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

School Name: Albuquerque Sign Language Academy
School Address: 225 Griegos Rd., NW Albuquerque, NM 87107
Head Administrator: Raphael (Rafe) Martinez
Governing Board Chair: Kimberly Moya
Business Manager: Sarah Piña
Authorized Grade Levels: K-12
Grade Levels Served: K-12
Authorized Enrollment Cap: 300
Facility/building capacity: 500
2023-24 120-Day Enrollment: 147
Contract Term: 2020-2025
Weighted NMCI Number¹: 64.81
Foundations: ABQ Sign Language Academy Foundation, ASLA Foundation
Remote or in-person instruction (or ratio if combination): in-person
Food services offered: Yes
Transportation service offered: Yes

Source: CSD Internal Monitoring

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

History:

Albuquerque Sign Language Academy first opened in 2010 with the Public Education Commission as their authorizer. This is their third renewal application with the PEC.

Mission:

The mission of the Albuquerque Sign Language Academy is to improve educational outcomes for deaf, hard of hearing, and hearing students in the greater Albuquerque area by providing a rigorous standards-based bilingual educational program which utilizes American Sign Language and English to achieve academic excellence, support family involvement, and promote multicultural community partnerships.

Educational Program of School as written in the contract:

- i. Dual Language Education Program: American Sign Language and English.
- ii. Highly inclusive model of Special Education where all students are included in every aspect of school culture and studies wherein Speech and Language Services, Occupational and Physical Therapy, and Social Work are embedded within the entire educational program.
- iii. Use of the latest technology including Interactive White Boards, tablets, and computers in every classroom to enhance and assist in the use of visual language.
- iv. Implementation of Foundational Qualities for Student Success Assessments (The Albuquerque Sign Language Academy developed the FQSS Assessments which is based on the work of the Duckworth Lab at the University of Pennsylvania and the KIPP Report Card. It is a way to assess the students' growth related to internal qualities that help a student to succeed in school and in life. The FQSS focuses on eight internal qualities: 1. Zest 2. Grit 3. Self Control related to School Work 4. Interpersonal Self Control 5. Optimism 6. Gratitude 7. Social Intelligence 8. Curiosity.)
- v. The Albuquerque Sign Language Academy will work with multiple schools and programs by providing special education support and training to the staff so that the students who transition from ASL Academy into those schools are fully included in the General Education program.
- vi. The Albuquerque Sign Language academy staff is providing ASL classes (credit-bearing and elective) to staff, other schools, parents, and the community.

Student-Focused Terms

- i. All students receive high levels of differentiated instruction and Asset-based instruction
- ii. Expansion of the critical mass of ASL users by including hearing children-including Children of Deaf Adults (CODAs) and siblings
- iii. School-wide access to a common language that unifies the hearing and deaf world.
- iv. Commitment to providing ASL-rich extracurricular programs (e.g., after-school programs, athletic opportunities, large social events)
- v. Free Transportation to and from school for students who have transportation designated in their IEP
- vi. School Advisory Council (SAC) The Albuquerque Sign Language Academy established a robust SAC, which serves many purposes, including organizing and hosting family and community events throughout

the school year. By sponsoring community events, Albuquerque Sign Language Academy is increasing awareness of deaf and hard of hearing children and their abilities, connecting deaf and hard of hearing students to hearing siblings enrolled at other schools and encouraging family networking.

Teacher-focused Terms

- i. All staff are bilingually certified in ASL and English or are training to become certified as it is a requirement of school
- ii. All teachers are dually certified in Special Education and General Education or training to become so as it is required.
- iii. All teachers are required to follow a weekly formatted and facilitated PD program outside of the student teaching day for up to at least five hours per week.

Parent-focused Terms

- i. Free ASL classes for parents and associates of school
- ii. Community Engagement Center (CEC) The Albuquerque Sign Language Academy has created and staffed their CEC, which serves as the portal between the charter school and the greater community. The purpose of the CEC is threefold: To develop robust partnerships that will create expanded resources for our students and their families; To create opportunities for the deaf community, school community and business community to have a voice and role in student education; and To ensure that the deaf community and other special needs communities are aware of the school's mission to serve children and families with hearing loss, to improve educational and social-emotional outcomes of deaf children from hearing families, and to create a bilingual environment, the Albuquerque Sign Language Academy offers free ASL classes to all Albuquerque Sign Language Academy parents and family members.

