

DISCUSSION AND POSSIBLE ACTION ON LA PROMESA EARLY LEARNING CENTER CORRECTIVE ACTION PLAN

Patricia Gipson, Chair

I. Summary

The following report offers updates on various components of the La Promesa Early Learning Center's (LPELC) Corrective Action Plan (CAP). This document is organized into three main sections: academic goals and CSD's update and assessment of the school's performance in this area; organizational goals and the CSD's update and assessment of the school's performance in this area; and financial goals and the CSD's update and assessment of the school's performance in this area. The report includes a summary of the school's final evaluation for the 2016-2017 school year and concludes with potential questions the PEC may wish to require the school to address. This report references other documents, which are attached.

II. Academic Goals and Performance

According to the CAP, "the school will obtain a C or a 3-year C average on the scorecard published in summer 2017 after being allowed to appeal any grade to PED through their appeal process." The 2017 School Grade Report Cards were publically released on August 22, 2017 and certified on Wednesday, October 5, 2017. **LPELC earned an overall grade of D (39.58 total points, of which 3.34 are bonus points).** The 2017 School Grade Reports are available at: <http://aae.ped.state.nm.us/>. LPELC's school grade report card is attached.

While three year grade averages are no longer calculated as part of the report card, the school's three year average is 41.07 points, which is a grade of D. The school did not meet the CAP academic goals based on school letter grade. As a result, the school will be required to meet the goals using the 2017-2018 NWEA data or the 2018 school letter grade.

The school's CAP also stated that "the school will meet or exceed its WIDA goal." The school's WIDA goal is written for growth or proficiency. To meet its own standard,

70-84% of 3rd - 8th grade students made at least one full year's growth in English language proficiency when comparing spring test results to the test results from the previous year (if available) OR The student tests at proficiency level 4, Expanding, 5, Bridging or 6, Reaching.

Update: Data analysis for growth was not conducted.¹ The analysis for proficiency demonstrates that **only 14% of the school's 3-8th grade students tested at levels 4 through 6.** Thus, according to the data

¹ In the 2017 administration of the WIDA ACCESS for ELLs 2.0, New Mexico's English language proficiency (ELP) assessment, a standard-setting process occurred at the WIDA Consortium level (multiple states, including New Mexico). The impact of the standard-setting means that although our state's exit criteria –achieving a 5.0 or higher on the overall ELP level score) has not changed, the score ranges for each English language proficiency level have changed. In essence, it is more difficult for students to achieve a 5.0 on the assessment and exit English learner (EL)

analysis conducted for the school's WIDA goal, as written in its Performance Framework, the school was rated as "Falls Far Below Standard." See attached data analysis for the school's mission-specific indicators.

III. Organizational Goals and Performance

According to the school's CAP,

Beginning in SY 17-18 the school must work with the Student Achievement and School Turnaround Division to implement the NMDASH improvement planning process and after completing the planning must continue to implement the 90-day planning, implementation and monitoring process for the term of the contract.

The note in the cap further states that,

It is the parties' intention that NMDASH, and its resources, will be used as the primary tool for the turnaround of the school. If additional needs are identified during the process, then the school will look first to the Student Achievement and School Turnaround Division to support or identify how the issue of concern will be addressed. Any plan developed through this process will be presented to the PEC for approval. To the greatest extent allowable, the NMDASH will replace the school's EPSS and any additional school improvement plan.

Update: The PED's CSD and Priority School Bureau (PSB) work collaboratively to provide LPELC its own CAP-required NM DASH training. The first full-day training was held on site at LPELC on July 21, 2017. Additional NMDASH trainings provided to charter schools have been provided. The second training was on October 5, 2017 and LPELC was in attendance. A third NM DASH is scheduled for November 8, 2017. The NM DASH plan (in lieu of the PEC-approved School Improvement Plan) is due to the PED's PSB by October 16, 2017. Communication regarding the requirement to submit and Improvement Plan by October 1, 2017 or use the DASH system instead and submit the DASH plan by October 16 was sent out to all charter schools that earned a D or F on their 2017 school grades, including LPELC. See attached correspondence regarding NM DASH.

According to the school's CAP, it must

Demonstrate, during two annual site visits, which will be conducted in October and January annually for the term of the contract, the implementation of the improvement plan through appropriate artifacts. All attempts possible will be made to have the Annual site visits from the Turnaround Bureau and CSD coordinated to take place at the same time.

Update: On September 1, 2017, the CSD notified LPELC of its upcoming site visit scheduled for October 20, 2017. See attached email correspondence regarding the site visits.

status than it has been in the past. Calculating growth from 2016 to 2017 is not advisable since a different scoring criteria has been applied the 2017 results, setting a new baseline data. Starting in 2018, one year's growth can be calculated.

Governing Body

According to the school's CAP,

All of the school's governing body members must complete a 2 day training (16 hours) provided by PED on or before August 30.

Update: The CSD reached out to LPELC via email on July 17, 2017 to schedule the CAP-required governing board training. The CSD offered both evening and weekend options to accommodate the governing board's work schedules. On July 26, 2017, LPELC suggested dates for the training and the CSD confirmed 16 hours of training according to LPELC's requested dates. The venue was confirmed and LPELC was notified. **The CAP-required training was provided on August 15-16, 2017 at the Cooperative Education Services located in Albuquerque.** On the first day of training, four governing board members attended. On the second day of training, only three governing board members attended training. Since Governing Board Member Ray Rivera² did not attend either day of the training, the school did not meet the terms of Item 7 of the CAP by August 30, 2017 as required. See attached correspondence regarding the CAP-required governing board training.

On September 1, 2017 and September 13, 2017, LPELC communicated the following governing board member resignations:

- Selia Cervantes resigned on July 27, 2017.
- Diego Trujillo resigned on July 30, 2017.
- Ray Rivera resigned on August 22, 2017.

There was not timely submission to the PED regarding the notifications of resignations for Ms.

Cervantes or Mr. Trujillo. To comply with the annual reporting requirements regarding the number of governing board members, the vacancy created by Mr. Rivera's resignation must be filled by October 6, 2017. See attached correspondence.

The meeting minutes from the August 28, 2017 meetings indicate the resignations of three board members, and the application of a potential governing board member, Ms. Brenda Baca. She is currently listed as a governing board member on the website. It appears that during the September 26, 2017 meeting there is a designation vote confirming Ms. Brenda Baca as new governing board member. After being voted onto the governing council, **Ms. Baca is recorded as making motions and voting.** Please refer to the attached minutes of LPELC governing board meetings. However, **no new governing body member may vote on any governing body business without first completing the seven hours of required training described below through an in-person training provided by the department,** per 6.80.5.8(B) NMAC. Thus, the new governing board member has violated regulation and its own bylaws.

Article IV of LPELC's bylaws explicitly outlines governance training requirements stating that

² Mr. Ray Rivera is noted as having resigned from LPELC's governing board on August 28, 2017, after the dates of trainings.

Council members have a responsibility to become familiar with the terms of the LPELC charter and legal responsibilities of public schools. Council members must become educated about public school laws and applicable rules and regulations. All LPELC Council members are required to attend annual mandatory training that explains New Mexico Public Education Department rules, policies, and procedures, statutory powers, and duties of charter school governing bodies, legal concepts pertaining to public schools, finance and budget and other matters deemed relevant by the NMPED.

Thus, the school's governing board members do not follow its bylaws for governance training. Furthermore, the CSD has not received the required notification and documentation regarding the designation of Ms. Baca. **Given that she was designated on August 28, 2017 and notification was due within 30 days to the CSD, the school did not meet notification requirements.**

IV. Financial Goals and Performance

According to the school's CAP,

The school will demonstrate compliance with the FY 2016 financial audit plan and financial improvement plan. There will be an annual site visit by the School Budget and Financial Analysis Bureau as well as the Audit Bureau.

The CAP's note also indicates that

The school will demonstrate compliance by requesting a report from the audit bureau and school budget bureau to be presented at the October meeting of PEC or, if no one is available from PED to present this report, the business manager of the school will present information to the PEC.

Update: This information will be reported on the day of the meeting.

V. 2016-2017 Performance Framework – Summary of Final Evaluation

To be rated as meets standard on the its performance framework, a school must be found in compliance with all applicable statutes, regulation, and agency policy related to the indicator and demonstrate such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site during the exit meeting and then in WebEPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to "Working to Meet Standard." Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as "Falls Far Below Standard."

The final evaluation of the LPELC's 2016-2017 performance framework demonstrates the following final ratings: 11 indicators rated as Meet Standard; 3 indicators rated as Working to Meet Standard; 1 indicator rated as Does Not Meet Standard; **12 indicators rated as Falls Far Below Standard;** and 2

indicators were rated as Not Applicable. For additional details, please see LPELC's attached final evaluation.

Indicators Rated as Falls Far Below Standard on the 2016-2017 Performance Framework:

- **Low Academic Performance:** The school earned a final letter grade of D.
- **Lack of English Language Proficiency for English Learners:** The school fell far below standard on its own WIDA goal.
- **Not Meeting Financial Reporting Requirements or Following Generally Accepted Accounting Principles:** The school did not provide evidence of implementation of its CAP to address the FY16 Audit findings.
- **Contract Terms Not Met on Instructional Hours:** The school provides 1124 of the 1170 instructional hours (short 46 hours) and thus does not meet the terms of its contract in this respect.
- **Non-compliance Students with Disabilities:** The school did not provide evidence of monitoring of direct service, direct service logs, and a description of process on how it will ensure accuracy on the *level of service* determination for its students with IEPs, as required.
- **Non-compliance on English Learners:** The school did not demonstrate evidence that it follows state regulation with respect to proper identification, assessment, and record-keeping for English Learners.
- **No Head Administrator Evaluation:** The school did not provide evidence that it holds the school's leader accountable.
- *Not Meeting Teacher and Staff Credentialing Requirements:* The school did not provide evidence of action steps taken to correct non-compliance and avoid future non-compliance in this area.
- **No Evidence of Background Checks:** The school did not provide evidence in a readable format to PED so that compliance could be verified.

VI. Potential Questions for LPELC

Based on the CAP's goals and schools implementation, the following may be some questions to ask the school:

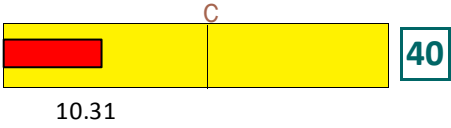
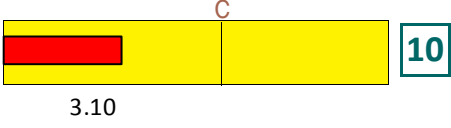
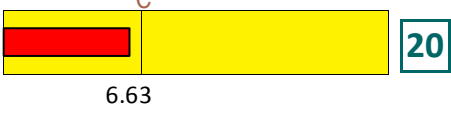
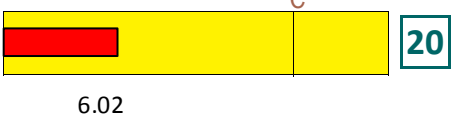
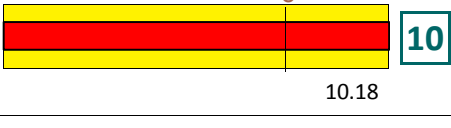
1. The school has not provided evidence that it evaluates the performance of the school leader in any meaningful way. The board has experienced three resignations the span of one month (July - August 2017). This trend is concerning, especially in the light of the significant fiscal and organizational management challenges it has not yet gotten under control. **What is the governing board's self-assessment to lead effectively and how does it plan to make significant improvements to demonstrate capacity to lead the school? How does the school plan to hold the leader accountable?**
2. Given the school was placed on a CAP and that the school's actions are under public scrutiny. The CSD has rated the school as ***Falls Far Below Standard on 12 of the 27 indicators*** in many cases because the school was not responsive to follow-up requests based on observed non-compliance during site visits. **What are the reasons for not making intentional efforts to be responsive to the CSD requests on addressing the flagged compliance concerns?**

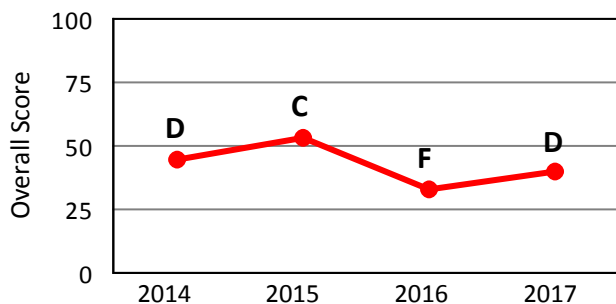
3. The PED's School Budget and Financial Analysis Bureau suspended the Board of Finance over one year ago. On the FY16 audit, the school was found with material weaknesses, significant deficiencies and non-compliance and many of those were from FY14 and FY15. While the school claims that the issues are being addressed and progress is being made, LPELC continues to dominate the headlines. The school has also had significant turnover on the governing board and did not meet its CAP training requirements. **On what basis does the governing board contend that it has adequately made the case that it can prevent fraud, waste and abuse to sufficiently restore the public trust in charter schools?**

La Promesa Early Learning Center Charter

District: State Charter

Grade Range: KN - 8 Code: 528001

| | C - State benchmark established in 2012 | Possible Points | This School Earned |
|--|--|-----------------|--------------------|
| Current Standing | | | |
| Are students performing on grade level? Did they improve more or less than expected? |  | 40 | F |
| School Improvement | | | |
| Is the school as a whole making academic progress? |  | 10 | F |
| Improvement of Higher-Performing Students | | | |
| Are higher-performing students improving more or less than expected? |  | 20 | C |
| Improvement of Lowest-Performing Students | | | |
| Are the lowest-performing students improving more or less than expected? |  | 20 | F |
| Opportunity to Learn | | | |
| Do students and families believe their school is a good place to attend and learn? |  | 10 | A |
| Bonus Points | | | |
| Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. | | + 3.34 | |

This School's History

Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

Final Points

Elementary and Middle Schools

| | |
|---------------|---|
| 75.0 to 100.0 | A |
| 60.0 to 74.9 | B |
| 50.0 to 59.9 | C |
| 37.5 to 49.9 | D |
| 0.0 to 37.4 | F |

Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

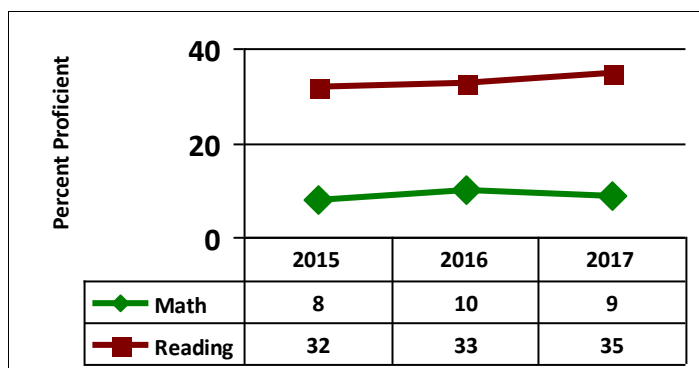
| | | | Grades |
|-----------------|---|----------------------|--------|
| PARCC | Partnership for Assessment of Readiness for College and Careers | Mathematics, Reading | 3-11 |
| SBA | Standards Based Assessment - Spanish | Reading | 3-11 |
| NMAPA | New Mexico Alternate Performance Assessment | Mathematics, Reading | 3-11 |
| DIBELS | Dynamic Indicators of Basic Early Literacy Skills (prior to 2017) | Early Literacy | KN-2 |
| IStation | IStation (beginning 2017) | Early Literacy | KN-2 |

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

| | | | Gender | | Race / Ethnicity | | | | | Econ Disadv | Students with Disabilities | English Language Learners |
|----------------|-----------------------|------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
| All Students | | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Reading | Proficient (%) | 35 | 39 | 31 | - | - | 36 | - | - | 35 | ≤ 10 | 30 |
| | Points Proficiency | 4.42 | | | | | | | | | | |
| | Points Student Growth | 1.04 | | | | | | | | | | |
| Math | Proficient (%) | 9 | 13 | 5 | - | - | 10 | - | - | 10 | ≤ 10 | 9 |
| | Points Proficiency | 1.17 | | | | | | | | | | |
| | Points Student Growth | 3.68 | | | | | | | | | | |



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

| | Reading | Math |
|--------------|---------|------|
| Growth Index | -1.18 | 0.00 |
| Points | 0.60 | 2.50 |

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero

This group performed higher than expected.

Near Zero

This group performed as expected based on their academic history.

Below Zero

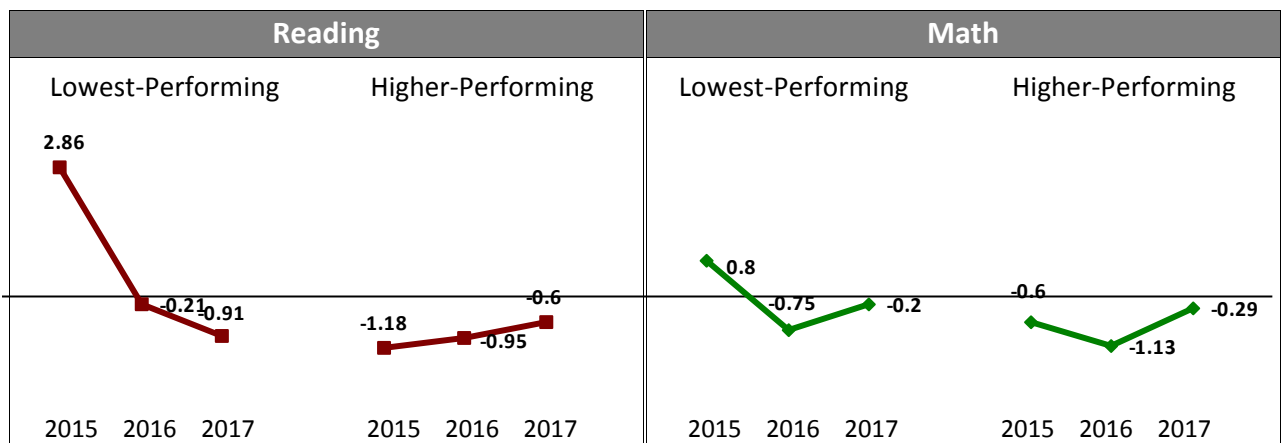
This group performed below expectations, and students are falling behind when compared to their peers.

| | School Overall | Student Groups | | | | | | | | | |
|--------------------------|----------------|----------------|-------|-------|--------------|-------|-------|-----------|-------------|----------------------------|---------------------------|
| | | F | M | White | Afr American | Hisp | Asian | Am Indian | Econ Disadv | Students with Disabilities | English Language Learners |
| Reading Growth | | | | | | | | | | | |
| Higher-Performing Points | -0.60 2.75 | -0.28 | -0.27 | - | - | -0.27 | - | - | -0.28 | -0.31 | -0.28 |
| Lowest-Performing Points | -0.91 1.81 | 0.10 | -0.18 | - | - | -0.07 | - | - | -0.07 | -0.30 | -0.12 |
| Math Growth | | | | | | | | | | | |
| Higher-Performing Points | -0.29 3.87 | -0.06 | -0.14 | - | - | -0.10 | - | - | -0.08 | - | -0.17 |
| Lowest-Performing Points | -0.20 4.20 | -0.41 | -0.18 | - | - | -0.27 | - | - | -0.27 | -0.41 | -0.21 |

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

| Student Attendance | | Gender | | Race / Ethnicity | | | | | Econ Disadv | Students with Disabilities | English Language Learners |
|--------------------|--------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
| | All Students | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Average (%) | 94 | 94 | 93 | 98 | >98 | 93 | 98 | 90 | 94 | 93 | 94 |
| Points | 4.92 | | | | | | | | | | |

Surveys

Score (Average) 47.34
Points 5.26
Number of Surveys 105

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- ☐ Student and Parent Engagement
 ☐ Truancy Improvement
☐ Extracurricular Activities
 ☒ Using Technology

Participation

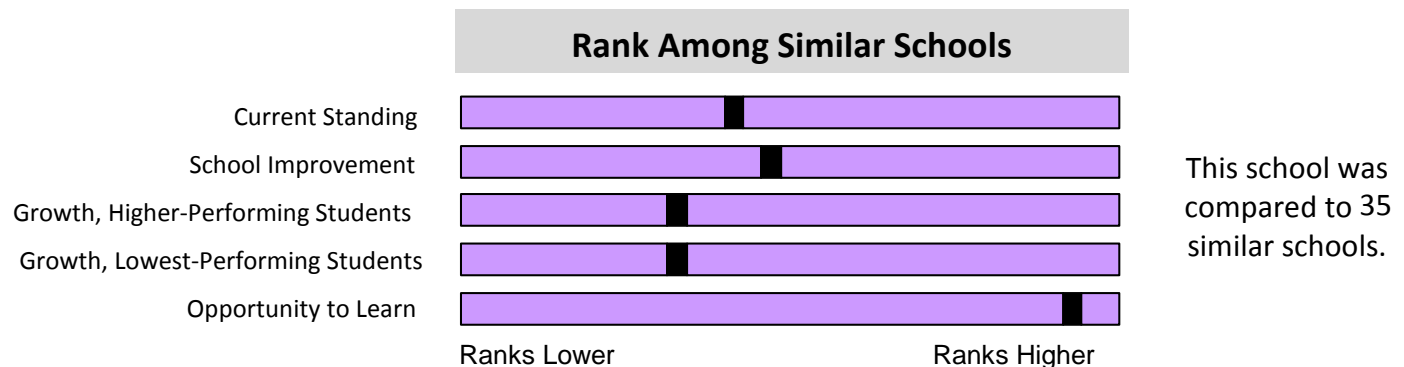
All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%) 100
Math (%) 100

Additional Information

Similar Schools

This shows how an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

| | | | Gender | | Race / Ethnicity | | | | | Econ Disadv | Students with Disabilities | English Language Learners |
|----------------------------|----------|--------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
| | | All Students | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| <i>Reading Proficiency</i> | 2017 (%) | 35 | 39 | 31 | - | - | 36 | - | - | 35 | ≤10 | 30 |
| | 2016 (%) | 33 | 32 | 33 | - | - | 32 | - | - | 33 | 8 | 36 |
| | 2015 (%) | 32 | 36 | 28 | - | - | 33 | - | - | 32 | 3 | 16 |
| <i>Math Proficiency</i> | 2017 (%) | 9 | 13 | 5 | - | - | 10 | - | - | 10 | ≤10 | 9 |
| | 2016 (%) | 10 | 12 | 9 | - | - | 10 | - | - | 10 | 3 | 12 |
| | 2015 (%) | 8 | 10 | 5 | - | - | 8 | - | - | 8 | <2 | 7 |

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.

| Mission-Specific Indicator | Analysis |
|----------------------------|----------|
|----------------------------|----------|

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

2. DISCOVERY SHORT CYCLE ASSESSMENT READING – COMBINED PROFICIENCY AND GROWTH INDICATOR

NOTE: The school has not looked at these data using Discovery's national data. The PEC and the school will reconsider this indicator at the end of next year based on the data that results from this year's indicator.

SHORT CYCLE ASSESSMENT READING Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students, Grades 1-8.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments (Tests B, C, or D).

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough. (Tests B, C, or D)

Exceeds Standard:

☐ The school surpasses the target of this indicator if:

90% or above of FAY students made at least one full year's growth identified as average or above average in reading short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at "achievement level III or IV" on the winter or spring short-cycle assessments (test B, C or D)

AND

15% of the students testing at "achievement level I or II" will show more than one year's growth identified as above average

Analysis:

The school provided Excel spreadsheets that appeared to be from the assessment vendor (i.e., contained Test 1 and 4 scores for each student by grade level and subject as well as ratings of 'average', 'below average', 'above average' in relation to target growth). Overall reading proficiency calculated by the school was confirmed at 85%. Although the school did not disaggregate FAY and non-FAY students from the data set, NMPED staff presumed students that took Test 1 and 2 were FAY students.

Rating:

Using available information provided by the school the indicator yielded a rating of "**Meets Standard.**"

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

| | |
|---|--|
| <p>Meets Standard: <input type="checkbox"/> The school meets the target of this indicator if: At least 75-89% of FAY students made at least one full year's growth identified as average or above average in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests at "achievement level III or IV" on the winter or spring short-cycle assessments (Test B, C or D).</p> <p>Does Not Meet Standard: <input type="checkbox"/> The school does not meet the target of this indicator if: 70-74% of FAY students made at least one full year's growth identified as average or above average in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests at "achievement level III or IV" on the winter or spring short-cycle assessments (Tests B, C or D).</p> <p>Falls Far Below Standard: <input type="checkbox"/> The school falls far below the target of this indicator if: Less than 70% & below of FAY students made at least one year's growth identified as average or above average in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "achievement level III or IV" on the winter or spring short-cycle assessments (Tests B, C or D).</p> | |
|---|--|

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

3. DISCOVERY SHORT CYCLE ASSESSMENT MATH – COMBINED PROFICIENCY AND GROWTH INDICATOR)

NOTE: The school has not looked at these data using Discovery's national data. The PEC and the school will reconsider this indicator at the end of next year based on the data that results from this year's indicator.

SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students, Grades 1-8.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments (Tests B, C, or D).

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

Exceeds Standard:

☐ The school surpasses the target of this indicator if:

90 % or more of FAY students made at least one full year's growth identified as average or above average in math short-cycle assessment scores when comparing beginning year results to later results

OR

The student tests at "achievement level III" or "achievement level IV" on the winter or spring short-cycle assessments (Tests B, C or D)

AND

15% of the students testing at "achievement level I or II" will show more than one year's growth identified as above average

Analysis:

Similar to Indicator 2 (reading), the school provided Excel spreadsheets that appeared to be from the assessment. Overall math proficiency calculated by the school was confirmed at 87%. Again, the school did not disaggregate FAY and non-FAY students from the data set, but NMPED staff presumed students that took both tests were FAY students.

Rating:

Using available information provided by the school the indicator yielded a rating of "**Meets Standard.**"

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

| | |
|--|--|
| <p>Meets Standard:</p> <p><input type="checkbox"/> The school meets the target of this indicator if: 75-89% of FAY students made at least one full year's growth identified as average or above average in math short-cycle assessment scores when comparing beginning year results to later results</p> <p>OR</p> <p>The student tests at "achievement level III or IV" on the winter or spring short-cycle assessments (Tests B, C or D).</p> <hr/> <p>Does Not Meet Standard:</p> <p><input type="checkbox"/> The school does not meet the target of this indicator if: 70-74% of FAY students made at least one full year's growth identified as average or above average in math short-cycle assessment scores when comparing beginning year results to later results</p> <p>OR</p> <p>The student tests at "achievement level III or IV" on the winter or spring short-cycle assessments (Tests B, C or D).</p> <hr/> <p>Falls Far Below Standard:</p> <p><input type="checkbox"/> The school falls far below the target of this indicator if: Less than 70% of FAY students made at least one year's growth identified as average or above average in math short-cycle assessment scores when comparing beginning year results to later results</p> <p>OR</p> <p>The student tests "achievement level III or IV" on the winter or spring short-cycle assessments (Tests B, C or D).</p> | |
|--|--|

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

4. ENGLISH LANGUAGE ASSESSMEN, (WIDA ACCESS)

English Language Learners will be assessed using the WIDA ACCESS to measure English language growth of Full Academic Year (FAY) students in grades 3rd – 8th. All studies indicate that it takes between 5 to 7 years for students to score at a proficient level (Cummins, 1998; Thomas & Collier, 2001) and therefore kindergarten through 2nd grades will not be included in this measure.

ACCESS is one of three NMPED approved assessment instruments to determine English language proficiency of students in “speaking, listening, reading, and writing.” The assessment is administered once per year, normally in January or February during the testing window. The ACCESS is given to all students who are identified as English Language Learners (ELL).

Various reports are provided by the testing company and normally received during the month of May. La Promesa will analyze the “School Frequency Report” to report measures for this goal. The school has records for all students who have taken the assessment at La Promesa, however, it is difficult to gather reports from other schools that students may come from. La Promesa will make every effort to request and attain results from the prior school district if the student was not enrolled at La Promesa during the prior year.

ACCESS provides the “School Frequency Report” containing the following proficiency levels:

- 1 – Entering – Student knows and uses minimal social language and minimal academic language with visual and graphic support.
- 2 – Emerging – Student knows and uses some social English and general academic language with visual and graphic support.
- 3 – Developing – Student knows and uses social English and some specific academic language with visual and graphic support.
- 4 – Expanding – Student knows and uses social English and some technical academic language.
- 5 – Bridging – Student knows and uses social and academic language

Analysis:

The school provided a table beginning on page 2 of a Word document entitled, “*English Language Assessment Goal [WIDA ACCESS]*” which contained information on 2016 WIDA results for FAY students. However, it did not provide the “*WIDA School Frequency Report*” as well as individual results themselves which NMPED staff needed in order to validate purported results (i.e., FAY student proficiency rate of 85% at end of 2016--as reported by the school). The school did provide the “*Student Roster Report*” for 2017. Although the school did not identify FAY students on this report NMPED staff presumed all students on the list were FAY in status. Review of students who achieved at least a composite score of 4 or higher on this 2017 vendor generated report was 14%.

Rating:

Using available data the analysis yielded a rating of “***Falls Far Below Standard.***”

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

working with grade level material.
6 – Reaching – Student knows and uses social and academic language at the highest level measured by this test.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate English language growth as measured by growth from the previous spring assessment compared to the assessment given in the current year if data is available. (“One full year’s growth” will be determined using the 60% scale score gain established for all students who take the ACCESS exam as shown on the attached reports. There is a report for each grade 3-8. The school will match the student’s starting proficiency (levels 1-6) for the appropriate grade level of that student and then select the growth needed to match the 60th percentile of students nationwide.)

