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Charter Schools Division
2024-25 Renewal Application Part A
August 27, 2024

School Name: The ASK Academy

School Address: 4550 Sundt Road NE Rio Rancho, NM 87124

Head Administrator: Edward Garcia

Governing Board Chair: Dr. Jeanne Forrester

Business Manager: Patrick Kelly

Authorized Grade Levels: 6-12

Grade Levels Served: 6-12

Authorized Enrollment Cap: 850

Facility/building capacity: 620

2023-24 120-Day Enrollment: 569

Contract Term: 2020-2025

Weighted NMCI Number[1]: 6.40

Foundation: The Ask Academy Education Foundation

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

Food services offered: No

Transportation service offered: No

Waivers: none

Source: CSD Internal Monitoring

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[1] Most current NMCI number available from PSFA is from June 2024.

History:

The ASK Academy opened in 2010 with the Public Education Commission as their authorizer. This is their third renewal application with the PEC.

Mission:

The ASK Academy will emphasize science, technology, engineering, and mathematics (STEM) curricula to create a learning culture through: project-based learning experiences, 21st century technology, research programs, relationship building, and a partnership program engaging scholars in the learning process. The ASK Academy will provide multiple opportunities for scholars to demonstrate attitudes, skills and knowledge of the core standards through independent learning experiences.

Educational Program of School as written in the contract:

The ASK Academy pursues one of the two focused Pathways - Biomedical Sciences or Engineering & Design. ASK offers a project-based, hands-on approach to the Common Core State Standards (CCSS) with activities within and beyond the classrooms keeping students highly engaged in their learning. Assessment data are used to identify skill deficits and differentiate instruction. Technology-based testing for classroom, as well as state standardized testing, is a familiar format for ASK scholars.

ASK Academy is committed to providing its scholars learning opportunities that will prepare them for successful entry into post-secondary education, higher education, and/or careers in the engineering or biomedical fields.

i.   The ASK Academy requires more credits to graduate, four more than the state graduation requirement of 24. Within the 28 credits, scholars are required to take at least one full credit of Advanced Placement, Dual Credit, or Distance Learning courses. ASK Scholars are highly encouraged to experience all three prior to graduation.

ii. Scholars at ASK Academy are highly engaged in their "hands-on project learning" approach to curricular content as evidenced by scholar demonstrations, teacher lesson plans, photographs, and newsletters.

iii. ALL classes, and even each lesson, have standards for performance listed "up-front" so scholars always know expectations for achievement, which we believe increases their level of engagement. This can be observed in curriculum maps, course syllabi, daily agendas, and calendar posted on website.

iv. Curricular activities may include, but are not limited to: ASK Robotics Club (which has both curricular and co-curricular components), Research in Action, Career Pathways, and SLATE (Scholar Led Academic Tales of Excellence) Conferences. Evidence may include activity calendars and attendance records.

v.   The Friday program supports scholar success and builds connections to the Academy. Relationships are built between Project Managers and scholars. Scholars attend voluntarily to obtain help from their project managers or work with other scholars on projects. This unique intervention is part of the project managers' contracted time that provides a system

of support for scholar success.It further provides the time for scholars to develop appropriate relationships with their project managers increasing the likelihood of achieving the ASK Academy mission.

vi. The Career Pathways/Fundamental Connections class helps scholars explore the questions "Who am I?", "What do I want?", and "How do I get there?" In this class, scholars think about their future every day. Scholars create and use an electronic portfolio throughout their four years. The curriculum teaches scholars how to develop a plan for the future, track their plan, and adjust their plan as they grow and mature. It also provides a platform for scholars in the same grade to share common experiences and knowledge. Every year scholars are required to present their academic success and progress in their SLATE (Scholar Led Academic Tales of Excellence) Conferences.

vii. One ½ day a week is reserved for Project Managers' professional learning. The school has formalized their professional development efforts around STEM, self-directed and project-based learning. Evidence includes agendas and notes from the sessions.

viii. The Parent Support Committee (PSC) supports ASK through fundraising, guest speakers and staff recognition.

Amendments approved in last four years:

PEC Meeting Date	Approved (Y/N)	Amendment Request
4/8/2022	Y	Enrollment Cap Increase from 600 to 850

Source: Amendments and Notifications

Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
8/21/2020	Head Administrator	Dr. Alexandra Boyd
9/16/2022	Head Administrator	Edward Garcia
9/16/2022	Head Administrator	Dr. Richard Best
12/21/2022	Business Manager	Patrick Kelly

