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SECRETARY OF PUBLIC EDUCATION

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GOVERNOR

Charter Schools Division  
2024-25 Renewal Application Part A  
Revised August 28, 2024

**School Name:** ACES Technical Charter School

**School Address:** 4501 Montgomery Blvd NE Albuquerque, NM 87109

**Head Administrator:** Dr. Jeron Campbell

**Governing Board Chair:** Warren Wilhelm

**Business Manager:** Ashley Wolfel<sup>1</sup>

**Authorized Grade Levels:** K-12

**Grade Levels Served:** K-9 (Grade Level Change- approved 6/2021)

**Authorized Enrollment Cap:** 875

**Facility/building capacity:** 653

**2023-24 120-Day Enrollment:** 146

**Contract Term:** 2020-2025

**Weighted NMCI Number<sup>2</sup>:** 26.16

**Foundation:** Yes

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

**Food services offered:** Yes

**Transportation service offered:** Yes

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<sup>1</sup> School indicated that a new Business Manager, Seth Mendor, started in May of 2023; however, change notification paperwork has not been submitted to CSD.

<sup>2</sup> Most current NMCI number available from PSFA is from June 2024.

**Waivers:** None

**Source:** CSD Internal Monitoring

**History:**

ACES Technical Charter School opened in 2020 with the PEC as their authorizer. This will be their first renewal application with the PEC.

**Mission:**

ACES Technical Charter School will provide students with a challenging and exciting education and graduate students exceptionally prepared for any college and career of their choice.

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

Vision Statement: Every student a responsible, contributing citizen in a diverse and constantly evolving world.

Mission Statement: ACES Technical Charter School will provide students with a challenging and exciting education and graduate students exceptionally prepared for any college and career of their choice.

**Student Outcomes:**

ACES Technical Charter School (ACES Tech) has the goal of being a school that will produce science, engineering, and healthcare leaders for tomorrow. New Mexico is a state that has a rich technological past, present, and future. ACES Tech will help produce a pipeline of college and career ready scholars by offering a challenging exciting Science, technology, Engineering, and Math (STEM) focused educational experience to students in Albuquerque.

**Achieving our Goals with Inputs: Core Beliefs**

ACES Tech will accomplish our vision and mission through the disciplined and determined implementation of research-based strategies and by maintaining focus on our core beliefs. Our students will receive excellent and relevant instruction from our highly qualified and motivated team of teachers. We will provide a safe and inspirational educational environment where the entire community will be welcomed and engaged.

Core Belief 1- Every Child has Gifts

Core Belief 2- High Expectations for ALL Students

Core Belief 3- Data Must Drive Decisions and Instruction

Core Belief 4- Healthy People and Relationships are Keys to Success

Core Belief 5- Every Scholar Needs a Skill

i. ACES Tech will obtain and analyze a variety of data which will inform our decisions for operating the school and providing resources to our students. Data regarding enrollment and demographics, academic achievement levels, attendance, and disciplinary concerns are all collected per state compliance requirements. Data literacy training and professional learning community (PLC) effectiveness will be a focus of professional development so that all staff members are comfortable with and capable of contributing to the data driven culture of the school.

- ii. ACES Tech will strive to be an educational environment where staff, students, and community feel welcome, safe, and inspired each and every day. We will place a concerted effort on providing services and supports to all students and their families, such as health and wellness activities and programs, excellent nutrition options, and social emotional growth and support initiatives.
  
- iii. ACES Tech will recruit a Professional Advisory Committee made up of community professionals who have agreed to support the school and its students. The Advisory Committee will assist in creating real world projects aligned to the curriculum, provide mentoring to students with interests in various professional areas, and propose and implement out of school experiences for students.
  
- iv. Students will also have opportunities to develop their creativity and teamwork skills via hands-on project-based learning in our STEM makerspace, as evidenced via lesson plans, projects, and presentations in the STEM Exploration class.
  
- v. Mandatory Tutoring during Tech Time: Academic supports will be a constant part of our everyday schedule, and we will begin providing those supports starting at the beginning of the first semester. The model that we have decided to use involves scheduling a special time period in the middle of each school day that we call Tech Time. During this time, any student who is struggling in their coursework will receive tutoring from teachers and/or community partners and volunteers.
  