Proficiency. In order to show growth, identified students will demonstrate English language proficiency in the current year. An acceptable proficiency level for third grade students is identified at the “expanding” level 4 or higher as established by the ACCESS exam and reported on the student reports.

Exceeds Standard:

☐ The school surpasses the target of this indicator if:

85% or more of 3rd - 8th grade students made at least one full year’s growth in English language proficiency when comparing spring test results to the test results from the previous year (if available)

OR

The student tests at proficiency level 4, Expanding, 5, Bridging or 6, Reaching.

Meets Standard:

☐ The school surpasses the target of this indicator if:

70% - 84% of 3rd - 8th grade students made at least one full year’s growth in English language proficiency when comparing spring test results to the test results from the previous year (if available)

OR

The student tests at proficiency level 4, Expanding, 5, Bridging or 6, Reaching.

Does Not Meets Standard:

☐ The school surpasses the target of this indicator if:

60% - 69% of 3rd - 8th students made at least one full year’s growth in English language proficiency when comparing spring test results to the test results from the previous year (if

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

| | |
|--|--|
| <p>available) OR The student tests at proficiency level 4, Expanding, 5, Bridging or 6, Reaching.</p> | |
| <p><i>Falls Far Below Standard:</i> <input type="checkbox"/> The school falls far below the target of this indicator if: Less than 60% of 3rd – 8th students made at least one full year's growth in English language proficiency when comparing spring test results to the test results from the previous year (if available) OR The student tests at proficiency level 4, Expanding, 5, Bridging or 6, Reaching.</p> | |
| | |

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

6. SCHOOL SPECIFIC TERMS

6.a. Did the school identify a Spanish Language Acquisition Assessment

The school shall investigate an appropriate Spanish language acquisition assessment that utilizes both proficiency or growth for possible inclusion next year as a Spanish language acquisition goal

Meets Standard:

☐ The school provided its findings to the CSD regarding Spanish language assessments.

Working to Meet Standard:

☐ The school did not investigate Spanish language assessments, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not investigated Spanish language assessments; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

Analysis:

The school did not provide evidence to support progress towards this indicator.

Rating:

Using available data the analysis yielded a rating of ***"Falls Far Below Standard."***

Date: September 22, 2017

School: La Promesa

Staff: Baylor Del Rosario

Pelayo, Icela, PED

From: Pelayo, Icela, PED
Sent: Tuesday, September 12, 2017 4:28 PM
To: Pelayo, Icela, PED
Cc: Schools, Charter, PED; Pierce, Laurel, PED
Subject: <Action Requested>: Last Call to RSVP for Make-up NM DASH Training for Charter Schools on Fri 9/15 in Santa Fe from 9am - 4pm
Attachments: NM DASH Charter Schools FAQ_09.12.2017.pdf

Dear Charter Leaders:

You are receiving this email because your school earned a D or F on the most recent school grade report card (see email below). Additionally, schools that earned a C grade are also included on this communication.

Per the request of charters schools interested in using NM DASH as the system for school improvement—*some in lieu of the PEC-approved Improvement Plan, which is currently only required for schools earning a D or F grade*—an additional make-up training session was added by the PED's Priority Schools Bureau.

The make-up Phase I NM DASH training is scheduled for Friday, September 15, 2017 from 9:00am – 4:00pm at the Public Education Department (PED) Building located at 300 Don Gaspar Ave, Santa Fe, NM 87501. The training room is Mabry Hall, on the first floor.

Currently, NO charter schools have registered at charter.schools@state.nm.us. This training will be canceled unless a minimum five (5) schools are represented. If canceled, this training will not be rescheduled.

If you school attended Phase I NM DASH training in Albuquerque on August 29th or Las Cruces on August 30th, please disregard this email. Thank you for your participation and we look forward to seeing you in Albuquerque or Las Cruces for the remaining two trainings!

LAST CHANCE: If you and your school's team commit to attending this Friday's make-up training, as well the 2nd training in October and 3rd training in November, please email to register for **all three** trainings at charter.schools@state.nm.us by tomorrow, **Wednesday, September 13, 2017 at 5pm.**

Below is the schedule of the remaining NM DASH Training offered:

| Fall 2017 NMDASH Training for Charter Schools | | | |
|---|---|--|---|
| <i>For maximum benefit, Charter School teams must commit to attending all training sessions.</i> | | | |
| Training | Date & Time | Location & Venue | Registration |
| NMDASH Training in Albuquerque | Phase 2: NM DASH Calibration - Charter Schools October 5, 2017 8:00am – 12:00pm Sign-in: 7:30am | Bernalillo County Extension Office 1510 Menaul Blvd, NW Albuquerque, NM 87107 <i>(Note: Venue change)</i> | Please RSVP by ASAP by sending an email to: charter.schools@state.nm.us . In the subject line, please indicate the series of NMDASH trainings (Albuquerque) you/your team will be attending, and identify who from your school will be attending all three sessions. Please provide names, |
| | Phase 3: NM DASH Implementation and Monitoring Training - Charter Schools November 8, 2017 8:00am – 4:00pm | Nusenda Credit Union Offices— La Luz Room 4100 Pan American Fwy NE, Albuquerque, NM 87107 <i>(Note: Room change)</i> | |

| | | | |
|--------------------------------------|--|---|---|
| | Sign-in: 7:30am | | title/positions, and email addresses of all attendees. Space is very limited! |
| NMDASH Training in Las Cruces | <p>Phase 2: NM DASH Calibration - Charter Schools October 3, 2017 8:00am – 12:00pm Sign-in: 7:30am</p> <p>Phase 3: NM DASH Implementation & Monitoring Training - Charter Schools November 9, 2017 8:00am – 4:00pm Sign-in: 7:30am</p> | <p>NMSU College of Education - <i>O'Donnell Hall</i> 1220 Stewart St. Las Cruces, NM 88003 <i>(Note: Room detail added)</i></p> <p>NMSU College of Education - <i>O'Donnell Hall</i> 1220 Stewart St. Las Cruces, NM 88003 <i>(Note: Room detail added)</i></p> | <p>Please RSVP ASAP by sending an email to: charter.schools@state.nm.us. In the subject line, please indicate the series of NMDASH trainings (Albuquerque) you/your team will be attending, and identify who from your school will be attending all three sessions. Please provide names, title/positions, and email addresses of all attendees.</p> |

Again, there are currently NO charter schools confirmed as registered for the Friday training. This training will be canceled unless at minimum five (5) schools are represented. If canceled, this training will not be rescheduled.

If you and your school's team commit to attending this Friday's make-up training, as well the 2nd training in October and 3rd training in November, please email to register for all three trainings at charter.schools@state.nm.us by **Wednesday, September 13, 2017 at 5pm.**

For more information, please refer to the attached FAQ, which was revised. Feel free to reach out to me directly if you have any questions.

We hope that those that were interested will be able to register and confirm participation in the make-up session this Friday. Reminder communication about the October and November trainings will be sent out to registered participants in the coming weeks.

Thank you,

Icela

Icela Pelayo, PhD, Deputy Director
Options for Parents and Families Division
New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501
o: 505.827.6532
c: 505.695.8683
icela.pelayo@state.nm.us
<http://ped.state.nm.us/ped/index.html>

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide innovative, quality education.

From: Pelayo, Icela, PED

Sent: Friday, September 01, 2017 5:54 PM

To: Charter Leaders

Subject: <Action Required>: Improvement Plan Due October 1, 2017 for State Charter Schools Earning a School Grade of D or F

Dear Charter Leaders:

According to Public Education Commission's (PEC) approved Performance Framework (see page 3), state-authorized charter schools that earn a D or F school grade are required to submit the PEC Improvement Plan within 40 days of the release of School Grading Report Cards. As you know, the 2017 School Grade Report Cards were publically released on Tuesday, August 22, 2017.

You are receiving this email because your school has earned a D or F on the 2017 School Grade Report Card. The PEC Improvement Plan must be approved by the school's governing board and uploaded to the WebEPSS portal by the school's head administrator/principal by **October 1, 2017**. The template is available at: <http://ped.state.nm.us/ped/CharterSchoolsDocumentLibrary.html>.

This year, your school has **two options** for meeting the above requirement and your school is only **required to complete one** of the two options:

Option 1: PEC-Approved Improvement Plan

As stated above, state-authorized charter schools that have earned a D or F must submit an Improvement Plan 40 days from the date of the release of school grades. The 2017 School Grading Report Cards were released on August 22, 2017. **The PEC Improvement Plan is due by October 1, 2017.**

The state-authorized charter school's head administrator/principal must upload the Improvement Plan into the WebEPSS Portal under the **2017-2018 PEC Authorized Annual Monitoring Tool** in *Category I. Academic Performance Framework, Item I.A-00: NM A-F Grading System*. Please note: the PEC Improvement Plan must be approved by the state-authorized charter school's governing board.

Option 2: NM DASH School Improvement System (90-Day Planning)

While only state-authorized charter schools that have earned a D or F must complete an Improvement Plan, such a school may opt to use the NM DASH system **instead** of the PEC Improvement Plan. The NM DASH is a new opportunity offered to all state-authorized charter schools that have earned a D or F on its school grade report card as a system of continuous school improvement.

As you may be aware, all districts and schools in New Mexico will utilize the NM Data, Accountability, Sustainability, and High Achievement (DASH), formerly known as the Web EPSS, a web-based action-planning tool identified for developing school improvement plans and identifying evidence-or research-based interventions it has put into place for the school year. **Because the NM DASH system is a proven and effective method for continuous school improvement, both the Public Education Department (PED) and the PEC highly encourage its use.**

If your school wishes to use the NM DASH plan **instead** of the PEC Improvement Plan, the school must submit its governing body-approved draft NM DASH plan by **October 16, 2017** to the Priority Schools Bureau (PSB) for review. The PSB will be providing the Charter Schools Division with a list of all submitted NM DASH plans. For state-authorized charter schools using NM DASH, the PEC has indicated approval to extend the deadline from October 1, 2017 for PEC Improvement Plans to the PSB October 16, 2017 deadline for NM DASH plans only. The PED Charter Team will provide the PEC with updates of NM DASH plans.

If your school wishes to use NM DASH to meet its requirements, it will need act quickly. To participate in NM DASH, attendance and active participate in a series of three trainings are required. The first training has already passed, but due to strong interest the PSB will be offering a make-up session for the first training on **Friday, September 15, 2017 in Santa Fe from 9:00am – 4:00pm**. Please note: schools attending the September 15th make-up training will **not** have due dates adjusted – the governing board-approve draft plan is due **October 16, 2017 to the PSB**. For more information, please see the attached FAQ on NM DASH for Charter Schools.

If you have questions, please feel free to reach out to me directly. My contact information is contained in my email signature below.

We look forward to seeing continuous school improvement in our state's charter schools to serve *all* our students better.

In partnership,

Icela

Icela Pelayo, PhD, Deputy Director
Options for Parents and Families Division
New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501
o: 505.827.6532
c: 505.695.8683
icela.pelayo@state.nm.us
<http://ped.state.nm.us/ped/index.html>

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide innovative, quality education.

NM DASH for Charter Schools – Frequently Asked Questions (FAQ)

Revised September 12, 2017

First, to the state charter schools that attended Phase I NM DASH trainings in August, thank you!

Since several questions were raised during the August Phase I trainings in Albuquerque and Las Cruces, we want to make sure we are clear in terms of expectations for participation. The following FAQ provides responses and further clarifies information for state-authorized charter schools interested in participating in the NM DASH system this school year.

1. Must my state-authorized charter school submit a PEC Improvement Plan?

Yes. According to Public Education Commission's (PEC) approved Performance Framework, **state-authorized charter schools that earn a D or F school grade are required to submit an Improvement Plan within 40 days of the release of School Grading Report Cards.** The template is available at: <http://ped.state.nm.us/ped/CharterSchoolsDocumentLibrary.html>. The Improvement Plan must be approved by the school's governing council and uploaded to the WebEPSS portal by the school's head administrator/principal by **October 1, 2017.**

2. Does my state-authorized charter school have to participate in NM DASH?

Yes, state-authorized charter schools identified as CSI and TSI schools (per the state's approved ESSA plan) must implement NM DASH plans. In addition, the NM DASH is a new opportunity offered to all state-authorized charter schools that have earned a D or F on its school grade report card as a system of continuous school improvement. As you may be aware, all districts and schools in New Mexico will utilize the NM Data, Accountability, Sustainability, and High Achievement (DASH), formerly known as the Web EPSS, a web-based action-planning tool identified for developing school improvement plans and identifying evidence-or research-based interventions it has put into place for the school year.

While only state-authorized charter schools that have earned a D or F must complete an Improvement Plan, such a school may opt to use the NM DASH system *instead* of the Improvement Plan. **Because the NM DASH system is a proven and effective method for continuous school improvement, both the Public Education Department (PED) and the PEC highly encourage its use.**

3. Do state-authorized charter schools have to do both?

No, a state-authorized charter school that has earned a D or F on its school grade must either submit a PEC Improvement Plan OR may opt to use the NM DASH system.

4. At the NM DASH training, we were told that we must identify a district representative to be part of our school's Core Team. Who should that person be for my charter school?

The PED's Options for Parents and Families Division highly recommends that the district representative for the state-authorized charter school's Core Team be a governing board member. Given that the state-authorized charter school's contract is made directly with the school's governing body, and that overall school performance factors into decisions about the school's amendment requests, renewal application, or revocation, governing boards should take an active

NM DASH for Charter Schools – Frequently Asked Questions (FAQ)

Revised September 12, 2017

role in ensuring the academic performance of the school and hold its school leader accountable for improving the academic outcomes and results for *all* students served by the school.

5. What if my governing board is too busy to participate in the Core Team meetings or come to the next training?

While the governing body members must not participate in day-to-day implementation of the plan (which would be considered administrating and thus not allowed) or may not attend monthly meetings, the governing body member(s) should take an active role in participating in major milestone activities (e.g. the intensive annual planning day and the deep 90-day planning that occurs twice annually). While not required to attend the October 4-hour training, it is highly encouraged so that your governing board members receive training support to be a successful and engaged participant on your Core Team.

6. Great news, my governing board member is interested in ensuring the school's continuous improvement efforts to better serve all students! Does the NM DASH training count towards the new governing board training requirements?

Yes, in order to receive credit hours toward meeting training requirements for governing board members, the governing board member must attend the entire 4-hour NM DASH training in October, during which the charter school teams will review and practice evaluating school plans representing varying levels of progress. The October training is 4 hours, from 8:00 am – 12:00 pm. The governing board member will be credited **one hour** toward meeting the organizational performance requirement per 6.80.5.9(A)(5) NMAC, and **two hours** toward meeting the academic data requirement per 6.80.5.9(A)(3) NMAC. Please note that governing board members must be present for the entire October training to receive credit.

7. If several members of my governing board want to attend the training, would doing so violate the Open Meetings Act?

No, because boards are being trained and should not be discussing “school business”. To comply with the Open Meetings Act, the governing board should give notice that a quorum of the governing body members will be attending the training, but will not be discussing school business. The purpose of the training is to learn how to properly evaluate NM DASH plans and learn how to give useful feedback for improving the plan.

8. When is the deadline for submitting the PEC Improvement Plan?

State-authorized charter schools that have earned a D or F must submit an Improvement Plan 40 days from the date of the release of school grades. The 2017 School Grading Report Cards were released on August 22, 2017. Thus, the **PEC Improvement Plan is due by October 1, 2017**. The state-authorized charter school's head administrator/principal must upload the Improvement Plan into the WebEPSS Portal under the *PEC Authorized Annual Monitoring Tool* in Category I. Academic Performance Framework, Item I.A-00: NM A-F Grading System. Please note: the PEC Improvement Plan must be approved by the state-authorized charter school's governing board.

NM DASH for Charter Schools – Frequently Asked Questions (FAQ)

Revised September 12, 2017

9. When is the deadline for submitting the NM DASH draft plan?

State-authorized charter schools that earned a D or F that choose to use the NM DASH system instead of submitting the required Improvement Plan must **submit its draft NM DASH plan attached to an email by October 16, 2017 to the PED's Priority Schools Bureau (PSB) at ped.psb@state.nm.us**. This draft plan must be reviewed and approved by the school's charter governing board using the Offline Planning Process Workbook Feedback Tool **before** it is submitted to the PSB. The PSB will not conduct its review of the school's DASH plan until this is done.

10. What if my governing board's next meeting is after the deadline for the NM DASH draft plan?

As advised during the training, the plan must be approved by the school's governing board. The charter's governing board may need to schedule a special meeting to discuss, review and approve the PEC Improvement Plan or NM DASH draft plan. Conversely, the school will need to ensure that the draft plan is ready to be reviewed in advance of the governing board's September meeting.

11. How do I submit the draft NM DASH plan, approved by my school's governing board?

The state-authorized charter school's head administrator/principal will submit the governing board-approved draft NM DASH plan to the PSB for review. Please email the approved draft NM DASH plan to **both** of the following: ped.psb@state.nm.us and icela.pelayo@state.nm.us.

12. What if I or someone on my school's team missed the first training, is there an opportunity to attend a make-up NM DASH?

Great news! Due to strong interest, the PSB will be offering a make-up session for Phase I of the NM DASH training in **Santa Fe on Friday, September 15, 2017 from 9:00am - 4:00pm**. *Please note: to attend, you and your charter team must commit to attending the remaining two trainings in one of the two regional locations for the scheduled trainings (Albuquerque or Las Cruces).* If interested, please send an email to: charter.schools@state.nm.us ASAP with the school name, name and email address of persons to attend, and region of the training series that will be attended (Albuquerque or Las Cruces) for the remaining sessions. **Schools attending the September 15th make-up training will not have due dates adjusted – the governing board-approved draft NM DASH plan is due October 16, 2017.**

13. When are the remaining second and third phase NM DASH training dates and how do I register?

The trainings are organized in two regions: Albuquerque or Las Cruces. See the dates below:

| Fall 2017 NMDASH Training for Charter Schools | | | |
|---|---|---|--|
| <i>For maximum benefit, Charter School teams must commit to attending all training sessions.</i> | | | |
| Training | Date & Time | Location & Venue | Registration |
| NMDASH Training in Albuquerque | Phase 2: NM DASH Calibration - Charter Schools October 5, 2017 8:00am – 12:00pm Sign-in: 7:30am | Bernalillo County Extension Office 1510 Menaul Blvd, NW Albuquerque, NM 87107 (Note: Venue change) | Please RSVP by ASAP by sending an email to: charter.schools@state.nm.us . In the subject line, please indicate the series of NMDASH trainings (Albuquerque) you/your |

NM DASH for Charter Schools – Frequently Asked Questions (FAQ)

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| | | | |
|---|--|--|---|
| | <p style="text-align: center;"><u>Phase 3:</u> NM DASH Implementation and Monitoring Training - Charter Schools November 8, 2017 8:00am – 4:00pm Sign-in: 7:30am</p> | <p style="text-align: center;">Nusenda Credit Union Offices– La Luz Room 4100 Pan American Fwy NE, Albuquerque, NM 87107 <i>(Note: Room change)</i></p> | <p>team will be attending, and identify who from your school will be attending all three sessions. Please provide names, title/positions, and email addresses of all attendees. Space is very limited!</p> |
| <p style="text-align: center;">NMDASH Training in Las Cruces</p> | <p style="text-align: center;"><u>Phase 2:</u> NM DASH Calibration - Charter Schools October 3, 2017 8:00am – 12:00pm Sign-in: 7:30am</p> | <p style="text-align: center;">NMSU College of Education - <i>O'Donnell Hall</i> 1220 Stewart St. Las Cruces, NM 88003 <i>(Note: Room detail added)</i></p> | <p>Please RSVP ASAP by sending an email to: charter.schools@state.nm.us. In the subject line, please indicate the series of NMDASH trainings (Albuquerque) you/your team will be attending, and identify who from your school will be attending all three sessions. Please provide names, title/positions, and email addresses of all attendees.</p> |
| | <p style="text-align: center;"><u>Phase 3:</u> NM DASH Implementation & Monitoring Training - Charter Schools November 9, 2017 8:00am – 4:00pm Sign-in: 7:30am</p> | <p style="text-align: center;">NMSU College of Education - <i>O'Donnell Hall</i> 1220 Stewart St. Las Cruces, NM 88003 <i>(Note: Room detail added)</i></p> | <p>Please RSVP ASAP by sending an email to: charter.schools@state.nm.us. In the subject line, please indicate the series of NMDASH trainings (Albuquerque) you/your team will be attending, and identify who from your school will be attending all three sessions. Please provide names, title/positions, and email addresses of all attendees.</p> |

To register, please email charter.schools@state.nm.us ASAP with the school name, name and email address of persons to attend, and region of the training series that will be attended (Albuquerque or Las Cruces) for the remaining sessions. *Please note: to attend, you and your charter team must also commit to attending the remaining two trainings in one of the two regional locations (Albuquerque or Las Cruces). If your team did not attend the first training in Albuquerque or Las Cruces, there is still time for your team to sign up for the make-up session in Santa Fe on September 15, 2017. However, the remaining two sessions must be attended in either Albuquerque or Las Cruces.*

14. If my state-authorized charter school did not earn a D or F school grade, can we still participate in NM DASH and come to the trainings?

Yes! We believe working toward continuous school improvement is a hallmark of every learning organization. We applaud your willingness to be proactive and seek out proven practices and opportunities to learn and grow.

15. Who do I contact if I need help with my NM DASH plan?

If you need assistance with your NM DASH plan, please reach out directly to your NM DASH trainers.

If you attend NM DASH training in Albuquerque, your NM DASH contacts are:

- Margaret “Meghan” Southworth at margaret.southworth@state.nm.us or (505) 827-6472
- Severo Martinez at severo.martinez@state.nm.us or (505) 827-6635
- Howard Oechsner, at howard.oechsner@state.nm.us or (505) 827-6580.

NM DASH for Charter Schools – Frequently Asked Questions (FAQ)

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If you attend NM DASH training in Las Cruces, your NM DASH contacts are:

- Connie Copeland at ccopeland@valornet.com or (505) 803-5939
- Sandy Gladden at sandygladden@gmail.com or (575) 378-4347

If your questions are about charter schools and governing board participating in the NM DASH system, please reach out directly to: Icela Pelayo, PhD, Deputy Director, Options for Parents and Families Division, at icela.pelayo@state.nm.us or (505) 827-6532.

To register for the NM DASH training, please call Laurel Pierce at (505) 827-4527 or email us at: charter.schools@state.nm.us.

Pelayo, Icela, PED

From: Pierce, Laurel, PED
Sent: Wednesday, October 04, 2017 4:55 PM
To: Pelayo, Icela, PED
Subject: FW: NM DASH Training in Albuquerque

From: Chris Jones [<mailto:cjones@lpelc.com>]
Sent: Monday, August 28, 2017 3:03 PM
To: Pierce, Laurel, PED
Cc: dmiranda@lpelc.com; Esteban Cole (ecole@lpelc.com); ribarra@lpelc.com; icera@lpelc.com; csanchez@lpelc.com
Subject: Re: NM DASH Training in Albuquerque

Thank you, Laurel!

Chris

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: [Mr. Chris R. Jones](#)

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
John Dewey

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On Mon, Aug 28, 2017 at 2:48 PM, Pierce, Laurel, PED <Laurel.Pierce@state.nm.us> wrote:

Hi Chris,

Your team's reservation for the NM Dash training in Albuquerque on October 5th and November 8th is confirmed.

If you were unable to view the webinars listed below, please do so before the next training session. There are 3 NM DASH webinars – Total commitment 70 min.

Overview Webinar – 10 minutes
Webinar 1 (Steps 1 & 2) – Approx. 30 minutes
Webinar 2 (Steps 3 & 4) – Approx. 30 minutes

The webinars can be found at the following link:

http://www.ped.state.nm.us/ped/PrioritySchools_NMDASH.html

Thank you,

Laurel Pierce

Options for Parents

Public Education Department

300 Don Gaspar Ave.

Santa Fe, NM 87501

[505-827-4527](tel:505-827-4527)

Laurel.Pierce@state.nm.us



Pelayo, Icela, PED

From: Pierce, Laurel, PED
Sent: Wednesday, October 04, 2017 4:54 PM
To: Pelayo, Icela, PED
Subject: FW: NM DASH Training Reminder and Venue Change

From: Chris Jones [<mailto:cjones@lpec.com>]
Sent: Tuesday, October 03, 2017 1:42 PM
To: Pierce, Laurel, PED
Subject: Re: NM DASH Training Reminder and Venue Change

Thank you very much. Have a great day, Laurel.

Chris

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: [Mr. Chris R. Jones](#)

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
John Dewey

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On Tue, Oct 3, 2017 at 1:39 PM, Pierce, Laurel, PED <Laurel.Pierce@state.nm.us> wrote:

Hi Chris,

I checked with Meghan in Priority Schools and she said either hard or soft copies of the workbook will do.

Thank you,

Laurel

From: Chris Jones [mailto:cjones@lpehc.com]
Sent: Tuesday, October 03, 2017 12:12 PM
To: Pierce, Laurel, PED
Subject: Re: NM DASH Training Reminder and Venue Change

Hi Laurel,

Do teams need to bring hard copies of plans?

Chris

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: [\(505\) 836-7706](tel:5058367706)

Website: [Mr. Chris R. Jones](#)

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On Tue, Oct 3, 2017 at 12:10 PM, Pierce, Laurel, PED <Laurel.Pierce@state.nm.us> wrote:

Dear NM DASH Participants:

This is a friendly reminder for your upcoming NM DASH Phase 2 training scheduled for:

Thursday, October 5, 2017

Sign-in: 7:30am

Training: 8:00am – 12:00pm

The Priority School Bureau team requests that **each charter school team bring their 90-day Plan Offline Planning Process Workbook in whatever state of completion** to the training as this is a working session and there will be time provided at the training to practice some self-assessment.

Also, please remember that there was ***VENUE CHANGE*** for Thursday's training. The location of the training is below:

New Mexico Activities Commission

Hall of Pride

6600 Palomas, NE

Albuquerque, NM 87109

If you have any questions, please contact charter.schools@state.nm.us.

Thank you,

Laurel Pierce

Options for Parents and Families Division

Public Education Department

300 Don Gaspar Ave.

[Santa Fe, NM 87501](#)

[505-827-4527](#)

Laurel.Pierce@state.nm.us



Pelayo, Icela, PED

From: Chris Jones <cjones@lpelc.com>
Sent: Friday, October 06, 2017 10:05 AM
To: Pelayo, Icela, PED
Cc: Poulos, Katie, PED; Patricia Matthews
Subject: Re: <Please Review Dates>: Annual Site Visit(s) Scheduled
Attachments: La Promesa Biannual Site Visit Agenda.pdf

Dear Dr. Pelayo,

I do not agree that the notification you have provided is adequate, per the charter contract. I will reach out to you soon regarding additional questions we have.

Thank you,

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: [Mr. Chris R. Jones](#)

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John Dewey

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On Fri, Oct 6, 2017 at 9:08 AM, Pelayo, Icela, PED <Icela.Pelayo@state.nm.us> wrote:

Dear Mr. Jones:

Thank you for your email.

The site visit protocol is same that has been used for site visits conducted last school year. Since the protocol remains the same, we did not send out another one. The agenda for the site visit on October 20, 2017 is attached.

Please reach out if you have additional questions.

Thank you,

Icela

Icela Pelayo, PhD, Deputy Director

Options for Parents and Families Division

New Mexico Public Education Department

300 Don Gaspar Avenue

Santa Fe, NM 87501

o: 505.827.6532

c: [505.695.8683](tel:505.695.8683)

icela.pelayo@state.nm.us

<http://ped.state.nm.us/ped/index.html>

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide innovative, quality education.

From: Chris Jones [mailto:cjones@lpehc.com]

Sent: Thursday, October 05, 2017 4:44 PM

To: Pelayo, Icela, PED

Cc: Poulos, Katie, PED

Subject: Re: <Please Review Dates>: Annual Site Visit(s) Scheduled

Dear Dr. Pelayo,

I hope you are doing well. In your September 1 email you notified me of a planned CSD Monitoring Visit scheduled for October 20, 2017. Thank you again for confirming the October and January dates. However, as of today, we have yet to receive the site visit protocol. Our charter contract states the following:

Annual Site Visit/ Site Visit Report.

The protocol for the Annual Site Visit and Annual Site Visit Report **shall be conducted and prepared according to the Authorizer protocol and forms provided relating to the Performance Frameworks** (as discussed in Articles V - VIII below) and any plan created pursuant to this Contract (i.e. improvement plan or corrective action plan). **The protocol and forms shall be provided at least 30 days in advance to the School.** The Annual Site Visit shall contain a review, at a minimum, of the School's evidence of progress towards the indicators identified in the Performance Frameworks and progress towards any plan created pursuant to this Contract, as applicable.

My team and I would like to request from the division an update regarding the status of our scheduled visit. Thank you in advance, Dr. Pelayo.

Take good care for now.

Sincerely,

Chris

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: [\(505\) 836-7706](tel:5058367706)

Website: [Mr. Chris R. Jones](#)

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On Fri, Sep 1, 2017 at 5:53 PM, Pelayo, Icela, PED <Icela.Pelayo@state.nm.us> wrote:

Dear Mr. Chris Jones:

We hope your school year has gotten off to a great start!

Per your school's contract, biannual site visits are required. The two visits are scheduled for Friday, October 20, 2017 and Friday, January 26, 2018.

