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

School Name: Las Moñtanas Charter High School

School Address: 1405 S. Solano Drive Las Cruces, NM 88001

Head Administrator: Caz Martinez

Governing Board Chair: Patricia Gonzales

Business Manager: Priscilla Cabral

Authorized Grade Levels: 9-12

Grade Levels Served: 9-12

Authorized Enrollment Cap: 325

Facility/building capacity: 640

2023-24 120-Day Enrollment: 193

Contract Term: 2020-2025

Weighted NMCI Number¹: 16.92

Foundation: No

Remote or in-person instruction (or combination): in-person; Edgenuity used for credit recovery

Food services offered: Yes

Transportation service offered: No

Waivers: Evaluation Standards for School Personnel

Source: CSD Internal Monitoring

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

History:

Las Moñtanas Charter High School opened in 2007 with Las Cruces Public Schools as their authorizer. The school changed authorizers in 2015 when they renewed their charter with the Public Education Commission. This is their third renewal application with the PEC.

Mission:

The mission of Las Montañas Charter High School is to develop the academic potential and personal character of each student by engaging and valuing the student, family and community partnership. Students will work to prepare for and meet the challenges of a post-secondary or workforce environment for a globally diverse society.

Educational Program of School as written in the contract:

Las Montañas Charter High School (LMCHS) was awarded the unique opportunity to be a part of New Mexico's first High School Redesign Network (HSRN) and work in close collaboration with NMPED (Priority School's Bureau), John's Hopkins University, Stanford University, and seven (7) other high schools across the state of New Mexico as collaborative thought partners. The NMPED approved HSRN Blueprint describes an innovative and distinctive education program that won't be found anywhere in the Las Cruces or surrounding communities.

Las Montañas has adopted the model of 8 term classes per year with "flavors" that offer students a choice in their education while connecting curriculum to New Mexico Common Core State Standards (NMCCSS) and real-world examples.

The NMPED approved HSRN Blueprint addresses 4 main drivers:

1. Teaching and Learning: In addition to ensuring teaching and learning are aligned with standards that promote access to post-secondary education or training, what practices will accelerate the academic growth of students who enter with lower levels of pre-High School preparation and motivation?
 - a. Building strong relationships between teacher and student
 - b. Student centered learning
 - c. Making connections between classroom learning and real-world connections
 - d. Using the "flavors" to demonstrate mastery of standards
2. Students at the Center: What specific approaches will be put in place to build relationships between students and adults, while cultivating a school culture of agency, optimism, and achievement?
 - a. Student Learning Community (SLC) addressing essential skills, progress monitoring, and career skills
 - b. Early Warnings System (EWS)
3. Organizing Adults: How will we enhance the collective efficacy of the adults in the building?
 - a. Have common PLC time daily
 - b. Teacher/student mentor time
4. Post-Secondary Pathways: What approaches to post-secondary success are most relevant to local students and community, as well as supportive to regional economic development?
 - a. Career/college pathway for all students

Amendments approved in last four years:

PEC Meeting Date	Approved (Y/N)	Amendment Request
		(none)

Source: Amendments and Notifications

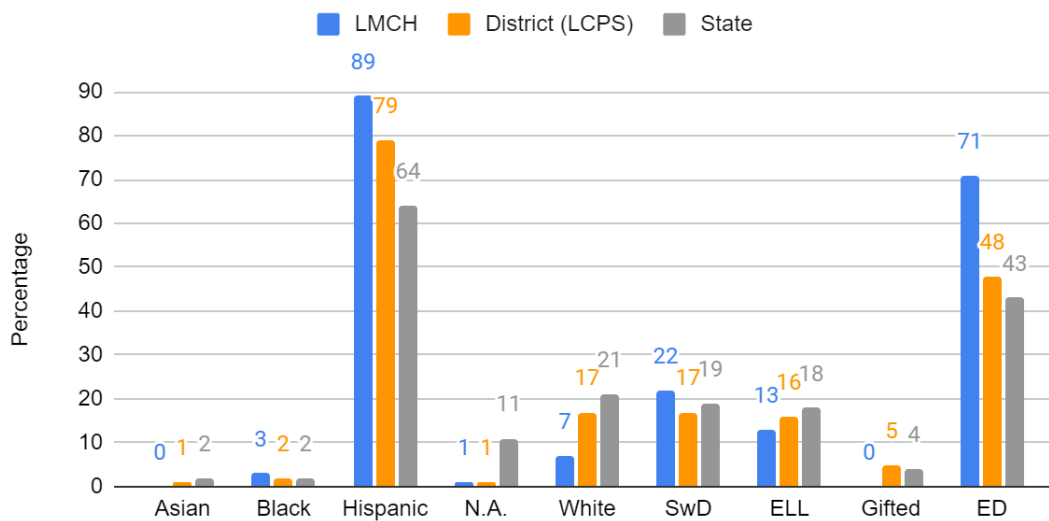
Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
7/23/2021	Business Manager	Priscilla Cabral

