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

**School Name:** Tierra Adentro of New Mexico: The School of Academics, Arts, and Artesania

**School Address:** 1781 Bellamah Avenue, NW Albuquerque, NM 87104

**Head Administrator:** Veronica Torres

**Governing Board Chair:** Sandy Martinez

**Business Manager:** Amber Peña

**Authorized Grade Levels:** 6-12

**Authorized Enrollment Cap:** 550

**Facility/building capacity:** 400

**2023-24 120-Day Enrollment:** 248

**Contract Term:** 2020-2025

**Weighted NMCI Number<sup>1</sup>:** 0.92

**Foundation:** Yes

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

**Food services offered:** Yes

**Transportation service offered:** No

**Waivers:** none

**Source:** CSD Internal Monitoring

**History:**

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

Tierra Adentro of New Mexico: The School of Academics, Arts, and Artesania opened in 2010 with the Public Education Commission as their authorizer. This is their third renewal application with the PEC.

**Mission:**

The mission of Tierra Adentro of New Mexico: The School of Academics, Arts, and Artesania is to create an inclusive and thriving learning environment comprised of a demographically and culturally diverse student population with a focus on academics, art, artesanía (artisanship), and the study of the cultures that comprise our rich New Mexican heritage to ensure awareness, preservation, and progression of our cultural legacy.

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

- i. The school begins their 6th grade programming where 6th grade students are placed in a cohort in order to transition into their secondary education program. This allows for the 6th grade team of teachers to support the 6th grade families in their transition into middle school. All 6th grade students are required to participate in visual arts, music and dance, as evidenced by student course schedules.
- ii. As students enter 7th, 8th and 9th grade, the school begins to promote their independence into the students' secondary career. Students are introduced into using higher levels of technology in order to prepare them for the school's high school team of teachers who utilize such programs as Google Docs, Edgenuity, and Google Classroom.
- iii. Upon entering the 10th grade, students are required to choose a focus in Visual Art, Artesanía, Music, Academic or Dance. In the 10th-12th grade focus areas, students receive intense training in the art form of their choice. Focus students also have the opportunity to work with local and international guest artists.
- iv. In addition, beginning in the 10th grade, students are able to begin their higher learning alternative program in the arts and academics. The first being the school's Dual Credit program. To enter into this program at the University level, students must meet all the requirements set forth by the post-secondary institution.
- v. The school provides flexibility in student choice through an optional alternative online academic program through extended school-day hours, where students can make up high school credits, work at an accelerated pace or at their own pace to earn their high school diploma.
- vi. A key provision of the School's educational approach is the utilization of the National Institute of Famenco's (NIF) curriculum for Dance and Music classes, which focuses on theory, technique, and application.

**Amendments approved in last four years:**

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

Source: Amendments and Notifications

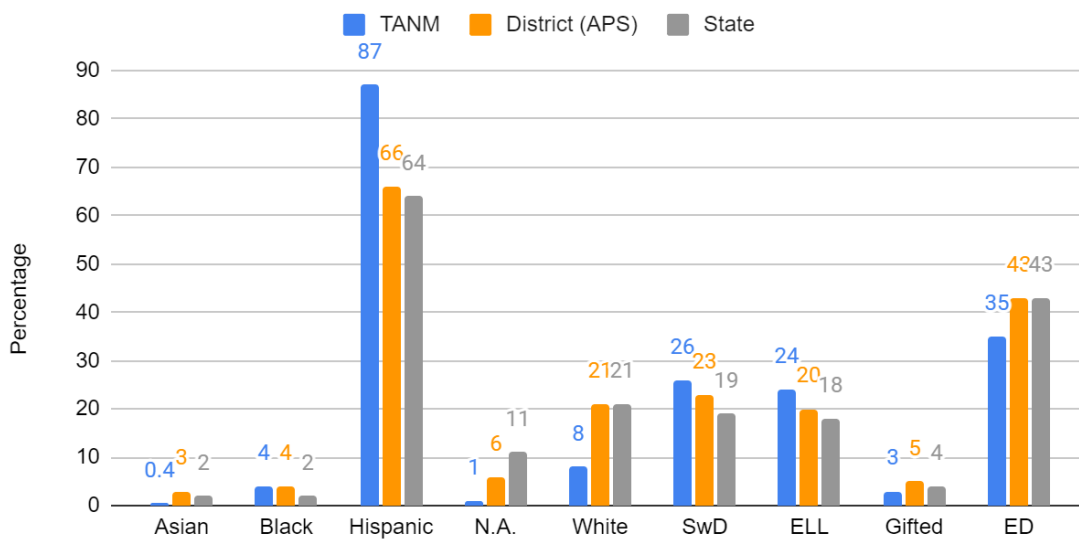
**Head Administrator and Business Manager changes in last four years:**