Amendments approved in last four years:

PEC Meeting Date	Approved (Y/N)	Amendment Request
8/27/2021	Y	Additional Square Footage
8/19/2022	Y	Enrollment Cap Increase from 200 to 300
8/25/2023	Y	School Relocation

Source: Amendments and Notifications

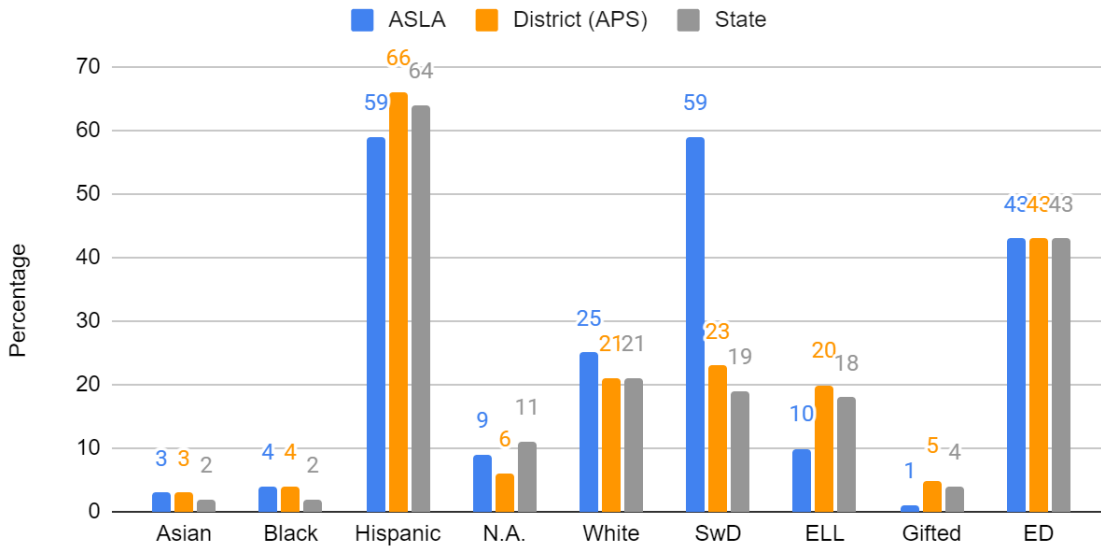
Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
2/18/2022	Business Manager	German Martinez
2/17/2023	Business Manager	Nancy Holmquist

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)	36	34.5	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*	75	75
Overall Academic Score: average of Indicators 1 and 3	55.5	54.75	–

***Note:** The Annual Report from 2021-22 indicated the incorrect score for School-specific Goals; the correct score should be 75, Meets Standard. 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:

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:

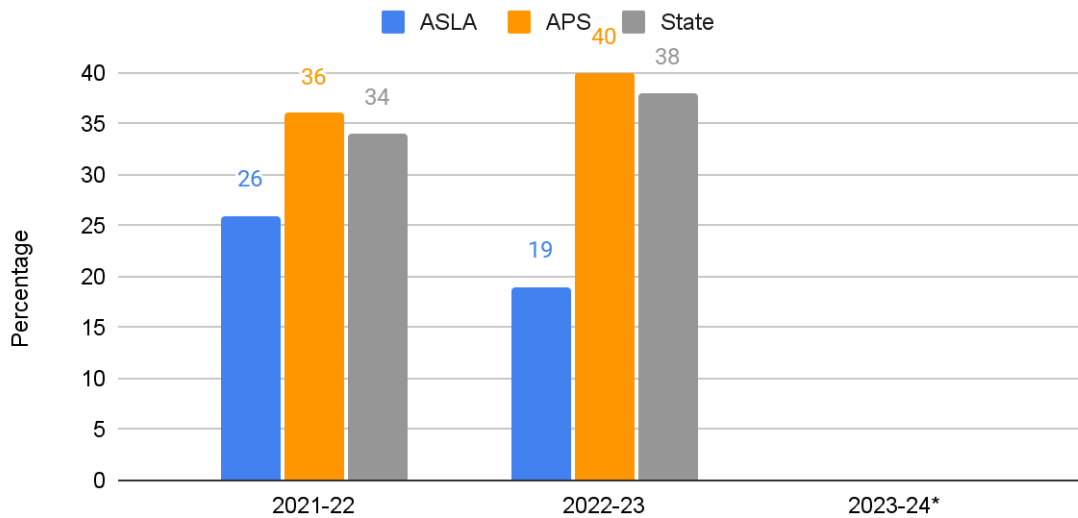
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	36	Traditional
Year 3	2022-23	34.5	Traditional
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

