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SECRETARY OF PUBLIC EDUCATION

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GOVERNOR

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

School Name: The MASTERS Program Early College Charter School

School Address: SFCC LL320 6401 Richards Ave Santa Fe, NM 87508

Head Administrator: Dr. Karla Haas Moskowitz

Governing Board Chair: Steve Stauss

Business Manager: Rebekah Runyan

Authorized Grade Levels: 9-12

Grade Levels Served: 9-12

Authorized Enrollment Cap: 280

Facility/building capacity: 296

2023-24 120-Day Enrollment: 248

Contract Term: 2020-2025

Weighted NMCI Number¹: 16.53

Foundation: No

Remote or in-person instruction (or ratio if combination): in-person & online (through SFCC)

Food services offered: Yes

Transportation service offered: No

Waivers: Driver Education, Evaluation Standards for School Personnel

Source: CSD Internal Monitoring

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

History:

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

Mission:

The MASTERS Program is committed to the development of engaged, compassionate students who value academic excellence and education beyond high school, service to others and creating a conscious community.

Educational Program of School as written in the contract:

As an early college high school, The MASTERS Program offers, between high school and college level courses, a vast array of opportunities for its students. Students are given the freedom of college students but the need for responsibility when one is given freedom is stressed.

- i. We value a supportive, engaged community of teachers and learners who are moving toward higher and higher levels of education, and our goal is for students to leave with college credits on their transcripts, a career goal for the future and possibly a Certificate or an Associate's Degree.
- ii. We track attendance, timeliness, quality of work and engagement (as defined in the TMP Community Handbook) carefully as indicators of excellence, as evidenced by attendance records and gradebook.
- iii. The School also emphasizes service to the community and places major emphasis on creating a conscious community of compassionate and engaged students. To these ends, we offer "Friday Projects" that combine student interests with work in the Santa Fe community, including placements such as county trail maintenance, the animal shelter, the Food Depot and Habitat for Humanity. Through these experiences, students learn useful job skills.
- iv. Regular conversations about the values of our community and about how we treat one another create an awareness that it is possible to have a school where everyone is welcome and feels safe and where kindness and cooperation are the everyday way of being. These purposeful conversations are scheduled and held spontaneously.

Amendments approved in last four years:

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

Source: Amendments and Notifications

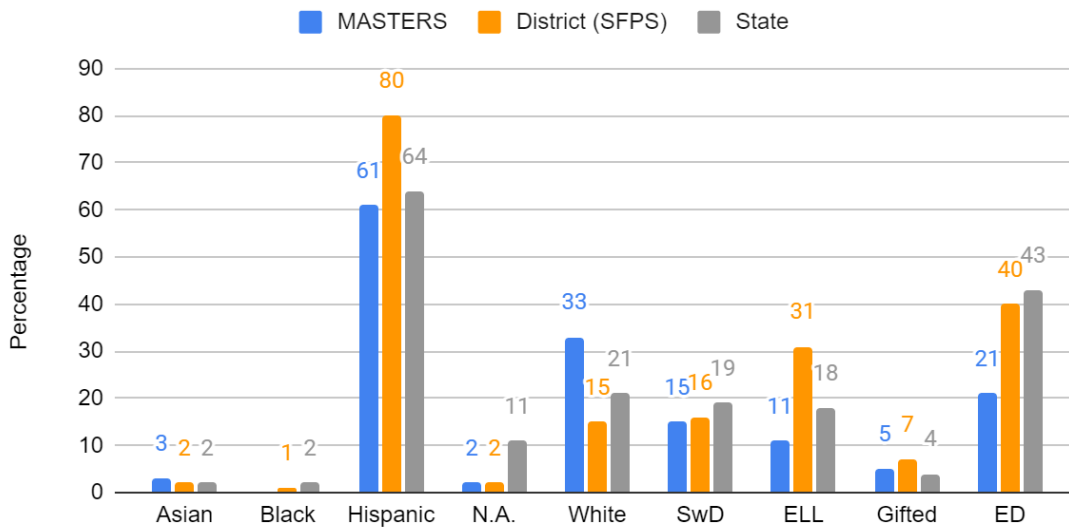
Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
8/27/2021	Business Manager	Rebekah Runyan
7/22/2022	Head Administrator	Robert Jessen
7/21/2023	Interim Head Administrator	Anne Salzman
9/22/2023	Head Administrator	Karla Haas Moskowitz

