-Specific Goal 2: Student performance on annual multi-disciplinary projects measure skills that are identified as necessary for success in an inquiry-based learning environment. Grade-level rubrics measure collaboration, communication, creativity, and critical thinking skills (ALCS's 4 Cs).

Spring of 2016 through spring of 2018 high school students worked on different projects based on their grade level. Teachers created multidisciplinary projects with a specific area of focus for each grade level (9th – 12th) with a rubric to guide and evaluate the students.

In 2018 teachers and students agreed that the current system for interdisciplinary projects was limiting to many students. So to truly help them grow and integrate their own passions into their learning and bring about a much more inquiry-based and interdisciplinary project, teachers reworked the guidelines and rubrics for the interdisciplinary projects on which students receive their final grade of the year on their 4 Cs . Students studied everything from the Mexican gray wolf and its reintroduction to homelessness in Silver City. Students' presentations included PowerPoint, photo essays, movies, songs, and short stories. See the attached documents of how the annual projects were significantly changed. **(Appendix G)**



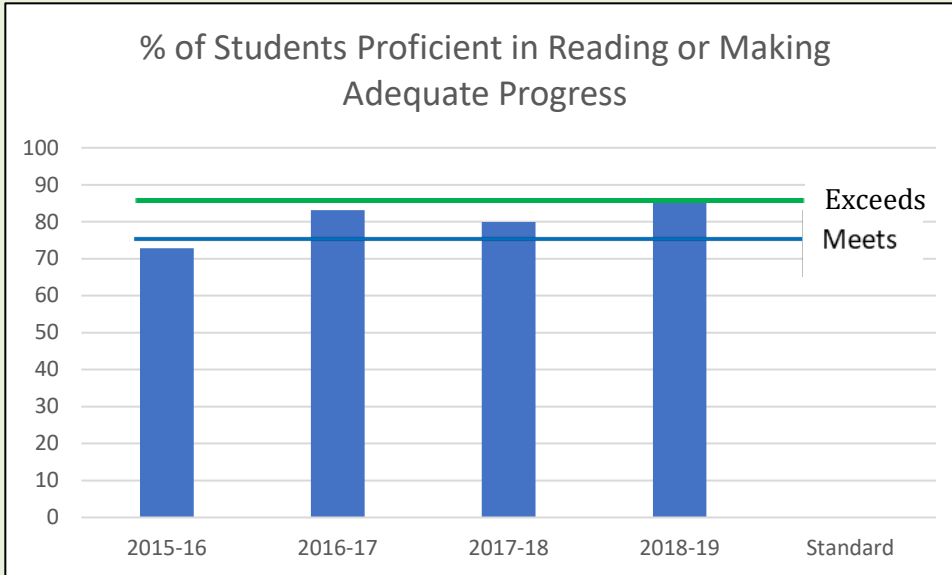
Mission-Specific Goal 3: Short Cycle Assessment data (NWEA Measure of Academic Progress (MAP)) is used to measure academic growth and proficiency in Reading of all Full Academic Year (FAY) students.

ALCS has students take the MAP (Measuring Academic Progress) Exam up to three times a year. We chose the MAP because it adjusts the questioning to the students' level to measure growth. The NWEA MAP is a nationally normed tests which tracks students' readiness to be successful on the ACT exam.

Growth: Growth will be determined using NWEA MAPs results for each student as set by the fall test. Students need to show one year's growth defined by the NWEA as an average of 2 RIT points. Students will show this growth between fall and winter assessments or between fall and spring assessments.

Proficiency: In order to show proficiency a student must meet or exceed the standard as shown by where they fall in the national percentile ranking. NWEA set proficiency for being at or above the 60th percentile nationwide. ALCS has set our proficiency to be at or above the 75th percentile nationwide.

