



**NMPED Charter
Schools Division**

2009 State-Chartered Charter School End-of-Term Report

School: Amy Biehl Charter High School

Date: 12-08-09

Charter Schools Division
New Mexico Public Education Department
CNM Workforce Training Center
5600 Eagle Rock Avenue, Room 227
Albuquerque, NM 87113
(505) 222-4762

MATERIAL VIOLATIONS REPORT

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards or procedures set forth in the charter, 22-8B-12F (1) NMSA 1978.

Points of Inquiry	School's Responses		Documented Source(s) <i>Progress Report, PED reports, On-site observations Governing Council Minutes, PEC Minutes, etc)</i>	Verification	Comments
	YES	NO			
Has the school made amendments to the By-laws of the Governing Body of the School over the past four years?	X		GC Minutes	Date of Governing Council Approval <u>9-24-09</u> Date of Authorizer Approval _____	
Has the school made changes to the Operational Procedures of the Governing Body over the past four years?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	
Is the school being managed by a Management Company or Charter Management Organization when it was not managed before, and vice versa?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	

Have there been changes in the Membership of the Governing Body over the past four years?	X		On-site documentation	Date of Governing Council Approval <u>2003-2009</u> Date of Authorizer Approval _____	
Has there been a change of the Business Manager for the School over the past four years?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	
Has the school increased the Student Enrollment beyond what was stated in the Application of the Charter?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	
Has the school added Grades not included in the Application of the Charter?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	
Has the school changed the Student Assessment Measures originally identified in the Charter?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	
Has the school modified its Special Education Plan over the past four years?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	

Has the school changed the Length of the School Day and Year over the past four years?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	
Has the school changed the name of the school?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	
Has the school changed the physical location of its facility?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval ____ _	
Has the school made changes to its curriculum and pedagogical approach over the past four years?		X	On-site documentation	Date of Governing Council Approval _____ Date of Authorizer Approval _____	
Are there other terms of the school's charter that the school has changed or that the school has not yet implemented over the past four years?		X	On-site documentation	Approval _____ Date of Authorizer Approval _____	

SUMMARY OF PROGRESS - ACADEMIC ACHIEVEMENT

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application, 22-8B-12F (2) NMSA 1978.

I. NEW MEXICO EDUCATIONAL STANDARDS - as measured by Short-cycle Assessments

Report the average percentage of students by grade scoring Proficient in Math, Reading and other evaluated subject areas as measured by the school's first and last short-cycle assessments for each year in the current charter term. If the selected assessments provide a type of scoring other than "Proficient" or similar criteria, explain the scoring in the Comments section.

NEW MEXICO EDUCATIONAL STANDARDS - STANDARDIZED ASSESSMENTS						
ASSESSMENT SUMMARY – ALL STUDENTS				Short-Cycle Assessment(s) Used		Comments
Grade	Percent Proficient				ACT/ACTPlan	
	MATH	READING	OTHER English	OTHER Science		
2004	18.1	21.1	18.6	19.7		The school stated that the Stanford 9, PSAT/SAT or Accuplacer were not helpful in modifying curriculum to meet the students' needs. No data relative to these assessments were made available.
2005	18.5	21.5	20.3	20.3		
2006	18.8	19.4	18.8	19.4		
2007	21.2	23.1	23.9	22.8		
2008	21.0	23.9	22.9	22.5		

II. NEW MEXICO EDUCATIONAL STANDARDS - as measured by the New Mexico Standards Based Assessment (NMSBA)

Report the NMSBA percentages by tested grade level of students Proficient in Math and Reading for each year of school operation in which the NMSBA was administered. Copy and repeat the chart for each tested grade.

NEW MEXICO EDUCATIONAL STANDARDS - NMSBA						
AYP SUMMARY – GRADE <u>9-12</u>					Date of NMPED School Accountability Report	Comments
Year	Percent Proficient		Met AYP Goal			
	MATH	READING	MATH (yes/no)	READING (yes/no)		
5	41.9	62.8	Yes	Yes	2008-2009 School Accountability Report	The school made AYP in the Math and Reading Goals consistently during the prior 5 years of operation.
4	41.9	62.8	Yes	Yes	2007-2008 School Accountability Report	
3	46.39	51.55	Yes	Yes	2006-2007 School Accountability Report	
2	43.48	60	Yes	Yes	2005-2006 School Accountability Report	
1	47.73	59.09	Yes	Yes	2004-2005 School Accountability Report	

III. STUDENT ACADEMIC PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER APPLICATION

List all Student Academic Performance Standards contained in the approved charter, the instrument(s) used to assess student progress, the school’s statements of student progress towards the standard and the instructional modifications applied to enable students to progress towards achieving the standard in the next school year.