Source: Amendments and Notifications

Demographics

Enrollment by Subgroup EOY 2022-23



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

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)	23	51	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)	50*	75	62.5
Overall Academic Score: average of Indicators 1 and 3	36.5	63	–

*Note: The Annual Report from 2021-22 indicated a School-specific Goal score of 79; the correct score should be 50. 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:

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

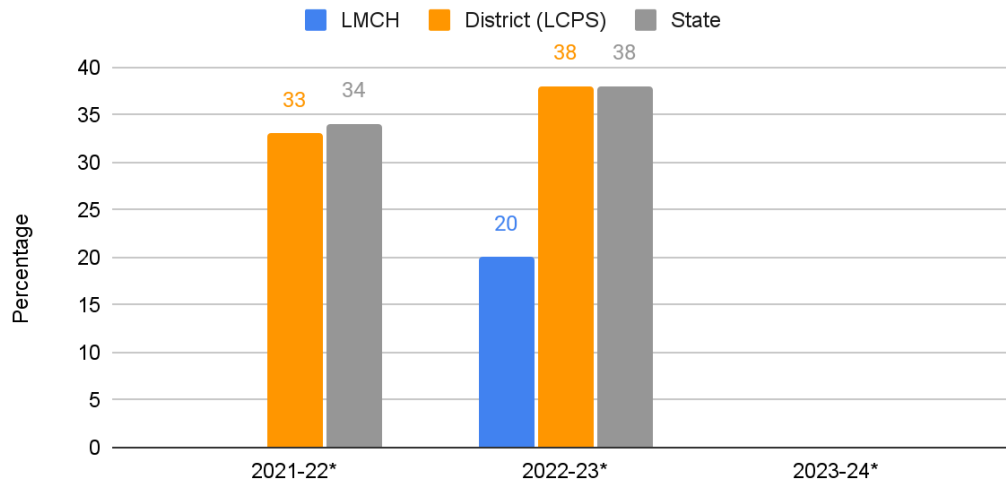
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	23	CSI Grad
Year 3	2022-23	51	CSI Grad overall, with additional designation of excellence in English Learning Progress (ELP)
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

