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SECRETARY OF PUBLIC EDUCATION

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GOVERNOR

**Charter Schools Division  
2024-25 Renewal Application Part A  
Revised September 5, 2024**

**School Name:** Albuquerque Bilingual Academy

**School Address:** 7500 La Morada NW Albuquerque, NM 87120

**Head Administrator:** Elena Trodden

**Governing Board Chair:** Brenda Baca

**Business Manager:** Shirley Cieremans

**Authorized Grade Levels:** PK-8 (grant funded Pre-K)

**Authorized Enrollment Cap:** 475

**Facility/building capacity:** 1195

**2023-24 120-Day Enrollment:** 402

**Contract Term:** 2020-2025

**Weighted NMCI Number<sup>1</sup>:** 6.16

**Foundation:** Yes– Early Learning Solutions

**Remote or in-person instruction (or ratio if combination):** in-person

**Food services offered:** Yes

**Transportation service offered:** Yes

**Waivers:** None

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<sup>1</sup> Most current NMCI number available from PSFA is from June 2024.

## **History:**

Albuquerque Bilingual Academy opened under the name of La Promesa Early Learning Center in 2005 with Albuquerque Public Schools as their authorizer. At the end of their first 5-year charter term with APS, they changed authorizers and renewed with the PEC in 2010-11. They have renewed 3 times under the PEC.

## **Mission:**

Albuquerque Bilingual Academy ensures that culturally and linguistically diverse students thrive in an academic; family centered; developmentally seamless continuum of learning; where high expectations, respect, pride and empowerment meet grade level proficiency.

## **Educational Program of School as written in the contract:**

Albuquerque Bilingual Academy (ABA) provides instruction in two languages. This method of delivery in educational research literature is identified as a Dual Language Model where two languages are used. At ABA, instruction is provided 50% of the time in English and 50% in Spanish. Students demonstrate positive cross-cultural attitudes and behaviors.

i. **Bilingual education** is the foundation of the ABA charter. ABA implements the dual language model of bilingual education that allows students to receive three hours of instruction in their home and target languages, resulting in three hours in Spanish as well as three hours of instruction in English. The bilingual education experience is said to “shape the brain for a lifetime.” The ABA BMEP Instructional Plan requires that students receive Spanish content instruction in the following subject areas: social studies, math, Spanish language arts, and; the following English content instruction: science, English language arts, math support, ELD (falls on the Spanish instructional side, but is provided by the TESOL certified instructor at each grade level).

ii. **Blended learning** is employed throughout ABA with various models implemented depending on student readiness. Digital core and supplemental curriculum programs are utilized to personalize a learning path for students.

iii. **Student data binders:** Each homeroom teacher is required to maintain data folders for their students. These data binders contain goal setting worksheets, monthly calendars, and assessment data. Students are required to keep track of their daily attendance through the use of the monthly calendars. Students also keep track of their assessment data from multiple sources such as short cycle assessments, classroom tests and quizzes, and formal writing samples. These data binders are readily available upon request and shared with parents and stakeholders when necessary. At the end of each school year, these data binders are collected and passed onto the next classroom teacher. This is done so that they have a beneficial reference tool they can then use to plan instruction with regards to their incoming class.

iv. **Student data profiles:** ABA teachers maintain student data profile sheets on each student in their homeroom class. These profile sheets provide a brief snapshot of the student's assessment results from different assessments administered throughout the academic year.

v. A Dual Language Model works when teachers have the appropriate training to deliver the content in the target language. Teachers who provide instruction in Spanish are required to have an endorsement in

Bilingual Education. Teachers who provide instruction in English, especially to English language learners must be endorsed in TESOL (Teaching English to Students of Other Languages). **Data-driven differentiated instruction** is built into each teacher-developed unit plan. Small flexible groups are formed and used during daily instruction to meet the individual needs of ABA students.

vi. Each month, according to designated days on the school calendar, **parent connections and workshops** are held after school. Events may include home visits (fall), Open House, Harvest Festival, Science Fair, Literacy Night, Math Night, Winter Program, Cinco De Mayo celebration, Parent-Student Dances, Kindergarten Promotion, and Eighth Grade Promotion. In addition, multiple Parent Teacher Conferences are held throughout the academic year.