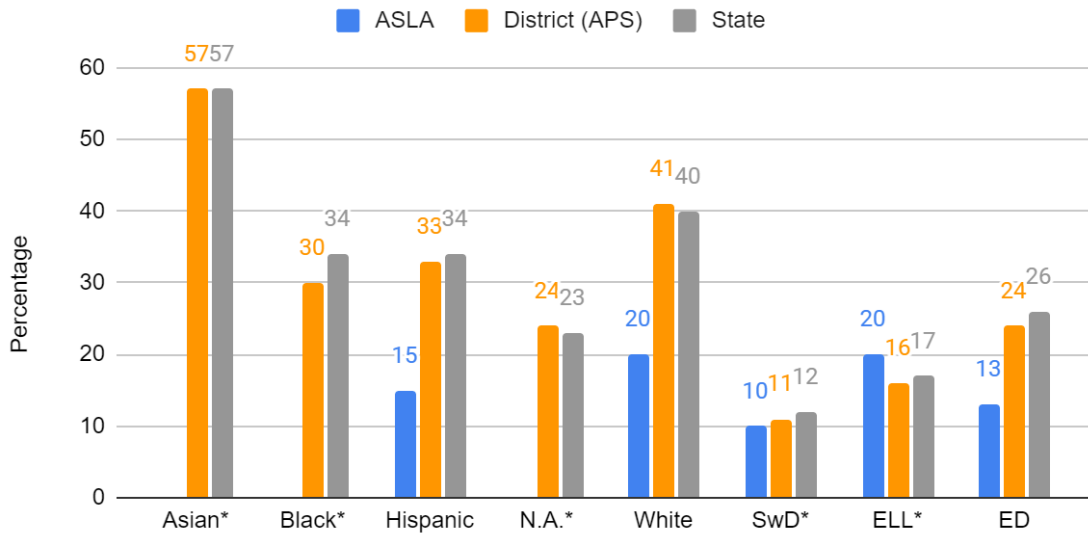
Percent of Students Proficient in Reading across Charter Term



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.

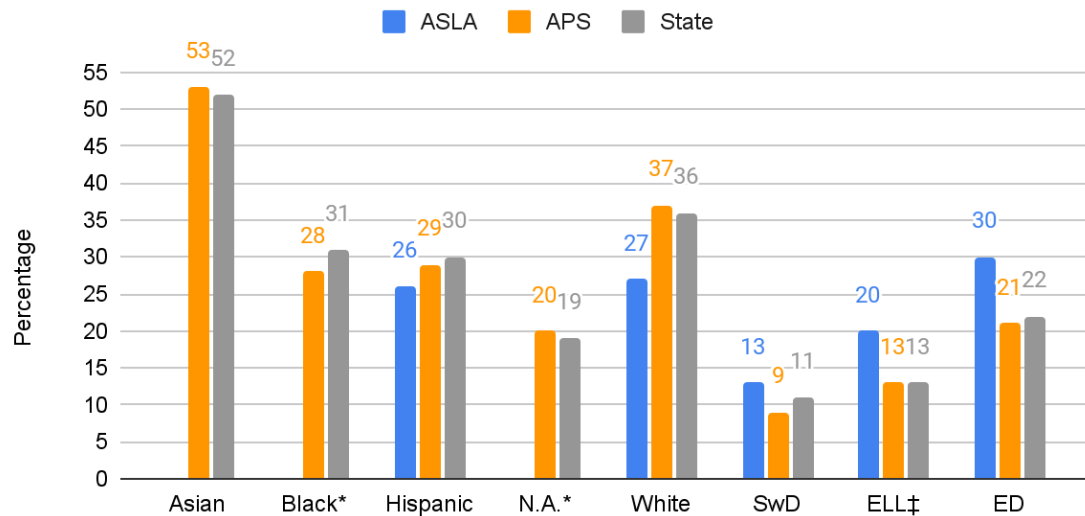
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** data are masked due to too few students represented in the subgroup(s). Populations also masked: students with disabilities, $\leq 10\%$ proficient, and English language learners, $\leq 20\%$ proficient in reading.