Percent of Students Proficient in Reading across Charter Term

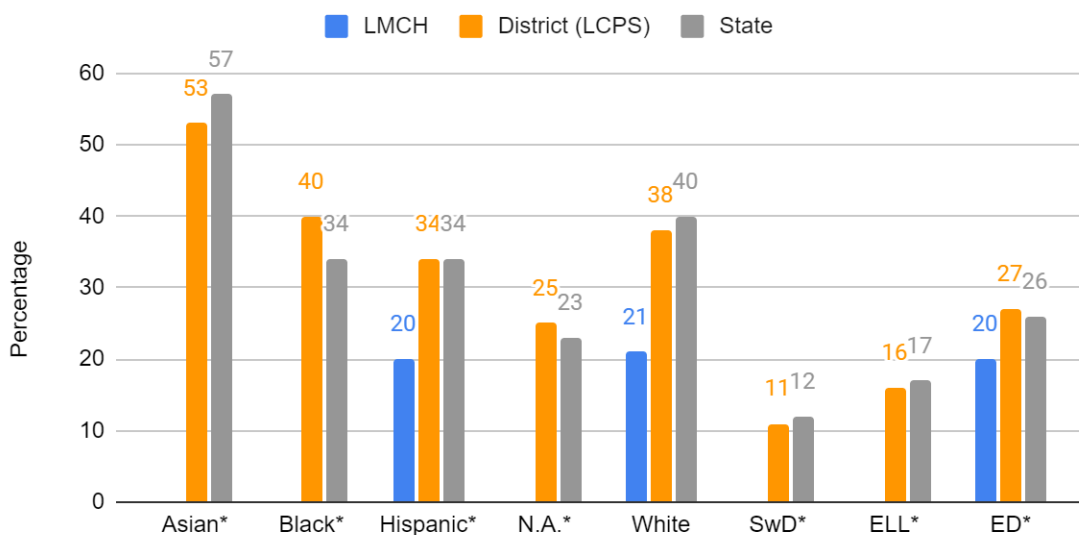


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

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

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



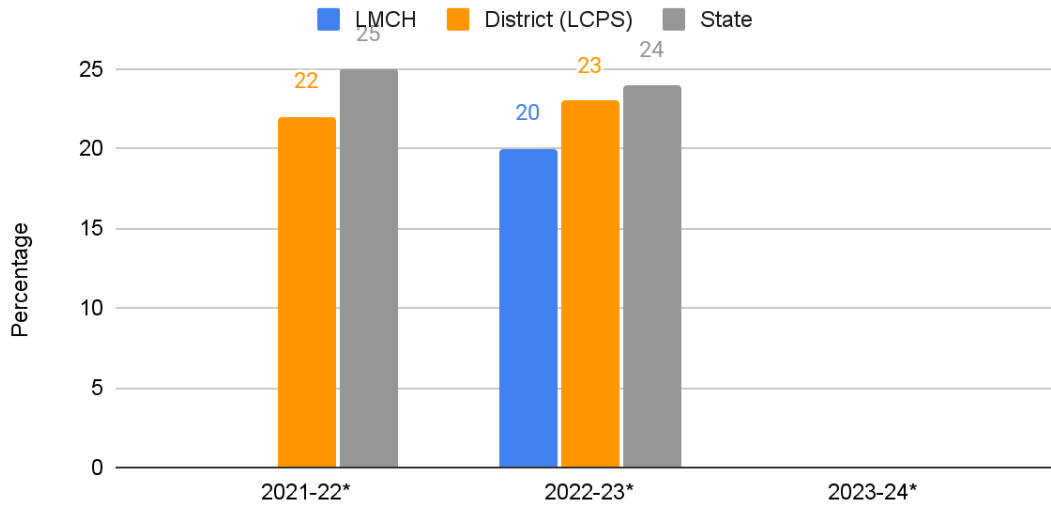
Source: NMVistas.org

*Note: 2022-23 groups are masked due to population size. Economically disadvantaged and Hispanic populations are partially masked for school, ≤20% proficient in reading.

Note: 2021-22 LMCH math proficiency data is masked for all subgroups.

Mathematics

Percent of Students Proficient in Math across Charter Term



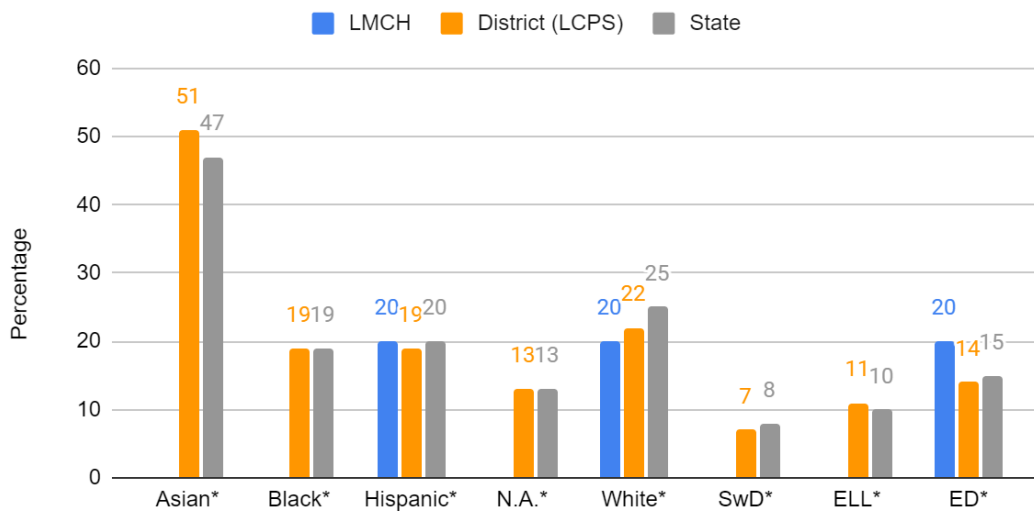
Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

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

Note: 2022-23 math data for LMCH was partially masked, $\leq 20\%$ proficient.