PEC Meeting Date	Position	Person Appointed
7/22/2022	From Theresa Archuleta and Veronica Torres as Co-directors to Veronica Torres sole Head Admin	Veronica Torres

Source: Amendments and Notifications

**Demographics as reported in STARS 2023-24 End of Year (EOY):**

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)	54	65.4	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)	87.5*	100	87.5
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>70.75</b>	<b>82.7</b>	–

**\*Note:** The Annual Report from 2021-22 indicates a School-specific Goal score of 80; the correct score should be 87.5. 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><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:**

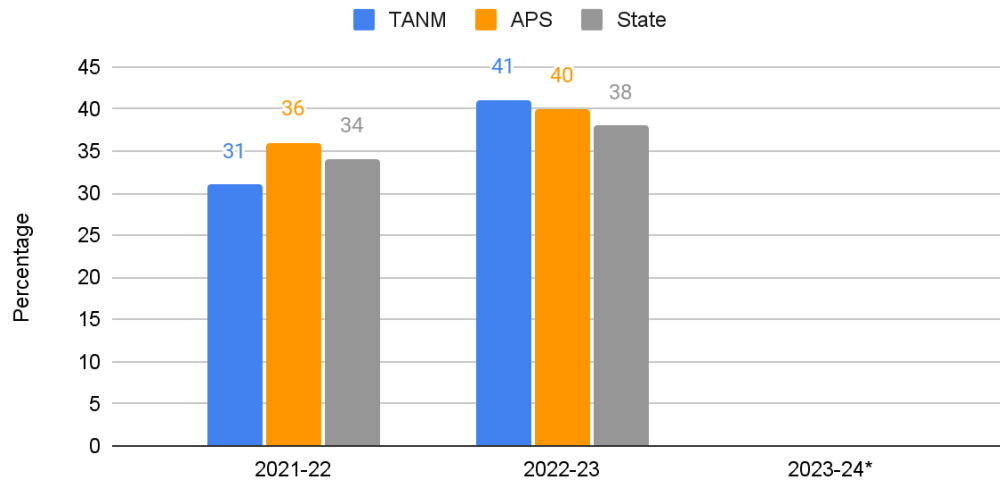
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	<b>54</b>	<b>Traditional</b>
Year 3	2022-23	<b>65.4</b>	<b>Traditional</b>
Year 4	2023-24	Pending	----

Source: NMVistas.org

**Academic Proficiency:**

**Reading**

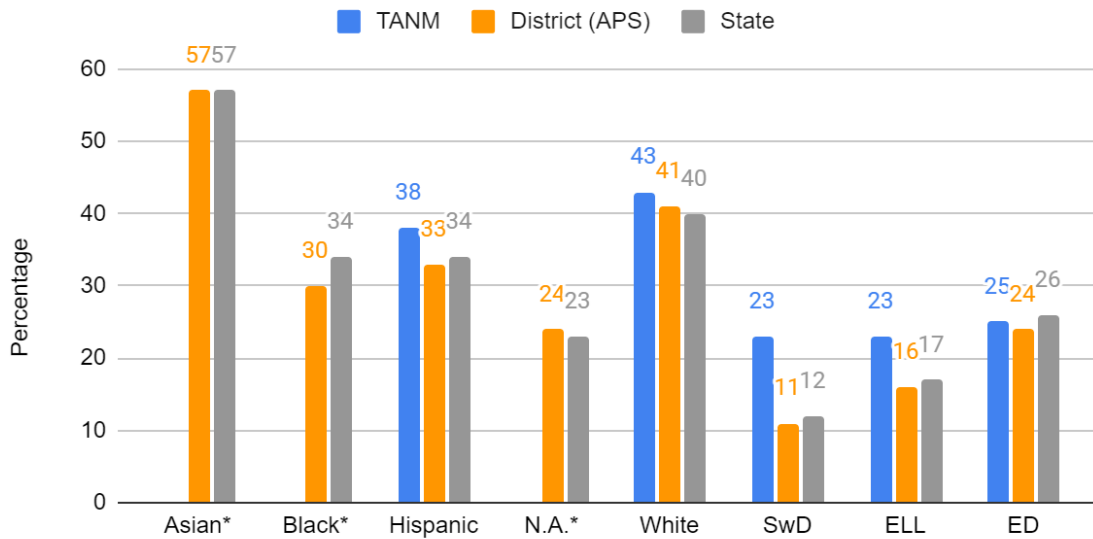
## Percent of Students Proficient in Reading across Charter Term



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.

