



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

South Valley Preparatory School

School Name: South Valley Preparatory School

School Address: 2551 Karsten Ct SE, Albuquerque, NM 87102

Head Administrator: Charlotte Alderete-Trujillo

Business Manager: Alfred Martinez

Authorized Grade Levels: 6-8

Authorized Enrollment Cap: 210

Current Enrollment: 168

Contract Term: July 1, 2015 - June 30, 2020;
switched to new contract August 23, 2019 – June 30, 2020

Mission: The mission of South Valley Preparatory School is to provide a small, safe and unique family learning community where students are prepared for high school and beyond.

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 28, 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: B, C, and B Current Standing: F in SY2017 Lowest Performing Students: F 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"> • <u>SHORT CYCLE ASSESSMENT READING</u> Rating in SY19: Exceeds • <u>SHORT CYCLE ASSESSMENT MATH</u> Rating in SY19: Exceeds • <u>Qualities of Success Assessment</u> Rating in SY19: Exceeds 	<i>Meets the Standard</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 SY16-SY18, the school had four (4) audit findings, one of which was a material weakness or significant deficiency.</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 this section, provide a narrative explaining the actions taken (improved practices and outcomes).</p>	<i>Meets the Standard</i>

CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	<p>Material Terms All schools must provide a response for this section of the application.</p>	<i>Meets the Standard</i>
3.b	<p>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.</p> <ul style="list-style-type: none"> • Indicator 2a Financial Compliance • Indicator 4a Teacher/Staff Credentialing 	<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	<p>Governance Responsibilities All schools must provide a response for this section of the application.</p>	<i>Meets the Standard</i>

PART C:	<p>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.</p>
PART D	<p>Affidavits for Petitions are attached</p> <p>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>19</u> Percentage: <u>95</u> %</p>
	<p>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>135</u> Percentage: <u>94</u> %</p>
PART E:	<p>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.</p>
	1. A narrative description of its facilities
	2. Attach <u>X</u> facility plans or ___ the school’s Facility Master Plan
	3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Albuquerque</u> number <u>201192634</u> The maximum capacity is not listed on the certificate.
	<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, dated May 9, 2019, has a score of 32.06%, above the current statewide 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.</p> <p><u> X </u> building is owned by charter school, school district, or government entity; OR <u> </u> building is subject to a lease-purchase agreement; OR <u> X </u> school had provided the appropriate assurances form: X Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)</p>
PART F:	Prior Amendment Requests
Interviews	A summary of the Stakeholder Interviews is on the following page.
Other Appendices	The school did not provide additional appendices.
School's Response	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.

South Valley Preparatory School Stakeholder Interviews

Stakeholder interviews were conducted on October 28, 2019 at South Valley Preparatory School. The participants included two (2) parents, ten (10) students, two (2) governing council members and four (4) teachers/staff members.

Both parents agreed that the school's staff is a strength of South Valley Preparatory. Teachers hold kids accountable and responsible for their grades, but are always available to help if needed. One parent noted that her daughter is gifted and that teachers "seem to know where they need to challenge her." Teachers send out "Thursday Folders", which give parents information on homework, participation, tests, grades, etc. Both parents wished South Valley Preparatory School offered high school. The principal regularly holds a coffee time with parents where she asks for input and opinions. "It was huge in me picking the school because I feel like I can call anyone here and have a voice in the school," said one parent.

The students listed the smaller environment offered at South Valley Prep, one-on-one attention, academics, and the gifted program, as being reasons they enrolled at the school. Additionally, several students compared South Valley Prep to their local traditional school noting that the school has less "bad stuff" and is better academically. Teachers will help students when they ask for help. One student feels like "we are basically family" at the school. The school recently began offering a "C strand". The students all seemed to agree that the addition of this strand seemed rushed and that the school is still figuring out how to work with the additional group. A weakness of the school is that it can be difficult to make up work. PE in particular has to be made up after school, which not every student can do. In regards to student behavior, most people help each other and are respectful and "if someone is sad, more than one person will ask."

One council member joined South Valley Preparatory School's board because all three of her kids went to the school and she wanted to give back. The other council member is a director at a charter school and wanted to join another school's board. The council chair goes over the director's annual evaluation with her and then shares it with the board for approval. While the council does not have a formal self-evaluation tool, they are reportedly "constantly reflecting on what we can do better." Recruitment is primarily done through word of mouth and personal connections. The council purposefully looks for new members who are invested in the South Valley because of the school's strong community focus. The council cited challenges in sustaining some of the original core values of the school as the student population grows as a weakness. Regarding strengths, one board member stated the "community school piece" as a "huge strength." Academic performance, attendance, testing, and charter goal data is shared with the board throughout the year.

Three of the four staff members present expressed a desire to work and serve within the South Valley community as reasons why they chose to work at South Valley Preparatory. One strength of the school that was mentioned was the idea that the school has "grown into a family" and how kids help each other. For example, the cross-country coach mentioned how students helped and cheered on the slowest member of their team and were more concerned with helping her rather than winning. Other strengths included weekly staff communications on Fridays, ability to reach higher and lower performing students, service learning, and staff's ability to support each other. Staff meet every Friday and look at student data. Interventions based on this data is purportedly based on research. Additionally, students track their own data. School leaders meet with staff weekly and staff are comfortable to voice their opinions.



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Part A: Preliminary Data Report and Current Charter Contract Terms

**South Valley Preparatory School
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).

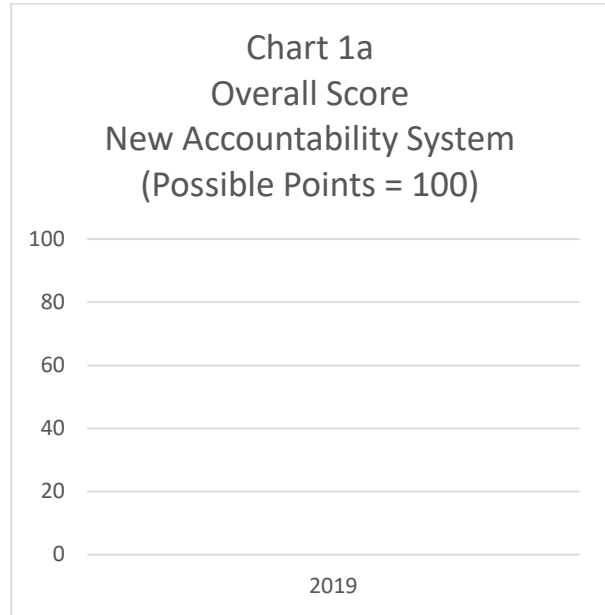
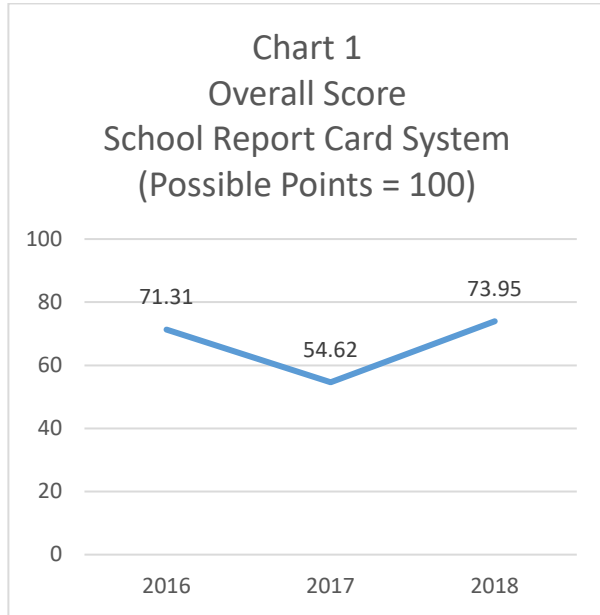
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point 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.

