



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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RYAN STEWART, ED.L.D.
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Analysis of Renewal Application and Site Visit Sandoval Academy of Bilingual Education (SABE)

School Address: 4321 Fulcrum Way NE suite a, Rio Rancho, NM 87144

Head Administrator: Mary Jane Besante

Business Manager: Stanley Albrycht

Authorized Grade Levels: K-8

Authorized Enrollment Cap: 280

Current Enrollment: 178

Contract Term: July 1, 2015 through June 30, 2020

Mission: Sandoval Academy of Bilingual Education (SABE) enables students to maintain their native language, reconnect with their heritage language, or discover a new enriching language. Students will attain Spanish and English fluency and literacy through two-way immersion, which will expand their worldview and educational and career opportunities.

PART A:	<p>Data analysis provided by CSD is attached</p> <p>Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term</p>
PART B:	<p>Progress Report provided by the School is attached</p> <p>Please see Part B for the school’s self-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.</p>

The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on October 30, 2019.
Ratings are based on the rubric provided in the application.

Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	<p>Department’s Standards of Excellence— A-F School Letter Grades</p> <p>Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section.</p> <p>Overall NM School Grades SY16 - SY18: D, B, and B Current Standing: F in SY16 School Growth: F in SY16 Lowest Performing Students: F in SY16 and D in SY17</p>	<i>Demonstrates Substantial Progress</i>
1.b	<p>Specific Charter Goals</p> <p>Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative.</p> <ul style="list-style-type: none"> • Short Cycle Assessment – Reading in English Rating for SY19: Meets • Short Cycle Assessment – Reading in Spanish Rating for SY19: Does Not Meet • Short Cycle Assessment – Math Rating for SY19: Falls Far Below 	<i>Demonstrates Substantial Progress</i>
FINANCIAL COMPLIANCE		
2.a	<p>Audit</p> <p>Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section.</p> <p>During FY16-FY18, the school had ten (10) audit findings, including three (3) repeat.</p>	<i>Demonstrates Substantial Progress</i>
2.b	<p>Board of Finance</p> <p>Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete</p>	<i>Meets the Standard</i>

	this section, provide a narrative explaining the actions taken (improved practices and outcomes).	
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>
3.b	Organizational Performance Framework 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 <u>NOT</u> complete this Section. <ul style="list-style-type: none">● Indicator 1d Students with Special Needs● Indicator 1e English Language Learners● Indicator 2a Financial Compliance● Indicator 4b Employee Rights● Indicator 5a Facilities Requirements	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

PART C:	Financial Statement is attached A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
PART D	Affidavits for Petitions are attached 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, with certified affidavit. Number: <u>15</u> Percentage: <u>100</u> %
	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, with certified affidavit. Number: <u>95</u> Percentage: <u>94</u> %
PART E:	Description of the Charter School Facilities and Assurances are attached 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.
	1. A narrative description of its facilities
	2. Attach <u> </u> facility plans or <u> X </u> the school’s Facility Master Plan
	3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Rio Rancho</u> number <u>15-00003357</u> <u>Maximum capacity is not listed on the certificate.</u>

	<p>4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 The school’s letter indicates an NMCI score of 16.82% , which is below the current average of 23.07% (lower is better with zero being perfect).</p>
	<p>5. 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. _____ building is owned by charter school, school district, or government entity; OR _____ building is subject to a lease-purchase agreement; OR ___X___ school had provided the appropriate assurances form: <input type="checkbox"/> Public (Cert A) X Private (Cert B) <input type="checkbox"/> Foundation (Cert C)</p>
PART F:	<p>Prior Amendment Requests No amendment requests were submitted.</p>
Interviews	<p>A summary of the Stakeholder Interviews is on the following page.</p>
Other Appendices	<p>The school did not provide additional appendices.</p>
School’s Response	<p>The school may provide a narrative response to this analysis, which is due no later than November 25, 2019. The response should be uploaded to the Web-EPSS 2019-2020 PEC Renewal Application AND sent via email to charter.schools@state.nm.us.</p>

Stakeholder Interviews

Stakeholder interviews were conducted on October 30, 2019 at Sandoval Academy of Bilingual Education (SABE). The participants included six (6) parents, nineteen (19) students, four (4) governing council members, and six (6) staff members.

The bilingual program was mentioned by all parents as a reason why they chose SABE. More than one parent mentioned that they or their spouse grew up being told not to speak Spanish. “My kids are bicultural so I wanted them in a place that would celebrate that,” said one parent. Another parent shared how her daughter was able to communicate with her grandparents during a trip to visit them in Mexico, thanks to the bilingual program. SABE’s teachers and director were also highly praised. Despite the appreciation for the bilingual program, one parent did voice that they worry about “mission drift” at the upper grades because their son is in 5th grade and not doing any Spanish Language Arts this year. In a testament to how much parents support the school, two of the parents have become teachers so that they could work at the school.

Students listed Spanish, homework, fun activities, nice teachers and principal, and learning as strengths of the school. While students said they mostly felt challenged in their classes, several did say they wanted harder math. The head administrator is open to students wanting to start their own programs. For example, the school’s student ambassador program and after school clubs are student-led initiatives. Another student was able to start a lending library when he was in 4th grade, which has now grown to have its own small space within the school.

Three of the council members interviewed expressed their appreciation for the bilingual program as a factor for joining the governing board. While there is not a formal self-evaluation tool the board uses, council members did express that they learn from each other and have grown by asking questions. Discussions on academic performance occur during the head administrators presentations at board meetings.

When asked about school strengths, staff mentioned small size, interactions with students and parents, knowing every student, and being the only bilingual school in Rio Rancho. When asked “What role do you play in shaping the development of the school?”, one staff member responded, “I feel like everyone in the school has a role.” Staff noted that parent involvement is great at the school. One teacher was a former PTA member before deciding to work for the school full-time. Teachers report that they will assist each other even outside their own grade level. Staff are able to rely on each other for help and support



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Part A: Preliminary Data Report and Current Charter Contract Terms

**Sandoval Academy of Bilingual
November 2019**

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

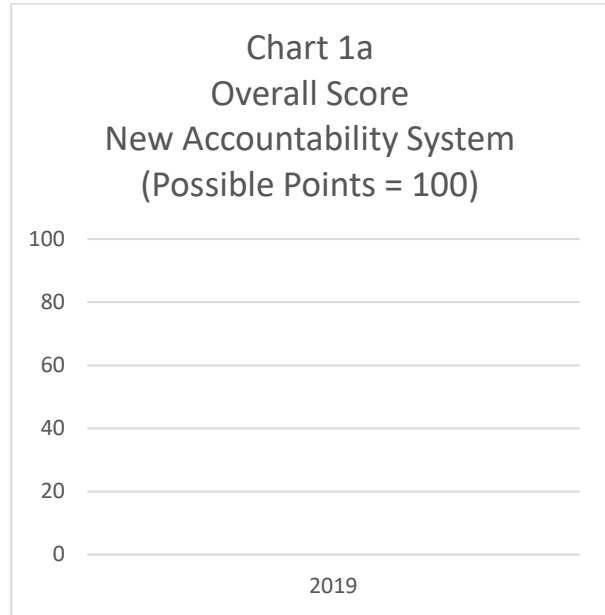
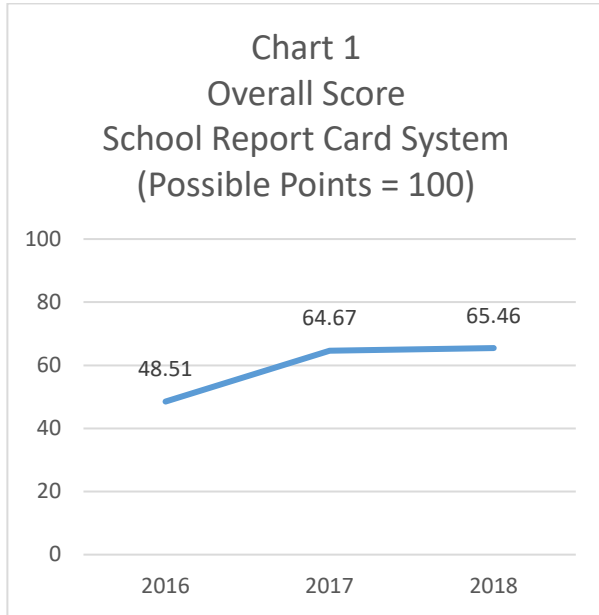
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