**Sources:** school contract and CSD Internal Monitoring

**Amendments approved in last four years:**

PEC Meeting Date	Approved (Y/N)	Amendment Request
5/14/2021	Y	Educational Program: Add Heritage Model to Bilingual Program

**Source:** Amendments and Notifications

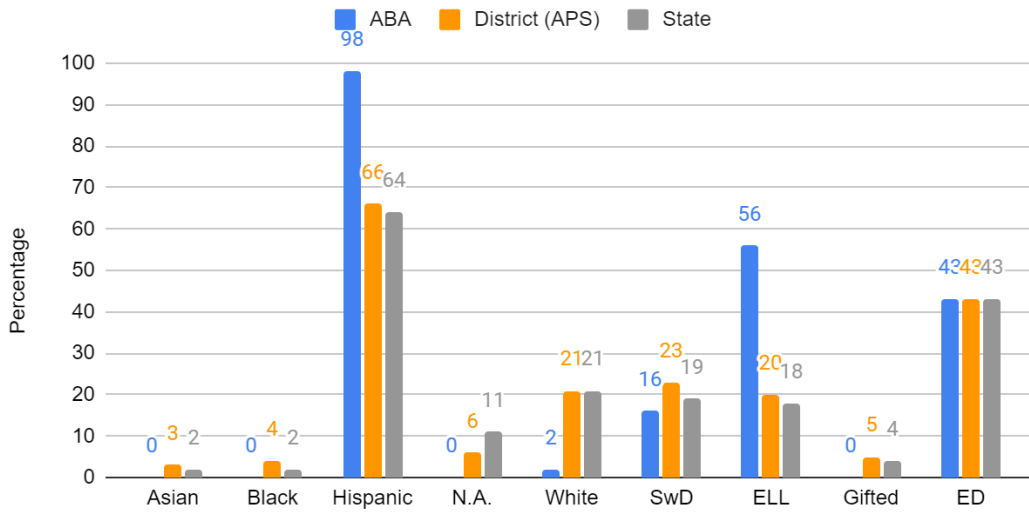
**Head Administrator and Business Manager changes in last four years:**

PEC Meeting Date	Position	Person Appointed
8/25/2023	Interim Head Administrator	David Bryant
2/16/2024	Business Manager	Christopher Moore
4/16/2024	Head Administrator	Elena Trodden

**Source:** Amendments and Notifications

## Demographics

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

**Note:** 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

## Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score
1: State Accountability System: NMVISTAS Overall Score (100 points possible)	34	52	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	<b>Note:</b> #2 Not calculated by PED for 2021-22 or 2022-23	
3: School-specific Goals: if two goals, average of points on each goal (100 points possible)	75*	75	75
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>54.5</b>	<b>63.5</b>	–

**\*Note:** School-specific Goal score on ABA’s 2021-22 Annual Report was incorrectly entered as 67; the school should have earned 75 points for “Meets Standard”, giving an overall average of 54.5. Also, 2023-24 will be added when available. Vistas scores were not available in 2020-21.

**State Accountability System:**

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p><b>Spotlight:</b> Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p><b>Traditional:</b> No other designation</p>	<p><b>TSI (Targeted Support and Improvement):</b> Multi-year low performing subgroup(s)</p>
		<p><b>ATSI (Additional Targeted Support and Improvement):</b> TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p><b>CSI (Comprehensive Support):</b> Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p><b>MRI (More Rigorous Intervention):</b> on CSI for 3 years</p>

**Note about 2022-23 NM Vistas Revision:** on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan (CSP)* that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

**Important:** According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

**Overall NMVistas Standing:**

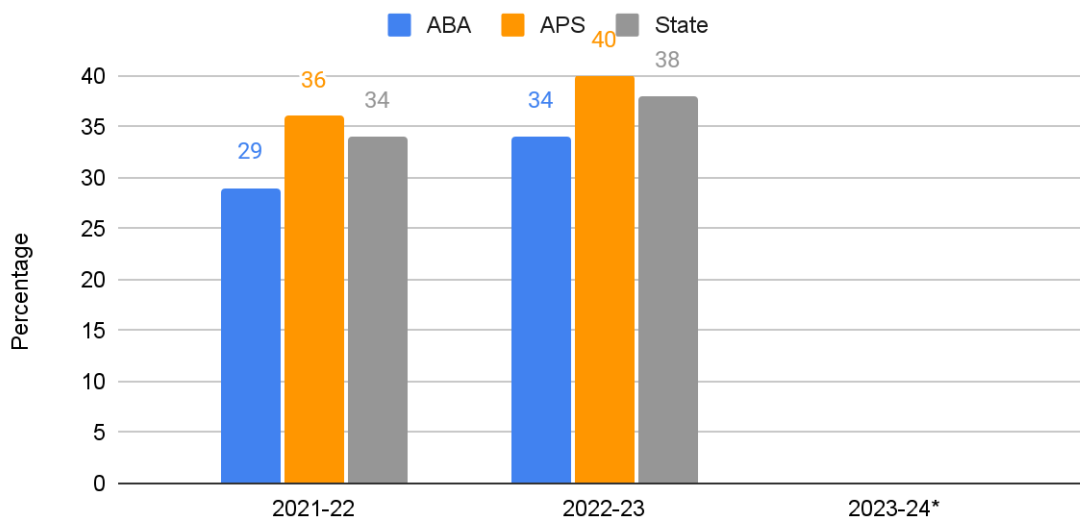
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	<b>34</b>	<b>Traditional</b>
Year 3	2022-23	<b>52</b>	<b>Traditional</b>
Year 4	2023-24	Pending	----

