



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

The MASTERS Program

School Address: 6401 Richards Ave, Santa Fe, NM 87508

Head Administrator: Anne Salzmann

Business Manager: Lisa Lucas

Authorized Grade Levels: 9-12

Authorized Enrollment Cap: 280

Current Enrollment: 263

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

Mission: The MASTERS Program is committed to the development of engaged, compassionate students who value academic excellence and education beyond high school, service to others and creating a conscious community.

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>

<p align="center">The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on October X, 2019.</p> <p align="center"><i>Ratings are based on the rubric provided in the application.</i></p>		
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: A, A, and A Graduation Rate: D in SY18</p>	<i>Meets the Standard</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"> • Graduating Seniors’ college credit hours OR improved Accuplacer scores by two class levels Rating in SY19: Meets • 10th grade math growth on Accuplacer Rating in SY19: Meets • 10th grade English growth on Accuplacer Rating in SY19: Meets 	<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 FY16-FY18, the school had five (5) audit findings, no repeats, and no material weaknesses or significant deficiencies. In FY18, there were zero (0) findings.</p>	<i>Meets the Standard</i>
2.b	<p>Board of Finance</p> <p>Schools that have maintained all Board of Finance</p>	<i>Meets the Standard</i>

	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).	
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</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 1e English Language Learners • Indicator 2a Financial Compliance • Indicator 5a Facilities Requirements • Indicator 5b Health and Safety 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>Meets the Standard</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 <ol style="list-style-type: none"> 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>18</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>149</u> Percentage: <u>75</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. <ol style="list-style-type: none"> 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>Construction Industries Division</u> number <u>15001</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 documentation indicates an NMCI score of <u>18.57</u> % as of September 9, 2016, 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 <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:	<p>Prior Amendment Requests</p> <ul style="list-style-type: none"> • Amendment request to increase enrollment capacity from 200 to 280 was approved on 5/11/2018. • Amendment request to add ninth grade was approved on 5/11/2018.
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 November 6, 2019 at The MASTERS Program. The participants included nine (9) parents, thirteen (13) students, four (4) governing council members, and sixteen (16) staff members.

When asked why they enrolled their child/children at The MASTERS Program, parents cited college preparation, dual credit courses, issues with the local traditional high school, and flexible programing. One parent stated that she did a nationwide search to find a school for her child and chose The MASTERS Program. Parents perceive that staff and students want to be at the school and that students are engaged. Parents do feel like the school could improve marketing because they believe that the community does not know about The MASTERS Program. Parents are invited to join committees and boards. Communication is reportedly high with emails, texts, and phone calls coming from staff regularly.

Almost every student interviewed stated dual credit was a reason why they enrolled at The MASTERS Program. A strong central community, teachers who are ready to help, freedom, and not feeling invisible were named as school strengths. When asked about weaknesses, attendance and tardiness were the only answers given with the acknowledgment that neither are as bad as the comprehensive high school. Students do appreciate that The MASTERS Program helps students sign up for college classes, but do wish they were more involved themselves so they could learn the process. When they don't understand, students can seek help from their teachers and professors, school tutors, and college tutors.

Two of the four governing council members present are employees at Santa Fe Community College (The MASTERS Program is housed on the SFCC campus). Council members believe that it is their duty to oversee the finances and make sure money is being spent properly. They are also there to support the school leader to make sure she has what she needs. Staff, students, parents, and SFCC all have input in the head administrators evaluation. Council members acknowledged that the addition of a 9th grade this school year has been a challenge. Academic performance data is presented by the school leader. The council has been discussing how to support greater math proficiency.

Staff listed rigor with support, skill development in students, being able to take risks, shared leadership, staff buy in, and the ability to meet every student where they are as strengths of the school. They also believe that students learn self-advocacy and feel valued at The MASTERS Program. Several staff members appreciate that the school incorporates community service into its program. Staff do feel that they do have to take on too many rolls. Asked about the role they play in shaping the development of the school, staff stated that they have “democratic leadership” and “have input at all levels.”



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Part A: Preliminary Data Report and Current Charter Contract Terms

The MASTERS Program 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).

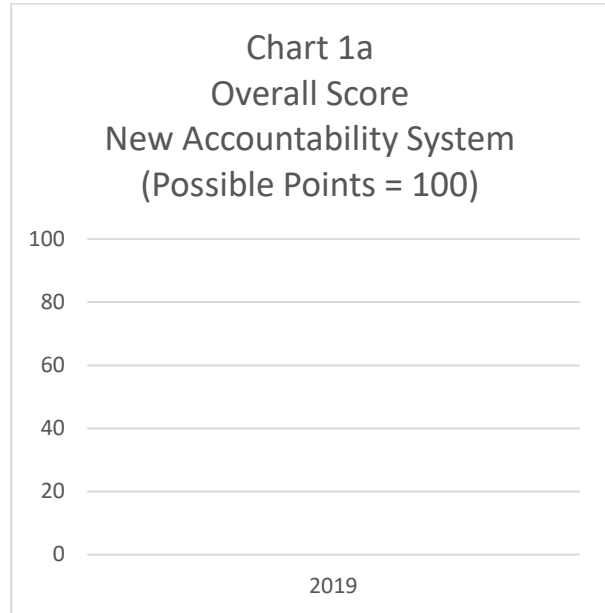
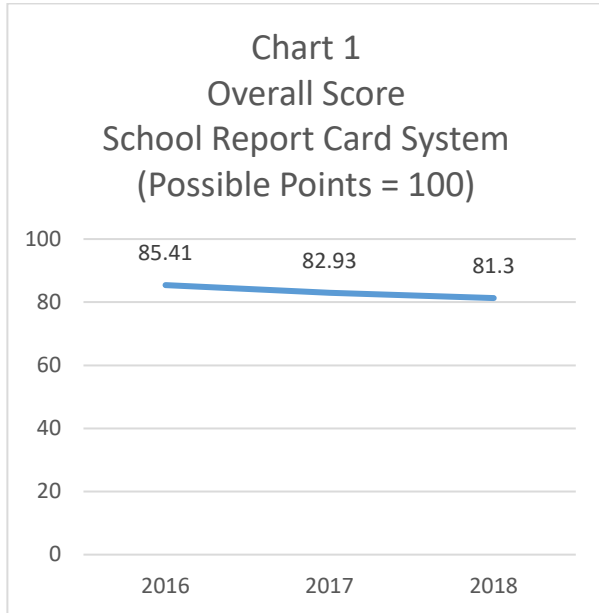
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point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

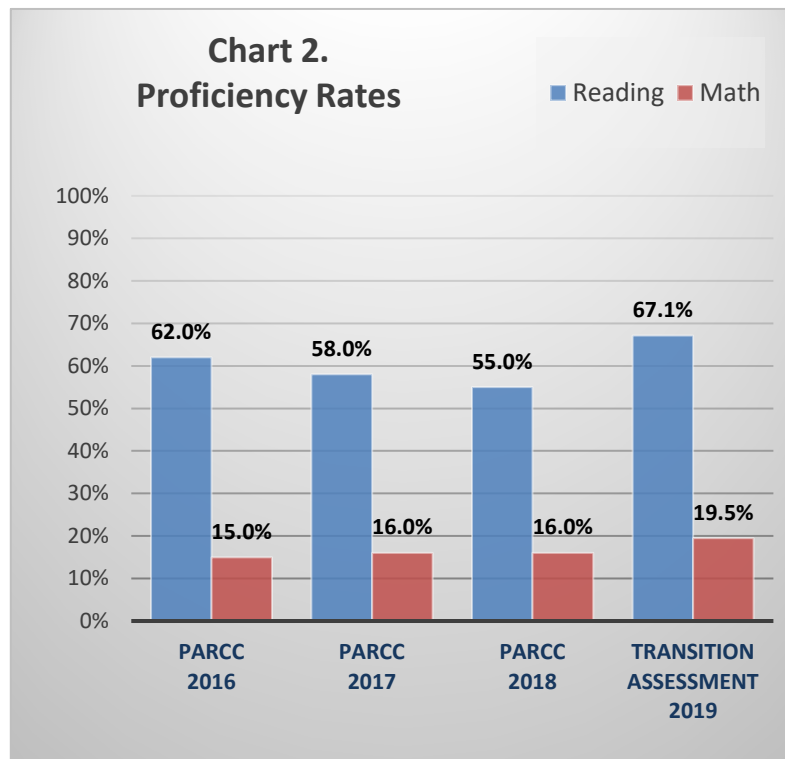
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019,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