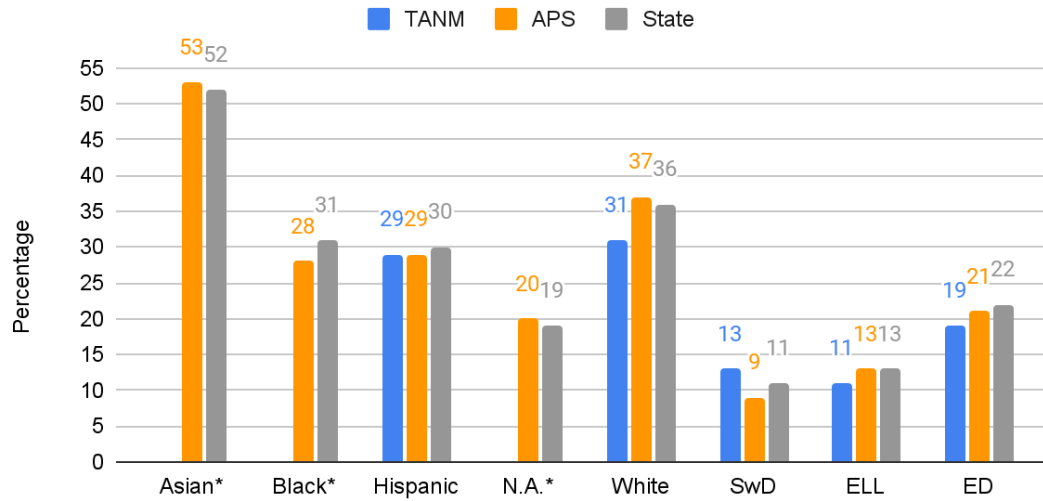
## Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** 2022-23 data are masked due to too few students represented in the subgroup(s).

## Percent Proficient in Reading by Subgroup 2021-22

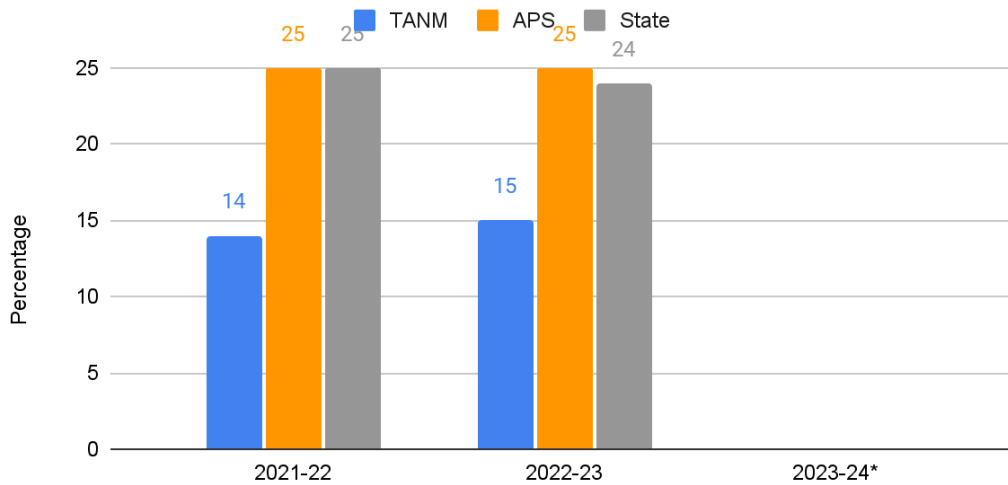


Source: Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2021-22 data are masked due to too few or no students represented in the subgroup(s).