Percent Proficient in Reading by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

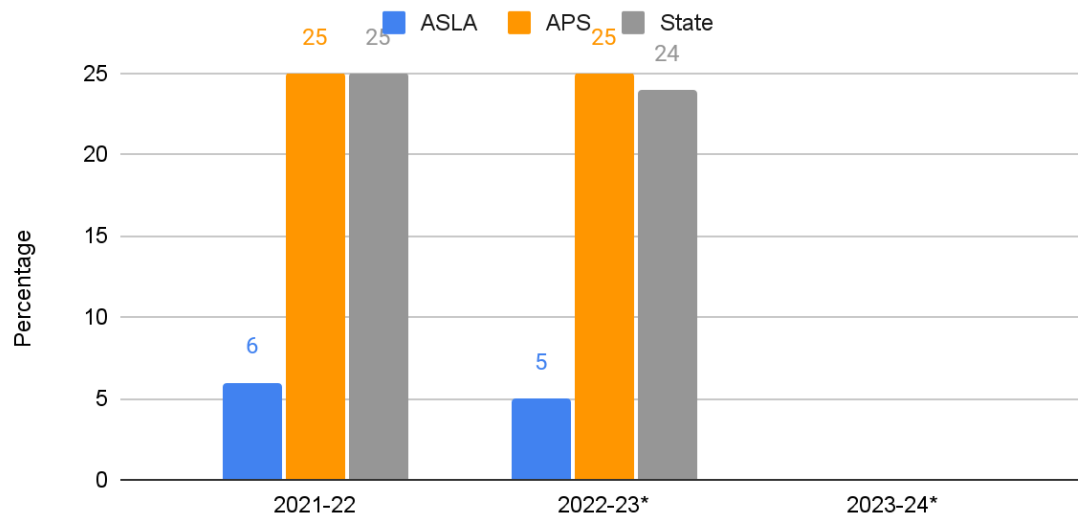
Note. 2021-22 ALSA data are missing due to no students in the student subgroup.

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

‡Note: 2021-22 ALSA data for ELL are blurred at $\leq 20\%$.