STUDENT ACADEMIC OBJECTIVES OR PERFORMANCE STANDARDS	
Student academic Objectives or Performance standards in the approved charter	CSD Comments
<p><u>Goal 1. All students will demonstrate annual growth in core content areas.</u></p> <p>Objective 1: Student performance will increase on the following standardized test scores: Stanford 9, PSAT/SAT, ACTPlan/ACT and Accuplacer during the 2003-2004 academic year. All students will be tested employing approved testing accommodations where necessary.</p> <p>Objective 2.:Two thirds of all students will achieve a 19 or above on the ACTPlan Verbal and/or an 85+ on the Accuplacer English by the end of the Junior year.</p> <p>Objective 3: One half of all students will achieve ACT Plan/ACT or PSAT/SAT composite scores that align with UNM entrance criteria by the end of the first semester of their senior year. Note: Composite score of 19 is required for entrance to UNM.</p> <p>Objective 4: All students will complete IMP 3 (a third year of math) by the end of the junior year with the appropriate modifications where necessary for success.</p> <p>Objective 5: All students will complete two courses at UNM or TVI with a “C” or above by the end of the senior year. The Special Services department of both of these post secondary institutions will work with ABHS staff to design and implement appropriate, authentic career paths at their respective school for students needing this programs approach to ensure success.</p> <hr/> <p>Standardized Assessment Instrument(s) Used:</p> <p>Stanford 9, PSAT/SAT, ACTPlan/ACT, Accuplacer, transcripts of graduates</p> <hr/> <p>Statement of Student Progress:</p> <p>Objective 1: The school stated that from 2004 to 2008, their graduates demonstrated growth and earned scores above the NM average in all areas. Refer to data on Short Cycle Assessments (ACT results).</p> <p>Objective 2: The ACT Composite scores from 2004-2008 show that although the school had not yet reached its objective, graduates had demonstrated significant growth in Reading and English while at</p>	<p>Report on progress, pp. A-4, 5</p> <p>The school stated that the Stanford 9, PSAT/SAT or Accuplacer were not helpful to administer in addition to the ACT and the ACT Plan. Therefore, to demonstrate progress, the school used information from the ACT and ACT Plan testing for objectives 1, 2 and 3.</p> <p>100% of the students take the ACTPlan and the ACT.</p> <p>The school met the objectives identified.</p>

ABHS. The school further stated that it continues to attract a high percentage of students who are two or more grade levels behind in Reading; however, demonstrate growth over time in skill proficiency (ACTPlan and ACT English & Reading subtests 2001-2009).

Objective 3: The school stated that while it had not met its objective, graduates had demonstrated significant growth in ACT/ACTPlan scores while at ABHS.

Objective 4: The school stated it had exceeded the goal by requiring all students to complete four years of math in order to graduate. Since the inception of the school, 100% of its students had completed four years of math as a graduation requirement as shown in transcripts of graduates.

Objective 5: 100% of its students successfully passed two classes at UNM, CNM, or both with at least a “C” or above. 95% of its student graduates have been admitted to post-secondary institutions.

Instructional Modifications Applied:

Objective 1: School implemented the Facing History and Ourselves (FHAO) framework, instituted a writing portfolio with an exhibition of that work in the 10th and 12th grades.

Objective 2: In 2007, the school implemented a reading program (Plugged into Reading) that was required all students testing two or more grade levels behind in Reading.

Objective 3: Math coaching was implemented in the 2nd year, learning outcomes developed and implemented in year 3, Literature circles were started in 10th and 11th grade Humanities, a spiraled science curriculum was developed in year 4 and science learning outcomes developed. Interim School and Saturday Breakfast Club was offered for students who choose to attend.

Objective 4: None indicated.

Objective 5: The design and implementation of appropriate, authentic career paths for students to ensure their success. A “Passage” class was initiated for seniors to support them in their dual-credit courses and preparation for college entrance. Senior schedules were arranged so that their dual-credit classes did not distract from their other classes at Amy Biehl.