Source: NMVistas.org

**Academic Proficiency:**

**Reading**

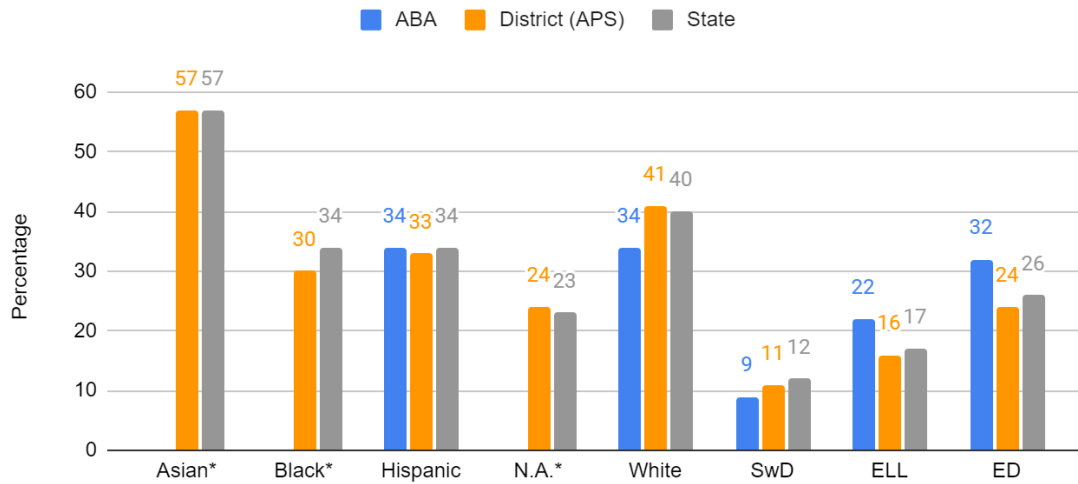
**Percent of Students Proficient in Reading across Charter Term**



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 reading proficiency data is not yet available from Vistas. Report will be updated when data has been released.

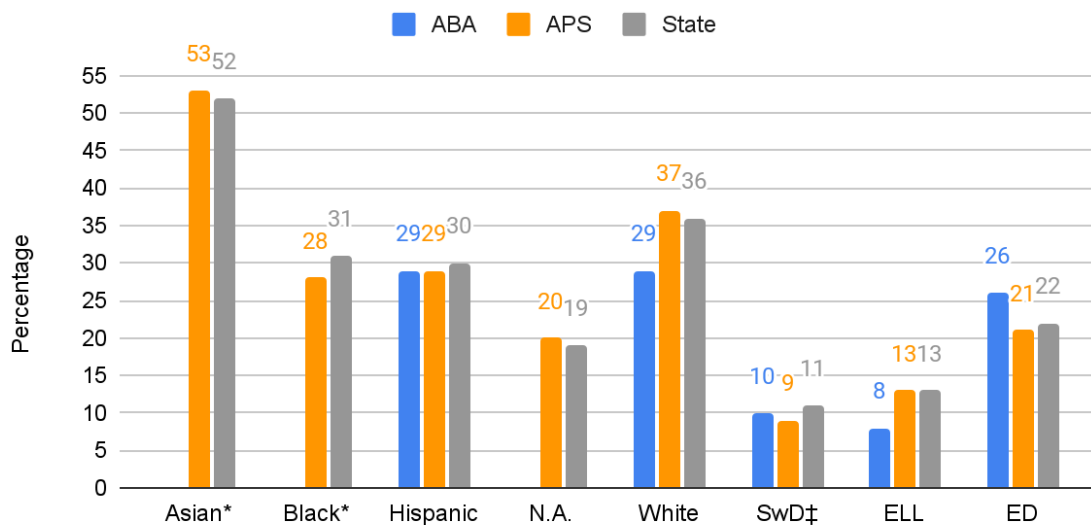
## Percent Proficient in Reading by Subgroup 2022-23



Source: <https://nmvistas.org/>

\*Note: Data are masked due to too few students represented in the subgroup(s).