## Mathematics

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

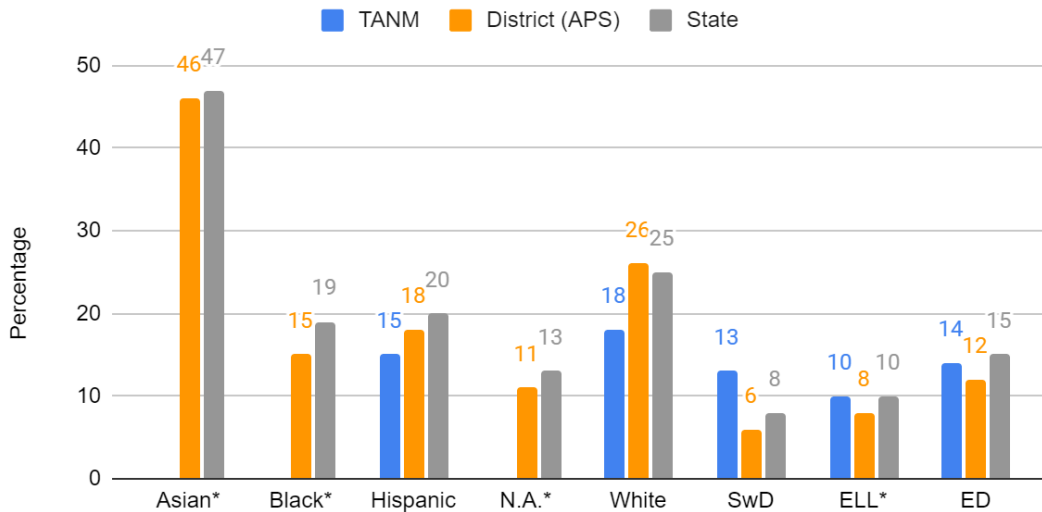


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*\*Note:** 2021-22 TANM data are blurred at  $\leq 20\%$ .

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

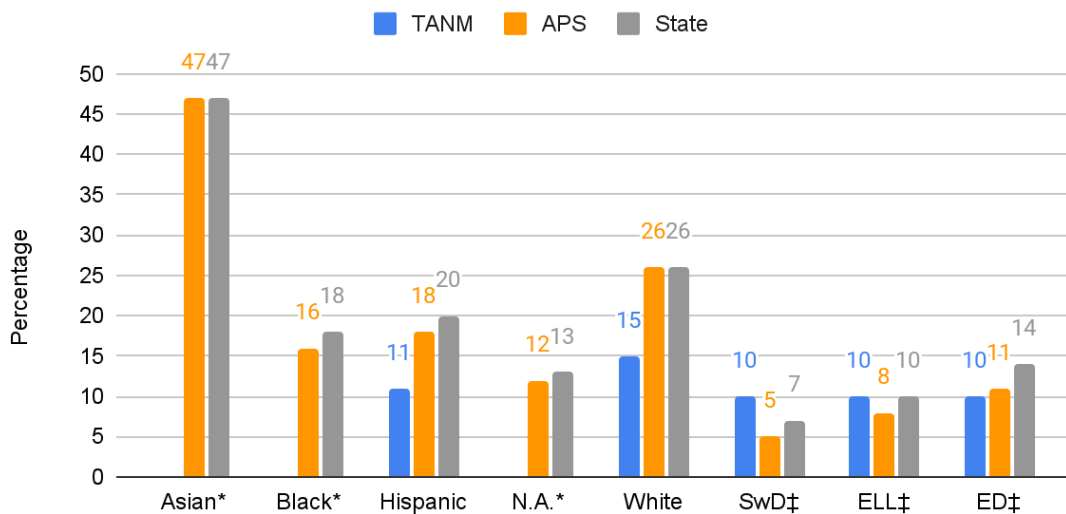
## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

\*Note: 2022-23 data are masked due to too few students represented in the subgroup(s). 2022-23 ELL data are blurred,  $\leq 10\%$ .

