



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

RYAN STEWART, Ed.L.D.
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

South Valley Preparatory School

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

School Name: South Valley Preparatory School

School Address: 2551 Karsten Ct SE, Albuquerque, NM 87102

Head Administrator: Charlotte Alderete-Trujillo

Business Manager: Alfred Martinez

Authorized Grade Levels: 6-8

Authorized Enrollment Cap: 210

Current Enrollment: 168

Contract Term: July 1, 2015 - June 30, 2020;
switched to new contract August 23, 2019 – June 30, 2020

Mission: The mission of South Valley Preparatory School is to provide a small, safe and unique family learning community where students are prepared for high school and beyond.

Analysis of Renewal Application and Renewal Site Visit

PART A:	Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School is attached Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 28, 2019.
Ratings are based on the rubric provided in the application.

Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— A-F School Letter Grades Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. Overall NM School Grades SY16 - SY18: B, C, and B Current Standing: F in SY2017 Lowest Performing Students: F in SY17	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> <u>SHORT CYCLE ASSESSMENT READING</u> Rating in SY19: Exceeds <u>SHORT CYCLE ASSESSMENT MATH</u> Rating in SY19: Exceeds <u>Qualities of Success Assessment</u> Rating in SY19: Exceeds 	<i>Meets the Standard</i>
FINANCIAL COMPLIANCE		
2.a	Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. During SY16-SY18, the school had four (4) audit findings, one of which was a material weakness or significant deficiency.	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete	<i>Meets the Standard</i>

	this section, provide a narrative explaining the actions taken (improved practices and outcomes).	
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	Organizational Performance Framework Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> • Indicator 2a Financial Compliance • Indicator 4a Teacher/Staff Credentialing 	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Meets the Standard</i>

PART C:	Financial Statement A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
PART D	Affidavits for Petitions 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>19</u> Percentage: <u>95</u> % 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>135</u> Percentage: <u>94</u> %
PART E:	Description of the Charter School Facilities and Assurances A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.
	1. A narrative description of its facilities
	2. Attach <u>X</u> facility plans or <u> </u> the school’s Facility Master Plan
	3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Albuquerque</u> number <u>201192634</u> The maximum capacity is not listed on the certificate.
	4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978.

	The school's letter, dated May 9, 2019, has a score of 32.06%, above the current statewide average of 23.07% (lower is better with zero being perfect).
	<p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.</p> <p><u> X </u> building is owned by charter school, school district, or government entity; OR <u> </u> building is subject to a lease-purchase agreement; OR <u> X </u> school had provided the appropriate assurances form:</p> <p style="padding-left: 40px;">X Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)</p>
PART F:	<p>Prior Amendment Requests</p> <ul style="list-style-type: none"> • Amendment request to increase its enrollment cap to 210 was approved on 4/12/2019 • Amendment request to relocate to 2551 Kasten SE, ABQ was approved on 4/13/2018
Interviews	A summary of the stakeholder Interviews is on the following page.
Other Appendices	The school did not provide additional appendices.
School's Response	The school did not provide a response to the CSD preliminary analysis.

South Valley Preparatory School Stakeholder Interviews

Stakeholder interviews were conducted on October 28, 2019 at South Valley Preparatory School. The participants included two (2) parents, ten (10) students, two (2) governing council members and four (4) teachers/staff members.

Both parents agreed that the school's staff is a strength of South Valley Preparatory. Teachers hold kids accountable and responsible for their grades, but are always available to help if needed. One parent noted that her daughter is gifted and that teachers "seem to know where they need to challenge her." Teachers send out "Thursday Folders", which give parents information on homework, participation, tests, grades, etc. Both parents wished South Valley Preparatory School offered high school. The principal regularly holds a coffee time with parents where she asks for input and opinions. "It was huge in me picking the school because I feel like I can call anyone here and have a voice in the school," said one parent.

The students listed the smaller environment offered at South Valley Prep, one-on-one attention, academics, and the gifted program, as being reasons they enrolled at the school. Additionally, several students compared South Valley Prep to their local traditional school noting that the school has less "bad stuff" and is better academically. Teachers will help students when they ask for help. One student feels like "we are basically family" at the school. The school recently began offering a "C strand". The students all seemed to agree that the addition of this strand seemed rushed and that the school is still figuring out how to work with the additional group. A weakness of the school is that it can be difficult to make up work. PE in particular has to be made up after school, which not every student can do. In regards to student behavior, most people help each other and are respectful and "if someone is sad, more than one person will ask."

One council member joined South Valley Preparatory School's board because all three of her kids went to the school and she wanted to give back. The other council member is a director at a charter school and wanted to join another school's board. The council chair goes over the director's annual evaluation with her and then shares it with the board for approval. While the council does not have a formal self-evaluation tool, they are reportedly "constantly reflecting on what we can do better." Recruitment is primarily done through word of mouth and personal connections. The council purposefully looks for new members who are invested in the South Valley because of the school's strong community focus. The council cited challenges in sustaining some of the original core values of the school as the student population grows as a weakness. Regarding strengths, one board member stated the "community school piece" as a "huge strength." Academic performance, attendance, testing, and charter goal data is shared with the board throughout the year.

Three of the four staff members present expressed a desire to work and serve within the South Valley community as reasons why they chose to work at South Valley Preparatory. One strength of the school that was mentioned was the idea that the school has "grown into a family" and how kids help each other. For example, the cross-country coach mentioned how students helped and cheered on the slowest member of their team and were more concerned with helping her rather than winning. Other strengths included weekly staff communications on Fridays, ability to reach higher and lower performing students, service learning, and staff's ability to support each other. Staff meet every Friday and look at student data. Interventions based on this data is purportedly based on research. Additionally, students track their own data. School leaders meet with staff weekly and staff are comfortable to voice their opinions.



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Part A: Preliminary Data Report and Current Charter Contract Terms

South Valley Preparatory School December 2019

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

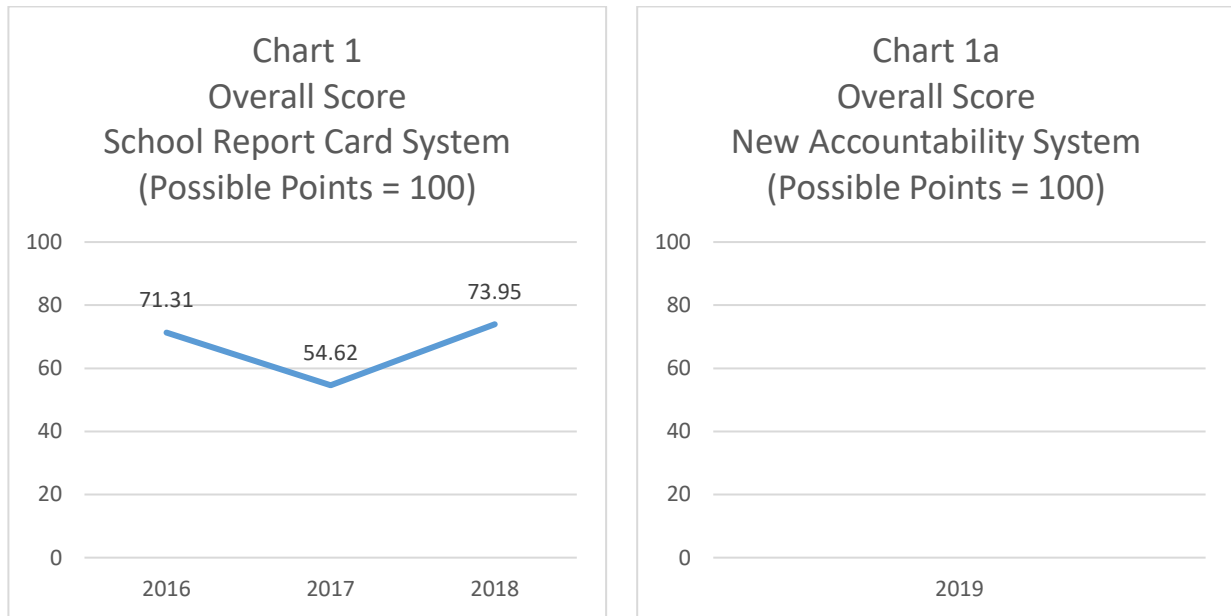
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

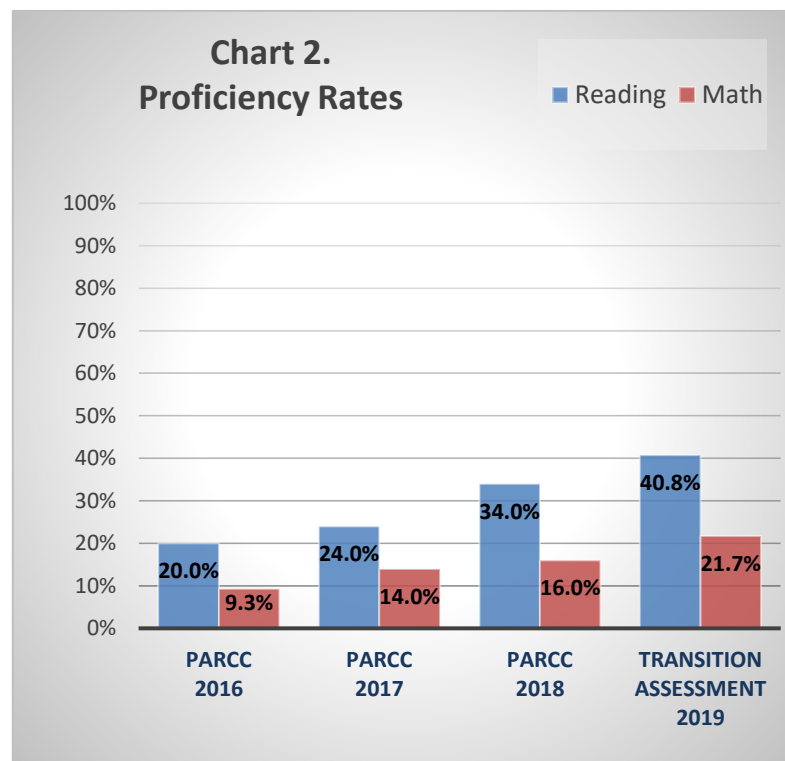
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. **Department's Standards of Excellence**

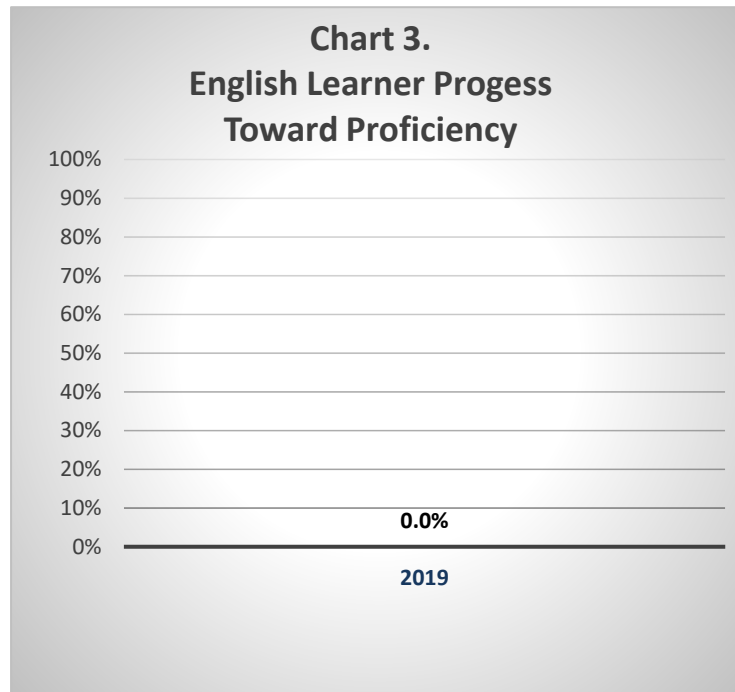
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



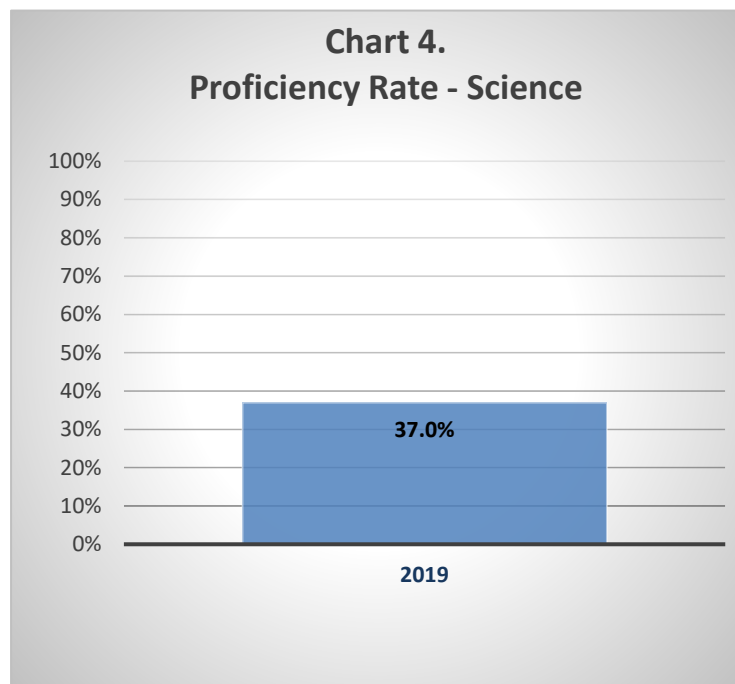
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



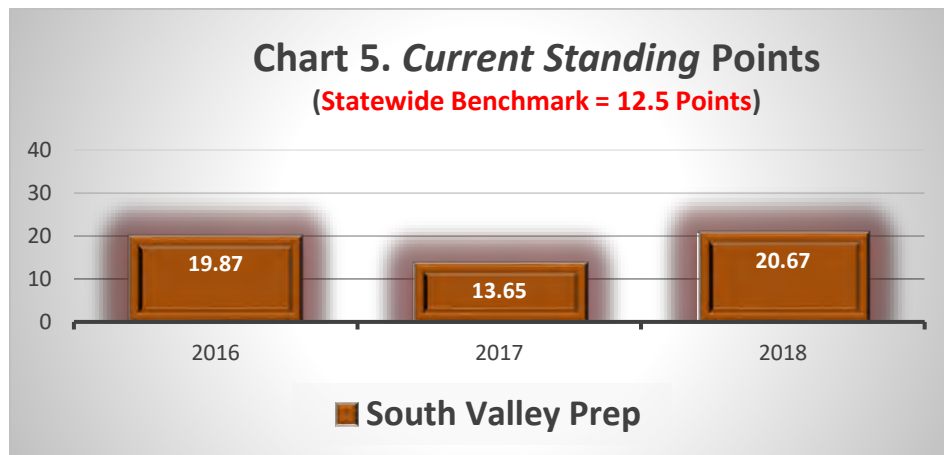
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