## Percent Proficient in Reading by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

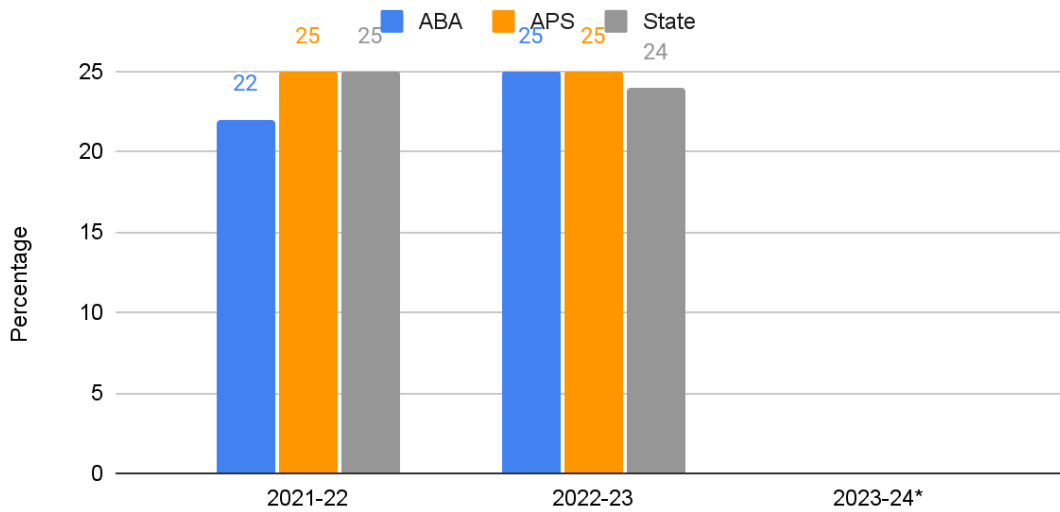
Note. 2021-22 ABA data are missing due to no students in the student subgroup.

\*Note: 2021-22 ABA data are masked due to too few students represented in the subgroup(s).

‡Note: 2021-22 ABA data for SwD are blurred at  $\leq 10\%$ .

## Mathematics

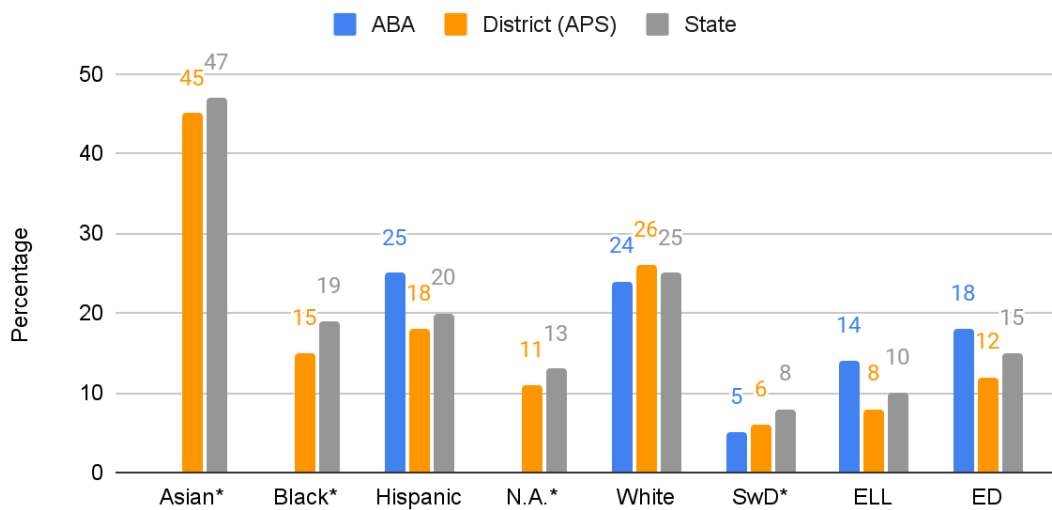
### Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