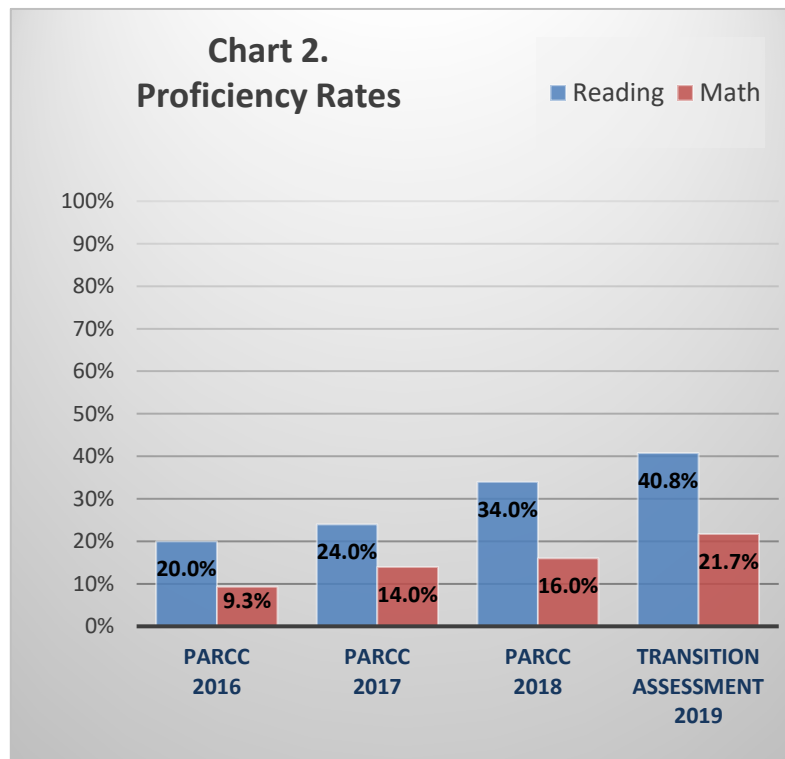
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019,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

1a. Department's Standards of Excellence

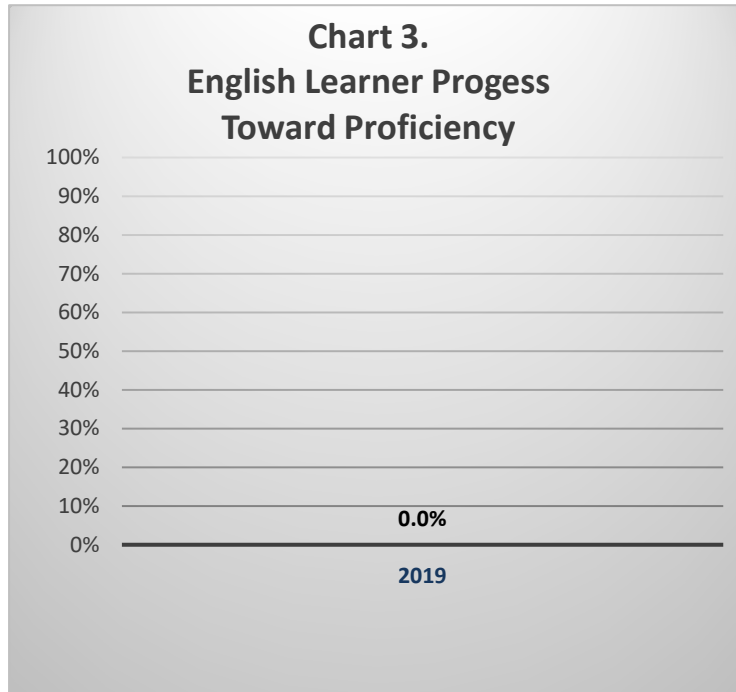
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



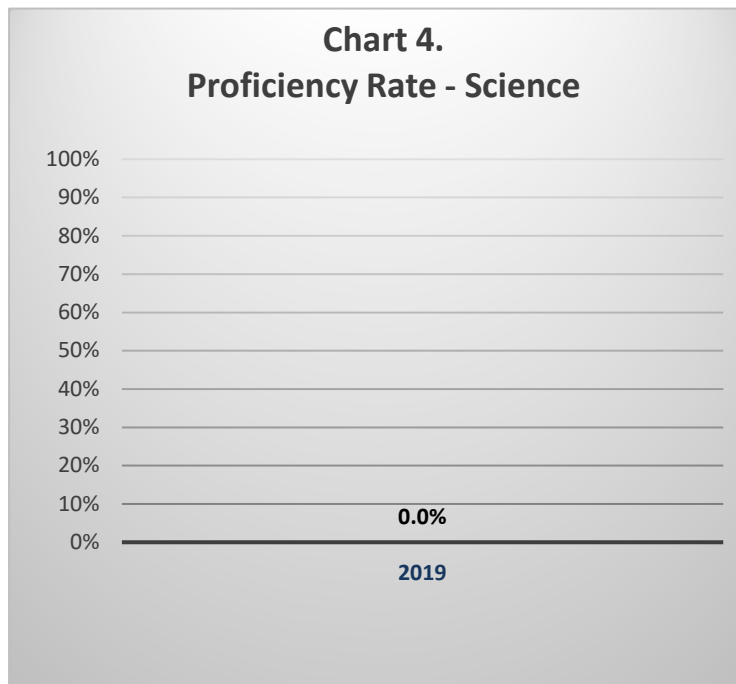
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



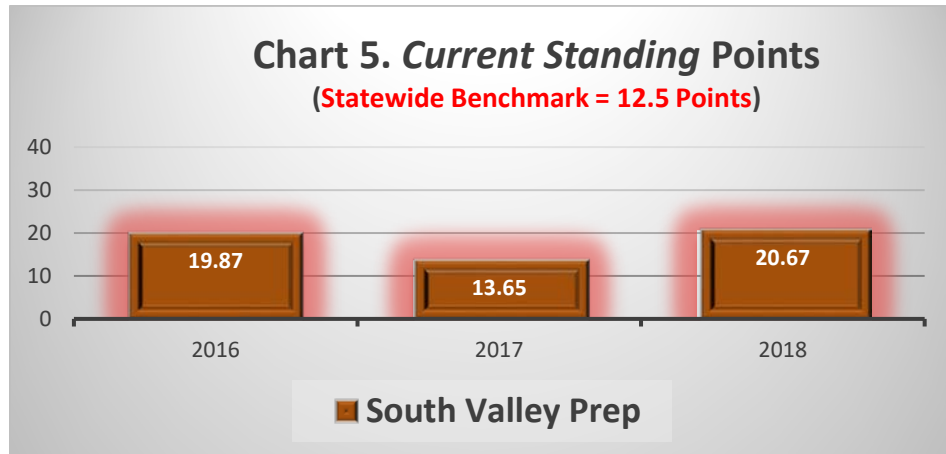
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



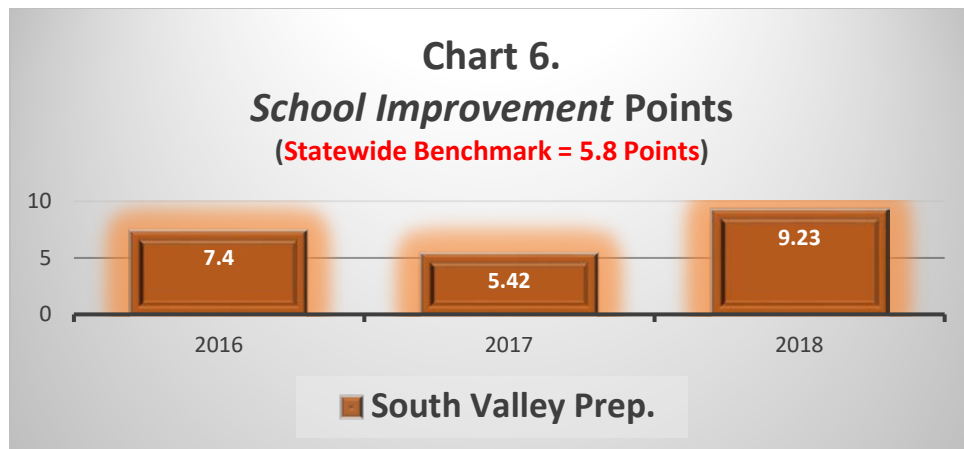
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