1a. Department's Standards of Excellence

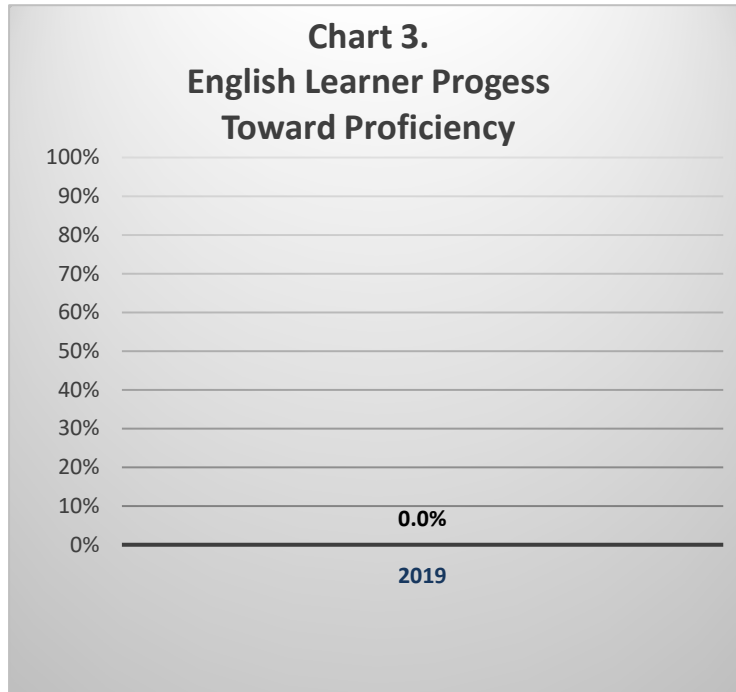
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



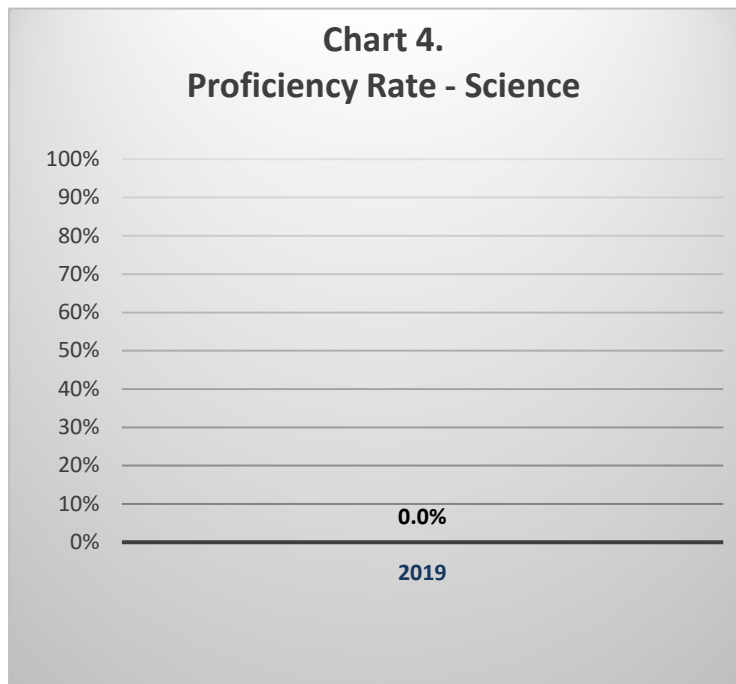
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



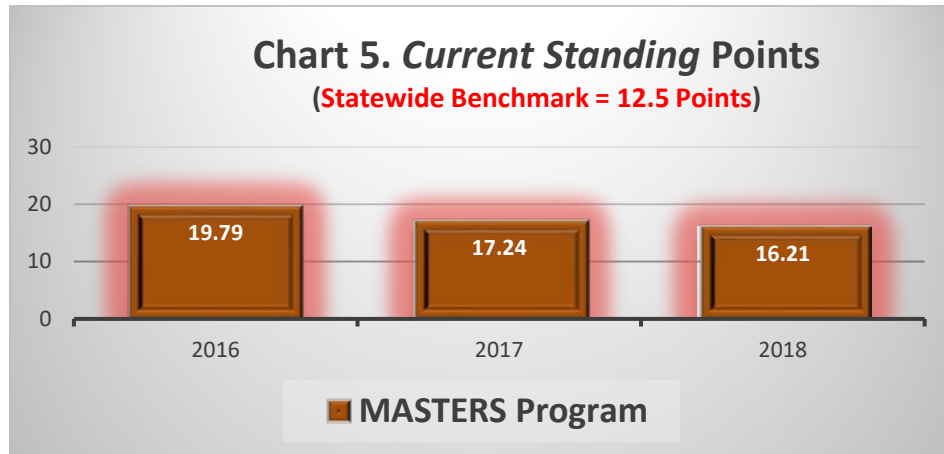
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



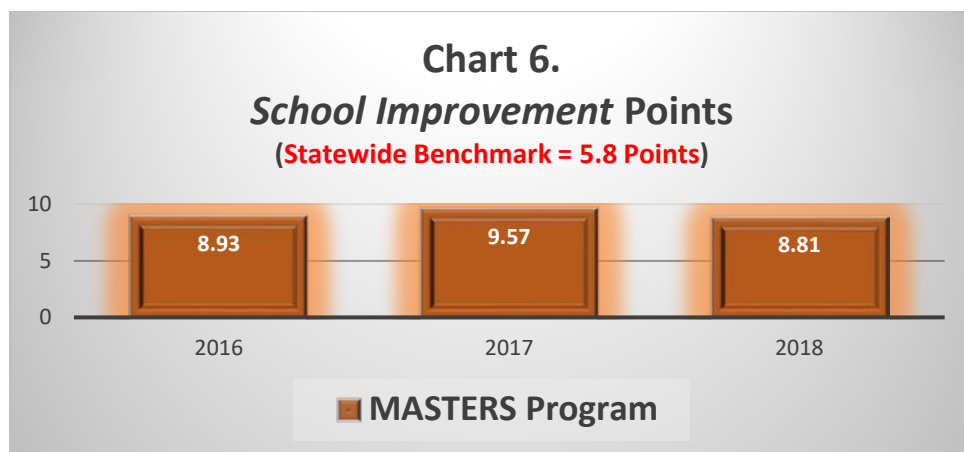
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