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

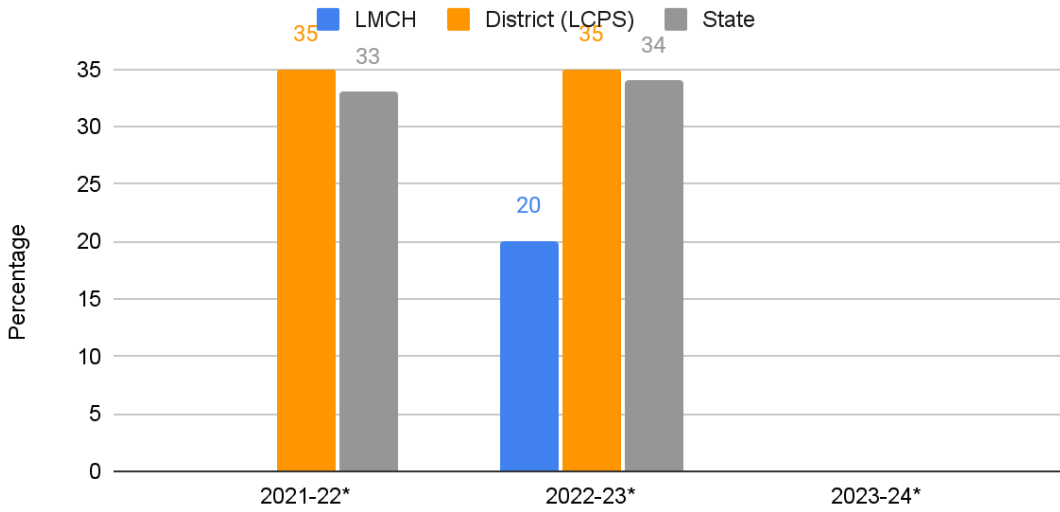
***Note:** 2022-23 groups are masked due to population size. Populations partially masked for school: Hispanic, white, and economically disadvantaged, $\leq 20\%$ proficient in math.

Note: 2021-22 LMCH math proficiency data is masked for all subgroups.

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.

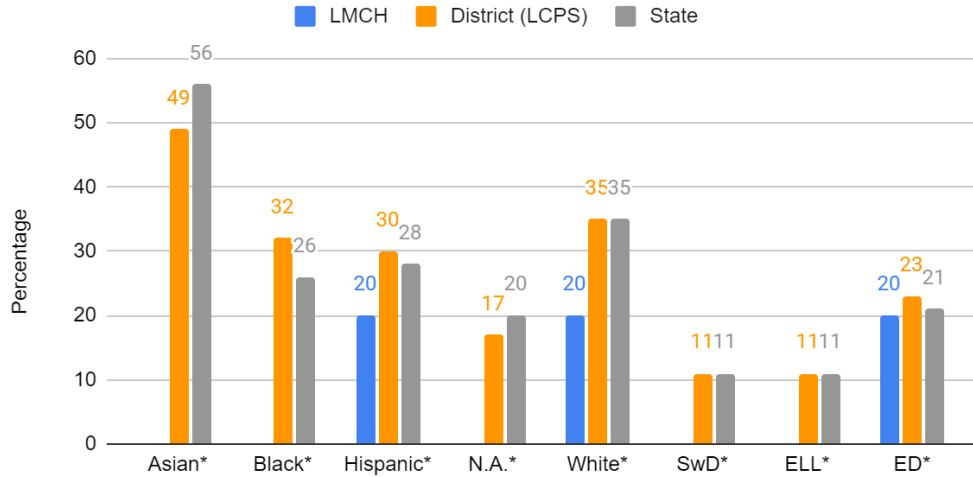
Percent of Students Proficient in Science across Charter Term



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

***Note:** 2021-22 Science data are masked for LMCH due to too few students represented. 2022-23 Science data for LMCH partially masked, ≤20% proficient. 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:** 2022-23 groups are masked due to population size. Populations partially masked for school: Hispanic, white, and economically disadvantaged, ≤20% proficient in science.

Note: 2021-22 LMCH science proficiency data is masked for all subgroups.