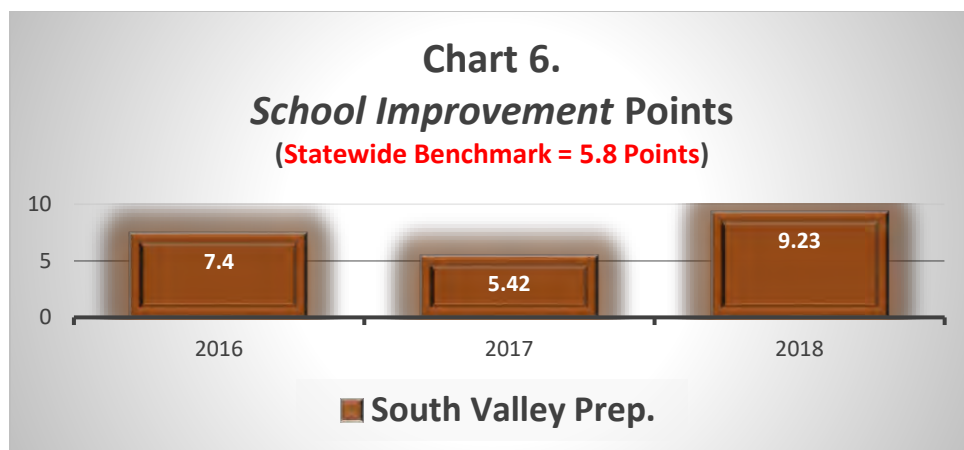
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

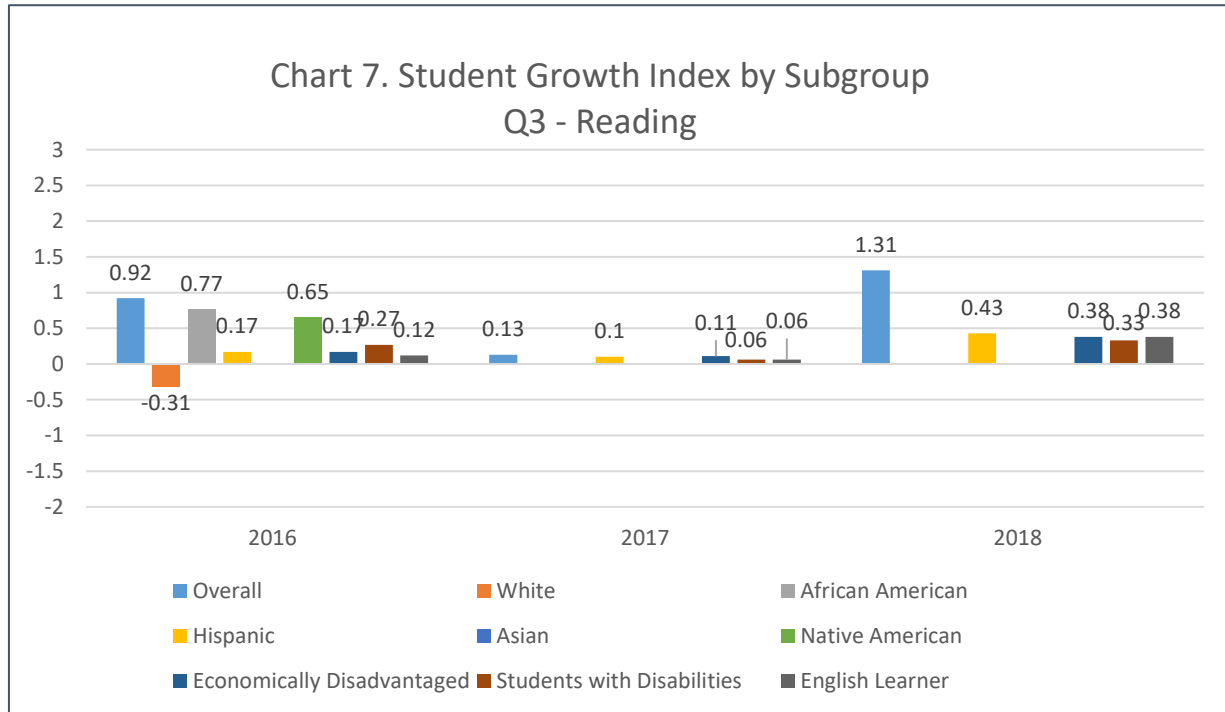


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



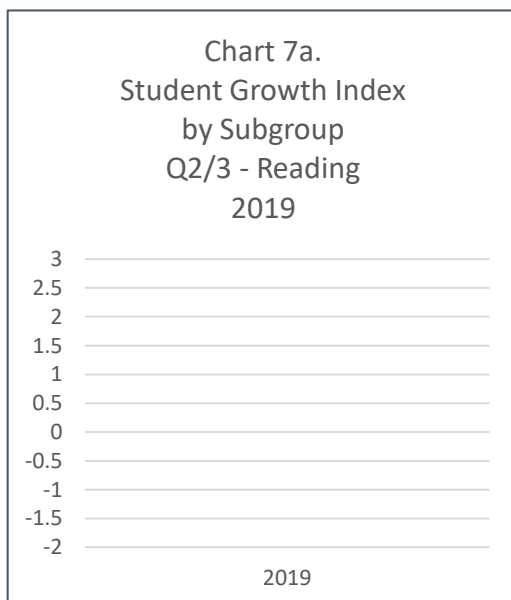
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



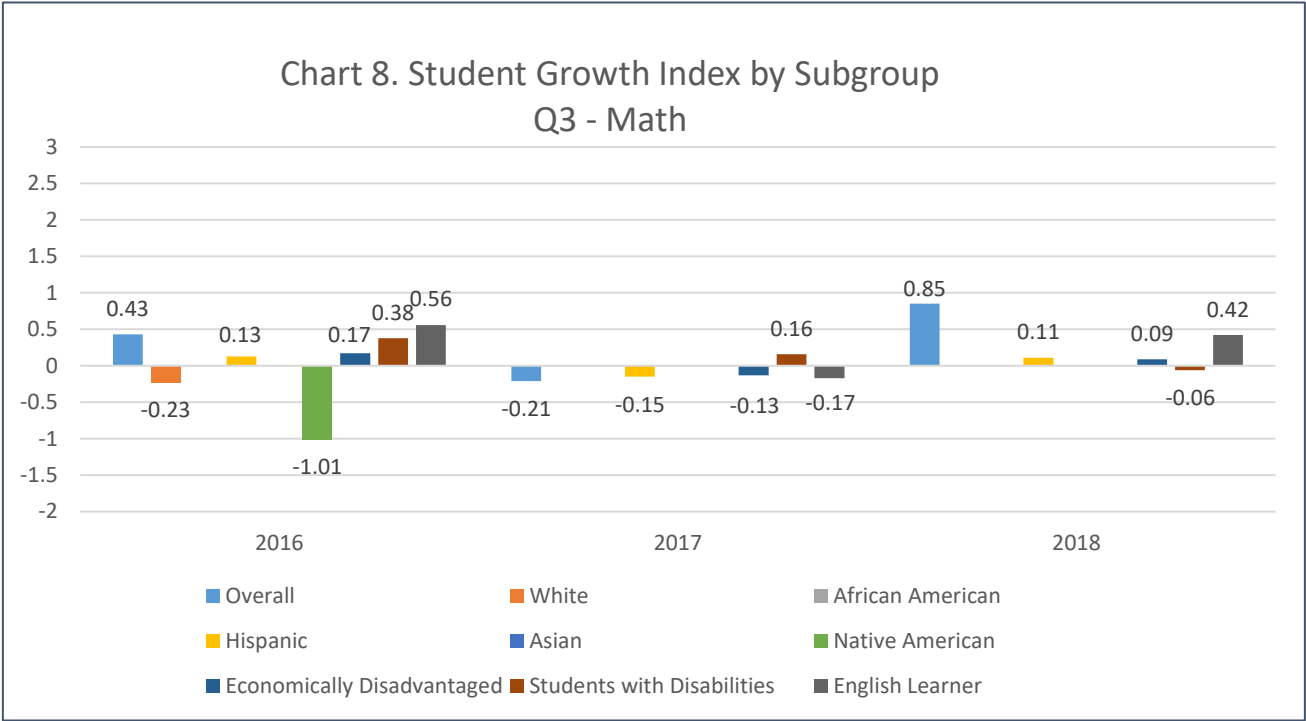
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



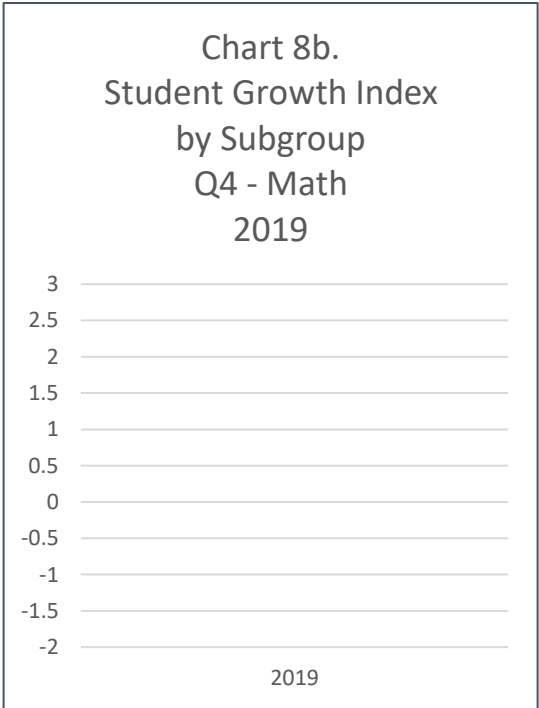
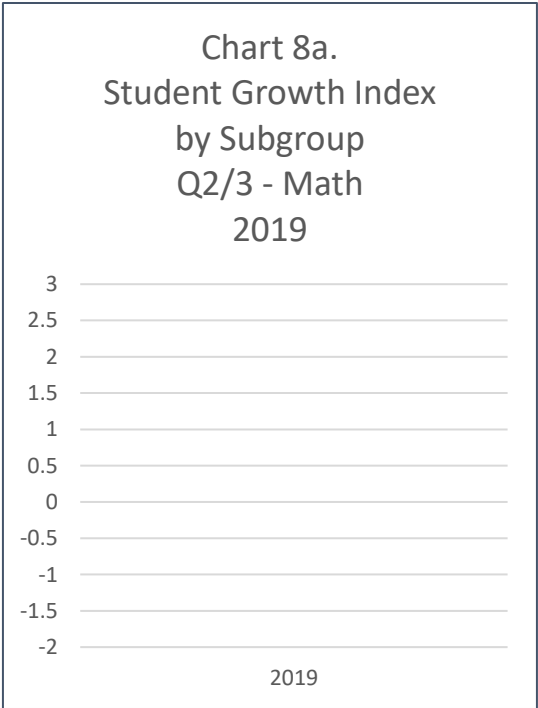
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



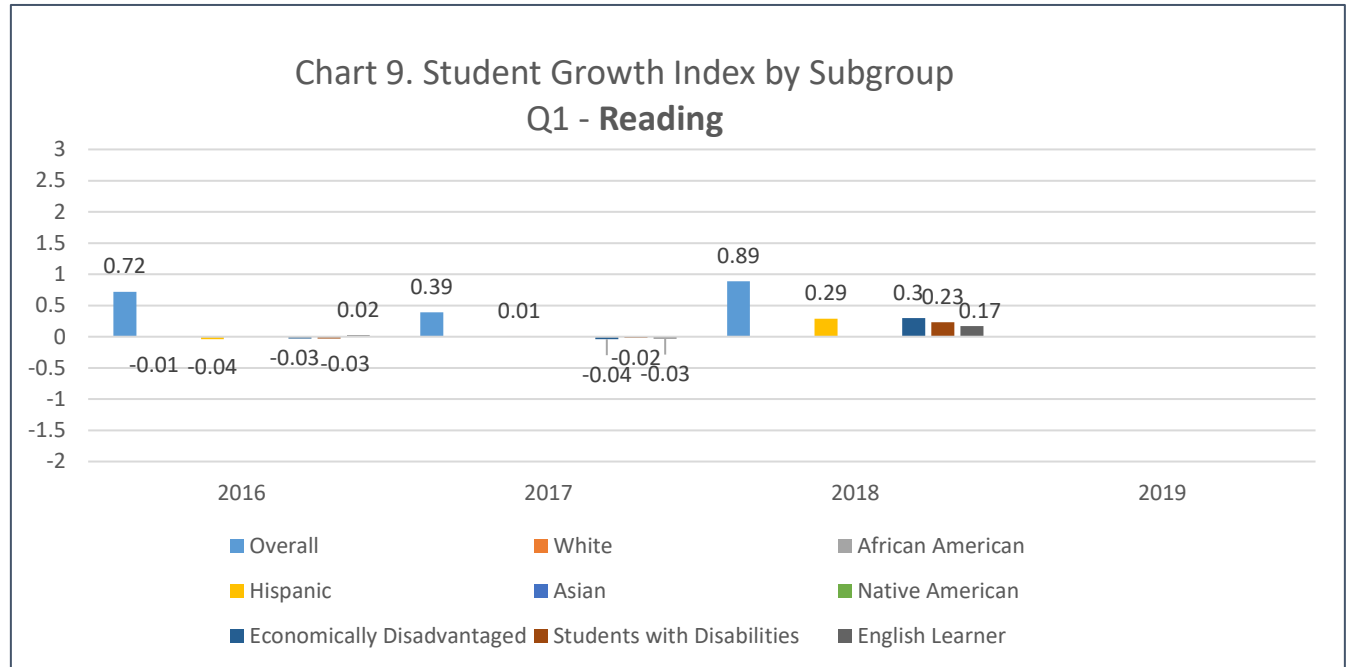
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