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)	59	82.2	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)	25*	25	25
Overall Academic Score: average of Indicators 1 and 3	42	53.6	–

***Note:** The Annual Report from 2021-22 indicates 61 as the School-specific Goal score; the correct score should be 25. 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:

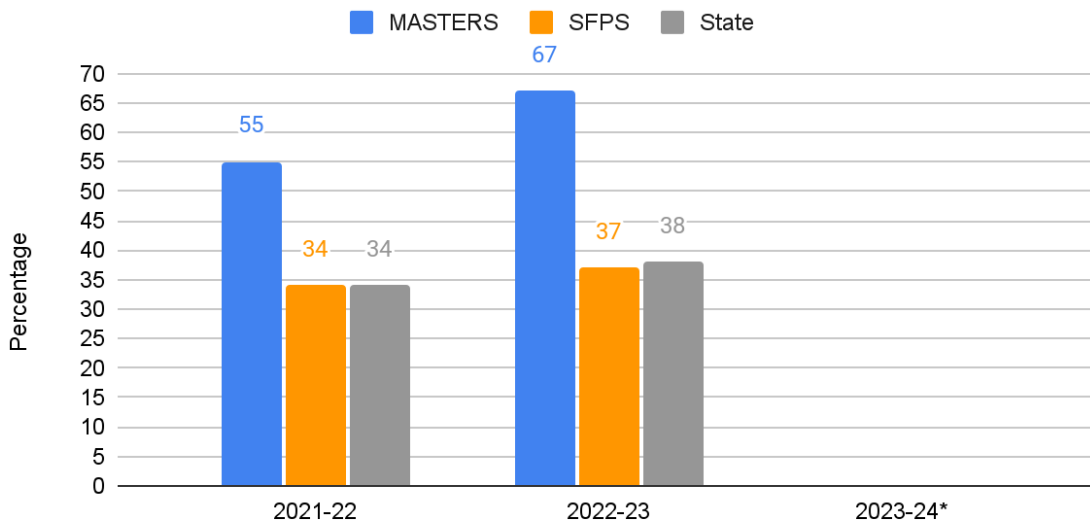
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	59	Spotlight
Year 3	2022-23	82.2	Spotlight overall, with additional designations of excellence in ELA, Science, ELA Growth, and Math Growth
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

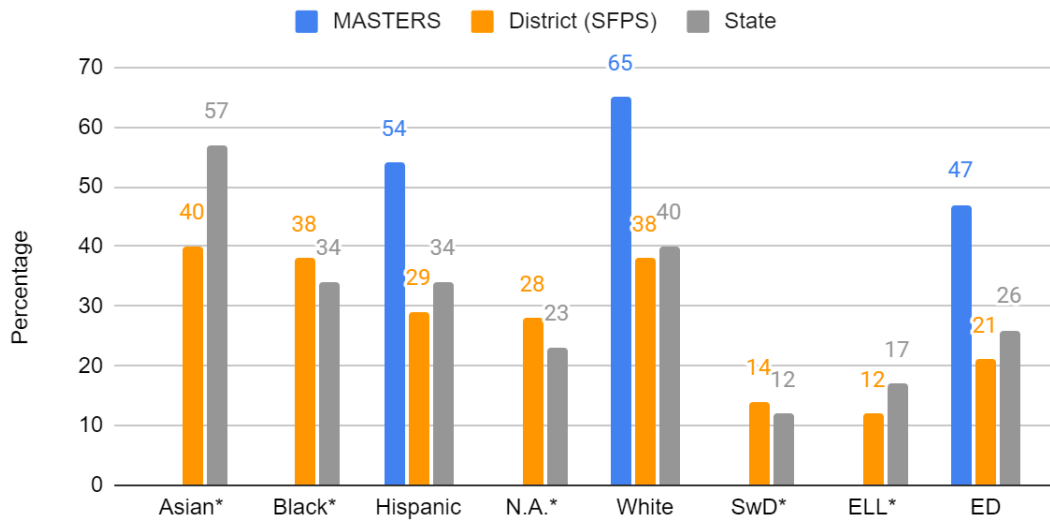
Percent of Students Proficient in Reading across Charter Term



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.