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	15.4%
2023-24	Pending

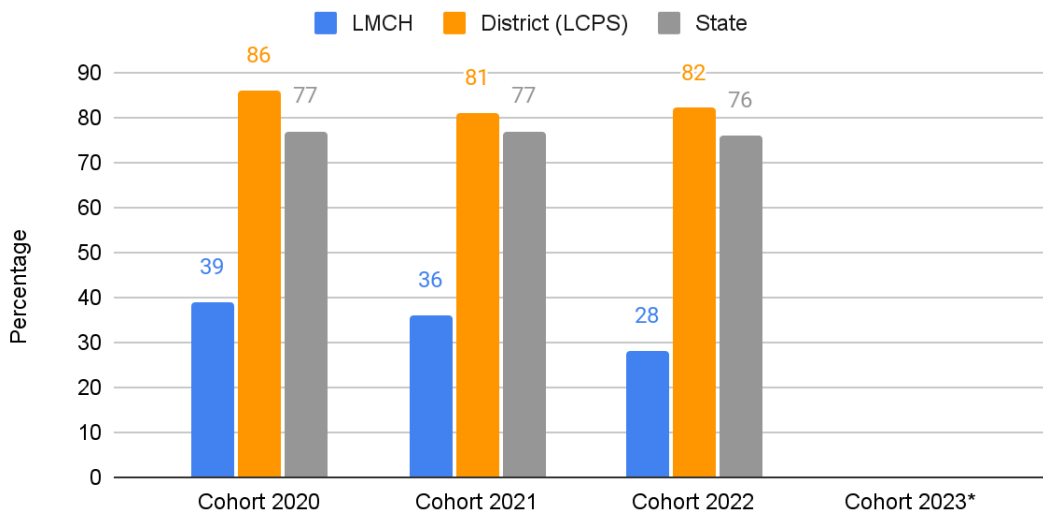
Source: NMVistas.org (WIDA/ACCESS for ELLs)

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 2021 is the most recent 5-year data, and cohort 2020 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 \(state.nm.us\)](https://webnew.ped.state.nm.us/bureaus/accountability/graduation/)

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)

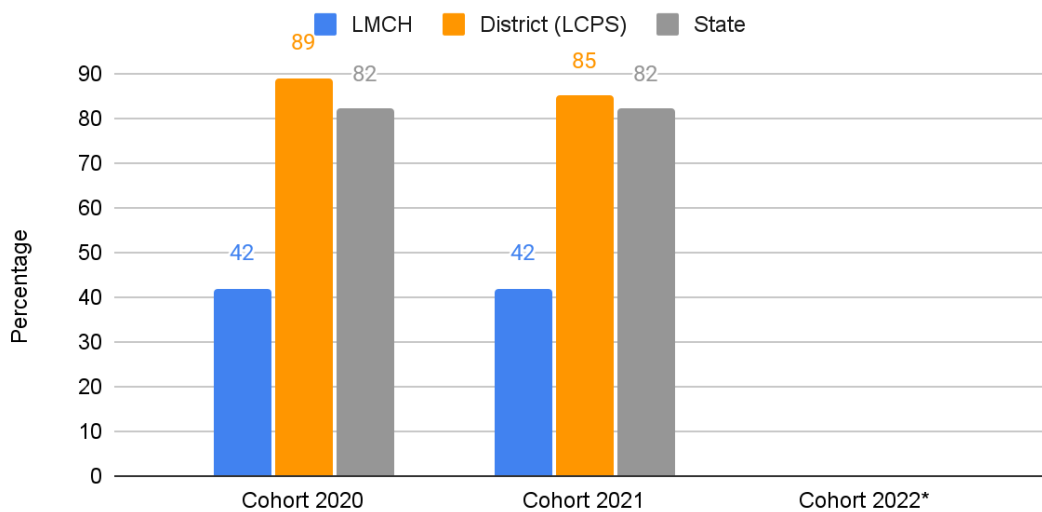
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	22%	**	**	**	25%	15%
2021	**	≤ 5%	37%	**	≤ 5%	22%	36%	37%
2020	**	**	40%	**	**	55%	36%	39%

*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)



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)