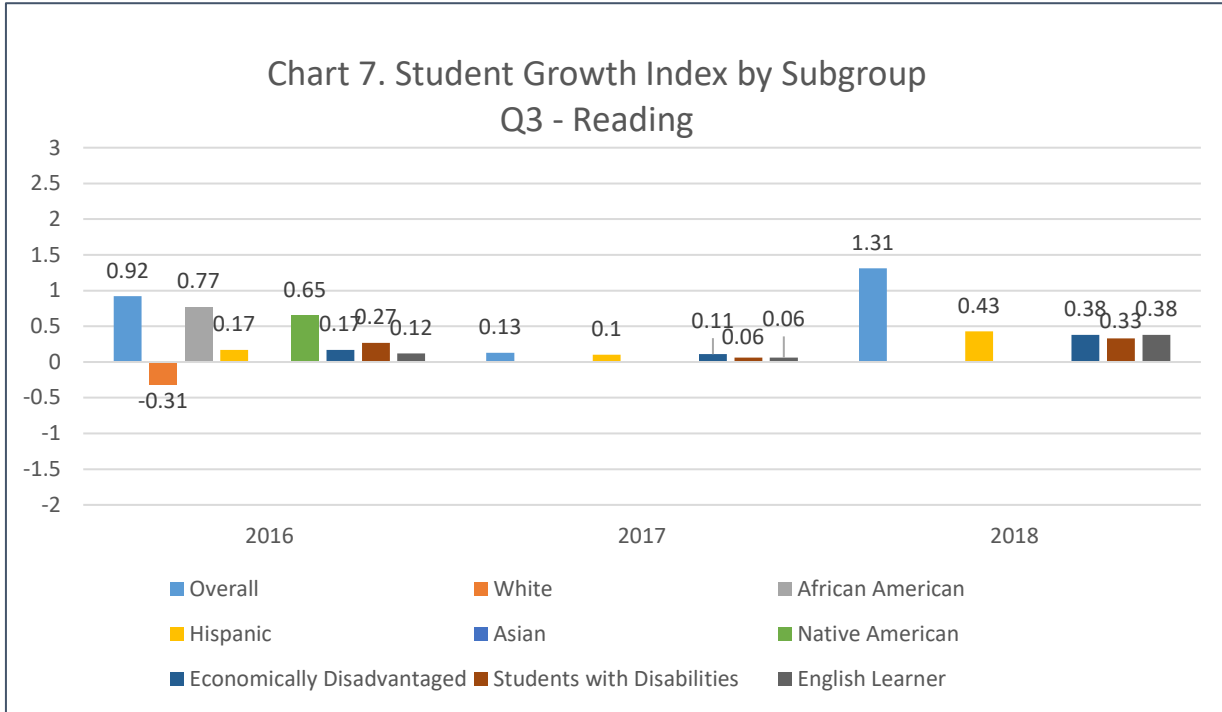


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



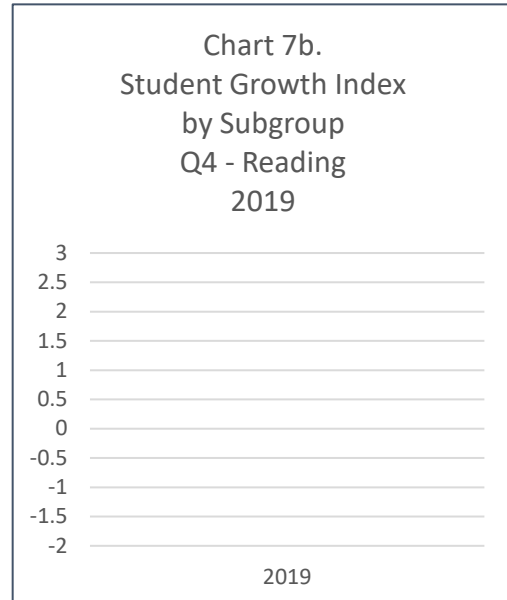
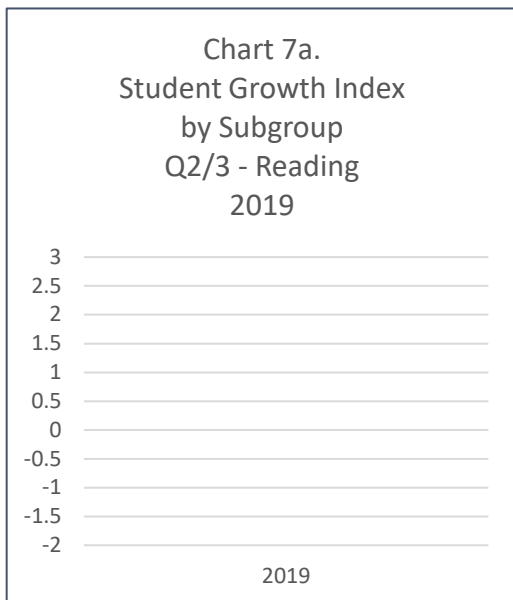
Subgroup – Higher-Performing Students in Reading

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.**



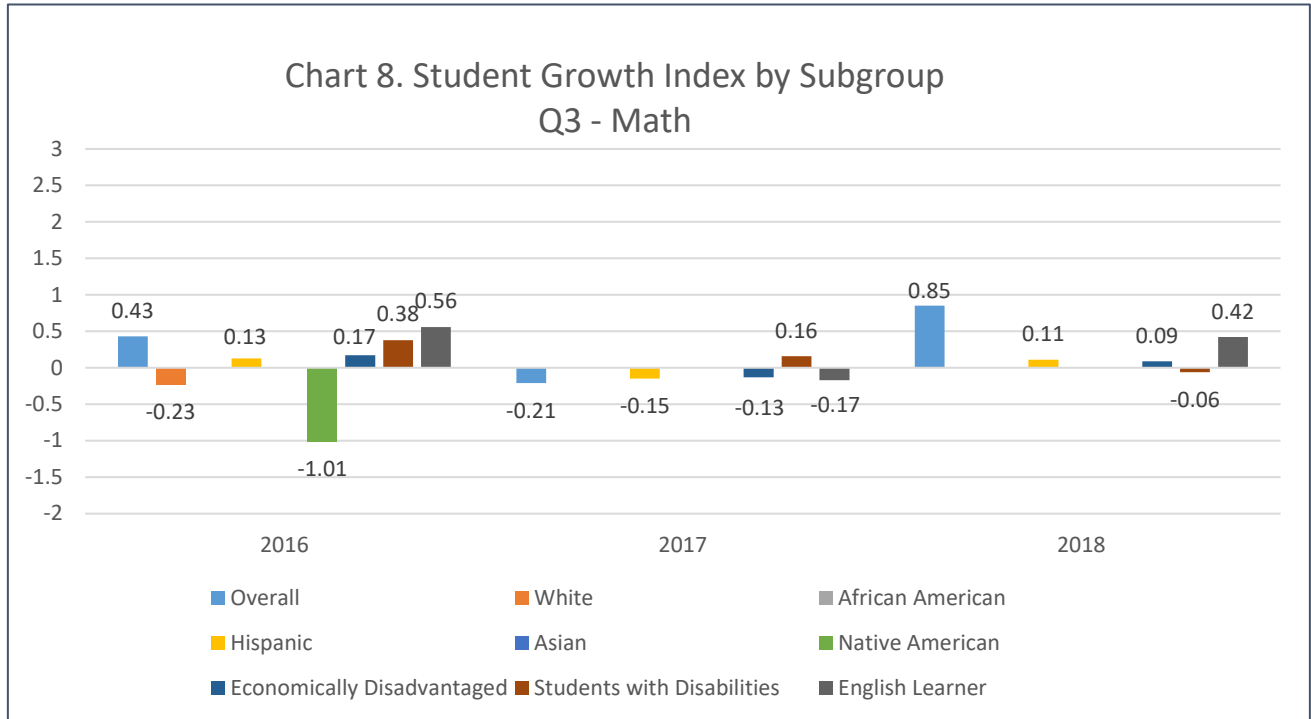
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