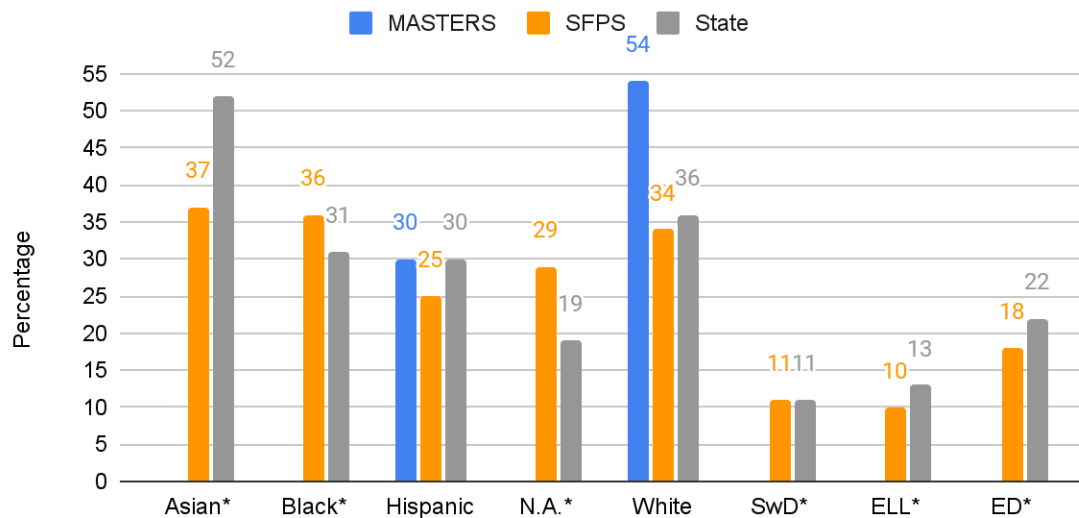
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** 2022-23 groups masked due to population size.