Source: Amendments and Notifications

Demographics

Enrollment by Subgroup EOY 2022-23
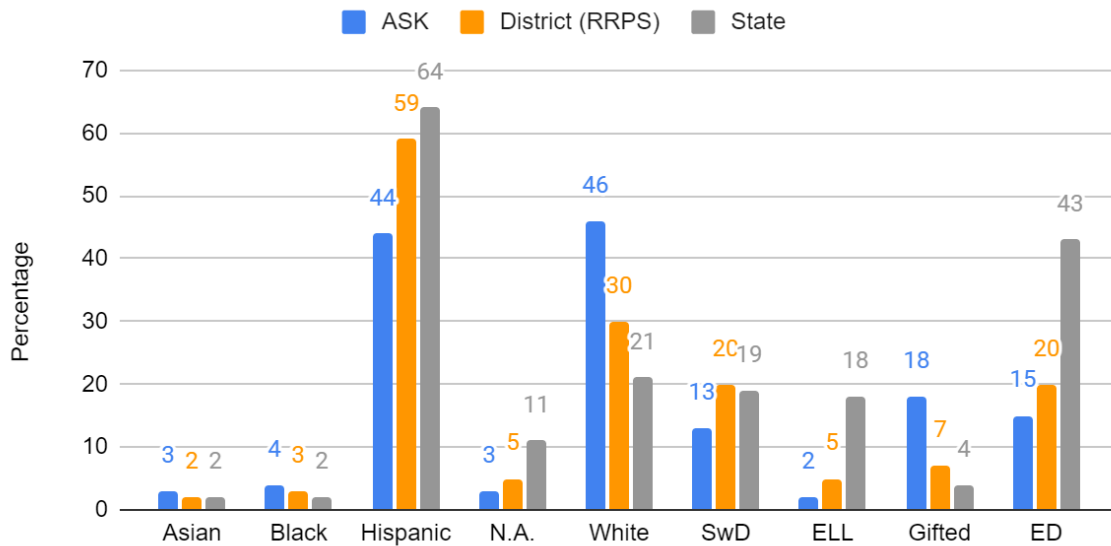
Source: STARS Enrollment Subgroup Percentages with Averages

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)	76	87	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	**Note**: #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
Overall Academic Score: average of Indicators 1 and 3	**76**	**93.5**	–

Note: 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:

Spotlight: Top 25% of schools, excluding schools with designations of CSI.Graduation Rate or TSI/ATSI	Traditional: No other designation	TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)
		ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.
		CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%
		MRI (More Rigorous Intervention): 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	**76**	**Spotlight**
Year 3	2022-23	**87**	**Spotlight overall,** with additional designations of **excellence** in ELA, Math, and Science
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

Percent of Students Proficient in Reading across Charter Term
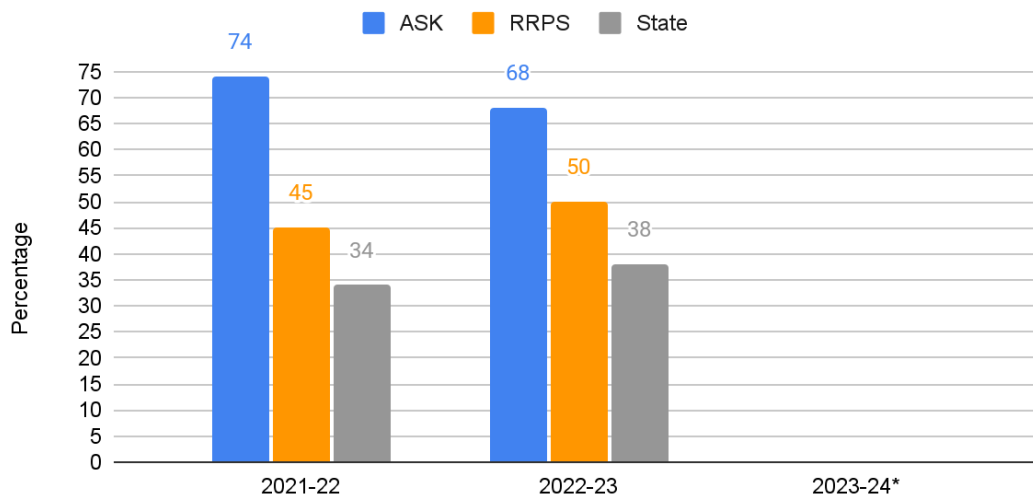
Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