## Percent Proficient in Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

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

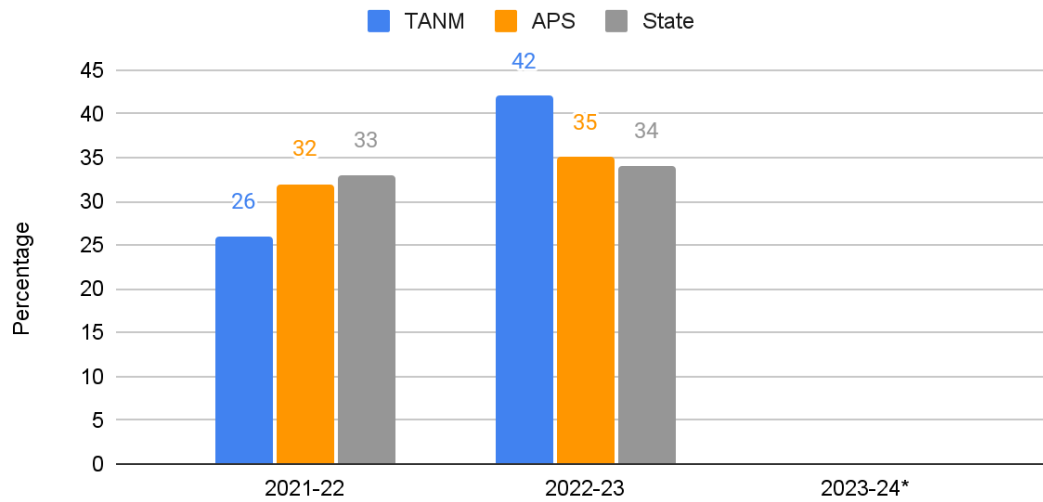
‡Note: 2021-22 TANM data for SwD, ELL, and ED are blurred at  $\leq 10\%$ .



## 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.

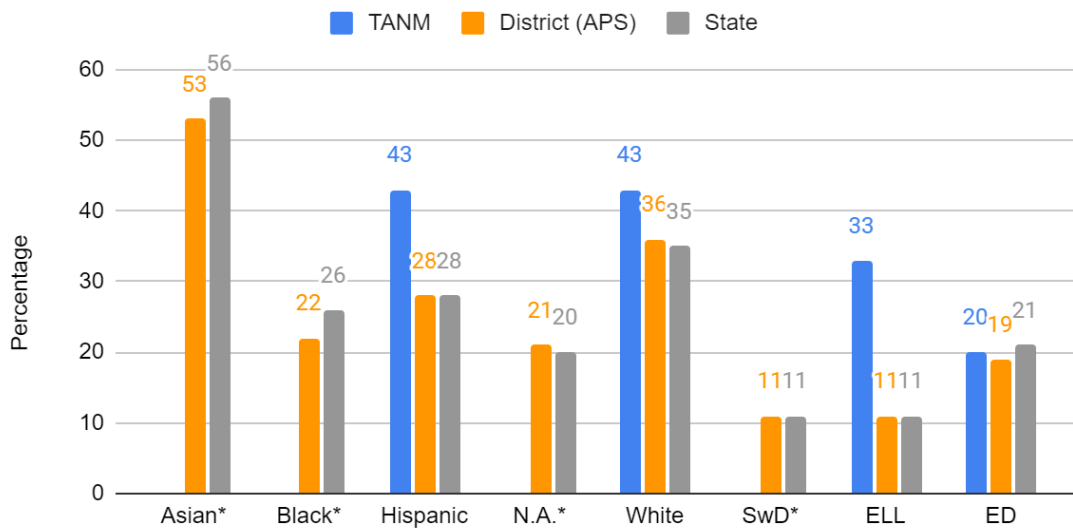
### Percent of Students Proficient in Science across Charter Term



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.

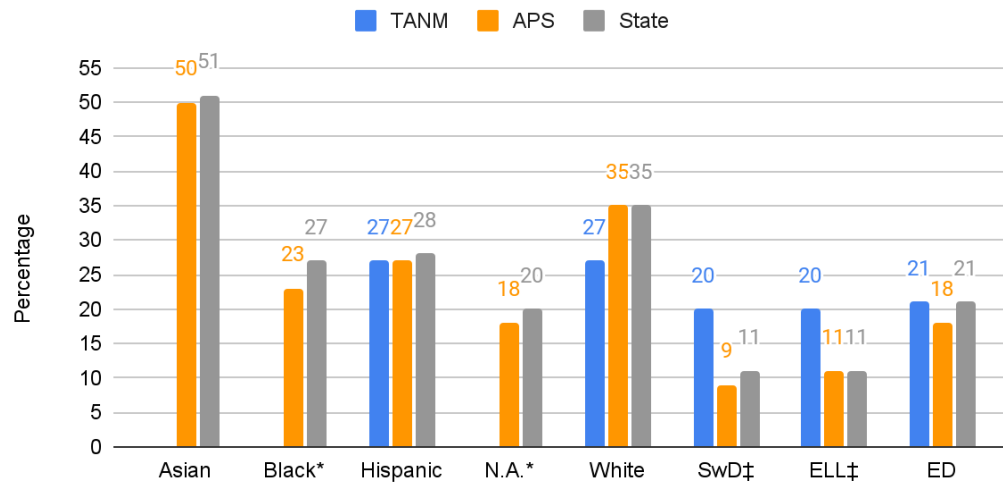
### Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** 2022-23 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 data are masked due to too few students represented in the subgroup(s).