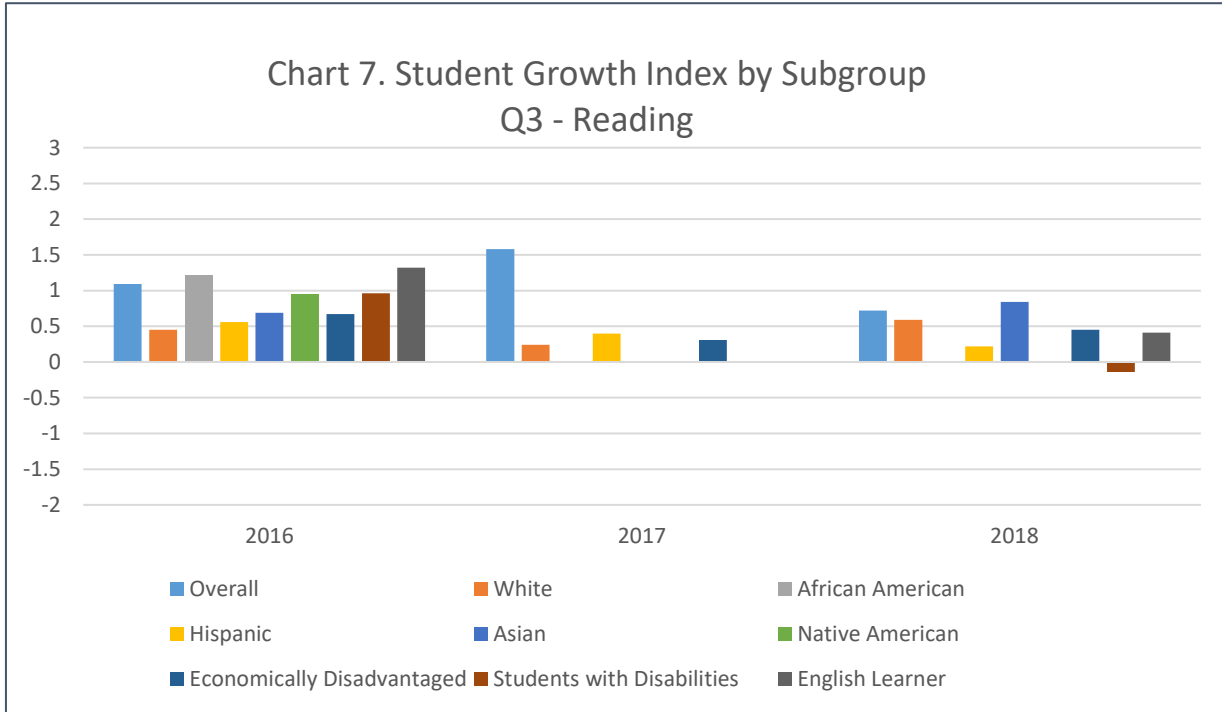


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



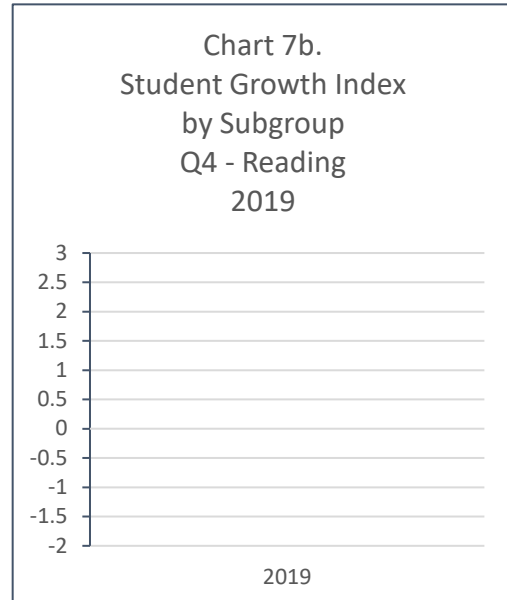
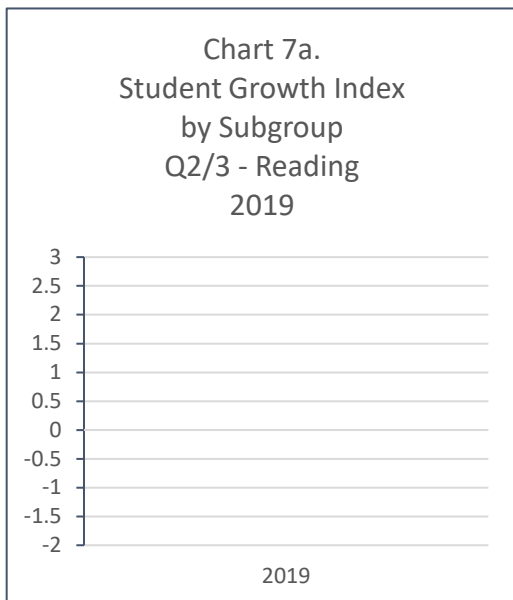
Subgroup – Higher-Performing Students in Reading

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.**



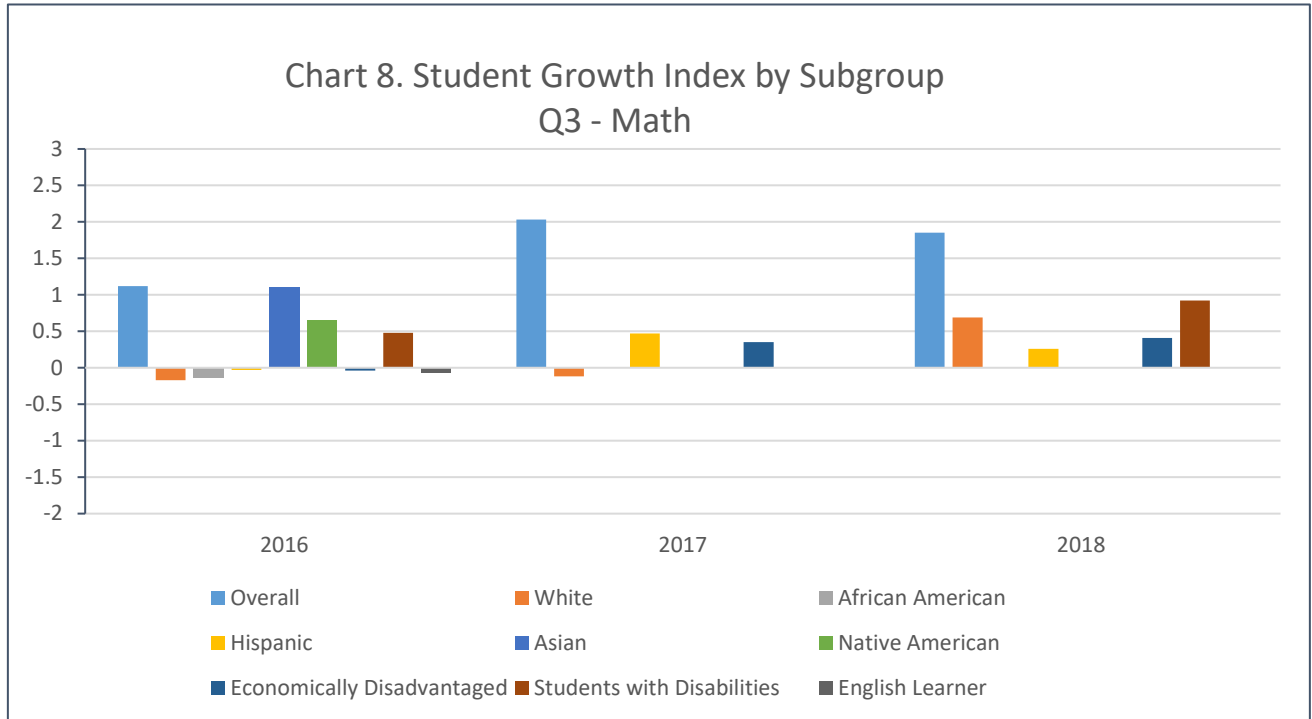
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



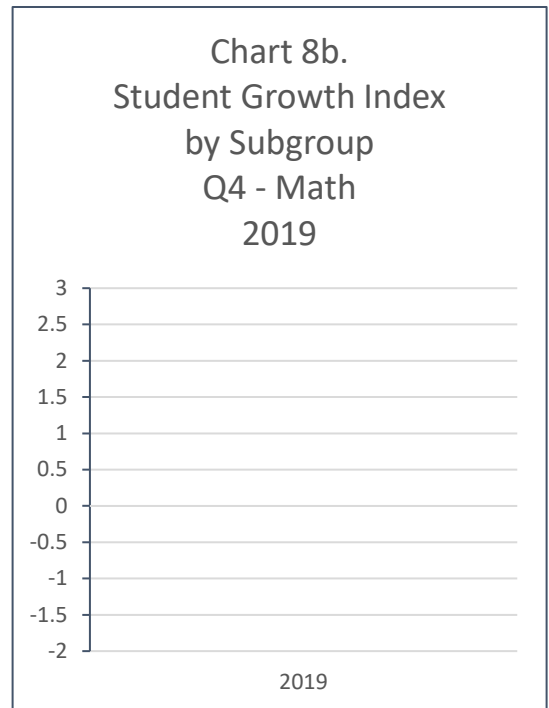
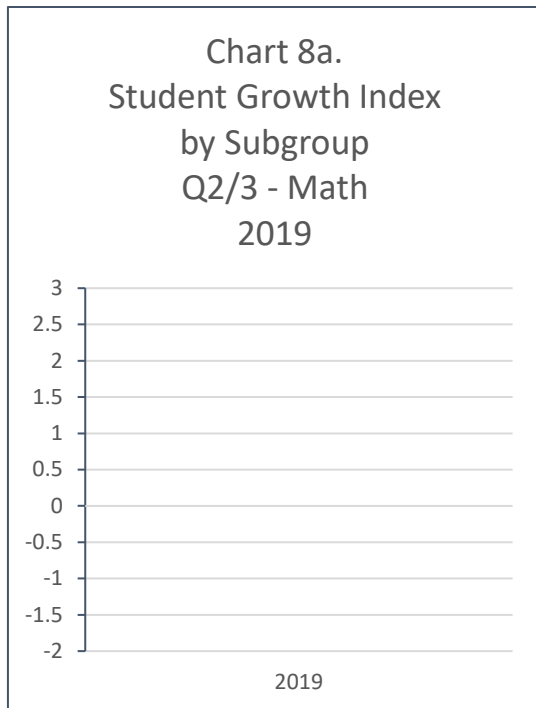
Subgroup – Higher-Performing Students in Math