- vi. Students will have opportunities to participate in programs such as music, fine and visual arts, and athletics.

**Amendments approved in last four years:**

PEC Meeting Date	Approved (Y/N)	Amendment Request
6/11/2021	Y	Grade Level Change

Source: Amendments and Notifications

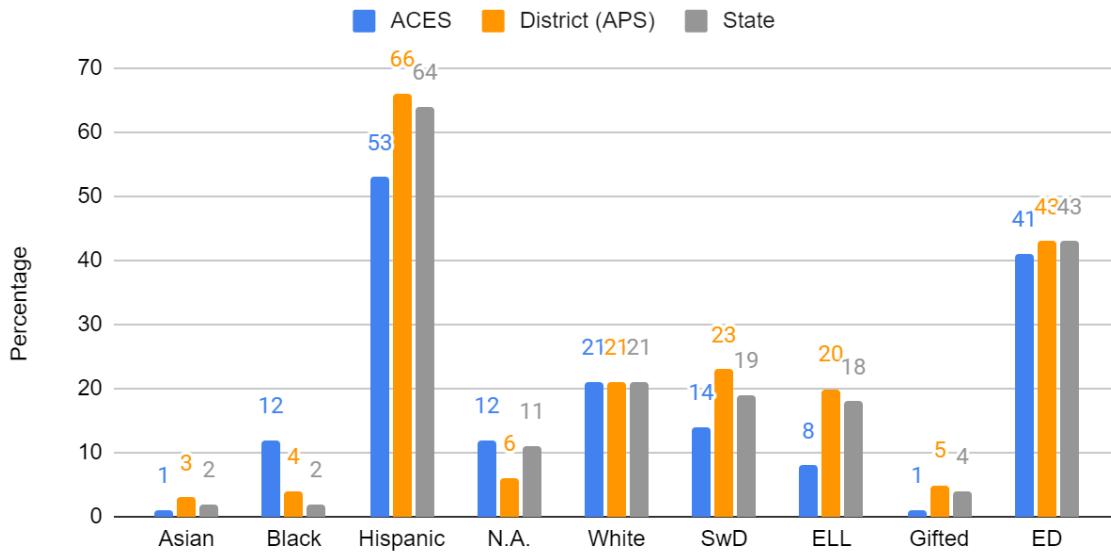
**Head Administrator and Business Manager changes in last four years:**

PEC Meeting Date	Position	Person Appointed
9/16/2022	Business Manager	Nathaniel Rios

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)	53	46.4	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*	100	100
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>64</b>	<b>73.2</b>	–

**Note:** The annual report from 2021-22 indicates a score of 71 for School-specific Goals, which should have been 75. Also, Vistas scores were not available in 2020-21, and 2023-24 will be added when available.

## 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:

<b>Spotlight:</b> Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI	<b>Traditional:</b> No other designation	<b>TSI (Targeted Support and Improvement):</b> Multi-year low performing subgroup(s)
		<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.
		<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%
		<b>MRI (More Rigorous Intervention):</b> on CSI for 3 years

**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:**

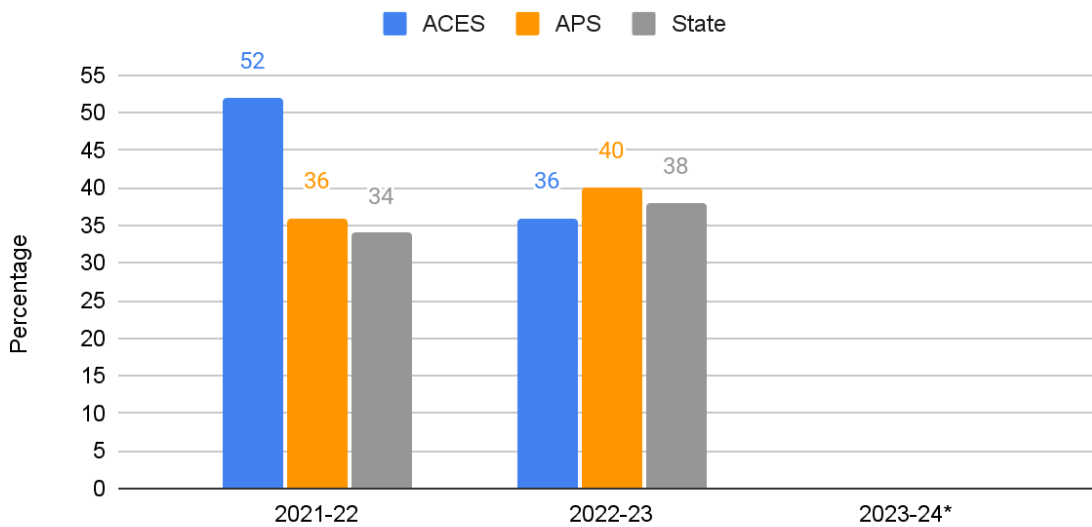
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	53	Traditional
Year 3	2022-23	46.4	Traditional
Year 4	2023-24	Pending	----