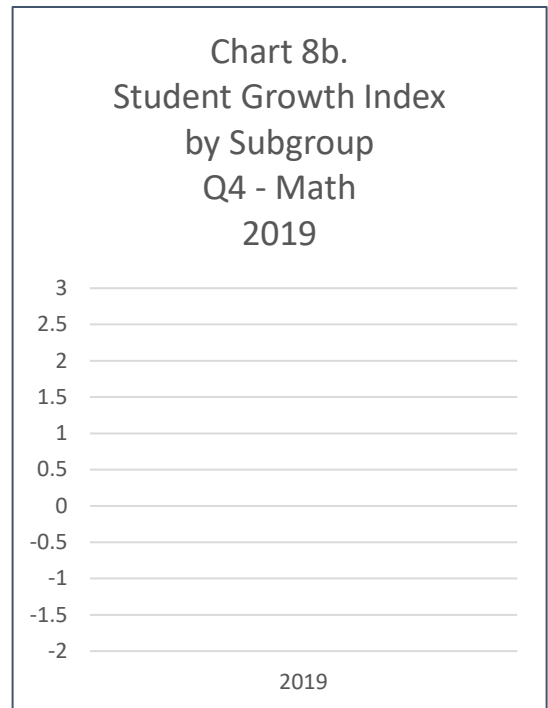
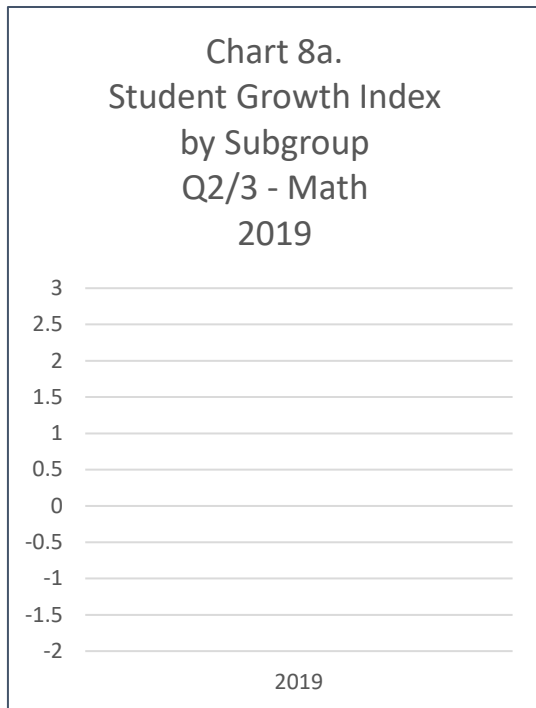
Subgroup – Higher-Performing Students in Math

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



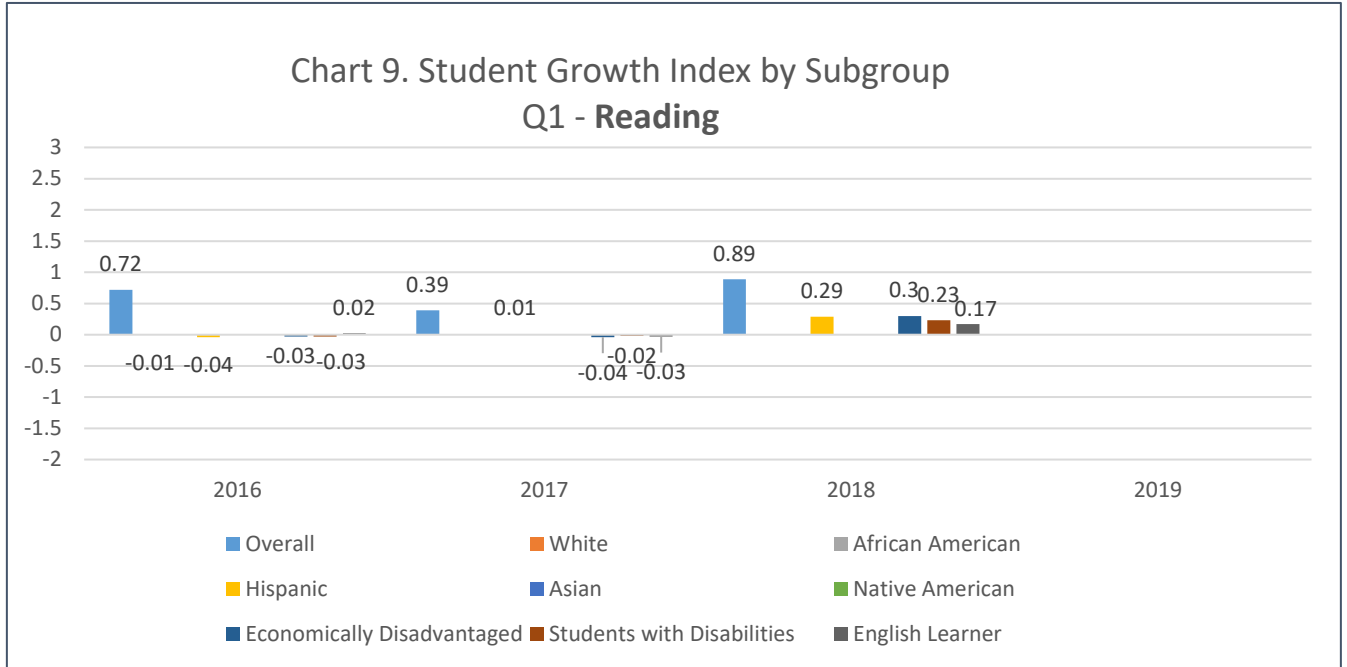
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