Since the school did not meet their 2016 mission-specific indicator in Reading, the school decided to dedicate its Title 1 money to the higher of a reading specialist with expertise in dyslexia and the special instructional needs of students with dyslexia. **(Appendix H)**



Mission-Specific Goal 4: Short Cycle Assessment data (NWEA Measure of Academic Progress (MAP)) is used to measure academic growth and proficiency in Math of all Full Academic Year (FAY) students.

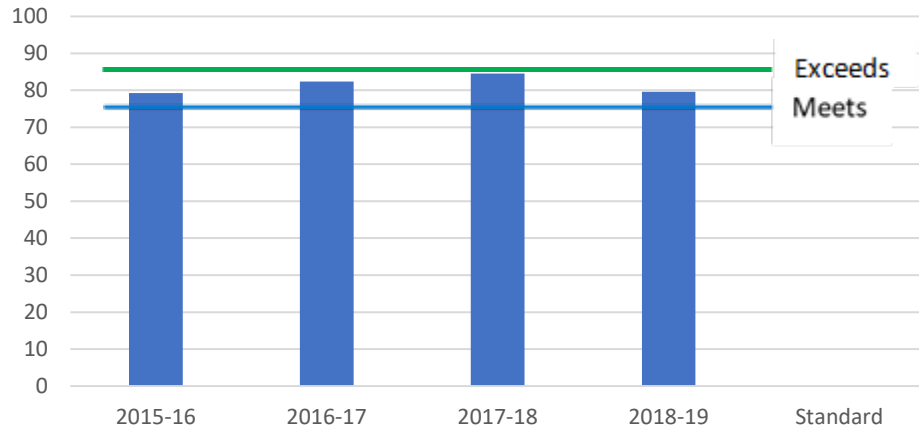
ALCS has students take the MAP (Measuring Academic Progress) Exam up to three times a year. We chose the MAP because it adjusts the questioning to the students' level to measure growth. The NWEA MAP is a nationally normed tests which tracks students' readiness to be successful on the ACT exam.

Growth: Growth will be determined using NWEA MAPs results for each student as set by the fall test. Students need to show one year's growth defined by the NWEA as an average of 2 RIT points. Students will show this growth between fall and winter assessments or between fall and spring assessments.

Proficiency: In order to show proficiency a student must meet or exceed the standard as shown by where they fall in the national percentile ranking. NWEA set proficiency for being at or above the 60th percentile nationwide. ALCS has set our proficiency to be at or above the 75th percentile nationwide.

Though ALCS has met the goal each year in math we are striving to meet even more students' needs. The middle school teachers collaborate during an RtI block two days a week to focus more specifically on individual students needs. Those students, according to MAP data, nearing proficiency stay with their grade level math teacher while those significantly below meet in groups of 5 students per teacher for interventions on missing or weak math skills. **(Appendix H)**

% of Students Proficient in Math or Making Adequate Progress



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	0	N/A	N/A
FY17	2	Compliance (1) Material Weakness (1)	Please see response to Section 3B, below
FY18	4	Compliance (3) (1 repeat) Material Weakness (1) (repeat)	Please see response to Section 3B, below

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:

Not Required

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:

Not Required

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:

Two students who were identified as EL and have not scored a 5 on the ACCESS test will be taking the ACCESS in the Spring 2020. Two students who have scored a 5 on the ACCESS test the status in STARS will be changed to show that they have completed the testing and the number of years from the time they passed the test.

Audit Findings: Following is a table describing the findings in our FY2018 audit, the steps we have taken to resolve those findings, and the staff person responsible for implementing those steps.