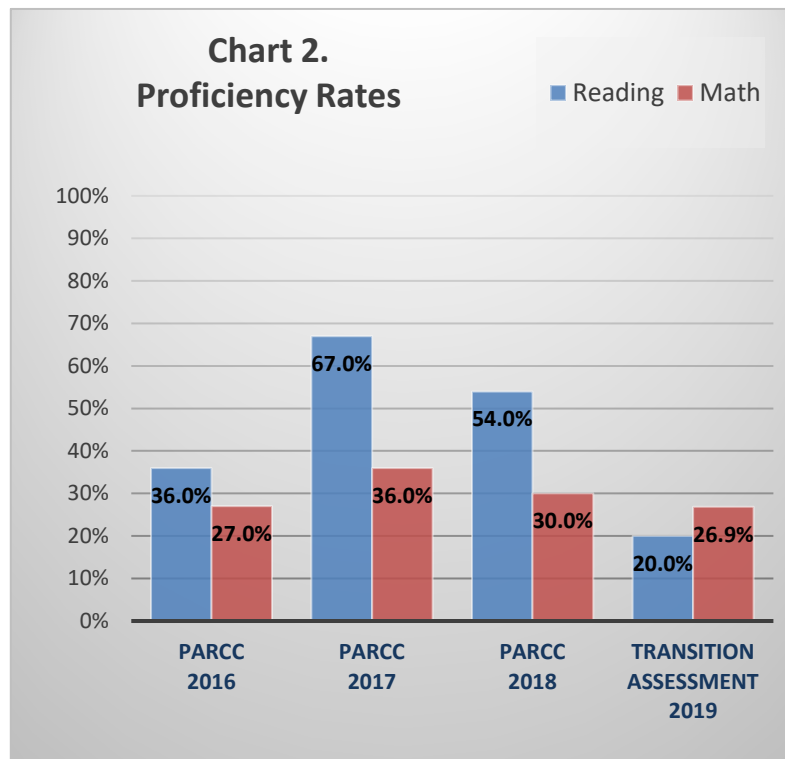
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019, from the new State System of School Support and Accountability, once the reports are released.**

1a. Department's Standards of Excellence

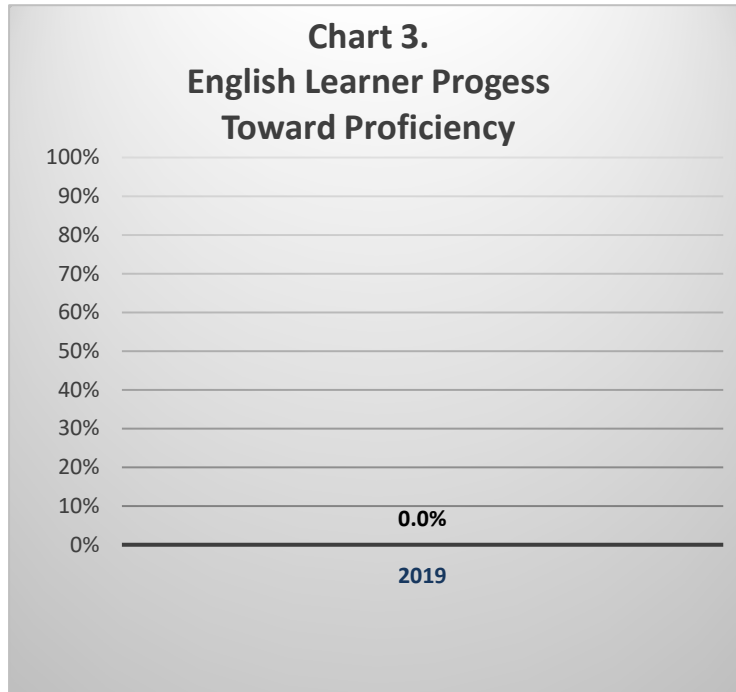
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



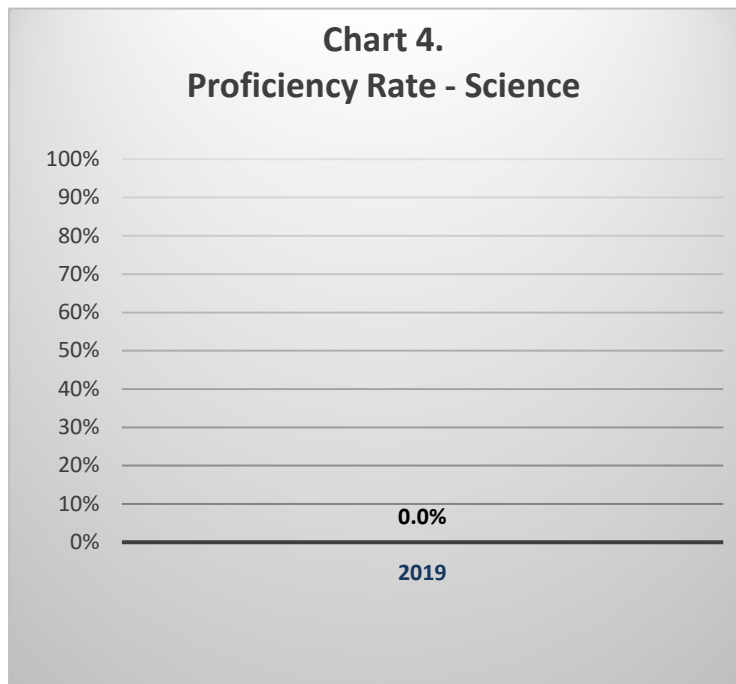
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



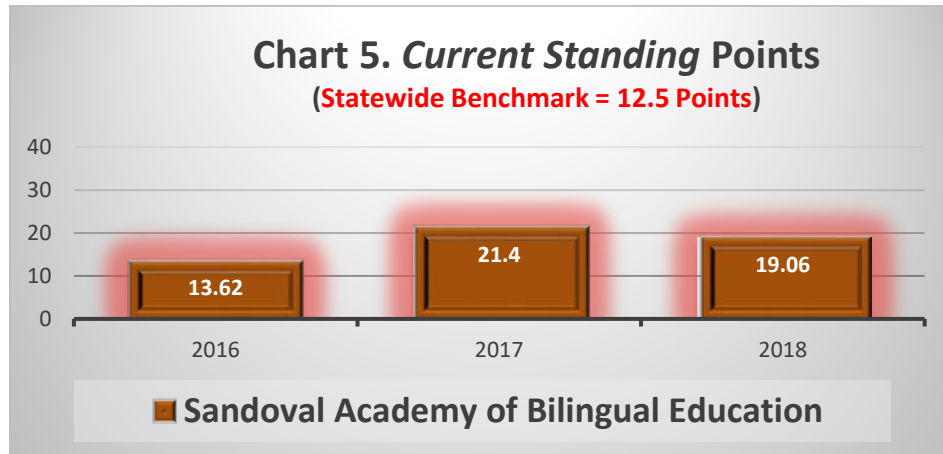
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



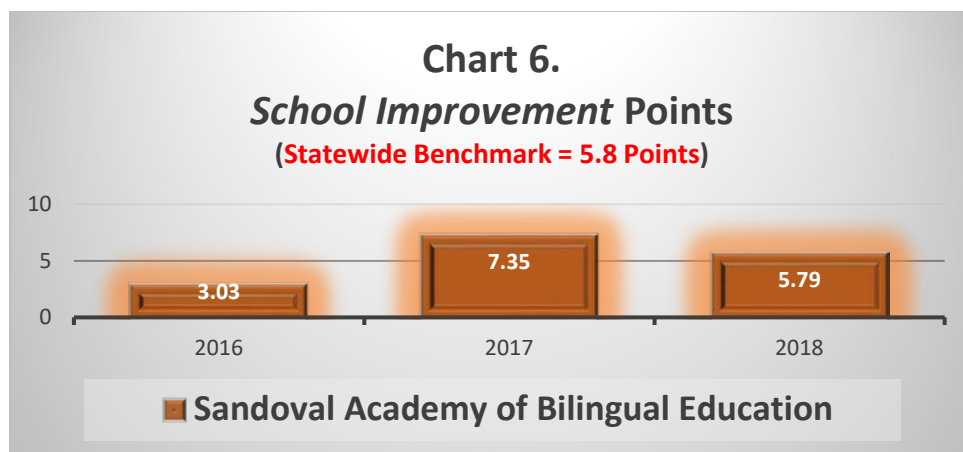
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