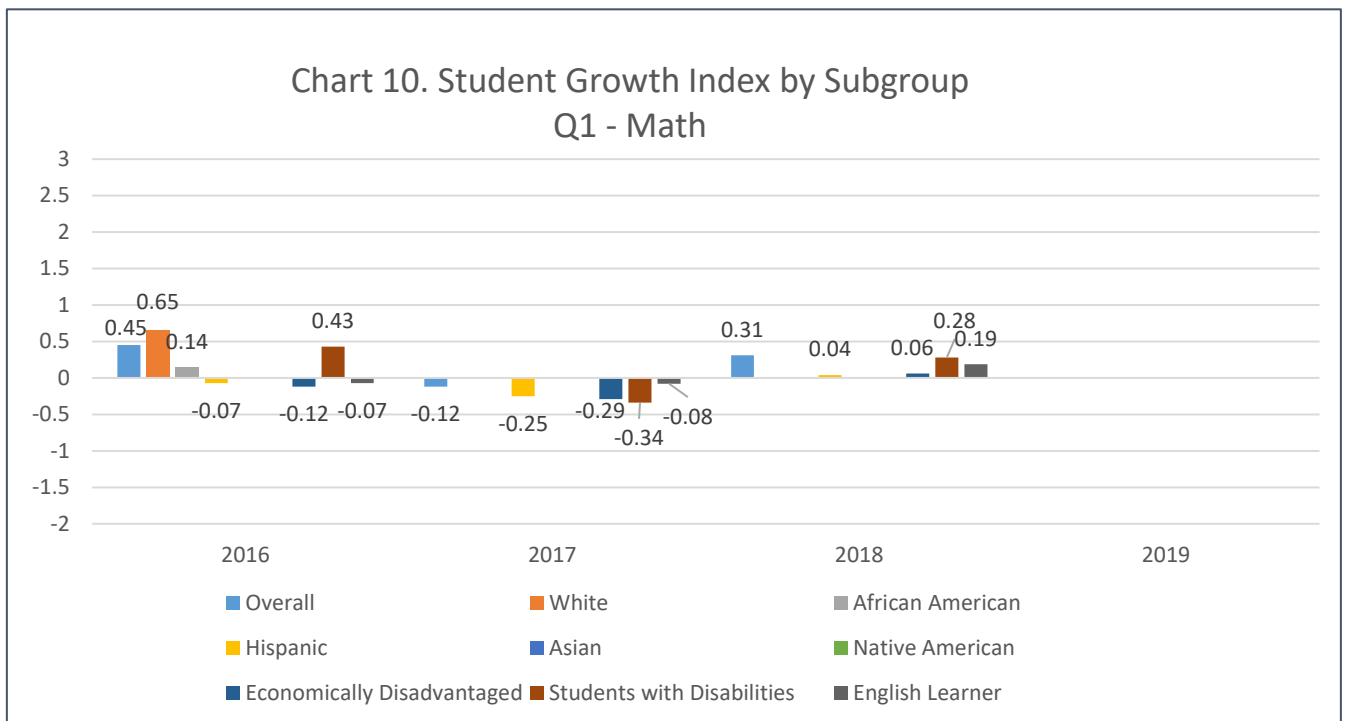


Subgroup – Lowest-Performing Students in Reading

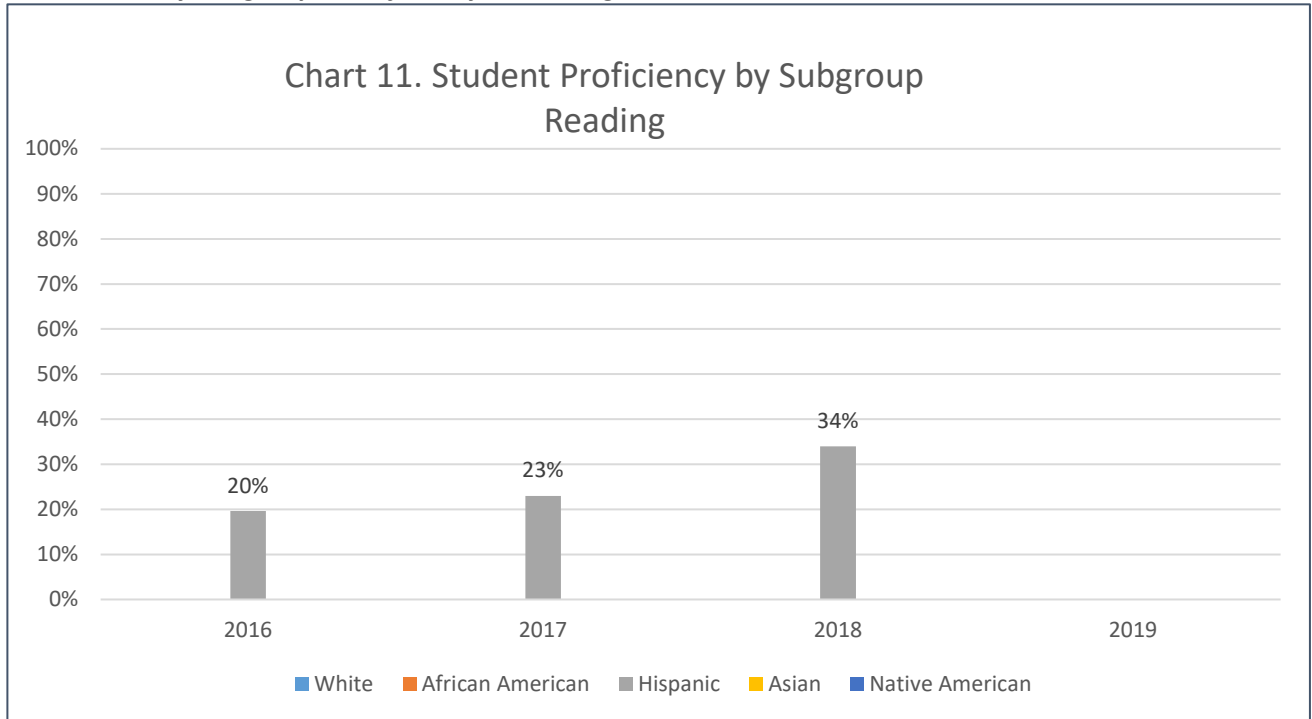
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



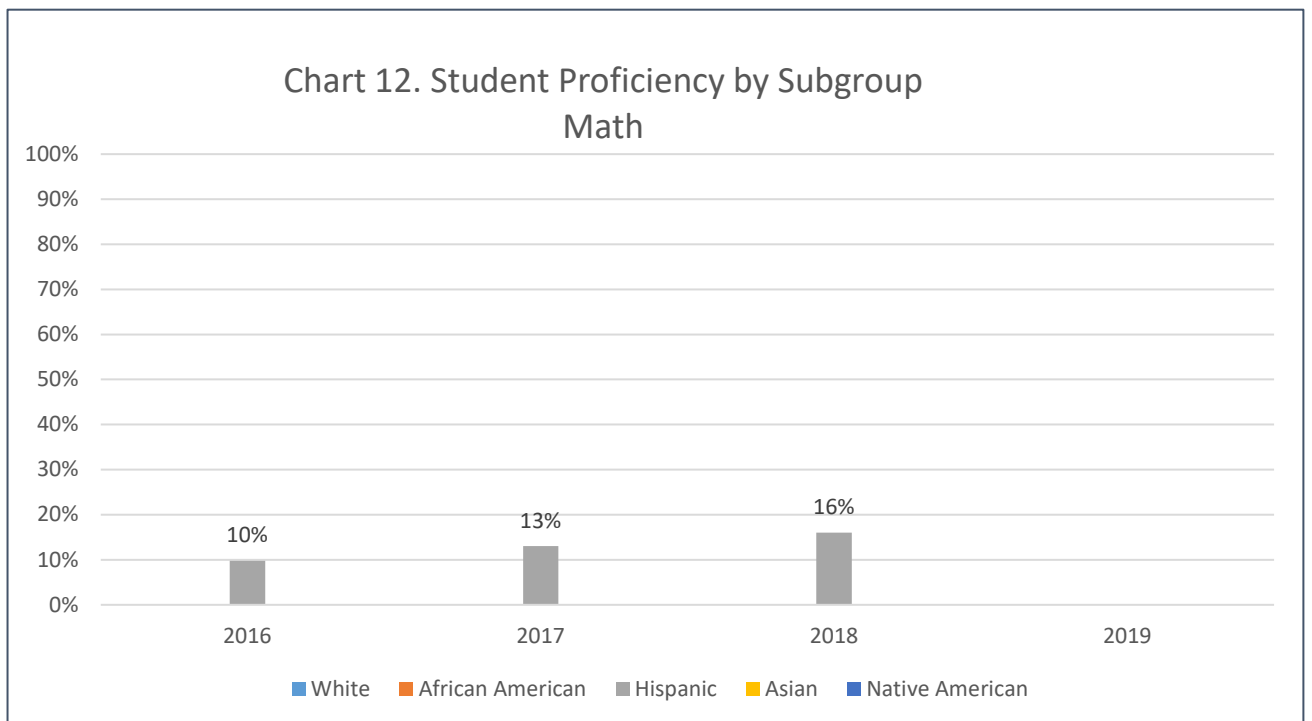
Subgroup – Lowest-Performing Students in Math



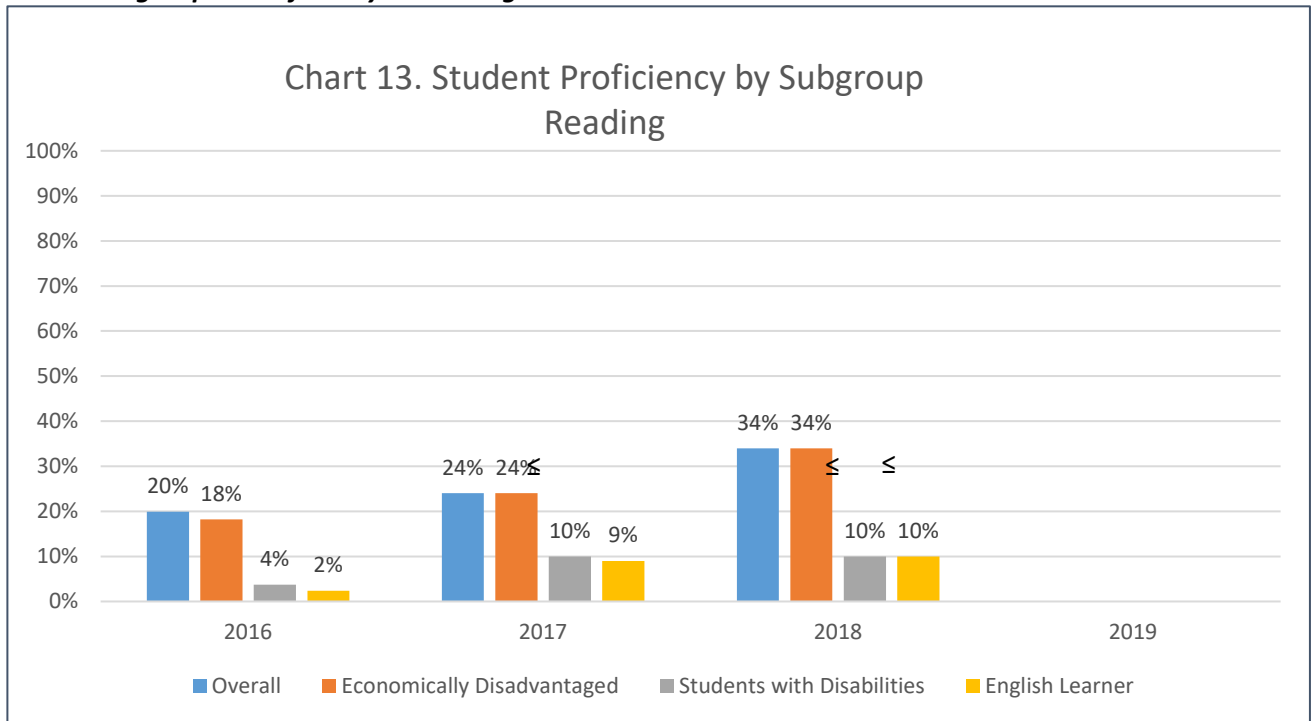
Race/Ethnicity Subgroups - Proficiency in Reading