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
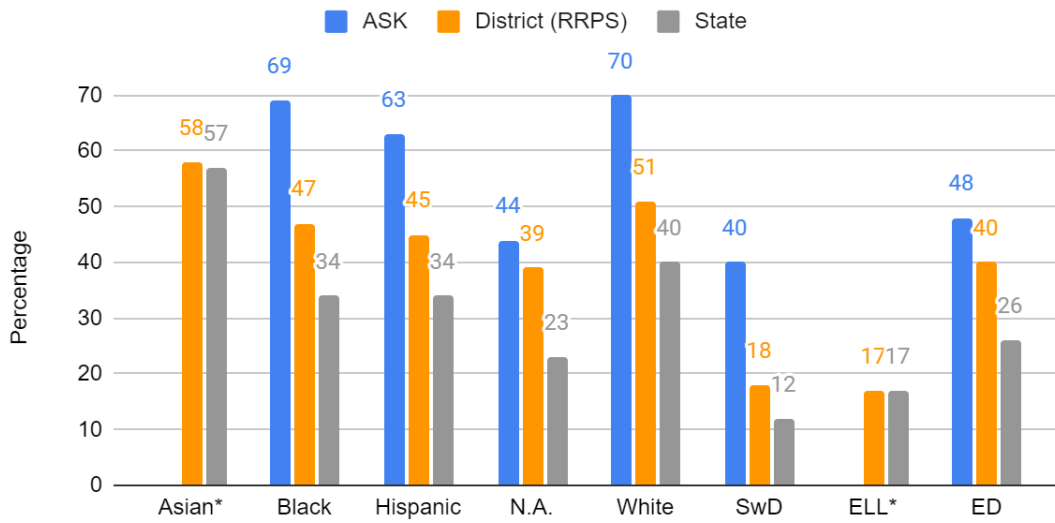
Legend: ASK (blue) · District (RRPS) (orange) · State (gray)

Subgroup	ASK	District (RRPS)	State
Asian*		58	57
Black	69	47	34
Hispanic	63	45	34
N.A.	44	39	23
White	70	51	40
SwD	40	18	12
ELL*		17	17
ED	48	40	26

Source: NMVistas.org

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

Percent Proficient in Reading by Subgroup 2021-22

Legend: ASK (blue) · RRPS (orange) · State (gray)

Subgroup	ASK	RRPS	State
Asian	79	51	52
Black*		41	31
Hispanic	72	41	30
N.A.	50	32	19
White	74	47	36
SwD	35	14	11
ELL*		12	13
ED	54	36	22

Source: Assessment, Research, Evaluation, and Accountability Division

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

Mathematics

Percent of Students Proficient in Math across Charter Term

Legend: ASK (blue), RRPS (orange), State (gray)

Year	ASK	RRPS	State
2021-22	64	37	25
2022-23	53	35	24
2023-24*			

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.
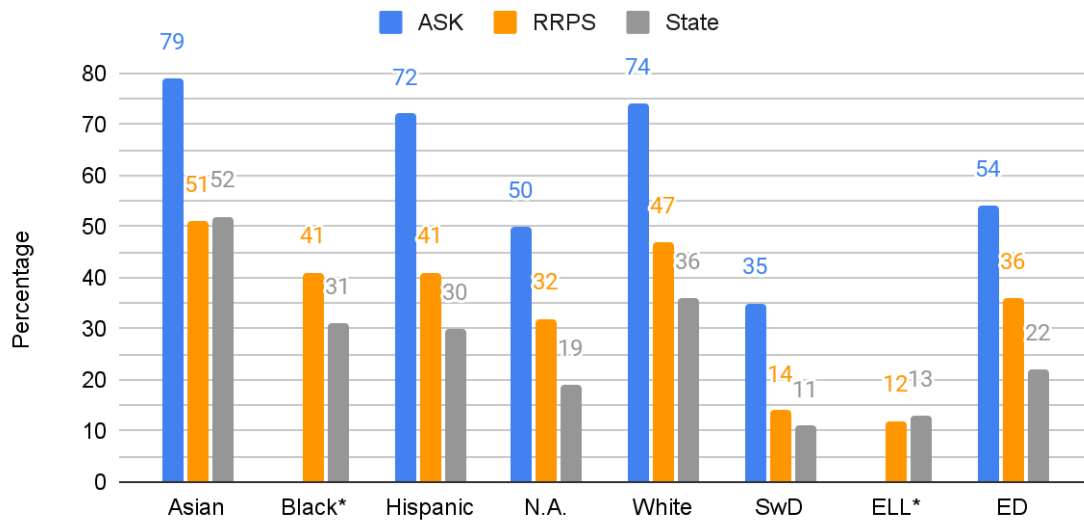
Percent Proficient in Math by Subgroup 2022-23

Legend: ASK (blue), District (RRPS) (orange), State (gray)

Subgroup	ASK	District (RRPS)	State
Asian*		51	47
Black	54	31	19
Hispanic	45	29	20
N.A.	31	23	13
White	53	35	25
SwD	25	11	8
ELL*		11	10
ED	31	25	15