Mathematics

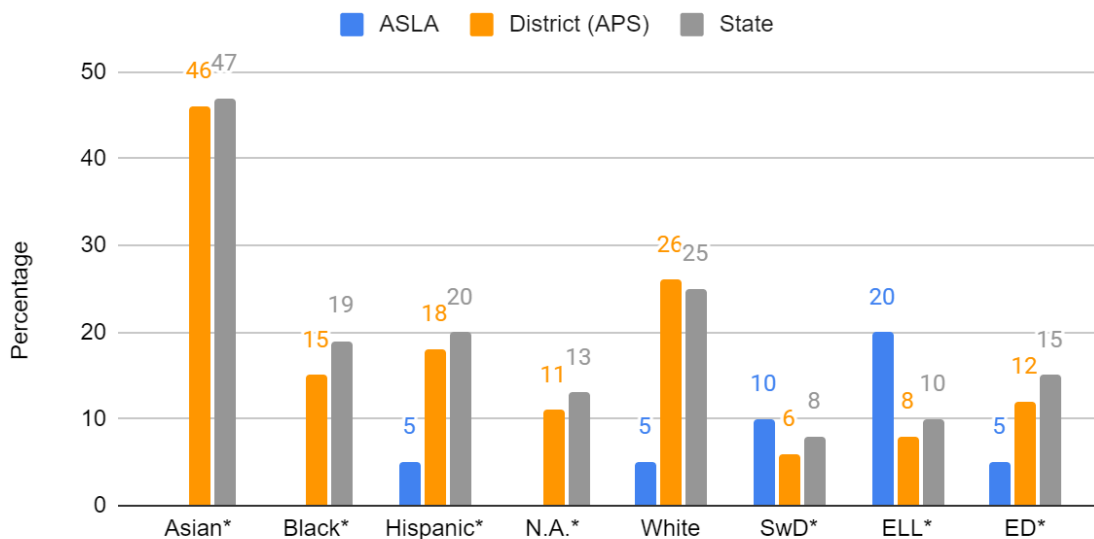
Percent of Students Proficient in Math across Charter Term



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

***Note:** the school's 2022-23 math data is partially masked, $\leq 5\%$ proficient in math. Also, the 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

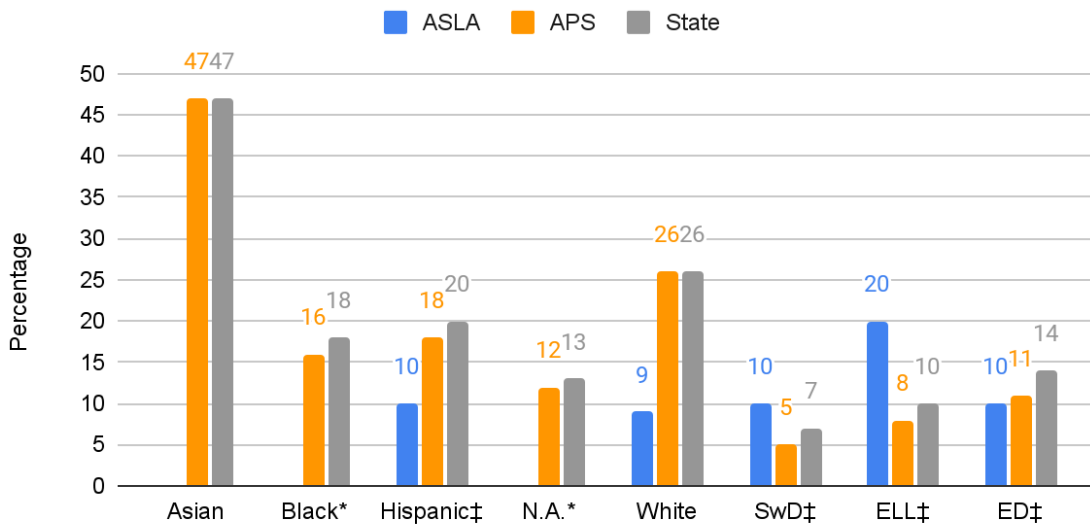
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** 2022-23 data are masked due to too few students represented. Populations also masked: Hispanic population, $\leq 5\%$ proficient, students with disabilities, $\leq 10\%$ proficient, and English language learners, $\leq 20\%$ proficient in math.