### Percent Proficient in Math by Subgroup 2022-23

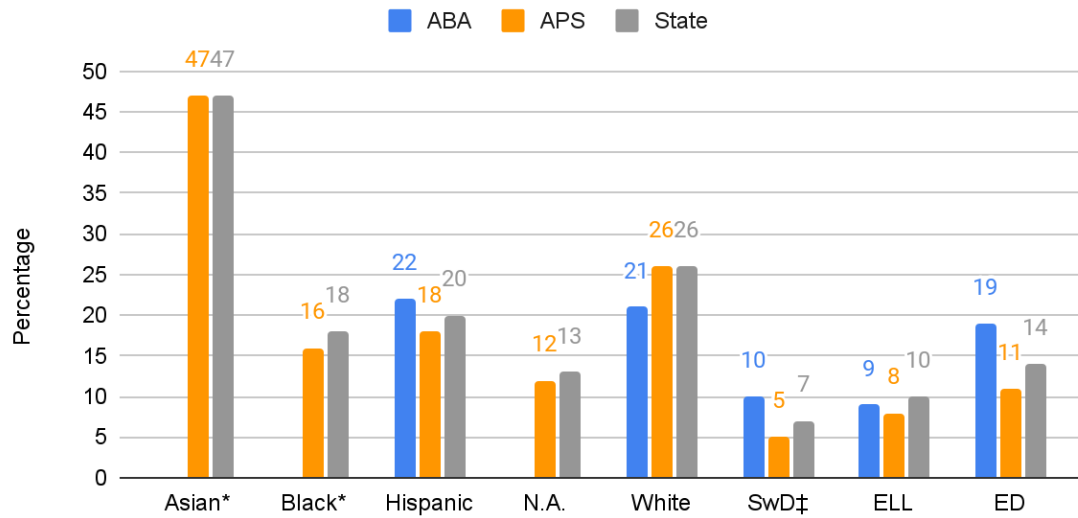


Source: <https://nmvistas.org/>

**\*Note:** data are masked due to too few students represented in the subgroup(s).



## Percent Proficient in Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

**Note.** 2021-22 ABA data are missing due to no students in the student subgroup.

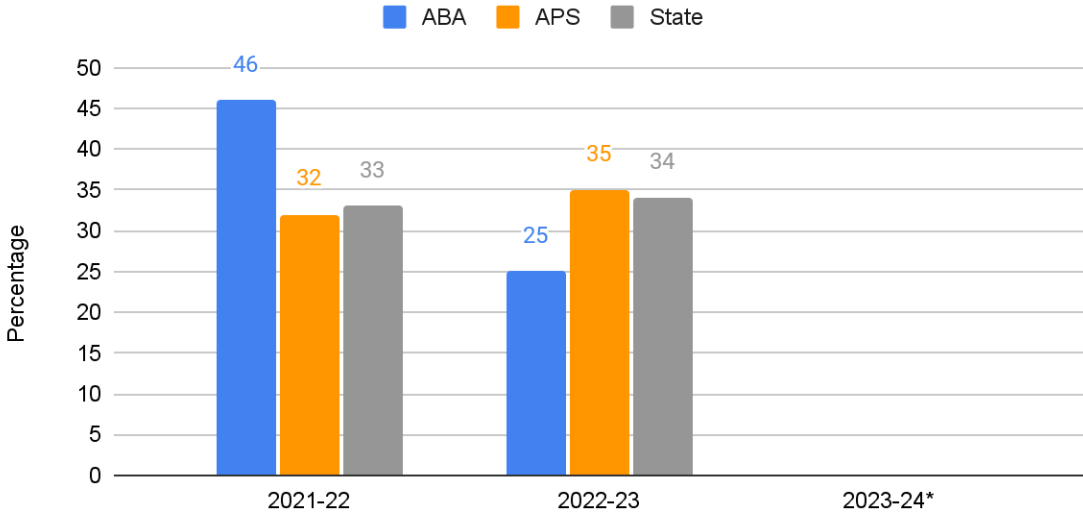
**\*Note:** 2021-22 ABA data are masked due to too few students represented in the subgroup(s).