Note: 2021-22 TANM data are missing for Asian due to no students represented in the subgroup(s).

‡Note: 2021-22 TANM data for SwD and ELL 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	Masked
2022-23	Masked
2023-24	Pending

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

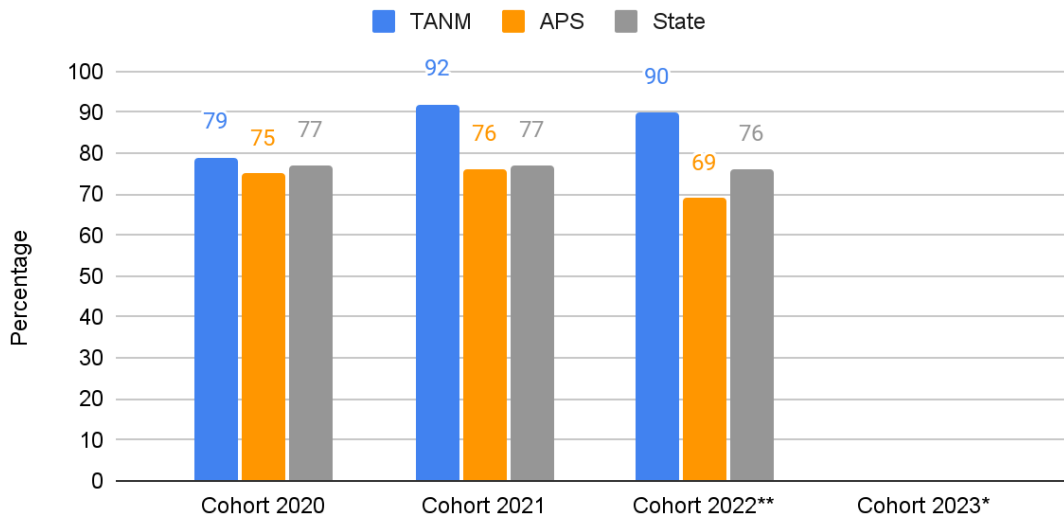
### High School Graduation Rates:

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 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.

**\*\*Note:** School's 2022 data are partially masked due to population size,  $\geq 90\%$  graduation rate.

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

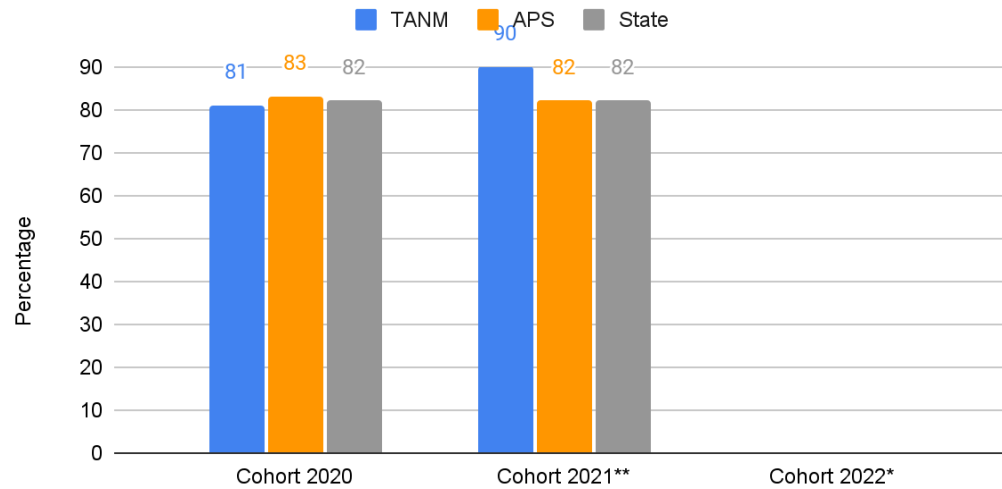
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	$\geq 90\%$	**	**	**	$\geq 80\%$	80%
2021	**	$\geq 95\%$	94%	$\geq 95\%$	52%	$\geq 95\%$	$\geq 95\%$	95%
2020	**	**	81%	**	**	56%	90%	73%