Site visits are scheduled earlier in the school year to accommodate the need for multiple visits to some schools that are new, applying for renewal, or requiring two annual visits as specified in its contract. To minimize travel-related expenses incurred by the state, site visits are grouped for schools in the same geographic area (excluding those located in Albuquerque or Santa Fe). Additionally, we anticipate this schedule will allow the PED Charter Schools team to provide reporting to schools in a more timely manner.

Please review your school's scheduled site visit date(s) and contact me no later than September 8, 2017 if you believe you need to discuss the date of the scheduled site visit(s).

In the design of the schedule, we have taken into consideration potential scheduling conflicts, important deadlines, and possible activities in the academic calendar. While we will do our best to accommodate your request, we may not be able to do so. Please keep in mind the PED is required to conduct annual site visits to all 62 state-authorized schools, not including new, renewal, and multiple site visits for those school that required them. Your flexibility and patience is greatly appreciated.

We will be sending the site visit protocol for your review soon, and further information as your site visit date approaches.

If you have any questions, please contact me directly. My contact information is contained my email signature below. We look forward to seeing you on site in the coming months.

In partnership,

Icela

Icela Pelayo, PhD, Deputy Director

Options for Parents and Families Division

New Mexico Public Education Department

[300 Don Gaspar Avenue](#)

[Santa Fe, NM 87501](#)

o: [505.827.6532](tel:505.827.6532)

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icela.pelayo@state.nm.us

<http://ped.state.nm.us/ped/index.html>

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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

CHRISTOPHER N. RUSZKOWSKI
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

2017-2018 State Charter School Biannual Site Visit
La Promesa Early Learning Center
Friday, October 20, 2017

8:00 – 8:15 am **Introductions and Expectations**

8:15 –8:45 am **School Presentation – Optional**

8:45 – 9:30 am **Interview with School Leader***

The following topics will be discussed:

- a)** Academic performance including mission-specific indicators
- b)** Organizational performance including all indicators in the framework
- c)** Compliance concerns from the 2016-2017 performance framework evaluation in WebEPSS

9:30 – 3:30 pm PED site team will work in the following areas:

| | |
|---------------------------------|--|
| Staff Files | Review for compliance |
| Student Cumulative Files | Review for compliance - specifically identifying ELs; parent notification |
| Student IEPs | Review for compliance |
| Program Files | Review for implementation and compliance: RtI/SAT processes; instructional hours; school safety and emergency drills; parent notifications |
| Classroom Observations | Observe level of differentiated student support(s); and implementation of material terms and school mission |

3:30 – 4:30 pm **Exit Interview***

Discuss observations and/or concerns from the site visit

**Head administrator may ask members of leadership team to be present during the interview.*

Pelayo, Icela, PED

From: Chris Jones <cjones@lpec.com>
Sent: Wednesday, September 13, 2017 11:49 AM
To: Pelayo, Icela, PED; Schools, Charter, PED
Cc: Poulos, Katie, PED; Gipson, Patricia; Patricia Matthews; Julian Munoz; Judy Griego
Subject: Re: LPELC Board Training
Attachments: LPELC CHANGE OF GOVERNING BODY MEMBERSHIP FORM-09132017114158.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Dr. Pelayo,

Thank you for your response. I hope your week is going well. Your assessment of board training is accurate.

Unfortunately, we have lost board members as of the August 28 board meeting. With respect to notification of governance membership changes, we are still within the 30 day requirement. Please see the attached file regarding our changes.

We plan to employ our new process for recruitment and selection of council members to vote in a new member during our September meeting. This will satisfy what we communicated to the CSD via the governance membership update sent last month.

Mr. Lucero, who is the only board member missing eight hours of training (due to a family emergency) has registered to attend this Friday's training, which will yield seven hours. The last hour will have to be taken during a subsequent CSD training opportunity, given that there are no other training providers authorized.

Thank you again for your time. Have a great week, Dr. Pelayo.

Sincerely,
Chris

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: [Mr. Chris R. Jones](#)

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John Dewey

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On Wed, Sep 13, 2017 at 11:18 AM, Pelayo, Icela, PED <Icela.Pelayo@state.nm.us> wrote:

Dear Mr. Jones:

Thank you for your email. We enjoyed the opportunity to meet and work with the governing board members in attendance on August 15 and 16, 2017.

To clarify, we do not believe “The board all attended the required training” as we communicated to the board members in attendance during the training. The following individuals were in attendance:

Day 1 – August 15, 2017

1. Julian Muñoz, GB President
2. Cipriano Lucero, GB Member
3. Judy Griego, GB Vice President
4. Regina Sanchez, GB Secretary/Treasurer
5. *Parent/Family Member, female*

Day 2 – August 16, 2017

1. Julian Muñoz, GB President
2. Judy Griego, GB Vice President
3. Regina Sanchez, GB Secretary/Treasurer
4. *Parent/Family Member, female*

The board members present notified us that only four of the five board members attended on the first day for the full 8 hours. The board members present noted that a member was not in attendance because of a family emergency. On the second day, only three board members attended for the full 8 hours. The board members present did not provide any information about why the other two board members were not present.

Thus, the whole governing board was not in attendance for both days. **Each** governing board member was required to attend the CAP-required 16 hours of training. The deadline for ensuring all board members completed the training was August 30, 2017.

According to your website as of Friday, September 1, 2017, there were six (6) listed governing body members. Neither Diego Trujillo nor Ray Rivera attended any portion of the training on either day.

Based on the school's website it appears that since the date of the training, Diego Trujillo and Ray Rivera have either been removed from or have resigned from the board. This means the board currently has only four (4) members. To date, we have not received notification of these changes.

For information regarding the policy requiring schools to notify the PEC of changes to the governing body membership, please see the links below:

| PEC Policies and Forms | | |
|---|---|-------------------|
| Form | Submission Deadline | PEC Approval Date |
| Governance Changes Policy Statement | n/a | 2/10/2017 |
| Governance Changes Form | Within 30 Days of Board Member Resignation or Designation | 2/10/2017 |

At this point, based staffing capacity and the school's responsiveness, the PED Charter School team is not able to provide La Promesa Early Learning Center additional school-specific training opportunities.

However, the school's governing board members are welcome to attend any of the publicly available trainings offered by the PED. Information regarding the date and location of these trainings is available here: <http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html>

Sincerely,

Icela

Icela Pelayo, PhD, Deputy Director

Options for Parents and Families Division

New Mexico Public Education Department

300 Don Gaspar Avenue

Santa Fe, NM 87501

o: 505.827.6532

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icela.pelayo@state.nm.us

<http://ped.state.nm.us/ped/index.html>

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide innovative, quality education.

From: Chris Jones [mailto:cjones@lpehc.com]

Sent: Friday, September 01, 2017 12:23 PM

To: Poulos, Katie, PED; Pelayo, Icela, PED

Cc: Gipson, Patricia; Patricia Matthews; Julian Munoz; Judy Griego

Subject: LPELC Board Training

Dear Director Poulos,

Per the draft corrective action plan, our board members are required to complete 16 hours of training. The board all attended the required training provided by you and Dr. Pelayo. However, one of our board members had a family emergency that prevented him from attending the second day of training, consequently, this particular board member is now short eight hours.

Many of the board members asked for additional training opportunities, and I would like to request that the CSD offer an additional eight hour training to fulfill the requirements of our CAP, and extend this fantastic learning opportunity for our board members. It is very difficult for the members of our board to attend four two hour training sessions, especially given their location.

Please consider my request. I look forward to hearing back from you soon. Have a great holiday weekend!

Sincerely,

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: [\(505\) 836-7706](tel:5058367706)

Website: [Mr. Chris R. Jones](#)

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STATE CHARTER SCHOOL CHANGE OF GOVERNING BODY MEMBERSHIP FORM

Please complete and submit this form to: Charter Schools Division, Public Education Department, charter.schools@state.nm.us, Room 301, 300 Don Gaspar, Santa Fe, NM 87501


Name of State-Chartered School: La Promesa Early Learning Center

Date submitted: 9/1/2017

Contact Name: Chris Jones

E-mail: cjones@lpelc.com

| Governing Board Member Name | Action | Date of Action | Reason for removal or resignation | Term of Service |
|-----------------------------|-------------|----------------|--|--|
| Diego Trujillo | Resignation | 8/28/2017 | Work obligations; Member lived in Taos County. | From: Click here to enter a date. To: 8/28/2017 |
| Sela Cervantes | Resignation | 8/28/2017 | Work obligations. | From: Click here to enter a date. To: 8/28/2017 |
| Ray Rivera | Resignation | 8/28/2017 | Spouse is experiencing health issues. | From: Click here to enter a date. To: 8/28/2017 |

Original Signature of Governing Council President or Designee: 

Date: 8/28/17

Printed Name of Governing Council President or Designee: Suleiman Munir

Required Attachments:

This Form **MUST** include each of the following, as applicable:

- i. Notices of Resignation or Removal
 - a. The governing body minutes showing the vote to remove the member, or
 - b. The resigning member's signed and dated written resignation;
- ii. Notices of Designation:
 - a. An updated "STATEMENT OF GOVERNING BODY TO CONSULT WITH PED" signed by all current governing body members, and
 - b. An "AFFIDAVIT OF GOVERNING BODY MEMBER" signed by the new governing body member and verified by a notary public.

July 27, 2017

Dear Mr. Jones and La Promesa Governing Council Board Members,

I am writing to let you know that I am resigning my position as a Board Member of the La Promesa Governing Council. Due to conflicting schedules and added responsibilities with my children and my job, I am no longer able to give my commitment and time to the attention of the Board.

It has been a great privilege to serve on the La Promesa Board. During my time here I have learned a lot and I have come to appreciate the value in what it means to be a board member. Mr. Jones, I have no doubt that with the support of the Board and the rest of the school administrators and teachers, you will continue to make this school great and give it the recognition it deserves in progressing with educating students in dual language.

Thank you, for giving me the opportunity to work alongside you and to learn thru you how worthwhile the involvement of community service and volunteering can impact others. I look forward to hearing about all the good things the school will continue to achieve.

Sincerely,

A handwritten signature in black ink, appearing to read "Delia Cortes". The signature is fluid and cursive, written in a dark ink on a white background.

To: Mr. Jones,
Executive Director

Aug 28, 2017

La Princesa Early Learning Center.

I regretfully submit my letter of resignation from the Governance Board due to hardship situations at home.

As mentioned previously my wife's health issues do not allow me to continue serving on the board.

Sincerely,

Mr. Ray Buina.

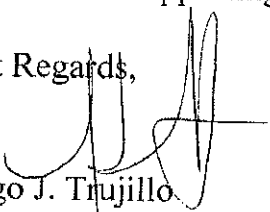
August 30, 2017

La Promesa Early Learning Center
7500 La Morada Place NW
Albuquerque, NM 87120

Greetings Mr. Munoz:

Please accept this correspondence as my formal resignation from La Promesa Early Learning Center (LPELC) Governing Council effective Sunday, July 30, 2017, as noted in my prior e-mail correspondence. I submit my resignation with a heavy heart. My resignation is due in part to my increased work load and my decreased availability of time to justly support LPELC in the role of a member of the Governing Council of LPELC. It has been a privilege and honor to work alongside dedicated professionals since May 13, 2013. Thank you for the opportunity to have served in this capacity as a member. Please feel free to contact me if you have any further questions. I wish you, the GC, staff, and Mr. Jones continued success with supporting the students of LPELC.

Best Regards,



Diego J. Trujillo
719-480-2832

LA PROMESA EARLY LEARNING CENTER
Governance Council Board Meeting Minutes
Date: August 28, 2017

| | | |
|--------------------------------|--|--|
| Board Members Present | Julian Munoz, Judy Griego, Regina Sanchez, Cipriano Lucero | |
| Absent | Selia Cervantes, Diego Trujillo, Ray Rivera | |
| Others in Attendance | Chris Jones, Danielle Miranda, Patty Matthews, Brenda Baca | |
| QUORUM | <u> X </u> YES <u> </u> NO | |
| Meeting called to order | Mr. Munoz called the meeting to order at 5:41pm | |
| Item | Discussion | Action/Recommendation |
| Approval of the Agenda | <p>No discussion.</p> <p>*Table Items 'h' and 'i' for a Special Meeting- that will be determined at the end of this meeting</p> <p>*Based on Legal Council Recommendation: Table Items 'n' and 'o' to a Closed Session in the upcoming Special Meeting.</p> | <p>Julian Munoz called for a motion to table Items 'h' & 'i' from the agenda and move them to a Special Meeting. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> <p>Julian Munoz called for a motion to table Items 'n' & 'o' from the agenda and move them to a Closed Session in the upcoming Special Meeting. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> <p>Julian Munoz called for a motion to approve the 08/28/17 amended agenda. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Approval of Minutes | 07/25/17 Minutes were reviewed and approved | <p>Julian Munoz called for a motion to approve the 07/25/2017 Board Minutes. Cipriano Lucero motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Discussion/Action Items | | |
| Budget Report | | |
| Approval of BARs | <p>BARs for consideration:</p> <ol style="list-style-type: none"> 528-000-1718-0003-IB 528-000-1718-0004-IB <p><u>Jones:</u></p> <ol style="list-style-type: none"> This is based on the IDEA-B Application that you approved back in June. The way we spend our IDEA-B funds for our particular school is to pay for our 2 full-time instructors. Each teacher serves a grade band- Mrs. Barnwell serves | <p>Julian Munoz called for a motion to approve BAR #0003-IB and #0004-IB. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved</p> |

| | | |
|---|--|---|
| | <p>K-5th Grade and Ms. Miranda serves 6th-8th. This will help pay for the instructors and their benefits.</p> <p>2. This is the Initial Budget of \$441. We have an allocation for Pre-K, where we have to identify and serve students through Child Find.</p> | <p>unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> <p>Julian Munoz called for a motion to table the remaining BARs until next meeting. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Approval of Head Administrator Travel Request – Las Cruces and Roswell | <p><u>Jones:</u> Las Cruces- Tomorrow I have to travel to Las Cruces for a Bilingual Director's meeting. This meeting is a requirement for all Bilingual Director's to attend and get information about upcoming trainings and compliance requirements. The total amount is \$338.37. Roswell- I am also attending a WIDA Training in Roswell. Title III is a federal fund and it's the way we support our English Language Learners and we have 72% of ELL's at our school. The Total amount is \$531.50.</p> | <p>Julian Munoz called for a motion to approve the Head Administrator Travel Requests to Las Cruces and Roswell. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Approval of PAC Required GC Assurance Letter Re: Maestas Family | <p>*Assurance Letter was read by Julian Munoz</p> <p><u>Matthews:</u> add "to the best of our knowledge"</p> | <p>Julian Munoz called for a motion to approve the Maestas Family Assurance Letter with the addendum that has been recommended by Patty Matthews. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Approval of Plan for GC Recruitment and Selection Process | <p><u>Griego:</u> I don't want to approve it at this time. I want to present it and have the Board take the time to look at it and make changes because it's going to be our Recruitment Plan. I did a lot of research and took things from different organizations of what I thought our organization might need and created a draft plan. But I need for you to take a look at it and do the same thing I did and research other plans.</p> <p><u>Matthews:</u> Include an Application to be filled out and get a Disclosure statement signed. Also a Mentor Program. I will see if there is anything else and I will forward it to you.</p> <p><u>Munoz:</u> Please get your comments to Ms. Judy before the September 27th meeting; that we can she can incorporate them into a final recruitment plan.</p> | <p>Julian Munoz called for a motion to table this Recruitment Plan until the next meeting on September 27th. Regina Sanchez motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Governance Council Member Presentations and Approval of New Members | <p><u>Munoz:</u> This is Ms. Brenda Baca; she was in the training. At this point, I'm going to have you get with Ms. Judy, she's going to ask you a few questions and have you fill out an Application. For next meeting, if you can tell us why you want to be a GC member.</p> | <p>Julian Munoz called for a motion to table this item until the meeting on September 27th. Cipriano Lucero motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Approval of Governance Council Member Resignations – change of membership form GC signatures | <p><u>Munoz:</u> We had 3 members resign. Ray Rivera sent an email on August 22nd, Selia Cervantes sent a Letter on July 27th, and Diego Trujillo sent an email on July 30th. If anyone of us could reach out to them and see if they would be interested in being a part of the Foundation.</p> | <p>Julian Munoz called for a motion to accept the resignations of Diego Trujillo, Selia Cervantes, and Ray Rivera. Cipriano Lucero motioned, Judy Griego seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Approval of NM Dash 90 Day Plan | <p>*Tabled until next meeting</p> | |

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| Approval of ABC Community Schools RFP | *Tabled until next meeting | |
| GC Training Report (Mr. Munoz) | <p><u>Munoz:</u> We all took what we could from the training. I told them that we were willing to accept the responsibilities of the Board, we are fixing it and we have done a lot of changes. I am going to send an email to Katie Poulos regarding the resources she said she could help us with for a contractor to help us evaluate an Executive Director and a contractor to help us evaluate us as a board.</p> <p>Things I took from the training:</p> <ul style="list-style-type: none"> • Checks & Purchases: I would like Mr. Vigil to provide a list of ongoing checks and purchases at every meeting. That way if we need to do quick spot audits on our side. I would also like a list of the ongoing BAR history. • Physical Inventory: school has acquired a web based system Asset Panda • Performance Framework: I did mention to them that we update our own Performance Framework based on our internal audit. I think we should probably be getting updates on the Performance Framework and the CAP regularly. <p><u>Jones:</u> May I recommend that we add the Performance Framework Monitoring Tool to Google Sheets, which will allow you to see it in real time. That will allow me to update that tool on a regular basis and you can see all of that information. I can add alerts; you will receive an email when any changes are made. I suggest that we emphasize the academics. I can give you in-depth explanations as to what I have done and my staff with the curriculum and the instruction.</p> <p><u>Munoz:</u> Academics will be a standing item on the Agenda; it will not be an item for approval. Mr. Jones will include the CAP and the Performance Framework summary into his Head Administrator Report.</p> | |
| 2017 A-F Letter Grade Overview | <p><u>Jones:</u> Istation Reading (K-2) and PARCC Math & Reading (3-8) are what are used for that Letter Grade. These assessments are also attached to the Teacher Evaluations. Its accuracy is really important. But we found that there was a glitch in the assessment. We have a student who answered the questions correctly and the test reported it as incorrect and received no points. I sent this to the technical support at Istation and I haven't heard back from them. I haven't looked at all of the student's scores but they all took the same assessment, the test is consistent.</p> <p>We received a 'D' on our Letter Grade; we need 11 points to get to a 'C'. It shows that we made some gains but it's broken into several components:</p> <ul style="list-style-type: none"> • Current Standing: 10.31/F • School Improvement: 3.10/F • Improvement of Higher-Performing Students: 6.63/C (We did better than expected) • Improvement of Lowest-Performing Students: 6.02/F • Opportunity to Learn: 10.18/A (Our parents always give us high ratings) • Bonus Points: 3.34 (They didn't let me submit our Next Step Plans) <p>I am hopeful because we ended up getting points in an area I didn't expect and I didn't expect for us to make any gains, I expected for us to decrease. This year, we are way more focused. There are some non-negotiables and some turnaround pillars that we are sticking to. I feel comfortable and confident to say that if we were able to do this and increase by any points last year, I think we could make up the 11 points or exceed that. I think we have the potential to make some gains.</p> | |
| Curriculum, Instruction and Assessment Overview | <p><u>Jones:</u> We pushed back our school year one week because I allocated resources and funding toward planning a really comprehensive 5-day Professional Development. Based on our Staff's needs:</p> <ul style="list-style-type: none"> • Intervention (turnaround pillar) • Social/Emotional Curriculum & Classroom Management- (Move This World) • CCSS and Sheltered Content Instruction (Unit Plan Template) • Orientation and Unit Planning • Istation (Resources & Data Reports) <p>Everyone has been trained, now the expectation is that they do it. I need to see the implementation through my Walk-Throughs.</p> <p>We have an 'Assessment Calendar' and we assess a lot throughout the school year, un English and in Spanish.</p> <p>We are very much prepared for what the school year is going to bring and if we can stay on top of what we're doing and monitor our initiatives we can make a difference.</p> <p>We have a 90-day plan that I will be presenting to you at our next meeting. At 30 days, we stop and monitor our initiatives. At the 60-day mark, we stop to see how close we are to reaching our goals. Next time, you will have a plan that you can follow and hold us accountable.</p> | |
| Staff Development | <u>Jones:</u> Curriculum, Instruction and Assessment Overview feeds into Staff Development. | |

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| Update | It is about the staff; the staff implements the curriculum. I can only do so much from my office; all I can do is put together the systems from a higher level so that they can succeed. | |
| Update on Pending Litigation | *Tabled until next meeting | |
| Update on the Office of the State Auditor's Special Audit | *Tabled until next meeting | |
| Head Administrator Report | <p>Jones: We have Home Visits coming up next week. They are utilized for grades K-8; teachers actually get out into the homes and learn a lot the families. They partner up with their grade-level partner and visit the home of their students for 3 days. We are going to use this as a tool for urgency and be very upfront with our parents as to where their child is academically; I want our parents to know the Data.</p> <p>Open House is this Thursday at 5:00pm. We have to work with our families and we have to let them know the reality of what we're doing and where our kids are.</p> <p>RTI- We have 2 45-minute blocks built into the schedule. Our PE and Art Teachers serve as Interventionists. We also have After-School RTI for the students that are really struggling.</p> <p>Transportation- We have an activity bus that was purchased with legislative funds. Through Herrera Coaches, we have 2 buses that transport our students to and from school. Every single year, I have to have our bus inspected twice (fall and spring). This year, I have already scheduled the first inspection and it's scheduled for next week and I notified the PED. We are still looking for a bus driver and it's really difficult but I have an ad out for a driver.</p> | |
| Public Comment | N/A | Julian Munoz asked for a motion to adjourn. |
| Adjourn | <p>Next Special Session Meeting: September 2, 2017 at 6:30pm</p> <p>Next GC meeting: September 26, 2017 at 5:30pm</p> <p>Meeting was adjourned at 8:38pm.</p> | <p>Judy Griego motioned, Cipriano Lucero seconded.</p> <p>-Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |

Pelayo, Icela, PED

From: Pierce, Laurel, PED
Sent: Thursday, September 28, 2017 10:20 AM
To: Pelayo, Icela, PED
Subject: FW: Governing Board Changes
Attachments: Documentation Complete.pdf

From: Chris Jones [<mailto:cjones@lpec.com>]
Sent: Wednesday, September 27, 2017 2:28 PM
To: Pierce, Laurel, PED
Cc: Patricia Matthews; Julian Munoz
Subject: Re: Governing Board Changes

Dear Ms. Pierce,

Thank you for this letter. I hope you are doing well. Perhaps I have misinterpreted the language within the policy [statement available](#) on the CSD website. However, the statement indicates the following:

*"Within 30 days of receiving notice of a governing body member's resignation **or removing a governing body member**, the governing body or its authorized representative shall provide notice to CSD on the "Change of Governing Body Membership Form" available in the PEC's document library."*

LPELC's Governance Council formally removed the three former members during the August 28 meeting. The policy statement requires the submission of meeting minutes, which serves as evidence of a formal vote. Such minutes were not available until the council formally accepted the resignations of the three members by way of a vote.

I submitted the required change form on September 13, which precedes the 30 day window in which we are expected to report such changes to CSD.

My sincerest apologies if in fact I misinterpreted the policy. Hopefully this non-compliance issue will bring clarity (from CSD) so the misunderstanding does not reoccur.

Sincerely,

Chris

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: [Mr. Chris R. Jones](#)

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
John Dewey

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On Wed, Sep 27, 2017 at 1:57 PM, Pierce, Laurel, PED <Laurel.Pierce@state.nm.us> wrote:

Dear Mr. Jones:

Please see the attached letter for more information regarding your recent governing board changes.

Thank you,

Laurel Pierce

Options for Parents and Families Division

Public Education Department

300 Don Gaspar Ave.

Santa Fe, NM 87501

[505-827-4527](tel:505-827-4527)

Laurel.Pierce@state.nm.us





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

CHRISTOPHER N. RUSZKOWSKI
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

September 27, 2017

Chris Jones
La Promesa Early Learning Center
7500 La Morada Place, NW
Albuquerque, NM 87120

Dear Mr. Jones:

Thank you for your notification of a governing body resignation dated September 1, 2017 and submitted on September 13, 2017, in which La Promesa Early Learning Center provided notification to the Public Education Commission (PEC) of the resignations of Selia Cervantes on July 27, 2017, Diego Trujillo on July 30, 2017, and Ray Rivera on August 22, 2017. As per your charter contract, Section 8.10(b),

The School will notify the Authorizer within 30 (thirty) days of a member's resignation or designation of a new member and shall sign the appropriate forms to ensure that the governing body continues to qualify as a board of finance¹. The School shall fill any vacancy on its governing body no later than 45 days from the vacancy or shall seek an extension for such appointment from the Authorizer in writing. The new member must execute the required statements for Board of Finance designationⁱⁱ to the NMPED.

Although notification of the resignations of Ms. Cervantes and Mr. Trujillo were **not** timely provided, all documentation has now been received. This will be noted as non-compliance on the school's performance framework for the current year. Mr. Rivera's resignation and accompanying documentation were timely provided.

Please be advised the school's contract with the PEC requires that the school fill any vacancy on its governing body created by a resignation no later than 45 days from the date of the vacancy or seek an extension for such appointment from the Authorizer in writing. As per the Annual Report submitted by La Promesa Early Learning Center, your board has approved seating only 5 members for your current school year; therefore, La Promesa Early Learning Center will not need to designate new members to fill the vacancies created by the resignations of Selia Cervantes and Diego Trujillo.

Subject
Date
Page #

The school's governing body **must** fill the vacancy, or request an extension for the position previously occupied by Ray Rivera no later than October 6, 2017. If the vacancy created by Mr. Rivera has been filled, please send the required notification and documentation.

This notification of a governing body resignation will be presented to the PEC as a notice item at the meeting on October 12, 2017. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laurel Pierce".

Laurel Pierce
Options for Parents and Families

ⁱ Section 22-8-38 NMSA 1978 (2011).

ⁱⁱ 6.80.4.16 NMAC [6/30/2008].