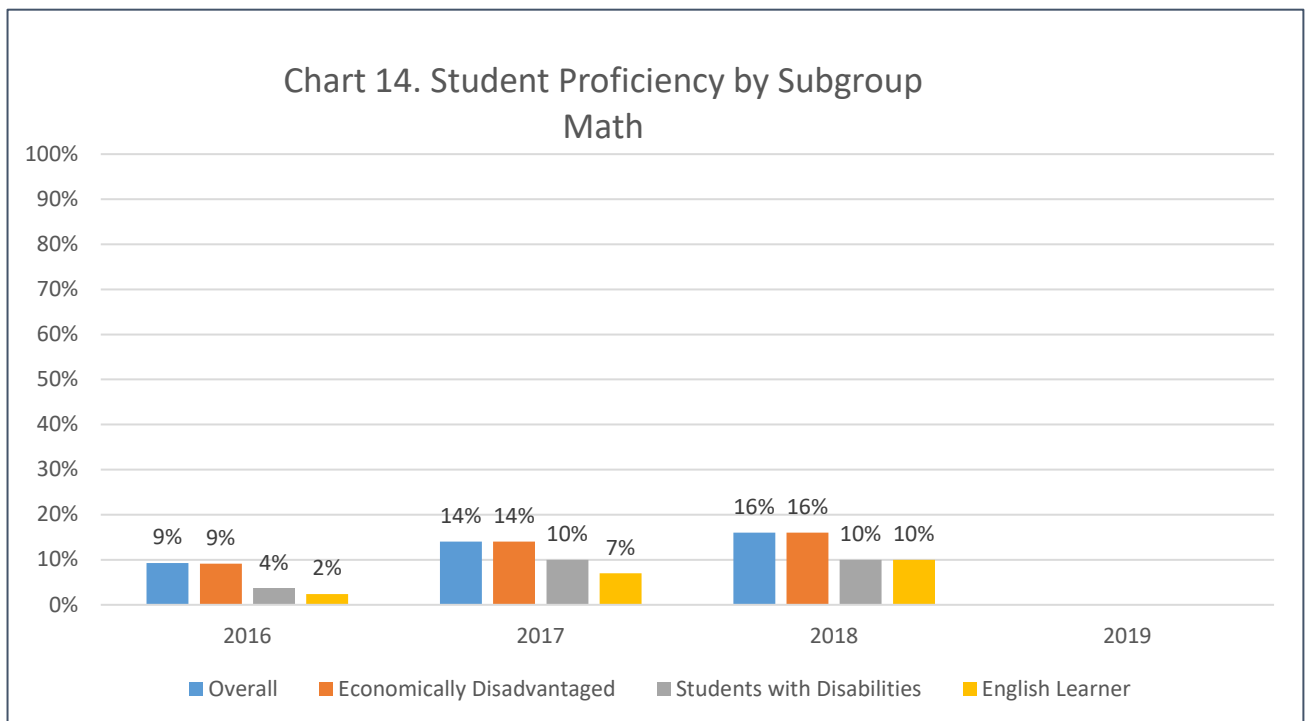
Race/Ethnicity Subgroups - Proficiency in Math



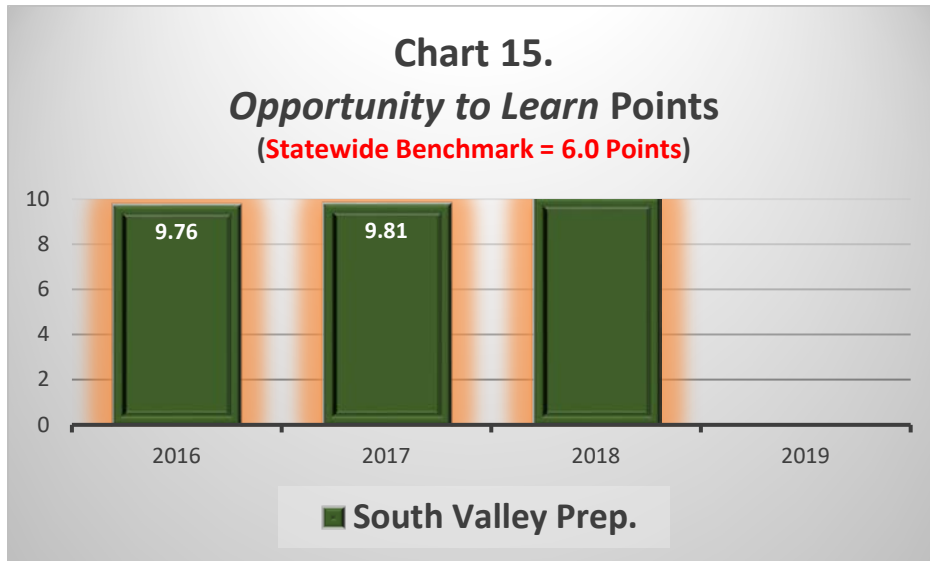
Other Subgroups - Proficiency in Reading



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 Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students who have attended South Valley Prep for at least one full school year. The school meets the target of this indicator if 55-61% of identified 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 “meets standard” or “exceeds standard” on the winter or spring short-cycle assessment.

2. SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students who have attended South Valley Prep for at least one full school year. The school meets the target of this indicator if 50 - 55% of identified students made at least one full year’s growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR The student tests “meets standard” or “exceeds standard” on the winter or spring short-cycle assessment.

3. Full academic Year South Valley Prep students will demonstrate at least 5% growth in the Qualities of Success Assessment (seven qualities: zest, grit, self-control related to school work, interpersonal self-control, optimism, gratitude, and social intelligence) from the first assessment in the fall through the last assessment in the spring until a total score of 88 or above is attained. The school meets the target of this indicator if 65-74% of South Valley Prep students demonstrate at least 5% growth in QS scores during the school year OR achieve a score of at least a QS score of 88 on one of the assessments during the year.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2	Goal 3
2016	Exceeds	Exceeds	Exceeds
2017	Exceeds	Exceeds	Meets
2018	Exceeds	Exceeds	Exceeds
2019	Exceeds	Exceeds	Exceeds

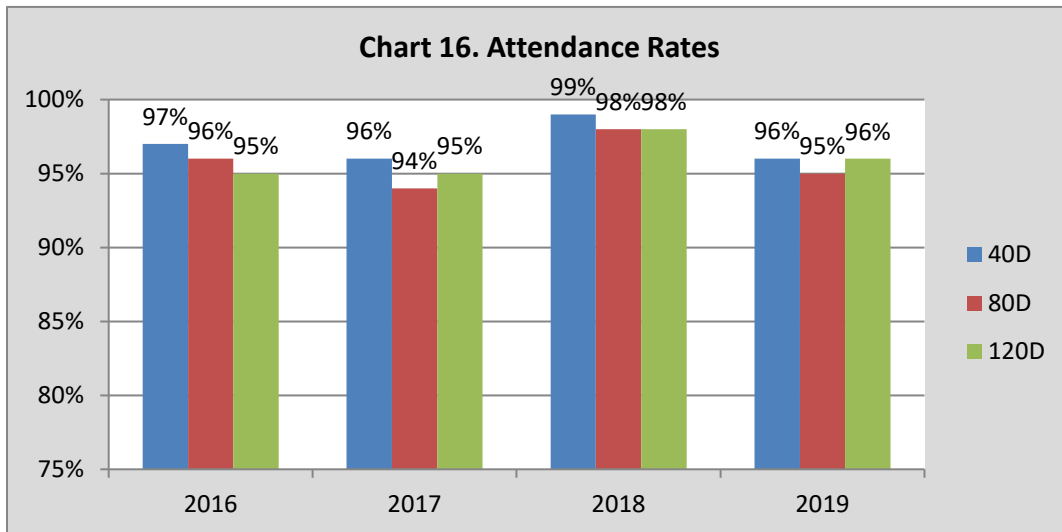
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)