Percent Proficient in Reading by Subgroup 2021-22

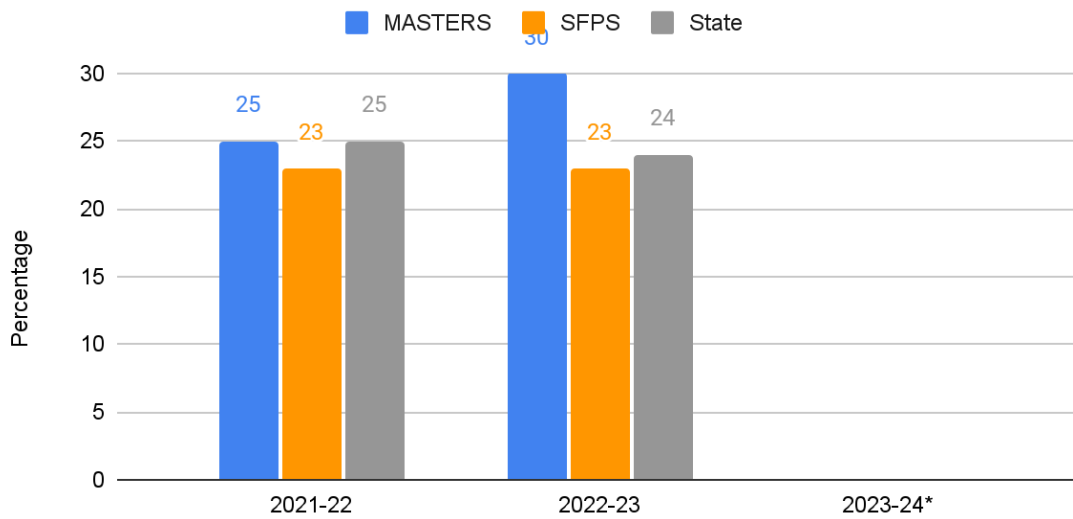


Source: Assessment, Research, Evaluation, and Accountability Division

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

Mathematics

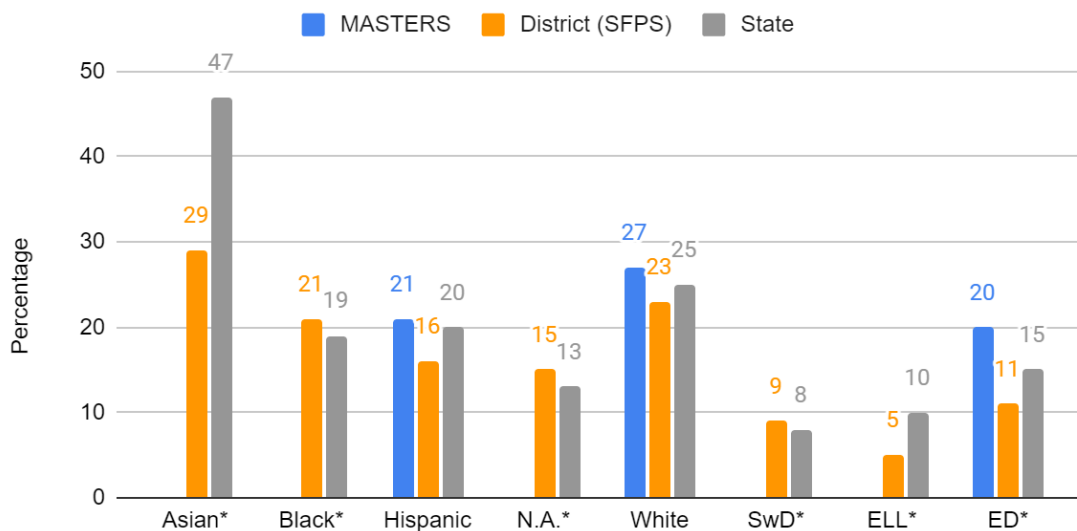
Percent of Students Proficient in Math across Charter Term



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

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

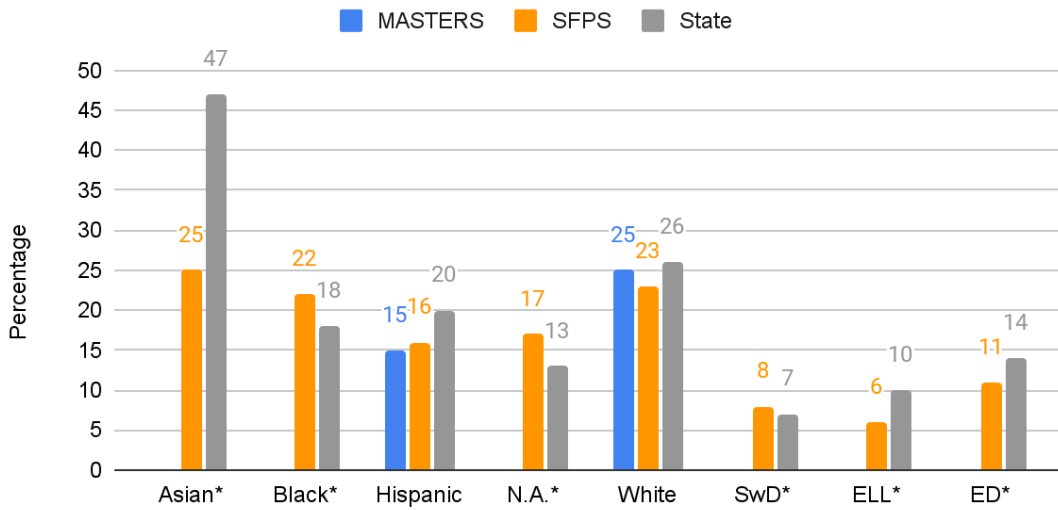
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