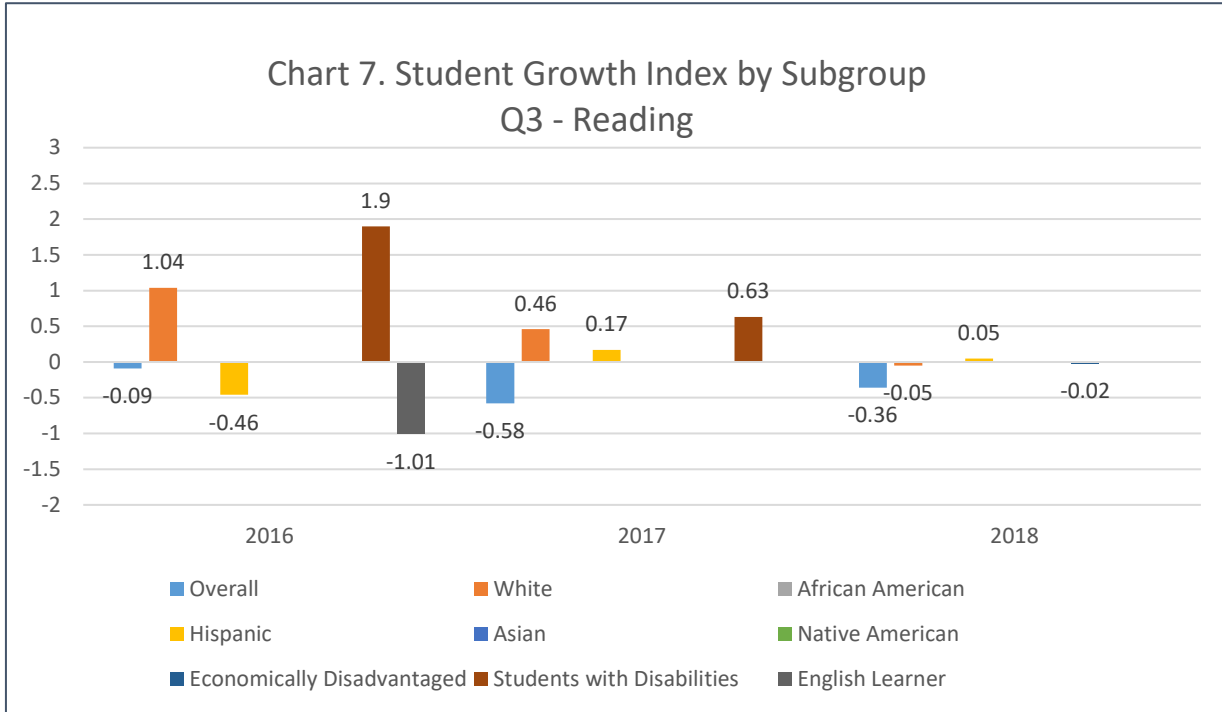


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



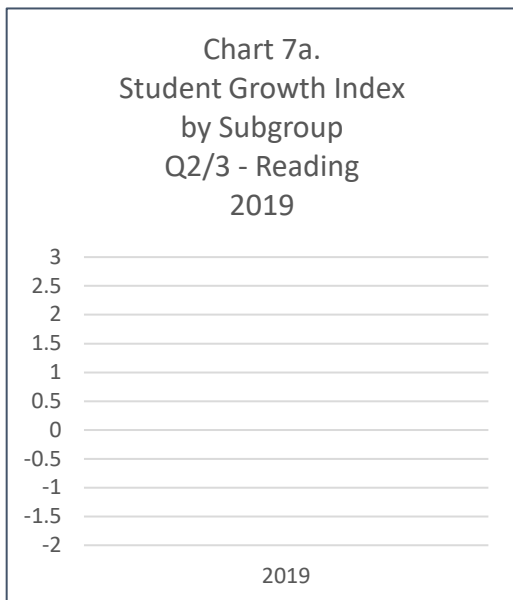
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. Subgroups with fewer than 10 students are not displayed in order to mask student identity. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



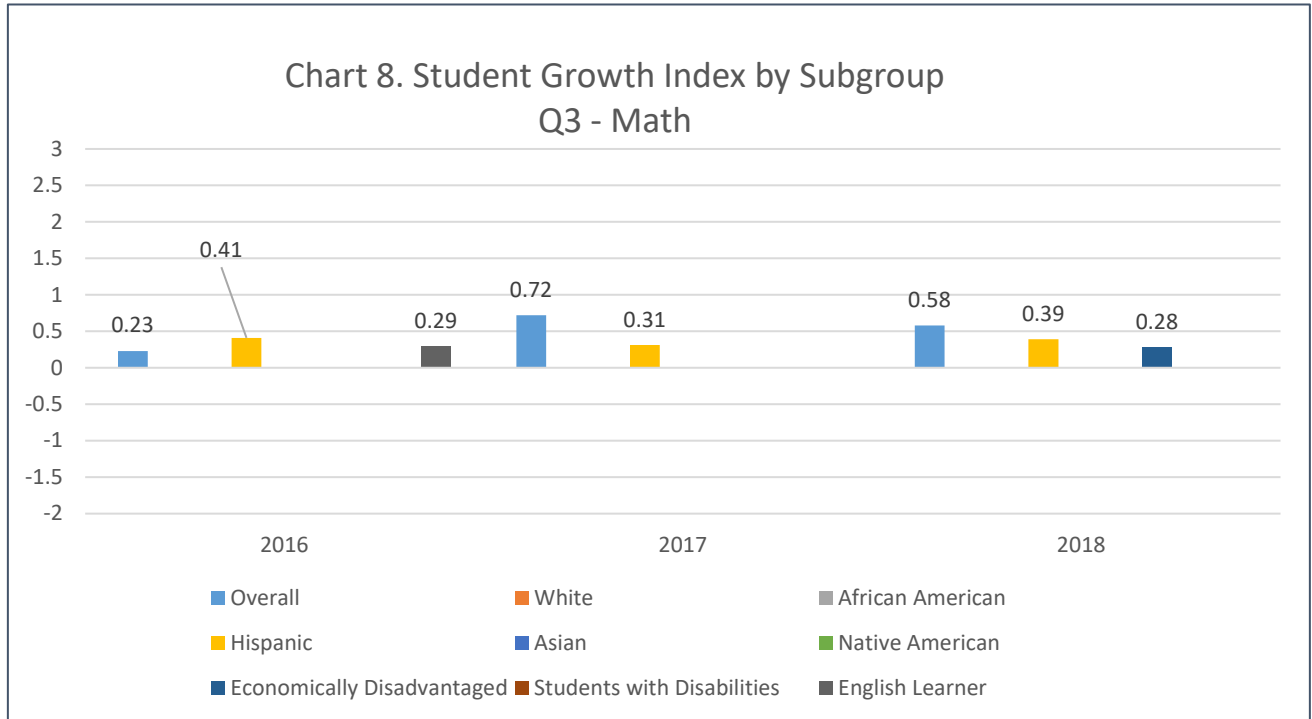
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



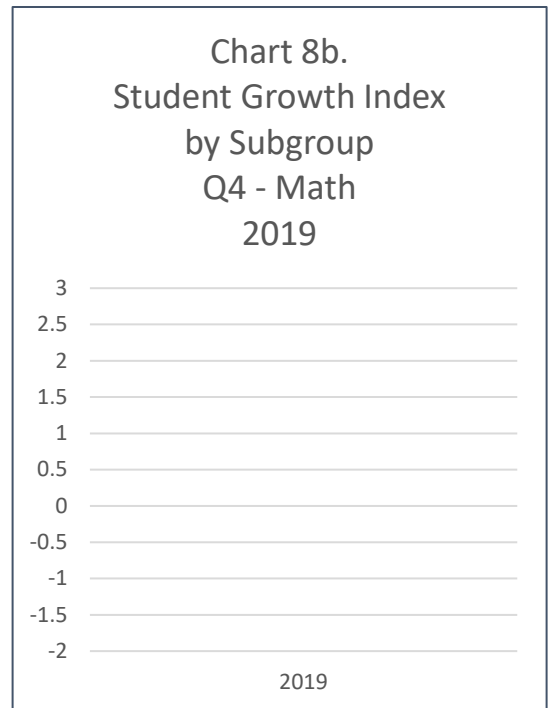
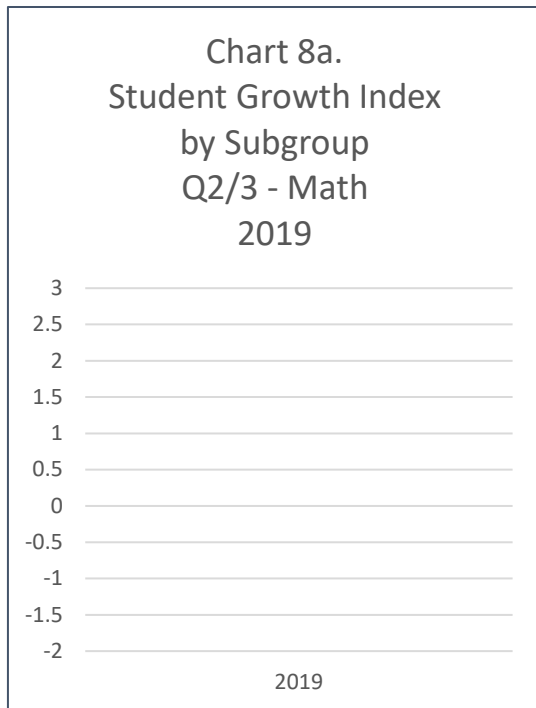
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