**‡Note:** 2021-22 ABA data for SwD are blurred at  $\leq 10\%$ .

## Science

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

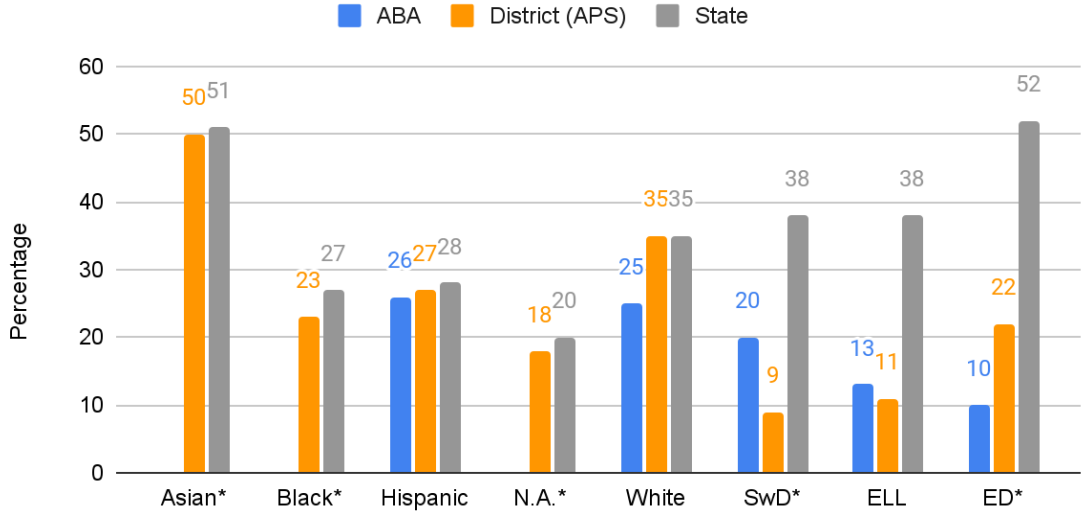
### Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

\*Note: 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.

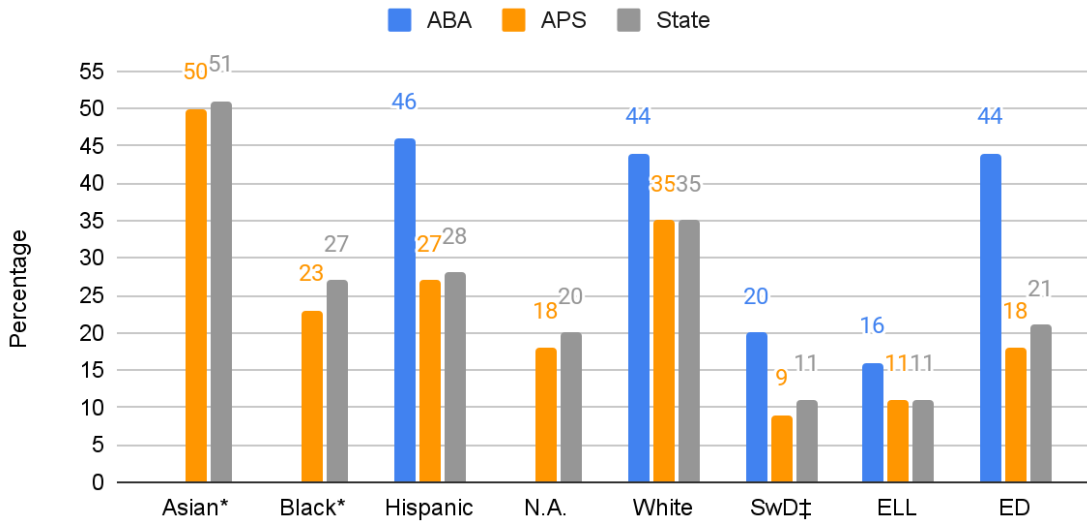
### Percent Proficient in Science by Subgroup 2022-23



Source: <https://nmvistas.org/>

\*Note: data are masked due to too few students represented in the subgroup(s).

## Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

**Note.** 2021-22 ABA data are missing due to no students in the student subgroup.

**\*Note:** 2021-22 ABA data are masked due to too few students represented in the subgroup(s).

**‡Note:** 2021-22 ABA data for SwD are blurred at  $\leq 20\%$ .

### English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

School Year	% English Learning Progress
2021-22	16%
2022-23	18.7%
2023-24	Pending

Source: NMVistas.org (WIDA/ACCESS for ELLs)

**School-Specific or Mission-Specific Goals:**

Year	Goal 1	Overall Mission Goal Rating: Academic Indicator 3
Year 1 2020-21	Not available	
Year 2 2021-22	Meets Standard 75 points*	75
Year 3 2022-23	Meets Standard 75 points	75
Year 4 2023-24	Meets Standard 75 points	75

\*Note: School-specific Goal score on ABA’s 2021-22 Annual Report was incorrectly entered as 67; the school should have earned 75 points for “Meets Standard”.