Source: NMVistas.org

**Academic Proficiency:**

**Reading**

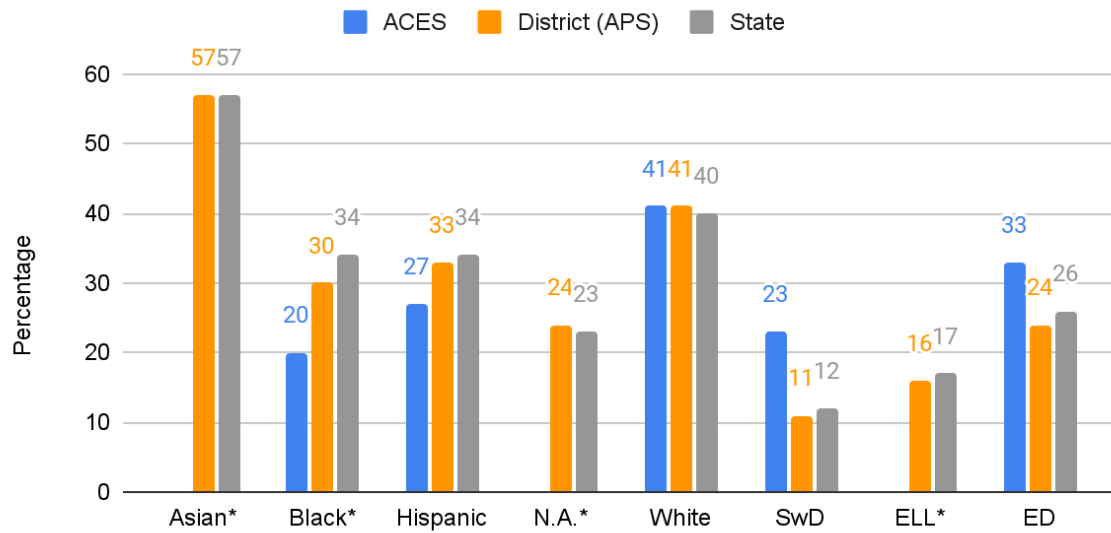
Percent of Students Proficient in Reading across Charter Term



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.

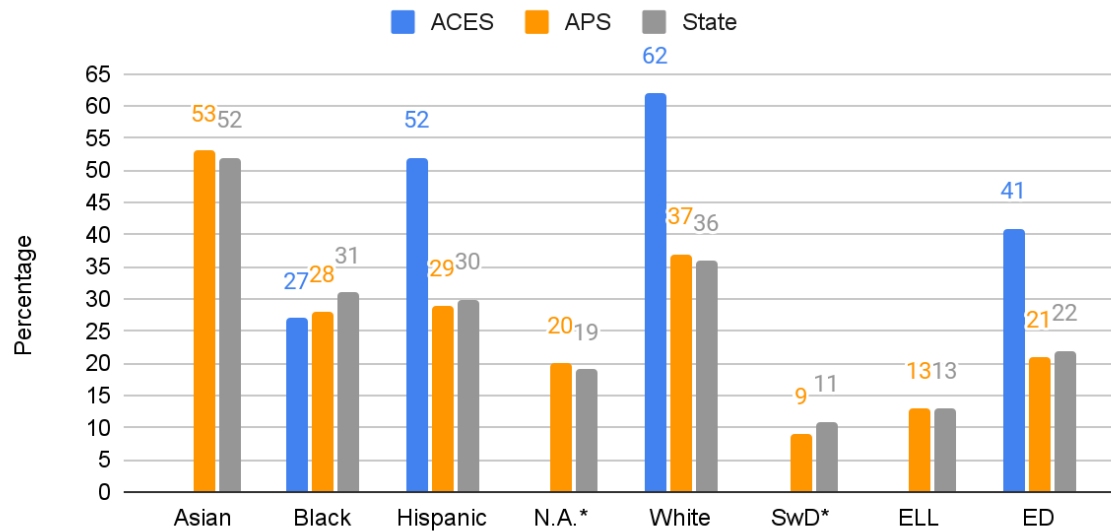
## Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