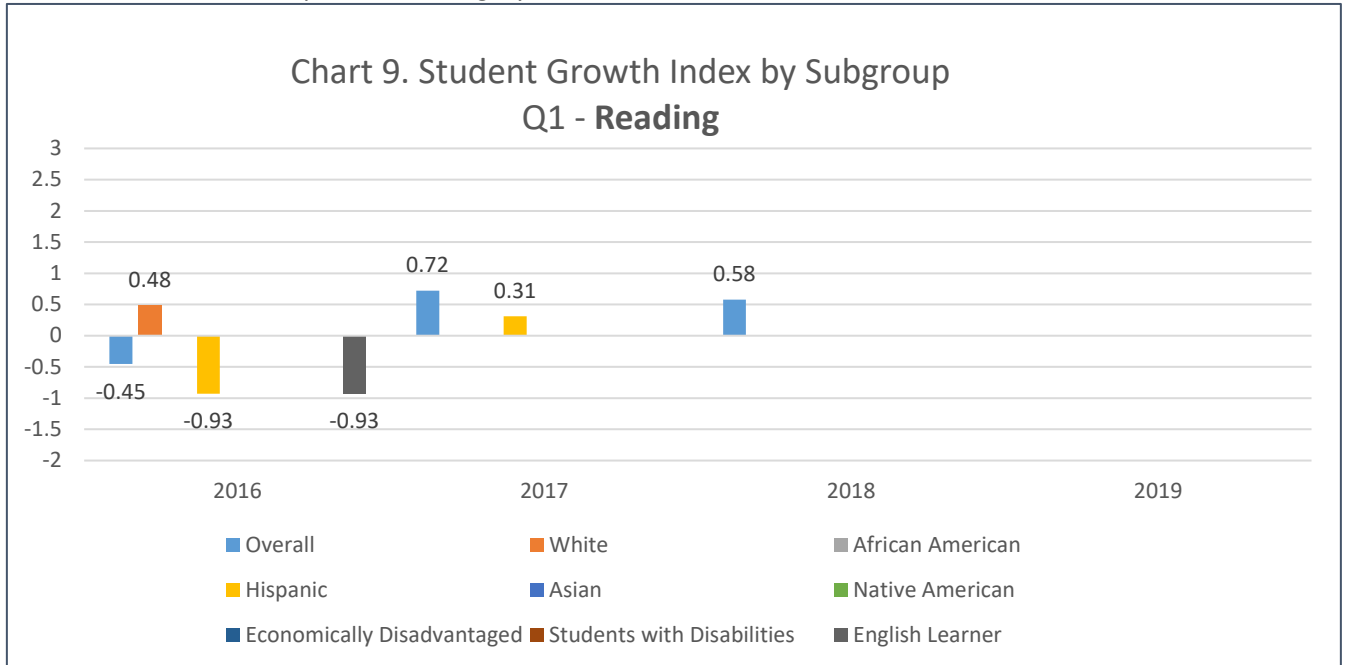
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

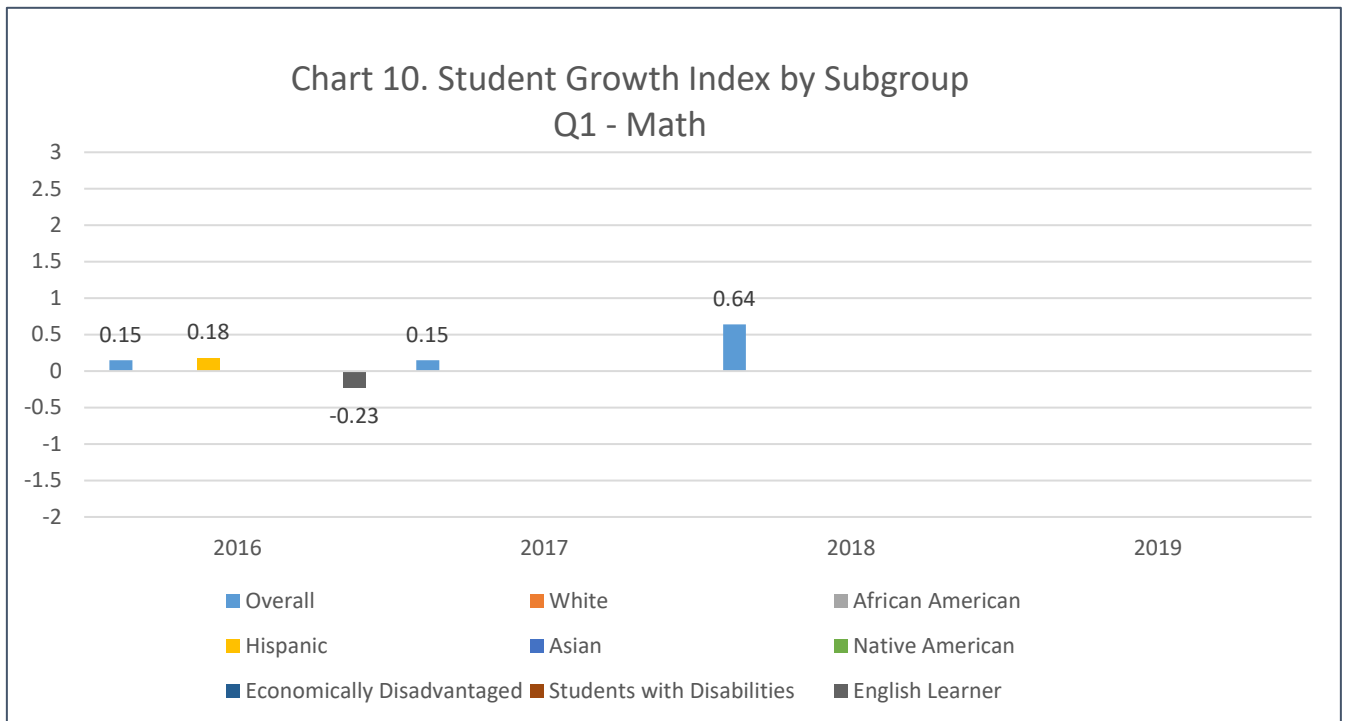


Subgroup – Lowest-Performing Students in Reading

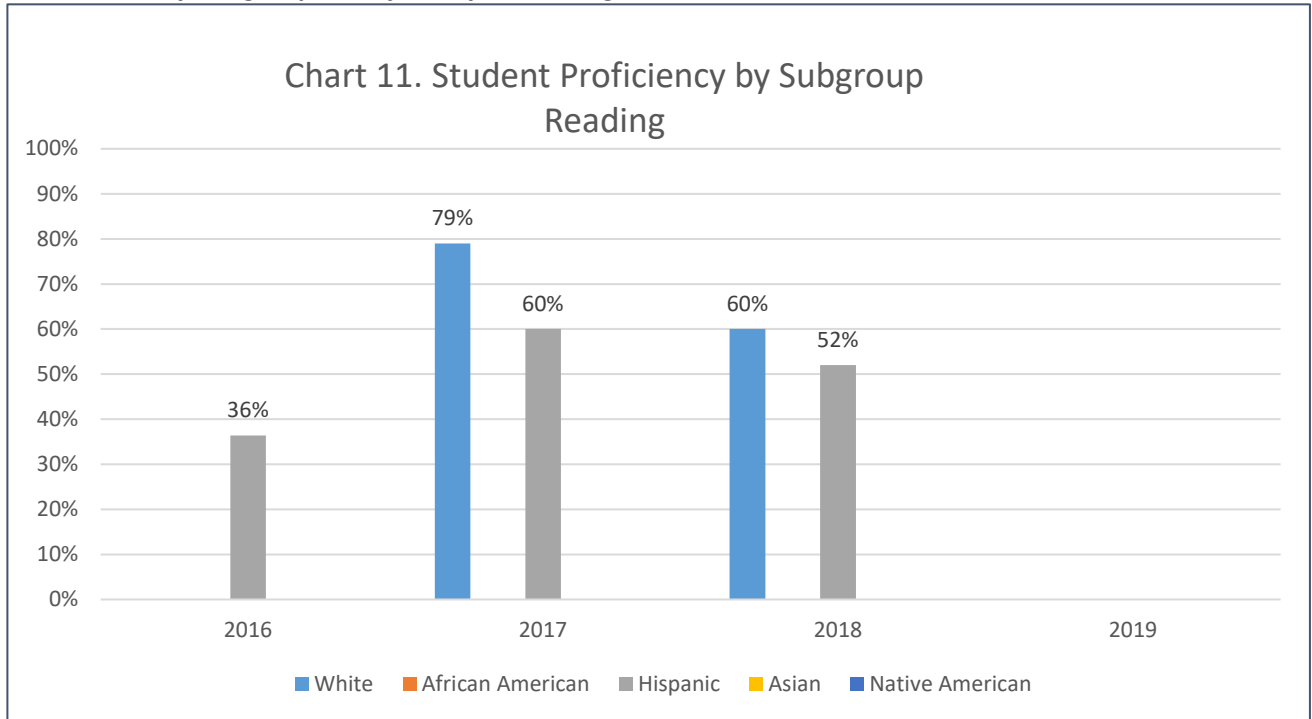
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