Source: School reported data

**Mission-Specific Goals**

**Goal 1:** 65% of students in grades 1-8 that were enrolled during the previous and current Avant test administration(s) will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments.

Performance Level	Target	Points
Exceeds Standard	85% or greater of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> <li>Avant 4Se – Grade 1; Speaking and Listening</li> <li>Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening</li> <li>Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening</li> </ul>	100
Meets Standard	65%-84% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> <li>Avant 4Se – Grade 1; Speaking and Listening</li> <li>Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening</li> <li>Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening</li> </ul>	75
Does Not Meet Standard	45%-64% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> <li>Avant 4Se – Grade 1; Speaking and Listening</li> <li>Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening</li> <li>Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening</li> </ul>	25
Falls Far Below Standard	Less than 45% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> <li>Avant 4Se – Grade 1; Speaking and Listening</li> <li>Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening</li> </ul>	0

**Student Attendance/Retention/Recurrent:**

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	90%	95%	92%
2021-22	91%	93%	84%
2022-23	93%	97%	87%
2023-24	pending	–	–

**Student Attendance Source:** STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report (Insert NOVA path for newer data)

**Teacher Retention Rate:**

Year	Retention Rate
2020-21 to 2021-22	84%
2021-22 to 2022-23	77%
2022-23 to 2023-24	pending

**Source:** STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers) (Insert NOVA path for newer data)

**Enrollment Trends as reported in STARS EOY:**

Grades Served	FY21	FY22	FY23	FY24
Grade K	41	37	33	pending
Grade 1	41	37	38	–
Grade 2	34	41	41	–
Grade 3	49	35	43	–
Grade 4	36	46	37	–
Grade 5	49	34	51	–
Grade 6	45	48	43	–
Grade 7	39	43	48	–
Grade 8	39	37	39	–
<b>Total</b>	<b>391</b>	<b>378</b>	<b>393</b>	–

**Source:** STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D) (Insert NOVA path for newer data)

## Financial Compliance

### Staffing measured in Full-Time Equivalents (FTE):

Year	Administrator, Principal	EAs	Related Services Personnel, Healthcare	Non-certified Personnel	Other Personnel	Gen Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY21	2.00	7.00	4.01	6.00	.88	22.00	2.00	43.89
FY22	2.00	6.00	2.89	4.00	2.96	23.00	3.00	43.85
FY23	2.00	6.00	3.65	6.00	3.94	26.00	2.00	48.59
FY24	pending	–	–	–	–	–	–	–

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment (Insert NOVA path for newer data)

### FTE paid for with operational funds:

Year	Gen Ed Teacher 1411	SPED Teacher 1412 Gifted 1422	Gen Ed EA 1711 SPED EA 1712	Guidance Counselor/ Social Worker 1214	Principal 1112 Head Admin 1111	Admin / Support 1113, 1114, 1115	TOTAL Operational 11000
FY21	15.00	2.0	7.0	0	2.5	0	41.75
FY22	12.35	3.85	7.5	0	3.0	0	45.50
FY23	11.12	2.12	4.75	0.05	1.9	0.95	34.42
FY24	11.00	3.0	0	0	2.0	1.0	38.00

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

### Actual Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY21	%	FY22	%	FY23	%	FY24	%
1000	Direct Instruction	2,028,111	62%	1,916,379	61%	2,476,179	65%	pending	
2100	Student Support	176,975	5%	182,573	6%	160,861	4%	–	
2200	Instructional Support	8,751	<1%	6,716	<1%	5,141	<1%	–	
2300	Central Administration	253,280	8%	268,730	9%	333,690	9%	–	
2400	School Administration	214,342	7%	175,189	6%	225,433	6%	–	

2500	Central Services	108,406	3%	147,337	5%	155,336	4%	–	
2600	Maintenance and Operations	451,219	14%	427,124	14%	439,113	12%	–	
2700-5999	All Other Function Codes	7,500	<1%	9,252	<1%	480	<1%	–	
Total Operational Expense Fund 11000		3,248,583	100%	3,133,302	100%	3,796,231	100%	–	
Total Operational Revenue Fund 11000		\$4,114,537		\$4,001,153		\$4,332,455		pending	

Sources: School Budget Bureau; OBMS>Actuals Reports>Actuals Expenditure Rollup Report & Actuals Revenue Rollup Report (Reporting Period– Fourth Quarter (Apr-Jun))

**Operational Cash Balance:**

Year	Cash Amount	% Increase (Decrease)	Cash Balance Target	Days Cash on Hand
FY21	395,659.00	845%	8.62%	31.46
FY22	1,223,432.00	209%	22.92%	83.65
FY23	1,902,384.00	55%	29.27	106.85
FY24	2,642,080.00	39%	35.55%	129.76

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

**Audit Findings:** Audit reports are not completed until a fiscal year ends, so that schools receive the FY2020 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2020-21) are based on the audit report for FY2020 (SY 2019-20).