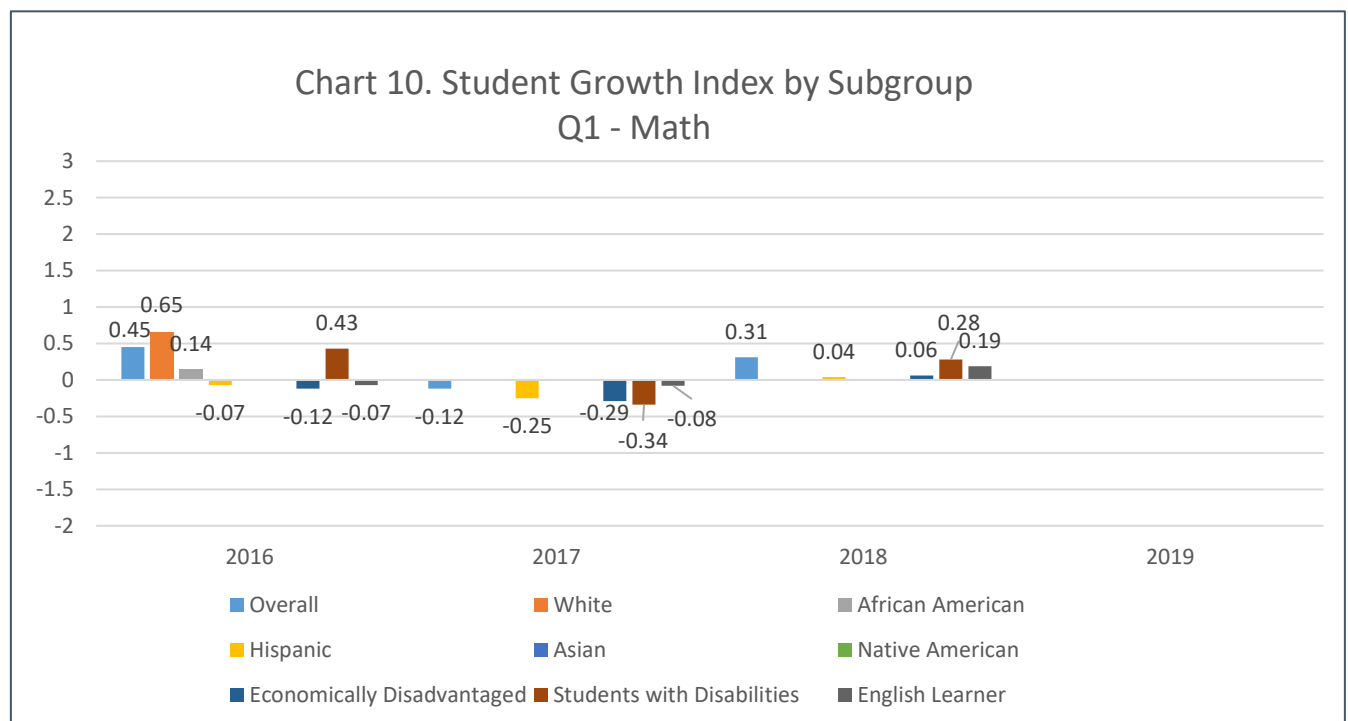


Subgroup – Lowest-Performing Students in Reading

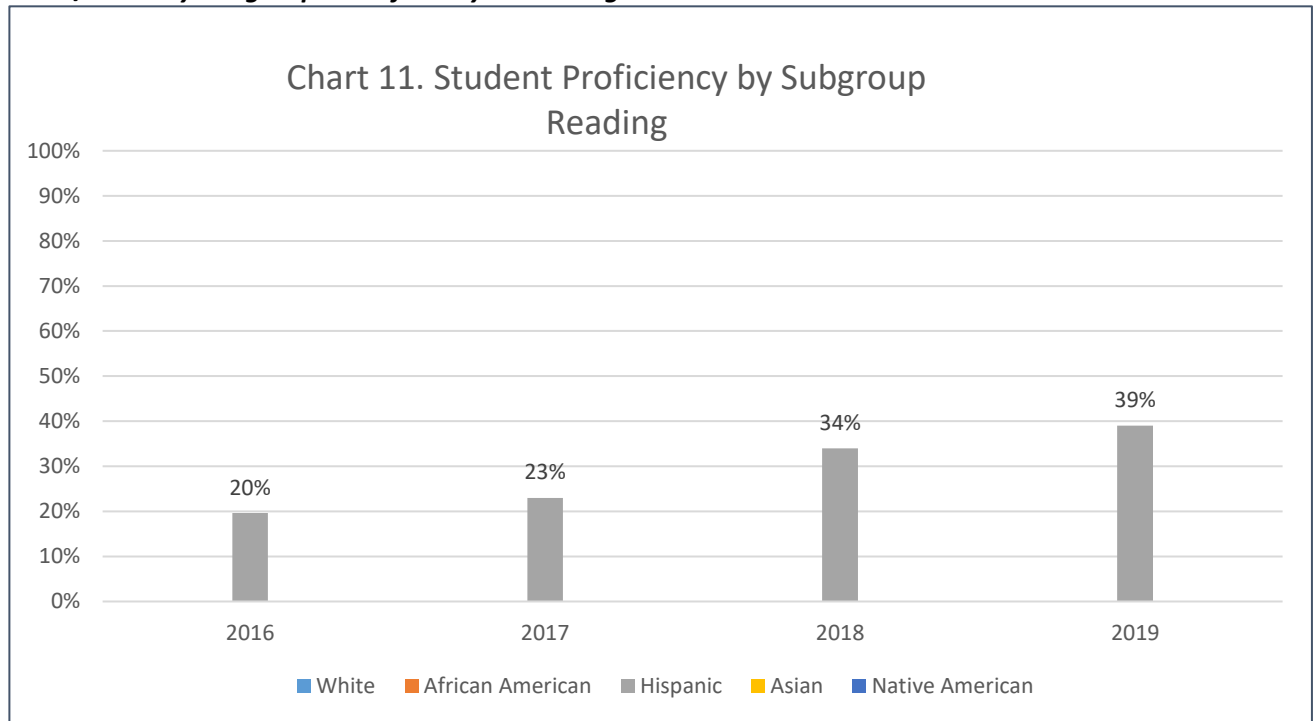
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



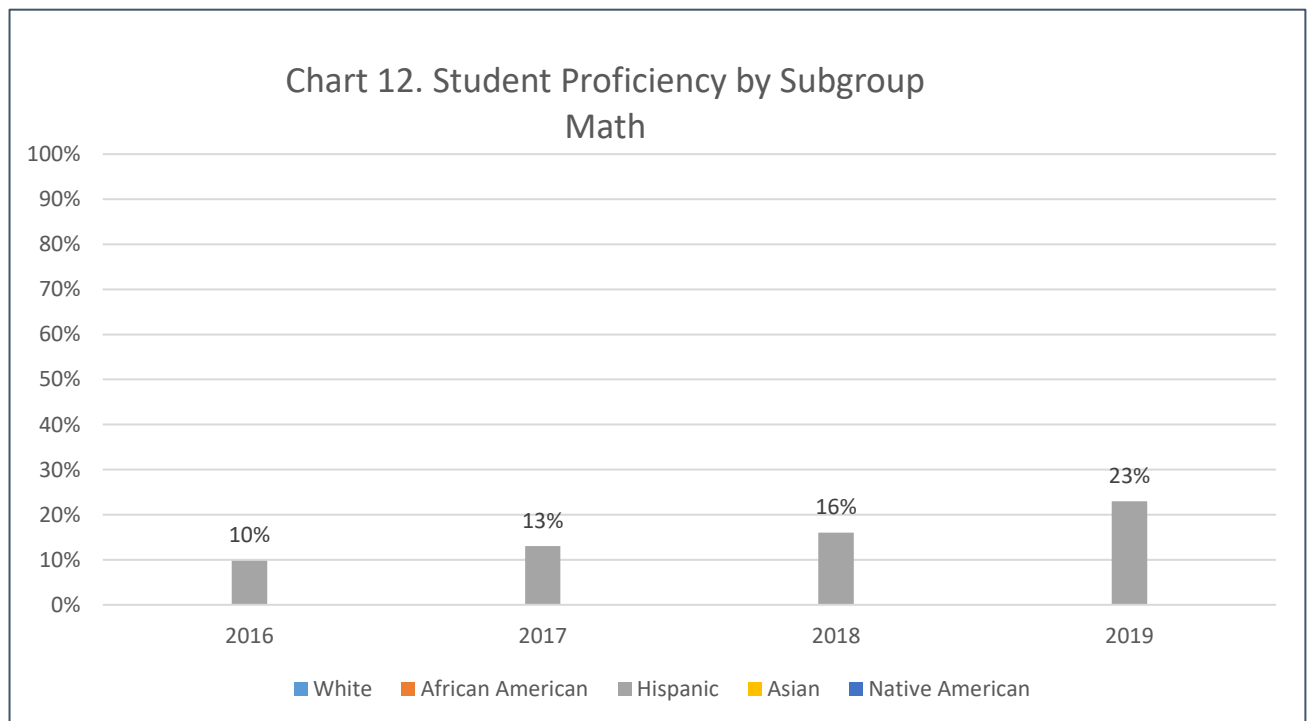
Subgroup – Lowest-Performing Students in Math



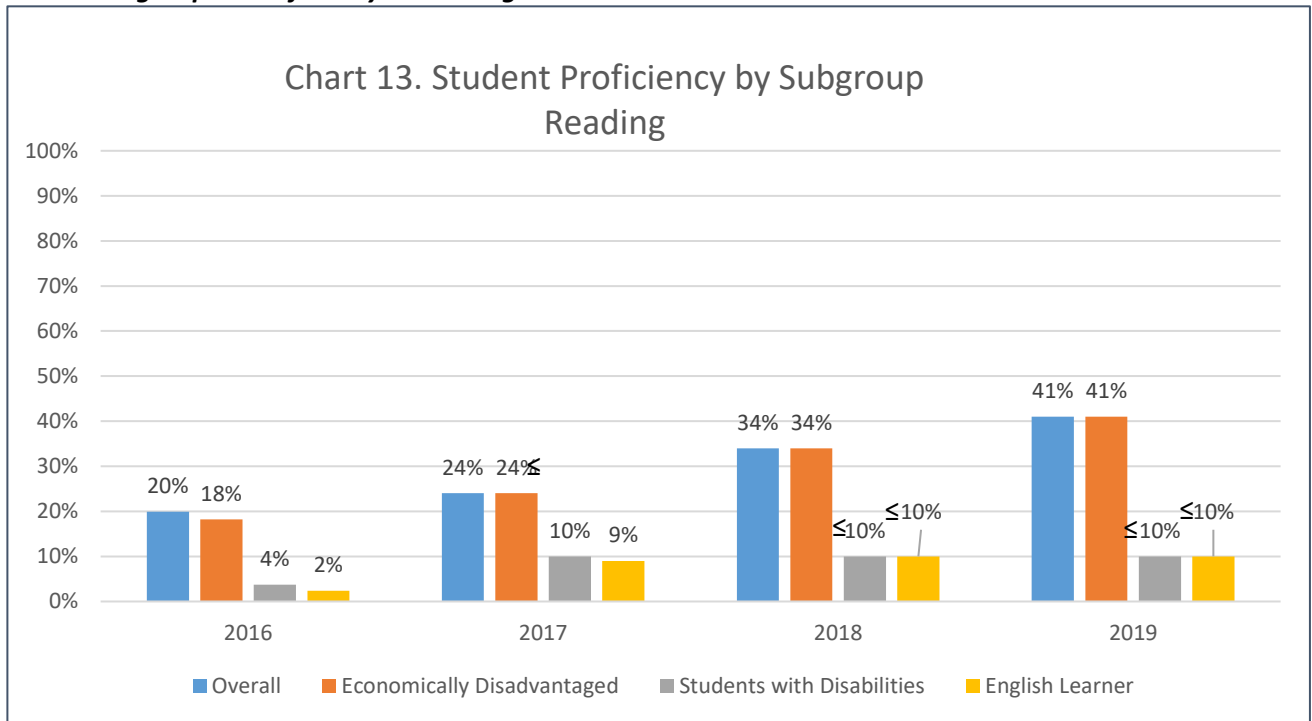
Race/Ethnicity Subgroups - Proficiency in Reading



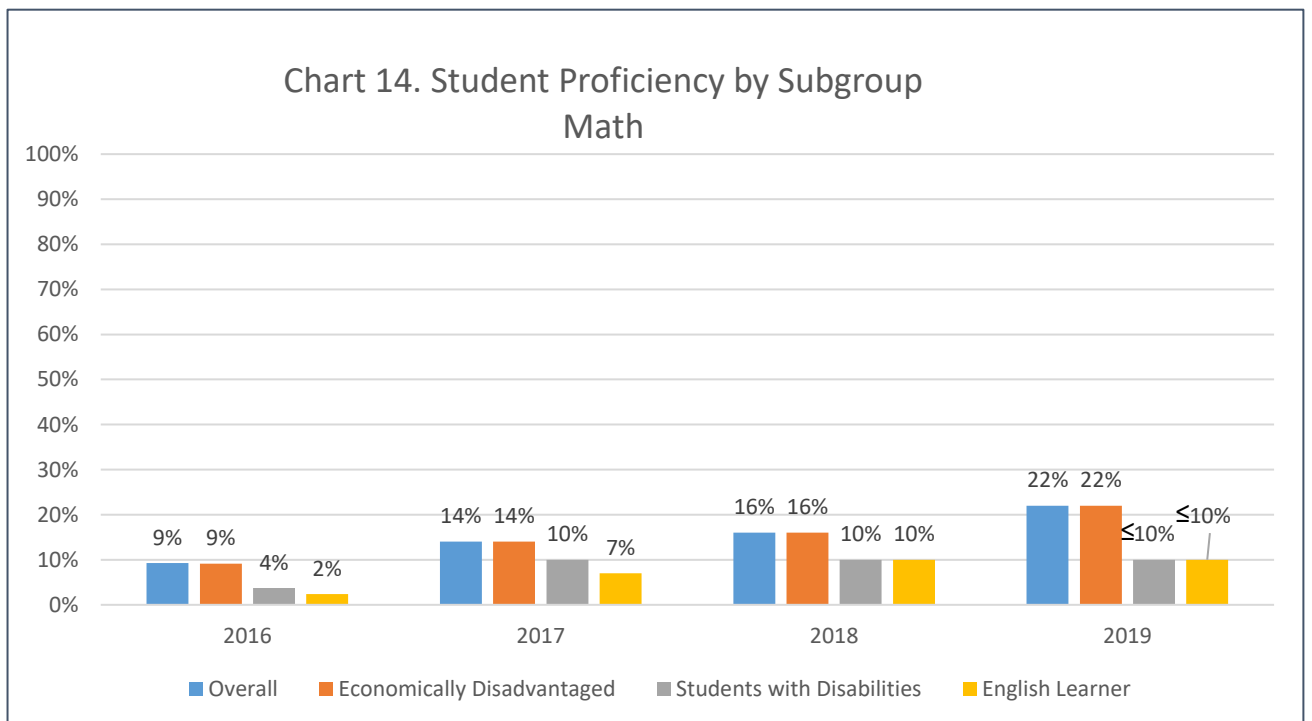
Race/Ethnicity Subgroups - Proficiency in Math