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

Percent Proficient in Math by Subgroup 2021-22



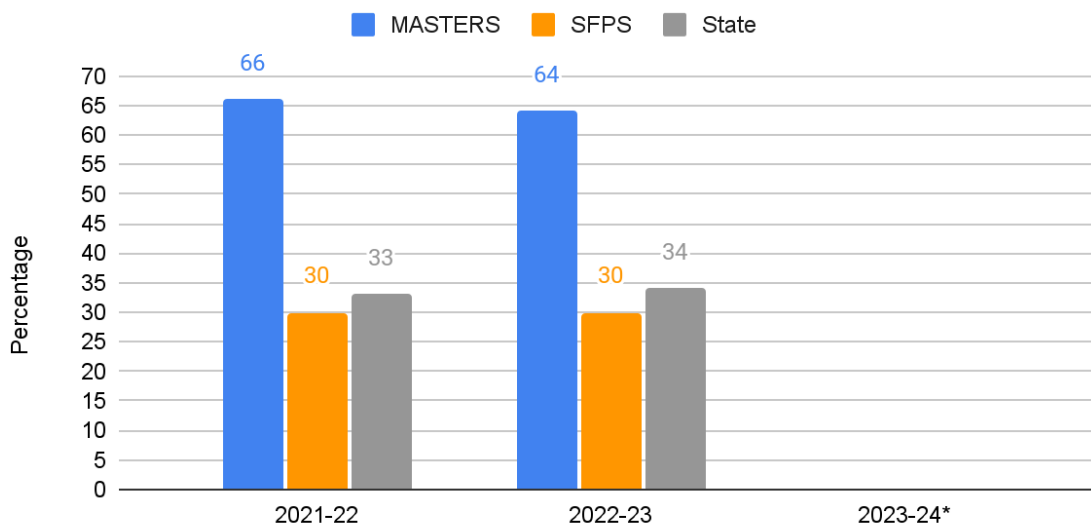
Source: Assessment, Research, Evaluation, and Accountability Division

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

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.

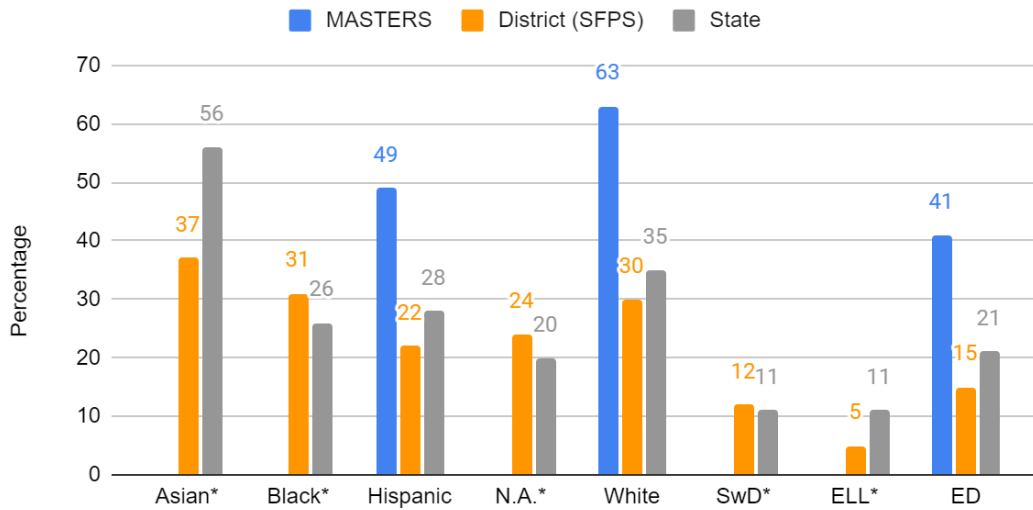
Percent of Students Proficient in Science across Charter Term



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.

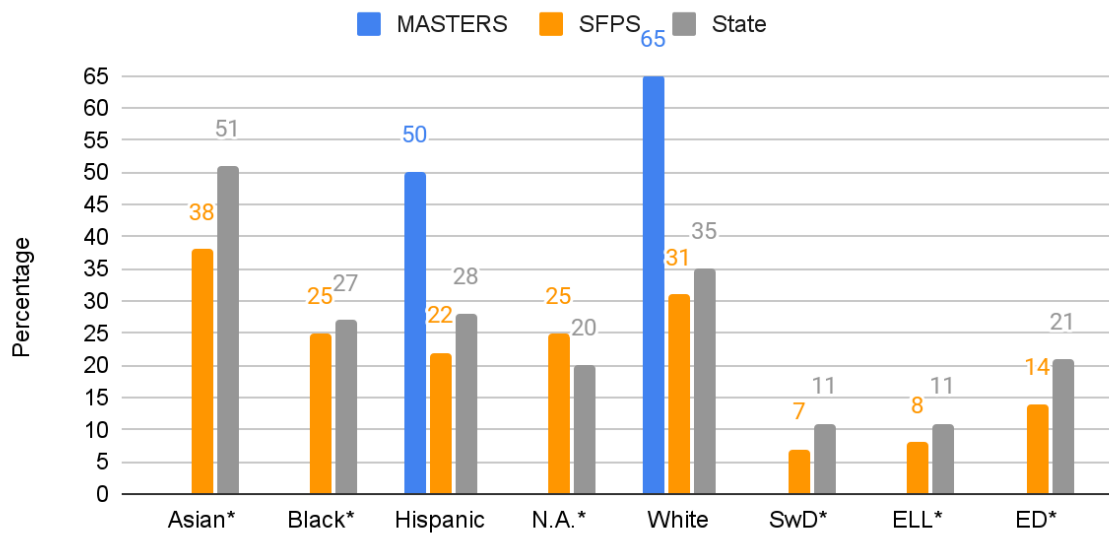
Percent Proficient in Science by Subgroup 2022-23