**School:**

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	2	0	0	0	No
FY21	1	0	0	1	No
FY22	1	0	0	0	No
FY23	2	0	0	1	No

**Foundation:**

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	0	0	0	0	No

FY21	0	0	0	0	No
FY22	0	0	0	0	No
FY23	1	0	0	0	No

Source: NMPED [FY20](#), [FY21](#), [FY22](#) and [FY23](#) Audit Reports, Clifton Larson and Associates

## Governing Body Performance

**Board Membership and Officers:** Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY21	Brena Baca	Melissa Trujeque	Julian Munoz	5	N/A
FY22	Julian Munoz	Jose Garcia	Brend Baca	5	N/A
FY23	Julian Munoz	Jose Garcia	Brenda Baca	6	Yes
FY24	Jose Garcia	Tiffany Bazan	Brenda Baca	6	Yes

Source: CSD Internal Monitoring

**Governing Board Training:** Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

Board Members	FY21	FY22	FY23	FY24
Julian Munoz	8	8	14	
Jose Garcia	8	0	1	10
Doris Cole	8	10	8	
Melissa Trujeque	7	9		
Brenda Baca	9	8	9	17.5
Tiffany Bazan			18	10
Eric Saavedra			9R	
Cynthia Guido				10
Shawn Kristoff				14
Chris Mott				14

Source: CSD Internal Monitoring

\*Note: R=Resigned. Red font indicates that the member did not complete all required training hours.



## Performance Framework Ratings

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2020-21	Meets Standard
Year 2	2021-22	Meets Standard
Year 3	2022-23	Meets Standard
Year 4	2023-24	pending

Source: CSD Internal Monitoring

### Screenshot of Multi-year Performance Framework Ratings

Albuquerque Bilingual Academy	2020-21	2021-22	2022-23	2023-24
<b>Organizational and Financial Performance Ratings</b>				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	Meets Standard	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Does Not Meet Standard	Meets Standard	Working to Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Working to Meet Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard	Working to Meet Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard	Working to Meet Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard	Meets Standard	Pending
4c Staff Credentialing	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard	Working to Meet Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard	Meets Standard
5b Transportation	Assurances	Meets Standard	Meets Standard	Meets Standard
5c Health and Safety	Assurances	Meets Standard	Meets Standard	Working to Meet Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard	Meets Standard

### Explanation of 2023-24 Indicator Ratings:

- 1.b. Participation data will be provided in Fall 2024.
- 2.b. [FY23 Audit](#) one significant deficiency finding.

2.d. 71% Community Schools Implementation Grant (27127), 56% PreK Initiative (27149) 43%, Family Income Index (27407), 69% State funded Out of School Time Program, (27416), 100% Bilingual Multicultural (27575) reverting grant funds not expended.

2.e. Personnel change notification for business manager was submitted late.

3.c. One late personnel change notification was submitted.

4.b. Rating is pending until certified 120D attendance data is available from Nova.

4.d. A complaint was filed against the school within NMPED.

5.c. School received a non-compliance letter from Safe & Healthy Schools as their Safe Schools Plan was not revised. School has not reached out to Safe & healthy schools on how to get in compliance; their deadline is August 31, 2024.

**Explanation of 2022-23 Indicator Ratings:**

3.a. One board member did not complete all required governing board training and one member only needed one hour to complete the required training.

**Explanation of 2021-22 Indicator Ratings:**

2.b. Significant deficiency audit finding in FY21.

3.a. Three or more members did not complete all required training hours, or a total of 4 hours or more missing for all members combined. Some but not all audit committee members attended exit interview.

4.b. The school's attendance rate as reported in the STARS 2021-22 EOY report was 91%. The target rate is 95%.

**Explanation of 2020-21 Indicator Ratings:**

Explanations for indicator ratings are unavailable.

**Source:** CSD Internal Monitoring

**Conditions or Corrective Action Plans (CAPs): none**

**2022-23 Annual Report rating/notice from PEC:** Satisfactory Performance overall; unsatisfactory rating related to negative growth in ELA for specific subgroups.

**Source:** CSD Internal Monitoring