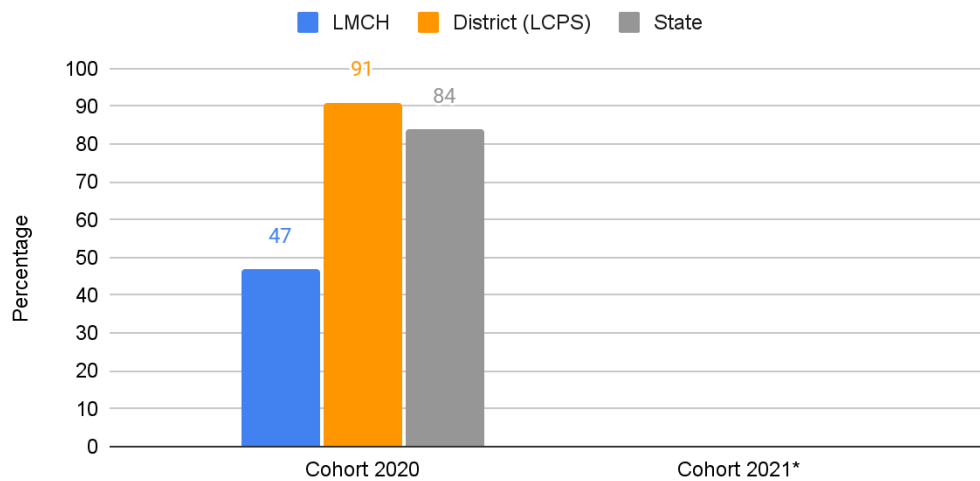
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2022*	pending	—	—	—	—	—	—	—
2021	**	**	43%	**	**	32%	39%	44%
2020	**	≤ 5%	44%	**	22%	54%	42%	43%

*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	**	**	49%	**	**	49%	46%	52%

*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	Goal 2	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available		
Year 2 2021-22	Does Not Meet Standard 25 points	Meets Standard 75 points	50*
Year 3 2022-23	Meets Standard 75 points	Meets Standard 75 points	75
Year 4 2023-24	Does Not Meet Standard 25 points	Exceeds Standard 100 points	62.5

*Note: The Annual Report from 2021-22 indicated a score of 79; the correct score should be 50.

Source: School reported data

Mission-Specific Goals

Goal 1:

Performance Level	Target	Points
Exceeds Standard	85% or more of 9th-11th grade students who are enrolled on both the 40th and 120th day will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.	100
Meets Standard	75%-84% of 9th-11th grade students who are enrolled on both the 40th and 120th day will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.	75
Does Not Meet Standard	60%-74% of 9th-11th grade students who are enrolled on both the 40th and 120th day will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.	25

Falls Far Below Standard	Less than 60% of 9th-11th grade students who are enrolled on both the 40th and 120th day will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.	0
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Goal 2:

Performance Level	Target	Points
Exceeds Standard	85% or more of seniors who are enrolled on both the 40th and 120th day of their senior year will achieve a minimum of 85 points on the senior advisory program rubric by the end of the school year.	100
Meets Standard	75%-84% of seniors who are enrolled on both the 40th and 120th day of their senior year will achieve a minimum of 85 points on the senior advisory program rubric by the end of the school year.	75
Does Not Meet Standard	60-74% of seniors who are enrolled on both the 40th and 120th day of their senior year will achieve a minimum of 85 points on the senior advisory program rubric by the end of the school year.	25
Falls Far Below Standard	Less than 60% of seniors who are enrolled on both the 40th and 120th day of their senior year will achieve a minimum of 85 points on the senior advisory program rubric by the end of the school year.	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	82%	74%	92%
2021-22	87%	89%	83%
2022-23	89%	78%	79%
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	94%
2021-22 to 2022-23	68%
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 9	47	72	63	pending
Grade 10	45	43	37	–
Grade 11	40	28	32	–
Grade 12	24	30	35	–
Total	156	173	167	–

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	.50	1.27	4.50	.50	14.00	4.00	25.77
FY22	1.00	.75	.57	4.00	0	14.50	3.00	23.82
FY23	1.00	.75	.32	3.00	0	10.00	3.00	18.07
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 Operational 11000
FY21	12.4	3.0	0	1.0	1.0	0	21.65
FY22	11.4	3.0	0	1.0	1.0	1.0	22.15
FY23	7.95	2.4	0	0	0.8	0	15.25
FY24	7.8	3.0	0.75	0	2.0	1.0	17.25