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



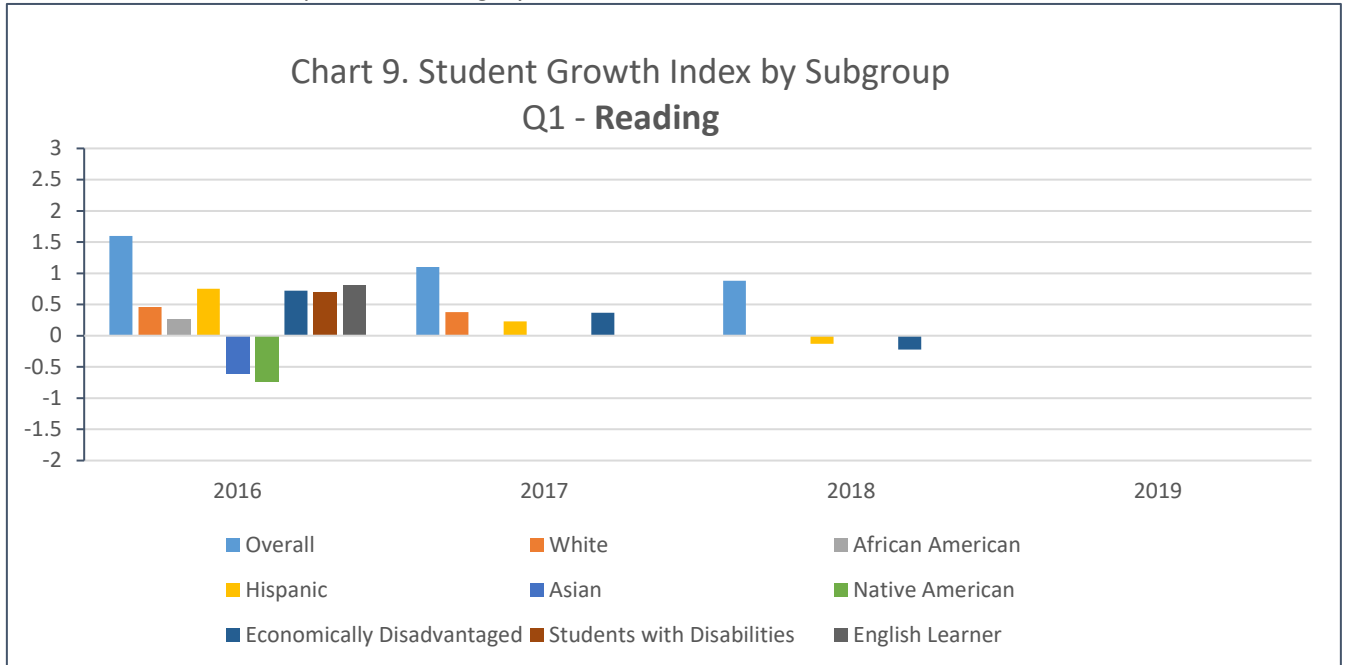
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

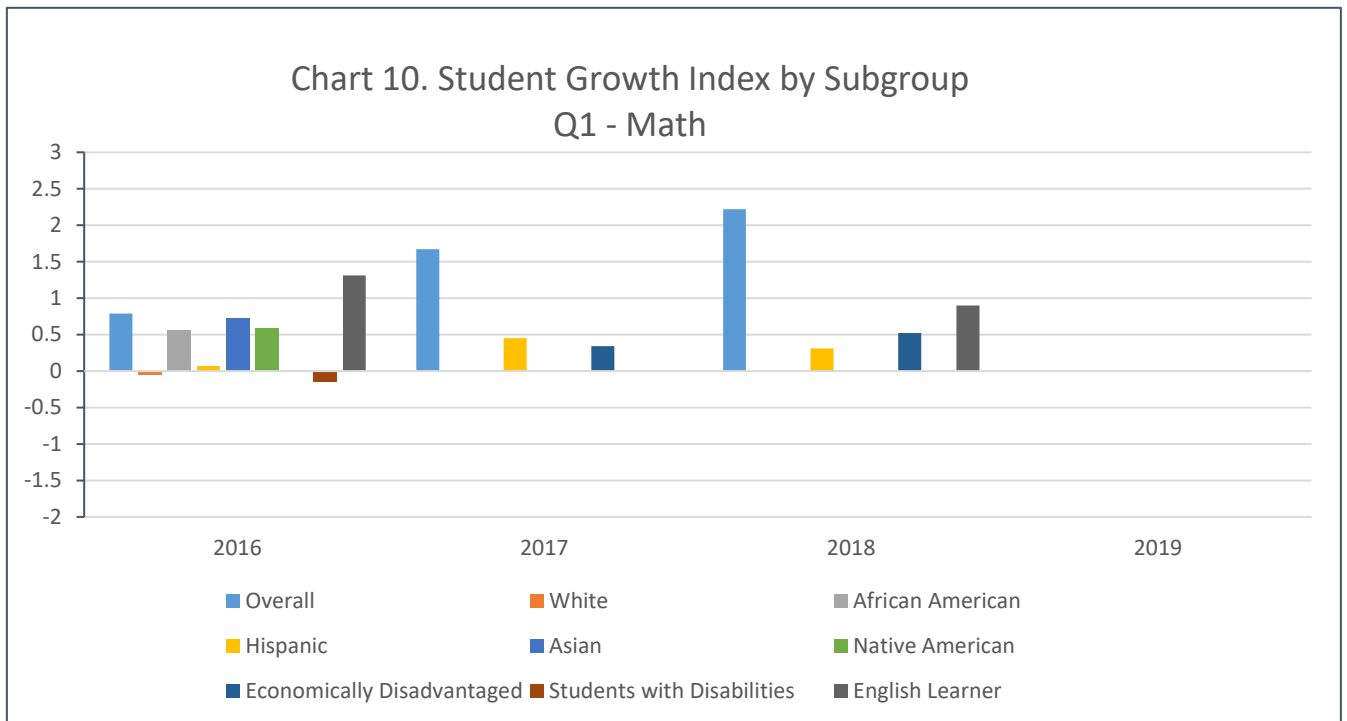


Subgroup – Lowest-Performing Students in Reading

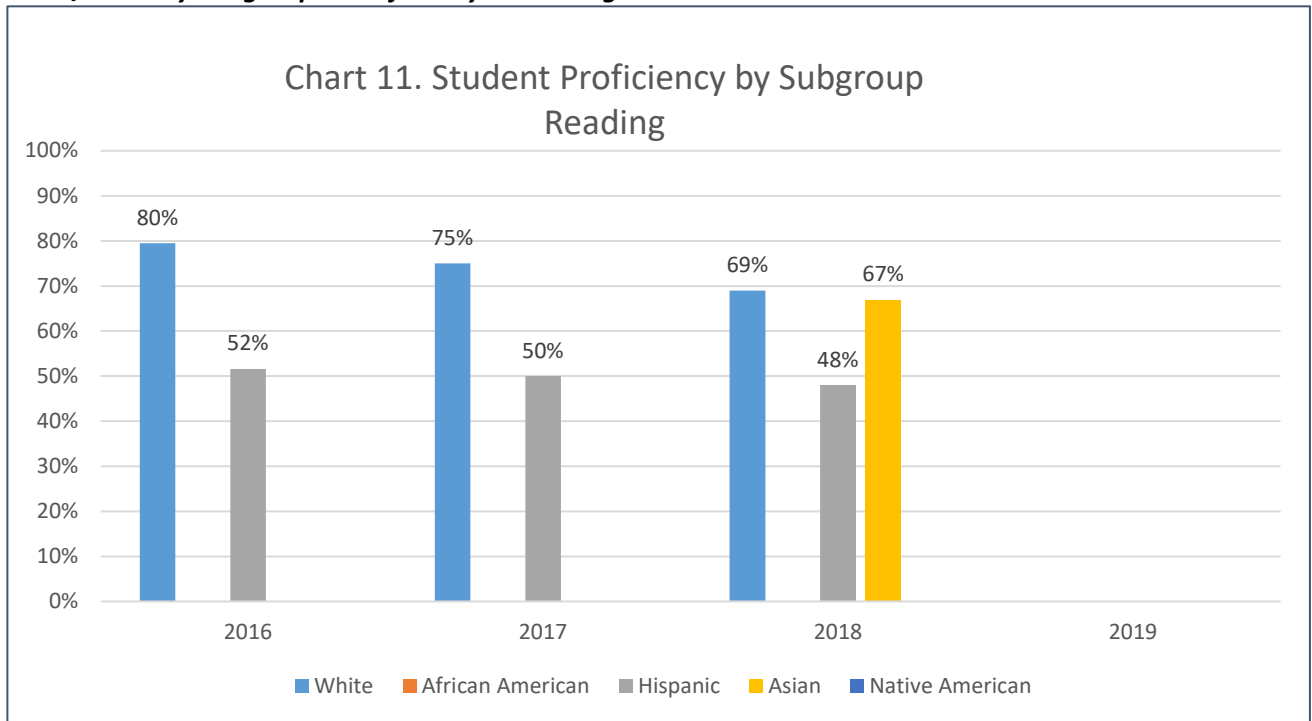
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