IV. OTHER STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER APPLICATION

List all Other Student Performance Standards contained in the approved charter, the measure(s) used to assess student progress, the school’s statements of student progress towards the standard and the changes, if any, applied to enable students to progress towards achieving the standard in the next school year.

OTHER STUDENT OBJECTIVES OR PERFORMANCE STANDARDS	
Other Student Objectives or Performance Standards in the approved charter	Comments
<p><u>Goal 2. Students will demonstrate social and academic responsibility for their learning.</u></p> <p>Objective 1: All ninth grade students will successfully complete a year long Foundations in Responsibility course at ABHS that includes guidelines and self-identified strategies for social, academic, and civic responsibility in school and community-based work.</p> <p>Objective 2: Students will demonstrate academic responsibility as measured by increased attendance and timely completion of assignments.</p> <p>Objective 3: Students will demonstrate listening, kindness and understanding of others by reasonable behavior in and out of classrooms. This will be measured by fewer referrals and more commendations made to the Principal from teachers, parents, and community members.</p> <hr/> <p>Measure(s) Used:</p> <p>Objective 1: Grades in Senior Project class, participation in service-learning projects, participation in school-wide service day</p> <p>Objective 2: Attrition rates, graduation rates and percentage of students passing classes</p> <p>Objective 3: Number of acknowledgements given in all school assemblies and number of referrals made to the principal/dean of students for fights.</p> <hr/> <p>Statement of Student Progress:</p> <p>Objective 1: The school stated it had modified the objective to expand the course requirement to be spread over a four-year period.</p> <p>Objective 2: Year 1: Attrition rate – 18%, # of graduates – 15; Year 2: Attrition rate- 14%, # of graduates – 15; Year 3: Attrition rate – 8%, # of graduates – 22; Year 4: Attrition rate – 8%, # of graduates - 33</p> <p>Objective 3: The school indicated that this objective was not written in the SMART format and made it difficult to quantify any results. However, the school provided behavioral referral information as follows:</p>	<p>No data was provided with regard to Objective 1 for 9th grade students.</p> <p>Objective 3: The school provided Violence and Vandalism Reporting for school years 2006 through 2009. No data was made available regarding acknowledgements given at all school assemblies.</p>

School Year	Referrals
2006-2007	15
2007-2008	10
2008-2009	6
2009-2010 (partial)	0

Changes Applied:

Objective 1: The school used the Seven Habits of Mind to guide and support its curriculum, mission, assessments and school culture. Implementation of the Community Engagement Program that provides students with opportunities to engage with and learn from the community.

Objective 2: The school added more after school academic support (Interim School and Saturday Breakfast Club) and made them more accessible to students.

Objective 3: None provided.

Student Objective/ Performance Standard #3:

Goal 3. ABHS community of parents, neighbors, and universities and colleges will be actively engaged in student learning.

Objective 1: Increase parent/caregiver participation to 100% in two Family Meetings and two Demonstrations annually.

Objective 2: Increased parent/caregiver participation by 25% through grade based agendas. (Partners in Education is the name of our parent association).

Objective 3: Increase parent/caregiver contact to five communications per student per advisor per month via email, phone, letter and meeting.

Objective 4: Complete monthly updates on ABHS program and class calendar.

Measure(s) Used:

Objective 1: None provided.

Objective 2: None provided

Objective 3: None provided.

Objective 4: None provided.

The school did not provide any data other than a statement regarding Objective 1, "Family meetings are held two times a year and are attended by 100% of ABHS families and students." The school also provided the percentage rate of student completion of public exhibitions of learning as 100% of all students in all grade levels.

The school provided no quantitative data for objectives 3 and 4.

Statement of Progress:

Objective 1: The school indicated that 100% of families and students attend the two Family meetings annually and 100% of students in all grades participated in public exhibitions.

Objective 2: The school stated its met its objective by successfully creating multiple opportunities and programs that require community involvement

Objective 3: The school stated that communications are ongoing, timely and take on many forms.

Objective 4: Communications with families occurs through a quarterly newsletter and the school's website.

Changes Applied:

Objective 1: Project Week, Library Circles, Math Coaching, Senior Project, ABHS Dual Credit Roundtable

Objective 2:

Objective 3: School's Advisory Program

Objective 4: Quarterly newsletter from the principal and the school's website (English and Spanish).

A written response was received on 11-24-09.