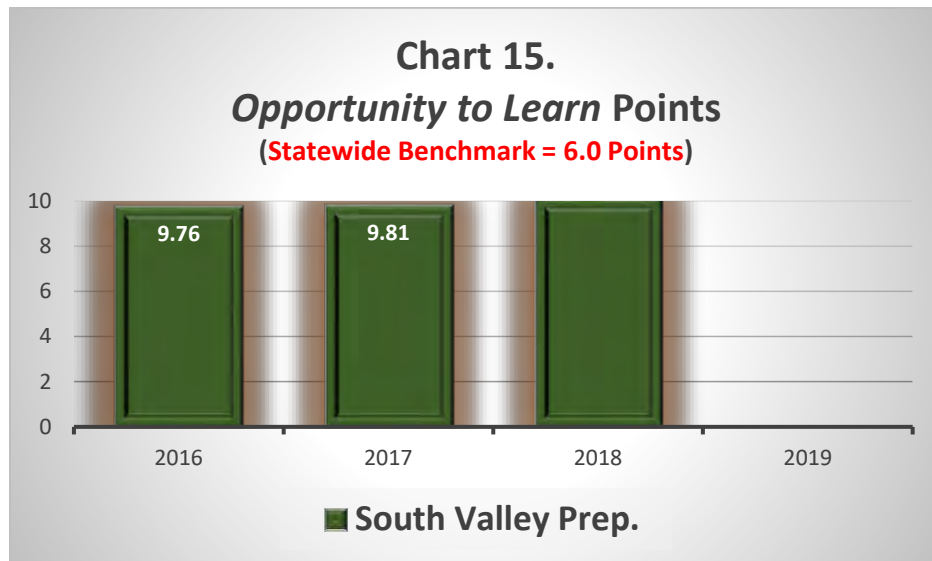
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. SHORT CYCLE ASSESSMENT READING Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students who have attended South Valley Prep for at least one full school year. The school meets the target of this indicator if 55-61% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "meets standard" or "exceeds standard" on the winter or spring short-cycle assessment.
2. SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students who have attended South Valley Prep for at least one full school year. The school meets the target of this indicator if 50 - 55% of identified students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR The student tests "meets standard" or "exceeds standard" on the winter or spring short-cycle assessment.
3. Full academic Year South Valley Prep students will demonstrate at least 5% growth in the Qualities of Success Assessment (seven qualities: zest, grit, self-control related to school work, interpersonal self-control, optimism, gratitude, and social intelligence) from the first assessment in the fall through the last assessment in the spring until a total score of 88 or above is attained. The school meets the target of this indicator if 65-74% of South Valley Prep students demonstrate at least 5% growth in QS scores during the school year OR achieve a score of at least a QS score of 88 on one of the assessments during the year.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2	Goal 3
2016	Exceeds	Exceeds	Exceeds
2017	Exceeds	Exceeds	Meets
2018	Exceeds	Exceeds	Exceeds
2019	Exceeds	Exceeds	Exceeds

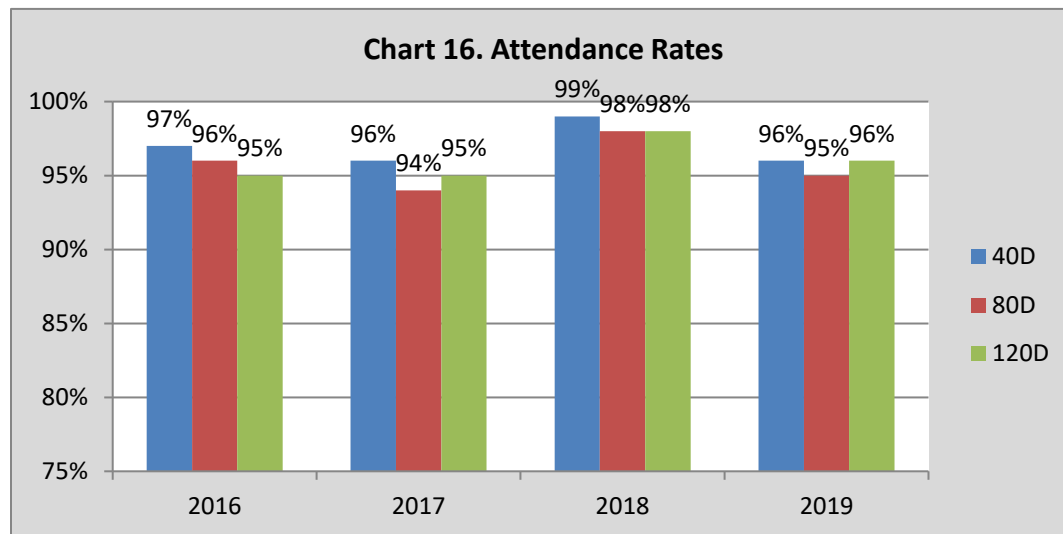
¹ Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

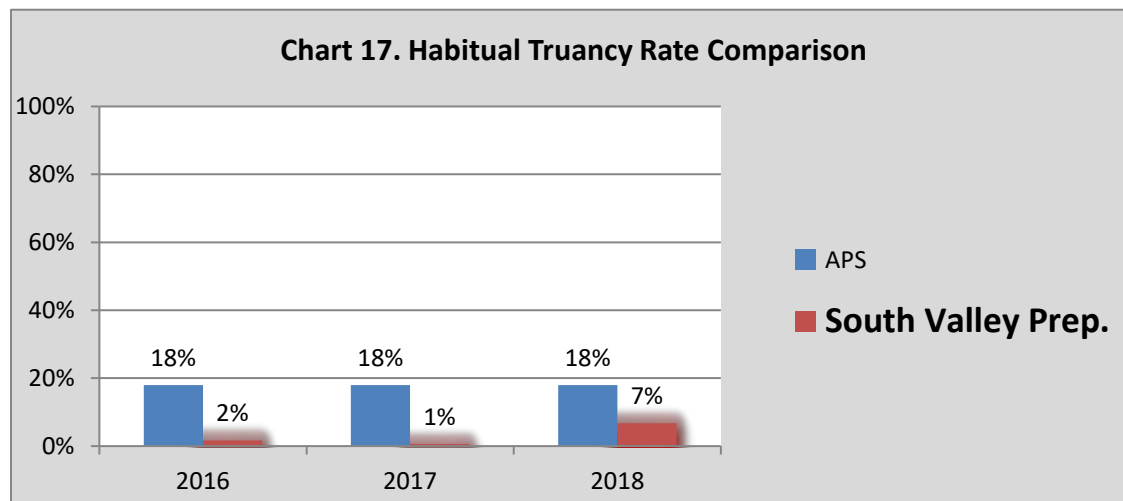
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 17 reflects the school's habitual truancy rate compared to the local district.

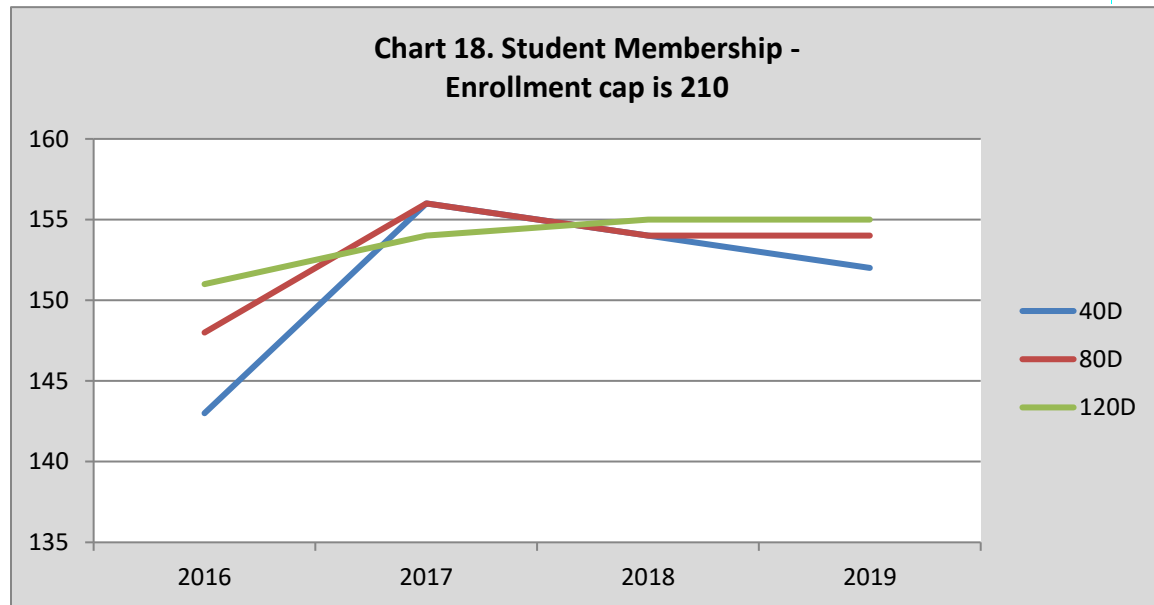
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



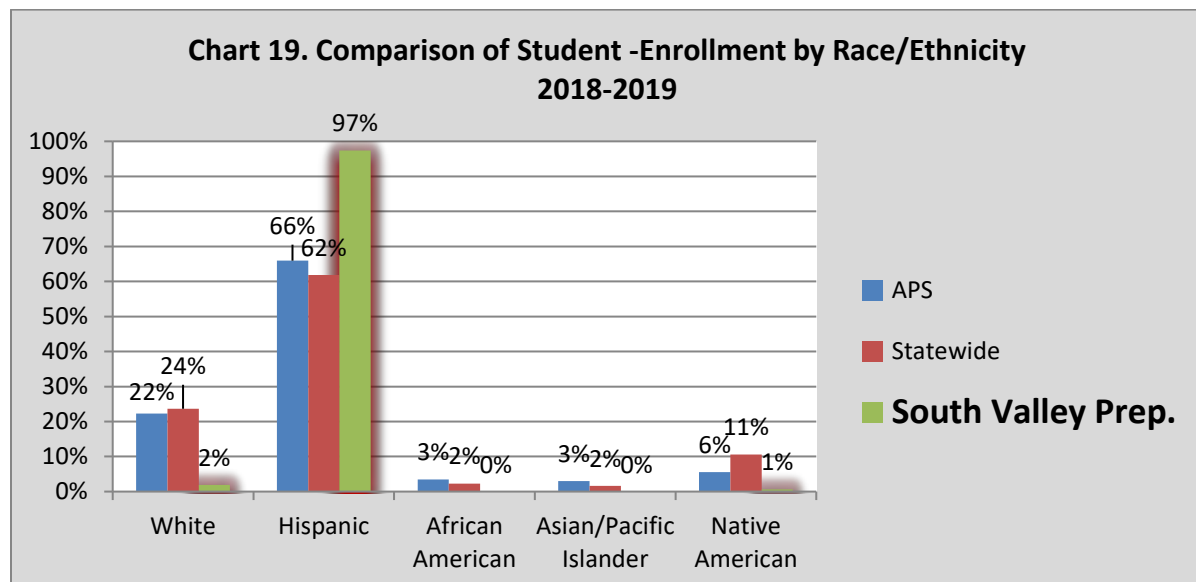
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