LA PROMESA EARLY LEARNING CENTER
Governance Council Board Meeting Minutes
Date: September 26, 2017

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| Board Members Present | Julian Munoz, Judy Griego, Regina Sanchez | |
| Absent | Cipriano Lucero | |
| Others in Attendance | Chris Jones, Danielle Miranda, Brenda Baca, Ray Rivera, Patty Matthews, Mike Vigil, Alyssa Lucero | |
| QUORUM | <u> X </u> YES <u> </u> NO | |
| Meeting called to order | Mr. Munoz called the meeting to order at 5:39pm | |
| Item | Discussion | Action/Recommendation |
| Approval of the Agenda | No discussion. | Julian Munoz called for a motion to approve the agenda. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 3-0; 0 opposed; 0 abstained |
| Approval of Minutes | Minutes were reviewed and approved | Julian Munoz called for a motion to approve the minutes from 9/2 Special Meeting. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 3-0; 0 opposed; 0 abstained |
| Discussion/Action Items | | |
| Budget Report | <p><u>Vigil:</u> I want to introduce Alyssa Lucero; she works with me at The Vigil Group. The Account Summary Reports that you have are through August 31st. Everything is coming in as normal, I don't expect anything to be out of the norm as far as our revenues. There is a possibility for insurance recoveries. In light of what has happened over the past couple of weeks, as you all know, there is the option to make a claim against your insurance. So you are protected by your risk insurance and we've already put in the claim report. They will review that, along with the state auditor report, and with any report from APD and after that is done they will make a determination of what qualifies and what does not. We're hoping that check comes within this year because if the school can claim everything that was on that report, we'd be open for the next 2-3 years like we were thinking it would take us.</p> <p>Page 3- Operational: We do have availability for \$113,029 and that is going to be boosted by what we will get from the lease reimbursement. They approved a flat funding, so we know that we are going to get that, close to the same amount as last year, if not more. Overall the expenditure budget is looking a lot cleaner than last year.</p> | |
| Approval of BARs | <p>BARs for consideration:</p> <ol style="list-style-type: none"> 528-000-1718-0001-I 528-000-1718-0002-D 528-000-1718-0005-I 528-000-1718-0006-M 528-000-1718-0007-I 528-000-1718-0009-T <p><u>Vigil:</u></p> <ol style="list-style-type: none"> Student Library Funds- it's an adjustment of \$1. <i>Justification: Budgeting of award per PED.</i> This is another PED request from the Capital Outlay Bureau. A portion of your special procreation expired last year in the amount of \$112,001. We still have access to some of these; you have 4 separate capital procreations. <i>Justification: Reduction of award per PED.</i> This is for that E-rate funding that we received of \$26, 027. We're using it for individual lines that were currently negative. There is no requirement to use them for how they were expended in the previous year; so we can use them how we want. | <p>Julian Munoz called for a motion to approve BARs #0001, #0002, #0005, #0006, #0007, and #0009. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 3-0; 0 opposed; 0 abstained</p> |

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| | <p><i>Justification: Entry of actual revenues received to date.</i></p> <p>4. This is Maintenance on your K-3 Plus program from the support services. The office of administration went over budget based on our projections. But we did have availability in your general administration (advertising budget) and central services. We are transferring some budget from one area to another; this transfer ensures that by function you have budget in the correct place. <i>Justification: Regular maintenance on 2000 functions.</i></p> <p>5. This is an increase for Instructional Materials. At the end of June, PED gathered all the instructional materials money that was sent to private schools that wasn't spent and redistributed it to public and charter schools. Your portion was about \$29,000; we didn't have time to budget it last year, so we do have this cash carrying over into the current year. <i>Justification: Increase to restricted cash per email from IM Bureau at PED.</i></p> <p>6. This is a transfer; no new money it's just an adjustment <i>Justification: Transfer from function 1000 to function 2100 for parent liaison position per application submitted to PED.</i></p> | |
| Corrective Action Plan (CAP) Updates | <p>1. NM Dash Plan Approval: <u>Jones:</u> This is one of our Corrective Action Plan items. The school turnaround plan that we were required to develop was shared with you during our Special Meeting. I did submit our plan to Mr. Martinez (facilitator). I am waiting for my credentials so that I can upload our plan to their online system. We are registered for the next NMDash Training-Step 2 on October 5th. He said that we will get our credentials on October 5th at the training.</p> <p>2. BOY short cycle assessment data updates: <u>Jones:</u> Istation ISIP for grades K-2nd, in the last few months our students have made some gains. It looks like 33% of our students are considered proficient right now; we're expecting for this trend to remain. We want to see the number of Tier 1 students continue to increase. We're using this data to recommend students for interventions (after-school).</p> <p>3. NWEA: <u>Jones:</u> We're using this assessment for our performance framework. We have to achieve 1.5 years of growth for 85% of our students. BOY assessments are just wrapping up and we're looking at that data. In the initial CAP they misstated the language; what Julia Barnes proposed is inaccurate. Looking at these reports, there is more to it than what was proposed. If they hold us to what they originally proposed, we're going to be out of luck because that is not how you do the calculations. We really won't know if we met our goal until March or April. We created our testing windows so that this test would be complete before we begin the PARCC because we want to know our destiny. NWEA has their own research that they conducted and it showed that 1.5 years of growth is something you shouldn't even ask for and I've shared that with the PEC.</p> <p>4. Assurance letter RE: Maestas Affiliation: <u>Jones:</u> We sent this letter via email and through certified mail to Patricia Gibson and Katie Poulos.</p> <p>5. Council recruitment and selection plan update: <u>Griego:</u> I made some changes from the last time and I will include Patty's changes. I can put a Board Manual together. <u>Jones:</u> This is another element of our CAP, it's a requirement and we have a site visit on October 20th.</p> <p>6. Head Administrator Travel Request for required leadership training: <u>Jones:</u> I submitted a travel request that is in your packet. One of the parts of the CAP is for me to attend Leadership Training; I have to attend trainings on a quarterly basis. For my first training, I attended Superintendent Training in Denver. I would like to attend a training provided by Solution Tree called 'Leadership NOW Summit' in Las Vegas, NV. This training is for principals and superintendents. I provided you with an estimate for \$1,500.</p> | <p>#5 Julian Munoz called for a motion to approve the Governing Council Recruitment Plan as amended by Ms. Patty Matthews. Regina Sanchez motioned, Judy Griego seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 3-0; 0 opposed; 0 abstained</p> <p>#8 Julian Munoz called for a motion to approve Head Administer Travel Request. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 3-0; 0 opposed; 0 abstained</p> |
| Performance Framework Updates | <p>1. Serving ELs (mission-specific indicator): <u>Jones:</u> We have to renegotiate our mission specific indicator because only 23% of our students met that goal based on the restructuring of the Access Test. We are going to propose an amendment; that language has to be changed. 75% of our kids this year are not going to meet that goal. We just finished our screening of EL's based on the surveys; we will be sending notifications home to parents.</p> <p>2. Enrollment: <u>Jones:</u> We are at 362 students right now; we should be at 384, our enrollment is down. We are having a lot of parents question whether or not their kids should be here, the more we are on the news. We also do not have a lot of staff members lined</p> | <p>#1 Julian Munoz called for a motion to Regina Sanchez motioned, Judy Griego seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 3-0; 0 opposed; 0 abstained</p> |

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| | <p>up to come and be here. So I'm really trying to work with the staff through coaching because we are not going to get replacements. Our 40th day is on October 11th; on the 40-day report they true up your budget. Your budget is based on your 80 and 120 day report.</p> <p>3. Credentialing: <u>Jones:</u> I have 4 teachers who just submitted for their TESOL certification. It's difficult to find teachers.</p> <p>4. Facilities master plan update: <u>Jones:</u> We did meet with The Design Group. We told them that we would like to put our energy into this facility. Central is not a good option for us; we would have to decrease so many students and with the Art Project there is no way for us to live there. I feel comfortable with the staffing pattern that I created this year and we have enough in budget to pay for the facility. I do have to submit a maintenance plan; David Craig did not approve our Maintenance Contract. I have to meet with David Craig by phone and send him a narrative. I also have to submit a Technology Plan. We should be finalizing that soon.</p> <p>5. Council committee member re-organization and selection: <u>Move</u></p> <p>6. Consideration of council member resignation and replacement: <u>Baca:</u> I have been on the YDI Board for a few years. I have worked at Professional Home Care taking care of special needs children. I worked for Belen schools for 17 years. I worked for the State of New Mexico as a Correctional Officer, as a Nurse, also a Guard, and cook area person. I am a part of the PTA here at school. I also been a part of the 'Grandparents Raising Grandkids' organization here. I do a lot of work for kids. I am raising my granddaughter and she does come here. I think this is the best thing for us; we need more people from the community on the board. At the training, they said if you should commit 10-20 hours/week for this and if you're ok with that and you can handle that, we will take it.</p> <p>5. Council committee member re-organization and selection: <u>Munoz:</u> Ms. Regina Sanchez will you accept the responsibility of being the Head of the Finance Committee? Which would include scheduling the meetings, membership outreach, and be ready to present the financial items during the regular meeting? Ms. Baca would you also want to be on that committee? <u>Griego:</u> I accept. <u>Baca:</u> Yes. <u>Munoz:</u> The Finance Committee will be Regina and Brenda. The Audit Committee will be myself and Judy. I would like to table the council member resignation until the next meeting until we get clarification from Mr. Lucero and the PEC.</p> | <p>#5 Julian Munoz called for a motion to move item "Council committee member re-organization" until after new member nomination. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 3-0; 0 opposed; 0 abstained</p> <p>#6 Julian Munoz called for a motion to approve Brenda's application into the La Promesa's Governing Council. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 3-0; 0 opposed; 0 abstained</p> <p>#6 Julian Munoz called for a motion to table the resignation of Mr. Cipriano Lucero until next meeting. Judy Griego motioned, Brenda Baca seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Approval of 10/24/17 Regular Meeting | <p><u>Jones:</u> The 24th is the Tuesday before our regular meeting. Our regular meeting is scheduled for the last Tuesday of every month, which is October 31st.</p> | <p>Julian Munoz called for a motion to move our normally scheduled meeting, which is held on the last Tuesday of every month, to October 24th. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Closed Session | | <p>Julian Munoz called for a motion for La Promesa Board of Education to convene an Executive Session for the Purpose of Discussing Pending Litigation and the OSA's Risk Review, Property Tax Exemption, and La Morada Facility Lease Amendment. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |

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| Reconvene to Open Session | Reconvene at 8:37pm <u>Munoz</u> : Roll Call- states that all members agree that the matters discussed in the Executive Session were only limited to those specified in the agenda. Roll Call by Judy Griego | Reconvene to Open Session |
| Action as Necessary from Closed Session (Discussion/Action) | <u>Munoz</u> : Vote on the Lease Agreement | Julian Munoz called for a motion to vote on the amendment to the Lease Agreement. Judy Griego motioned, Brenda Baca seconded . -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |
| Head Administrator Report | <u>Jones</u> : We do have the Harvest Festival on Friday, October 27 th and I encourage you to all attend. We do have athletics and I will share the schedules with you to attend. I would encourage you to drop in and see what the teachers are doing. We are also going to Santa Fe for a PEC Meeting on the 12 th if you all could attend; it starts at 9am. It will be a really good experience for you. <u>Munoz</u>: Mr. Ray, Ms. Judy will be in contact with you for the application process. Keep in mind we also need Foundation members. | |
| Public Comment Adjourn | N/A Next GC meeting: October 24, 2017 at 5:30pm Meeting was adjourned at 8:45pm | Julian Munoz asked for a motion to adjourn. Brenda Baca motioned , Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

I. ACADEMIC PERFORMANCE FRAMEWORK

I-A.00: NM A-F grading system

Updated 09/28/2017 by Becky Kappus

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|-----------------------|---|
| SEA Status | Does Not Meet Standard FINAL |
| LEA Status | In Progress |
| Comments by SEA | <p>9.28.17 NMPED Rating: The PED has rated this indicator as a "Does Not Meet Standard Final" because the school earned a "D" on the NM state report card for FY17. Thus, the school will be required to submit a School Improvement Plan for FY18.</p> <p>4/23/17. The school submitted the required school improvement plan on 4/23/17.</p> <p>4/19/17 The school earned an "F" on the NM state report card SY2016. The school has not submitted the required improvement plan.</p> <p>Site Visit: The school's 2016 state report card was an "F." Because of this the school is required to write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades" (Performance Framework, p. 3). In addition, NM Stat § 22-2E-4 (E) requires charters to prioritize resources if "rated D or F to improve student achievement until the public school earns a grade of C or better for two consecutive years." The Public Education Commission (PEC) created a School Improvement Plan (SIP) template for charters to use.</p> <p>Follow-Up Request from CSD: School provides: (a) documentation ensuring use of PEC approved School Improvement Plan template and (b) description of process ensuring timeline is met for submitting document/SIP to the PEC as per performance framework requirement. Please, within 30-days, provide evidence to demonstrate the identified concern has been corrected. Additionally, please describe the steps the school will take to ensure the same concern does not arise this year or in the future.</p> |
| Comments by LEA | |
| Compliance Indicators | This is the location for the state report card data for the most recent school year available. |
| Requested Documents | 2016/2017 Improvement Plan for schools with less than a C letter grade on the 2016 state report card |
| Other Documents | |
| Legal References | |

I. ACADEMIC PERFORMANCE FRAMEWORK

I-A.01: Required Academic Performance Indicators

Updated 10/04/2017 by Baylor Del Rosario

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|-----------------|---|
| SEA Status | Falls Far Below Standard FINAL |
| LEA Status | In Progress |
| Comments by SEA | <p>9.25.17 PED Rating: The PED rated this indicator "Falls Far Below Standard" because one of its indicators was rated as such.</p> <p>-----</p> <p>The school has submitted their mid-year data to support their mission specific indicators to correspond to Discovery short-cycle assessments for reading and math. However, the school has not submitted the data for the following goal because the school leaders are waiting on WIDA scores:</p> |

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

English Language Learners will be assessed using the WIDA ACCESS to measure English language growth of Full Academic Year (FAY) students in grades 3rd – 8th. All studies indicate that it takes between 5 to 7 years for students to score at a proficient level (Cummins, 1998; Thomas & Collier, 2001) and therefore kindergarten through 2nd grades will not be included in this measure.

Please submit End-of-Year Data to support progress toward Mission Specific Indicators by 6/30/17.

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 End-of-Year Data to support progress toward Mission Specific Indicators
Mid-Year Data to support progress toward Mission Specific Indicators

Other Documents

Legal References

I. ACADEMIC PERFORMANCE FRAMEWORK

I-A.02: Optional supplemental Indicator(s)

Updated 04/21/2017 by Becky Kappus

SEA Status Not Applicable

LEA Status In Progress

Comments by SEA

Comments by LEA

Compliance Indicators This is the location for all school reports that will be uploaded by the school to support progress toward Optional Supplemental Indicators.

Requested Documents End-of-Year Data to support progress toward Mission Specific Indicators
Mid-Year Data to support progress toward Mission Specific Indicators

Other Documents

Legal References

II. FINANCIAL PERFORMANCE FRAMEWORK

II-A.00: Operating Budgets

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED ranks this indicator as "Meets Standard." At this time, PED has observed no evidence to indicate the school is not timely submitting audit information as is required under II-A.00: Operating Budgets. Please note: While the school failed to provide the required follow-up documentation – the signed indicator questionnaire or evidence/documentation addressing the concerns of this indicator—the PED has rated this indicator as "Meets Standard." Please note that in the future and if the performance framework does not change, a school that does not submit the required signed indicator questionnaire, will be rated as "Falls Far Below" since schools are expected to follow directions and provide the required follow-up documentation.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

On August 1, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questions in this section.
Request from PED: School provides signed copy of the questionnaire. (Unsigned answers will be rated as Does Not Meet Standards).

Comments by LEA

Compliance Indicators Was the information required for the budget provided on time for the current year operating budget, and the previous year, if requested by the PEC or its delegate? If not, why not? If not, how long was it before it was turned in?

Requested Documents Evidence to support timely submittal of operational budget information

Other Documents

Legal References

II. FINANCIAL PERFORMANCE FRAMEWORK

II-A.01: Audits

Updated 09/28/2017 by Becky Kappus

SEA Status Falls Far Below Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED ranks this indicator as "Falls Far Below Standard Final" because the school indicates that the school's board of finance was suspended by PED in the beginning of FY17. At that time, the PED asked The Vigil Group to oversee the school's finances, while the school would still contract with its business manager that it had in FY17. At the start of the audit, the school's business manager resigned (9/2016). At that time, The Vigil Group attempted to sort through the school's business office for requested docs to audit only to find that files were mismanaged and a good portion of FY16 had missing files. The school received an audit with a disclaimer of opinion due to lack of documentation.
On August 1, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questions in this section.
Request from PED: School provides signed copy of the questionnaire. (Unsigned answers will be rated as Does Not Meet Standards).

Comments by LEA

Compliance Indicators To the best of the knowledge of the financial staff of the school, was the information required for the audits provided on time for the most recent audit? If not, why not? If not, how long before it was turned in? What was the date of the letter from the school certifying its readiness to proceed with an audit review?

Requested Documents Evidence to support substantial compliance with timely submittal of audit information

Other Documents

Legal References

II. FINANCIAL PERFORMANCE FRAMEWORK

II-A.02: Periodic Reports

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

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| LEA Status | In Progress |
| Comments by SEA | 9.28.17 NMPED Rating: PED ranks this indicator as "Meets Standard." At this time, PED has observed no evidence to indicate the school is not timely submitting audit information as is required under II-A.02: Periodic Reports. Please note: While the school failed to provide the required follow-up documentation – the signed indicator questionnaire or evidence/documentation addressing the concerns of this indicator—the PED has rated this indicator as “Meets Standard.” Please note that in the future and if the performance framework does not change, a school that does not submit the required signed questionnaire, will be rated as "Falls Far Below" since schools are expected to follow directions and provide the required follow-up documentation. On 8/1/17, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questions in this section. Request from PED: School provides signed copy of the questionnaire. (Unsigned answers will be rated as Does Not Meet Standards). |
| Comments by LEA | |
| Compliance Indicators | Is this school on quarterly or monthly reporting? Were the reports for the current year turned in on time? For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function? Was it corrected? For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time? If not, why? |
| Requested Documents | Evidence to support substantial compliance with timely submittal of required reports |
| Other Documents | |
| Legal References | |

II. FINANCIAL PERFORMANCE FRAMEWORK

II-A.03: Expenditures

Updated 09/28/2017 by Becky Kappus

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|-----------------------|---|
| SEA Status | Meets Standard FINAL |
| LEA Status | In Progress |
| Comments by SEA | 9.28.17 NMPED Rating: PED ranks this indicator as "Meets Standard." At this time, PED has observed no evidence to indicate the school is not timely submitting audit information as is required under II-A.03: Expenditures. Please note: While the school failed to provide the required follow-up documentation – the signed indicator questionnaire or evidence/documentation addressing the concerns of this indicator—the PED has rated this indicator as “Meets Standard.” Please note that in the future and if the performance framework does not change, a school that does not submit the required signed questionnaire, will be rated as "Falls Far Below" since schools are expected to follow directions and provide the required follow-up documentation. On August 1st, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questions in this section. Request from PED: School provides signed copy of the questionnaire. (Unsigned answers will be rated as Does Not Meet Standards). |
| Comments by LEA | |
| Compliance Indicators | Were there any invoices pending for more than 90 days in the current year? Were payroll liabilities paid timely in the current year? |
| Requested Documents | Evidence to support substantial compliance with timely paying expenditures |
| Other Documents | |
| Legal References | |

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

II. FINANCIAL PERFORMANCE FRAMEWORK

II-A.04: Reimbursements

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED ranks this indicator as "Meets Standard." At this time, PED has observed no evidence to indicate the school is not timely submitting audit information as is required under II-A.04: Reimbursements. Please note: While the school failed to provide the required follow-up documentation – the signed indicator questionnaire or evidence/documentation addressing the concerns of this indicator—the PED has rated this indicator as "Meets Standard." Please note that in the future and if the performance framework does not change, a school that does not submit the required signed questionnaire, will be rated as "Falls Far Below" since schools are expected to follow directions and provide the required follow-up documentation. On August 1st, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questions in this section. Request from PED: School provides signed copy of the questionnaire (i.e., questions #1-8 beginning on page 6 of the Performance Framework document). (Unsigned answers will be rated as Does Not Meet Standards).

Comments by LEA

Compliance Indicators Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

Requested Documents Evidence to support substantial compliance in seeking reimbursements

Other Documents

Legal References

II. FINANCIAL PERFORMANCE FRAMEWORK

II-A.05: Audit Reviews

Updated 09/28/2017 by Becky Kappus

SEA Status Falls Far Below Standard FINAL

LEA Status In Progress

Comments by SEA 9.8.17 NMPED Rating: PED ranks this indicator as "Falls Far Below Standard Final" because the school indicates that the last released audit by the State Auditor was for FY16 that the school was specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor and the school received a disclaimer of opinion on its audit.

Request from PED: School provides signed copy of the questionnaire. (Unsigned answers will be rated as Does Not Meet Standards).

Comments by LEA

Compliance Indicators What were the findings, if any, from the last released audit? Were there any findings considered material weaknesses? What has the school done to correct these audit findings? Were any of the findings a repeat finding from last year?

Requested Documents Evidence of responding to audit findings in a manner sufficient to remedy the audit finding

Other Documents

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Legal References

II. FINANCIAL PERFORMANCE FRAMEWORK

II-A.06: Meals

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED ranks this indicator as "Meets Standard." At this time, PED has observed no evidence to indicate the school is not timely submitting audit information as is required under II-A.06: Meals. Please note: While the school failed to provide the required follow-up documentation – the signed indicator questionnaire or evidence/documentation addressing the concerns of this indicator—the PED has rated this indicator as "Meets Standard." Please note that in the future and if the performance framework does not change, a school that does not submit the required signed indicator questionnaire, will be rated as "Falls Far Below" since schools are expected to follow directions and provide the required follow-up documentation.
On August 1st, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questions in this section.
Request from PED: School provides signed copy of the questionnaire. (Unsigned answers will be rated as Does Not Meet Standards).

Comments by LEA

Compliance Indicators If the school serves meals to students, were there any audit findings noted regarding food contracts?

Requested Documents Evidence of managing food service contracts appropriately without audit findings

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.00: Educational Plan

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED has rated this indicator "Meets Standard" because during the site visit team members observed implementation of the school's material terms and at this time, PED has not been presented with any evidence that the school is not meeting the applicable education requirements as is required by III-A.00: Education Plan.
4/19/17
During the site visit, the team saw documentation (sign-in sheets) that supports the school is holding regular parent events.
During the site visit, the team members noted that teachers had data folders for all of their students. The folders did include assessment data, attendance information, and student work.
Team members also observed the 50/50 dual language program.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Observed student taking the iStation test. PARCC testing was in progress.

Observed one Spanish designated class being taught in English. Students were conversing in English as well.

Observed team teaching of 8th grade. ESL students were given supplemental instruction in Spanish as needed.

Comments by LEA

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|-----------------------|---|
| Compliance Indicators | Is the school implementing the material terms of the approved charter application as defined in the Charter Contract? |
|-----------------------|---|

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|---------------------|--|
| Requested Documents | Evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract. |
|---------------------|--|

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.01: Education Plan

Updated 09/29/2017 by Becky Kappus

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| SEA Status | Falls Far Below Standard FINAL |
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| LEA Status | In Progress |
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MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Comments by SEA

9.29.17 NMPED Rating: PED rates this as Falls Far Below Standard Final because the 8th grade students are only in school until May 18 and therefore only receive 1124 hours and this is below the 1170 hours reported in their budget calendar for SY18. PED notes that the K-7 grades are scheduled for 1170 hours.

Team members noted the integration of the Common Core State Standards during our classroom observations. Team members observed in both math and English Language Arts courses and in both subject areas, team members were able to observe lessons that were aligned to the Common Core Standards. During the visit, the team members saw evidence that the school is implementing iStation and PARCC testing.

The PED instructional hour review as attached indicates the school is NOT meeting the instructional hour and reporting requirements as is required under the performance framework.

Requested Instructional Hour Follow Up:

1) Within 30 days please provide a narrative to address the concerns within the attached worksheet and ensure the school will meet minimum instructional hour and reporting requirements in future years.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Comments by LEA

Compliance Indicators Is the school complying with applicable education requirements?

Requested Documents Content Standards, including Common Core
Evidence of instructional days or hours requirements
Graduation requirements
Next Step Plans
Parent surveys
Promotion/retention requirements
State assessments

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.02: Education Plan

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED rates this indicator as "Meets Standard" because the school provided a policy and dispute resolution process available to the school community and specific to McKinney-Vento/homeless students are in place, (b) process on how the school will document services provided to identified students, and PED confirmed that the Governing Body did approve the McKinney Vento policy. At this time, PED has not been presented with any evidence that the school is not meeting the applicable education requirements as is required by III-A.02: Education Plan.

Enrollment
4/19/17: CSD reviewed the school's enrollment and admission policies and forms. CSD observed no evidence of discriminatory screening practices or imposition of inappropriate admission standards in the application.

RTI/SAT
During the site visit, the team members confirmed that the school has an RtI/SAT process. The team members saw working SAT files and evidence of professional development on the SAT process.

McKinney Vento
During the 4/19/17 site visit, the team confirmed that the school does have processes and criteria established to locate and identify homeless families and unaccompanied youth (See ESSA guidance, Section III). However, the school needs to create a McKinney Vento Complaint Policy and Dispute Resolution Process" (See NMAC § 6.10.3 (D)) and create and make public a notices of rights (See NMAC § 6.10.3 (D)(2)(C)).

Site Visit: CSD did not observe documentation of required McKinney-Vento policy/notice of rights and dispute resolution process as required by state rule (NMAC § 6.10.3). Documentation of homeless inquiries regarding enrollment, complaints, services, or other issues (see ESSA Guidance) are still being developed according to the school.

Request from CSD: School provides: (a) documentation that a policy and dispute resolution process available to the school community and specific to McKinney-Vento/homeless students are in place, (b) process on how the school will document services provided to identified students, and (c) Additionally, please describe the steps the school will take to ensure the same concerns do not arise this year or in future years.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Comments by LEA

Compliance Indicators Is the school protecting the rights of all students?

Requested Documents Evidence of compliance with applicable laws and regulations relating to: RtI and SAT processes, admissions, lottery, waiting lists, fair and open recruitment, and enrollment; adherence to due process protections, privacy, civil rights, and student liberty

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.03: Educational Plan

Updated 09/28/2017 by Becky Kappus

SEA Status Falls Far Below Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED rates this indicator as "Falls Far Below Standard Final" because the school did not provide evidence of monitoring of direct service, direct service logs, and a description of process on how it will ensure accuracy of "Level of Service" determination and this indicates that the school is not complying with applicable education requirements as is required by III-A.03: Education Plan.

4.19.17 Site Visit: CSD team did not observe documentation for direct special education (casemanager). CSD observed IEPs that included mismatches between "Schedule of Service" total hours, for example, 16 hours/week for casemanagement and ancillary services was listed for one student and "Level of Service" for the same student was instead determined using 20 hours/week (i.e., instead of using 16/30 with the 30 being total instructional hours for all students at school resulting in erroneous increase of the percentage of service for the student).

4.19.17 Follow-Up Request from CSD: School needs to provide: (a) a process and plan to monitor direct services, (b) evidence of monitoring of direct service which may include direct service logs, and (c) description of process on how it will ensure accuracy of "Level of Service" determination. Please, within 30-days, provide evidence to demonstrate the identified concerns have been corrected. Additionally, please describe the steps the school will take to ensure the same concerns do not arise this year or in future years.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Comments by LEA

Compliance Indicators Is the school protecting the rights of students with special needs?

Requested Documents Evidence of compliance with IDEA, ADA, Section 504 of the Rehabilitation Act of 1973 as well as laws relevant to gifted children

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.04: Educational Plan

Updated 09/28/2017 by Becky Kappus

SEA Status Falls Far Below Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED rates this indicator as "Falls Far Below Standard" because the school only provided as evidence the completed New Mexico Public Education Department |Bilingual Multicultural Education Bureau Serving English Learners Monitoring Checklist. This checklist does not provide evidence that the school is ensuring that students who score high enough on the WAPT are not receiving WIDA testing and that EL documentation is in students' cum files. This indicates that the school is not complying with applicable education requirements as is required by III-A.04: Education Plan.

4/19/17

During the site visit, the team reviewed about 30 student files. The team members noted that the school members are over identifying English language learners. The team members found in 7 files, the student had already exited from the EL program but they were given a HLS survey after they had exited the program. Additionally, in 8 of the files reviewed, the team members noted that students had scored high enough on the WAPT screener but were given the ACCESS testing. These students should not have been given the ACCESS testing. The team also noted that one student file did not contain a Home Language Survey.

In several files, the team discovered that the school gave the HLS survey as part of the registration packet. The home language survey should be filled out one time in a student's public education career, not at every enrollment. Please do not have this document as part of the general registration packet.

CSD site visit: Because several student files had WAPT results that indicated the students did not need to receive WIDA testing and that students who had already exited from the EL program were given a HLS after they had exited and as a result these students may have not been properly identified. TITLE 6 PRIMARY AND SECONDARY EDUCATION, Chapter 29, Part 5 outlines the process for identifying and supporting English Language Learners.

Request from CSD: School provides process for: (a) ensuring that students who score high enough on the WAPT are not receiving WIDA testing. Also, Please, within 30-days, provide evidence (The HLS is removed from registration packet, the plan to ensure all EL related documentation is in Cum files), to demonstrate the identified concern has been corrected. Additionally, please describe the steps the school will take to ensure the same concern does not arise this year or in future years.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Comments by LEA

Compliance Indicators Is the school protecting the rights of English Language Learners?

Requested Documents Evidence of compliance with applicable laws, rules, and regulations including but not limited to Title III of the ESEA

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.05: Educational Plan

Updated 09/28/2017 by Becky Kappus

SEA Status Working to Meet Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED rates this indicator as "Working to Meet Final" because the school provided a 10 day letter that includes information that school will report to the probation services office of the judicial district where the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in a family in need of service after the 11th absence.

4/19/17
CSD site visit: During the site visit, the team noted that the school has 5 ,and 10 day attendance letters. The letters do require a parent meeting. However, after the the 10 day notice, the team members did not see evidence that the school is notifying the CYFD that the student is habitually truant and the letter does not specifically state that the school will report after the 11th absence to the probation services office of the judicial district where the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in a family in need of service. (See NMPED Guide to Truancy Referrals; See NMSA § 22-12-7).

Request from CSD: CSD site visit the team noted that the 10 day letter includes does not include information that school will report to the probation services office of the judicial district where the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in a family in need of service after the 11th absence. (See NMPED Guide to Truancy Referrals; See NMSA § 22-12-7). Please, within 30-days, provide evidence to demonstrate the identified concern has been corrected. Additionally, please describe the steps the school will take to ensure the same concern does not arise this year or in future years.

Comments by LEA

Compliance Indicators Is the school complying with the compulsory attendance laws?

Requested Documents Evidence of compliance with applicable laws, rules, and regulations relating to compulsory school attendance

Other Documents

Legal References

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

III-A.06: Educational Plan

Updated 10/03/2017 by Icela Pelayo

SEA Status Working to Meet Standard FINAL

LEA Status In Progress

Comments by SEA 9/28/17 NMPED Rating: PED has rated this indicator "Working to Meet Standard Final" because the STARS Charter Enrollment by District by School Report for the SY2017 indicates that the school's rate was 83.14% and this indicates that the school is not complying with applicable education requirements as is required by III-A.05: Education Plan.
PED will have this data. 85% is the standard in the Organizational Performance Framework.

Comments by LEA

Compliance Indicators Did the school meet their recurrent enrollment goals?

Requested Documents At least 85% of eligible cohort re-enrolled

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

IV-A.00: Business Management and Oversight

Updated 10/03/2017 by Icela Pelayo

SEA Status Falls Far Below Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED rates this indicator as "Falls Far Below Standard Final" because the school did not provide any evidence of implementation of the school's Corrective Action Plan and this indicates that the school is not complying with applicable education requirements as is required by IV-A.00: Business Management Oversight.
PED reviewed the FY16 Financial Audit. PED observed that the school received a Disclaimed audit opinion on the FY16 Financial Audit. The FY16 Financial Audit also indicated 8 findings. These findings included the following:

2014□001 Purchase Orders (Significant Deficiency)

Condition: In a sample of 60 cash disbursements: 2 Purchase Orders (payment total \$2,475) were issued after the purchase was made; 2 Purchase Orders (payment total \$7,329) were for an amount less than the amount paid to the vendor; a signed copy of the Purchase Order was not available for 8 Purchase Orders (payment total \$94,077); 9 Purchase Orders (payment total \$71,536) could not be located; 12 purchase requisitions totaling \$109,791 could not be located. In a sample of 24 disbursements to administrators: 1 Purchase Order (payment total \$150) was issued after the purchase was made; 1 Purchase Order (payment total \$1,404) could not be located; 2 purchase requisitions totaling \$1,256 could not be located. In a sample of 10 student activity disbursements: 1 Purchase Order (payment total \$210) was issued after the payment was made; 1 Purchase Order (payment total \$1,310) was not signed; 2 purchase requisitions totaling \$677 were not available.