Percent Proficient in Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

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

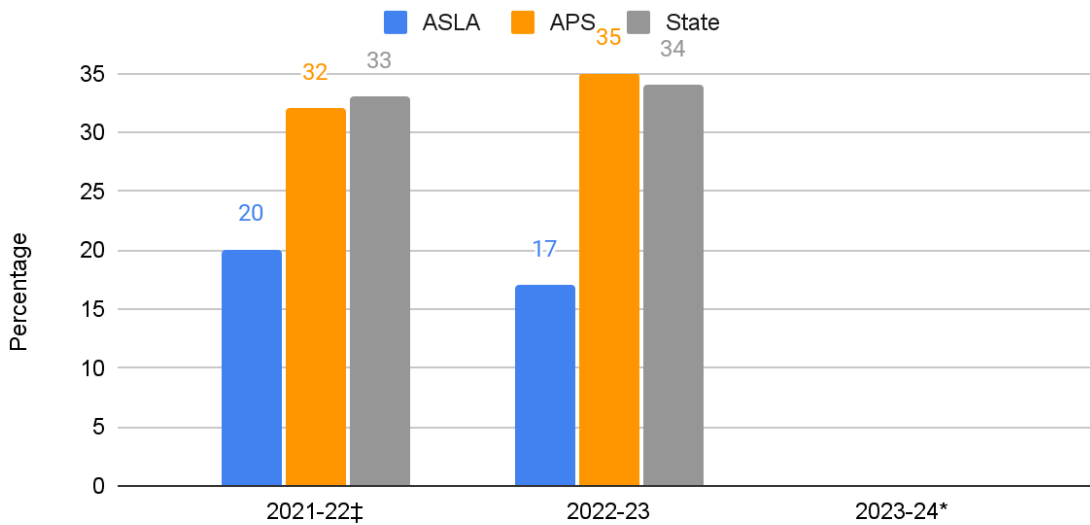
***Note:** 2021-22 ALSA data are masked due to too few students represented in the subgroup(s).

‡Note: 2021-22 ALSA data for Hispanic, SwD, and ED are blurred at $\leq 10\%$; and for ELL at $\leq 20\%$.

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

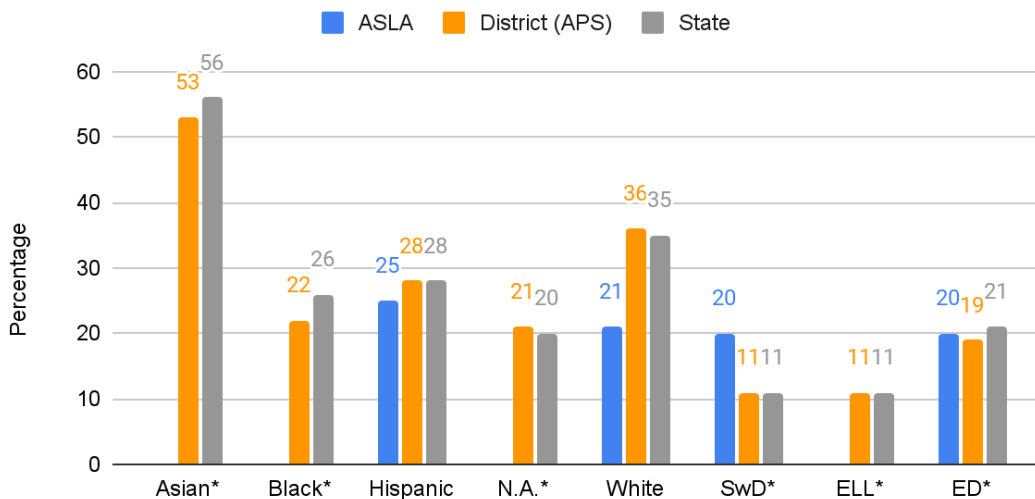


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

‡Note: 2021-22 ALSA data are blurred at <= 20%.