Source: NMVistas.org

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

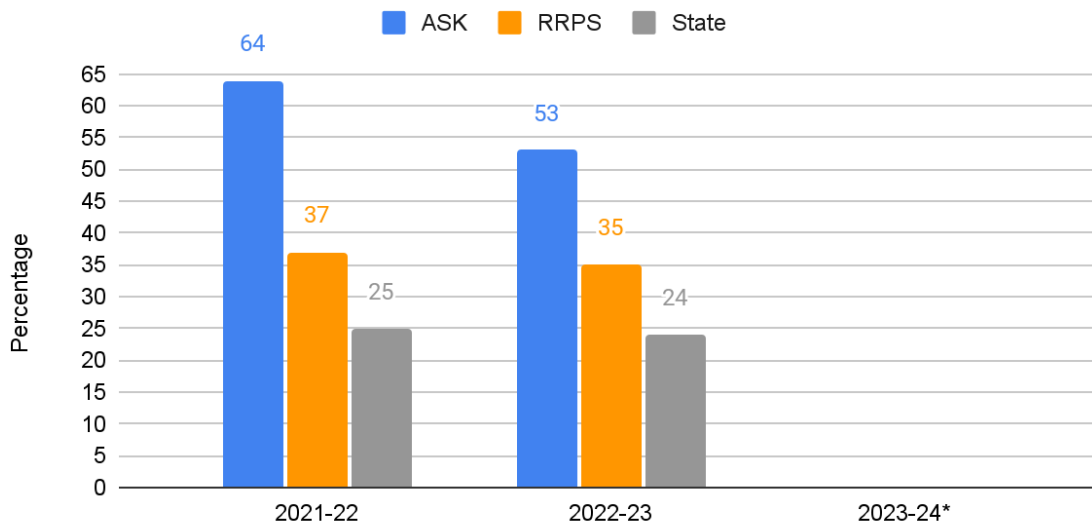## Percent Proficient in Math by Subgroup 2021-22
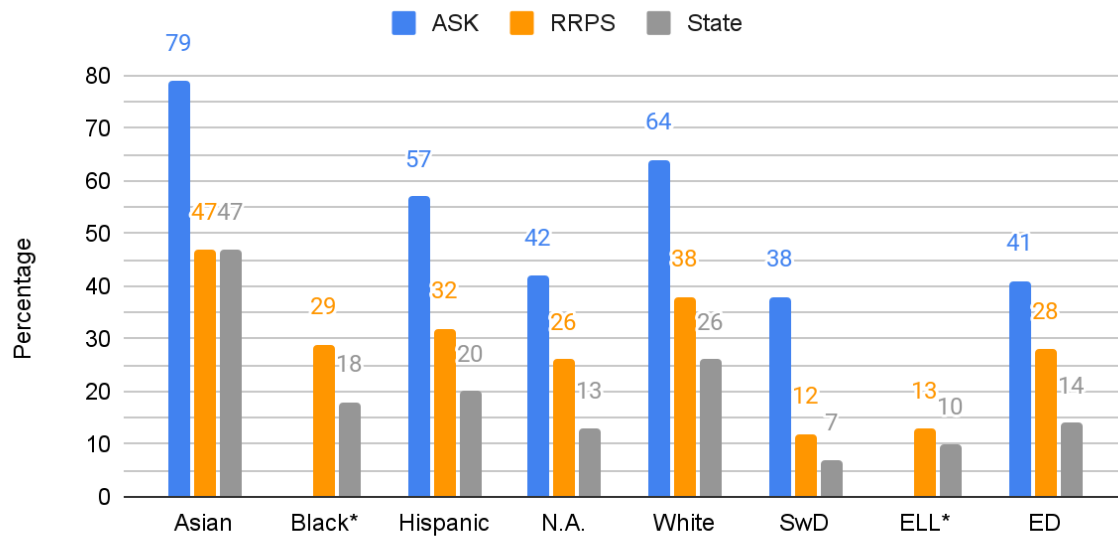
Source: Assessment, Research, Evaluation, and Accountability Division

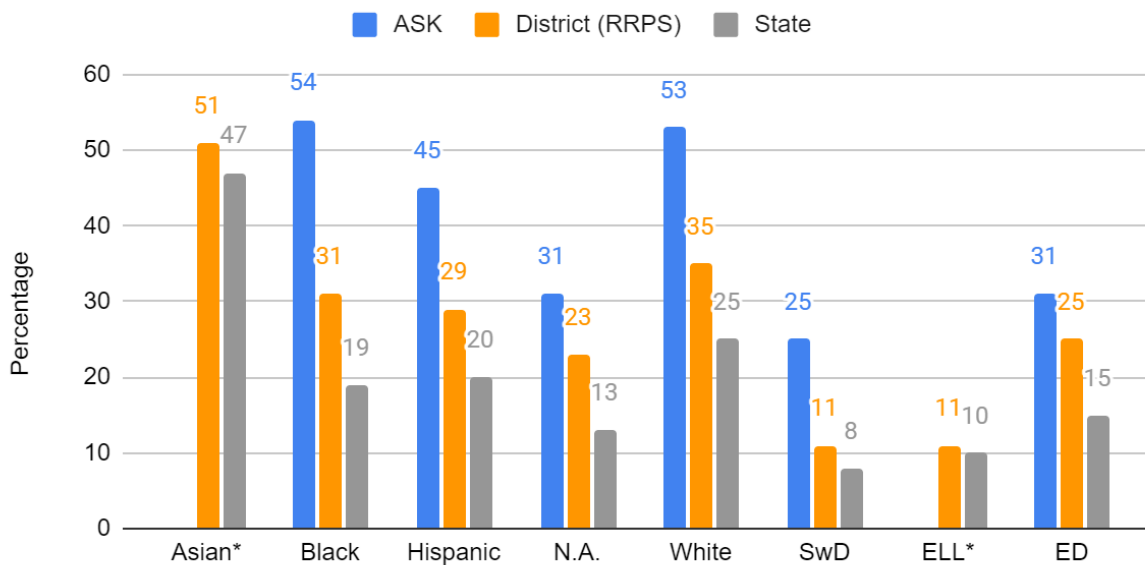***Note:** 2021-22 ASK data are masked due to too few students represented in the subgroup(s).