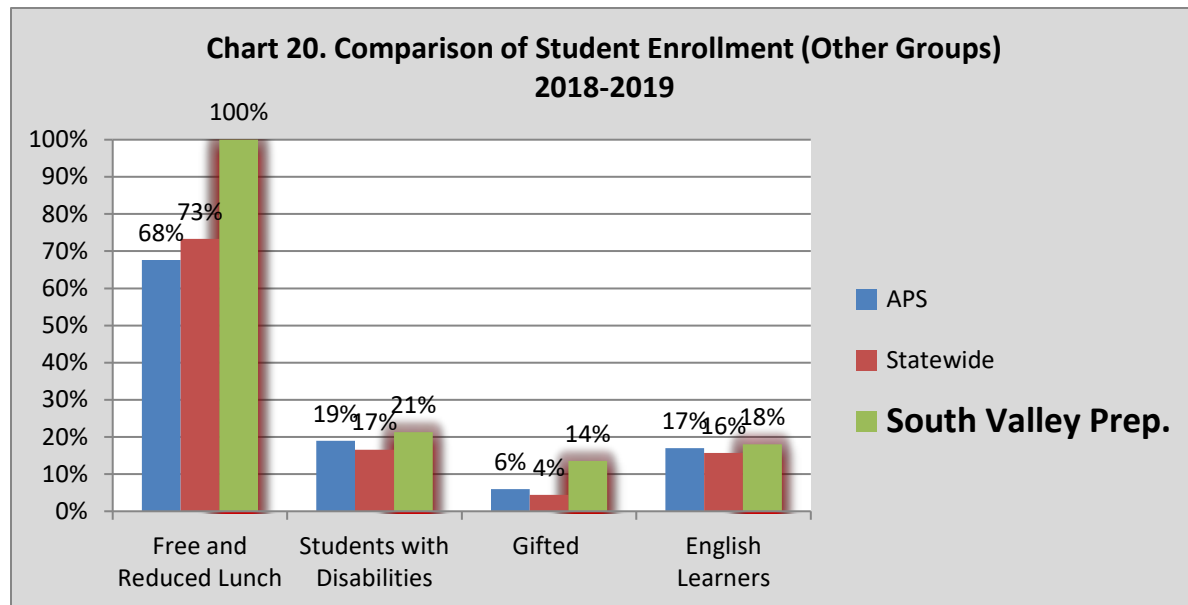


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

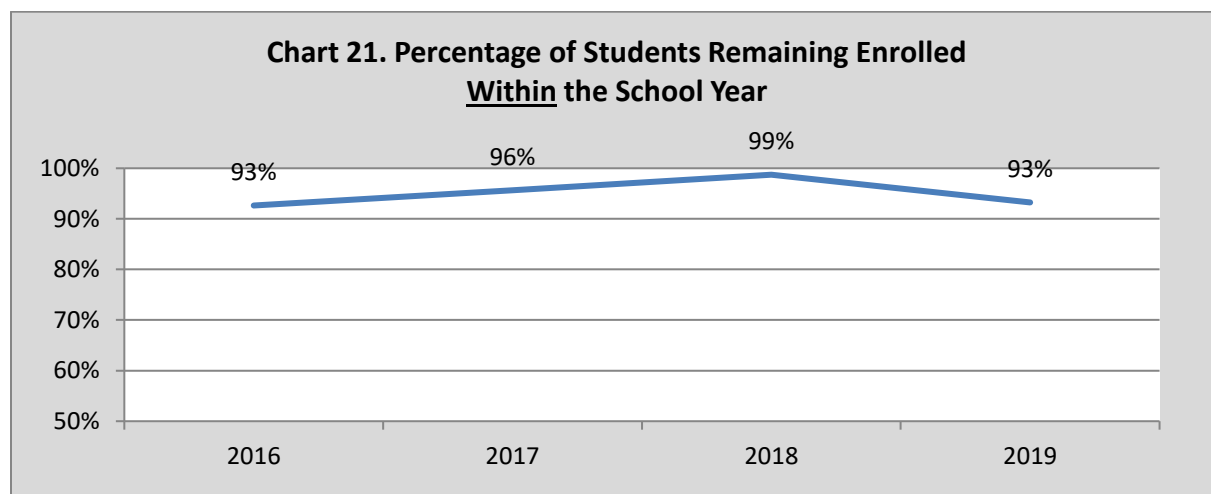


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

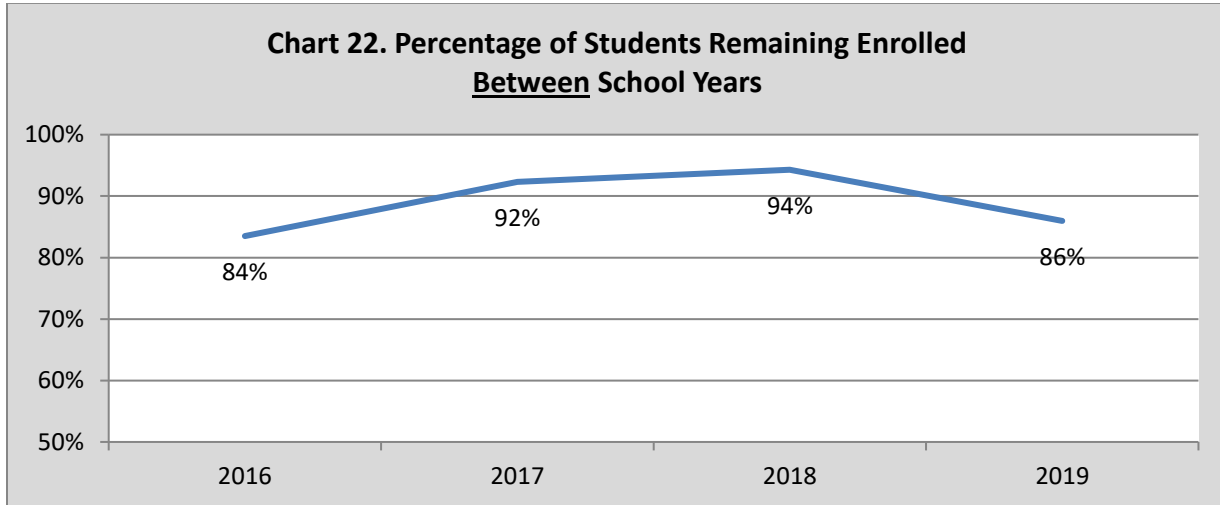
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

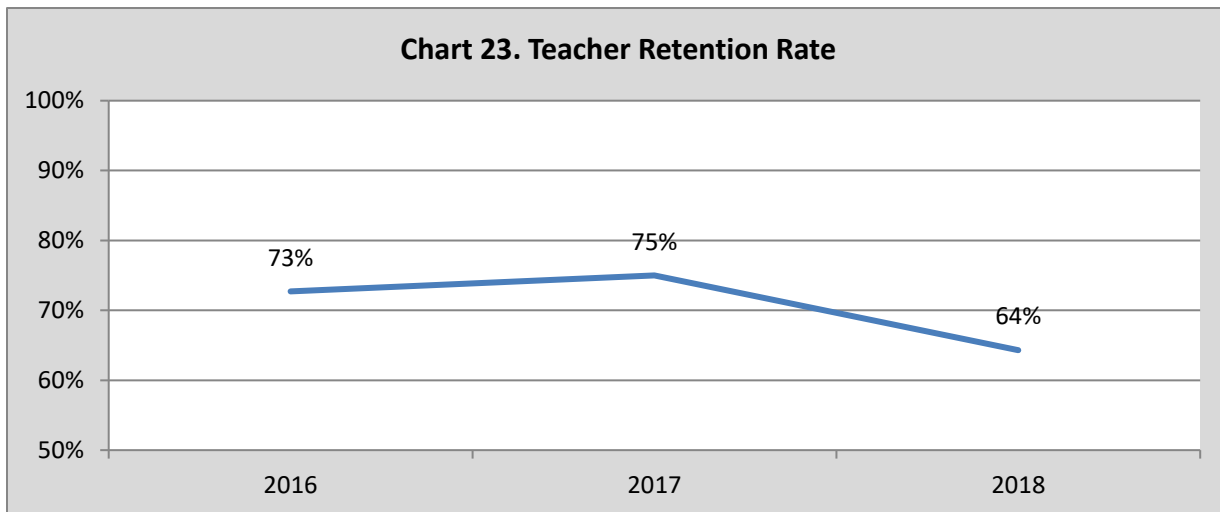


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 23 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	1	0	0
FY17	2	0	1
FY16	1	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Purchasing (Other Noncompliance)

Condition/Context: During our audit, we identified 1 out of 50 disbursements where the School failed to make timely payments of an invoice, resulting in a total of \$39 of incurred late fees.

Management's Response: Management will review and revise internal controls to assure invoices are paid timely, and that all purchases have an approved purchase order.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

- i. Students are looped within family strands where they maintain the same core content teachers in Math, Science and Humanities, all 3 years of middle school. This looping provides consistency and rigor in instruction, a safe and small learning environment as well as a foundation to build authentic, rich relationships that support student academic and personal growth.
 - ii. All students are provided a school-developed rigorous, consistent and research-based reading instruction framework, for the entire three years of their middle school experience.
 - iii. Fine art instruction is an integral part of the curriculum at South Valley Preparatory
 - iv. Service learning and the authentic, real-life application of being an active participant in community based projects that positively impact people will be implemented to strengthen the values of community support and social networking that are at the core of the South Valley community. This will be evidenced by student presentations, portfolios and project artifacts.
 - v. Students are placed into homogeneous reading groups by the core team of teachers. All students will be assessed quarterly using the Analytical Reading Inventory (ARI) or a similar reading assessment in addition to the school's short-cycle assessment and are re-grouped according to the achievement results.
 - vi. The school provides an outdoor classroom experiences annually for all 7th grade students. Outdoor experiences provide students with learning opportunities in archeology, native history, forest restoration and team-building activities.
 - vii. School will provide after school programs with emphasis on math, science and robotics programming.

SVP implements a well-rounded health and wellness initiative where all students are provided resources and support that fosters physical, social and emotional health and wellness and healthy choices via healthy fresh meals, access to fresh fruits and vegetables, organic farming methods, culture and identity learning, and extended physical education and fitness for all 3 years in middle school.

3b. Organizational Performance Framework

South Valley Preparatory School	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Bernadette Fietze	Chair	10/24/2012	Active	8	8	0
Jess Wiltamuth		11/23/2013	Active	8	8	0
Micaela Trujillo		9/22/2016	Active	8	8	0
Monica Aguilar		11/22/2014	Active	8	12	0
Frederick W. (Bill) Reed	Resigned at end of school year; Replaced by Brian VerPloegh for 2019-2020.					

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.

Part F: Amendments and Amendment Requests during the contract term

The historical information on amendments and amendment requests is provided by the Charter Schools Division in Figure 8.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to increase enrollment cap from 156-210	Approve	4/12/2019	NA
Amendment request to relocate the charter school's primary location, 2551 Karsten, Southeast, Albuquerque, New Mexico 87102.	Approve	4/13/2018	NA

Figure 8. Amendment Requests and actions.



Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

School response:

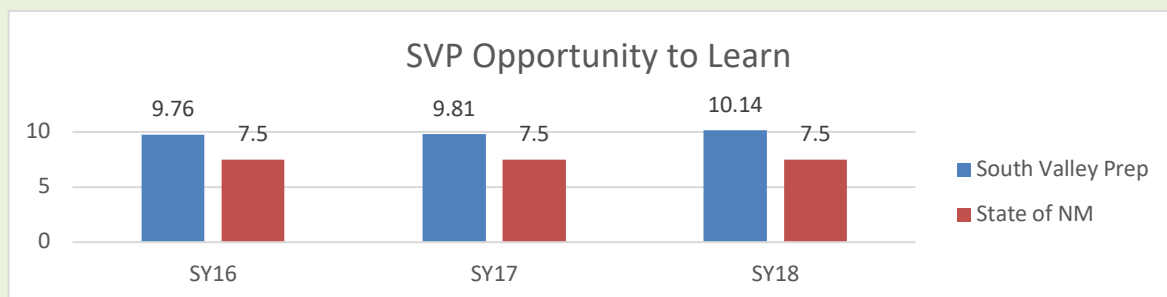
South Valley Preparatory School opened its doors in August of 2010 with a middle school design that had already proven effective in supporting a small, safe unique family environment where students are prepared for high school and beyond. The two main components of South Valley Prep's (SVP) design include the implementation of a family cohort looping framework and an explicit instructional approach to English Language Arts through Reading. Each of these strategies have proven both successful and unique in a middle school setting.

Unique Family Style Learning Environment - Looping

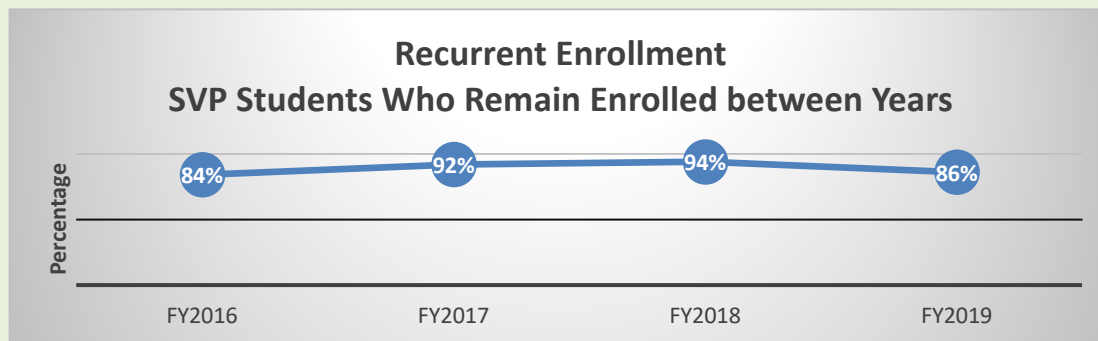
In South Valley Prep's Family cohort looping framework, students remain with three (3) core teachers throughout their middle school career. The cohort provides teachers the ability to build instruction within a core content with the same students over a three year period. For example, a family cohort Science teacher will loop with their family cohort students to teach Science when they are in 6th grade, then again in 7th grade and again in 8th grade. This strategy is implemented for core content instruction in Science, Humanities and Math.

This cohort looping strategy provides continuity in instruction, routines and expectations over a three (3) year span. It also supports the development of life long positive relationships between students and teachers. This strategy is one of the primary drivers of our mission to build a safe, small unique family learning community. We maintain the core belief that when our students become a part of a safe community, they excel academically, socially and emotionally.

The cohort looping strategy impacts the school's culture in a positive way. A strong positive school climate contributes to the school's recurrent enrollment rate as well as the school's attendance rate. South Valley Prep students believe that SVP is a great place to learn and attend as evidenced by the Opportunity to Learn survey results. SVP has consistently exceeded the state in this area.



As noted in the chart below, South Valley Prep maintains a high recurrent enrollment rate. The slight dip for FY2019 is directly attributed to moving to a new location. South Valley Prep does not provide transportation.



Closing the Achievement Gap – Explicit Instruction in Reading

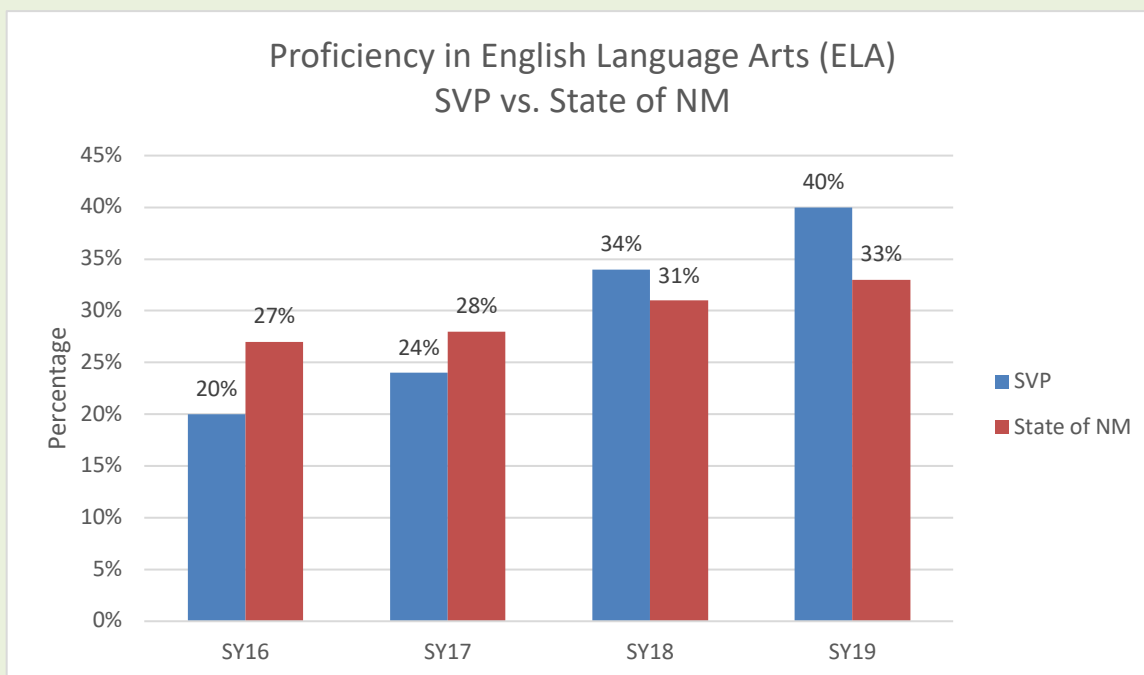
South Valley Prep’s reading program is another primary driver of the school’s mission. Explicit reading instruction in middle school ensures that we are preparing our students for high school and beyond. SVP provides explicit, targeted reading instruction to every student based on their instructional level. SVP uses the data from the NWEA Reading MAP test and the Analytical Reading Inventory to establish both a Lexile reading score and grade level equivalent instructional level for every student. This data is used to establish homogenous reading groups for explicit instruction based on the needs of the student. SVP instructional reading groups range from 2nd grade level thru 10th grade plus. Students, regardless of their grade level, are placed according to their instructional needs.

This approach to English Language Arts instruction provides students with nine (9) weeks of targeted explicit instruction in reading. At the end of the nine (9) weeks students are re-assessed and moved up or re-taught based on the assessment results. Students have the opportunity to move up in reading levels at the end of each nine week period. This framework allows SVP to address gaps in reading instruction as well as provide enrichment to those students reading above grade level.

Traditional middle school settings do not provide explicit reading instruction. Traditionally there is a gap in reading instruction between elementary school and high school. We maintain the core belief that explicit instruction in reading during the middle school years bridges the gap between elementary and high school thus preparing our students for academic success in high school English. Historically, the majority of SVP students move into Honors English upon entering high school. We

know that the specific reading skills and strategies we teach directly and positively affect the graduation rates of SVP students.