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

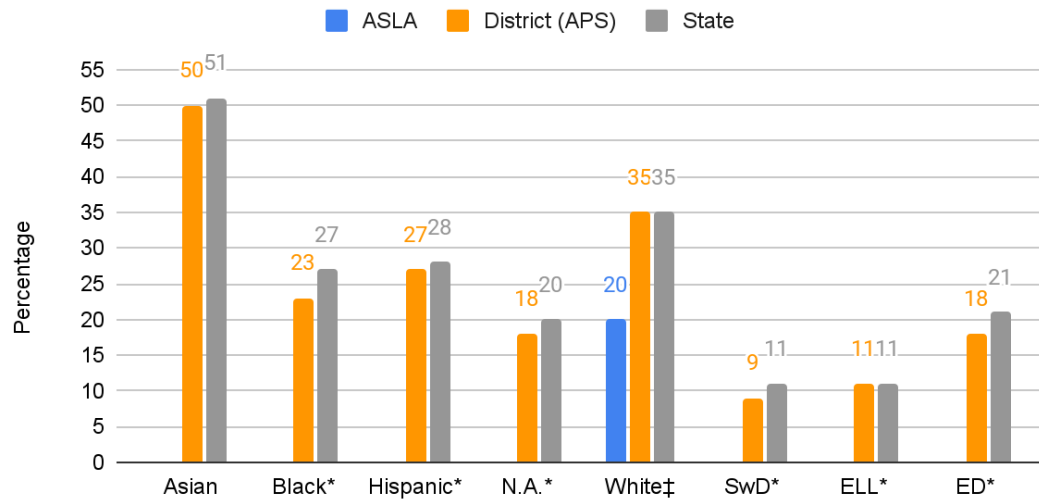
Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

*Note: 2022-23 data are masked due to too few students represented. Students with disabilities also masked, ≤20% proficient in science.

Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

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

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

‡Note: 2021-22 ALSA data for Whites 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	12.5%*
2023-24	Pending

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

***Note:** NM Vistas has assigned a score to the school; however, the school pointed out that “ACCESS is a spoken language test with a strong phonetic component and therefore not applicable to deaf students, meaning that students cannot ‘test out’ and the test is invalid for deaf ELL students.”

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://www.state.nm.us/education/graduation-data)

Note: Albuquerque Sign Language Academy serves a population of 100% Students with Disabilities in high school and has had a policy of not officially graduating any students at the 4-year threshold, as it would render them ineligible for transition services. Since its inception, the school's transition program has graduated 100% of students who have enrolled, but they do not graduate in 4, 5, or 6 years. Graduation data for 4, 5, and 6-year rates are masked for all students on NM Vistas.

School-Specific or Mission-Specific Goals:

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

Source: School reported data

Mission-Specific Goals

Goal 1: ASL Language Goal: At least 80% of K-12 students, enrolled on the 40th and 120th day, will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests*.

*Note: The Avenue: PM progress monitoring system includes eight apps that present students with short Curriculum Based Measurement (CBM) tasks to reliably and validly assess students’ literacy over time. The system, funded through the United States Department of Education, is free for use. The eight tasks begin with assessment of pre-reading skills and progress to measure reading comprehension and writing. In addition to measuring literacy, Avenue:PM also is a unique reliable and valid measure of American Sign Language (ASL), therefore making Avenue:PM an essential assessment tool for the ASL Academy. The “Copy Right” and “Picture Naming” subtests measures students’ receptive/expressive comprehension of American Sign Language.

Performance Level	Target	Points
Exceeds Standard	90-100% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests.	100
Meets Standard	80-89% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests.	75
Does Not Meet Standard	70-79% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests.	25
Falls Far Below Standard	Less than 70% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests.	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	100%	100%	88%
2021-22	94%	96%	80%
2022-23	89%	98%	85%
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	71%
2021-22 to 2022-23	86%
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	6	14	5	pending
Grade 1	10	10	16	–
Grade 2	10	11	11	–
Grade 3	9	13	14	–
Grade 4	8	8	14	–
Grade 5	13	7	8	–
Grade 6	14	13	15	–
Grade 7	9	13	13	–
Grade 8	14	9	13	–
Grade 9	6	5	0	–
Grade 10	2	5	5	–
Grade 11	1	2	4	–
Grade 12	9	8	7	–
Total	111	118	125	–

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	13.00	10.02	1.60	0	2.1	10.90	39.62
FY22	2.00	11.00	10.14	1.60	.03	3.9	10.10	38.77
FY23	2.40	23.20	14.95	2.20	.25	8.05	9.95	61.00
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	2.10	8.76	12.29	2.37	1.92	0	31.71
FY22	4.05	7.60	0	1.77	1.92	0	36.72
FY23	6.00	5.00	7.75	1.75	1.00	0	29.90
FY24	10.00	8.25	4.2	3.04	1.92	0	44.00