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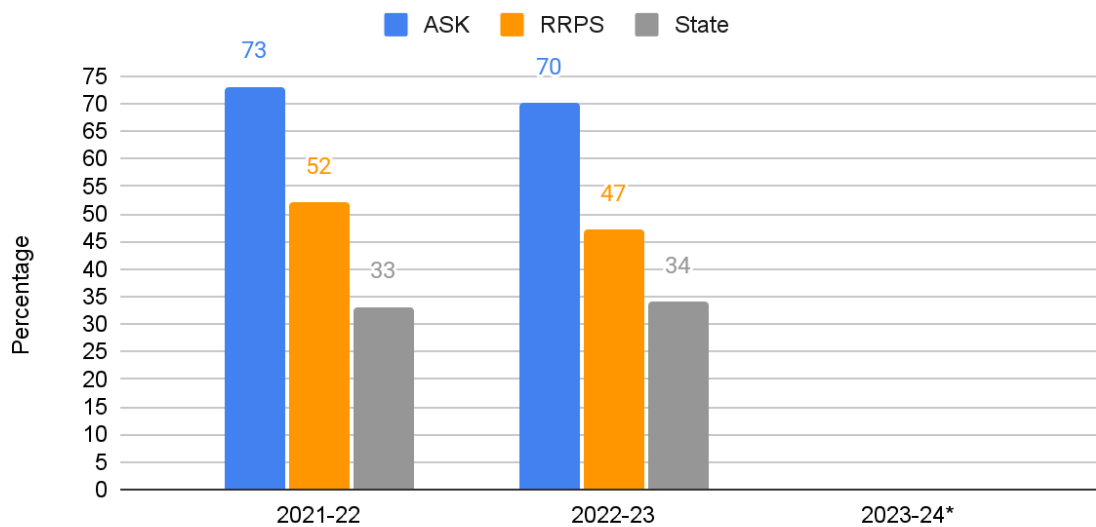
Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

Note: 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

Legend: ASK (blue), District (RRPS) (orange), State (gray)

Subgroup	ASK	District (RRPS)	State
Asian*		55	56
Black*		34	26
Hispanic	62	41	28
N.A.*		40	20
White	70	48	35
SwD	42	18	11
ELL*		11	11
ED	37	38	21

Source: NMVistas.org

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

Percent Proficient in Science by Subgroup 2021-22

Legend: ASK (blue), RRPS (orange), State (gray)