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).

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	28.6%
2023-24	Pending

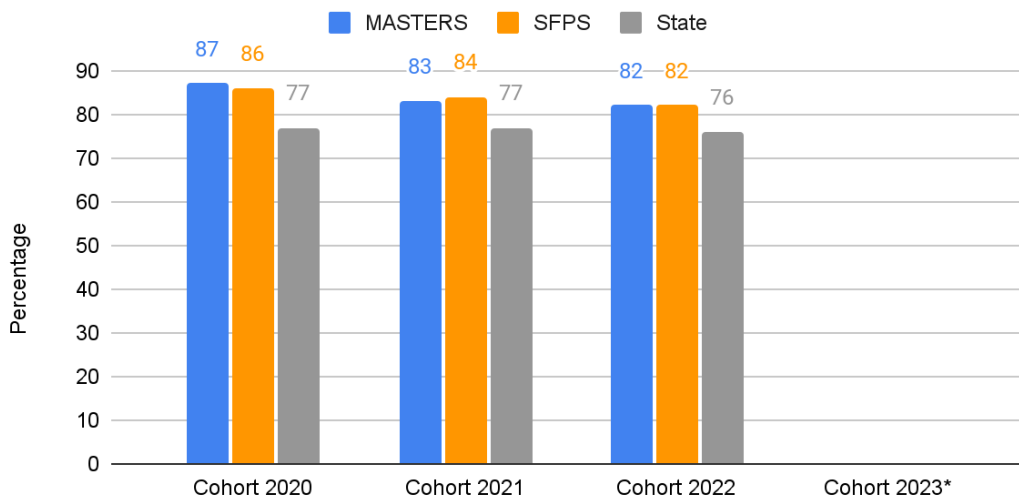
Source: NMVistas.org (WIDA/ACCESS for ELLs)

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)

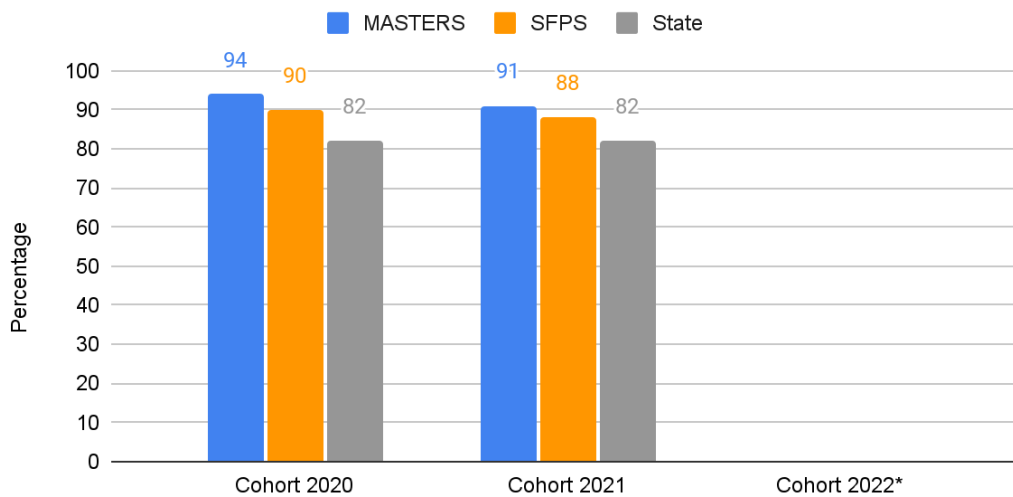
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	78%	**	87%	61%	90%	76%
2021	75%	≥ 95%	85%	≥ 95%	75%	63%	74%	81%
2020	**	**	92%	**	77%	**	89%	81%