In a sample of 3 travel and per diem disbursements tested there was 1 Purchase Order in the amount of \$532 that could not be located. There was also 1 purchase requisition in the amount of \$2,249 that could not be located.

The School did not make any progress in addressing this prior year finding.

2015□001 Internal Control Over Cash Disbursements (Significant Deficiency)

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Condition: In a sample of 24 disbursements to administrators: We noted a payment to a vendor where there is a discrepancy in what service was performed and for whom the service was performed in the amount of \$342. The invoice has been possibly altered. There was 1 payment in the amount of \$150 for product that was shipped to an unknown address. There was 1 reimbursement for a payment of \$300 which was paid late to a vendor. In this case \$10 in late fees were paid. There was 1 reimbursement which was overpaid by \$8. There were 4 purchase requisitions not dated or dated after the purchase (payment total \$531). In a review of 6 vendor files: we noted 23 instances (payment total \$92,934) where payments were made late to the vendor. We noted the school paid \$557 in late fees for these particular invoices. In a sample of 21 disbursements after year end: we noted 3 checks totaling \$35,499 that were paid after the due date. In a sample of 60 cash disbursements: There was 1 instance where the school paid gross receipts tax in the amount of \$76 because it did not provide evidence of its tax exempt status to a vendor in a timely manner. There were 3 purchase requisitions (payment total \$55,235) which were not signed off to approve the purchase. There were 3 purchase requisitions (payment total \$4,821) dated after the purchase. For 4 disbursements totaling \$86,029 there was no evidence of written quotes being obtained by the school. For 2 disbursements totaling \$21,690 the amounts paid to vendors did not agree to the amounts stated in their contracts with the school. For 5 payments totaling \$105,352 there was not a contract available to determine if the payments were valid.

In a sample of 10 student activity disbursements: There were 3 purchase requisitions which were not signed or were signed after the purchase (purchase amount \$1,841). The school did not make any progress in correcting this prior year audit finding.

2016□001 Internal Control Structure (Material Weakness)

Condition: During our test work, we were not able to obtain sufficient appropriate audit evidence to test the account balances and transactions selected. As such, we noted the following discrepancies which lead us to believe the school was "unauditable":

- Journal entries and the associated supporting documentation could not be located.

- Bank reconciliations were done outside of the accounting software. A reconciliation between the "outside" bank reconciliations and the reconciliations within the accounting software was not available.

- In a sample of twenty□five revenue items, the supporting documentation could not be located.

- In a sample of ten activity fund receipts, the supporting documentation could not be located.

- The federal Form 941 for the quarters ended March 31, 2016 and June 30, 2016 could not be located.

- Education Retirement Board Contribution forms for June and July 2016 could not be located.

- In a sample of sixty cash disbursements, there were fifteen payments totaling \$78,935 where the supporting documentation could not be located. -There were also ten payments totaling 98,428 where there was insufficient documentation available to determine if the payment was for the correct amount.

- In a sample of twenty□four disbursements to administrators there were eleven payments totaling \$9,677 where no documentation could be located. There were also ten payments totaling \$2,148 where there was insufficient documentation available to determine if the payment was for the correct amount.

- In a sample of twenty□one disbursements subsequent to year end there were four instances totaling \$36,744 where there was not sufficient documentation to determine if the payments were made timely or which fiscal year the disbursement applied to. There were also seven disbursements totaling \$152,462 where there was no supporting documentation available.

This disclaimed audit opinion indicates the school did not submit sufficient information required to conduct an annual audit. This significant deficiency in internal controls indicates the school either did not develop or adhere to sound internal control policies. This significant deficiency in purchasing orders indicates the school did not develop and adhere to purchasing protocols. ----

CSD rated this indicator "Does Not Meet Standard" because the above evidence indicates the school did not submit sufficient information required to conduct an annual audit, did not adhere to sound internal control policies and did not develop and adhere to purchasing protocols. This evidence indicates the school did not meet financial reporting and compliance requirements.

Comments by LEA

Compliance Indicators Is the school meeting financial reporting and compliance requirements?

Requested Documents Evidence of submittal of documentation related to the use of public funds, submittal of information required to conduct an annual audit, development of and adherence to sound internal control policies, development of and adherence to purchasing protocols

Other Documents

Legal References

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

IV-A.01: Business Management and Oversight

Updated 10/03/2017 by Icela Pelayo

SEA Status Falls Far Below Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED rates this indicator as "Falls Far Below Standard Final" because the school did not provide any evidence of implementation of the school's Corrective Action Plan and this indicates that the school is not complying with applicable education requirements as is required by IV-A.01: Business Management Oversight.

PED reviewed the FY16 Financial Audit. PED observed that the school received a Disclaimed audit opinion on the FY16 Financial Audit. The FY16 Financial Audit also indicated 8 findings. These findings included the following:

2014□001 Purchase Orders (Significant Deficiency)

Condition: In a sample of 60 cash disbursements: 2 Purchase Orders (payment total \$2,475) were issued after the purchase was made; 2 Purchase Orders (payment total \$7,329) were for an amount less than the amount paid to the vendor; a signed copy of the Purchase Order was not available for 8 Purchase Orders (payment total \$94,077); 9 Purchase Orders (payment total \$71,536) could not be located; 12 purchase requisitions totaling \$109,791 could not be located. In a sample of 24 disbursements to administrators: 1 purchase Order (payment total \$150) was issued after the purchase was made; 1 Purchase Order (payment total \$1,404) could not be located; 2 purchase requisitions totaling \$1,256 could not be located. In a sample of 10 student activity disbursements: 1 Purchase Order (payment total \$210) was issued after the payment was made; 1 Purchase Order (payment total \$1,310) was not signed; 2 purchase requisitions totaling \$677 were not available. In a sample of 3 travel and per diem disbursements tested there was 1 Purchase Order in the amount of \$532 that could not be located. There was also 1 purchase requisition in the amount of \$2,249 that could not be located. The School did not make any progress in addressing this prior year finding.

2015□001 Internal Control Over Cash Disbursements (Significant Deficiency)

Condition: In a sample of 24 disbursements to administrators: We noted a payment to a vendor where there is a discrepancy in what service was performed and for whom the service was performed in the amount of \$342. The invoice has been possibly altered. There was 1 payment in the amount of \$150 for product that was shipped to an unknown address. There was 1 reimbursement for a payment of \$300 which was paid late to a vendor. In this case \$10 in late fees were paid. There was 1 reimbursement which was overpaid by \$8. There were 4 purchase requisitions not dated or dated after the purchase (payment total \$531). In a review of 6 vendor files: we noted 23 instances (payment total \$92,934) where payments were made late to the vendor. We noted the school paid \$557 in late fees for these particular invoices. In a sample of 21 disbursements after year end: we noted 3 checks totaling \$35,499 that were paid after the due date. In a sample of 60 cash disbursements: There was 1 instance where the school paid gross receipts tax in the amount of \$76 because it did not provide evidence of its tax exempt status to a vendor in a timely manner. There were 3 purchase requisitions (payment total \$55,235) which were not signed off to approve the purchase. There were 3 purchase requisitions (payment total \$4,821) dated after the purchase. For 4 disbursements totaling \$86,029 there was no evidence of written quotes being obtained by the school. For 2 disbursements totaling \$21,690 the amounts paid to vendors did not agree to the amounts stated in their contracts with the school. For 5 payments totaling \$105,352 there was not a contract available to determine if the payments were valid. In a sample of 10 student activity disbursements: There were 3 purchase requisitions which were not signed or were signed after the purchase (purchase amount \$1,841). The school did not make any progress in correcting this prior year audit finding. This disclaimed audit opinion indicates the school did have a qualified audit opinion. These findings indicates the school did not have an audit devoid of significant findings.

2016□001 Internal Control Structure (Material Weakness)

Condition: During our test work, we were not able to obtain sufficient appropriate audit evidence to test the account balances and transactions selected. As such, we noted the following discrepancies which lead us to believe the school was "unauditable":

- Journal entries and the associated supporting documentation could not be located.
- Bank reconciliations were done outside of the accounting software. A reconciliation between the "outside" bank reconciliations and the reconciliations within the accounting software was not available.
- In a sample of twenty□five revenue items, the supporting documentation could not be located.
- In a sample of ten activity fund receipts, the supporting documentation could not be located.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

-The federal Form 941 for the quarters ended March 31, 2016 and June 30, 2016 could not be located.
-Education Retirement Board Contribution forms for June and July 2016 could not be located.
-In a sample of sixty cash disbursements, there were fifteen payments totaling \$78,935 where the supporting documentation could not be located. -There were also ten payments totaling 98,428 where there was insufficient documentation available to determine if the payment was for the correct amount.
-In a sample of twenty-four disbursements to administrators there were eleven payments totaling \$9,677 where no documentation could be located. There were also ten payments totaling \$2,148 where there was insufficient documentation available to determine if the payment was for the correct amount.
-In a sample of twenty-one disbursements subsequent to year end there were four instances totaling \$36,744 where there was not sufficient documentation to determine if the payments were made timely or which fiscal year the disbursement applied to. There were also seven disbursements totaling \$152,462 where there was no supporting documentation available.

PED has rated this indicator a Does Not Meet Standard because the above evidence indicates the school did have a qualified audit opinion and did not have an audit devoid of significant findings. This evidence indicates the school was not following generally accepted accounting principles.

Comments by LEA

Compliance Indicators Is the school following generally accepted accounting principles?

Requested Documents Evidence of an unqualified audit opinion, an audit devoid of significant findings, an audit that does not include ongoing concern disclosure

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

V-A.00: Governance and Reporting

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED has rated this indicator "Meets Standard" because at this time, PED has not been presented with any evidence that school is not complying with governance requirements as is required under V-A.00 Governance and Reporting.
The team will provide the GB members with feedback from the GB meeting they attended.

Comments by LEA

Compliance Indicators Is the school complying with governance requirements? Did the Governing Body members respond to any concerns that were noted during the CSD's observation of the Governing Body meeting?

Requested Documents

Other Documents Governing Body Observation Form

Legal References

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center

PEC Authorized Annual Monitoring

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

V-A.01: Governance and Reporting

Updated 09/28/2017 by Becky Kappus

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|-----------------------|---|
| SEA Status | Falls Far Below Standard FINAL |
| LEA Status | In Progress |
| Comments by SEA | 9.28.17 NMPED Rating: PED rates this indicator as "Falls Far Below Standard Final" because the school did not submit Head Administrator's annual evaluation for the SY17 and this indicates that the school is not complying with applicable education requirements as is required by V-A.01: Governance and Reporting. Requested Feedback: By 8/1/17, the school needs to upload the Head Administrator's annual evaluation for the SY16 here. |
| Comments by LEA | |
| Compliance Indicators | Is the school holding management accountable? |
| Requested Documents | Submit the governing body's written annual evaluation of the head of school that holds the head of school accountable for performance expectations. |
| Other Documents | |
| Legal References | |

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

VI-A. 00: Employees

Updated 09/28/2017 by Becky Kappus

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|-----------------|--|
| SEA Status | Falls Far Below Standard FINAL |
| LEA Status | In Progress |
| Comments by SEA | 9.28.17 NMPED Rating: PED rates this indicator as "Falls Far Below Final" because the school did not provide the requested description of the steps the school will take to ensure the concern regarding staff files and credentials does not arise this year or in future years. 4/19/17 Mentorship: During the site visit, the team determined that the school is not documenting their mentorship process. CSD team members noted that the school did not have the evidence to document that the school is complying with NMAC 6.60.10.8 REQUIREMENTS FOR MENTORSHIP PROGRAMS. Contracts: During the site visit, the team did not see the current contract for the Head Administrator which is required per NMAC 6.20.2.18. The contract we reviewed was signed by the former Executive Director. Business Manager Job description: During the site visit, the team asked the school leaders for a job description for the former business manager position. The school was unable to provide this description during site visit. Staff Credentials: Members from the PED team reviewed all staff files. the team members noted that the school does not have the licenses and background checks at the school for the social worker and the ancillary staff members. The team members also noted that several files were missing college transcripts and two files were missing the copies of licenses. Team members also noted that the school has a health assistant on their staff, but that individual is not overseen by a school nurse. Please address this as a concern and also ensure that information is provided to CSHWB. NMAC |

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

6.20.2.18 requires schools to maintain such employee record documents be available for inspection.

Notification on Substitute:

During the site visit, the team was made aware that the school had a long-term substitute and the school was unable to provide evidence of parental notification as per NMAC 6.29.1.9.B(9)(b) to inform parents that such teachers do not hold the requisite license or endorsement.

1/2/2017 -

This school does not have any discrepancies with reporting to the licensure bureau.

These discrepancies indicate the school has not demonstrated compliance with certification requirements.

The school had 0 discrepancies at the 40 day reporting date. The school had 0 discrepancies at the 80 day reporting date.

This school had 0 repeated discrepancies on the 80th day that were not corrected from the 40th day.

The reported discrepancies did not include concerns about employees lacking a valid background check with PED.

Requested Follow Up:

1) Please, within 30-days, provide the school mentorship plan. This mentorship plan must be compliant with NMAC 6.60.10.8,

2) Please, within 30-days, provided any necessary forms to be used in the school mentorship plan.

3) Please, within 30-days, provide a copy of signed contract for the current head administrator. (Please be sure to redact any identifying information.)

4) Please, within 30 days, provide PED with any job descriptions and job postings for the former business manager.

5) Please, within 30 days, provided PED with any job descriptions and job posting for the current business manager. (If applicable)

6) Please, within 30 days, provide evidence to demonstrate the identified concern regarding staff files and credentials have been corrected. Additionally, please describe the steps the school will take to ensure the same concern does not arise this year or in future years.

7) Please, within 30 days, provide a description and plan how the school will ensure the school has appropriate staff to provide the health service needs of staff and students. If the school will utilize a health assistant this plan must show how the assistant is overseen by a licensed nurse.

8) Please, within 30 days, provide evidence the school has provided this health services plan to CSHWB. This includes evidence of any licensed health staff.

9) Please, within 30 days, provide a process and plan to send (if necessary) parental notification of a long term substitute or a teacher missing highly qualified licensure after 4 weeks. See NMAC 6.29.1.9.B(9)(b) for more information.

10) Please, within 30 days, provide a draft letter for this parent notification letter.

Comments by LEA

Compliance Indicators Is the school meeting teacher and other staff credentialing requirements?

Requested Documents The school demonstrates compliance with certification requirements and mentorship requirements

Other Documents

Legal References

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

VI-A. 01: Employees

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED has rated this indicator as "Meets Standard" because at this time, PED has not been presented with any evidence that school is not complying with VI-A.00 Employees. 1/2/2017 - La Promesa Early Learning has completed 33% of Domain 2 and 3 Observations in Frontline/Oasys. These observations were required to be completed by December 20th at the latest.

The school is currently out of compliance with the requirements of the statewide teacher evaluation program. The school must complete 18 observations based on the data provided in Frontline/Oasys. The school has not started 5 observations, has 7 observations in progress, and has completed 6 observations.

Requested Follow Up:

1) Please, within 30 days, provide evidence that school has completed all necessary Frontline/Oasys observations.

Comments by LEA

Compliance Indicators Is the school respecting employee rights?

Requested Documents The school demonstrates compliance with: The school personnel act, Charter School Act, FMLA, ADA, the right to organize collectively, the right to PD and evaluations

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

VI-A.02: Employees

Updated 10/03/2017 by Icela Pelayo

SEA Status Falls Far Below Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED rates this indicator as Falls Far Below Standard Final" because the school did not provide the requested documents in a format that would accessible by the PED, consequently, the PED was not able to verify if the school has the background checks at the school for the social worker and the ancillary staff members. NMAC 6.20.2.18 requires schools to maintain staff records and have them available for inspection. This indicates that the school is not complying with applicable education requirements as is required by VI-A. 01: Employees.

Request from school:

Members from the PED team reviewed all staff files. the team members noted that the school does not have the background checks at the school for the social worker and the ancillary staff members. NMAC 6.20.2.18 requires schools to maintain staff records and have them available for inspection.

Request from school:

1) Please, within 30-days, provide evidence to demonstrate the identified concern regarding staff files and credentials have been corrected.

2) Please, within 30-days, provided a narrative process or plan the school will take to ensure that same concern does not arise this year or in future years.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Comments by LEA

Compliance Indicators Is the school completing required background checks?

Requested Documents Evidence of compliance with applicable laws, rules, and regulations related to background checks of all individuals associated with the school

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

VII-A.00: School Environment

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED has rated this indicator as "Meets Standard" because at this time, PED has not been presented with any evidence that school is not complying with the educational requirements as is required under VII-A.00:School Environment.
4/19/17
CSD Notes: During the PED site visit, the team observed no evidence to indicate non-compliance with applicable laws, rules, and regulations relating to the school's facilities. No follow-up required.
year.

Comments by LEA

Compliance Indicators Is the school complying with facilities requirements?

Requested Documents Evidence of compliance with E-occupancy, facility condition rating, facility master plan, facility maintenance plan, fire inspections, facility variances, student transportation programs

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

VII-A.01: School Environment

Updated 10/03/2017 by Icela Pelayo

SEA Status Working to Meet Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED rates this indicator as "Working to Meet Standard Final" because the school provided a process and plan to ensure that all new staff take the child abuse, neglect and detection course within the 1st year of employment, a narrative on how the school deals with or monitors wandering students, and assurance that all staff files contain the "Child Abuse and Neglect Detection Training" certificate. During the 2017-2018 site visit, the PED team will review evidence that the school is in compliance with this indicator, including verification of all personnel files to ensure that all teachers have taken the required course on reporting child abuse, neglect, and detection course.
4/19/17

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

During the site visit, the team members noted that the school had conducted the required fire drills and shelter-in-place drills. The school will need to provide documentation that they held their evacuation drill for 2016-17 school. The school provided the school's safety plan to the team during the visit. The team did not have any concerns regarding this plan.

The team noted that all visitors are required to sign in and wear badges while they are at the school.

The school leaders provided evidence that the school is teaching both PE and health and these courses are aligned to the NM state standards.

While reviewing the staff files, the team noted that 12 staff members did not have the required certificate indicating that they have completed the child abuse, neglect and detection course (NMSA § 22-10A-32)

Observed one first grade child wandering in the hall with no supervision. She had wanted to attend one class, but was told to go to her assigned class. Glancing out the window a few minutes later, the child was seen still in the hallway looking at the posters. Several minutes later, the child ducked into the restroom and looked out to see if she had been noticed. Advised the Kindergarten teacher nearby there was a student in the halls. When the teacher and team member went out into the hall, she again peeked out from the bathroom, then quickly shut the door. Total time the child was not in a classroom was approximately 10-15 minutes. When the team member entered the hallway again, the child was no longer in the hall. The school leader was advised of this situation during the site visit and the school leader advised they were aware of the situation and the student involved.

1/2/2017 - The school's Safe Schools Plan was accepted on 8/10/15.

Requested Follow Up:

1) Please, within 30-days, provide evidence that all staff have taken the child abuse, neglect and detection course.

2) Please, within 30-days, provide a process and plan to ensure that all new staff take the child abuse, neglect and detection course within the 1st year of employment as is required under NMSA 22-10A-32.

3) Please, within 30-days, provide a brief narrative how the school deals with or monitors wandering students as described above.

Comments by LEA

Compliance Indicators Is the school complying with health and safety requirements?

Requested Documents Evidence of compliance with Safe Schools Plan, School Health Rules Checklist, providing appropriate health services, meeting food service requirements, other resources as required

Other Documents

Legal References

III. ORGANIZATIONAL PERFORMANCE FRAMEWORK

VII-A.02: School Environment

Updated 09/28/2017 by Becky Kappus

SEA Status Meets Standard FINAL

LEA Status In Progress

Comments by SEA 9.28.17 NMPED Rating: PED has rated this indicator as "Meets Standard" because at this time, PED has not been presented with any evidence that school is not complying with VII-A.02:School Environment. 4/19/17

During the site visit, the team noted that all staff and student files were stored in locked cabinets.

MONITORING INSTRUMENT ITEM REPORT

La Promesa Early Learning Center PEC Authorized Annual Monitoring

Comments by LEA

Compliance Indicators Is the school handling information appropriately

Requested Documents Evidence of compliance with requirements related to STARS data system, FERPA, IPRA, transfer of student records, testing materials, safe storage of documents

Other Documents

Legal References

ORGANIZATIONAL PERFORMANCE FRAMEWORK

School Specific Terms

Updated 09/25/2017 by Baylor Del Rosario

SEA Status Falls Far Below Standard FINAL

LEA Status In Progress

Comments by SEA 9.25.17 PED Rating: The PED has rated this indicator "Falls Far Below Standard" because the school received such rating on its school-specific term.

School needs to provide data on the following item:

The school shall investigate an appropriate Spanish language acquisition assessment that utilizes both proficiency and growth for possible inclusion next year as a Spanish language acquisition goal.

Comments by LEA

Compliance Indicators The school reports and provides data on any terms specified in the Performance Framework.

Requested Documents

Other Documents

Legal References

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|---|------------------------------------|--|--------------------------|--------------------|
| | Name of Charter School | La Promesa Early Learning Center | | |
| | Head Administrator | Chris Jones | | |
| | Governing Board Approval Date | | | |
| | GENERAL AGREEMENT | | | |
| | Monitoring tool reports to PEC/CSD | The school will report on the progress of the CAP at the October, 2017 meeting of the PEC and at the April, 2018 meeting. | | |
| | CAP Requirement | CAP Requirement description | Notes on CAP requirement | Date of Completion |
| | ACADEMIC GOALS | | | |
| | | The school will show in SY 17/18 that it has a school grade of C or met all other academic indicators (b, c and d), the CAP for academics will have been met. The school will provide by 5/20/18 NWEA testing data to CSD. If the NWEA Report shows the school met its goal with the new definition of growth identified below, the school satisfied its CAP. If CSD determines thru their assessment of NWEA test results that the school has not met its goal, a revocation hearing will take place within 15 days after any third party review. | | |
| a | Academic Performance Framework | The school will obtain a C or a 3-year C average on the scorecard published in summer 2017 after being allowed to appeal any grade to PED through their appeal process. | | |

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| b | Academic Performance Framework | The Academic Framework will be modified to redefine the student cohort as those students without an IEP. The definition of growth will be defined as 1.5 year growth. The school will meet or exceed its reading targets with these changes. A new Performance Indicator is being drafted.. | | |
| c | Academic Performance Framework | The Academic Framework will be modified to redefine the student cohort as those students without an IEP. The definition of growth will be defined as 1.5 year growth. The school will meet or exceed its math targets with these changes. A new Performance Indicator is being drafted. | | |
| d | Academic Performance Framework | The school will meet or exceed its WIDA goal | | |

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| | | The school will provide the raw data to CSD within three days of the close of the window for the last testing period. The CSD must provide the data interpretation by no later 15-20 working days from the date the School provides the data. If not analyzed and reported to the School by the deadline, then the School's assessment will be binding on the CSD. If there is a disparity between the results from CSD and the results identified by the school, then a third party will be hired to review the results, at the school's cost, and jointly selected by the parties. | | |
| | | a. Raw, student level short cycle assessment data for the current year and 2015-2016, the first year the school was under contract. | | |
| | | b. Raw, student level WIDA data for the current year and 2015-2016, the first year the school was under contract. | | |
| | | ORGANIZATION GOALS | | |
| | | 1. The principal must seek out leadership development opportunities and, on a quarterly basis, report on his attempts to find and participate in such programs to the PEC. In addition, we strongly recommend the principal apply for Principals Pursuing Excellence at the next available opportunity. | The principal will present proposed training to PEC by the date required to submit documents to the PEC for its October meeting. PEC will approve/modify the plan for the year at October meeting. The principal may provide proof of trainings taken from the date of the CAP up to the date of approval of the list and ask that these training count towards the plan. The proof of trainings completed will be provided to the PEC in April, 2018. | |

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| | | <p>2. Beginning in SY 17-18 the school must work with the Student Achievement and School Turnaround Division to implement the NMDASH improvement planning process and after completing the planning must continue to implement the 90-day planning, implementation and monitoring process for the term of the contract.</p> | <p>It is the parties' intention that NMDASH, and its resources, will be used as the primary tool for the turnaround of the school. If additional needs are identified during the process, then the school will look first to the Student Achievement and School Turnaround Division to support or identify how the issue of concern will be addressed. Any plan developed through this process will be presented to the PEC for approval. To the greatest extent allowable, the NMDASH will replace the school's EPSS and any additional school improvement plan.</p> | |
| | | <p>a. Attend all available training from Student Achievement and School Turnaround Division on implementing NMDASH.</p> | | |
| | | <p>b. Within this process identify specific adult action steps to support the academic improvement for all students.</p> | | |
| | | <p>c. Utilize the NMDASH Online system to report improvement planning and implementation after completing the offline planning process.</p> | | |
| | | <p>d. Seek input and feedback from the Student Achievement and School Turnaround Division, as available.</p> | | |
| | | <p>e. Demonstrate, during two annual site visits, which will be conducted in October and January annually for the term of the contract, the implementation of the improvement plan through appropriate artifacts. All attempts possible will be made to have the Annual site visits from the Turnaround Bureau and CSD coordinated to take place at the same time.</p> | | |

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| | | 3. The school must provide clear evidence that its has not hired relatives of Analee Maestas or any of her family within the required level of consanguinity defined by statute as employees or as contractors, other than Raylyn Martinez. The governing body of the school must make annual assurances of the same. | The School has disclosed that Raylyn Martinez works at the school; is not involved in finances, has tenure and cannot be fired except for cause. Ms. Martinez holds the position of teacher at the school earning a salary set by the teacher's set pay scale at the school. | |
| | | 4. The school must annually provide disclosures on the membership of any external foundation affiliated with the school, and will meet this requirement through an audit disclosure. | | |
| | | 5. Develop a rigorous governance recruitment and selection plan, which must be submitted to the PEC in time for document submittal for the October PEC meeting, in order to ensure future board members are independent from the school leader and all school staff, are properly vetted for previous professional or ethical misconduct, and the possess the following professional experience and skill sets: | | |
| | | a. Legal | | |
| | | b. Academic leadership | | |
| | | c. Government finances and accounting | | |
| | | d. Human Resources | | |
| | | e. Non-profit management | | |

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| | | 6. Revise school bylaws to establish appropriate board membership terms and to reflect the new recruitment and selection process. These revisions must be approved by the governing counsel and must be submitted to the PEC in time for document submittal for the October PEC meeting. | | |
| | | 7. All of the school's governing body members must complete a 2 day training (16 hours) provided by PED on or before August 30. | | |
| | | 8. For at least the next two years, the school must contract to have a third party work with the board to develop an evaluation tool and train the governing board on how to appropriately evaluate the principal and how to evaluate their own preformance. The evaluation must address academic and financial performance, governance, and leadership of both the principal and the board. The external contractor must be approved by the PEC. The contractor must be approved by the governing counsel and that person's credentials must be submitted to the PEC in time for document submittal for the October PEC meeting. | | |
| | | FINANCIAL GOALS | | |
| | | 1. The school will demonstrate compliance with the FY 2016 financial audit plan and financial improvement plan. There will be an annual site visit by the School Budget and Financial Analysis Bureau as well as the Audit Bureau | The school will demonstrate compliance by requesting a report from the audit bureau and school budget bureau to be presented at the October meeting of PEC or, if no one is available from PED to present this report, the business manager of the school will present information to the PEC. | |

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| | | 2. For the FY2017-2018 audit, the school must receive an audit that has no repeat finding three years in row. | | |
| | | 3. For the audit completed for the year immediately following the date on which the school regains Board of Finance authority, the school must receive an audit that 1) is unmodified, 2) not disclaimed, and 3) has no material weaknesses. | | |

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| School State ID Number | 528 |
| School Years | 2016-2017, 2017-2018 |
| Submission Date | |
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| Evidence required to support the requirement | Monitoring report update |
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| | <p>PED-CSD: The 2017 school grades were publically released on August 22, 2017. La Promesa earned an overall grade of D (39.58 total points, of which 3.34 are bonus points). The school did not submit a formal inquiry regarding its school grade. The grade is final.</p> <p>http://aae.ped.state.nm.us/docs/1617/SchoolGrading/528_001_STATE_CHARTER_LA_PROMESA_EARLY_LEARNING_CENTER_CHARTER__SchoolGrading_2017.pdf</p> |

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| | <p>PED-CSD: In the 2017 administration of the WIDA ACCESS for ELLs 2.0 (New Mexico's English language proficiency assessment) a standard-setting process occurred at the WIDA Consortium level (multiple states, including New Mexico). The impact of the standard-setting means that although our state's exit criteria (achieving a 5.0 or higher on the overall English language proficiency level score) has not changed, the score ranges for each English language proficiency level have changed. In essence, it is more difficult for students to achieve a 5.0 on the assessment and exit English learner (EL) status than it has been in the past. Calculating growth from 2016 to 2017 is not advisable since a different scoring criteria has been applied the 2017 results, setting a new baseline data. Starting in 2018, one year's growth can be calculated.</p> |

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| | <p>PED-CSD: The PED's S Student Achievement and School Turnaround Division provided onsite training on the NMDASH system on July 21, 2017. This is the first in a 3-part series of required trainings. The second training was held for multiple charters in Albuquerque on August 29, 2017. The third training was on October 5, 2017, which La Promesa attended.</p> |
| | <p>PED-CSD: Attended October 5th training; Third training scheduled in Albuquerque is for November 8, 2017.</p> |
| | <p>La Promesa did/did not submit its NMDASH plan by October 16, 2017.</p> |
| | |
| | <p>PED-CSD: Ask Megan and Severo if Chris reached out...</p> |
| | <p>PED-CSD: First binannual visit scheduled for October 20. Second visit is scheduled for XXXXX.</p> |

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| | PED-CSD: Only 4 of 6 attended on first day; 3 of 6 attended on second day. August 15-16. Attach correspondence with Laurel regarding GB; Did not meet deadline |
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| | PED-CSD: Talk to Molly; Do we have more compliance on this; Board of Finance? Schedule the visit with the other PED teams? |

| | |
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| | PED-CSD: Talk to Molly; Is the FY2017 audit out soon? |
| | PED-CSD: Best guess about when they might get BoF authority? |

SAMPLE REPORT**Student Status and Growth Projection Report****PRIYAM**

P - 3 Banarjee (Filtered)

Term Tested: Fall 2017-2018

Term Rostered: Fall 2017-2018

District: La Promesa Early Learning Center

School: La Promesa Early Learning Center

Norms Reference Data: 2015

Growth Comparison Period: Fall 2017 - Winter 2018

Weeks of Instruction: Start - 4 (Fall 2017)

End - 20 (Winter 2018)

Optional Grouping: None

Small Group Display: No

| | | Achievement Status | | | | Growth | | | | | | | |
|------------|-----------|---------------------|---------------------------|---------------------|---------------------------|---------------|------------------|-----------------|--------------------|--------------|----------------------|--------------------------|-------------------------------|
| | | Fall 2017 | | Winter 2018 | | Student | | | | | | Comparative | |
| FA17 Grade | FA17 Date | RIT Range (+/- SEM) | Percentile Range (+/- SE) | RIT Range (+/- SEM) | Percentile Range (+/- SE) | Projected RIT | Projected Growth | Observed Growth | Observed Growth SE | Growth Index | Met Projected Growth | Conditional Growth Index | Conditional Growth Percentile |
| 3 | 8/20/17 | 171-174-177 | 7-11-15 | | | 183 | 0 | | | | | | |
| 3 | 8/20/17 | 163-166-169 | 2-3-5 | | | 175 | 0 | | | | | | |
| 3 | 8/20/17 | 184-187-190 | 31-40-48 | | | 105 | 8 | | | | | | |
| 3 | 8/20/17 | 100-172-175 | 5-8-12 | | | 181 | 0 | | | | | | |
| 3 | 8/20/17 | 178-181-184 | 17-24-31 | | | 180 | 8 | | | | | | |
| 3 | 8/20/17 | 188-191-194 | 43-52-61 | | | 100 | 8 | | | | | | |
| 3 | 8/20/17 | 154-157-160 | 1-1-1 | | | 107 | 10 | | | | | | |
| 3 | 8/20/17 | 184-187-190 | 31-40-48 | | | 105 | 8 | | | | | | |
| 3 | 8/20/17 | 184-187-190 | 31-40-48 | | | 105 | 8 | | | | | | |
| 3 | 8/20/17 | 174-177-180 | 11-15-21 | | | 180 | 0 | | | | | | |
| 3 | 8/20/17 | 177-180-183 | 15-21-29 | | | 188 | 8 | | | | | | |
| 3 | 8/20/17 | 100-172-175 | 5-8-12 | | | 181 | 0 | | | | | | |
| 3 | 8/20/17 | 180-189-192 | 37-46-55 | | | 107 | 8 | | | | | | |
| 3 | 8/20/17 | 178-181-184 | 17-24-31 | | | 180 | 8 | | | | | | |
| 3 | 8/20/17 | 184-187-190 | 31-40-48 | | | 105 | 8 | | | | | | |
| 3 | 8/20/17 | 100-193-196 | 40-58-67 | | | 201 | 8 | | | | | | |
| 3 | 8/20/17 | 170-182-185 | 10-26-34 | | | 100 | 8 | | | | | | |
| 3 | 8/20/17 | 187-190-193 | 40-49-58 | | | 108 | 8 | | | | | | |
| 3 | 8/20/17 | 184-187-190 | 31-40-48 | | | 105 | 8 | | | | | | |
| 3 | 8/20/17 | 107-170-173 | 4-8-9 | | | 170 | 0 | | | | | | |

The middle value is the actual percentile for the student. Grade level equivalency is a value of 50, which is the 50th percentile.