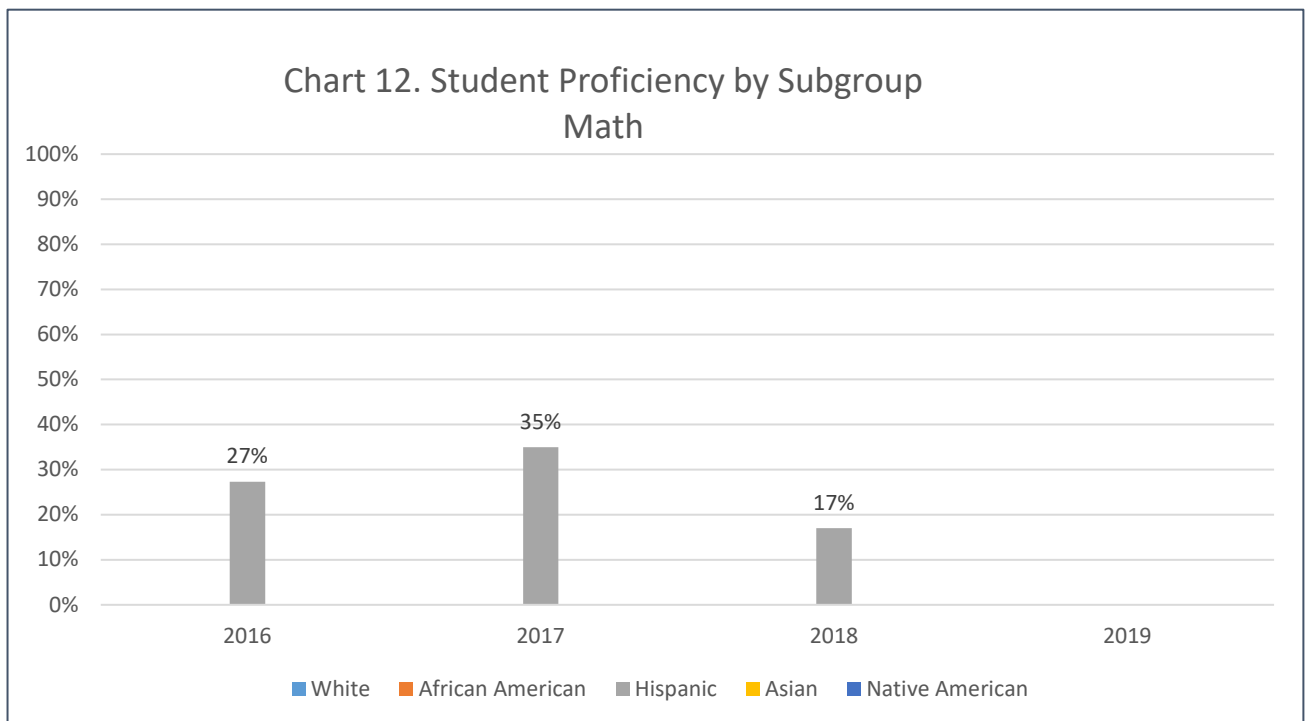
Subgroup – Lowest-Performing Students in Math



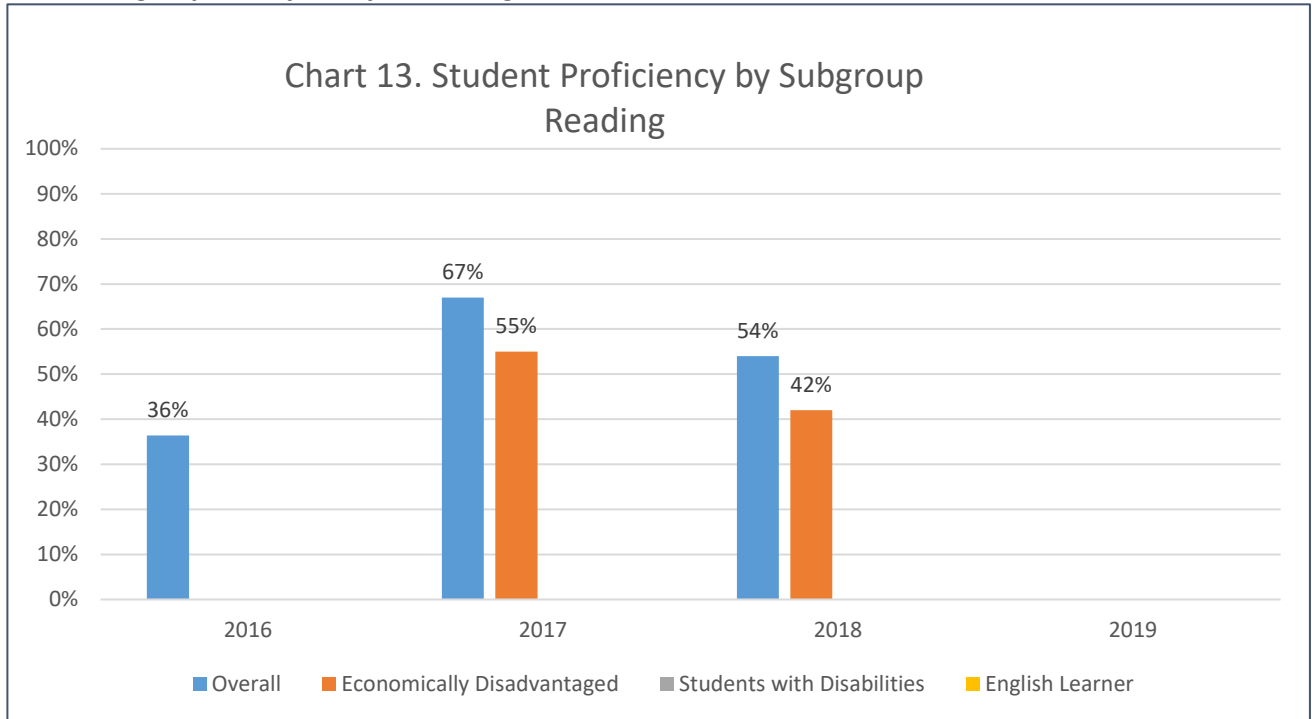
Race/Ethnicity Subgroups - Proficiency in Reading