School's response:

In summary,

100% of 9th, 10th, 11th and 12th grade students had two family meetings and demonstrated their learning publically in two classes annually. In addition, all parents of students who earned two or more Fs were contacted personally and by letter. All parents of students who were recommended for Interim School were contacted personally.

100% of 9th, 10th, and 11th grade students participated in Literary Circles (a small book discussion with a community mentor promoting literacy) and Project Week (a week long class twice a year taught by an adult from the community).

100% of 12th grade students were paired with a community mentor for a year long service project.

Summary of Progress – Fiscal Management

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management, 22-8B-12F (3) NMSA 1978.

I. ANNUAL FINANCIAL (AUDIT) REPORT SUMMARY

Complete the following table and include information on each fiscal year in which the Charter School was in operation:

AUDIT REPORT SUMMARY

Year	Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the charter school.		
	Total # of Findings	Nature of Findings	School's Response
4 Year Ended June 30, 2008 Audit Findings	13	Journal Entries	ABHS agreed with the finding. It stated this was a repeat finding. The Governing Council had since reviewed the journal entries in question.
		Background Checks	ABHS agreed with the finding. It stated this a repeat finding. It stated that it will require that all incoming staff provide the school with a current background check.
		Disbursement – Lack of Authorization	ABHS agreed with the finding. It stated that future reimbursements for out of pocket expenses will be strictly limited to the maximum of \$50.00 unless a PO is in place.
		Budgetary Conditions	ABHS agreed with the finding. The Finance Director will closely monitor budgets for each funding source to be sure BARs are submitted in a timelier manner, when necessary.
		Internal Controls – Purchasing	ABHS agreed with the finding. It will develop policies to ensure cancellation of all associated costs for travel when travel is cancelled.

		<p>Grant Awards</p> <p>Inadequate Segregation of Duties in the Receipting Process</p> <p>Cash Disbursements</p> <p>Cash Receipts – Inadequate Documentation</p>	<p>ABHS agreed with the finding. The Finance Director will ensure that the teacher understands all of the grant spending and reporting requirements.</p> <p>ABHS agreed with the finding with exception. The office manager will receipt checks (those received in the mail) prior to turning it over to the Finance director. The school hired a part time bookkeeper to post deposits to the school accounting software system.</p> <p>A written response was received on 11-24-09. The school provided the following clarification; “The office manager will receipt all checks received, not just those received in the mail.”</p> <p>ABHS agreed with the finding. A bookkeeper was hired following the resignation of the foundation’s accountant. The bookkeeper will assure all invoices are stamped as paid and the check number and other information be noted on the invoice.</p> <p>A written response was received on 11-24-09. The school stated, “This is a finding assessed against the ABHS Foundation, a separate entity from Amy Biehl High School. As a component unit of the school, the ABHS Foundation is audited along with the school, but the school does not participate in the activities of the ABHS Foundation. However, in the interest of maintaining a high threshold of financial integrity for both entities, this finding has been addressed.</p> <p>ABHS agreed with the finding. The bookkeeper will write receipts for all cash and checks received and any cash received will be documented.</p> <p>A written response was received on 11-24-09. The school stated, “This is a finding assessed against the ABHS</p>
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		<p>Inadequate Segregation of Duties in the Receipting Process</p>	<p>Director reviewed all accounts receivable to access collectability. The auditor responded by stating that during the audit, the school provided numerous schedules reflecting different receivable balances as well as revising the trial balance at year end.</p> <p>A written response was received on 11-24-09. The school stated, "This is a finding assessed against the ABHS Foundation, a separate entity from Amy Biehl High School. As a component unit of the school, the ABHS Foundation is audited along with the school, but the school does not participate in the activities of the ABHS Foundation. However, in the interest of maintaining a high threshold of financial integrity for both entities, this finding has been addressed.</p> <p>The school stated that there was change in accountants. Procedures were developed at the time to address this matter.</p> <p>A written response was received on 11-24-09. The school stated, "This is a finding assessed against the ABHS Foundation, a separate entity from Amy Biehl High School. As a component unit of the school, the ABHS Foundation is audited along with the school, but the school does not participate in the activities of the ABHS Foundation. However, in the interest of maintaining a high threshold of financial integrity for both entities, this finding has been addressed.</p>
<p>3 Year Ended June 30, 2007 Audit Findings</p>	<p>7</p>	<p>Journal Entries</p> <p>Payroll</p>	<p>ABHS agreed with the finding. It stated that 3 journal entries were to assist the school's accounting software align with the PED OBMS and had no impact on the financial picture of the school. 2 entries, it stated were missing the oversight signatures.</p> <p>ABHS agreed with the finding. The file in question was</p>