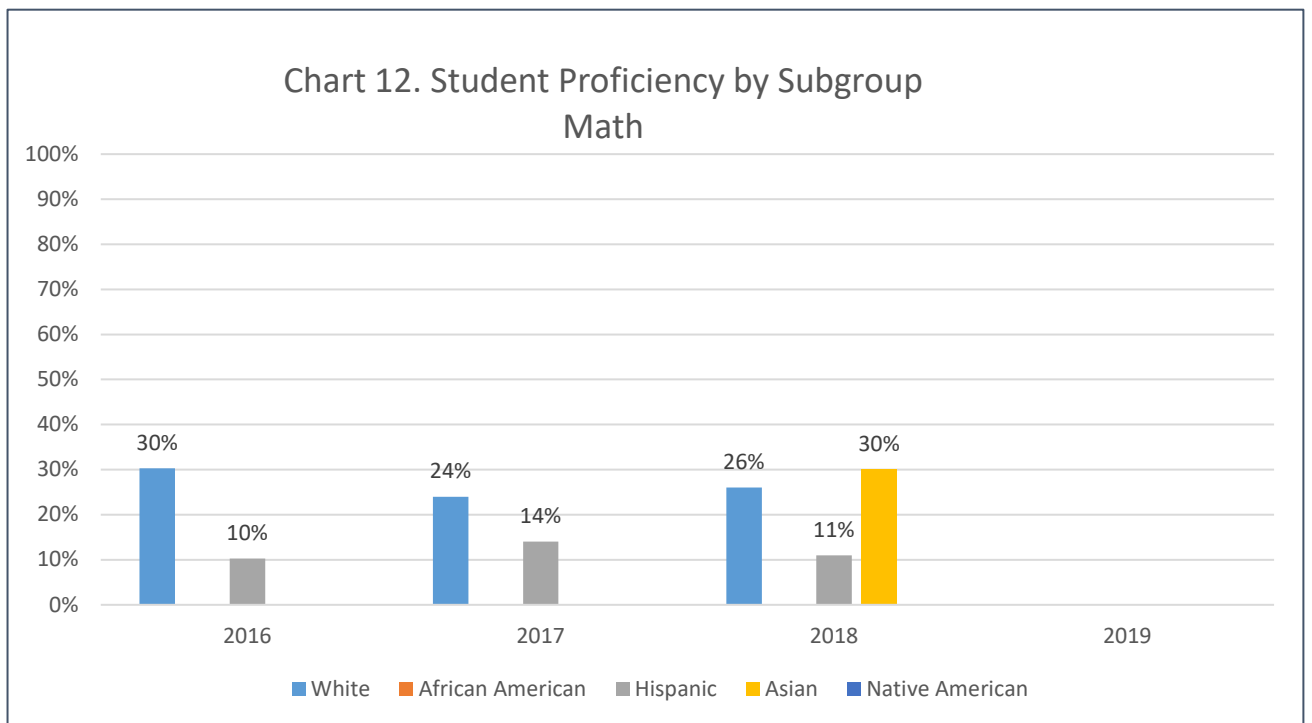
Subgroup – Lowest-Performing Students in Math



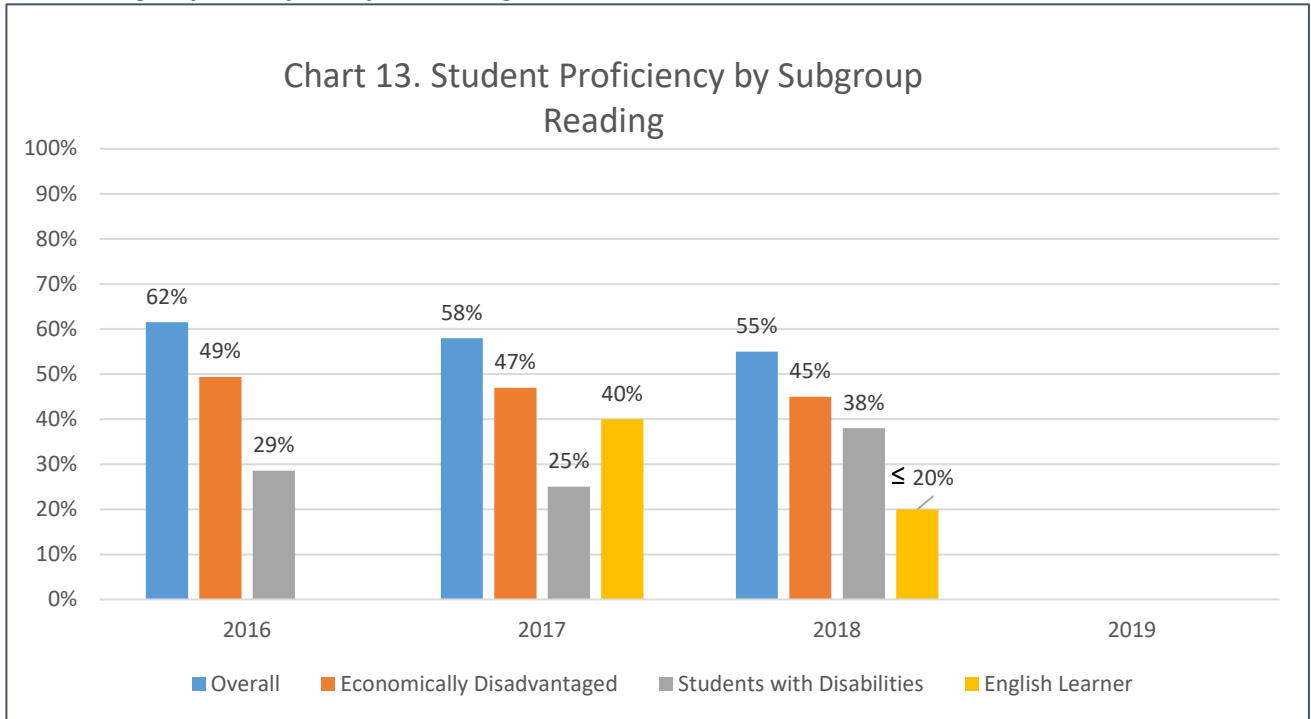
Race/Ethnicity Subgroups - Proficiency in Reading



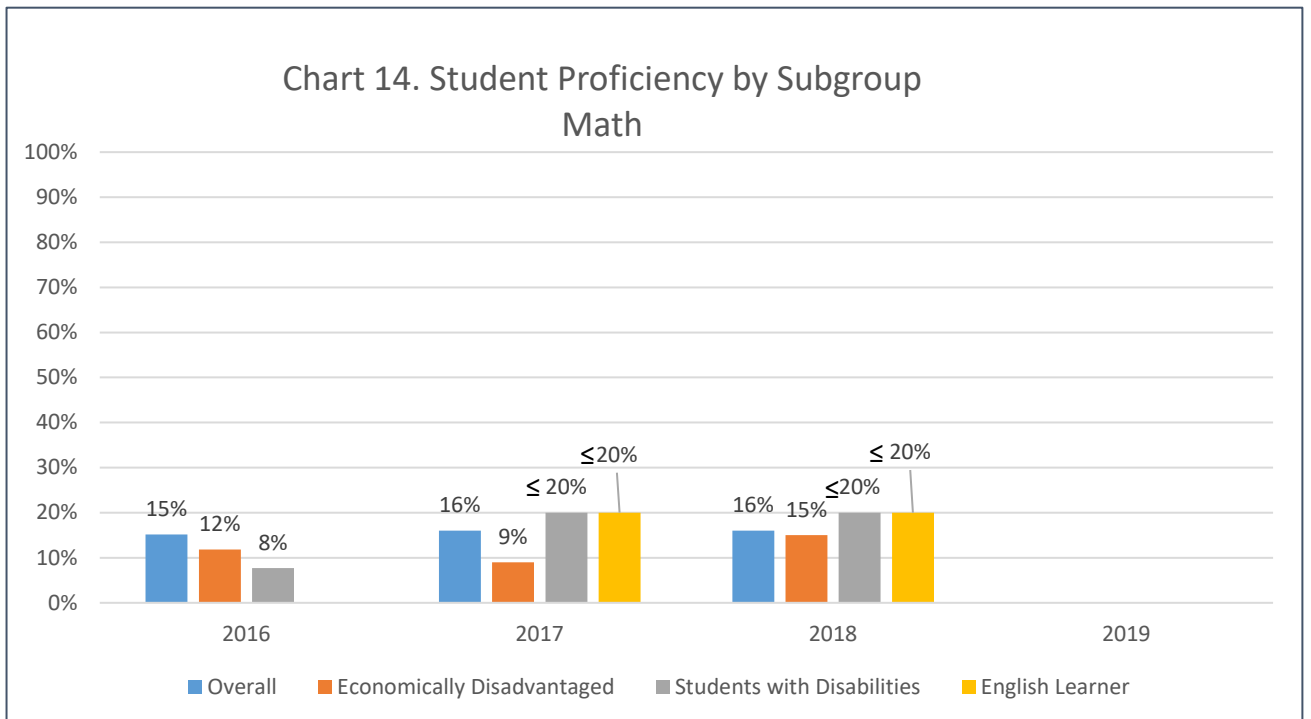
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