FINDING NUMBER	FINDING DESCRIPTION	STEPS TO RESOLVE FINDING	RESPONSIBLE PERSON
2018-001	Purchasing (Other Noncompliance): During review of 63 disbursements, auditors noted 13 in which the purchase order was dated after the purchase or exceeded the purchase order amount.	On-the-job training for all staff members; support from school Director for Business Manager efforts to enforce rules.	Business Manager, School Director
2018-002	Untimely Cash Receipts (Other Noncompliance) During review of 27 cash receipts, auditors noted 8 cash receipts in the amount of \$1,764 that were not deposited within 24 hours of receipt.	Request and receive letter from PED School Budget Bureau approving our Cash Receipts policy.	Business Manager, Bureau Director, Budget Analyst
2018-003 / 2017-001	(a) During review of 6 journal entries, one was found not to have been reviewed by someone independent of the preparer.	Every journal entry, no matter how small and insignificant, will be approved by the school director before being posted	Business Manager, School Director

2018-003 / 2017-001	(b) During review of the various bank reconciliations during the year, we noted variances between the actual ending general ledger balance and the expected general ledger balance, with an approximate \$8,400 variance as of June 30, 2018.	We will work with AptaFund technical support personnel to figure out how the bank reconciliation "GL Reconciliation" tab can change from month-to-month even as bank statements consistently reconcile perfectly.	Business Manager
2018-003 / 2017-001	(c) During review of the June 2018 bank reconciliation auditors noticed 10 outstanding checks totaling \$638 that were one year or older, that should have been cancelled.	We acknowledge failing to declare 10 outstanding checks worth a total of \$638 as stale, even though they were outstanding for over one year. We have already corrected this situation.	Business Manager
2018-003 / 2017-001	(d) During review of the June 2018 bank reconciliation auditors noticed 2 items totaling \$3,318 that were one-year outstanding deposits from February 2018 and don't represent valid outstanding items.	The two items in question are part of a pair of related journal entries that were recorded on August 22 with transaction dates of February 12 and February 21. Apparently when the reconciliation report for June was run on October 31, the system saw the February dates and included those as outstanding, even if they were never actually outstanding. We will not back-date any J/Es recorded after June 30 that affect our cash balance to a date prior to June 30.	Business Manager

<p>2018-003 / 2017-001</p>	<p>(e) During review of the fund balance roll forward, management was unable to roll fund balance in the operational fund, with a \$32,312 unallocated difference. This also resulted in un-located differences in the PED cash report.</p>	<p>(e) At the end of the FY17 audit, I pointed out omissions in Patillo, Brown, and Hill's expenditure and revenue statement that totaled \$35,609 in expenditures from the Operational Fund. These omissions all related to one payroll register that was excluded both from expenditures and payroll liabilities. (That amount became only \$32,312 in unallocated difference in the fund roll-forward mostly because Patillo, Brown, and Hill added \$3,103 in accounts payable to our expenditures, even though the payment was not made until July of the next fiscal year.) My observation was not incorporated into the final audited financial statements.</p> <p>Much of the unallocated difference has subsequently been acknowledged by our FY18 auditors, who have adjusted our starting cash balance accordingly. We will confer with our auditors to determine why the entire amount wasn't adjusted, and what we should do to ensure a proper fund balance rollforward for the next audit.</p>	<p>Business Manager, CLA Connect audit staff</p>
<p>2018-004 / 2017-002</p>	<p>Auditors noted one expenditure function where actual expenditures exceeded the budgetary authority: Fund 21000- Food Services \$34,928</p>	<p>This condition was caused by our failure to obtain approval for a BAR incorporating our school lunch program into our budget as a separate fund. This has already been rectified for FY19.</p>	<p>Business Manager</p>

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:

Shauna McCosh was the GC member that did not receive her training hours. Shauna has been a GC member for years, helping start school and was a parent. She is a nurse practitioner in the community, and midwife. Shauna was skiing this winter and broke her leg. While in the hospital she fell again and broke her wrist. I sent an email to Melissa Brown explaining the situation, May 22, 2019

Shauna was never able to complete her hours for the year, because of her condition. Going back through the meetings minutes that she did attend, she did not vote on anything that did not already have a quorum. Aldo also maintained 5 other voting members on the Governing Council that met or exceeded their training hours.

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