Projected growth based on national norms. In the case of **1.5 years growth**, this student who has a projected growth 'value' of 9, will need to show an observed growth 'value' of 13.5 between fall and winter or spring.

Summary for: Mathematics

Percentage of Students who Met or Exceeded their Projected RIT

Percent of Projected Growth Met

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores

Count of Students who Met or Exceeded their Projected RIT

Median Conditional Growth Percentile

Actual RIT score is the middle number

* SE or SEM greater than normal. Use metric with caution.

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Page 1 of 3

nwea**Teacher Homeroom Data:**

- How many total students were tested?
 - Reading?
 - Math?
- How many total students are at the 50th percentile (at grade level) or higher?
 - Reading?
 - Math?
- What is the percentage of students who are at grade level as indicated by your fall 2017 NWEA Math and Reading Reports?
 - Reading?
 - Math?

Public Education Commission Meeting

May 12, 2017

Mabry Hall, Jerry Apodaca Education Building
300 Don Gaspar, Santa Fe, NM 87501

Summary Minutes

| | |
|---|--|
| Members Present- Patricia Gipson, Chair Karyl Ann Armbruster, Secretary Carmie Toulouse James Conyers Trish Ruiz Danielle Johnston Tim Crone arrived after the Public Comments Meeting began at 9:02 a.m. | Members Absent- Gilbert Peralta, Vice-Chair Millie Pogna R. Carlos Caballero |
| Agenda Item 1. CALL TO ORDER, ROLL CALL, PLEDGE OF ALLEGIANCE & SALUTE TO NEW MEXICO FLAG | Karyl Ann Armbruster, Secretary called the roll and confirmed a quorum. |
| Agenda Item 2. APPROVAL OF AGENDA | MOTION Trish Ruiz made a motion to approve the agenda. James Conyers seconded the motion. Motion passed unanimously |
| Agenda Item 3. PUBLIC COMMENT | Public comments were made by James Valerio, Marjorie Gillespie, Ray Henderson, and Jonathan Sarmiento. The recorded comments are available in full transcript. |
| Agenda Item 4. APPROVAL OF MINUTES AND TRANSCRIPT A. Approval of PEC Work Session Minutes for April 6, 2017 B. Approval of PEC Meeting Transcript/Minutes for April 7, 2017. C. Approval of PEC Summary Minutes for April 7, 2017 | MOTION Danielle Johnston made a motion to approve the work session minutes. Tim Crone seconded the motion. Motion passed unanimously MOTION Trish Ruiz made a motion to approve the Meeting Transcript Minutes. Tim Crone seconded the motion. Motion passed unanimously MOTION James Conyers made a motion to approve the Meeting Summary Minutes. Karyl Ann Armbruster seconded the motion. Motion passed unanimously |

Agenda Item 5. DISCUSSION AND POSSIBLE ACTION ON CHARTER SCHOOL AMENDMENTS.

A. La Tierra Montessori

1. Grade change-removal of grades 7 and 8

MOTION

Patricia Gipson made the following motion:

I will move to approve the amendment request presented by La Tierra Charter School to amend the authorized school grades they serve, allowing the school to serve Grades K-7 for the school year 2017-2018, and to serve Grades K-6, beginning in school year -- beginning 2018-2019, because the school faces challenges in staffing, and there isn't a strong need for those grade levels based on the current enrollment.

James Conyers seconded the motion.

Motion passed unanimously

- ~~2. Grade change-addition of Pre-K~~

Amendment 2 was removed from the agenda by the PEC. The recorded comments are available in full transcript.

3. Alteration of agricultural plot location

MOTION

Karyl Ann Armbruster made the following motion:

I move to approve the amendment request by La Tierra Montessori Charter School to change Article 8, Section 8.01A, triple "i," to read, "An agricultural curriculum complements classroom instruction and offers opportunities for hands-on learning in the school's greenhouse and gardening plots"; because it was unnecessary to add locations -- specific locations. Trish Ruiz seconded the motion.

Motion passed unanimously

4. Verbiage change if Amendment 1 passes

MOTION

Trish Ruiz made the following motion:

Madam Chairwoman, I move to approve the amendment request by La Tierra to change their mission for the 2017-'18 school year to, "La Tierra Montessori School of the Arts and Sciences will provide K-7 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and sciences; and for the 2018-'19 school year, La Tierra Montessori School of the Arts and Sciences will provide K-through-6 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes the Montessori, the arts and sciences, because the school faces challenges and insufficient need for the previous grades."

Patricia Gipson seconded the motion.

Motion passed unanimously

| | |
|---|---|
| <p>5. Verbiage change- mission statement regarding Montessori multi-age groupings</p> <p>B. Mission Achievement and Success</p> <p>1. Enrollment cap increase</p> | <p>MOTION</p> <p>Karyl Ann Armbruster made the following motion: I move to approve the amendment request presented by La Tierra Montessori Charter School to Change article 8, Section 8.01A, three little "i's," to read, "Montessori methods and materials will be utilized as an approach to instruction. The school will use Montessori instruction in multi-age groupings with teachers who are trained in Montessori curriculum and practices, because the school..." -- okay "...-- the school has been utilizing that approach as the best approach for their mission." Trish Ruiz seconded the motion.</p> <p>Motion passed unanimously</p> <p>MOTION</p> <p>Trish Ruiz made the following motion: Madam Chair, I move to approve the amendment request presented by Mission Achievement and Success Charter School to amend the school's charter contract, Section 2, Page 71, "Grade Levels, Class Sizes and Projected Enrollment," to 1,140, because the school has demonstrated an acceptable level of academic performance through letter-grade performance, with no grade lower than a "C" in the last three years. Tim Crone seconded the motion.</p> <p>Motion passed by a majority vote (6-0; Toulouse recused herself)</p> |
| <p>Agenda Item 6. REPORT FROM OPTIONS FOR PARENTS AND THE CHARTER SCHOOL DIVISION – DISCUSSION AND POSSIBLE ACTIONS</p> <p>A. Charter School Division Update</p> <p>B. Report on Governance Changes</p> <ol style="list-style-type: none"> 1. J Paul Taylor 2. SABE 3. ABQ School of Excellence 4. Amy Biehl High School 5. Cariños de Los Niños 6. Media Arts 7. Monté del Sol 8. New America School-NM 9. South Valley Prep 10. The Montessori Elementary & Middle 11. Estancia Valley 12. NM School for the Arts 13. SAMS 14. SW Secondary Learning Center 15. Technology Leadership 16. Walatowa Charter | <p>Recorded comments are available in full transcript.</p> <p>Recorded comments are available in full transcript.</p> |

| | |
|--|---|
| <p>C. Report on School Closures</p> | <p>Recorded comments are available in full transcript.</p> |
| <p>Agenda Item 7. DISCUSSION AND POSSIBLE ACTION TO CONSIDER FUTURE CHARTER REVOCATION HEARING REGARDING DZIT DITL'OOI SCHOOL OF EMPOWERMENT, ACTION AND PERSERVERANCE (DEAP) BASED ON REPORTED PROBLEMS WITH ORGANIZATIONAL STRUCTURE, FINANCIAL ADMINISTRATION AND FINANCIAL REPORTING, AND LACK OF AN EDUCATION LEADER</p> | <p style="text-align: center;">MOTION</p> <p>Carmie Toulouse made the following motion: Madam Chair, if we're ready, I would like to move that we table this Item 7 for discussion in the future when we have all the reports, audit findings and any of the other reports we need from the school. And I also would like the site visit report. Trish Ruiz seconded the motion.</p> <p style="text-align: center;">Motion passed unanimously</p> |
| <p>Agenda Item 8. DISCUSSION AND POSSIBLE ACTION ON THE PROPOSED LA PROMESA CORRECTIVE ACTION PLAN</p> | <p style="text-align: center;">MOTION</p> <p>Patricia Gipson made the following motion: I make a motion that the Public Education Commission adopt the Corrective Action Plan for La Promesa with the following corrections: The school will -- under "General Agreement, Academic Goals," "The school will show, in fiscal year '17-'18, that it has a school grade of C. By May 20th, 2018, the school will provide raw data..." -- "...will provide NWEA testing data to CSD. If the NWEA report shows the school met their goal, the school has satisfied the Corrective Action Plan. If CSD determines, through their assessment of NWEA testing results, that the school did not meet its goal, a revocation hearing will take place within 15 days after any third-party review." Under "Academic Performance Framework," the correction is, "The CSD must provide data interpretation no later than 15 to 20 days from the date the school provides the data." Under "Organizational Goals," No. 2, it is, "Beginning fiscal year..." -- or "School" -- "SY," really -- "... '17-'18, the school must work with student achievement." And the elimination of all the wording starting with, "...or an alternate continuous improvement." Okay? So the remainder of that paragraph goes -- Under "General Agreement," letter "e," "CSD will attempt to coordinate the site visits to take place at the same time." Finally, under "Financial Goals," No. 1, there is an addition of, "...and a site visit by School Budget and Financial Bureaus" -- I'm sorry -- "...Financial Analysis" -- "and the "Audit Bureau." And in No. 2, the word "identical" is being replaced by "repeat." Karyl Ann Armbruster seconded the motion.</p> <p style="text-align: center;">Motion passed unanimously</p> |



Chris Jones <cjones@lpelc.com>

Web EPSS comment posted for La Promesa Early Learning Center - Required Academic Performance Indicators

1 message

PED-WebEPSSHelp@state.nm.us <PED-WebEPSSHelp@state.nm.us>

Thu, Aug 17, 2017 at 2:41 PM

To: cjones@lpelc.com

Baylor Del Rosario - PED has posted the following comment in Web EPSS:

Director Jones,

Thank you for submitting documents into the 2016-2017 web-EPSS. The PED charter team noted that further documentation is needed in order to determine if the school has met its goals as outlined in the Performance Framework.

For the Discovery related indicators:

(READING) Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students, Grades 1-8.

(MATH) Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students, Grades 1-8.

The PED charter team needs to review the data reports from Discovery Ed. itself. Please upload the data reports for 1st -8th grades in both reading and math (Fall to Winter and Winter to Spring). This is typically a class list that includes student name (or ID which should be blocked-out) and results for each student during BOY, MOY, and EOY testing cycles.

For WIDA related indicator: English Language Learners will be assessed using the WIDA ACCESS to measure English language growth of Full Academic Year (FAY) students in grades 3rd – 8th. All studies indicate that it takes between 5 to 7 years for students to score at a proficient level (Cummins, 1998; Thomas & Collier, 2001) and therefore kindergarten through 2nd grades will not be included in this measure....

The PED charter team will need the most recent ACCESS results that was administered in spring of 2017. It appears the 2016 results were submitted instead. Similar to the Discovery Ed. related indicators please upload reports from the assessment vendor itself.

You may certainly provide accompanying analysis with these vendor generated reports.

As initially communicated via email by Director Poulos on June 28, 2017, the due date for all data submission and school responses to noted compliance concerns (including answering all questions in the Financial Performance Framework), must be entered into WebEPSS by September 1, 2017. Shortly after that date, final framework determinations will be made. Please note that for indicators where the required and necessary information, data or responses are either incomplete or not provided, final framework evaluations may be impacted.

If you have any questions or need further clarification about what data or information is still required, please contact me immediately.

Thank you for your prompt attention to this matter.

Baylor Del Rosario
New Mexico Public Education Department
300 Don Gaspar Avenue Room 301-B
Santa Fe, New Mexico 87501-2786
(505) 827-6788



Chris Jones <cjones@lpelc.com>

Discovery Education Assessment Test D and Reporting [ref:_00Dd0ej94._5000V14KuSw:ref]

18 messages

Assessment Email <assessments@discovery.com>
To: "cjones@lpelc.com" <cjones@lpelc.com>

Tue, May 23, 2017 at 9:38 AM

Hi Chris,

I hope you are doing well. I wanted to thank you for your continued partnership with Discovery Education Assessment and see how testing has gone for Test D. Also, I wanted to remind you that all current year and historical reports will need to be pulled from the site prior to the contract expiration on June 30, 2017. Please feel free to contact us at any time if we can provide further assistance.

Thanks,

Amy Johnson
Discovery Education Assessment
Phone: [1-800-323-9084](tel:1-800-323-9084), option 12
Email: assessments@discovery.com
ref:_00Dd0ej94._5000V14KuSw:ref

Chris Jones <cjones@lpelc.com>
To: ecole@lpelc.com, jrodriguez@lpelc.com

Tue, May 23, 2017 at 9:41 AM

Chris Jones

Head Administrator
La Promesa Early Learning Center
Office: [\(505\) 836-7706](tel:5058367706)
Website: [Mr. Chris R. Jones](#)

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
John Dewey

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[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: Assessment Email <assessments@discovery.com>

Tue, Jul 11, 2017 at 1:27 PM

Good afternoon,

I am writing to request that you allow us to log-in to your site to retrieve our historical reports from last school year. My former assistant principal did not retrieve the necessary reports. All I would need is an hour to get the reports I need.

Chris Jones

Head Administrator
La Promesa Early Learning Center
Office: [\(505\) 836-7706](tel:5058367706)
Website: [Mr. Chris R. Jones](#)

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[Quoted text hidden]

Assessment Email <assessments@discovery.com>

Tue, Jul 11, 2017 at 1:54 PM

To: "cjones@lpehc.com" <cjones@lpehc.com>

Chris,

Thank you for your email. Since the Assessment product is no longer offered as of July 1, 2017, I am currently checking on your inquiry to see what reporting options are available. I will follow up with you as soon as I receive additional information.

Thanks,

Amy Johnson
Discovery Education Assessment
Phone: 1-800-323-9084
Email: assessments@discovery.com

----- Original Message -----

From: Chris Jones [cjones@lpehc.com]
Sent: 7/11/2017 2:27 PM
To: assessments@discovery.com
Subject: Re: Discovery Education Assessment Test D and Reporting []

Good afternoon,

I am writing to request that you allow us to log-in to your site to retrieve our historical reports from last school year. My former assistant principal did not retrieve the necessary reports. All I would need is an hour to get the reports I need.

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones <<http://www.lpehc.com/olc/teacher.aspx?s=54>>

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John Dewey

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[Quoted text hidden]

Chris Jones <cjones@lpehc.com>

Tue, Jul 11, 2017 at 1:59 PM

To: Assessment Email <assessments@discovery.com>

Cc: "Gipson, Patricia" <gipwillpec7@gmail.com>, "Armbruster, Karyl Ann" <kaskacayman@gmail.com>, "Peralta, Gilbert G." <peralta4339@msn.com>, Patricia Matthews <pmatthews@matthewsfox.com>

Hi Amy,

Thank you. I would greatly appreciate your help with this. The New Mexico Public Education Department is requesting PDF copies of drill down reports for tests a, b, c, and d. They will not accept the exports, which everyone uses to capture their data in one snapshot.

Thanks again.

Sincerely,

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: Mr. Chris R. Jones

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[Quoted text hidden]

Assessment Email <assessments@discovery.com>

Wed, Jul 12, 2017 at 8:17 AM

To: "cjones@lpelc.com" <cjones@lpelc.com>

Hi Chris,

Unfortunately the only report we are able to provide is the detail export, which we can send via link to a Box folder. The link will only be available for 48 hours and will then permanently expire. When would you like me to send the Box link so you can access the reports?

Thanks,

Amy Johnson

Discovery Education Assessment

Phone: 1-800-323-9084

Email: assessments@discovery.com

----- Original Message -----

From: Chris Jones [cjones@lpelc.com]

Sent: 7/11/2017 2:59 PM

To: assessments@discovery.com

Cc: gipwillpec7@gmail.com; kaskacayman@gmail.com; peralta4339@msn.com; pmatthews@matthewsfox.com

Subject: Re: Discovery Education Assessment Test D and Reporting []

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Thanks again.

Sincerely,

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>

Wed, Jul 12, 2017 at 8:24 AM

To: Assessment Email <assessments@discovery.com>

Cc: "Poulos, Katie, PED" <katie.poulos@state.nm.us>, "Pelayo, Icela, PED" <Icela.Pelayo@state.nm.us>, "Gloudemans, Phillip, PED" <Phillip.Gloudemans@state.nm.us>, Patricia Matthews <pmatthews@matthewsfox.com>, Julia Barnes <jhbnm1@gmail.com>, Patricia Gipson <Gipwillpec7@gmail.com>, Karyl Ann Armbruster <Kaskacayman@gmail.com>

Hi Amy,

Thank you for your help with this request. When sending the link, will you please 'Reply All' in order to include the people I have CC'd? Katie Poulos, Director of Options for Children, is the individual requesting the report. Therefore, I would like to have her receive the link at the same time I do. Thanks again, Amy.

Sincerely,

Chris

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: Mr. Chris R. Jones

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[Quoted text hidden]

Assessment Email <assessments@discovery.com>

Wed, Jul 12, 2017 at 10:20 AM

To: "cjones@lpelc.com" <cjones@lpelc.com>

Cc: "icela.pelayo@state.nm.us" <icela.pelayo@state.nm.us>, "jhbnm1@gmail.com" <jhbnm1@gmail.com>, "kaskacayman@gmail.com" <kaskacayman@gmail.com>, "gipwillpec7@gmail.com" <gipwillpec7@gmail.com>, "phillip.gloudemans@state.nm.us" <phillip.gloudemans@state.nm.us>, "pmatthews@matthewsfox.com" <pmatthews@matthewsfox.com>, "katie.poulos@state.nm.us" <katie.poulos@state.nm.us>

Chris,

I have posted the files on Box. You and Katie should have received an email with an invitation to access the files.

Thanks,

Amy Johnson

Discovery Education Assessment

Phone: 1-800-323-9084

Email: assessments@discovery.com

----- Original Message -----

From: Chris Jones [cjones@lpelc.com]

Sent: 7/12/2017 9:24 AM

To: assessments@discovery.com

Cc: icela.pelayo@state.nm.us; jhbnm1@gmail.com; kaskacayman@gmail.com; gipwillpec7@gmail.com; phillip.gloudemans@state.nm.us; pmatthews@matthewsfox.com; katie.poulos@state.nm.us

Subject: Re: Discovery Education Assessment Test D and Reporting []

Hi Amy,

Thank you for your help with this request. When sending the link, will you please 'Reply All' in order to include the people I have CC'd? Katie Poulos, Director of Options for Children, is the individual requesting the report. Therefore, I would like to have her receive the link at the same time I do. Thanks again, Amy.

Sincerely,

Chris

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>

Wed, Jul 12, 2017 at 10:39 AM

To: Assessment Email <assessments@discovery.com>

Cc: "icela.pelayo@state.nm.us" <icela.pelayo@state.nm.us>, "jhbnm1@gmail.com" <jhbnm1@gmail.com>, "kaskacayman@gmail.com" <kaskacayman@gmail.com>, "gipwillpec7@gmail.com" <gipwillpec7@gmail.com>, "phillip.gloudemans@state.nm.us" <phillip.gloudemans@state.nm.us>, "pmatthews@matthewsfox.com" <pmatthews@matthewsfox.com>, "katie.poulos@state.nm.us" <katie.poulos@state.nm.us>

Amy,

Thank you! I have downloaded the reports from box. Hopefully, Director Poulos will do the same within the 48 hour window. I appreciate your help with this request. Take good care for now.

Sincerely,

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
John Dewey

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[Quoted text hidden]

Assessment Email <assessments@discovery.com>

Wed, Jul 12, 2017 at 10:43 AM

To: "cjones@lpelc.com" <cjones@lpelc.com>

Cc: "icela.pelayo@state.nm.us" <icela.pelayo@state.nm.us>, "jhbnm1@gmail.com" <jhbnm1@gmail.com>, "kaskacayman@gmail.com" <kaskacayman@gmail.com>, "gipwillpec7@gmail.com" <gipwillpec7@gmail.com>, "phillip.gloudemans@state.nm.us" <phillip.gloudemans@state.nm.us>, "pmatthews@matthewsfox.com" <pmatthews@matthewsfox.com>, "katie.poulos@state.nm.us" <katie.poulos@state.nm.us>

Thanks, Chris!

Amy Johnson
Discovery Education Assessment
Phone: 1-800-323-9084
Email: assessments@discovery.com

----- Original Message -----
From: Chris Jones [cjones@lpelc.com]

Sent: 7/12/2017 11:39 AM

To: assessments@discovery.com

Cc: icela.pelayo@state.nm.us; jhbnm1@gmail.com; kaskacayman@gmail.com; gipwillpec7@gmail.com; phillip.gloudemans@state.nm.us; pmatthews@matthewsfox.com; katie.poulos@state.nm.us

Subject: Re: Discovery Education Assessment Test D and Reporting []

Amy,

Thank you! I have downloaded the reports from box. Hopefully, Director Poulos will do the same within the 48 hour window. I appreciate your help with this request. Take good care for now.

Sincerely,

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706

[Quoted text hidden]

pmatthews@matthewsfox.com <pmatthews@matthewsfox.com>

Wed, Jul 12, 2017 at 10:44 AM

To: Chris Jones <cjones@lpelc.com>

I recommend that you follow up with an email to KP and ask her to confirm that she received the data.

PATRICIA MATTHEWS

www.matthewsfox.com

1925 Aspen Dr. Suite 301

Santa Fe, NM 87505

Office: 505.473.3020

Fax: 505.474.3727

pmatthews@matthewsfox.com



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From: Chris Jones [mailto:cjones@lpelc.com]

Sent: Wednesday, July 12, 2017 10:40 AM

To: Assessment Email <assessments@discovery.com>

Cc: icela.pelayo@state.nm.us; jhbnm1@gmail.com; kaskacayman@gmail.com; gipwillpec7@gmail.com; phillip.gloudemans@state.nm.us; pmatthews@matthewsfox.com; katie.poulos@state.nm.us

Subject: Re: Discovery Education Assessment Test D and Reporting [ref:_00Dd0ej94._5000V14KuSw:ref]

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>

Wed, Jul 12, 2017 at 10:48 AM

To: "Poulos, Katie, PED" <katie.poulos@state.nm.us>

Cc: Patricia Matthews <pmatthews@matthewsfox.com>, Patricia Gipson <Gipwillpec7@gmail.com>, Julia Barnes <jhbnm1@gmail.com>

Katie,

We have both been granted access to reports sent directly by Discovery Education Assessment. Please confirm that you have received the email and were able to access the reports.

Thank you,

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: Mr. Chris R. Jones

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

John Dewey

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----- Forwarded message -----

From: **Assessment Email** <assessments@discovery.com>









Date: Wed, Jul 12, 2017 at 10:20 AM

Subject: Re: Discovery Education Assessment Test D and Reporting [ref:_00Dd0ej94._5000V14KuSw:ref]

To: "cjones@lpelc.com" <cjones@lpelc.com>

[Quoted text hidden]

8 attachments

-  **NM La Promesa Early Learning Center_Math All Periods_1314.csv**
501K
-  **NM La Promesa Early Learning Center_Math All Periods_1415.csv**
589K
-  **NM La Promesa Early Learning Center_Math All Periods_1516.csv**
565K
-  **NM La Promesa Early Learning Center_Math All Periods_1617.csv**
601K
-  **NM La Promesa Early Learning Center_Reading All Periods_1314.csv**
501K
-  **NM La Promesa Early Learning Center_Reading All Periods_1415.csv**
622K
-  **NM La Promesa Early Learning Center_Reading All Periods_1516.csv**
598K
-  **NM La Promesa Early Learning Center_Reading All Periods_1617.csv**
635K

pmatthews@matthewsfox.com <pmatthews@matthewsfox.com>

Tue, Jul 18, 2017 at 3:46 PM

To: Chris Jones <cjones@lpelc.com>

Chris:



Current LEA:
La Promesa Early Learning Center

[Setup & Maintenance](#)

[LEA Overview](#) [Monitoring](#) [Plan](#) [LEA File Cabinet](#) [Plan Tags](#)

[Home](#) > [File Cabinet](#) > [View Attachments](#)

EVIDENCE REQUEST

Title:

End-of-Year Data to support progress toward Mission Specific Indicators

Associations

[I-A.01: Required Academic Performance Indicators](#) , [I-A.02: Optional supplemental Indicator\(s\)](#)

Description:

End-of-Year Data to support progress toward Mission Specific Indicators

[Add New Document](#)

| | | Page size: 25 | | 1 to 4 of 4 items | | |
|----------------------|--------------------------|---------------|---|--|------------|---------------------|
| Edit | Open | Size | Title | Description | Updated | By |
| Edit | Download | 88.17 KB | End-of-Year Data to support progress toward Mission Specific Indicators | Performance Framework was negotiated by and between La Promesa and the Public Education Commission in 2014-15. Three goals were negotiated and are attached. | 03/01/2017 | Carlos Abeyta (LEA) |
| Edit | Download | 20.42 KB | End-of-Year Data to support progress toward Mission Specific Indicators | La Promesa is responsible for meeting 3 goals. Attached are the results of goal #3 offering the analysis of English Language Proficiency (ACCESS data). The data shows students met the goal at 85%. | 03/01/2017 | Carlos Abeyta (LEA) |
| Edit | Download | 300.91 KB | End-of-Year Data to support progress toward Mission Specific Indicators | La Promesa has 3 academic achievement goals. Attached are the Language Arts and Math goals from Discovery Education. The charts show students met the math goal at 87% and Reading Goal at 85%. The attachment offers raw data and analyzed data for each of the goals and for each grade level. | 03/01/2017 | Carlos Abeyta (LEA) |
| Edit | Download | 490.58 KB | POST REVIEW End-of-Year Data to support progress toward Mission Specific Indicators | Spring 2017 ACCESS Data. | 08/17/2017 | Chris Jones (LEA) |
| | | Page size: 25 | | 1 to 4 of 4 items | | |

INSTRUMENT OVERVIEW

La Promesa Early Learning Center

PEC Authorized Annual Monitoring

[4](#) [45](#)

Status: Needs Further Action

Due Date

Last Update: Becky Kappus 9/29/2017

11:51:01 AM

Items: 28

In Progress (0)

Exceeds Standard FINAL (0)

Meets Standard FINAL (11)

Does Not Meet Standard (0)

Falls Far Below Standard (0)

No Current Concerns (0)

Compliance Concern Flagged (0)

Resubmitted for Review (0)

Working to Meet Standard FINAL (2)

Not Applicable (1)

Does Not Meet Standard FINAL (1)

Falls Far Below Standard FINAL (13)

Team Leader:

Not Assigned

LEA Submitters: [Edit](#)

[Chris Jones](#)

SEA Reviewers:

Baylor Del Rosario , Phillip Gloudemans ,
Becky Kappus , Icela Pelayo , Laurel Pierce ,
Katie Poulos



Chris Jones <cjones@lpelc.com>

Financial Report: October 12, 2017 PEC Meeting

6 messages

Chris Jones <cjones@lpelc.com>

Thu, Sep 28, 2017 at 3:26 PM

To: "Craig, David, PED" <david.craig@state.nm.us>

Cc: Mike Vigil II <mike@vigilgroup.net>

Bcc: Patricia Matthews <pmatthews@matthewsfox.com>, Julian Munoz <munoz_julian@hotmail.com>

Mr. Craig,

I hope you are doing well. Per the LPELC CAP that was put in place by the NMPEC, we are required to provide a report to the commission regarding finances. The language from the CAP is displayed below:

| FINANCIAL GOALS | |
|---|--|
| 1. The school will demonstrate compliance with the FY 2016 financial audit plan and financial improvement plan through a site visit report after a site visit conducted by School Budget and Financial Analysis Bureau. | The school will demonstrate compliance by requesting a report from the audit bureau and school budget bureau to be presented at the October meeting of PEC or, if no one is available from PED to present this report, the business manager of the school will present information to the PEC. |

Will you be able to provide such a report to the NMPEC? If not, will you approve a report from Mr. Vigil?