**\*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.

**\*\*Note:** School's 5-year 2021 data are partially masked due to population size,  $\geq 90\%$  graduation rate.

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

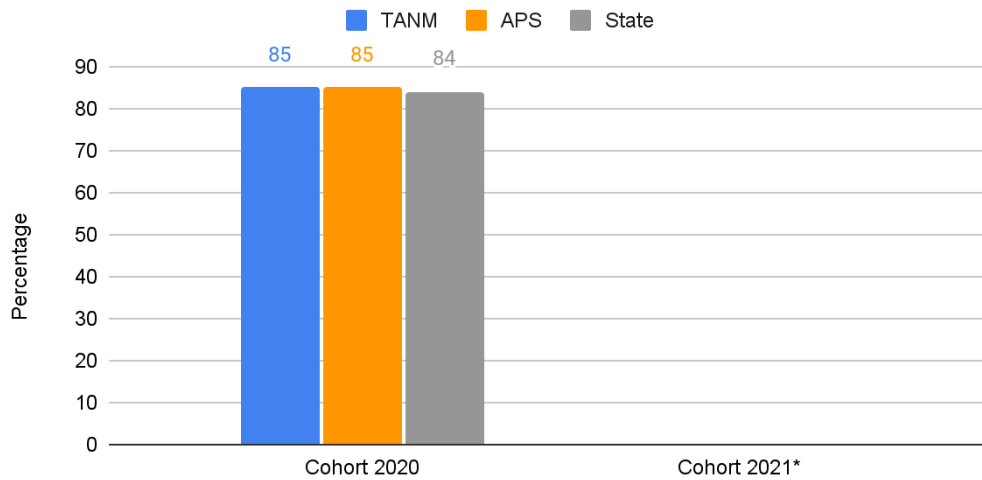
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2022*	pending	—	—	—	—	—	—	—
2021	**	**	$\geq 90\%$	**	**	**	**	$\geq 80\%$
2020	**	$\leq 5\%$	82%	$\geq 95\%$	85%	60%	88%	75%

**\*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	**	**	84%	**	**	**	≥ 80%	78%

**\*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	<b>Exceeds Standard</b> 100 points	<b>Meets Standard</b> 75 points	87.5*
Year 3 2022-23	<b>Exceeds Standard</b> 100 points	<b>Exceeds Standard</b> 100 points	100
Year 4 2023-24	<b>Exceeds Standard</b> 100 points	<b>Meets Standard</b> 75 points	87.5

\*Note: The Annual Report from 2021-22 indicates a School-specific Goal score of 80; the correct score should be 87.5.

Source: School reported data

**Mission-Specific Goals**

**Goal 1:** All students in grades 6-9, enrolled on the 40th and 120th day at Tierra Adentro of New Mexico, will demonstrate proficiency by having a “C” average in all arts courses and will participate in a minimum of 5 community events.

Performance Level	Target	Points
Exceeds Standard	Greater than 85% of students in grades 6-9, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “C” average or better in all arts courses and will participate in a minimum of 5 community events.	100
Meets Standard	70 – 85% of students in grades 6-9, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “C” average or better in all arts courses and will participate in a minimum of 5 community events.	75
Does Not Meet Standard	60 - 69% of students in grades 6-9, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “C” average in all arts courses and will participate in a minimum of 5 community events.	25
Falls Far Below Standard	Less than 60% of students in grades 6-9, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “C” or below average in all arts courses and will participate in a minimum of 5 community events.	0

**Goal 2:** All students in grades 10-12, enrolled on the 40th and 120th day at Tierra Adentro of New Mexico, will demonstrate proficiency by having a “B” average or better in all arts focus classes and will participate in a minimum of 5 community events.

Performance Level	Target	Points
Exceeds Standard	Greater than 85% of students, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “B” average or better in all arts courses and will participate in a minimum of 5 community events.	100
Meets Standard	70 - 85% or more of students, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “B” average or better in all arts courses and will participate in a minimum of 5 community events.	75
Does Not Meet Standard	60 - 69% of students, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “B” average in all arts courses and will participate in a minimum of 5 community events.	25
Falls Far Below Standard	Fewer than 60% of students, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “B” or below average in all arts courses and will participate in a minimum of 5 community events.	0