South Valley Preparatory school continues to increase proficiency in English Language Arts as evidenced by the school's performance on state mandated testing. As shown below, South Valley Prep students are out-performing their grade level peers in the state.



Health and Wellness – Eliminating Obstacles to Learning

Despite serving a larger number of high-risk students, SVP's student academic achievement continues to grow and has even begun to exceed the proficiency rates of the state of New Mexico in the area of English Language Arts. SVP continues to close the achievement gap by addressing or eliminating obstacles to learning. Below is a snapshot of SVP and the students we serve.

- South Valley Prep serves a higher percentage of economically disadvantaged student population (88%) as compared to APS (68.6%).
- SVP serves a higher percentage of students with disabilities (27%) as compared to APS (13%)
- SVP serves higher Hispanic student population (95.5%) as compared to APS (66%).
- SVP serves 100% free meals to all students

We know that our students face additional barriers due to the factors such as socio-economic status. Social determinants such as poverty create constant obstacles to learning for our students. SVP implements a health and wellness framework that addresses the whole child and that works to eliminate or address those obstacles created by those social determinants. This framework supports the belief that all domains of health and wellness, including physical, emotional, social, spiritual and nutrition impact the progress and success of our students.

South Valley Prep has implemented the following Health and Wellness strategies, preventions and interventions to eliminate obstacles to learning and to build a foundation for success. SVP maintains the following integral components to support the health and wellness of the whole child while building a family culture where students are successful

- Full-time Social Worker to address individual social and emotional needs of the students
- Collaborative relationship with Food Corp to build and support a school-wide healthy foods awareness
- Teaching cultural identity, self-awareness and cultural traditions of land-based people through agriculture through a collaboration with community organizations such as La Plazita Institute and Los Jardines Institute
- Social Worker intern to support additional student social and emotional support through small groups and Advisory
- Physical Education for all grade levels for a minimum of 140 minutes per week.
- School-wide social emotional program supporting positive recognition of students and staff that exhibit research-identified qualities that support success
- Increased access to fresh, clean fruits and vegetables
- Service Learning that supports learning in food justice, organic farming techniques and cultural history via collaborative relationships with community organizations such as La Plazita Institute and Los Jardines Institute.
- 25 minutes daily dedicated time to unstructured physical activity
- Full-time Parent Liaison to develop, plan and hold relevant parent engagement opportunities and increase parent involvement and presence in the school daily.

- Recruiting former students to be mentors, coaches and after school program providers
- Environmental Justice learning specific to our surrounding community through Southwest Organizing Project (SWOP)

In September of 2019, South Valley Preparatory School was notified that the school's Health and Wellness Policy not only meet state standards but, in many instances, exceeded state standards because the school goes above and beyond in understanding and addressing the health and wellness needs of our students. This is the second time our school's Health and Wellness plan has been referred to as exemplary. In addition, after we submitted the plan in 2016, the Public Education Student Health and Wellness Bureau asked if our plan could be used as an example of exemplary for the rest of the state.

Prepared for High School and Beyond – Life After SVP

Over the last 10 years, SVP alumni have been exceptionally successful in high school and beyond that can be evidenced in a variety of ways including graduation rates, scholarship awards, top ten academic standings, student of the year awards and recognition as Salutatorians and Valedictorians.

- Annually, 85% or more of SVP alumni graduate from high school
- Annually, private high schools including Menaul High School actively recruit SVP students.
- SVP Alumni and 2016 graduate is awarded the Gates Millennium Scholarship to attend Stanford, full ride scholarship for 4 years.
- SVP Alumni and 2017 graduate – Student of the Year at Atrisco Heritage High School
- Two SVP Alumni and 2017 graduates – Salutatorians at Atrisco Heritage High School and Rio Grande High School
- 4 SVP Alumni and 2017 graduates – top ten GPA at Atrisco Heritage High School
- SVP Alumni and 2019 graduate – Student of the Year at Atrisco Heritage High School

These are but a few highlights that demonstrate the accomplishment of South Valley Preparatory School students in high school and beyond. Perhaps some of the afore mentioned accomplishments appear minor in respect to other educational settings. However, their significance is magnified when a small school of 156 students consistently stand out for academics and character in schools with enrollments of up to 3,000. The proportion of SVP students being recognized is greater than large traditional schools. SVP has always asserted and continues to

maintain the core belief that our little school builds a foundation of confidence, wellness, self-identity, self-advocacy that leads to success in high school and life.

2. Academic Performance

The Charter School Act provides as follows:

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 standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.

NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

School response:

South Valley Preparatory School (SVP) has maintained a C or better letter grade in SY2016 through SY2018. SVP has made growth from SY15 to SY18, increasing our academic performance by over 25 points. While student academic performance will be reported differently in SY2019, SVP student academic progress continues to show a steady yet solid increase.

	SY15	SY18
Final Grade	D	B
Overall Score	48.83	73.95

During SY2017, SVP received an F in the Current Standing indicator and the Improvement of Lowest-performing Students indicator. After receiving an F in the two indicators identified above, there were several improvement actions implemented and or restructured to improve in those two areas. Through data disaggregation we know that the results in both of these indicators were primarily related to student performance in Math. Based on this information, SVP identified a number of root causes including the lack of a permanent, consistent staff in the second math position and intentional professional development. The actions taken by the school are detailed below.

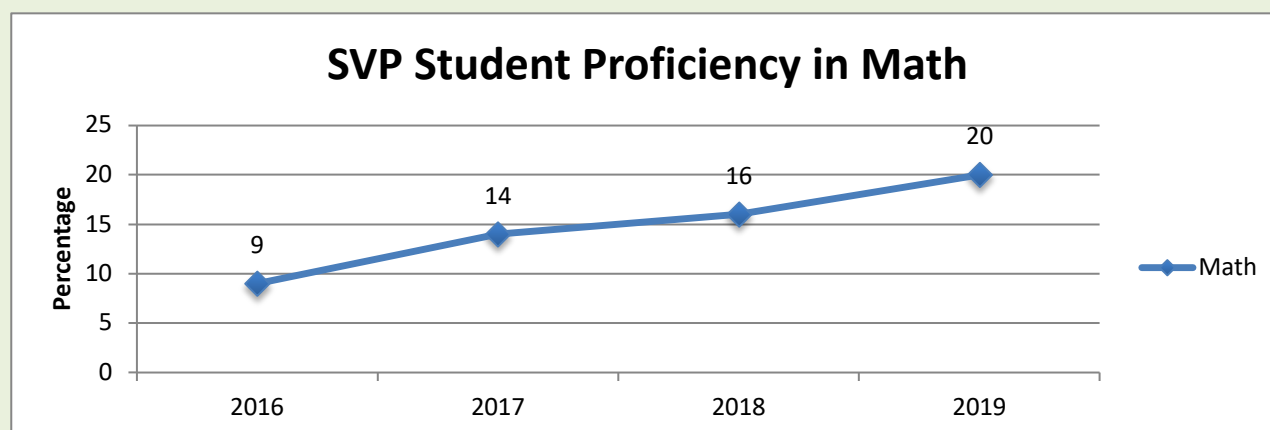
Staffing

South Valley Preparatory School has historically struggled to permanently staff our second math position. SVP Staff and Administration identified this as a major root cause in the school receiving low performance in the two (2) indicators mentioned above. Over the course of the last 5 years, we have hired and ***not*** re-hired a number of math teachers specifically because they lacked solid core content knowledge in math or because they did not buy into the school's middle school design and mission.

During SY2018, we were able to identify and hire a strong, highly qualified math teacher whose passion is teaching middle school! SVP invested heavily in mentorship and training and as a result has maintained high quality, consistent instruction in math over a 2 year period. With that, we have seen a steady and consistent gain in the percentage of students scoring proficient in math. Our Math staff is dedicated and highly motivated to support our students and to work collaboratively with the whole staff so that math learning is supported school-wide.

Curriculum Change in Math

South Valley Preparatory made the decision to change the Math curriculum in the middle of SY16. At that time, SVP had received state testing results late in the year, SVP's student performance in math had decreased as compared to SY15. In addition, we noted that historically, the new math teacher hires struggled to understand and implement the math curriculum that we were using. Hence, SVP Administration and Math Teachers identified the need to find and implement a math curriculum that could meet the myriad student academic levels and needs. SVP Math teachers and Administration spent the Winter of SY16 researching the current state math curriculum adoption options to identify a comprehensive math curriculum that aligned with the Common Core Standards. Beginning in the spring of FY2016, SVP purchased the Glenco Common Core Math program and immediately SVP Math teachers began implementing it in the classroom. Prior to the implementation, student performance in Math was unpredictable. After the implementation of the Glenco Math program, student performance in Math has steadily increased each year as evidenced by student proficiency in math on state testing and as shown below.



Strategic Scheduling

SVP Math teachers and Administration identified the need for increased content collaboration opportunities. As a result, the school schedule was revised to intentionally provide multiple opportunities for content collaboration in Math that includes core Math teachers, both regular and special education teachers. The schedule prioritized Math so that each grade level has math scheduled at the same time. This allows the teachers to align their instruction with each other, to support each other in their instructional strengths and weaknesses and to provide “work” days within each math unit that allows for grouping students based on reteach or enrichment during those “work” days. In addition, the content collaboration allowed for continued mentorship and support

between the veteran and second year math teacher. As a result, SVP has been able to better support our math teachers, maintain a second math teacher and increase student progress in math as evidenced by state testing results.

Response to Intervention - Math Intervention Homogenous Grouping

The need to provide explicit intervention instruction in the area of math was a driving factor to start grouping students for Response to Intervention (RTI) class. While we have seen this strategy work in the Area of English Language Arts, we have yet to establish a working framework to use it in Math. This was due to the inconsistent staffing in Math that the school has experienced. However, with a solid second Math instructor and using the NWEA MAP Math Assessment data, SVP began to group students for instruction directly related to their individual student needs as it pertains to Math. SVP staff compiles math assessment results after each NWEA Math MAPS Assessment cycle. SVP students take the NWEA MAPS Assessment in the Fall, Winter and again in the Spring.

SVP staff use the NWEA MAPS Math assessment results to group students based on similar scale score ranges. Students are then assigned an individual instructional plan using the school-wide math intervention program, IXL. Because all SVP Staff teach RTI, each student group is strategically assigned to specific staff based on the level of intervention the group needs. Student groups with higher needs are placed with the math certified teachers and special education staff. The SVP math teachers work collaboratively with the staff to assign groups to the other teachers. Through professional development and collaboration, SVP Staff has developed a school-wide monitoring tool and has put together a toolbox of resources and strategies that all teachers can access to provide math intervention instruction.

This year, the NWEA MAPS test has been linked to IXL, our math intervention program. This link has provided our teachers with an even more individualized intervention plans based on subcategories of math content. The instruction and support in the school-wide RTI class is meeting the needs of all our students from those who are struggling and performing below grade level standards as well as those who are exceeding grade level standards. Both intervention and enrichment are central to all that we do.

This success of this structure evidenced in a variety of ways. The first, of course, is the increased student progress in Math as measured by the state assessments. Second, this structure has created a school-wide consistent strategy to address the needs of all students in math and at all levels. As a result, a school-wide effort to address learning in math now includes all teachers, not just the math teachers.

Focused PD

SVP Staff and Administration identified a need for additional teacher support and professional development in supporting our lowest performing students. Both our English Language Learners and our students with disabilities (SWD) continue to struggle in both reading and math. SVP continues to focus our professional development and teacher training on best practices in supporting the lowest performing students. We know that the majority of the students identified as lowest performing are students with disabilities and English language learners. In the summer following SY17, SVP administration focused the majority of our professional development money to be used towards GLAD certification, a training in best practices for English Language Learners. This training has proved successful with all learners, particularly students with disabilities. To date, SVP has six (6) Tier 1 GLAD certified teachers. Title 2 funds are set aside to send two (2) more teachers for Tier 1 certification as well as two (2) more for Tier 2 Glad certification this upcoming summer. Tier 2 Certification is the highest level a teacher can receive. A Tier 2 GLAD Certification is a Trainer level certification. This certification level allows SVP own staff to train our existing and new staff at a lower cost to the school. In addition, Staff with Tier 2 certification will provide sustainability in best practices professional development and teacher support at SVP. SVP administration and staff will continue to work collaboratively in identifying additional trainings that provide all staff with the teaching strategies needed to support all learners.

Evidence of Success

We are very aware that the majority of SVP's lowest performing subgroup continues to be made up of students with disabilities and English Language Learners. Over the last 10 years, South Valley Prep has continued to show an increase in the number of Students with disabilities we serve. In SY11, our inaugural year, SVP served 8% or 8 students with disabilities. In SY20, SVP now serves 27% or 45 students with disabilities. Moreover, the number of students with disabilities who are also identified as English Language Learners (ELL) also increased. SVP Teachers, Staff and Administration work together to build support frameworks that meet the needs of all our students.

While each of the interventions outlined above has contributed to the increase in student growth in math and reading as evidenced by state testing results, SVP Staff and Administration will continue to disaggregate student performance data to target individual needs. The targeted and explicit interventions above continue to make a significant impact on the proficiencies of all students in Math and English Language Arts. SVP students, despite learning and economic obstacles are performing as well or better than their peers in the state as evidenced by the SY19 Transition Assessment average

scale scores of SVP students as compared to their grade level peers in New Mexico as shown in the table below.

2018 – 2019 New Mexico Transition Assessment

	AVERAGE SCALE SCORES on the NM Transition Assessment	
	South Valley Preparatory School	State of NM
6 th ELA	732	733
7 TH ELA	741	731
8 TH ELA	743	731
6 th MATH	723	722
7 TH MATH	727	726
8 TH MATH	735	710

South Valley Prep has always maintained that students that remain with us all three years significantly outscore their peers when they reach 8th grade. We have always know this to be true.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

South Valley Preparatory (SVP) has maintained three (3) School-Specific Goals from SY16 through SY19. SVP has met all performance framework goals up to this point in the contract term. In SY20, it was reduced to one (1) performance goal after SVP applied for and was granted an enrollment cap increase amendment. The approval of that amendment required SVP to renew the last year of the current five-year term using the new charter contract.

The 3 charter goals in the first 4 years of this 5-year term included two academic goals (reading and math), and a social emotional goal (Qualities for Success). Below please find SVP's results over the last 4 years.

Performance Indicator #1 – READING

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students who have attended South Valley Prep for at least one full school year.

South Valley Prep students must demonstrate more than one year's growth on the NWEA MAP Reading test by increasing their score by a more than the specified points shown in the chart below. After calculating data for each grade level, a total school-wide score was reported for the performance indicator.