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

## Percent Proficient in Reading by Subgroup 2021-22



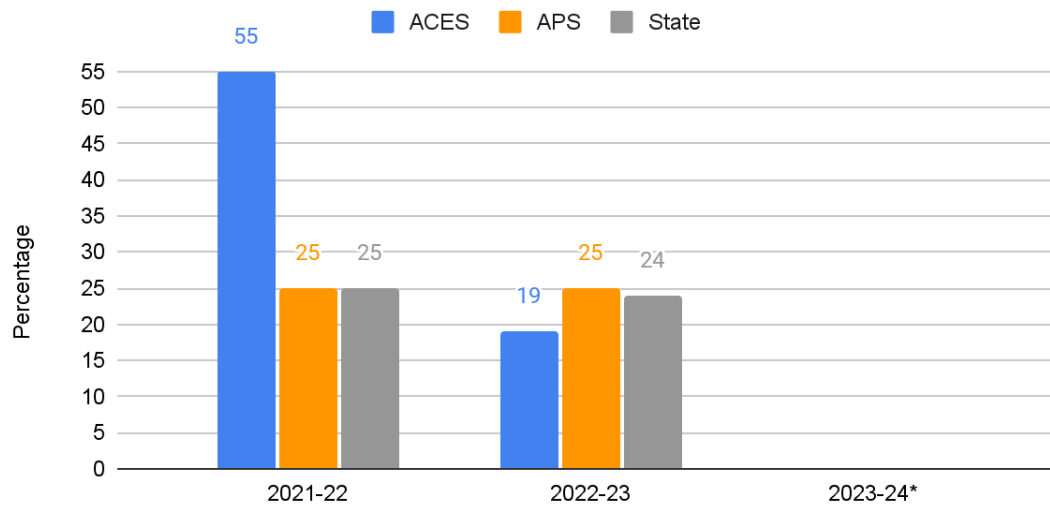
Source: Assessment, Research, Evaluation, and Accountability Division

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

**Note.** 2021-22 ACES data are missing for Asian and ELL due to no students in the student subgroups.

## Mathematics

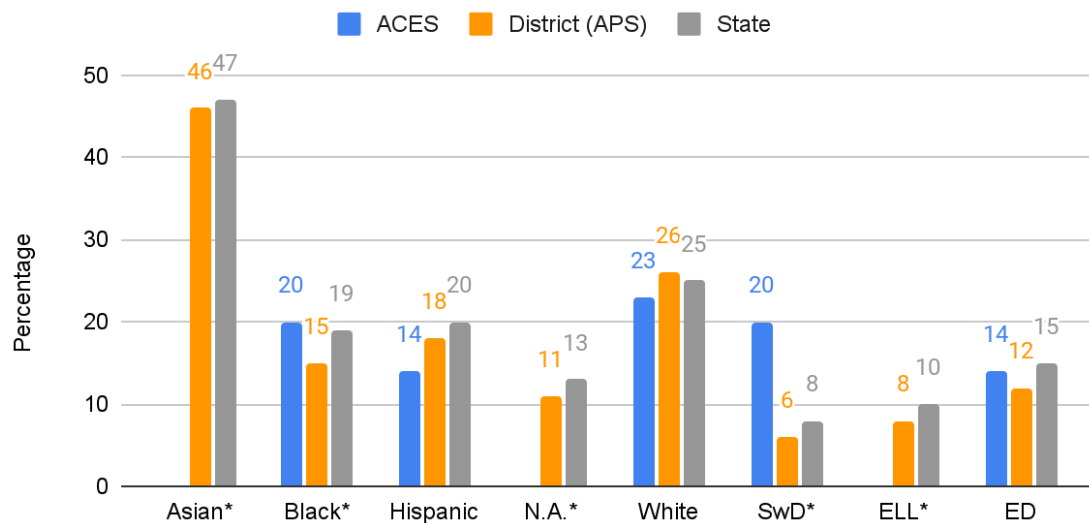
### Percent of Students Proficient in Math across Charter Term