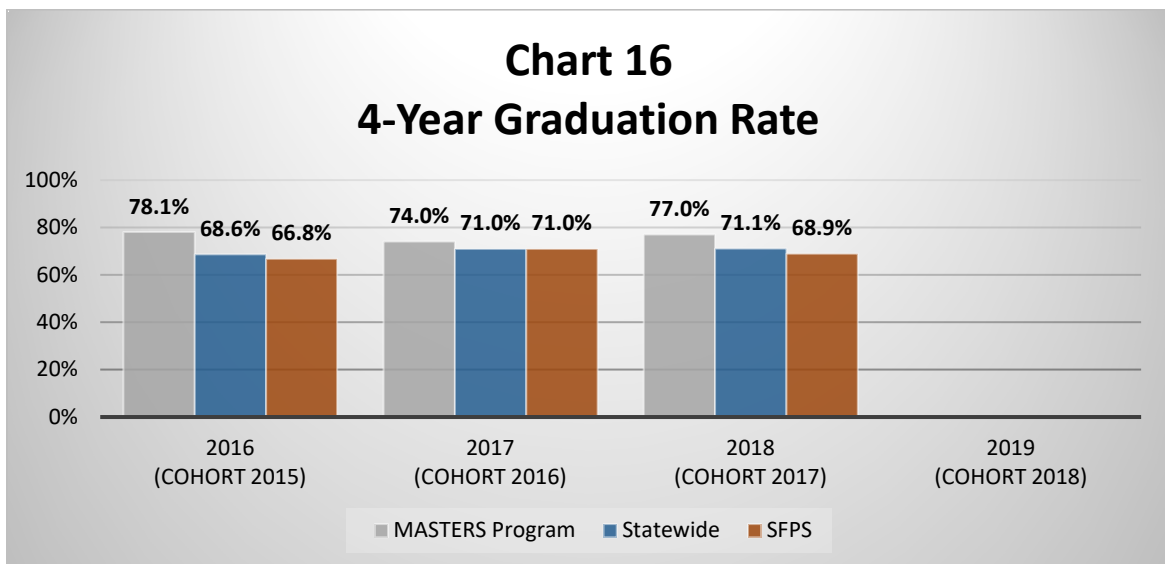


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). 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.



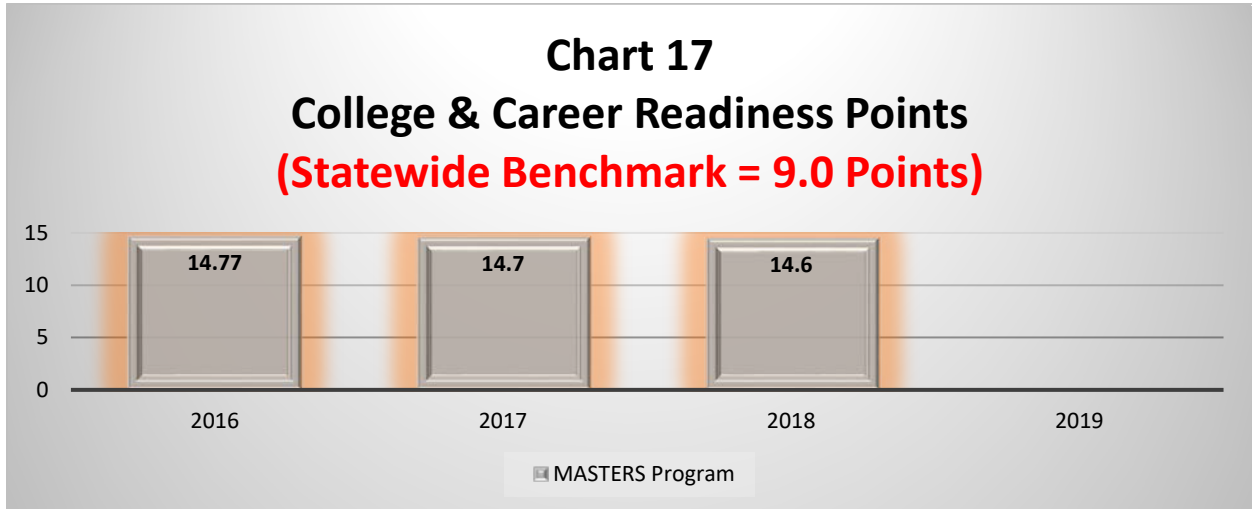
High School Graduation Rates for the 4-year cohort.

Please note that the data reported each year is for the prior year’s cohort of students.



College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark¹. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



¹ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

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. Graduating Seniors. Students graduating at the end of 12th grade who started at TMP in Grade 10 will graduate with an average of 30 college credit hours, with grade of A, B or C, accrued over their time at the school or will show improved skill levels. The school will meet the standard if 70-79% of seniors who started with The MASTERS Program in Grade 10 graduate with 30+ college credits OR have improved Accuplacer scores by two class levels in math, in sentence skills and in reading from 10th grade to 12th grade.
2. 10th grade math. Tenth grade students will demonstrate growth in mathematics skills as measured by The College Board Accuplacer. The school will meet the standard if 70% or more of 10th graders either tested into college level math OR demonstrated growth of a minimum of one class level in Mathematics as measured by the Accuplacer taken at the end of their 10th grade year, as compared to the baseline test taken at registration for grade 10.
3. 10th grade English. Tenth grade students will demonstrate growth in English Language Arts skills as measured by The College Board Accuplacer tests in Sentence Skills and Reading Comprehension. The school will meet the standard if 75% or more of 10th graders either tested into college level English OR demonstrated growth of a minimum of one class level in English as measured by the Accuplacer taken at the end of their 10th grade year.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2	Goal 3
2016	Exceeds	Does not meet	Does not meet
2017	Exceeds	Meets	Meets
2018	Exceeds	Exceeds	Meets
2019	Meets	Meets	Meets

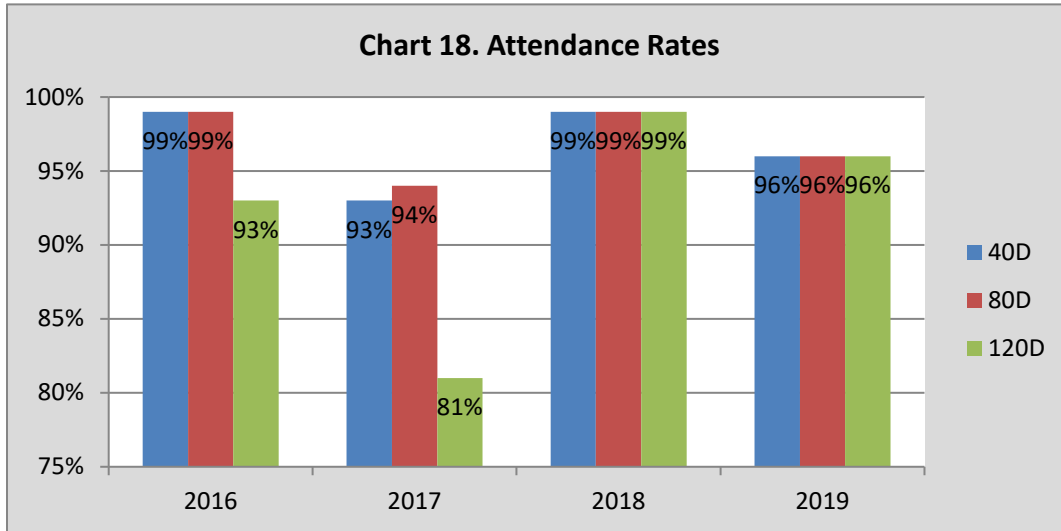
² Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)

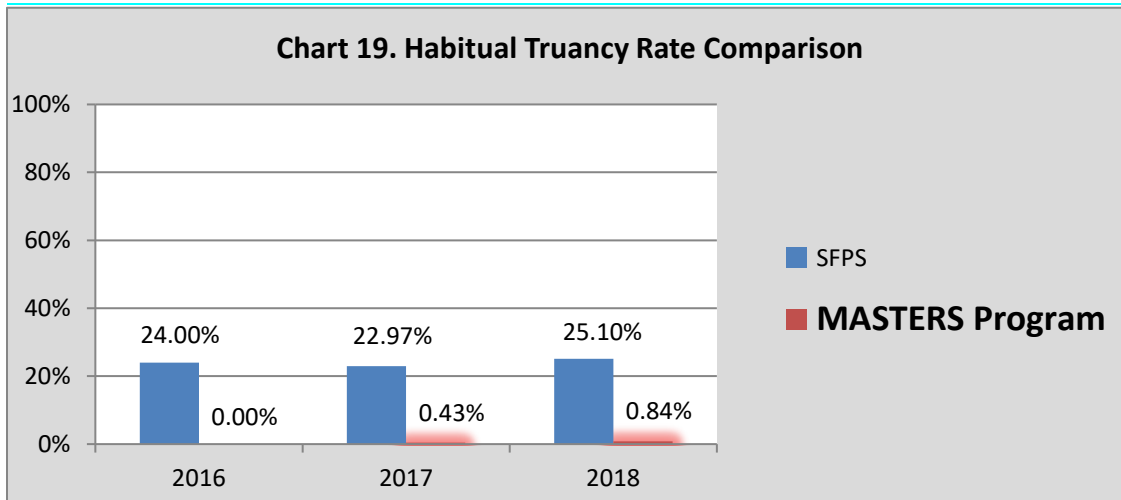
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

Chart 19 reflects the school’s habitual truancy rate compared to the local district.