Respectfully,

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: [Mr. Chris R. Jones](#)

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

John Dewey

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Craig, David, PED <David.Craig@state.nm.us>

Thu, Sep 28, 2017 at 3:37 PM

To: "Jones, Chris" <cjones@lpelc.com>

Chris,

This is due October 12?

Also, this will be the CAP you and I and the Vigil Group have worked on.

I will complete that for feedback before this hearing.

David Craig

Director

School Budget and Finance Analysis Bureau

Public Education Department

O (505) 827-6537

C (505) 670-2608

David.Craig@state.nm.us

From: Chris Jones [mailto:cjones@pelc.com]

Sent: Thursday, September 28, 2017 3:26 PM

To: Craig, David, PED

Cc: Vigil II, Mike

Subject: Financial Report: October 12, 2017 PEC Meeting

[Quoted text hidden]

Chris Jones <cjones@pelc.com>

Thu, Sep 28, 2017 at 3:39 PM

To: "Craig, David, PED" <David.Craig@state.nm.us>

David,

Yes sir, that is correct. October 12 is the date of the commission meeting, but I believe the commission wants this report many days in advance, unless you are able to attend the hearing to share the report with the commission.

Thank you very much, sir.

Chris

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: Mr. Chris R. Jones

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John Dewey

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[Quoted text hidden]

Chris Jones <cjones@pelc.com>

Thu, Sep 28, 2017 at 3:40 PM

To: Patricia Matthews <pmatthews@matthewsfox.com>, Mike Vigil II <mike@vigilgroup.net>, Julian Munoz <munoz_julian@hotmail.com>

Chris Jones

Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones

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[Quoted text hidden]

Craig, David, PED <David.Craig@state.nm.us>
To: "Jones, Chris" <cjones@lpehc.com>

Thu, Sep 28, 2017 at 4:38 PM

Chris,

Can you forward me the whole corrective actions plan?

David Craig

Director

School Budget and Finance Analysis Bureau

Public Education Department

O (505) 827-6537

C (505) 670-2608

David.Craig@state.nm.us

From: Chris Jones [mailto:cjones@lpehc.com]
Sent: Thursday, September 28, 2017 3:40 PM
To: Craig, David, PED
Subject: Re: Financial Report: October 12, 2017 PEC Meeting

[Quoted text hidden]

Chris Jones <cjones@lpehc.com>
To: "Craig, David, PED" <David.Craig@state.nm.us>

Fri, Sep 29, 2017 at 11:46 AM

David,

Please see the attached CAP. The financial goals are located at the bottom of the spreadsheet.

Thank you,

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706

Website: [Mr. Chris R. Jones](#)

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”
John Dewey

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[Quoted text hidden]



7.5.2017 CAP PEC Approval PM Comments 9.28.17.xlsx
34K



District Leadership That Works

Certificate of Completion

Christopher Jones

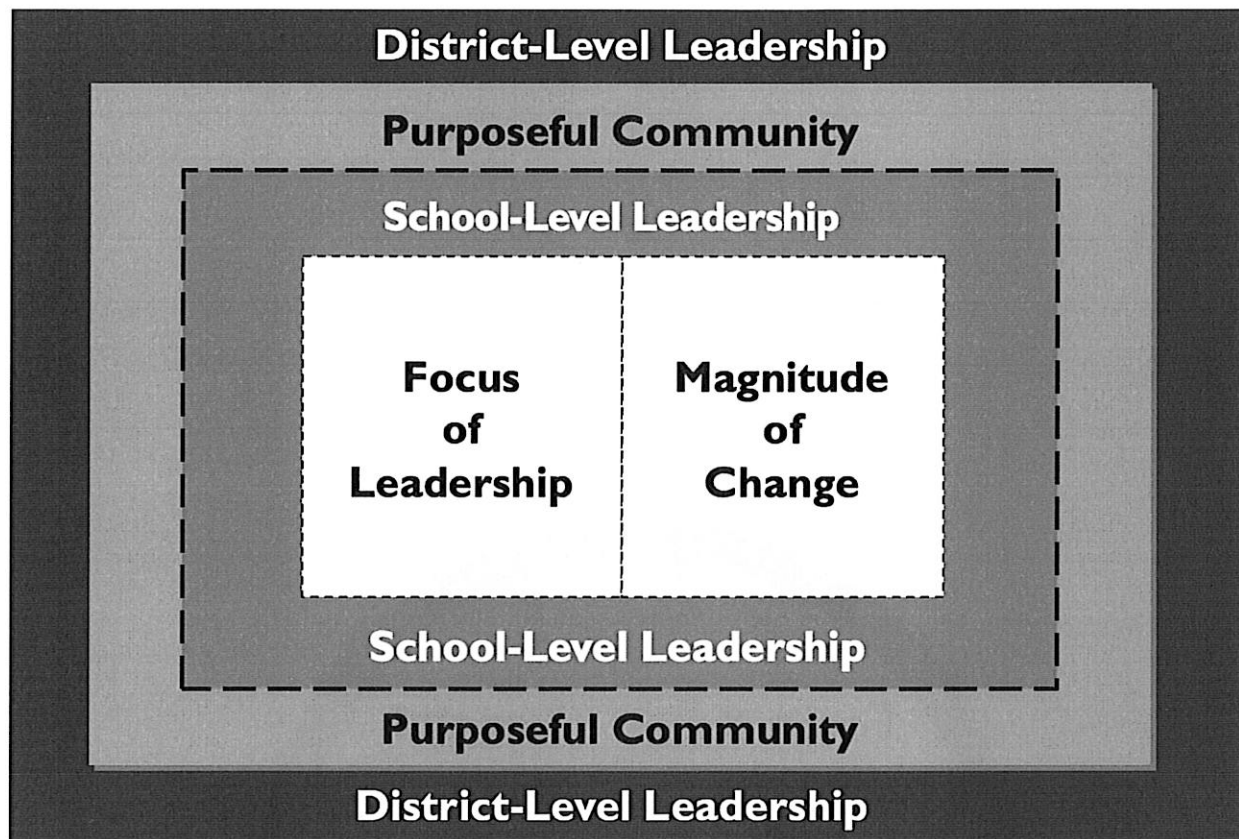
July 17 & 18, 2017 | 14 Contact Hours

A handwritten signature in black ink, appearing to read "Dale Lewis", written over a horizontal line.

Dale Lewis | Executive Director

District Leadership that Works

A systems perspective



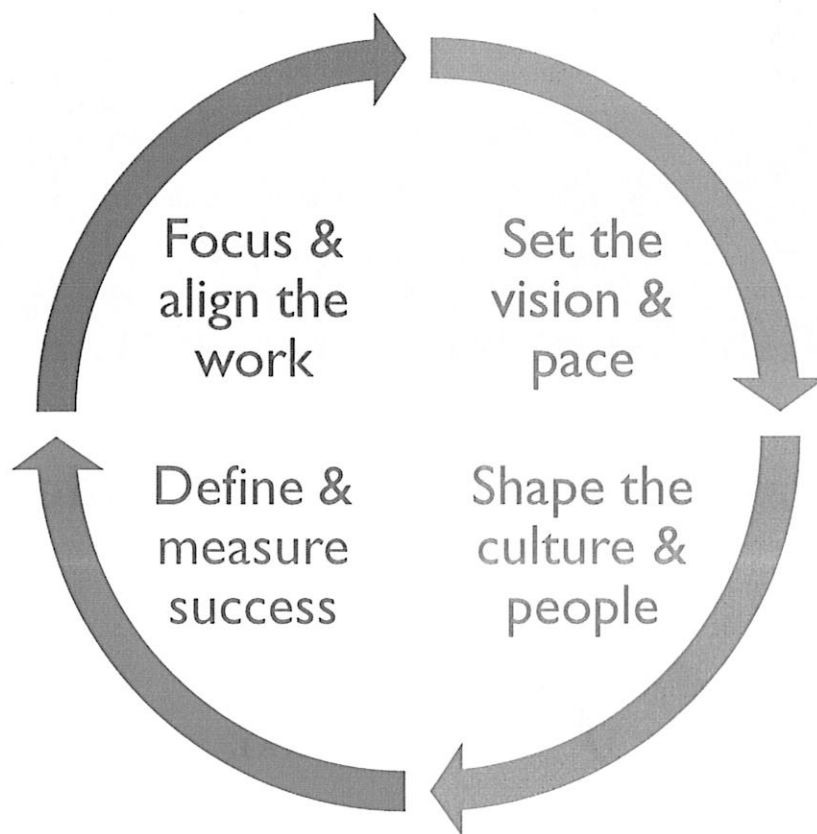
Participant Learning Guide



DAY I

Framing

What is it that only district leaders can do?

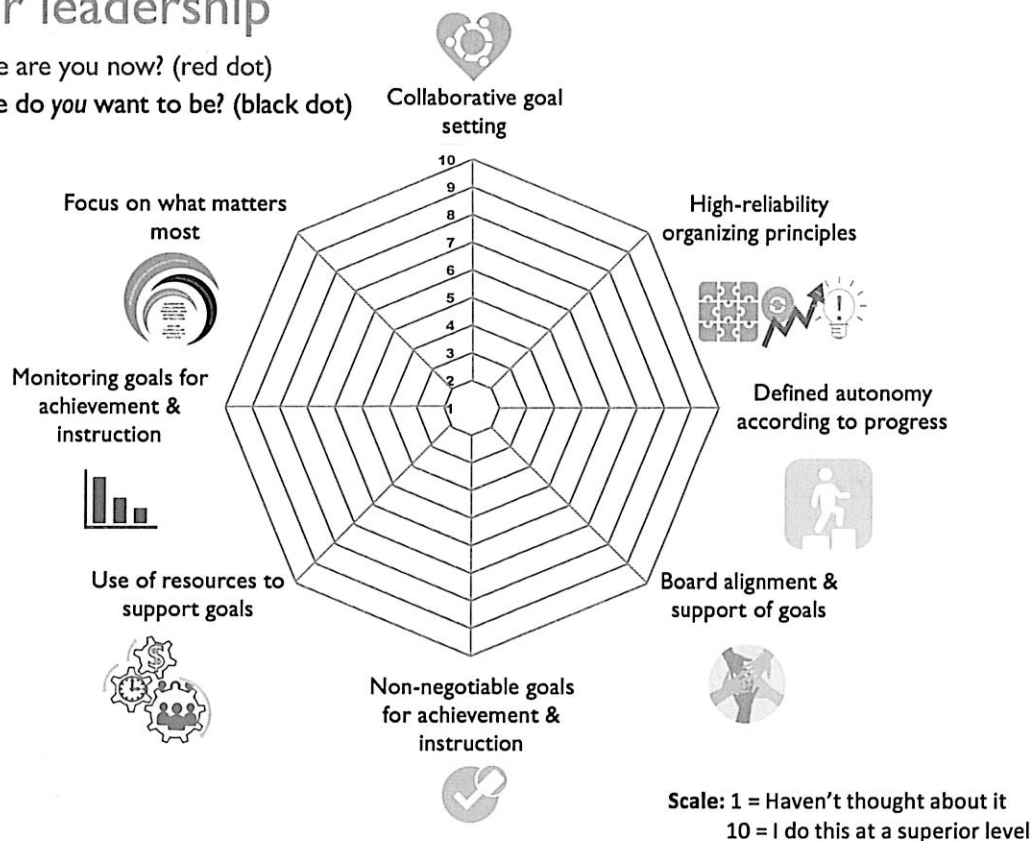


Your leadership

Rate your leadership in each domain using the web diagram on the back page.

Your leadership

- Where are you now? (red dot)
- Where do you want to be? (black dot)



Connecting the dots

- Draw connecting lines between your red dots.
- Draw connecting lines between your black dots.

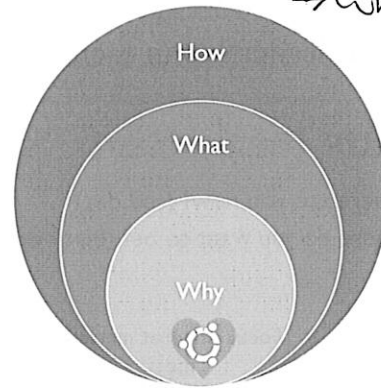
Reflect on the following:

- Which areas are strengths?
- Which areas need attention?

- Protocols/questions for principals to promote campus - district connectivity.
- Founding documents as "binder" → national anthem, & star spangled banner before games/school → Why?

Starting with why

- Why would the people in your district say you exist?
- What is in the middle of your "golden circle"?



Q: Why are you a teacher?

Q: How do your actions support your reason(s)?
and behaviors

- Develop agreed upon processes

• How do people behave when the boss is not around?

- Promise vs. mission statement

✗ Missing the bus analogy → Contradictory to notion of 50% student proficiency being considered "acceptable"

Deconstruct mission statement - convert to actions and behaviors -

Reflecting on moral purpose * Professionalism

| | Not sure | Somewhat | Mostly | Absolutely |
|--|----------|----------|--------|------------|
| Our mission/moral purpose is clear to everyone <i>inside</i> the district | | ✓ | | |
| Our mission/moral purpose is clear to everyone <i>outside</i> the district | ✓ | | | |
| People inside our district have <i>internalized</i> our mission & demonstrate commitment to it | | ✓ | | |
| Everyone in our district sees how their efforts contribute to our larger purpose | | ✓ | | |

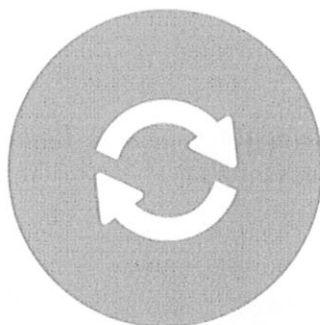
→ why when from learning taxonomy

DAY 2



Be a catalyst for change

Employing high-reliability organizing principles



High-reliability organizations (HROs)

High-reliability organizations (HROs) are characterized as industries and fields where mistakes lead to errors and such errors have catastrophic results. Examples of HROs include aviation, firefighting and trauma centers. How do HROs apply to the field of education? What do you consider to be catastrophic? What can educators learn from HROs in pursuit of error-free performance?

Consider the following graphic depicting HROs in school systems.

- In which areas do you see evidence of HROs within your district?



They respond
to chaotic
conditions...

... by adopting
standard operating
procedures,

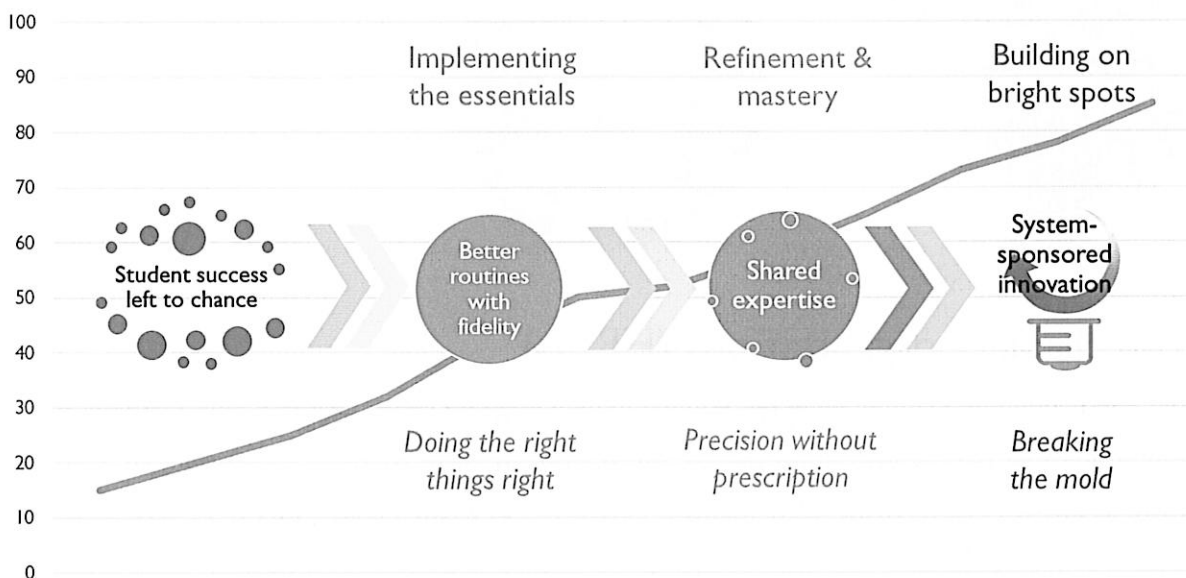
and developing/
deferring to
expertise for when
SOPs don't work

and encouraging
systemic rapid-
cycle innovations.

Success is a journey

Reflect on the following:

- Does this progression reflect your experience?
- Where have you been?
- Where are you now?
- Where are you going?



Focusing on what matters most

5 key leverage points

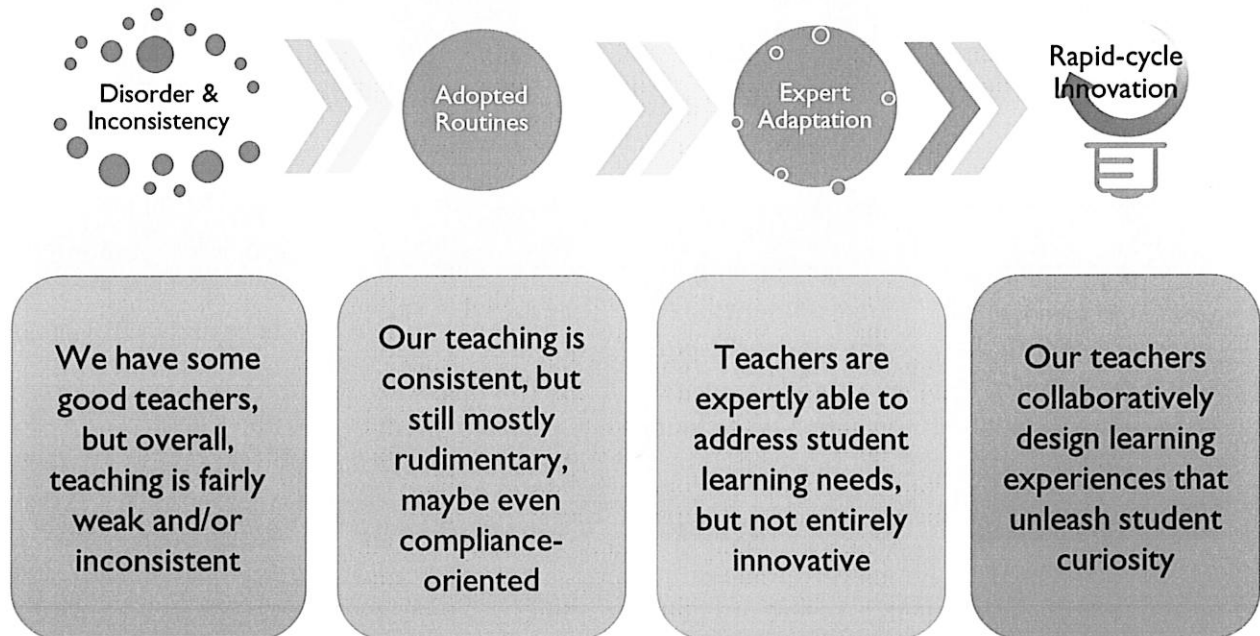
- Guarantee challenging, engaging, and intentional instruction
- Ensure curricular pathways to success
- Provide whole-child student supports
- Create high-performance school cultures
- Develop data-driven, high reliability systems



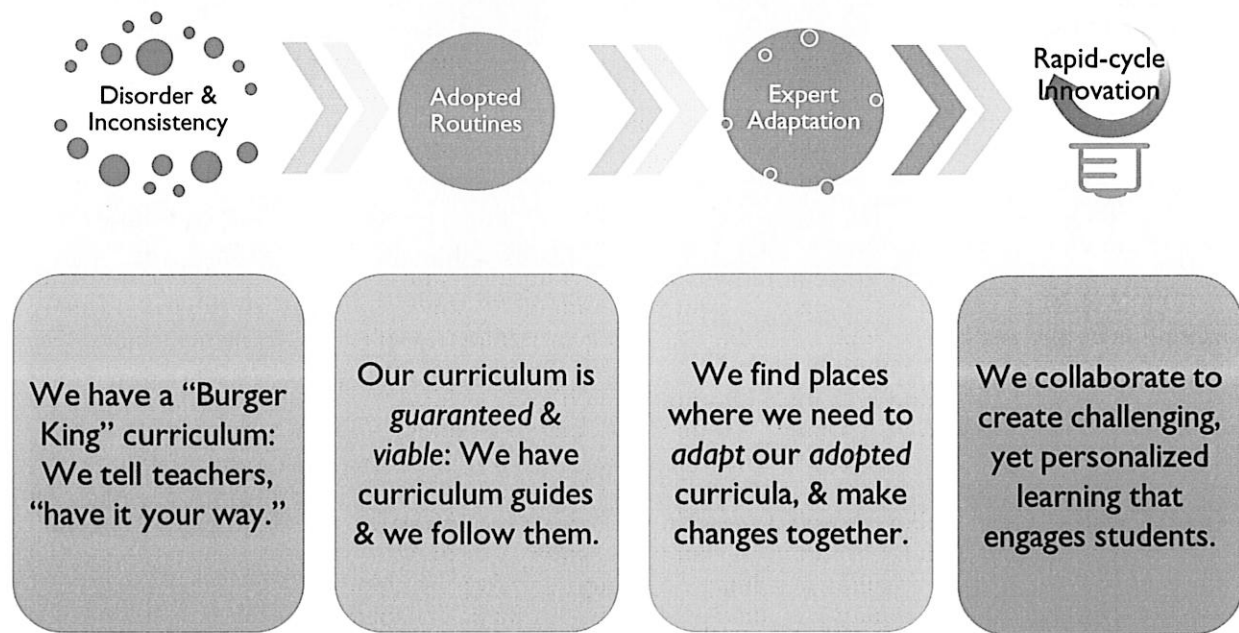
Journeys to success: A systems perspective

What matters most improvement pathways

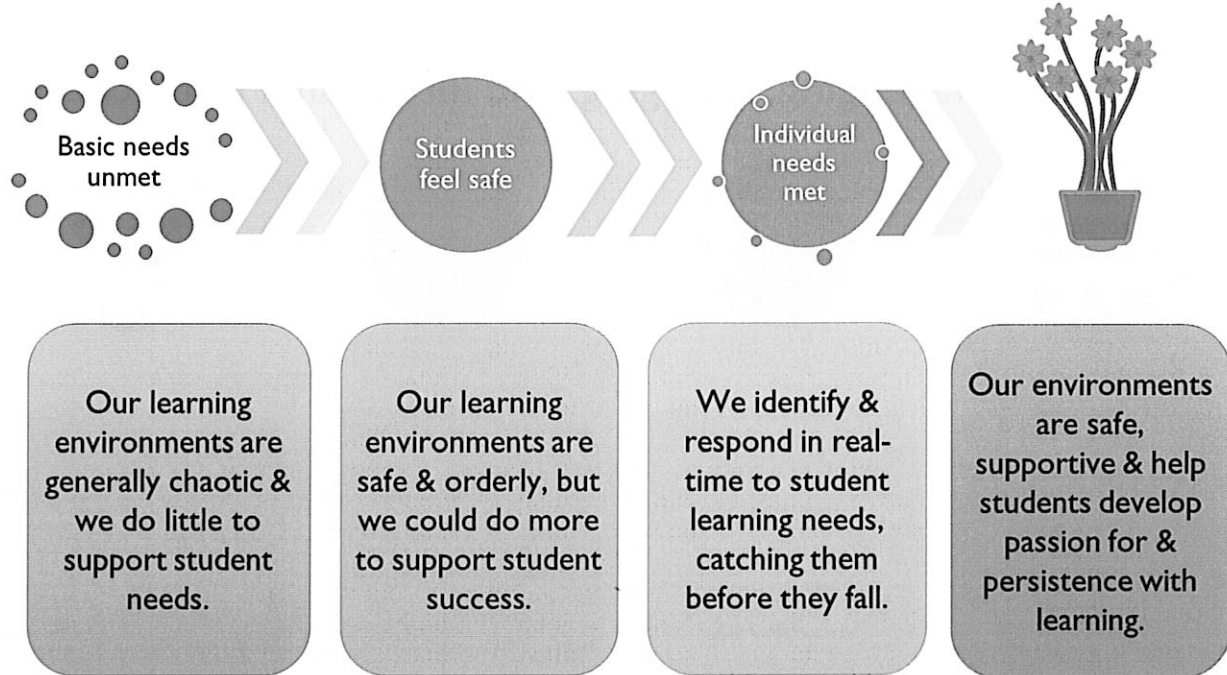
Guarantee challenging, engaging, and intentional instruction



Ensure curricular pathways to success



Provide whole-child student supports



Create high-performance school cultures



Create data-driven, high-reliability systems

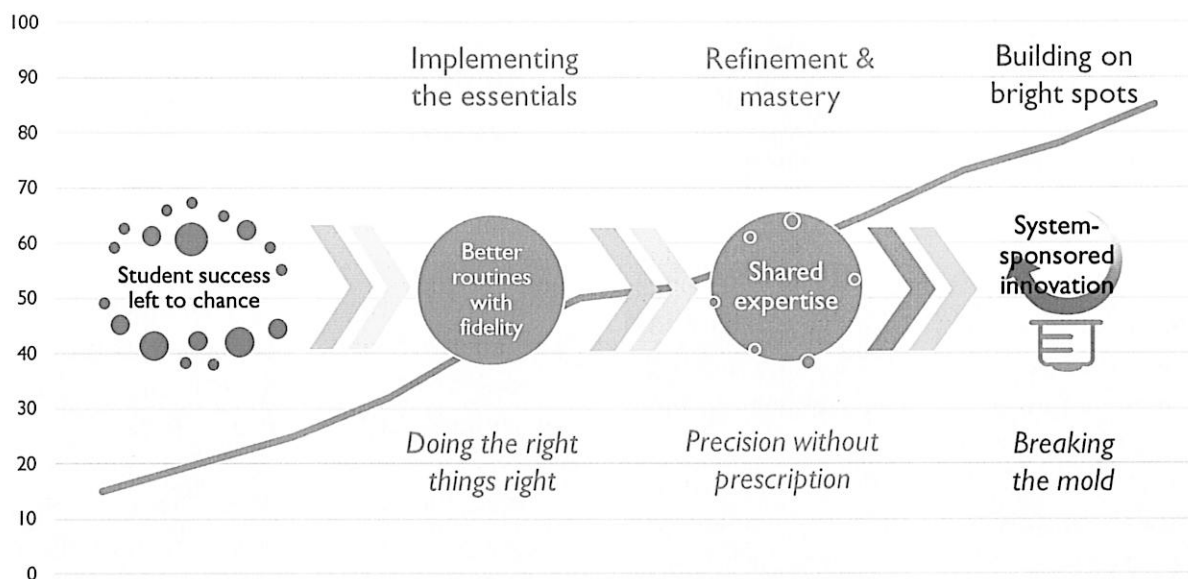


Which pathways should be followed in your district?