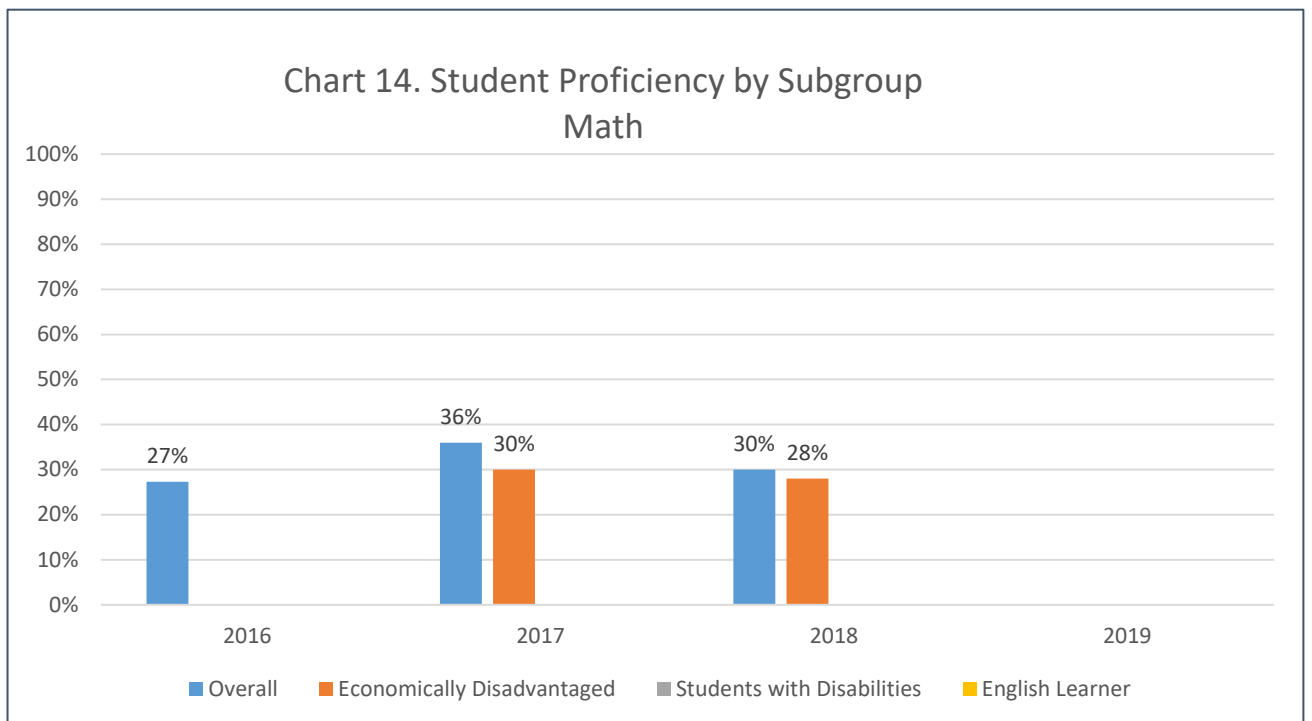
Race/Ethnicity Subgroups - Proficiency in Math



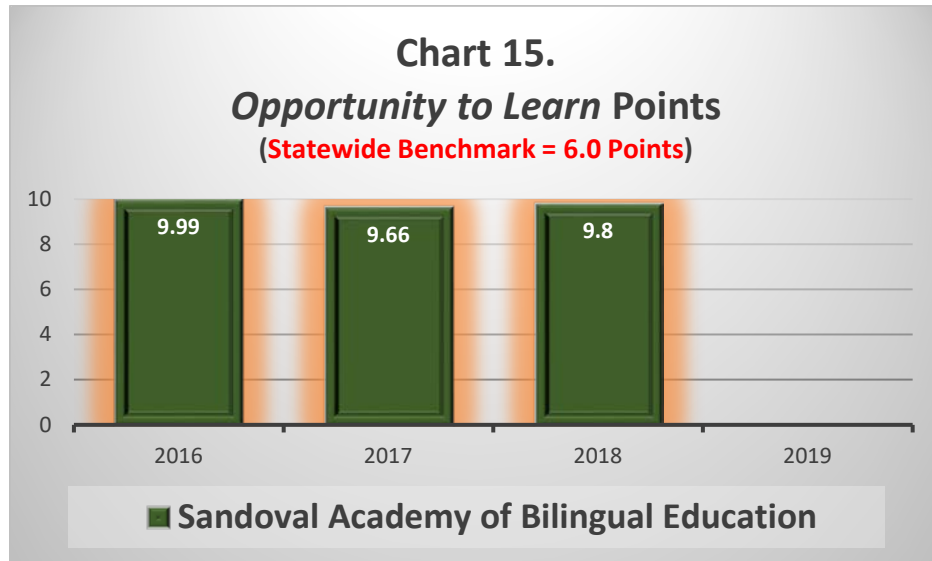
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



1b. Specific Charter Goals

This section contains a summary of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. SHORT CYCLE ASSESSMENT READING IN ENGLISH. Short Cycle Assessment data (DRA2) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students. The school meets the target of this indicator if 66-79% of Cohort 1 students AND 61-74% of Cohort 2 students made at least one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests at grade level on the winter or spring short-cycle assessment.
2. SHORT CYCLE ASSESSMENT READING IN SPANISH. Short Cycle Assessment data (EDL2) will be used to measure academic growth or proficiency in Spanish of Full Academic Year (FAY) students. The school meets the target of this indicator if 66-79% of Cohort 1 students AND 56-69% of Cohort 2 students made at least one full year’s growth in Spanish short-cycle assessment scores when comparing beginning year results to later results OR The student tests at grade level on the winter or spring short-cycle assessment.
3. SHORT CYCLE ASSESSMENT MATH. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 1-3. The school meets the target of this indicator if 74-84% of students made at least one full year’s growth in the math short-cycle assessment OR The student tests “average,” “high average” or “high” on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2	Goal 3
2016	Exceeds	Exceeds	Meets
2017	Falls Far Below	Falls Far Below	Falls Far Below
2018	Exceeds	Falls Far Below	Does Not Meet
2019	Meets	Does Not Meet	Falls Far Below

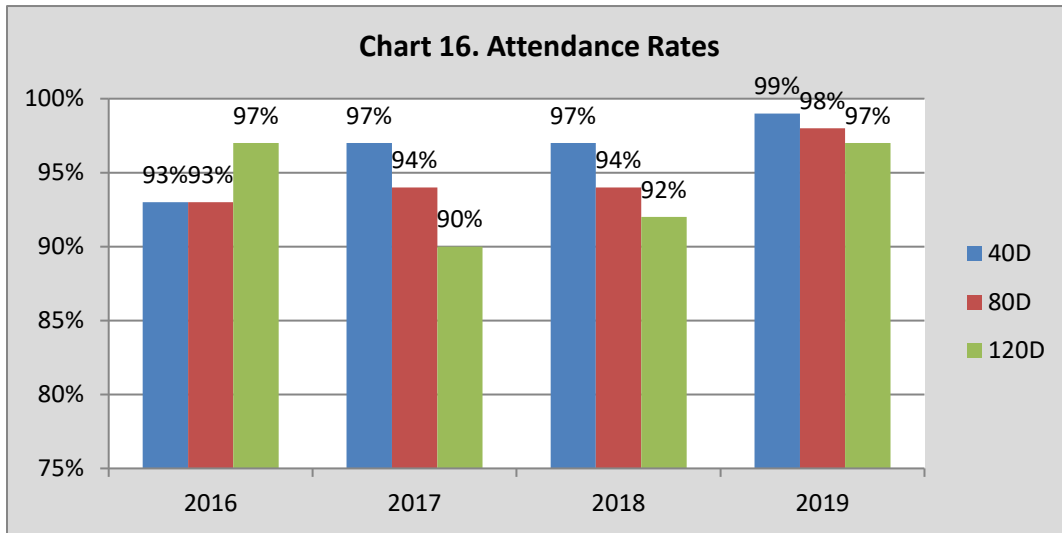
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

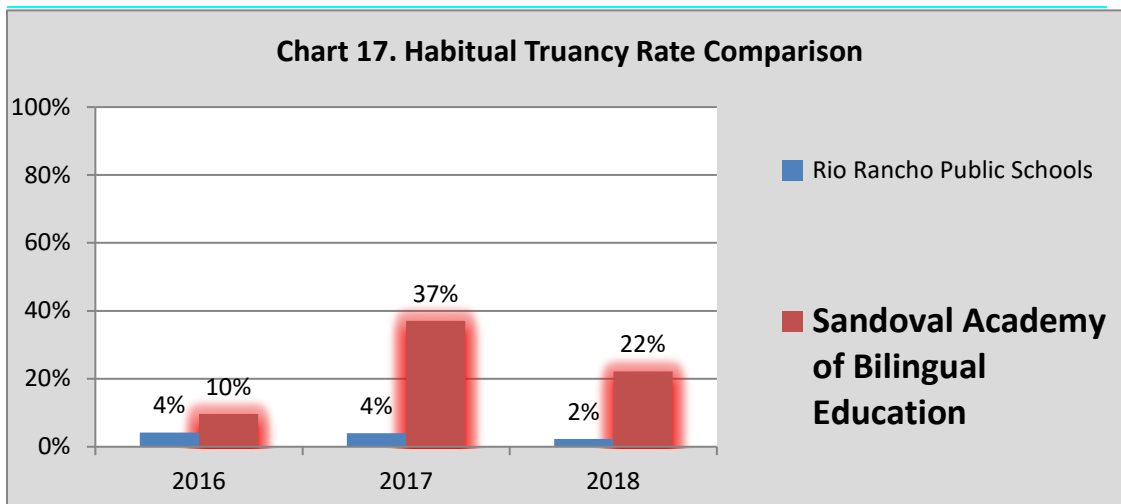
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 17 reflects the school’s habitual truancy rate compared to the local district.