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

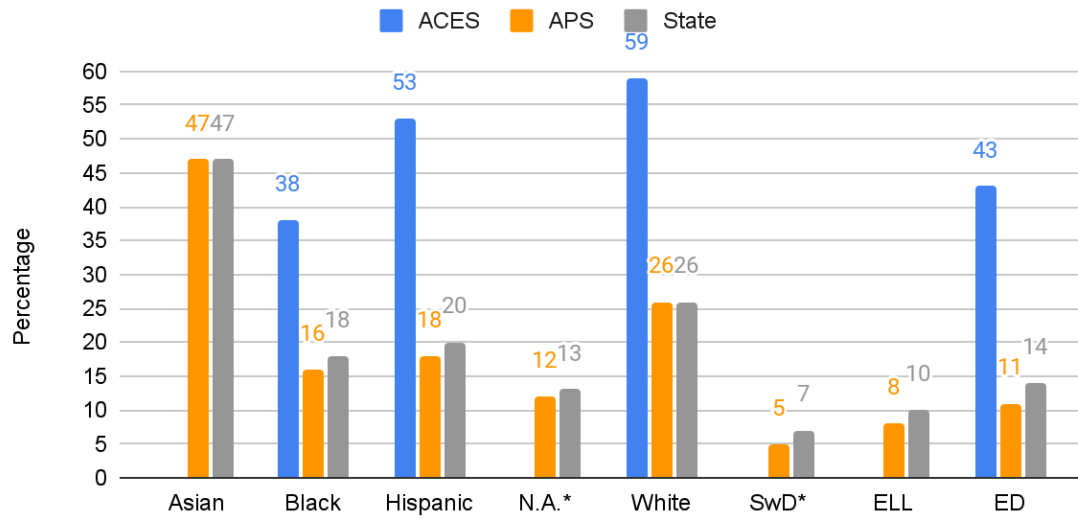


Source: NMVistas.org

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



## Percent Proficient in Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

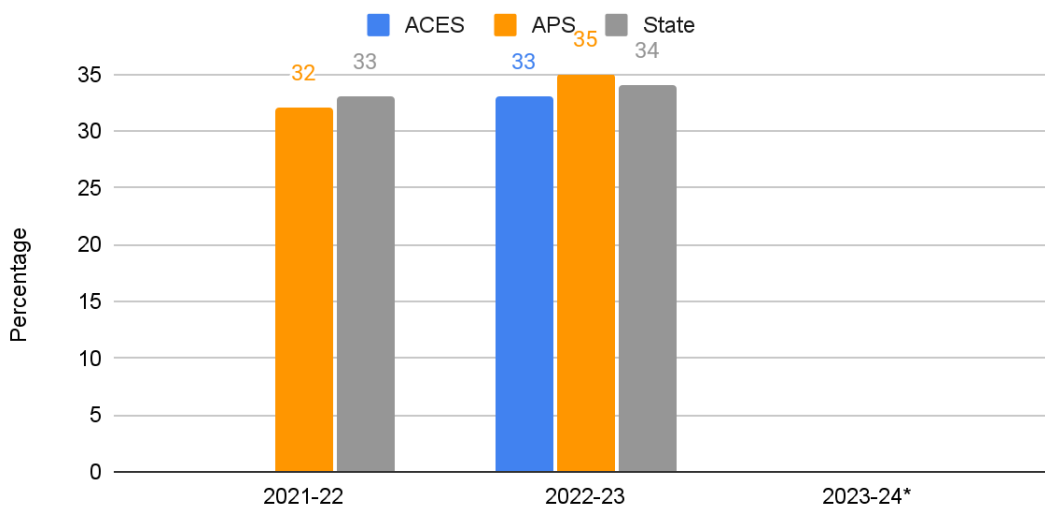
**Note.** 2021-22 ACES data are missing for Asian and ELL due to no students in the student subgroups.