NWEA MAP READING	
Grade	One year's growth equivalency
6 th	4.1 points
7 th	3.4 points
8 th	3.1 points

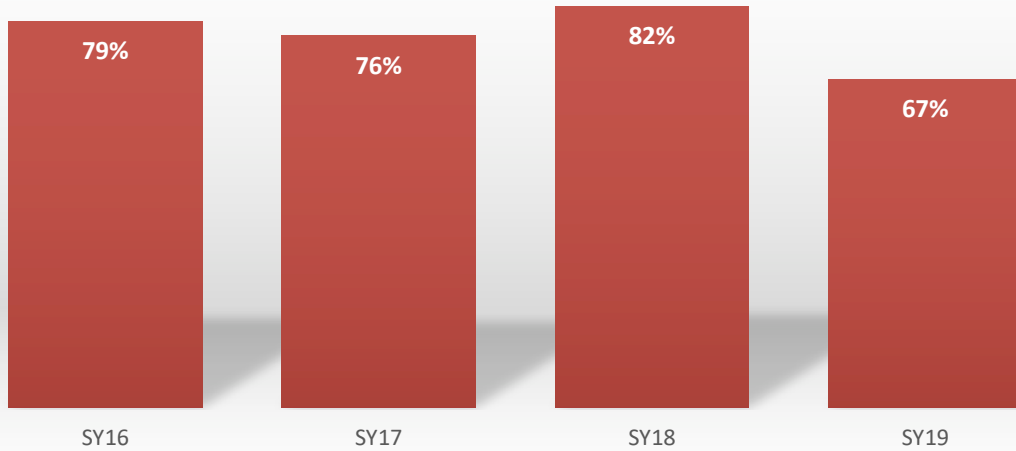
MEETS STANDARD = 62-64% of the students made more than one full year's growth

EXCEEDS STANDARD = 65% or more of the students made more than one full year's growth

SVP READING Results:

Performance Indicator #1 READING results from SY16 to SY19 are displayed in the chart below showing the percentage of students that made more than one year's worth of growth.

Performance Indicator #1 Reading



South Valley Preparatory School has **EXCEEDED THE STANDARD every year** for Performance Indicator #1

Performance Indicator #2 – MATH

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in MATH of Full Academic Year (FAY) students who have attended South Valley Prep for at least one full school year.

South Valley Prep students must demonstrate **more than one year's growth** on the NWEA MAP MATH test by increasing their score by a more than the specified points shown in the chart below. After calculating data for each grade level, a total school-wide score was reported for the performance indicator.

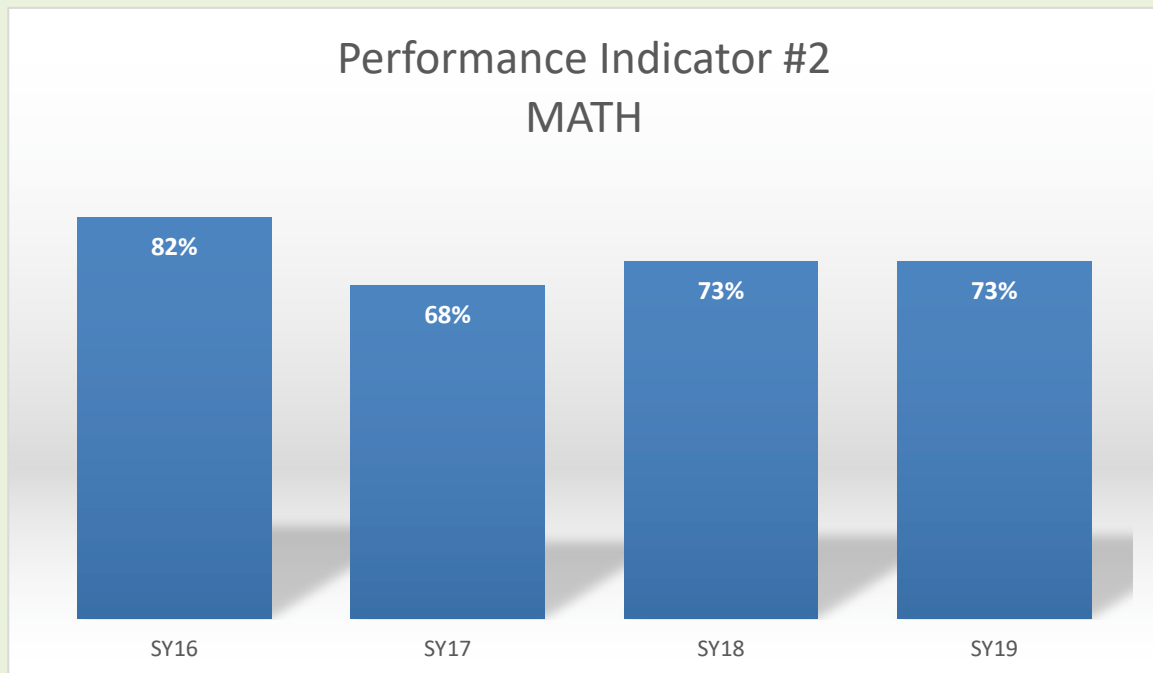
NWEA MAP MATH

Grade	One year's growth equivalency
6 th	6 points
7 th	4.9 points
8 th	4.2 points

MEETS STANDARD = 62-64% of the students made **more than one full year's growth**
EXCEEDS STANDARD = 65% or more of the students made **more than one full year's growth**

SVP MATH Results:

Performance Indicator #2 MATH results from SY16 to SY19 are displayed in the chart below showing the percentage of students that made more than one year's worth of growth.



South Valley Preparatory School has **EXCEEDED STANDARD every year** for Performance Indicator #2

Performance Indicator #3 – QUALITIES FOR SUCCESS

South Valley Prep's Indicator #3 uses a school-generated Qualities for Success (Q for S) report card to assess internal qualities that help a student to succeed in school and in life.

During each school year, full academic year South Valley Prep students will demonstrate at least 5% growth in the Q of S Assessment from the first assessment in the fall through the last assessment in the spring until a total score of 88 or above is attained.

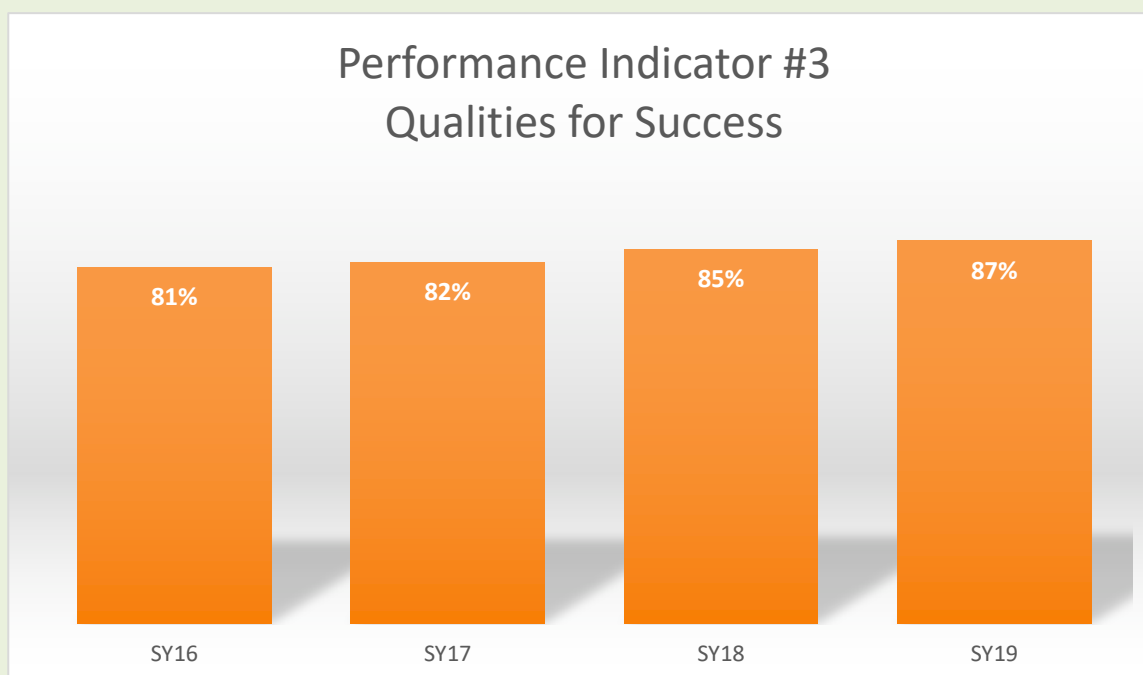
Note: The total possible raw score on the Q of S Assessment is 110 Points, thus 5% equates to an increase of 5.5 points. A total score of 88 denotes an average score of 4 points per category, with a maximum score of 5 points possible per category.

MEETS STANDARD = 65-74% of the students demonstrate at least 5% growth in the Q for S Assessment or score 88 points or higher.

EXCEEDS STANDARD = 75% or more of the students demonstrate at least 5% growth in the Q for S Assessment or score 88 points or higher.

SVP QUALITIES FOR SUCCESS Results:

Performance Indicator #3 Qualities for Success results from SY16 to SY19 are displayed in the chart below showing the percentage of students that made at least a 5% growth in the Q for S Assessment or scored 88 points or higher



South Valley Preparatory School has **EXCEEDED STANDARD every year** for Performance Indicator #3

South Valley Prep anticipates that our students will continue to demonstrate this pattern of growth and success.

Narrative to Address Charter Schools Division 2016-17 Rating of the Qualities for Success Goal:

SVP results for this Qualities for Success Goal in 2016-17 differed from the opinion and rating given by the Charter Schools Director, Katie Poulos. The rating in the Organizational Performance Framework for I-A.01 – Required Academic Performance Indicator was “Falls Far Below”. Following is a narrative specific to the 2016-2017 rating issue.

2016-2017 CSD Initial Rating - Falls Far Below

I-A.01: Required Academic Performance Indicators

Over the term of our contract to this point, SVP has met all school specific goals. However, during the 2016-2017 school year, Charter School Director, Katie Poulos, rated I. Academic Performance Framework, I-A.01: Required Academic Performance Indicators as **Falls Far Below** despite the fact that the school meet standards for all three goals.

SVP received this rating because Ms. Poulos stated that SVP did not provide “verifiable evidence” for indicator #3. SVP submitted results in a school generated report vs. vendor generated. SVP’s Performance Framework indicator #3 is a school generated social emotional program measured by a school generated report card.

Below is a screenshot of the final report from the CSD where it is stated that the rating had been changed to **Meets Standard** after a review of the documents on site had taken place. However, all data provided to the school for the purpose of this renewal still states that SVP’s rating for this section is Fall’s Far Below.

Please note that South Valley Prep did not receive its final 2016-2017 CSD report until the day before our 2017-2018 site visit. We were not aware of the rating until the 2017-2018 school year. Hence, the screen shot below shows that the issue was not corrected until the 2017-2018 school year.

I. ACADEMIC PERFORMANCE FRAMEWORK

I-A.01: Required Academic Performance Indicators

Updated 04/19/2019 by: Wayne Del Rosario

SEA Status	Meets Standard FINAL
LEA Status	In Progress
Comments by SEA	<p>4.23.18 PED Re-Rating: The PED initially rated this item "Falls Far Below Standard" because the school did not provide verifiable evidence last school year (specifically the "Qualities for Success Report Card [s]" themselves. Only a summary on a Word document was provided. However, during the 2nd biannual site visit that took place April 23, 2018 the team did observe such report cards. Consequently, the rating has been changed to "Meets Standard" after review of the documents onsite. The team reminded the school that it should upload this year's report cards (2017-2018) directly into the web-EPSS platform as evidence that it is tracking and measuring progress towards the indicator.</p> <p>9.18.17 PED Rating: The PED has rated this indicator "Falls Far Below Standard" because the school received such rating on one if its mission-specific indicators (1 of 3).</p> <p>1.19.17 Site Visit: The school was required to submit their mid-year data toward their "mission specific indicators". As of 3.3.17, this data has not been submitted. However, during the 4.10.17 second site visit the school did upload its interim Middle-of-the Year (MOY) data.</p> <p>1.19.17 Requested Follow-Up: Please submit End-of-Year (EOY) data to support progress toward "mission specific indicators" by 6/30/17.</p>
Comments by LEA	
Compliance Indicators	This is the location for all school reports that will be uploaded by the school to support progress toward Mission Specific Indicators.
Requested Documents	<p>End-of-Year Data to support progress toward Mission Specific Indicators</p> <p>Mid-Year Data to support progress toward Mission Specific Indicators</p>

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SVP ensures that we submit all 624 Qualities for Success Report cards as “verifiable evidence” along with the school generated report via WebEPSS to the Charter Schools Division for each of the reporting periods, Mid-Year and End of Year.

3. Financial Compliance

The Charter School Act provides as follows:

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.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

The audit findings that South Valley Preparatory School has received over the term of the 5 year contract thus far have all been compliance in nature.

At the end of SY18, SVP moved from contracted Business Services to hiring an on-site Business Manager. The need to have an onsite Business Manager became more evident each year particularly in the year that the school moved into our permanent home acquiring a new facility.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
SY16	1	<p>Compliance</p> <p>During our test of 60 cash disbursements we noted the following: 1) There were 7 instances in the following amounts of \$3,194.79, \$4,771.90, \$1,712.00, \$46.00, \$212.00, \$2,974.20, and \$8,296.83 in which PR was not attached to supporting documentation; 2) A PO in the amount of \$15,000 was dated after the invoice.</p>	<p>1. SVP will maintain an internal procedure on how POs will be issued. At the December 2016 GC meeting, our purchasing policy will be revised to align more with NM State Procurement Purchasing regulations and some internal policies might be revised. Business Office Records now maintain copies of PRs; however, going forward upon approval of the revised policy, keeping copies of PRs or other written requests will be preferred, but optional.</p>
SY17	2	<p>Compliance</p> <p>1. During our testing of compliance with key provisions of the Public School Finance Act we noted the school does not have a parent member serving on the school's audit committee.</p> <p>Significant Deficiency</p>	<p>1. South Valley Preparatory School Administrator has been actively seeking a parent volunteer for this committee. We will have a parent on this committee by Mid-April when we are preparing for the FY2018 Audit</p> <p>2. South Valley Preparatory school staff has received proper training on</p>

		<p>2. During our testing of forty cash disbursements and twenty-five cash receipts we noted the following:</p> <ul style="list-style-type: none"> • There was one instance in the amount of \$30.00 in which the school did not issue a receipt for a check received. • There was one instance in the amount of \$20.00 in which the ' \$10 and under log ' was left blank with just a dollar value written at the bottom of the page. • Cash collected by students as part of student activity fundraisers is not being reconciled. 	<p>our Activity Policies and Procedures as well as our Cash Receipts policies and procedures. They are now following the proper procedures for collecting and submitting funds to the business office with the appropriate forms to reconcile all monies received for activities.</p>
SY18	1	<p>Compliance</p> <p>1. During our audit, we identified 1 out of 50 disbursements where the School failed to make timely payments of an invoice resulting in a total of \$39 of incurred late fees.</p>	<p>1. Amend the internal controls procedures to assure all purchases are properly encumbered. Payments will be made timely once all documentation has been verified.</p>

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

South Valley Preparatory School's Board of Finance has always remained in compliance and has never been suspended.