		<p>Travel and Per diem</p> <p>Background Checks</p> <p>Inadequate Segregation of Duties in Receipting Process</p> <p>Disbursement – Lack of Authorization</p> <p>Minutes</p>	<p>completed several years prior. The Finance Director reviews all employee paperwork to ensure completeness.</p> <p>ABHS agreed with the finding. The Finance Director will pay closer attention to the requests for reimbursement to assure accuracy and to make certain employees understand the daily limits for food expenses while on travel.</p> <p>ABHS agreed with the finding. The employee files in question were completed several years prior; the Finance Director reviews all employee paperwork to ensure completeness.</p> <p>ABHS agreed with the finding. The school outlined who and what will be done to address this matter.</p> <p>ABHS agreed with the finding. The school explained how the matter resulted in a finding, but did not address how this will be addressed in the future. A written response was received on 11-24-09. The school stated that the finance director will assure that all necessary approval signatures will be on the PO before purchases are approved. This was not reflected in the audit report as part of the Management Response.</p> <p>ABHS agreed with the finding. It stated that beginning May 2007; the minutes will be inputted in a computer during the course of the meeting to minimize the chance of them being lost.</p>
<p>2 Year Ended June 30, 2006</p>	<p>7</p>	<p>Payroll –Lack of Authorization on Pay Rates</p>	<p>ABHS disputed the finding. It stated it had made procedural changes to address the finding and were implemented after the 04-05 audit was completed. The school maintained that the 04-05 finding was corrected and should be cleared.</p>

<p>Audit Findings</p>		<p>Timely Deposits</p> <p>Approval and Documentation on Journal Entries</p> <p>Business Licensure</p> <p>Budgetary Conditions</p> <p>Lack of Supporting Documentation – Foundation</p> <p>Inadequate Segregation of Duties in the Receipting Process - Foundation</p>	<p>ABHS agreed with the finding. It stated the Finance Director will be more diligent to assure that all deposits are made in a timely manner.</p> <p>ABHS agreed with the finding. It will implement a procedure that will insure non-standard journal entries are reviewed and approved.</p> <p>ABHS agreed with the finding. The Finance Director obtained a state mandated license.</p> <p>ABHS agreed with the finding. The Finance Director will be more diligent to assure that necessary budget adjustments are made in a timelier manner.</p> <p>The school stated it hired an office manager to insure all files are complete. If files are not complete, a notice will be sent requesting such information. A written response was received on 11-24-09. The school provided a clarification that the finding was assessed against the ABHS Foundation</p> <p>The school stated it made changes to address the segregation of duties. Persons were identified relative to receipting and submittal of money to the Business Office, verifying receipts and money submitted and creation of the deposit to the bank. The Business manager will post to the general ledger and prepare the bank reconciliation. A written response was received on 11-24-09. The school provided a clarification that the finding was assessed against the ABHS Foundation</p>
<p>1 Year</p>	<p>4</p>	<p>Travel and Per diem</p>	<p>ABHS agreed with the finding. The school would implement a process to comply with the Per diem and Mileage Act.</p>

Ended June 30, 2005 Audit Findings		Disbursements –Lack of Purchase Order Authorization Payroll – Lack of Supporting Documentation Segregation of Duties	ABHS agreed with the finding; it was a repeat from the following year. It will have a purchase order for every item over \$50.00. ABHS agreed with the finding. It will provide training to staff in setting up personnel files to ensure all required payroll related documentation is complete and properly filed. ABHS agreed with the finding. It will take steps to ensure cash disbursements are valid and to verify payroll disbursements.
Planning Year F			

II. FEDERAL CHARTER SCHOOL GRANT (from 1st year self-report)

Year	Identify information from the <u>Federal Charter School Grant Site Visit</u> specific to the charter school.		
	Total # of Findings	Nature of Findings	School's Response
		No Findings.	

LEGAL REVIEW OF CHARTER HISTORY AND RECORD

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted. 22-8B-12F (4) NMSA 1978.