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	1,309,447	65%	1,452,454	69%	1,399,627	74%	pending	
2100	Student Support	105,702	5%	572	<1%	571	<1%	-	
2200	Instructional Support	0	0%	0	0%	7,625	<1%	-	
2300	Central Administration	164,300	8%	178,475	8%	192,833	10%	-	
2400	School Administration	12,002	<1%	17,215	<1%	13,634	<1%	-	
2500	Central Services	159,910	8%	181,845	9%	176,691	9%	-	
2600	Maintenance and Operations	256,753	13%	266,738	13%	74,226	4%	-	
2700-5999	All Other Function Codes	16,325	<1%	15,318	<1%	34,583	2%	-	
Total Operational Expense Fund 11000		2,024,439	100%	2,112,616	100%	1,899,791	100%	-	
Total Operational Revenue Fund 11000		\$1,941,009		\$2,022,705		\$2,052,258		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	\$235,355.00	1161%	10.82%	39.48
FY22	\$62,887.00	(-73%)	3.08%	11.23
FY23	\$207,915.00	231%	9.34%	34.10
FY24	\$427,252.00	105%	17.27%	63.04

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).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	1	1	1	0	No
FY21	3	1	1	0	Yes
FY22	4	2	2	0	Yes
FY23	5	1	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	Laura Carrion	Blanca Martinez-Rolle	Michael Davis	5	N/A
FY22	Laura Carrion	Not identified	Michael Davis	5	Yes
FY23	Laura Carrion	Not identified	Michael Davis	5	Yes
FY24	Patricia GONzales	Michael Davis	Kevin Freitas	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
Michael Davis	8	8	8	8
Blanca Martinez-Rolle	8			
Laura Carrion	8	10	8	OR
Kevin Freitas	8	8	8	8
Patricia Gonzales	8	9	8	8

Patrick Doyle		7R		
Diane Montoya			13	8
Jaime Quezada				10

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	Does Not Meet Standard
Year 4	2023-24	Pending

Source: CSD Internal Monitoring

Screenshot of Multi-year Performance Framework Ratings

Las Montañas Charter High School	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	Does Not Meet 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	Meets Standard	Meets Standard	Meets Standard
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Does Not Meet Standard	Working to Meet Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Working to Meet Standard	Does Not Meet Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Working to Meet Standard	Does Not Meet Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Working to Meet Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Meets 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	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

Explanation of 2023-24 Indicator Ratings:

- 1.b. Participation data will be provided in Fall 2024.
- 2.a. Quarter 4 report was submitted late.
- 2.b. [FY23 Audit](#) had five findings.
- 2.c. [FY23 Audit](#) had one repeat finding (2023-001, repeated from 2022-003).
- 2.d. 33% Family Income Index (27407) reverting grant fund not expended.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.

Explanation of 2022-23 Indicator Ratings:

- 1.b. Assessment participation 65% for ELA and Math, 67% for Science (target 95% for all subject areas).
- 2.a. Q1 late with correction needed, Q3 late over two months, Q4 late over a month.
- 2.b. [FY22 Audit](#) reflects four (4) disclaimer opinion audit findings of which two (2) are material weakness.
- 2.c. [FY22 Audit](#) reflects two (2) repeat audit findings; 2022-003 & 2022-004 from 2021 audit.
- 2.d. 68.87% of CY% remaining in SY22-23, grant funds Carl D. Perkins, Family Income Index, and Career Technical Education Program left >50% in reverting grant funds.

2.f. [FY22 Audit](#) finding 2022-002 late filing of RHC made in Sept.

4.b. EOY: 89% Attendance; attendance rate must be 95%.

Explanation of 2021-22 Indicator Ratings:

1.b. ELA participation 23%, math 23%, science 26%, ACCESS 34%. Target is 95% for all assessments.

2.b. Disclaimed audit and Material Weakness finding FY21.

2.c. One repeat audit finding in FY21.

2.d. Family Index Funds not expended.

4.e. No background check for one new employee.

Explanation of 2020-21 Indicator Ratings:

Explanations for indicator ratings are unavailable.

Source: CSD Internal Monitoring

2022-23 Annual Report rating/notice from PEC: Unsatisfactory performance overall related to the Vistas designation of CSI, the negative growth in graduation rate, negative growth on pages 6-7 of the annual report, and 1.b. State Assessment Requirement; and 2.a – 2.d regarding financial and audit concerns on page 10 of the annual report.

Corrective Action Plan (CAP): Financial corrective action plan (CAP) for FY22 Audit findings **resolved** and **closed**.

Source: CSD Internal Monitoring