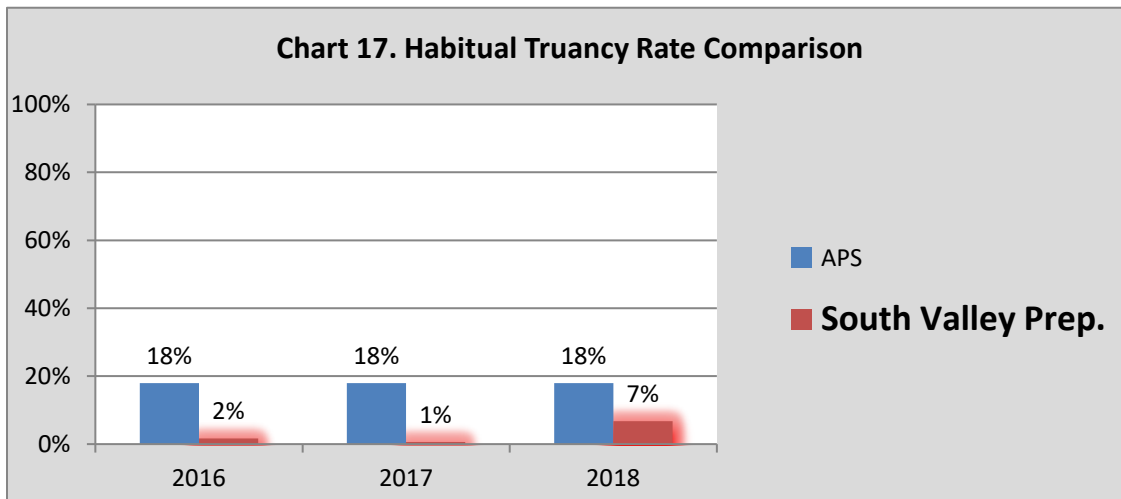
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

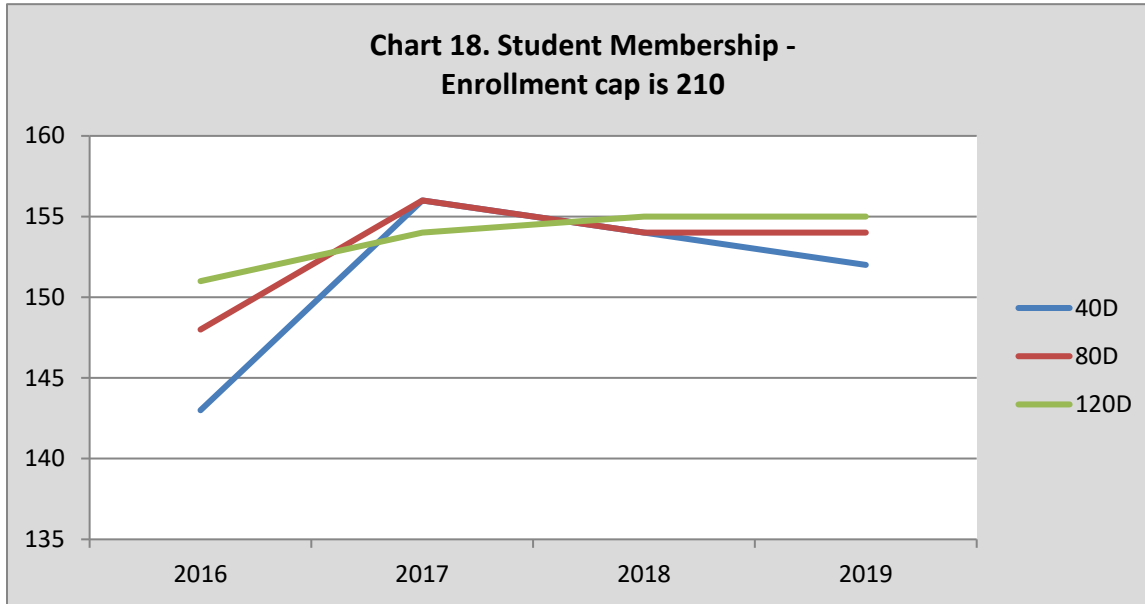
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



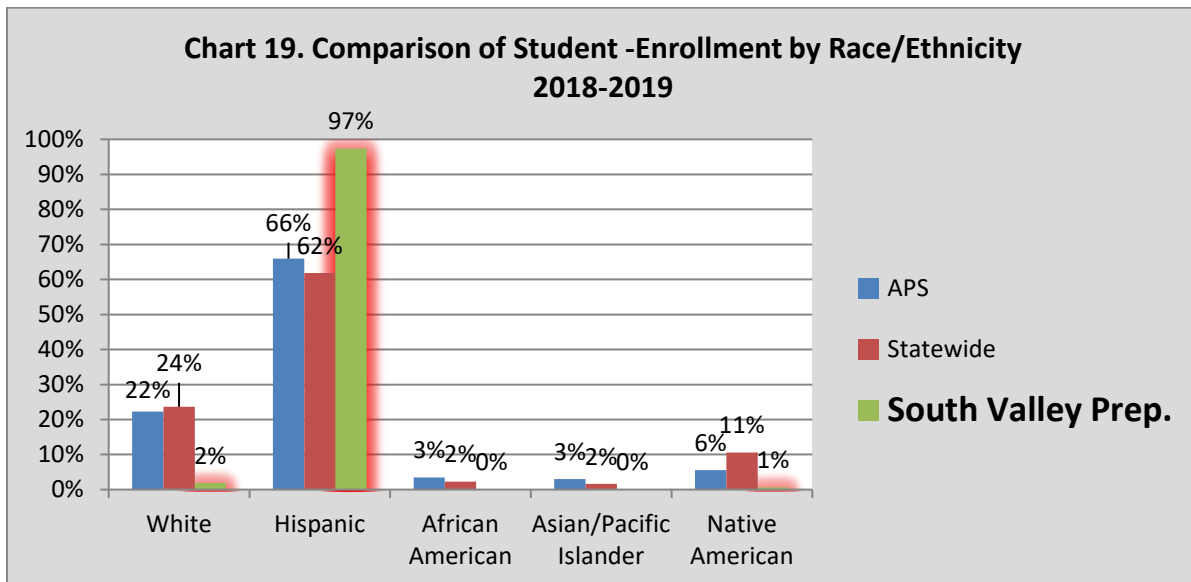
Student Membership (Enrollment)