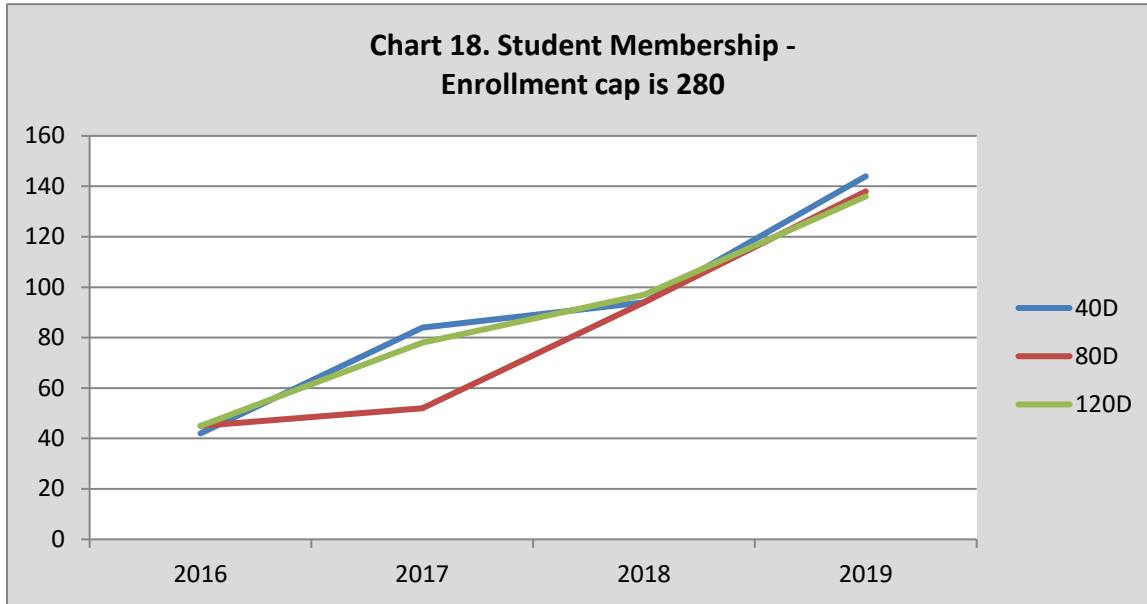
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and



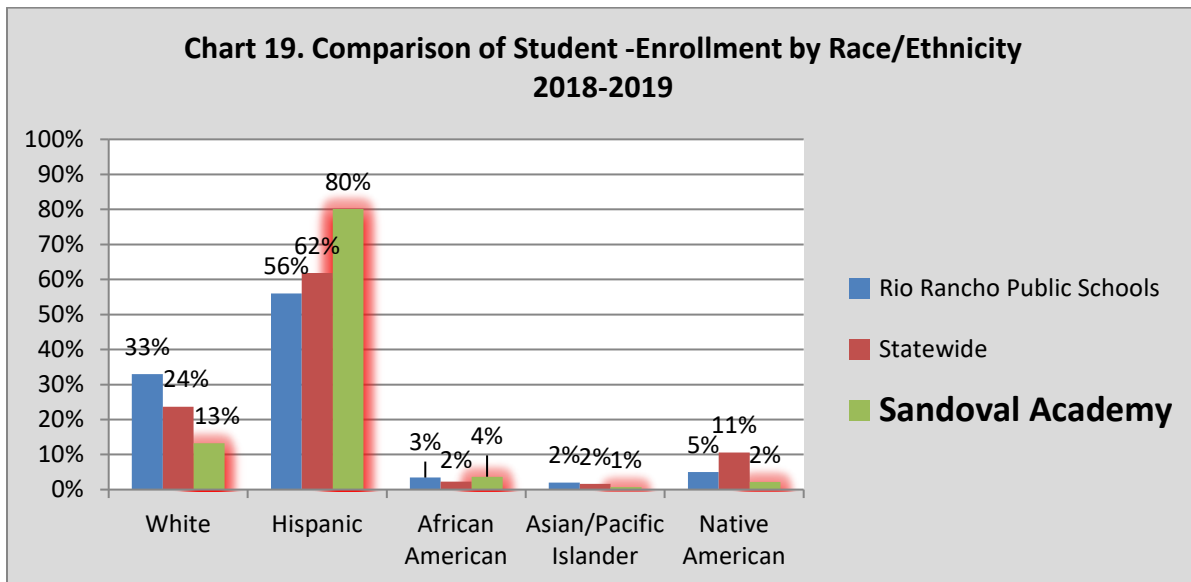
Student Membership (Enrollment)