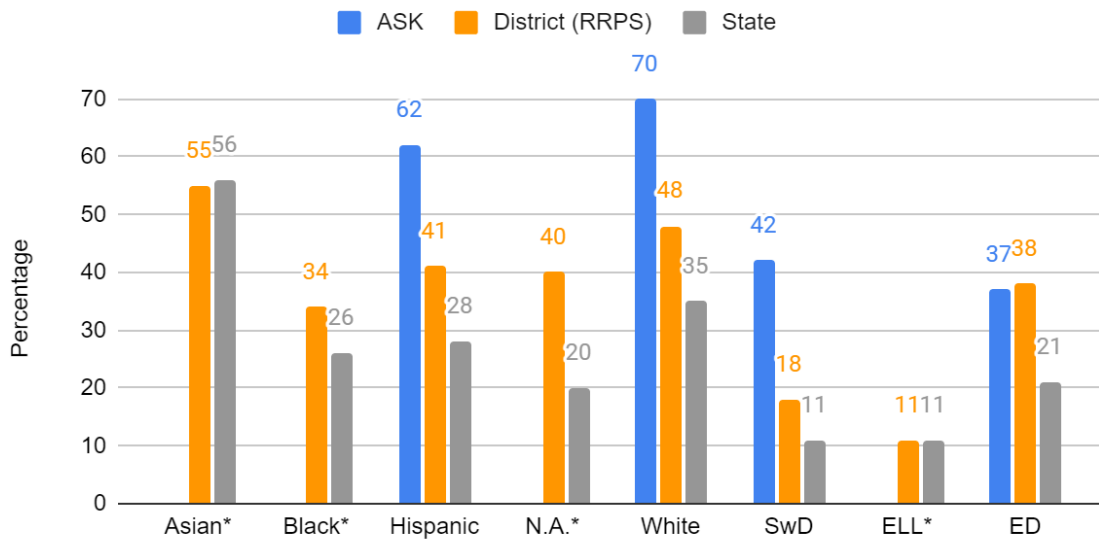| Subgroup	ASK	RRPS	State
Asian*		58	51
Black*		50	27
Hispanic	66	47	28
N.A.*		38	20
White	74	53	35
SwD	43	18	11
ELL*		14	11
ED	54	43	21
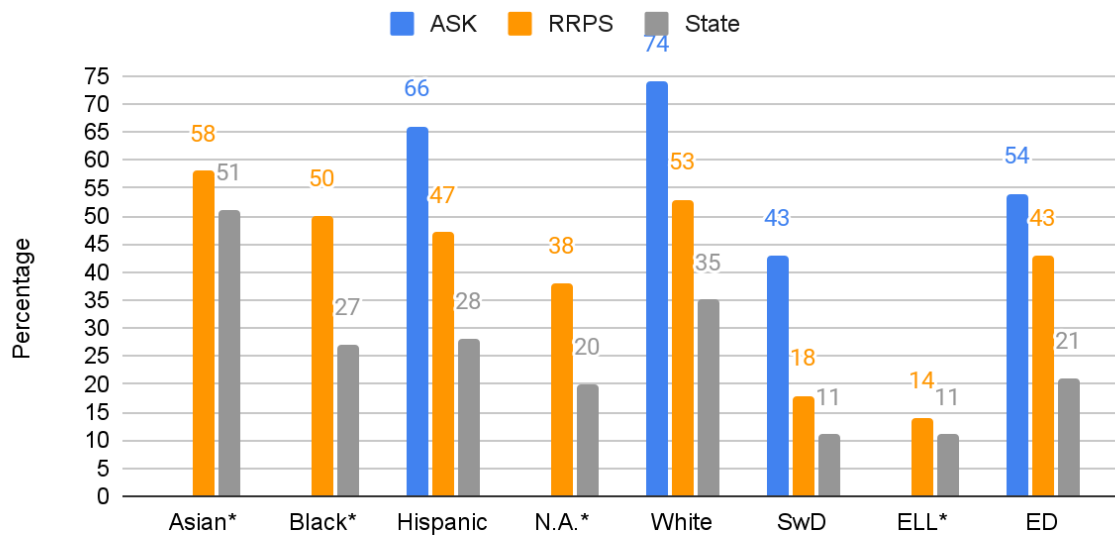
Source: Assessment, Research, Evaluation, and Accountability Division

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

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	Masked
2022-23	Masked
2023-24	Pending

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

High School Graduation Rates:

The data reported each year is for the prior year's cohort of students. Cohort 2022 is the most recent 4-year graduation data available, cohort 2022 is the most recent 5-year data, and cohort 2021 is the most recent 6-year data. Data for the next cohort (2023 4-year, 2022 5-year, and 2021 6-year) will be available in fall 2024 on the NMPED Graduation Data Site: Graduation Data – New Mexico Public Education Department (state.nm.us)

4-Year Graduation Data

4-Year High School Graduation (All Students)

Source: NMPED Graduation Data Site: https://webnew.ped.state.nm.us/bureaus/accountability/graduation/

***Note:** 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

4-Year Graduation rates by Subgroup and Cohort (in percentages)
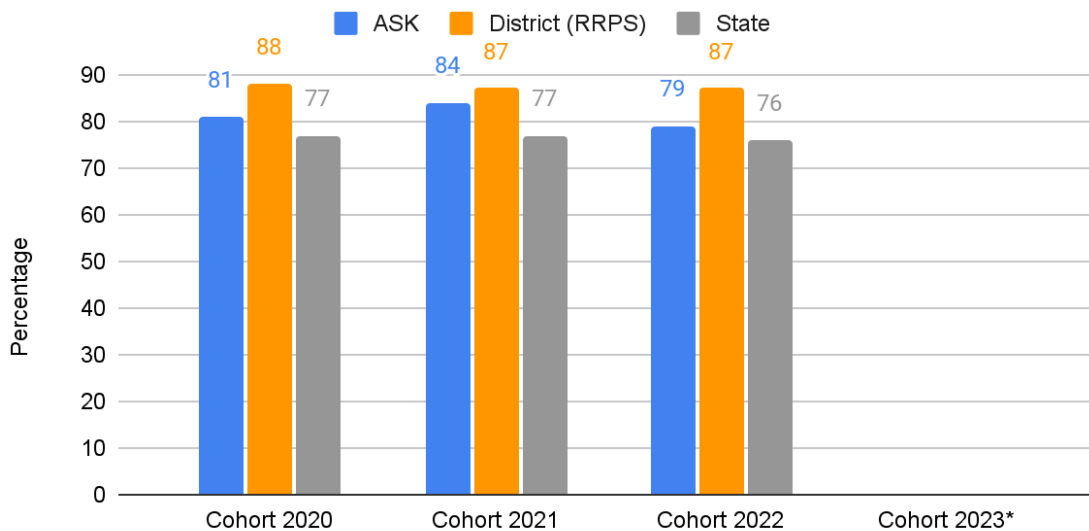
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	68%	**	≥ 90%	**	**	**
2021	≥ 95%	50%	79%	≥ 95%	90%	42%	≥ 95%	82%
2020	**	**	77%	**	84%	**	**	68%

***Note:** 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** data is not available due to too few or no students represented in the subgroup.