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

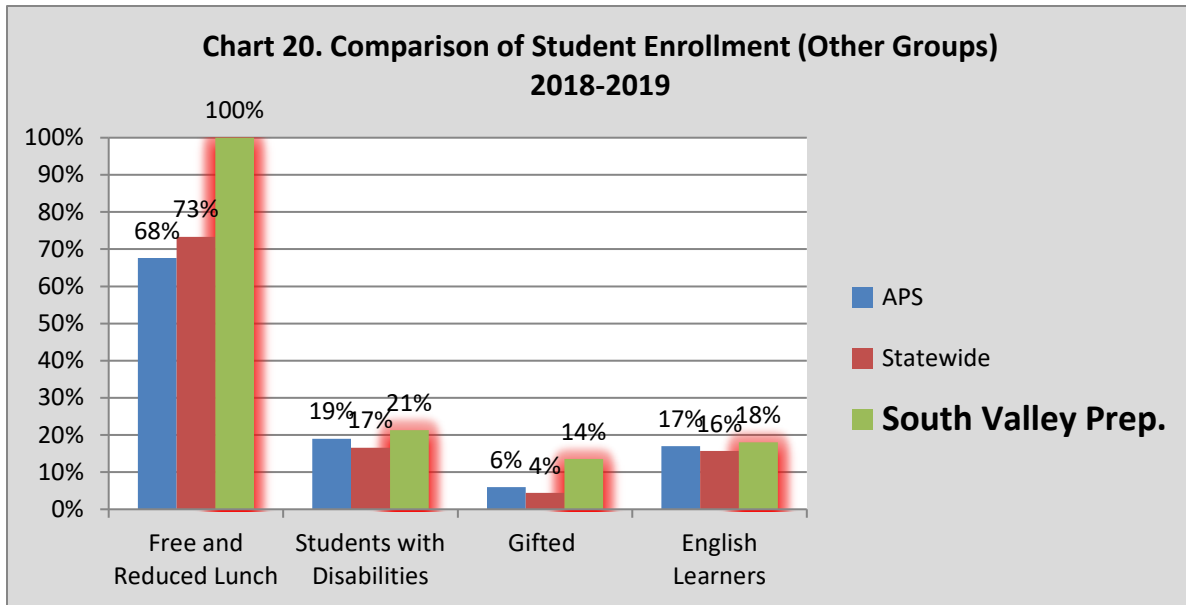


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

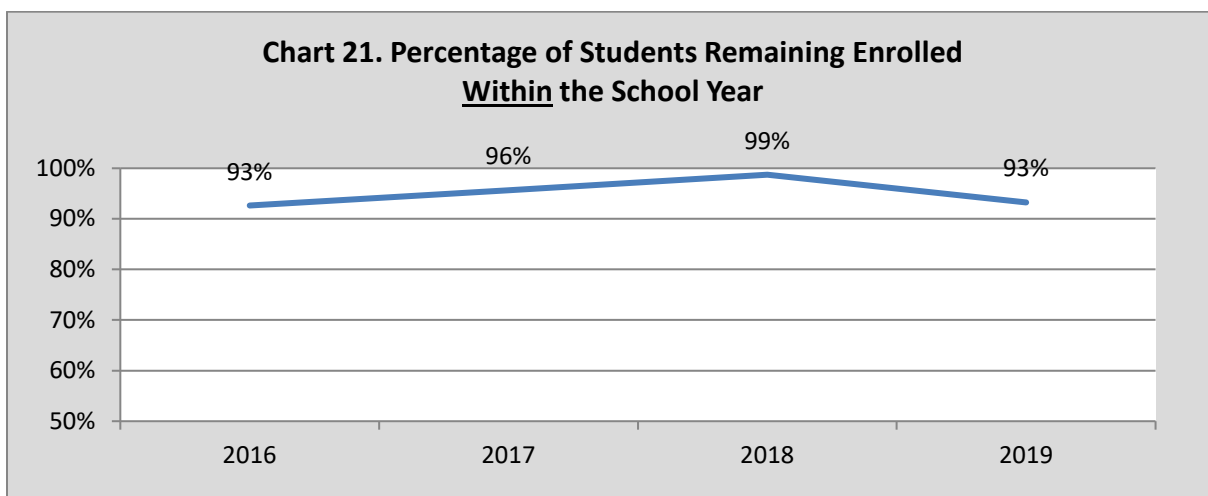


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

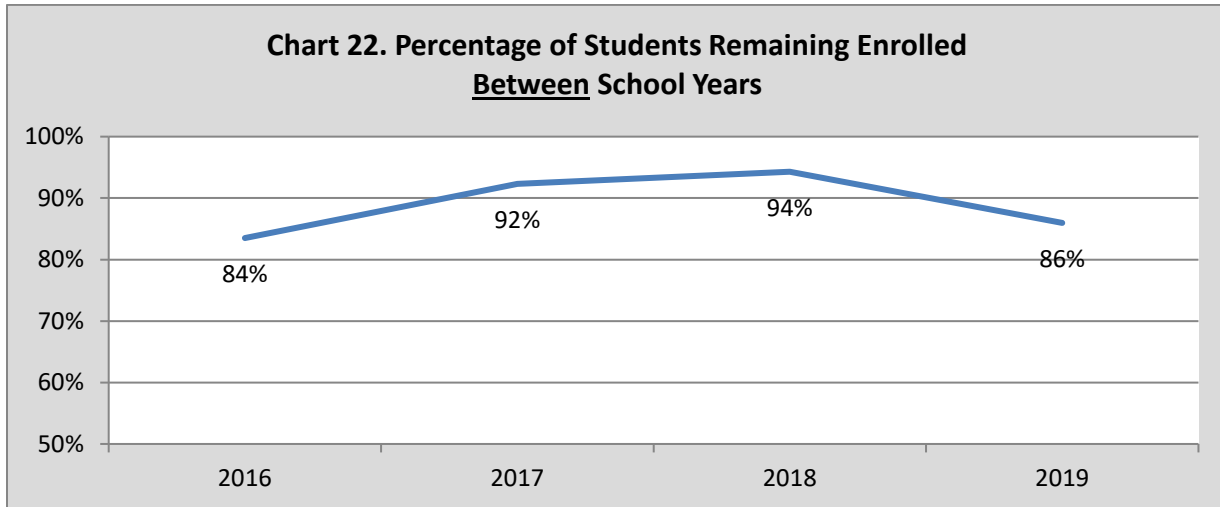
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

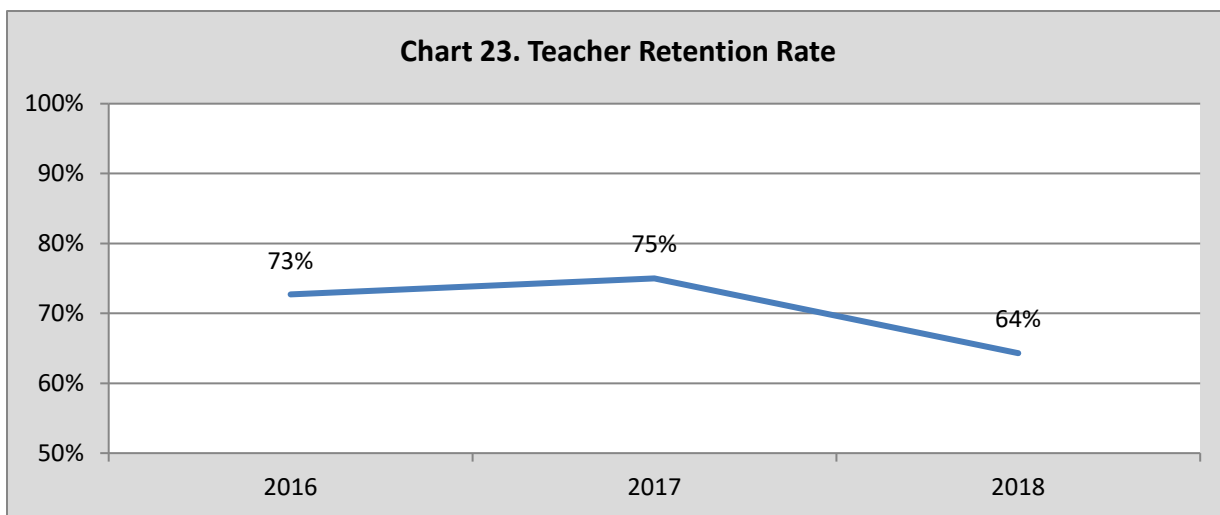


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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	1	0	0
FY17	2	0	1
FY16	1	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Purchasing (Other Noncompliance)

Condition/Context: During our audit, we identified 1 out of 50 disbursements where the School failed to make timely payments of an invoice, resulting in a total of \$39 of incurred late fees.

Management's Response: Management will review and revise internal controls to assure invoices are paid timely, and that all purchases have an approved purchase order.

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

- i. Students are looped within family strands where they maintain the same core content teachers in Math, Science and Humanities, all 3 years of middle school. This looping provides consistency and rigor in instruction, a safe and small learning environment as well as a foundation to build authentic, rich relationships that support student academic and personal growth.
 - ii. All students are provided a school-developed rigorous, consistent and research-based reading instruction framework, for the entire three years of their middle school experience.
 - iii. Fine art instruction is an integral part of the curriculum at South Valley Preparatory
 - iv. Service learning and the authentic, real-life application of being an active participant in community based projects that positively impact people will be implemented to strengthen the values of community support and social networking that are at the core of the South Valley community. This will be evidenced by student presentations, portfolios and project artifacts.
 - v. Students are placed into homogeneous reading groups by the core team of teachers. All students will be assessed quarterly using the Analytical Reading Inventory (ARI) or a similar reading assessment in addition to the school's short-cycle assessment and are re-grouped according to the achievement results.
 - vi. The school provides an outdoor classroom experiences annually for all 7th grade students. Outdoor experiences provide students with learning opportunities in archeology, native history, forest restoration and team-building activities.
 - vii. School will provide after school programs with emphasis on math, science and robotics programming.

SVP implements a well-rounded health and wellness initiative where all students are provided resources and support that fosters physical, social and emotional health and wellness and healthy choices via healthy fresh meals, access to fresh fruits and vegetables, organic farming methods, culture and identity learning, and extended physical education and fitness for all 3 years in middle school.

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.

South Valley Preparatory School	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	Meets (or Exceeds) Standard	Meets (or Exceeds) 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	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) 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	Meets (or Exceeds) Standard	Meets (or Exceeds) 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	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Working to Meet 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	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) 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	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has five (5) 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
Bernadette Frieze	Chair	10/24/2012	Active	8	8	0
Jess Wiltamuth		11/23/2013	Active	8	8	0
Micaela Trujillo		9/22/2016	Active	8	8	0
Monica Aguilar		11/22/2014	Active	8	12	0
Frederick W. (Bill) Reed	Resigned at end of school year; Replaced by Brian VerPloegh for 2019-2020.					

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
Amendment request to increase enrollment cap from 156-210	Approve	4/12/2019	NA
Amendment request to relocate the charter school's primary location, 2551 Karsten, Southeast, Albuquerque, New Mexico 87102.	Approve	4/13/2018	NA

Figure 8. Amendment Requests and actions.