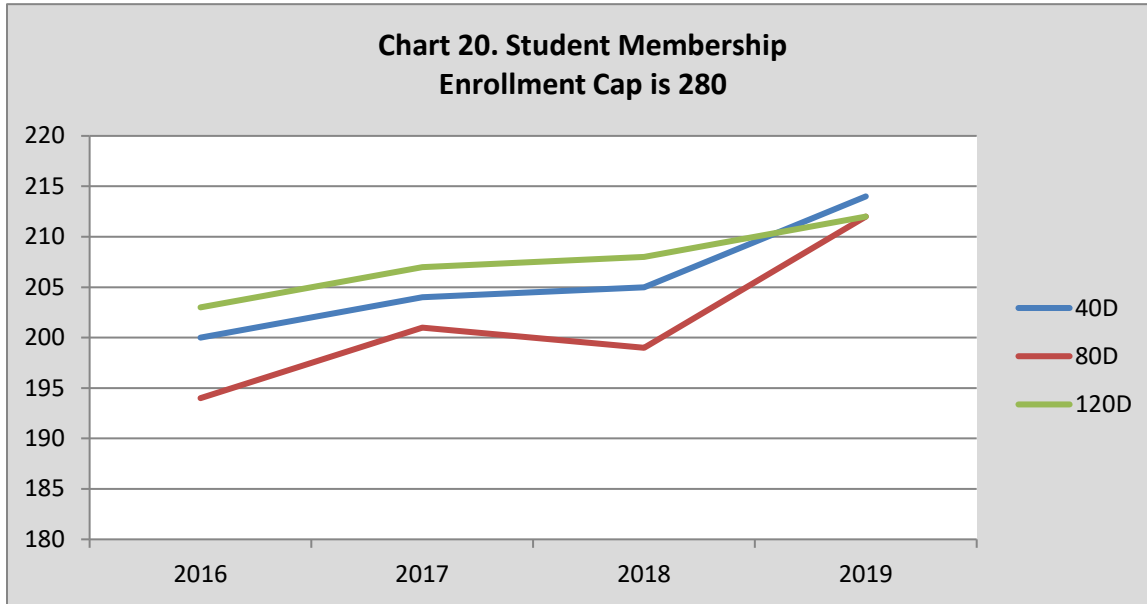
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



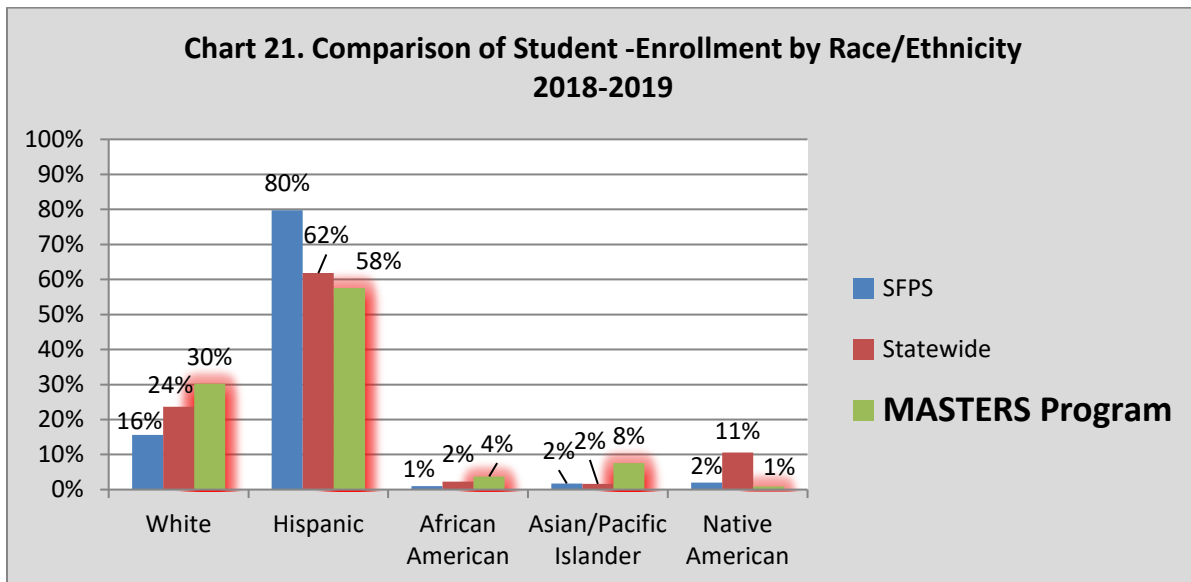
Student Membership (Enrollment)