*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)

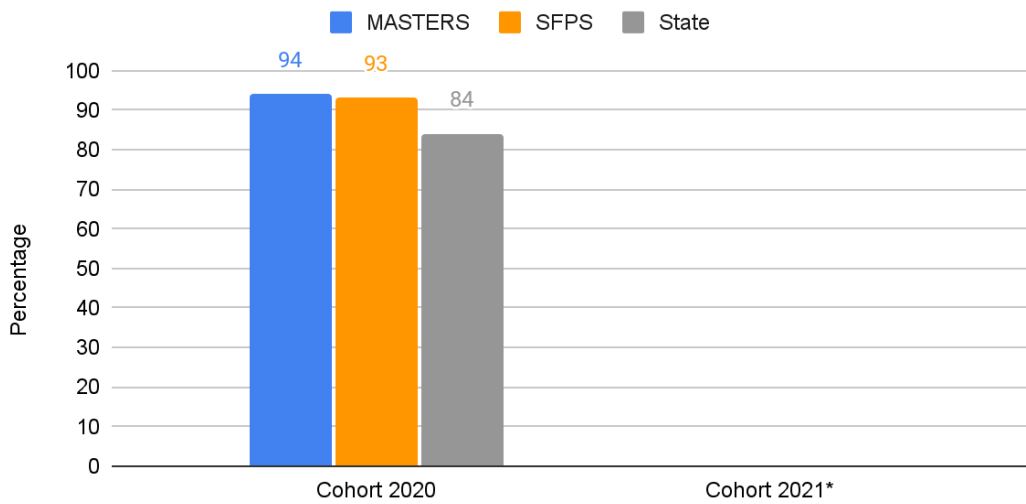
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2022*	pending	—	—	—	—	—	—	—
2021	**	**	≥ 90%	**	≥ 80%	**	86%	**
2020	≥ 95%	≥ 95%	≥ 95%	**	83%	95%	≥ 95%	≥ 95%

*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	**	**	≥ 90%	**	83%	**	≥ 80%	**

*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	Does Not Meet Standard 25 points	25*
Year 3 2022-23	Does Not Meet Standard 25 points	25
Year 4 2023-24	Does Not Meet Standard 25 points	25

*Note: The Annual Report from 2021-22 indicates 61 as the School-specific Goal score; the correct score should be 25.

Source: School reported data

Mission-Specific Goals

Goal 1: 70% of students in each grade level, 9 – 12, enrolled at both the 40th and 120th day, will have earned the following number of college credits: Grade 9 – 3 college credits; Grade 10 – 6 college credits; Grade 11 – 12 college credits; and Grade 12 – 24 college credits

Performance Level	Target	Points
Exceeds Standard	80% or more of students in each grade level, 9 – 12, enrolled at both the 40th and 120th day, will have earned the following number of college credits: Grade 9 – 3 college credits; Grade 10 – 6 college credits; Grade 11 – 12 college credits; and Grade 12 – 24 college credits	100
Meets Standard	70 – 79% of students in each grade level, 9 – 12, enrolled at both the 40th and 120th day, will have earned the following number of college credits: Grade 9 – 3 college credits;	75

	Grade 10 – 6 college credits; Grade 11 – 12 college credits; and Grade 12 – 24 college credits	
Does Not Meet Standard	50% - 69% of students in each grade level, 9 – 12, enrolled at both the 40th and 120th day, will have earned the following number of college credits: Grade 9 – 3 college credits; Grade 10 – 6 college credits; Grade 11 – 12 college credits; and Grade 12 – 24 college credits	25
Falls Far Below Standard	Below 50% of students in each grade level, 9 – 12, enrolled at both the 40th and 120th day, will have earned the following number of college credits: Grade 9 – 3 college credits; Grade 10 – 6 college credits; Grade 11 – 12 college credits; and Grade 12 – 24 college credits	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	94%	97%	95%
2021-22	92%	93%	91%
2022-23	91%	94%	91%
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	81%
2021-22 to 2022-23	77%
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	44	52	37	pending
Grade 10	78	79	75	–
Grade 11	71	69	69	–
Grade 12	70	48	60	–
Total	263	248	241	–