5-Year Graduation Data

5-Year Graduation Rates (All Students)

Legend: ASK | District (RRPS) | State

Cohort 2020: ASK 82, District (RRPS) 90, State 82
Cohort 2021: ASK 90, District (RRPS) 91, State 82
Cohort 2022*

Source: NMPED Graduation Data Site: https://webnew.ped.state.nm.us/bureaus/accountability/graduation/

***Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

5-Year Graduation rates by Subgroup and Cohort (in percentages)
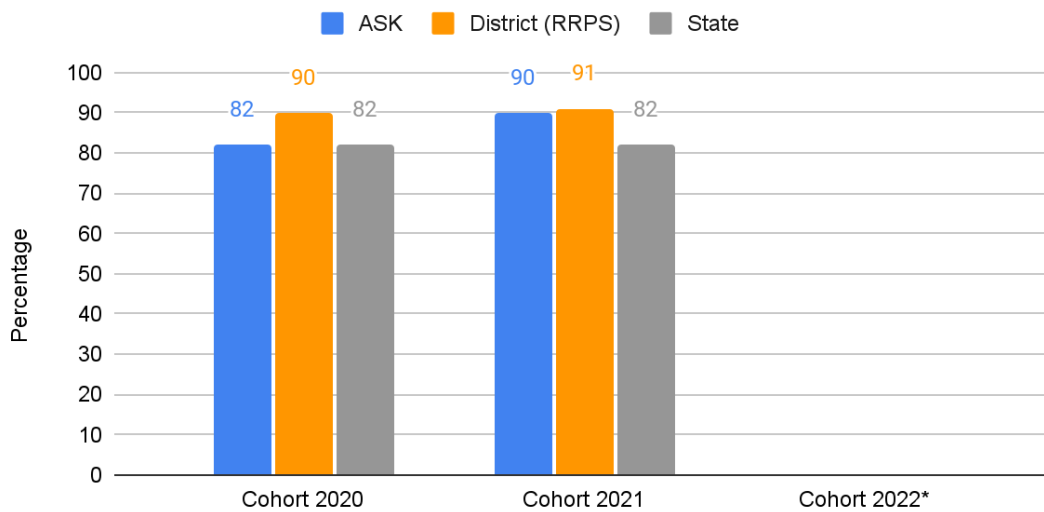
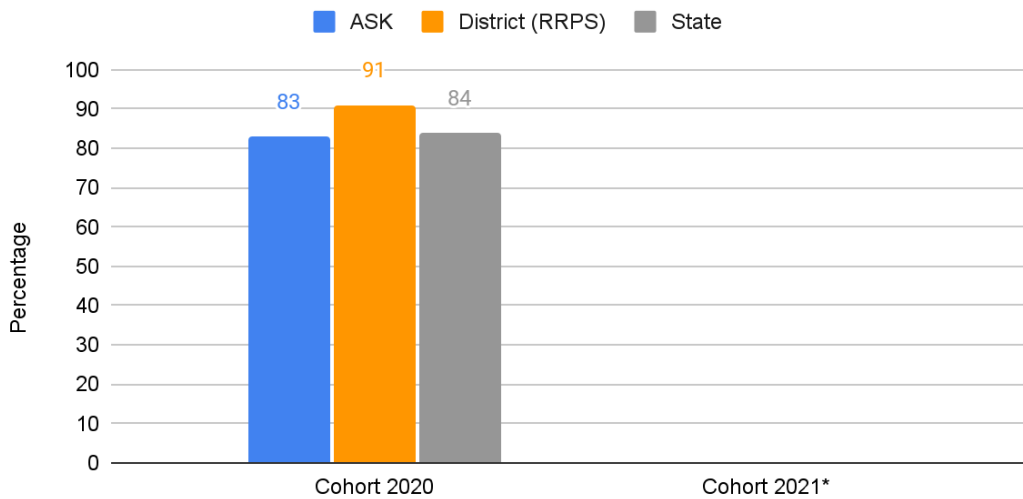| Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged

2022*	pending	—	—	—	—	—	—	—
2021	**	**	≥ 80%	**	≥ 90%	**	**	**
2020	**	≥ 95%	77%	≥ 95%	86%	53%	83%	68%

*Note: 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

**Note: data is not available due to too few or no students represented in the subgroup.

6-Year Graduation Data

6-Year Graduation Rates (All Students)

Source: NMPED Graduation Data Site: https://webnew.ped.state.nm.us/bureaus/accountability/graduation/

*Note: 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

6-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2021*	pending	—	—	—	—	—	—	—
2020	**	**	79%	**	86%	**	**	**

*Note: 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

**Note: data is not available due to too few or no students represented in the subgroup.

School-Specific or Mission-Specific Goals:

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

Source: School reported data

Mission-Specific Goals

Goal 1: Each year, at least 70% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams. Exams may include traditional tests or other demonstrations of proficiency.