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:
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...and/or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received “working to meet” or “fall far below” in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.
Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School response:

South Valley Preparatory School has Met or Exceeded Standards our Charter Material Terms during every year of all contract terms.

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

South Valley Preparatory has Met or Exceeded Standard in 38 out of 63 Organizational Performance Framework sections. The SVP Administration, Business Manager, Office Manager and staff work diligently to ensure that the school is in compliance with all state and federal rules, regulations and laws in addition to those of the Public Education Commission and the Charter School Division.

Over the last 4 years of the current contract term, SVP has received a repeated working to meets only three times and only 2 Falls Far Below rating from the Charter School Division, one of which was later changed to Meets Standard.

Working to Meets – repeated rating #1

Organizational Performance Framework

IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements

SVP received a Working to Meets rating in SY17 by the CSD in IV-A.00 Governance and Reporting. The CSD noted that the school was missing updated agendas and minutes and Governing Council Bylaws on the school's website. In addition, the agenda did not contain the address of the school. The school's Executive Director addressed all requests by the CSD to ensure the school is in compliance.

The CSD rated this indicator with a Working to Meet Standard. The CSD noted in the final annual report:

"9.18.17 PED Rating: The PED has rated this indicator "Working to Meet Standard" because of the identified concerns during the observation by the PED. The school response appears to result in compliance with the law moving forward."

Working to Meets – repeated rating #2

Organizational Performance Framework

IV-A.00 Business Management & Oversight

SVP received a Working to Meets in SY18 in the IV.A.00 Business Management & Oversight section. The CSD noted the following:

- South Valley Preparatory School did not have an identified Chief Procurement Officer (CPO). However, this was incorrect as noted: **"4.6.18 PED Correction: The PED team incorrectly noted as indicated in the 2.23.18 notes that the school did not have a Chief Procurement Officer (CPO) when in fact the Executive Director (Charlotte Alderete-Trujillo) completed requirements for and received such certification dated September 27, 2017."**
- South Valley Prep did not submit a CAP or provide evidence such as minutes from audit and/or governing council meeting(s) that show its efforts to remedy findings from the most recent audit report. However, SVP did do so as noted below on the final report. ***"It has been determined that: (1) the school has completed and submitted the requested Corrective Action Plan (CAP) for any findings of material weakness, significant deficiency, and/or non-compliance contained in the audit, and (2) the school has submitted the requested documentation, in sufficient detail to demonstrate remediation of the finding results and verifying that the corrective actions contained in the CAP have been implemented and are being monitored for compliance. For this reason, and in consideration of the two 2017 findings present, the school has been given a "Working to Meet" for this indicator in the Authorized Annual Monitoring document."***

Working to Meets – Repeated rating #3

VI.-A.00 Employees: meeting teacher and other staff credentialing requirements.

Based on the CSD's preliminary evaluation released on September 4, 2019, SVP anticipated receiving a repeated Working to Meets rating for section VI-A.00 Employees: meeting teacher and other staff credentialing requirements.

In SY18, SVP received a Working to Meets in section VI-A.00 Employees: meeting teacher and other staff credentialing requirements because the school uploaded documentation of steps taken after the visit to include letters to parents, gifted endorsement earned by J. Munsey, and test attempts and resignation by D. Walker.

South Valley Preparatory worked immediately to ensure that the school had fulfilled all requirements regarding licensure and notification as soon as we were notified. All proper documentation was uploaded as soon as the school received the proper guidance from licensure and the CSD.

In SY19, SVP has received a Working to Meets rating in section VI-A.00 Employees: meeting teacher and other staff credentialing requirements because the school did not have a copy of the contract that noted compensation for J.Munsey for mentoring at the time of the site visit.

However, since the initial site visit, the CSD noted in Preliminary Report:

“The school has provided the requested follow-up, as outlined below. Specifically, the school provided evidence that J. Munsey received compensation as a Mentor for the academic year.”

The school cannot receive a rating of Meets because the evidence was provided after the site visit.

2017-2017 CSD Initial ONLY Rating - Falls Far Below #1 (Later changed to Meets Standard)

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I-A.01: Required Academic Performance Indicators

Updated 04/09/2018 by Sylvia Del Rosario

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2016-2017 CSD Final Rating - Falls Far Below rating #2**III-A.04 Educational Plan: protecting the rights of English Language Learners.**

Also during the 2016-2017 school year, South Valley Prep received a rating of Falls Far Below in section III-A.04 Educational Plan: protecting the rights of English Language Learners. This rating was given by Dr. Pelayo after she reviewed the system the school uses that provided assessment results for identified English Language Learners and their ACCESS for ELL assessment results but did not provide W-APT screener assessment results for students that were identified as potential English Language Learners.

The identification of potential English Language Learners (ELL) was a state-wide issue. In fact, in the 2017-2018 school year the state re-designed the process and methods that all schools had to use to identify ELL students. The issue stemmed from families filling out new Home Language Surveys each time they registered at a different school. As a result, students who historically never qualified to be screened as a potential English Language Learner may now qualify as such or vice versa. Even worse were students who were identified in kindergarten or in early grades and then

tested out of programming then had new Home Language Surveys at a new school that required the school to provide the W-APT again and potentially qualify students who already tested out of programming.

Based on the CSD rating and the specific feedback from Language and Cultural Bureau Staff at the second visit, South Valley Prep implemented the following actions:

1. SVP Administration worked with the Title III department to gain access to the state system in order to get proper documentation supporting the school's decision not to administer the W-APT. That documentation was a screen shot of the state system showing the students assessment result history.
2. SVP Staff and Administration Implementing a targeted English as a Second Language pull-out class to focus on Oral Expression, a need that has been identified by ACCESS for ELL assessment results. A pull-out ESL class provides more explicit and direct instruction in English Language Development for our ESL students. This instructional strategy had provided an increase in students making gains as measured by the WIDA.
3. SVP Staff and Administration identified and Implemented school-wide Cooperative Learning strategies in all classes that increases oral expression opportunities for all students
4. Focused professional development for all staff that provides researched based strategies that support English Language Learners. SVP Administration and Business Manager earmarked a majority of the School's Title 2 Professional Development funds for training that supports best practices for teaching ELL students. SVP has set an expectation that all staff be certified in Guided Language Acquisition Design (GLAD). GLAD strategies are research based that improve literacy outcomes for English Language Learners. In the summer of 2019, SVP sent 2 staff members to Tier 1 GLAD certification training increasing our total to 5 certified staff now certified in the use of GLAD strategies. Another 2 staff members will be sent in the summer of 2020. Tier 2 Certification is the highest level a teacher can receive. A Tier 2 GLAD Certification is a Trainer level certification. This certification level allows SVP own staff to train our existing and new staff at a lower cost to the school. In addition, Staff with Tier 2 certification will provide sustainability in best practices professional development and teacher support at SVP
5. SVP Administration set a new goal in SY10 to increase the number of TESOL and Bilingual endorsed staff. While seven (7) out of twelve (12) certified staff at SVP hold a TESOL

endorsement, SVP will continue to support staff in working towards both their TESOL and Bilingual endorsements by directing Title 2 funds in the areas specific to teaching English Language Learners.

6. SVP Administration and Staff implement a 1 hour Bilingual Maintenance Program in SY20 and plan to increase it to a 2 hour program in SY21 and then a 3 hour program in SY22.

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

During the **FY16** school year, South Valley Prep did not maintain the required committee membership for the Finance / Audit committee. The school, despite vigorous recruitment, failed to secure a parent that would commit to attending the monthly finance committee meetings.

FY16

Governing Council Membership	Finance / Audit Committee Membership
Bernadette Fietze, Chair Audit / Finance Committee Email: bfietze@yahoo.com	Bernadette Fietze Governing Council Audit / Finance Committee
Morry Roybal Facilities Committee Email: morryroybal@yahoo.com	VACANT Parent Representative
Monica Aguilar, General Member Audit / Finance Committee Email: monica@nvcharter.com	Monica Aguilar Governing Council Audit / Finance Committee
Jess Wiltamuth, General Member Policy Committee Email: wiltamuth@yahoo.com	Diane Maldonado, CPA Maldonado Tax Services Community Representative
Moises Padilla, General Member (resigned 8/2016) Policy Committee Mpadill3@yahoo.com	Charlotte Alderete-Trujillo Executive Director
Micaela Trujillo, General Member (Designated on 9/22/16) Policy Committee Email: mpt42@yahoo.com	Rhonda Cordova Business Manager

FY17

Governing Council Membership	Finance / Audit Committee Membership
Bernadette Fietze, Chair Audit / Finance Committee Email: bfietze@yahoo.com	Bernadette Fietze Governing Council Audit / Finance Committee

Morry Roybal (Resigned 5.23.17) Facilities Committee Email: morryroybal@yahoo.com	Diego Andrew Cavalier Parent Representative
Frederick William Reed (Designated 1.26.17) Facilities Committee Email: billsellsabq@gmail.com	Monica Aguilar Governing Council Audit / Finance Committee
Monica Aguilar, General Member Audit / Finance Committee Email: monica@nvcharter.com	Diane Maldonado, CPA Maldonado Tax Services Community Representative
Jess Wiltamuth, General Member Policy Committee Email: wiltamuth@yahoo.com	Charlotte Alderete-Trujillo Executive Director
Micaela Trujillo, General Member Policy Committee Email: mpt42@yahoo.com	Rhonda Cordova Business Manager
FY18	
Governing Council Membership	Finance / Audit Committee Membership
Bernadette Fietze, Chair Audit / Finance Committee Email: bfrietze@yahoo.com	Bernadette Fietze Governing Council Audit / Finance Committee
Frederick William Reed Facilities Committee Email: billsellsabq@gmail.com	Diego Andrew Cavalier Parent Representative
Monica Aguilar, General Member Audit / Finance Committee Email: monica@nvcharter.com	Monica Aguilar Governing Council Audit / Finance Committee
Jess Wiltamuth, General Member Policy Committee Email: wiltamuth@yahoo.com	Diane Maldonado, CPA Maldonado Tax Services Community Representative
Micaela Trujillo, General Member Policy Committee Email: mpt42@yahoo.com	Charlotte Alderete-Trujillo Executive Director
	Rhonda Cordova Business Manager

FY19	
Governing Council Membership	Finance / Audit Committee Membership
Bernadette Fietze, Chair Audit / Finance Committee Email: bfrietze@yahoo.com	Bernadette Fietze Governing Council Audit / Finance Committee
Jess Wiltamuth, General Member Policy Committee Email: wiltamuth@yahoo.com	Diego, Andrew Cavalier Parent Representative
Monica Aguilar, General Member Audit / Finance Committee Email: monica@nvcharter.com	Monica Aguilar Governing Council Audit / Finance Committee
Micaela Trujillo, General Member Policy Committee Email: mpt42@yahoo.com	Norm Colter UNM Professor Anderson School of Business Community Representative
Frederick William Reed Resigned on 4/30/19 Facilities Committee Email: billsellsabq@gmail.com	Charlotte Alderete-Trujillo Executive Director
Brian VerPlough Designated on 6/28/19 Facilities Committee Email: verploegh23@gmail.com	Alfred Martinez Business Manager
FY20	
Governing Council Membership	Finance / Audit Committee Membership
Bernadette Fietze, Chair Audit / Finance Committee Email: bfrietze@yahoo.com	Bernadette Fietze Governing Council Audit / Finance Committee
Jess Wiltamuth, General Member Policy Committee Email: wiltamuth@yahoo.com	Diego Andrew Cavalier Parent Representative
Monica Aguilar, General Member Audit / Finance Committee Email: monica@nvcharter.com	Monica Aguilar Governing Council Audit / Finance Committee

Micaela Trujillo, General Member Policy Committee Email: mpt42@yahoo.com	Norm Colter UNM Professor Anderson School of Business Community Representative
Brian VerPlough Facilities Committee Email: verploegh23@gmail.com	Charlotte Alderete-Trujillo Executive Director
	Alfred Martinez Business Manager

In SY19, Governing Council member Frederick Reed resigned near the end of the school year after expressing that he would be unable to fulfil his training requirements. In his letter of resignation Mr. Reed stated that he was unable to keep up with the repetitious trainings required by the state while maintaining his own Real estate license CE's needed to run his business. The vacancy left by Mr. Reed was filled by another member, Mr. Brian VerPlough, within the time allotted by the CSD and PEC.

In September of 2019, the South Valley Prep Governing Council created a Governing Council Annual Training Action Plan (see below). The Governing Chair and the general members understand the importance of meeting all state regulations regarding training requirements and are committed to ensure that all members meet their obligation.

SVP Governing Council Training Action Plan

ISSUE DESCRIPTION								
Governing Council Members not completing annual training requirement								
DESIRED OUTCOME								
100% of Governing Council Members receive required annual training								
ACTION PLAN SPONSOR								
Governing Council, SVP Administration and SVP Business Office								
STRATEGIC ACTION	PARTY / DEPT RESPONSIBLE	RESOURCES REQUIRED	STAKEHOLDERS	CONSTRAINTS	METRIC	DATE DUE	% COMPLETED	COMMENTS
Monthly Standing Agenda Item – Training Check in	GC Chair SVP Admin	Updated training info for each GC member	SVP students, Staff, parents GC	Update training information and training completed	Agenda	Monthly @ GC Meeting	25%	3 out of 12 months so far this year

Communication of training opportunities *Email *Hard copies @ GC meetings	GC Chair SVP Admin	Training opportunities from CSD, PED, local Charter School Support Agencies, Conferences	GC Members	None	Training opportunity docs to be filed with GC info	Monthly @ GC Meeting	25%	Email only has been done for first 3 months
GC member training spreadsheet	GC Chair SVP Admin	Excel	SVP GC	None	Training Spreadsheet	Monthly @ GC Meeting	10%	1 st time in September meeting
Training Registration	GC Members , SVP Admin SVP Business Office	Training opportunities & PO if training costs	GC Members	Timely notification for payment need	Registration form	Per registration	N/A	Registration forms will be kept by SVP Admin w/ updated training spreadsheet info.
ADDITIONAL NOTES								
SVP Governing Council Chair and its members will work diligently and collaboratively with SVP Admin, SVP Business Manager and other charter school agencies to ensure that all training opportunities are presented to GC Members. In addition, SVP will seek additional resources to support a school specific board training for the SVP Governing Council.								

*** All schools must provide a response for this section of the application.**