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	1.00	0	1.04	4.19	1.00	11.35	1.35	19.93
FY22	*	0	1.05	3.23	0	13.98	1.00	19.26
FY23	*	1.50	.17	4.88	.20	14.09	1.54	22.38
FY24	Pending							

*Note: Incomplete data on STARS report for FY22 and FY23 for The MASTERS Program; no administrator/principal listed. 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	11.00	1.0	0	1.0	1.0	1.0	19.65
FY22	11.00	1.0	0	1.0	1.0	1.0	19.65
FY23	11.00	1.4	0.63	1.0	1.0	0	19.7
FY24	11.00	2.0	0.5	1.0	1.0	1.0	21.79

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	1,249,580	64%	1,320,361	63%	1,471,728	58%	pending	
2100	Student Support	240,970	12%	243,640	12%	331,343	13%	–	
2200	Instructional Support	5,336	<1%	23,208	<1%	142,584	6%	–	
2300	Central Administration	166,421	8%	175,939	8%	255,498	10%	–	
2400	School Administration	19,232	1%	16,173	<1%	20,130	<1%	–	
2500	Central Services	221,684	11%	228,831	11%	238,967	9%	–	
2600	Maintenance and Operations	63,145	3%	78,711	4%	35,967	1%	–	
2700-5999	All Other Function Codes	0	0%	24,101	1%	60,887	2%	–	
Total Operational Expense Fund 11000		1,966,370	100%	2,110,964	100%	2,557,104	100%	–	
Total Operational Revenue Fund 11000		\$2,482,001		\$2,555,834		\$2,577,551		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	\$1,404,351.00	48%	34.99%	127.73
FY22	\$1,928,750.00	37%	41.93%	153.06
FY23	\$2,359,796.00	69%	46.65%	170.26
FY24	\$2,238,472.00	(-5%)	42.45%	154.95

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	0	0	0	No
FY21	0	0	0	0	No
FY22	1	0	0	0	No
FY23	6	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	Shalimar Krebs	Not identified	Not identified	6	Yes
FY22	Marcos Maez	Steven Stauss	Rick Eppensteiner	7	Yes
FY23	Marcos Maez	Steven Stauss	Melynn Schuyler	6	Yes
FY24	Steven Stauss	Kelly Trujillo	Dorianis Perez	8	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 (exempt 2 hours)	FY23 (exempt 2 hours)	FY24 (exempt 2 hours)
Shalimar Krebs	8			
Gary Clendenen	7			
Marcos Maez	9	5	8	
Lupita Perez	8	9	8	
Steve Ferree	7	0	6	7R
Richard Eppensteiner	10	0R		
David Worsely		12	8	
Steve Stauss		11	8	11

Melynn Schuyler		7	6	
Kelly Trujillo				14
Deyanira Contreras				15
Lisa Schwade				12
Dorianis Perez				12
Katya Danielle Gothie				7R
Kelly Koehler				8R

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	Does Not Meet Standard

Source: CSD Internal Monitoring

Screenshot of Multi-year Performance Framework Ratings

The MASTERS Program	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	Meets Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard	Working to Meet 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	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet 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	Does Not Meet Standard
4a Rights of All Students	Assurances	Working to Meet Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Working to Meet 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	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.
- 1.c. SPED CAP.
- 2.b. Six findings on [FY23 audit](#).
- 2.c. One repeat finding on [FY23 audit](#).
- 2.d. Reverting grant fund not expended.
- 3.c. Late notice for resignation.
- 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. 94% ELA and Math participation; target 95%.
- 4.b. EOY attendance rate is 90%; target 95%

Explanation of 2021-22 Indicator Ratings:

- 2.e. Did not provide all governing board finance and audit committee members.
- 3.a. Governing board members have not completed all required training hours. Some but not all audit committee members attend exit interview.

4.a. Lottery policy on the website does not meet CSD standards. School has been instructed to update the lottery application on the website to state: School staff children have priority and active duty military personnel have priority.

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: Exemplary performance overall.

Source: CSD Internal Monitoring