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

## 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

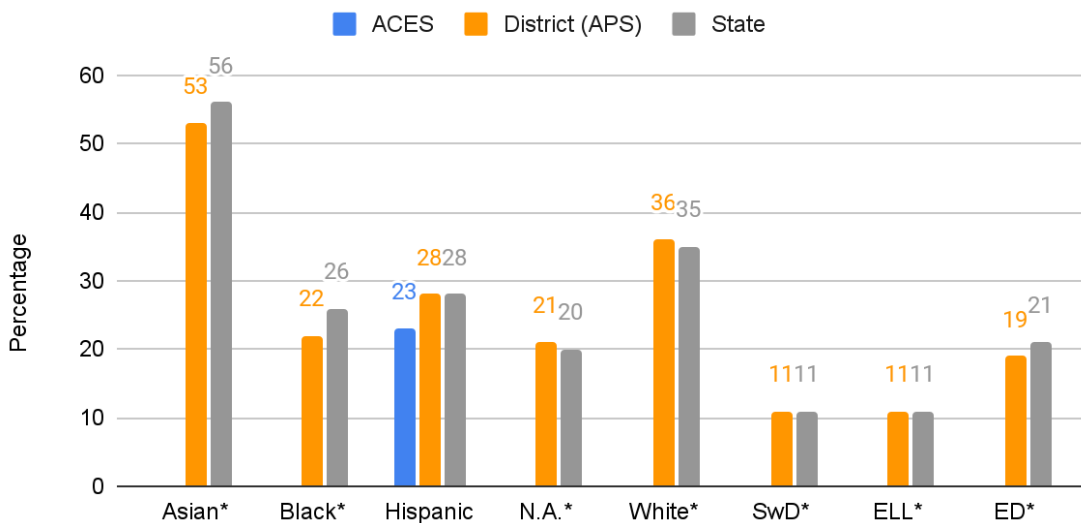


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**Note 1.** 2021-22 ACES science proficiency data are missing due to no students represented.

**Note 2:** 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.

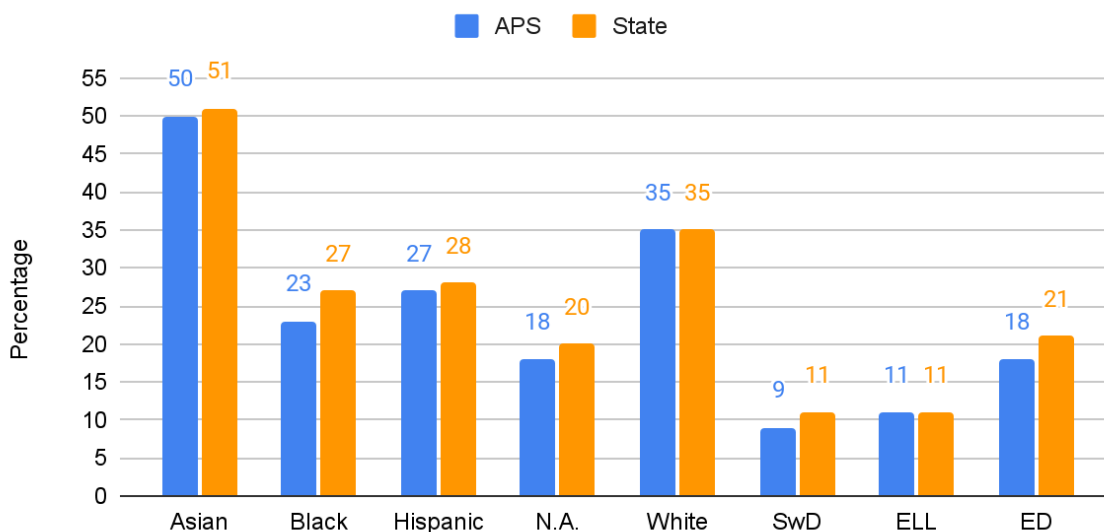
### Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

\*Note: groups are masked due to population size.

### Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

**Note:** There are no 2021-22 science data for ACES due to no students represented in the assessment.

### 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	No data available (new school in 2020-21)
2022-23	30%
2023-24	Pending

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

### School-Specific or Mission-Specific Goals:

Year	Goal 1	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available	
Year 2 2021-22	<b>Meets Standard</b> <b>75 points</b>	<b>75</b>
Year 3 2022-23	<b>Exceeds Standard</b> <b>100 points</b>	<b>100</b>
Year 4 2023-24	<b>Exceeds Standard</b> <b>100 points</b>	<b>100</b>

Source: School reported data

### Mission-Specific Goals

**Goal 1:** 70% of students, enrolled on the 40th and 120th day, will pass the STEM course with a C or better, which includes successful completion of a STEM project demonstration. Students in grades 6 and 7 will take a mandatory course called STEM Explorations. Students in grades 8-10 will be offered project-based STEM electives.

Performance Level	Target	Points
Exceeds Standard	85% or more of students, enrolled on the 40th and 120th day, will pass the STEM course with a C or better, which includes successful completion of a STEM project demonstration. Students in grades 6 and 7 will take a mandatory course called STEM Explorations. Students in grades 8-10 will be offered project-based STEM electives.	100
Meets Standard	70-84% of students, enrolled on the 40th and 120th day, will pass the STEM course with a C or better, which includes successful completion of a STEM project demonstration. Students in grades 6 and 7 will take a mandatory course called STEM Explorations. Students in grades 8-10 will be offered project-based STEM electives.	75

Does Not Meet Standard	50-69% of students, enrolled on the 40th and 120th day, will pass the STEM course with a C or better, which includes successful completion of a STEM project demonstration. Students in grades 6 and 7 will take a mandatory course called STEM Explorations. Students in grades 8-10 will be offered project-based STEM electives.	25
Falls Far Below Standard	Less than 50% of students, enrolled on the 40th and 120th day, will pass the STEM course with a C or better, which includes successful completion of a STEM project demonstration. Students in grades 6 and 7 will take a mandatory course called STEM Explorations. Students in grades 8-10 will be offered project-based STEM electives.	0

**Student Attendance/Retention/Recurrent:**

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	97%	not available	not available
2021-22	86%	92%	66%
2022-23	89%	89%	44%
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	50%
2021-22 to 2022-23	33%
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	Added grades K-5 in FY23		18	pending
Grade 1			18	–
Grade 2			14	–
Grade 3			14	–
Grade 4			0	–
Grade 5			3	–
Grade 6	*	30	33	–

Grade 7	*	35	37	–
Grade 8	*	0	22	–
Grade 9	*	0	0	–
<b>Total</b>	*	<b>65</b>	<b>159</b>	–

\*Note: enrollment data by grade level not available in STARS for FY21.

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	Reg Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY21	1.00	0	3.00	0	0	6.00	1.00	11.00
FY22	1.00	1.00	3.00	0	0	5.75	.25	11.00
FY23	1.00	3.00	4.00	1.00	0	13.00	1.00	23.00
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	6.4	1.0	0	0	1.0	0	9.4
FY22	10.0	1.0	0	0	1.0	0	13.0
FY23	11.0	1.0	2.0	0	1.0	0	17.0
FY24	19.0	1.0	5.5	0	1.0	0	29.0

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	%
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1000	Direct Instruction	226,279	47%	462,613	50%	1,422,565	68%	pending	
2100	Student Support	151	<1%	6,498	<1%	39,157	2%	–	
2200	Instructional Support	0	0%	0	0%	9,698	<1%	–	
2300	Central Administration	148,136	30%	169,351	18%	195,276	9%	–	
2400	School Administration	3,456	<1%	8,015	<1%	81,920	4%	–	
2500	Central Services	15,922	3%	82,045	9%	125,162	6%	–	
2600	Maintenance and Operations	84,213	17%	130,814	14%	213,766	11%	–	
2700-5999	All Other Function Codes	137	<1%	67,814	7%	2,360	<1%	–	
Total Operational Expense Fund 11000		478,294	100%	927,150	100%	2,089,903	100%	–	
Total Operational Revenue Fund 11000		\$496,557		\$951,635		\$2,171,401		pending	

**Sources:** School Budget Bureau (SBB); 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	*	*	*	*
FY22	18,192.00	*	*	*
FY23	42,678.00	135%	*	*
FY24	124,174.00	190%	0.34%	1.23

\*Note: figures are not available in OBMS. SBB is investigating the issue and the table will be updated once data is available.