CSD VERIFICATION – QUESTIONS FOR HISTORY AND RECORD REVIEW				
Area of Review	Question	Results	Documentation	Comments
Special Education	Have any special education due process complaints been filed against the school over the past four years? If yes, how many complaints were filed?	No	Response from the Special Education Bureau	
	Describe how each “due process” complaint was resolved.	N/A		
Grievances	Did anyone file an official grievance with the school’s governing council over the past four years? If yes, how many grievances were filed?	No	Site visit evidence	
Noncompliance Issues	Was the charter school given a citation by any State or Federal agency for noncompliance with any statute or regulation over the past four years? If yes, describe the nature of the noncompliance and how the matter was resolved.	No	Response from the Title I Bureau	

CSD VERIFICATION – QUESTIONS FOR HISTORY AND RECORD REVIEW				
Area of Review	Question	Results	Documentation	Comments
Governing Council	Have any governing body members been a member of any governing body of any other charter school that was suspended or revoked for fiscal mismanagement, or failed to receive or maintain their board of finance designation?	No	Site visit evidence	
	Have all Governance Council meetings been advertised in advance over the past four years?	Yes	Site visit evidence	Notice of Meetings <u>9-24-09</u>
	Have the agendas distinguished discussion items from action items over the past four years?	Yes	Site visit evidence	
	Do Governance Council Meeting minutes clearly document agenda items?	Yes	Site visit evidence	
	Have the minutes been available for public review over the past four years?	Yes	Site visit evidence	
	Did any governing body members receive any compensation from the school over the past four years?	No	Site visit evidence	

CSD VERIFICATION – QUESTIONS FOR HISTORY AND RECORD REVIEW				
Area of Review	Question	Results	Documentation	Comments
Governing Council	Has the employment of the head administrator and licensed school employees been in compliance with nepotism rule as defined in 22-8B-10 over the past four years?	Yes	Site visit evidence	
	<p>Has the governing body approved all of the following required PED policies?</p> <ul style="list-style-type: none"> ○ Complaint Procedures ○ Compulsory Attendance ○ Health Services ○ Tobacco Free ○ Wellness ○ Bullying Prevention ○ Dual Credit ○ Distance Learning ○ Grade change ○ Safety Plans ○ Discipline Process ○ Parent Advisory Committee ○ ELL assessment 	Yes.	Site visit evidence	Date of Governing Council Approval _____
Complaints Filed	Were any complaints filed with PED or the federal Office of Civil Rights over the past four years?	No	PED Reports	
Admissions/Lottery	Has the school implemented the lottery enrollment process over the past four years?	Yes	Site visit evidence	

CSD VERIFICATION – QUESTIONS FOR HISTORY AND RECORD REVIEW				
Area of Review	Question	Results	Documentation	Comments
	Have the dates and procedures of the lottery been advertised in multiple media outlets over the past four years?	Yes	Site visit evidence	
ELL Requirements	Has the school provided a Home Language Survey for incoming students over the past four years?	Yes	Site visit evidence	
	Has the school tested students for English Language Proficiency using the NMELPA over the past four years?	Yes	Response from school after the site visit	
Licensure	Has the Director/Principal/Administrator held an administrative license over the past four years?	Yes	Response from the Professional Licensure Bureau	
	Have all teachers held the appropriate license for the classes that they have taught over the past four years?	Yes.	2008-2009 Discrepancy Report 2007-2008 Discrepancy Report 2006-2007 Discrepancy Report On-site documentation	

CSD VERIFICATION – QUESTIONS FOR HISTORY AND RECORD REVIEW				
Area of Review	Question	Results	Documentation	Comments
	Have background check authorizations and results been on file for all staff members who have had contact with children over the past four years?	Yes	Site visit evidence	
E-Occupancy	Has the school maintained an E-Occupancy permit for its facilities over the past four years?	Yes	Site visit evidence	
Curriculum	Has the school completed curriculum alignment with NM Standards? Or Is the school's curriculum aligned with NM Standards?	Yes	Site visit evidence	
Curriculum	If applicable, have all courses required for Graduation been taught over the past four years?	Yes	Site visit evidence	
Waivers	Does the school have any requested and approved waivers on file?	None	Response from the Quality Assurance Bureau	
<u>High Schools Only:</u> Dual-Credit	Does the school have active Dual-Credit agreement(s) with higher education institution(s)?	Yes	Site visit evidence	
Other	Are there other legal non-compliance issues that the school has committed over the past four years?	No.	Site visit evidence	