The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

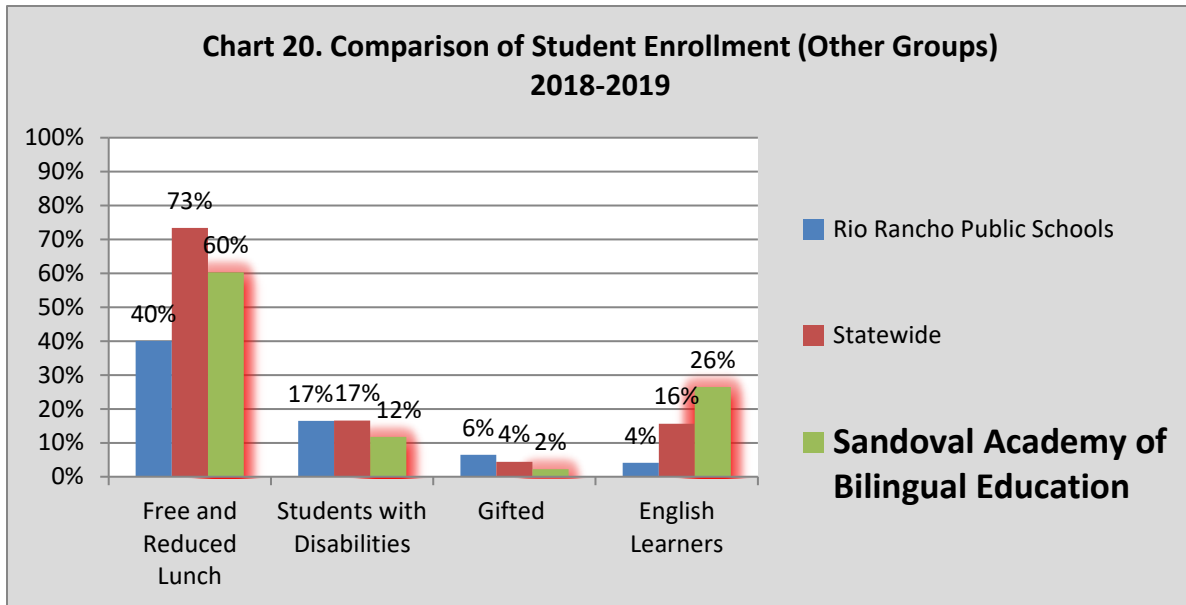


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

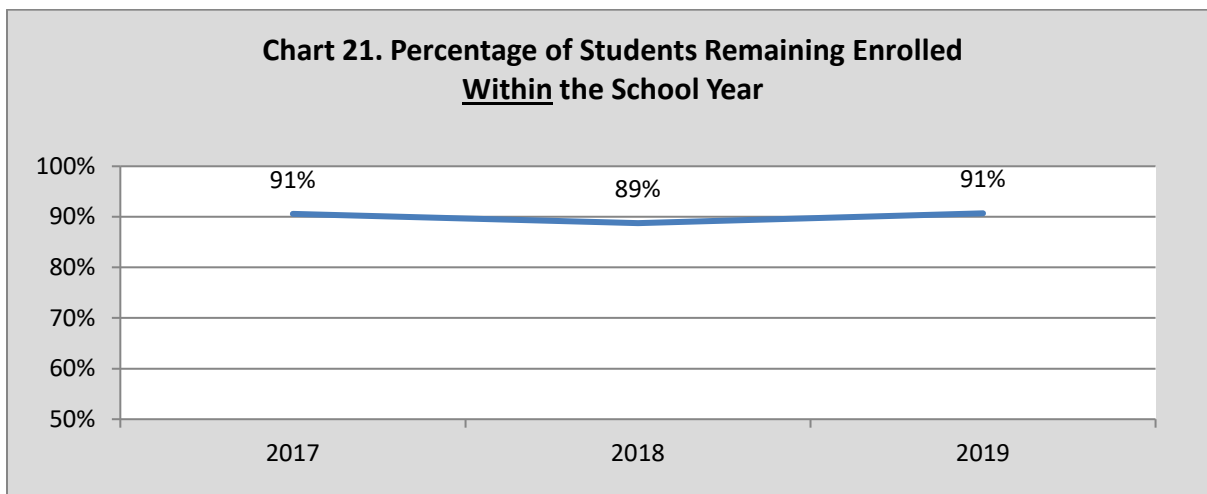


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

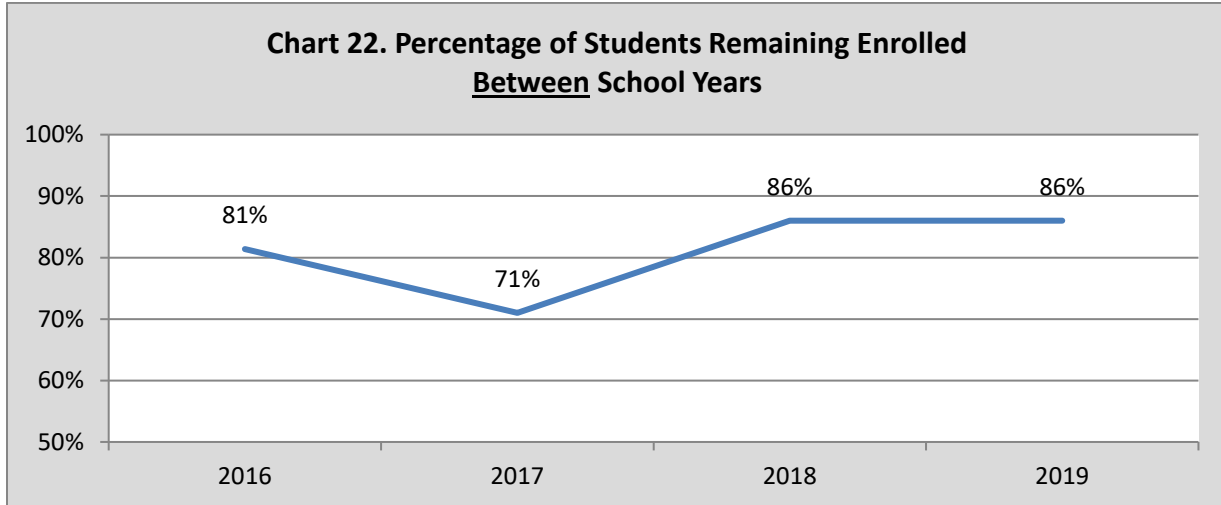
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

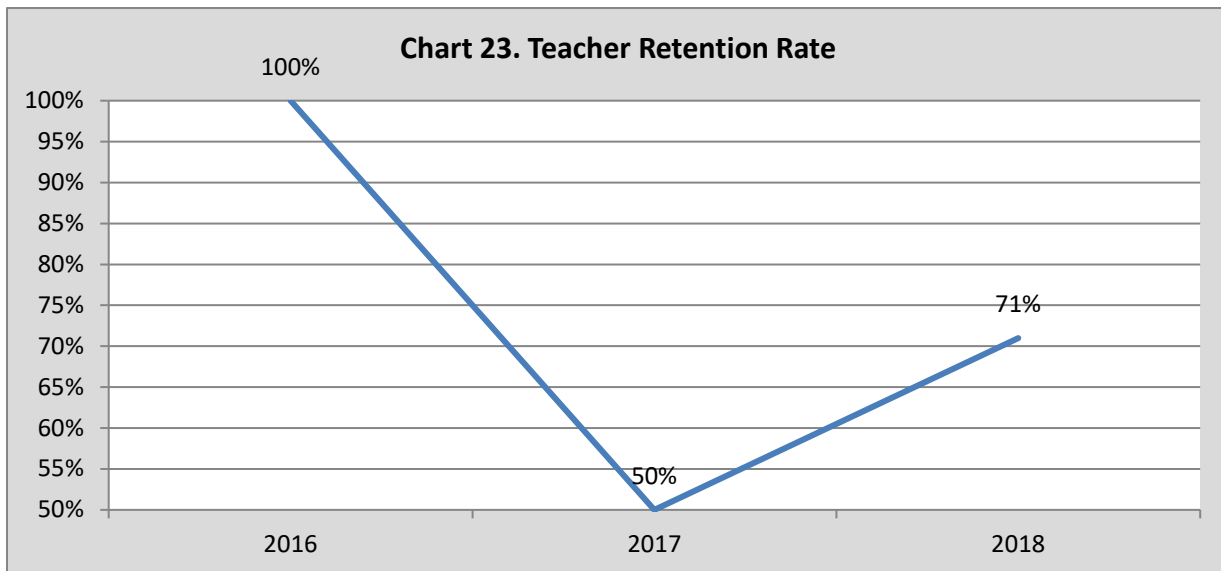


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 23 demonstrates the school’s retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	2	2	0
FY17	3	1	0
FY16	5	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Timely Deposit of Cash Receipts (Previously #2017-001) (Other Noncompliance)

Condition/Context: During our testing over cash receipts, we noted 1 cash receipt that was not deposited within 24 hours of receipt. In addition, we noted 8 out of 11 receipts that did not include pre-numbered receipt slips, which we were unable to determine the receipt date along with how many transactions made up that one receipt in order to test that receipts were deposited within 24 hours of receipt.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management's Response: Procedures are already in place to ensure timely deposits within the required timelines. Compliance with these procedures will be emphasized to staff collecting funds to ensure that all deposits are received and properly recorded.

2018-002 Chief Procurement Officer Registration (Previously #2016-001) (Other Noncompliance)

Condition/Context: The School did not have a Chief Procurement Officer (CPO) until February 2018. Due to the absence of a CPO during the fiscal year, the chief procurement officer did not appear as registered with the General Services Department site until June 2018.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management's Response: In FY2018, Sandoval Academy's Executive Director was unable to become CPO Certified until February 2018 due to classes only being offered quarterly. The School is aware of the state statute and the Executive Director has been a Certified CPO for the School since February 2018.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

In order to achieve language acquisition through dual language immersion, the School will provide content instruction in both Spanish and English starting at 90:10 and increasing yearly until plateauing at 50:50 at year four. The breakdown of the percentage of instruction in each language will be as follows:

- Kindergarten- 90 percent Spanish and 10 percent English
- Grade 1 - 80 percent Spanish and 20 percent English
- Grade 2 - 70 percent Spanish and 30 percent English
- Grade 3 - 60 percent Spanish and 40 percent English
- Grades 4-8 - 50 percent Spanish and 50 percent English

Student – Focused Term(s).

In addition to core instructional areas, the School commits to provide art, music, and P.E. for its students.

Teacher – Focused Term(s).

All classroom teachers will hold a bilingual endorsement. In addition, the School will make provisions for its staff to be trained by Dual Language of New Mexico and/or New Mexico Association for Bilingual Education.

Parent – Focused Term(s).

The School will expect that parents volunteer a minimum of 10 hours a year.

3b. Organizational Performance Framework

Please note that the 2018-2019 ratings are not yet finalized. Schools may be in the process of submitting additional documentation and the Academic Indicator cannot be rated until the NM System of School Support and Accountability data is released. This chart will be updated in the packet provided to the Public Education Commission (PEC) and the school in November.

Sandoval Academy of Bilingual Education	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.01 Education Plan: applicable education requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	No Current Compliance Concern	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VI-A.02 Employees: completing required background checks	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Not Applicable

3c. Governing Body Performance

The school has six (6) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Lisa Spangler		12/12/2018	Active	8	8	0
Octavio Munoz	Secretary	4/13/2017	Active	8	0	8
Rebecca Torres	President	1/24/2018	Active	10	12	0
Scott Heller			Active	10	10	0
Wayne Mooseman	Treasurer	1/24/2018	Active	8	8	0
Brennan Divett	Vice Pres.	11/1/2015	Active	8	8	0

Figure 7. Current governing council members.

*Training requirements reduced by any approved exemptions.

OTHER SECTIONS

Part B: Progress Report (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement (to be provided by school)

This section will be completed by school and submitted as part of the renewal and is an 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. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an 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 least 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 least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. 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 New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests during the contract term
The historical information on amendments and amendment requests is provided by the Charter Schools Division in Figure 8.

Description	PEC Action	PEC Approval Date	Reason for denial
NO AMENDMENT REQUESTS SUBMITTED DURING THIS CONTRACT TERM			

Figure 8. Amendment Requests and actions.