**Student Attendance/Retention/Recurrent:**

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	97%	90%	81%
2021-22	87%	94%	75%
2022-23	90%	92%	80%
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	88%
2021-22 to 2022-23	83%
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	39	31	38	pending
Grade 7	46	40	41	–
Grade 8	31	50	44	–
Grade 9	36	26	44	–
Grade 10	37	30	21	–
Grade 11	35	23	26	–
Grade 12	25	33	25	–
<b>Total</b>	<b>249</b>	<b>233</b>	<b>239</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 Equivalent (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	1.50	2.62	2.50	0	19.00	4.00	31.62
FY22	2.00	1.50	2.33	2.50	0	17.50	3.00	28.83
FY23	2.00	1.50	2.62	2.50	0	17.00	2.00	27.62
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	13.9	3.95	1.0	1.0	2.0	1.0	29.17
FY22	14.5	3.75	1.0	1.0	2.0	1.0	29.57
FY23	11.00	3.2	1.0	0	2.0	1.0	23.70
FY24	12.0	3.45	2.0	1.0	2.0	1.0	27.90

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	1,873,350	61%	1,730,625	62%	1,551,448	56%	pending	
2100	Student Support	244,941	8%	241,027	9%	209,251	8%	–	
2200	Instructional Support	11,817	<1%	15,103	<1%	22,971	<1%	–	
2300	Central Administration	319,036	11%	327,576	12%	199,528	7%	–	
2400	School Administration	60,446	1%	61,904	2%	178,777	6%	–	
2500	Central Services	255,978	9%	202,678	7%	232,914	8%	–	
2600	Maintenance and Operations	270,228	9%	208,431	7%	287,177	10%	–	
2700-5999	All Other Function Codes	0	0%	69	<1%	96,718	3%	–	
Total Operational Expense Fund 11000		3,035,796	100%	2,787,413		2,778,782	100%	–	
Total Operational Revenue Fund 11000		\$2,944,479		\$3,023,560		\$3,008,247		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	\$500,000.00	6%	14.33%	52.32
FY22	\$380,000.00	(-24%)	10.93%	39.90
FY23	\$500,000.00	32%	13.43%	49.03
FY24	\$850,000.00	70%	18.89%	68.94

**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	2	0	0	0	No
FY21	1	0	0	0	No
FY22	2	0	1	0	No
FY23	2	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	Sandy Martinez	Ted Baca	Donna Jewel	6	N/A
FY22	Ted Baca	Carol Crawford	Elizabeth Marshall	5	N/A
FY23	Ted Baca	Carol Crawford	Elizabeth Marshall	5	Yes
FY24	Sandy Martinez	Elizabeth Marshall	Jullian Martinez	5	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
Daniel Silva	6	OR		
Elizabeth Marshall	8	8	2	8
Donna Jewel	8	OR		
Sandy Martinez	8	8	8	8
Carol Crawford	8	8	8	
Ted Baca	6	0	8	
Rosalia Pacheco			11	
Jillian Martinez				15
Virginia Wilmerding				13
Carrie Freeman				15

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

Tierra Adentro of New Mexico	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	Does Not Meet Standard	Working to 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	Working to Meet Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	Meets Standard	N/A	Meets Standard
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Does Not Meet 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	Meets Standard	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	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	Working to Meet Standard	Pending
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard	Does Not Meet 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	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.
- 1.d. Language and Culture Division (LCD) reviewed files during site visit and the school did not follow correct EL identification process, per LCD’s Technical Assistance and Focused Monitoring Review (TAFM) letter.
- 3.c. Notification of governing board membership change not submitted to the CSD/PEC.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.
- 4.c. Licensure Bureau indicated licensure discrepancies not resolved by 120D.

### Explanation of 2022-23 Indicator Ratings:

- 1.b. Assessment participation 94% in Science (target 95%).
- 2.b. [FY22 Audit](#) showed that the school had 2 audit findings and one (1) material weakness.
- 3.a. As of July 3, 2023 one governing board member only completed 2 hours of training.
- 4.b. EOY: Attendance rate is 92% (Attendance rate must be 95%).

### Explanation of 2021-22 Indicator Ratings:

- 1.b. ELA and math participation 88%, science 82%, ACCESS 78%. Target is 95% for all assessments.
- 3.a. 3+ members do not complete all hours, or a total of 4 hours or more missing for all members combined. Some but not all audit committee members attend exit interview.

4.b. The school's attendance rate as reported in the STARS 2021-22 EOY report was 85%. 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 performance related to negative growth for the student subgroups as listed on page 7 of the annual report and an organizational concern listed on page 11 of the [annual report](#).

**Source:** CSD Internal Monitoring