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

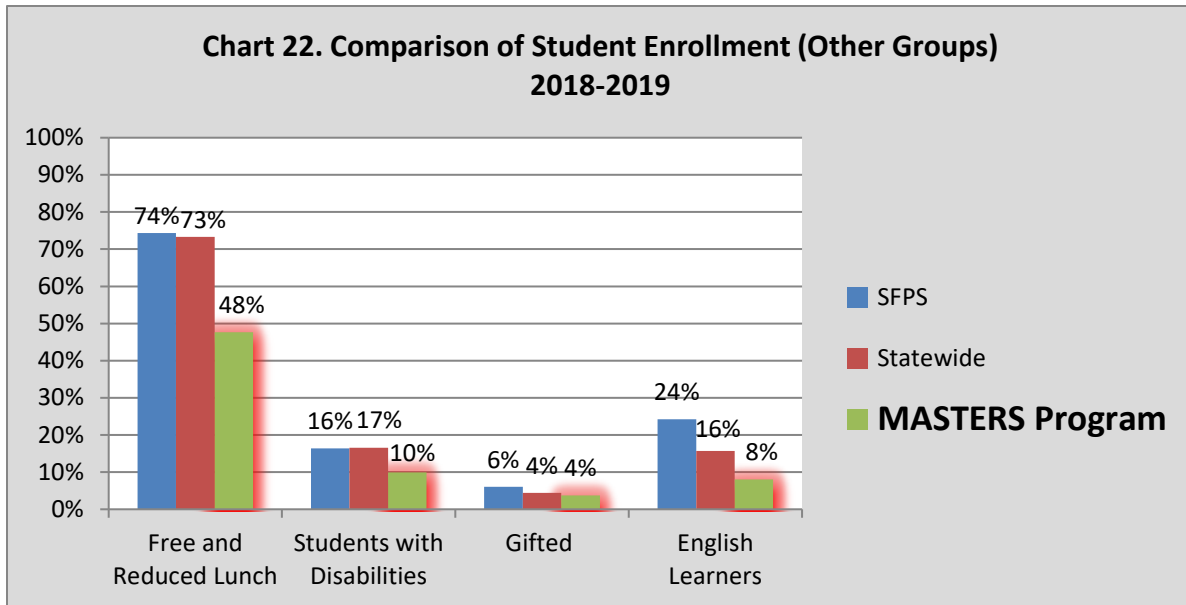


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

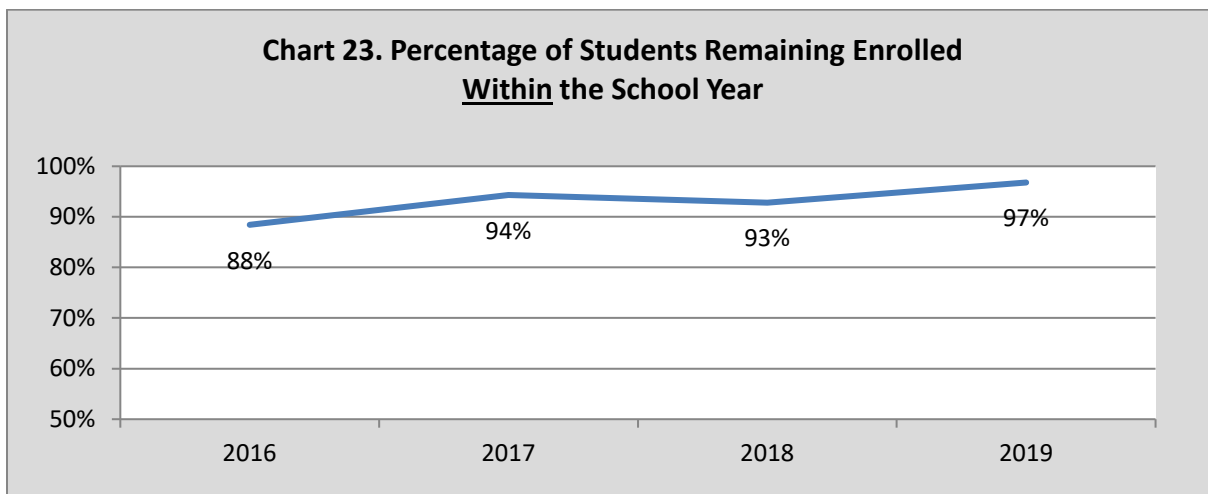


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

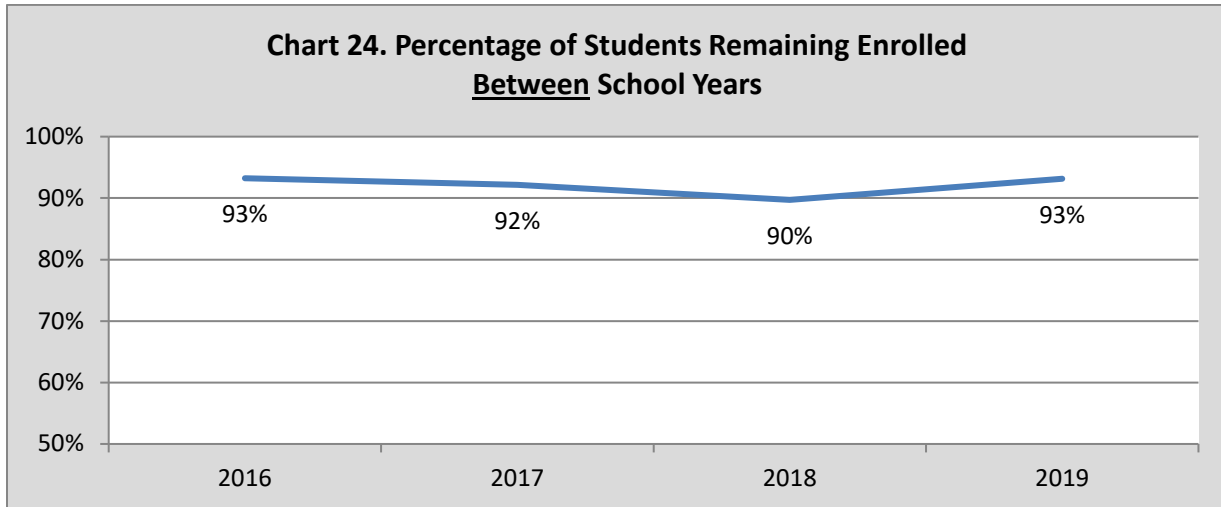
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, 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.

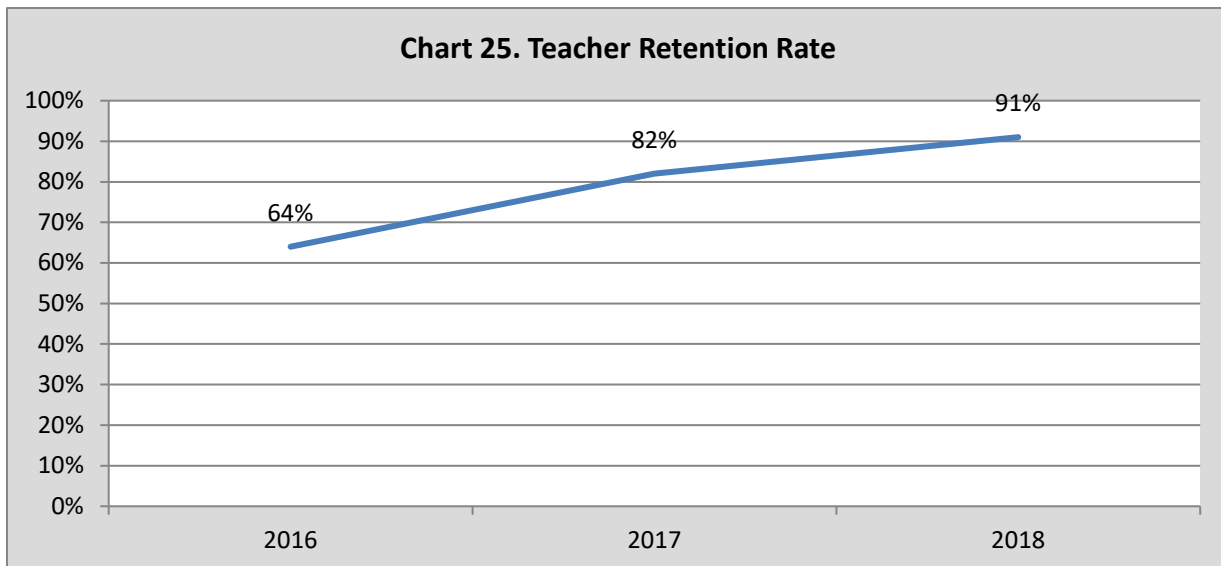


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 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	0	0	0
FY17	3	2	0
FY16	2	0	1

Summary of Most Recent Fiscal Report

In FY18, the school received no findings.

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

As an early college high school, The MASTERS Program offers, between high school and college level courses, a vast array of opportunities for its students. We give students the freedom of college students but stress the need for responsibility when one is given freedom. We stress the value of a supportive, engaged community of teachers and learners who are moving toward higher and higher levels of education. We track attendance, timeliness, quality of work and engagement carefully as indicators of excellence. We create opportunities for community gatherings to discuss issues or to celebrate successes and talents.

The School also emphasizes service to the community and places major emphasis on creating a conscious community of compassionate and engaged students. To these ends, we offer “Friday Projects” that combine student interests with work in the Santa Fe community, including placements such as county trail maintenance, the animal shelter, the Food Depot and Habitat for Humanity. Regular conversations about what community means and about how we treat one another create an awareness that it is possible to have a school where everyone is welcome and feels safe and where kindness and cooperation are the everyday way of being.

Student – Focused Term(s).

Our commitment to our students is that we will offer an early college program that can meet the needs of a very diverse student body. High school courses are designed to build skills and prepare students for college level work, with a philosophy of “challenge with support.” Tutors are available for help, as well as teachers. Students may focus on a career area early and graduate from high school with a Certificate or an AA degree, or they may take a variety of courses in a variety of areas in order to find a possible career track.

We also work with all students to create a supportive community of engaged and compassionate people who value service to others and cooperation rather than competition. We state clearly that this is a school where everyone should feel safe to learn, free of any bullying or anyone making someone feel “less than.”

Teacher – Focused Term(s).

The School provides a work environment based on collaborative, shared decision-making. All staff members participate in staff meeting discussions to evaluate current effectiveness, design possible new initiatives and then evaluate again. Student input is sought as well. Focused, needs-based professional development is decided on by the group as well and then the best facilitators for that training are hired to come in to work with the staff. Recently the School applied for accreditation by AdvancEd, an international accrediting body; the decision to apply was made by the entire staff

and the application was reviewed by all before being sent in. The subsequent campus visit by an external team was very beneficial and the outcome validated our own sense of how we are doing.

Parent – Focused Term(s).

Our commitment to parents and community is to prepare students for college or education beyond high school, and to do so by setting an example of excellence, of supportive collaboration, of learning self-advocacy skills and by working with parents to make sure students are getting what they need. Parent/student/advisor grade conferences are convened three times per year and attendance is above 95%. Friday Projects are a community service delivery mechanism and involve all students in bettering their community.

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.

The MASTERS Program	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	Meets (or Exceeds) 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/PeriodicReports/Expenditures/Reimbursements/AuditReviews/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	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Working to 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	Meets (or Exceeds) Standard	Meets (or Exceeds) 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	Working to Meet 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	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	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet 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	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) 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	Working to Meet Standard
VII-A.02 School Environment: handling information appropriately	Working to Meet 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 eight (8) 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
Ahlum Scarola		7/1/2017	Active	8	8	0
Gary Clendenen		7/1/2017	Active	8	8	0
Jennifer Sanchez			Resigned	8	8	0
John Triolo	President	7/1/2017	Active	8	8	0
Kelly Smith		7/1/2017	Active	8	8	0
Lori Spillman		6/12/2018	Active	8	8	0
Shalimar Krebs		7/1/2018	Active	8	8	0

Figure 7. Current governing council members.

*Training requirements reduced by any approved exemptions.

The board continues to have 8 members as they have designated 2 new members in FY19 Marcos Maez and Robert Gutierrez.

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 capacity from 200 to 280.	Approve	5/11/2018	NA
Amendment request to adding ninth grade.	Approve	5/11/2018	NA

Figure 8. Amendment Requests and actions.