Performance Level	Target	Points
Exceeds Standard	At least 80% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams.	100
Meets Standard	At least 70% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams.	75
Does Not Meet Standard	At least 50% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams.	25
Falls Far Below Standard	Less than 50% of 6th-11th grade scholars, enrolled on both the 40th day and included on the end of year (EOY) report to the state, will complete two STEM credits (Science, Technology, Engineering, Mathematics & Biomedical) with a C or better and will demonstrate proficiency on end of course exams.	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	97%	93%	86%
2021-22	97%	97%	84%
2022-23	92%	97%	86%
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	76%
2021-22 to 2022-23	90%
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 6	112	110	113	pending
Grade 7	110	114	117	–
Grade 8	93	98	120	–
Grade 9	77	77	88	–
Grade 10	75	57	62	–
Grade 11	47	63	50	–
Grade 12	40	41	53	–
Total	**554**	**560**	**603**	**–**

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	2.00		4.46	5.36	.60	30.56	5.04	48.02
FY22	1.00		1.85	5.50	1.28	33.17	5.75	48.55
FY23	1.20	1.00	3.06	4.00	1.81	31.95	8.05	51.07
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 Opera-tional 11000
FY21	31.15	3.85	0	0	3.0	0	47.50
FY22	32.65	2.85	0	0	3.0	0	47.48
FY23	33.35	1.65	0	0	3.0	0	45.00
FY24	31.6	2.20	0	4.0	3.0	0	44.0

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	%
1000	Direct Instruction	2,706,368	62%	2,807,974	66%	3,119,263	62%	pending	
2100	Student Support	390,860	9%	210,373	5%	272,087	5%	–	
2200	Instructional Support	11,680	1%	10,379	<1%	12,824	<1%	–	
2300	Central Administration	184,073	4%	173,546	4%	218,304	4%	–	
2400	School Administration	477,690	11%	494,515	12%	549,864	11%	–	
2500	Central Services	178,424	4%	189,738	4%	285,490	6%	–	

2600	Maintenance and Operations	389,455	9%	354,347	8%	563,949	11%	–	
2700-5999	All Other Function Codes							–	
Total Operational Expense Fund 11000		$4,336,549	100%	$4,240,872	100%	$5,021,781	100%	–	
Total Operational Revenue Fund 11000		$4,296,910		$4,553,621		$5,643,579		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	$300,000.00	83%	6.49%	23.68
FY22	$300,000.00	0	6.21%	22.65
FY23	$250,000.00	(-17%)	4.00%	14.61
FY24	$1,088,010.00	335%	14.50%	52.92

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

Foundation:

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

Source: NMPED Audit Report, 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	Jeanne Forrester	Denise Gonzales	Michael Malloy	7	Yes
FY22	Michael Smith	Denise Gonzales	Michael Malloy	7	Yes
FY23	Michael Smith	Jeanne Forrester	Gary Feger	7	No
FY24	Michael Smith	Jeanne Forrester	Gary Feger	7	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 (exempt 2 hours)
Michael Smith	8	8	8	7
David Stoliker	8			
Jeanne Forrester	8	8	9	7
Michael Malloy	8	9		
Denise Gonzales	9	8	10	
Lindsey Bomke	8	8	8	7

Andrew Bartkus	10	8		
Tonya Ross		10	3	7
Gary Feger			13	8
Alex Price			10	8
Mistie Williamson				10

Source: CSD Internal Monitoring

*Note: 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	**Meets Standard**

Source: CSD Internal Monitoring

Screenshot of Multi-year Performance Framework Ratings

The ASK Academy	2020-21	2021-22	2022-23	2023-24
Organizational and Financial Performance Ratings				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Does Not Meet Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Meets 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	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets 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	Working to Meet Standard	Meets Standard
4a Rights of All Students	Assurances	Meets Standard	Working to Meet Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Meets 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	N/A	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard	Meets 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.

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

Explanation of 2022-23 Indicator Ratings:

3.a. One governing board member did not complete all of the required training hours.

3.c. One late amendment change submitted.

4.a. 1-2 complaints determined valid, specifically connected to SEL and diversity and inclusion, should develop a plan to correct.

4.b. EOY: Attendance rate is 94% (Attendance rate must be 95%).

Explanation of 2021-22 Indicator Ratings:

1.b. Science participation 92%, ACCESS 83%. Target is 95% for all assessments.

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: Exemplary performance overall

Source: CSD Internal Monitoring