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

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

Function	Function Name	FY21	%	FY22	%	FY23	%	FY24	%
1000	Direct Instruction	940,984	44%	1,125,334	43%	1,331,853	42%	pending	
2100	Student Support	599,925	28%	827,427	31%	1,007,665	32%	-	
2200	Instructional Support	1,823	<1%	3,052	<1%	3,484	<1%	-	
2300	Central Administration	211,589.	10%	203,804	8%	233,973	7%	-	
2400	School Administration	189,071	9%	227,186	9%	256,057	8%	-	
2500	Central Services	122,082	6%	153,086	6%	248,245	8%	-	

2600	Maintenance and Operations	70,417	3%	84,006	3%	69,804	2%	-	
2700-5999	All Other Function Codes	776	<1%	16,177	<1%	28,465	<1%	-	
Total Operational Expense Fund 11000		2,136,667	100%	2,640,073	100%	3,190,703	100%	-	
Total Operational Revenue Fund 11000		\$2,508,926		\$2,682,710		\$3,604,726		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	\$1,111,167.00	15%	29.53%	107.77
FY22	\$1,480,817.00	33%	35.45%	129.38
FY23	\$1,185,268.00	(-20%)	22.38%	81.69
FY24	1,574,056.00	33%	23.31%	85.07

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	2	0	0	0	no
FY22	3	1	0	0	no
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	Kimberly Moya	Not identified	Dana Grubestic	5	N/A
FY22	Kimberly Moya	Andrew Faber	Dana Grubestic	5	Yes
FY23	Kimberly Moya	Dana Grubestic	Vonnie Sachs	5	Yes
FY24	Kimberly Moya	Dana Grubestic	Vonnie Sachs	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 (exempt 2 hours)	FY22 (exempt 2 hours)	FY23 (exempt 2 hours)	FY24
Kimberly Moya	6	6	6	8
Andrew Faber	6	6		
Dana Grubestic	6	7	7	8
Jane Cavanaugh	8	6	8	8
Elizabeth Keefe	6			
Vonnie Sachse		7	8	8
Erin Jarry			15	8
Nicole Lucero				10
Venesse Taylor				11

Source: CSD Internal Monitoring

*Note: When applicable, 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

Albuquerque Sign Language 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	Working to Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Working to Meet 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	Does Not Meet Standard	Working to Meet Standard
2b Accounting Principles	Working to Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Working to Meet Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	N/A	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	Meets Standard	Meets Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Meets Standard	Meets Standard	Does Not Meet 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	Meets Standard	Meets Standard
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. FY24 quarter 3 report was submitted late.
- 2.b. [FY23 Audit](#): had 5 audit findings.
- 2.c. [FY23 Audit](#): one repeat audit finding.
- 4.c. Licensure discrepancies not resolved by 120D.

Explanation of 2022-23 Indicator Ratings:

1.d. April 2023- EL identification compliance concerns issued by Language and Culture Bureau. File audit found 4 areas of non-compliance.

1.e. April 2023- State funded BMEP compliance concerns issued by Language and Culture Bureau.

2.a. NMPED School Budget Bureau Reporting in OBMS Q3 late 11 days, Q4 late 1 day.

2.c. [FY22 Audit](#): one repeat audit finding.

2.f. [FY22 Audit](#) 2022-003; 941 report submitted 5 days late.

4.b. EOY attendance rate was 90%; attendance rate must be 95%.

4.c. Licensure discrepancies not resolved at end of school year.

Explanation of 2021-22 Indicator Ratings:

1.b. ACCESS participation 81%. Target is 95% for all assessments.

2.e. The school had three SBOs of record in FY22.

Explanation of 2020-21 Indicator Ratings:

Explanations for indicator ratings are not available.

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: overall designation on Organizational and Financial ratings of “does not meet”, negative growth on pages 6-7 of the annual report, and 1.d. Rights of English Language Learners, 2.a Financial Reporting and Compliance and 4.c Staff Credentialing concerns on page 10 of the annual report.

Source: CSD Internal Monitoring