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	0	0	0	0	No
FY21	1	0	0	0	No

FY22	2	0	0	0	No
FY23	2	0	0	0	No

**Foundation:** no findings during the contract term

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	Finnie Coleman	Stephanie Mclver	Cassandra Simms	5	N/A
FY22	Stephanie Mclver			5	No
FY23	Warren Wilhelm	Ruth Boldes	Ruth Boldes	7	6 timely; 2 not timely
FY24	Warren Wilhelm	Ruth Boldes	Ruth Boldes	7	2 timely; 1 not timely

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
Leon Howard	8	OR		
Cassandra Simms	9			
Finnie Coleman	8			
Stephanie Mclver	8	OR		
Adam Williams	OR			
Theresa Carson (aka Anne Young)		10	8	10
Alex Horton		0	OR	
Warren Wilhelm		8	10	8
Ruth Boldes			10	12
Jeff Blair			14	12
Judy Labovitz			10	11

Vic Berniklau			10	11
Jonathon Johnson				12

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

ACES Technical Charter School	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	Working to Meet Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Working to Meet Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Working to Meet Standard	Meets Standard	Working to Meet Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A	N/A
2a Financial Reporting and Compliance	N/A	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	N/A	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	N/A	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	N/A	Meets Standard	Meets Standard	Working to Meet Standard
2e Staffing for Fiscal Management	N/A	Working to Meet Standard	Meets Standard	Meets Standard
2f Internal Controls	N/A	Meets Standard	Meets Standard	Meets 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	Does Not Meet Standard	Does Not Meet 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	Working to Meet Standard	Pending
4c Staff Credentialing	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard	Meets 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	N/A	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

**Note:** An updated table will be added, including 2023-24 ratings, when available.

### Explanation of 2023-24 Indicator Ratings:

- 1.b. Participation data will be provided in Fall 2024.
- 1.d. Language and Culture Division (LCD) reviewed files during site visit and the school did not follow correct EL identification process and/or provide adequate ELD instruction, per LCD’s Technical Assistance and Focused Monitoring Review (TAFM) letter.
- 2.d. 24% of Out of School Time grant (27416) not expended.
- 3.c. CSD did not receive Business Manager Change notification.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.
- 5.c. SSP submitted late and provisionally approved.

### Explanation of 2022-23 Indicator Ratings:

- 3.a. One member did not complete all required training hours.
- 3.c. Three governing board notifications submitted late.
- 4.b. EOY: Attendance rate is 92%; target is 95%.

### Explanation of 2021-22 Indicator Ratings:

- 1.b. ELA participation 94%. Target is 95% for all assessments. The school was very close to meeting the standard on this indicator.

- 1.c. School has had a number of issues with SPED; complaints being investigated.
- 1.d. Five students appeared on the STARS EL Error Report, but the enrollment report showed no ELs enrolled; school was not checking STARS for EL status.
- 2.e. One audit committee member seat was not filled.
- 3.a. Three or more members have not completed all hours, or a total of 4 hours or more missing for all members combined. Some but not all audit committee members attended exit interview.
- 3.c. Six governing board changes submitted late; delay in data verification of ELTP discrepancy.
- 4.b. Attendance 88%. Target is 95%.

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

Explanations for indicator ratings are not included for 2020-2021.

**Source:** CSD Internal Monitoring

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

**2022-23 Annual Report rating/notice from PEC:** Satisfactory performance overall. Unsatisfactory ratings in two areas: negative academic growth in ELA and Math, and untimely governing board notifications (3.c. on the Performance Framework).

**Source:** CSD Internal Monitoring