The form includes a header diagram identical to the one above, followed by a table of pathways to success. Each item in the table has a checkbox, and some have handwritten checkmarks or arrows.

| Curricular pathways to success | | | |
|--|---|--|---|
| <input checked="" type="checkbox"/> Misaligned or poorly implemented curricula | <input type="checkbox"/> Curriculum enacted but not engaging | <input type="checkbox"/> Curriculum adapted, yet not personalized | <input type="checkbox"/> Personal learning pathways being created |
| Guarantee challenging, engaging & intentional instruction | | | |
| <input type="checkbox"/> Weak or inconsistent teaching quality | <input checked="" type="checkbox"/> Teaching consistent, but still mostly rudimentary | <input type="checkbox"/> Teaching is individualized, but limited in innovation | <input type="checkbox"/> Teachers collaborate to design engaging learning |
| Whole-child student supports | | | |
| <input type="checkbox"/> Chaotic environment w/o student support | <input checked="" type="checkbox"/> Safe climate & student supports w/o expertise | <input checked="" type="checkbox"/> Students are supported but not always inspired | <input type="checkbox"/> Students are persistent & passionate learners |
| High-performance school cultures | | | |
| <input checked="" type="checkbox"/> Dysfunction & mistrust in school culture | <input checked="" type="checkbox"/> Directive coaching with few shared decisions | <input type="checkbox"/> Peer coaching supports precision w/o prescription | <input type="checkbox"/> Teachers anticipate & solve problems together |
| Data-driven, high-reliability systems | | | |
| <input type="checkbox"/> No shared goals, data use or collaboration | <input checked="" type="checkbox"/> Regular, but not reflective, use of data | <input type="checkbox"/> Data drives teaching, but innovations are isolated | <input type="checkbox"/> Innovations are shared, studied & scaled up |

Defining your pathway



With your leadership team, consider the following:

What is the greatest challenge facing your school district?

Describe the challenge as it relates to your improvement/innovation efforts.

Use the pathway organizer on the following page to apply your learning and create a preliminary plan for addressing your challenge.

- In the first column, describe the current state of the challenge in your district. Be honest and address “disorder and inconsistency” (if applicable).
- In the other columns, describe and give examples of each pathway as it relates to your challenge, listing what should be addressed to move towards desired outcomes.
- Refer to what you have learned about district-level leadership responsibilities and HRO principles to guide your work.



Disorder & inconsistency



Adopted routines



Expert adaptation



Rapid-cycle innovation

| Student success left to chance | Better routines with fidelity | Shared expertise | System-sponsored innovation |
|--------------------------------|--|--|--|
| Description & examples | Description & examples | Description & examples | Description & examples |
| | Leadership responsibilities & HRO principles | Leadership responsibilities & HRO principles | Leadership responsibilities & HRO principles |
| | Desired outcomes | Desired outcomes | Desired outcomes |

Notes

[illegible]



- mcrel
- w1rel3ss

District Leadership that Works

July 17, 2018

8:30 AM – 4:00 PM

15 minute AM/PM Breaks – Lunch at 11:45

Day 1: District Leadership that Works: An Overview

Content Agenda

1. Welcome, introductions & objectives
2. Framing – roles of district-level leaders
 - Starting with why
 - Assessment of “where you are” & “where you want to be”
3. An overview of district-level leadership research
 - Assumptions
 - Meta-analysis
 - District-level Balanced Leadership Framework
4. District-level leadership findings 1 & 2
 - Finding #1: District leadership matters (quantified relationship)
 - Finding #2: 6 leadership responsibilities – card sort activity
 - Defined autonomy and district-level leadership
5. School-level leadership research and findings 1 & 2
 - Finding #1: School leadership matters (quantified relationship)
 - Finding #2: 21 leadership responsibilities – card sort activity
6. District-level and school-level leadership finding 3
 - Finding #3: Differential impact – strength of leadership for district and school leaders
 - Magnitude of change
7. Balancing your leadership
 - District-level strategies
 - School-level strategies
8. Application of learning
 - Case analysis and protocol
9. Wrap-up & guided reflection

Reminder: Tomorrow’s session begins at 8:00 AM and ends at 3:30 PM

Head Administrator Training for SY 2017-2018

Quarter 1: July 2017 – September 2017

MCREL

“District Leadership That Works”

July 17-18, 2017

In this two-day institute for school district leaders, learn the activities, responsibilities, and behaviors that research shows are most connected to student and staff success, and how they apply to the actions of superintendents, school boards, and central office leadership staff.

You'll discover how McREL's Balanced Leadership Framework® can help you and your team build a purposeful community, identify the right focus for the district, and effectively manage change throughout your district. You'll also learn the key principles of high-reliability systems and the actions used in healthcare, aviation, and other complex industries, and how these principles can be effectively applied to education systems. Determine the current state of your district systems and begin to map steps toward improving the quality of instruction and reducing variability in instructional quality within and among your schools.

Quarter 2: October 2017 – December 2017

Solution Tree

“Leadership Now”

November 13-15, 2017

Whether you are a leader at the district, school, or classroom level, you work in the gap between what should be and what is. This summit will expand your capacity for leadership by helping you create the conditions to close the gap. Clarify the work that needs to be done, while creating the conditions that allow others to succeed in their specific roles.

You'll get top-to-bottom training on everything from the key elements of effective leadership to techniques for adopting the sound instructional strategies necessary for transforming student learning. You will have the opportunity to learn from and interact with some of the most influential educational thinkers in North America. This summit is a must for those looking to deepen the reach and impact of their leadership.

- Obtain tools, tips, and templates proven to impact team effectiveness and student learning.

- Understand the issues behind resistance and difficult behavior from staff members, and acquire specific strategies to address them.
- Experience how to form a collective leadership response to the needs of English learners and other student cohorts who historically have learning challenges.
- Discover the essential role of diversity and equity in decision making.
- Apply creativity principles to specific needs in your school or district.
- Create a “Not to Do” list based on leadership priorities.
- Gain tips and tools to manage time, eliminate email clutter, and work more efficiently.
- Explore ways that millennials, Gen-Xers, and those nearing retirement can work together effectively.
- Acquire strategies to use technology to enhance 21st century learning skills, global competencies, and authentic student engagement.
- Create a plan of action that supports small schools and singletons to function effectively in a PLC.

Quarter 3: January 2018 – March 2018

ASCD

Empower 18

March 24-26, 2018

(Please see description of the leadership strand below)

Transformational Leadership

Whether you're currently in a leadership role or aspire to be in one, you're ready to take on new challenges. From creating a positive school culture, to effectively using data, to leading professional learning, you see things as they could be, not as they are. Discover support for the many facets of your role—visionary, engager, learner, collaborator, and instructional leader.

Some topics may appear in more than one area of focus.

This area of focus includes the following topics:

- Collaboration
 - Coaching and mentoring
- College and career readiness
- Coteaching
- Data collection and use
- Distributive leadership
- Education policy
- Family and community involvement
- Instructional leadership
- Mentors
- Principal effectiveness and evaluation
- Principal engagement and motivation
- Principal leadership
- Professional development
 - Lesson study
 - Mentoring
 - Coaching
 - Action research
 - Capacity building
- Professional learning communities
- School and district management
- School climate and culture
- School improvement and reform
- Supporting instructional leaders
- Supporting teachers of special populations
- Teacher advocacy
- Teacher effectiveness and evaluation
- Teacher engagement and motivation
- Teacher leadership
- Teacher recruitment
- Teacher retention

Quarter 4: April 2018 – June 2018

Harvard Graduate School of Education – Professional Education

“Improving Schools: The Art of Leadership”

June 24-30, 2018

Overview

Leading successful schools requires an extensive set of technical and adaptive leadership skills, but the often-competing demands of the job can make it difficult to find time to reflect, learn, and grow. We'll help you create that space.

The second within **The Principals' Center** leadership development series, **Improving Schools: The Art of Leadership** provides time for early-career school leaders to reflect on their practice, expand their skills, and become more effective leaders of instructional change. A research-based curriculum equips leaders with tools for effective supervision and evaluation, approaches to solving common leadership challenges, and proven strategies for accelerating learning in every classroom.



[View Image Gallery](#)

Program Details

During this six-day institute, you will have an opportunity to step back, evaluate your efforts, explore successful school improvement models, and practice research-based techniques that will make you a more effective manager of innovation and change.

Objectives

- Apply research and best practices to refine your school improvement approach
- Deepen your understanding of adult learning and become a more skilled developer of teacher talent
- Learn approaches to shaping a school culture that supports learning for all
- Develop more sophisticated techniques for managing innovation and change

Who Should Attend

- Principals or school leaders with five or fewer years of experience in their roles (including assistant principals, teacher leaders, instructional leaders, and curriculum specialists)
- Early-career school leaders seeking to improve leadership skills and develop a more focused approach to managing instructional improvement



Chris Jones <cjones@lpelc.com>

La Promesa Early Learning Center: NM Dash Plan

18 messages

Chris Jones <cjones@lpelc.com>

Tue, Sep 5, 2017 at 9:39 AM

To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Good Morning,

I hope you are doing well, Mr. Martinez. Attached is the LPELC NM Dash plan, which was recently shared with and approved by the LPELC GC.

We have also registered for the upcoming NM Dash training/follow-up opportunities. Our team looks forward to learning more about this process.

Sincerely,

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: [Mr. Chris R. Jones](#)

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

John Dewey

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2 attachments**LPELC 90-day_Plan_Feedback_Rubric-Version_A (2).docx**

58K

**LPELC Offline_Process_Workbook-Template-Versio_A_.docx**

63K

Martinez, Severo, PED <Severo.Martinez@state.nm.us>

Tue, Sep 5, 2017 at 10:34 AM

To: "Jones, Chris" <cjones@lpelc.com>

Good Morning,

What trainings did you register for? Just want to make sure you don't register for the Steps 1-6 training as this is the one I provided to you and your staff last time I was there. Implementation/monitoring training and calibration trainings are the next ones you all should attend.

From: Chris Jones [mailto:cjones@lpelc.com]**Sent:** Tuesday, September 05, 2017 9:40 AM**To:** Martinez, Severo, PED**Subject:** La Promesa Early Learning Center: NM Dash Plan

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Tue, Sep 5, 2017 at 11:14 AM

Thank you for the prompt reply, sir. We are scheduled for the October and November trainings that are being held in Albuquerque. When I read the descriptions it appeared that the initial training wasn't necessary, given the fact that you provided it to us on site. Thanks again for your help. We look forward to our continued work together. Have a great week!

Chris

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones

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John Dewey

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[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Mon, Sep 11, 2017 at 4:55 PM

Hi Mr. Martinez,

I hope your week is off to a great start. Please advise as to our next steps with respect to the NM Dash plan we submitted. During our training I recall you indicating that we would receive access to the online system that allows us to enter our plan. Thank you in advance for your time.

Sincerely,

Chris

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones

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John Dewey

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On Tue, Sep 5, 2017 at 10:34 AM, Martinez, Severo, PED <Severo.Martinez@state.nm.us> wrote:

[Quoted text hidden]

Martinez, Severo, PED <Severo.Martinez@state.nm.us>
To: "Jones, Chris" <cjones@lpelc.com>

Wed, Sep 13, 2017 at 1:20 PM

Good Afternoon,

I am back in office today. I will review your plan and give you a call tomorrow with feedback and next steps😊!

From: Chris Jones [mailto:cjones@lpelc.com]
Sent: Monday, September 11, 2017 4:55 PM
To: Martinez, Severo, PED
Subject: Re: La Promesa Early Learning Center: NM Dash Plan

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Wed, Sep 13, 2017 at 1:31 PM

Sounds great. Thank you!

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones

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[Quoted text hidden]

Martinez, Severo, PED <Severo.Martinez@state.nm.us>
To: "Jones, Chris" <cjones@lpelc.com>

Fri, Sep 15, 2017 at 8:05 AM

Good morning,

Are you all in session today? Is there a time that works best to have a phone call with you?

From: Chris Jones [mailto:cjones@lpelc.com]
Sent: Wednesday, September 13, 2017 1:31 PM

[Quoted text hidden]

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Fri, Sep 15, 2017 at 12:48 PM

Hi Mr. Martinez,

I will be available today at 1:45 pm if that will work for you. At that time I will have with me three members of my NM Dash team. Please let me know if this works for you.

Thanks,

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: Mr. Chris R. Jones

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John Dewey

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[Quoted text hidden]

Martinez, Severo, PED <Severo.Martinez@state.nm.us>
To: "Jones, Chris" <cjones@lpelc.com>

Fri, Sep 15, 2017 at 1:17 PM

Yes, that works for me. We can chat then.

From: Chris Jones [mailto:cjones@lpelc.com]

Sent: Friday, September 15, 2017 12:49 PM

[Quoted text hidden]

[Quoted text hidden]

Martinez, Severo, PED <Severo.Martinez@state.nm.us>
To: "Jones, Chris" <cjones@lpelc.com>

Fri, Sep 15, 2017 at 1:48 PM

Give me a call when you all can 5058276635. Tried but no answer

From: Chris Jones [mailto:cjones@lpelc.com]

Sent: Friday, September 15, 2017 12:49 PM

[Quoted text hidden]

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Mon, Sep 18, 2017 at 10:15 AM

Hi Mr. Martinez,

Sorry I missed you last week. Sometimes the amount of fires to extinguish exceeds the number of hoses you have available. Talk to you soon!

Chris

Chris Jones

Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones

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John Dewey

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[Quoted text hidden]

Martinez, Severo, PED <Severo.Martinez@state.nm.us>
To: "Jones, Chris" <cjones@lpelc.com>

Sun, Sep 24, 2017 at 6:58 PM

I assume you will be attending Implementation/ Monitoring training this week. If so, you will get your login then to enter your plan into NM DASH!

From: Chris Jones [mailto:cjones@lpelc.com]
Sent: Monday, September 18, 2017 10:15 AM
To: Martinez, Severo, PED

[Quoted text hidden]

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Sun, Sep 24, 2017 at 7:22 PM

Hi! Hope your weekend went well. We are signed up for the October and November trainings since we had already completed the initial steps with you...

Sent from my iPhone
[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Fri, Sep 29, 2017 at 11:01 AM

Mr. Martinez,

Do you have time to talk today? I would like to get the plan entered into the online system?

Chris

Chris Jones

Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
John Dewey

9/29/2017

La Promesa Early Learning Center Mail - La Promesa Early Learning Center: NM Dash Plan

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[Quoted text hidden]

Martinez, Severo, PED <Severo.Martinez@state.nm.us>
To: "Jones, Chris" <cjones@lpelc.com>

Fri, Sep 29, 2017 at 11:04 AM

I am doing a DASH training today along with my colleague today. What date are you attending Monitoring and Implementation training?

From: Chris Jones [mailto:cjones@lpelc.com]
Sent: Friday, September 29, 2017 11:01 AM

[Quoted text hidden]

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Fri, Sep 29, 2017 at 11:06 AM

Thanks for getting back to me, sir. We are attending training next week on October 5th.

Chris Jones
Head Administrator
La Promesa Early Learning Center
Office: (505) 836-7706
Website: Mr. Chris R. Jones

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John Dewey

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[Quoted text hidden]

Martinez, Severo, PED <Severo.Martinez@state.nm.us>
To: "Jones, Chris" <cjones@lpelc.com>

Fri, Sep 29, 2017 at 11:08 AM

Oh very soon! You will get online access that day at training. You will also be guided on how to enter the plan online. I am back in office on Monday and can provide our feedback to you on the plan sometime Monday. Does that work, and if so, what time?

From: Chris Jones [mailto:cjones@lpelc.com]
Sent: Friday, September 29, 2017 11:07 AM

[Quoted text hidden]

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>

Fri, Sep 29, 2017 at 11:12 AM

To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

Sure, that sounds great! Monday morning will work for me. Anytime after 9 am...

Chris

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: Mr. Chris R. Jones

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[Quoted text hidden]



Chris Jones <cjones@lpelc.com>

NM DASH Training in Albuquerque

Pierce, Laurel, PED <Laurel.Pierce@state.nm.us>

Mon, Aug 28, 2017 at 2:48 PM

To: "Jones, Chris" <cjones@lpelc.com>

Cc: "dmiranda@lpelc.com" <dmiranda@lpelc.com>, "Esteban Cole (ecole@lpelc.com)" <ecole@lpelc.com>, "ribarra@lpelc.com" <ribarra@lpelc.com>, "icera@lpelc.com" <icera@lpelc.com>, "csanchez@lpelc.com" <csanchez@lpelc.com>

Hi Chris,

Your team's reservation for the NM Dash training in Albuquerque on October 5th and November 8th is confirmed.

If you were unable to view the webinars listed below, please do so before the next training session. There are 3 NM DASH webinars – Total commitment 70 min.

Overview Webinar – 10 minutes

Webinar 1 (Steps 1 & 2) – Approx. 30 minutes

Webinar 2 (Steps 3 & 4) – Approx. 30 minutes

The webinars can be found at the following link: http://www.ped.state.nm.us/ped/PrioritySchools_NMDASH.html

Thank you,

Laurel Pierce

Options for Parents

Public Education Department

300 Don Gaspar Ave.

Santa Fe, NM 87501

505-827-4527

Laurel.Pierce@state.nm.us

LA PROMESA EARLY LEARNING CENTER
Special Meeting: Governance Council Board Meeting Minutes
Date: September 2, 2017

| | | |
|--------------------------------------|---|---|
| Board Members Present | Julian Munoz, Judy Griego, Cipriano Lucero, Regina Sanchez (by phone) | |
| Absent | | |
| Others in Attendance | Chris Jones, Danielle Miranda | |
| QUORUM | <u> X </u> YES <u> </u> NO | |
| Meeting called to order | Mr. Munoz called the meeting to order at 6:43pm | |
| Item | Discussion | Action/Recommendation |
| Approval of the Agenda | No discussion. | Julian Munoz called for a motion to approve the 09/02/17 amended agenda. Cipriano Lucero motioned, Judy Griego seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |
| Approval of Minutes | *Tabled to next meeting | Julian Munoz called for a motion to table approval of minutes from 08/28/2017 until next meeting. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |
| Discussion/Action Items | | |
| Budget Report | *Tabled to next meeting | Julian Munoz called for a motion to table Items A & B until next meeting. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |
| Approval of BARs | *Tabled to next meeting | |
| Corrective Action Plan (CAP) Updates | <u>Jones:</u> We do have the Board Training that we have satisfied. It’s important that we focus on the academic priorities that we have as a school. This aligns with the Monitoring Tool. This year, the most important thing for us to accomplish is to raise the academics; we have to do better academically. The major focus of all our presentations to you will be about academics. Operationally and Budget-wise we have gotten back on track. We have a stronger GC Board now because of you and your commitment. We have an Audit coming up and we need to re-establish an Audit Committee; we need a couple of members who will participate in that committee. With the Audit, I think we are going to find some trouble in July of last year. After that we have a good history of stability when it comes to finance. So this year, we will not have a disclaimed Audit; we’re going to have a regular Audit. We will have an opinion and I think the opinion is going to be that we have done a great job getting back on track. The CSD is actually coming out on October 20 th and again in January and they want to make sure that we’re doing everything correctly. I feel good about these two visits; we’ve made a lot of progress. Academically what this shows in the CAP is that we have to get a ‘C’, next fall we will get the school letter grade. We have a ‘D’ and we have 11 points to go. I feel good about what we are going to be able to accomplish. They want to make a decision in June but that cannot happen because they’ve given us until August. They’ve given us the school letter grade option as well, so they can’t go back on that because that was the first part of the negotiation. NWEA: Our students are actually scoring better than we thought. We have a RIT score | |

| | which is the scale score for the kids (what they earn on the assessment) and then we have Projected Growth. Their attorney recommended that we use the growth index to determine proficiency, if we met the goal. She made a recommendation to the PEC that they actually took into consideration and plan to go by but that’s inaccurate. So if we were to use that Growth Index, we would never meet our goal because it’s the wrong way to look at our reports. So I need to come back to the PEC meeting when we finalize this to say, they made a mistake and you’re looking at it incorrectly. But I want to show you what we need to use. That is something we will do with NWEA. | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|--|-----------------------------|-----------------------------|---|-----------------------------|---|-------------|----|-------|--------------------|------------|--------------|-----|-------|--------------------|------------|----------------------------|-------------|-------|-----------|---|--|
| Performance Framework Updates | Jones: The most important part is Academics because that is where we’ve fallen behind. Academically, we haven’t made a whole lot of progress in many years so now we have the opportunity to do so. We got a ‘D’, so we need something so we can boost our performance and that is the NM Dash Program and the CAP. Once we have the data, we can start to dissect that, and you can see where we really are. | | | | | | | | | | | | | | | | | | | | | |
| Approval of NM Dash 90 Day Plan | <p>Jones: The 90-Day plan is something you use for school improvement. I do like this because it gives us focus and it’s going to help us.</p> <p>Step 1- We had to come up with a Core Team (Team Member, Position, & Rational).</p> <p>Step 2- We had to Analyze Data and set Student Achievement Goals. NWEA is our Benchmark assessment and it is something that you use on a regular basis and we monitor student proficiency.</p> <table><tr><th>Grade/Subject Area</th><th>2015-16 PARCC Results (3-8)</th><th>2016-17 PARCC Results (3-8)</th><th>2017-2018 PARCC Goals (3-8)</th><th>Benchmark Goals: How will you know you are on track to meet your summative student achievement goals? (3-8)</th></tr><tr><td>Overall ELA</td><td>7%</td><td>9.05%</td><td>15% (+13 students)</td><td>20% (NWEA)</td></tr><tr><td>Overall Math</td><td>10%</td><td>7.59%</td><td>12% (+11 students)</td><td>15% (NWEA)</td></tr><tr><td>Overall ISIP Early Reading</td><td>NA (DIBELS)</td><td>62.5%</td><td>75% (EOY)</td><td>60-70% (Istation – MOY) 75% (Istation – EOY)</td></tr></table> <p>We looked through the reports, we did the calculations, we figured out where we need to be and we set realistic goals. If we meet this goal, we are going to get the 11 points.</p> <p>Step 3- We identified 3 Focus Areas:</p> <ul style="list-style-type: none">• Tier I (core) instruction- Each teacher will re-develop unit plans on a bi-weekly basis; Plans will be evaluated by the principal and instructional coach; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings.• Data-driven instruction- Bi-weekly collaboration meetings will focus on the use of student achievement data to drive instruction; Collaboration protocols will be used to influence teacher focus on data-driven instructional planning and implementation.• Tier I interventions- Each teacher will submit unit plans that include a supplemental page for purposeful small group planning; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. <p>Step 4- Conduct Root Cause Analysis: Our core team identified the underlying causes of our school performance challenges.</p> <ul style="list-style-type: none">• Tier I (core) instruction- If tier one instruction is to be implemented in order to increase overall student achievement, then a guaranteed and viable curriculum must be in place and supported through a consistent planning tool, availability of supplementary resources, and consistent monitoring (via walkthroughs and structured collaboration meetings) of completed plans as well as the implementation of said plans during the delivery phase of instruction.• Data-driven instruction- If data-driven instruction is to be used to differentiate instruction for all students, then all instructional staff members must participate in professional development to help them understand how to access and review reports, use data from said reports to plan whole and small group instruction, and use acquired resources to align with assessment values (i.e. NWEA RIT scores to identify appropriate resources from Reading A-Z and Kahn Academy).• Tier I interventions- If tier one intervention is to be effective in closing achievement gaps for struggling students, then all teachers must be intentional in the planning and delivery of tier one intervention that is made possible through sacred intervention blocks built into the daily schedule, the use of intervention-based resources and strategies, the use of small fluid groups driven by data, and a monitoring via structured collaboration meetings. <p>Step 5- Create Desired Outcomes & Define Critical Actions:</p> <ul style="list-style-type: none">• Tier I (core) instruction- Each teacher will re-develop unit plans on a bi-weekly basis; Plans will be evaluated by the principal and instructional coach; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings.• Data-driven instruction- Bi-weekly collaboration meetings will focus on the use of student achievement data to drive instruction; Collaboration protocols will be used to influence teacher focus on data-driven instructional planning and implementation.• Tier I interventions- Each teacher will submit unit plans that include a supplemental page for purposeful small group planning; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. <p>Step 6- Monitor Implementation:</p> <ul style="list-style-type: none">• Tier I (core) instruction- Plan PD schedule for teachers focused on turnaround pillars (Social and Emotional Curriculum, Tier I Intervention, and PD) and NM Dash Focus Areas (Tier I | Grade/Subject Area | 2015-16 PARCC Results (3-8) | 2016-17 PARCC Results (3-8) | 2017-2018 PARCC Goals (3-8) | Benchmark Goals: How will you know you are on track to meet your summative student achievement goals? (3-8) | Overall ELA | 7% | 9.05% | 15% (+13 students) | 20% (NWEA) | Overall Math | 10% | 7.59% | 12% (+11 students) | 15% (NWEA) | Overall ISIP Early Reading | NA (DIBELS) | 62.5% | 75% (EOY) | 60-70% (Istation – MOY) 75% (Istation – EOY) | Julian Munoz called for a motion to approve the NM Dash 90 Day Plan. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |
| Grade/Subject Area | 2015-16 PARCC Results (3-8) | 2016-17 PARCC Results (3-8) | 2017-2018 PARCC Goals (3-8) | Benchmark Goals: How will you know you are on track to meet your summative student achievement goals? (3-8) | | | | | | | | | | | | | | | | | | |
| Overall ELA | 7% | 9.05% | 15% (+13 students) | 20% (NWEA) | | | | | | | | | | | | | | | | | | |
| Overall Math | 10% | 7.59% | 12% (+11 students) | 15% (NWEA) | | | | | | | | | | | | | | | | | | |
| Overall ISIP Early Reading | NA (DIBELS) | 62.5% | 75% (EOY) | 60-70% (Istation – MOY) 75% (Istation – EOY) | | | | | | | | | | | | | | | | | | |

| | | |
|--|--|---|
| | <p>Instruction, Tier I Intervention, and Data-Driven Instruction). Review submitted unit plans using checklist to ensure appropriate rigor in planning is evident and instruction is aligned with focus areas.</p> <ul style="list-style-type: none"> • Data-driven instruction- Review teacher reflections provided via collaboration protocols to gauge use of data to influence instructional decisions – monitoring of Q1 and Q3 identification and planning via priority report as well as ACCESS, NWEA, and formative assessment data. • Tier I interventions- Walkthroughs to determine effective use of intervention blocks. | |
| Closed Session | | <p>Julian Munoz called for a motion for La Promesa Board of Education to convene an Executive Session to discuss the Pending Litigation and the OSA's Special Audit Designation.</p> <p>Judy Griego motioned, Regina Sanchez seconded.</p> <p>-Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Reconvene to Open Session | <p>Reconvene at 8:07pm</p> <p><u>Munoz</u>: Roll Call- states that all members agree that the matters discussed in the Executive Session were only limited to those specified in the agenda.</p> <p>Roll Call by Judy Griego</p> | Reconvene to Open Session |
| Action as Necessary from Closed Session (Discussion/Action) | <u>Munoz</u> : No Action | |
| Head Administrator Report | <u>Jones</u> : The heart of the report is always going to be the Performance Framework and I will keep you posted. | |
| Public Comment | N/A | <p>Julian Munoz asked for a motion to adjourn.</p> <p>Judy Griego motioned, Cipriano Lucero seconded.</p> <p>-Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| Adjourn | <p>Next GC meeting: September 26, 2017 at 5:30pm</p> <p>Meeting was adjourned at 8:10pm.</p> | |



New Mexico 90-day Plan Offline Planning Process Workbook

ANNUAL PLAN

Step 1 – Build Core Team

With district support, the school leader(s) identify critical members to bring together as a team to co-construct the school vision for dramatic change and establish a 90-day Plan that will increase achievement for all students.

Guiding Questions –

✓ District Level:

- To what extent does the district representative need to be involved in the planning process?
- Should Core Teams look the same at every school?

✓ School Level:

- To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
 - Are there representatives from across grade levels?
 - Is the group representative of the student body and community?
 - Is the Core Team the same as the school leadership team?
 - Are the strongest teacher-leaders on the Core Team?

Core Team Notes

| Team Member | Position | <u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality? |
|------------------|--|--|
| Cristina Sanchez | Pre-K Teacher / Coach / Observer | Knowledge of child development (whole child approach to learning); early childhood education; dual language programming; teacher evaluation; and; curriculum, instruction, and assessment. Sanchez has also earned exemplary and highly effective ratings on 2016 and 2017 summative evaluation reports. |
| Danielle Miranda | SPED Teacher / Director of Student Services | Educational Leadership student; Seven years of experience with LPELC; Dual certified (SPED and General Education); Experience with aspects of school administration; Experience with data analysis and instructional leadership; Track record of increasing student proficiency levels amongst Q1 students; Current 'coordinator' of board services. |
| Esteban Cole | 5 th Grade Teacher / District Testing | Six years of experience with LPELC teaching at the intermediate level (5 th grade); In depth knowledge of |

| | | |
|-----------------|--|---|
| | Coordinator | NMPED testing requirements; Experience coordinating school-wide testing program; Serves as secondary tech support for instructional staff; Experience implementing school initiatives; Experience implementing dual language programming. |
| Irma Cera | 7 th /8 th Grade Teacher | Over 15 years experience in dual language schools; Experience at early childhood, primary, intermediate, and secondary levels; In depth understanding of curriculum and instruction principles that foster language development; |
| Roseanne Ibarra | Instructional Coach | 25+ years experience in education; Experience as an interventionist and instructional coach; Experience serving within dual language schools; Large district experience – knowledge of past initiatives. |
| Yvette Barnwell | SPED Teacher / Community Schools and School Activities Coordinator | Five years experience with LPELC; Dual certified (SPED and General Education); Experience coordinating school-home programs and leading communications efforts; Current ‘coordinator’ of community schools initiative at LPELC. |
| Chris Jones | Principal | Head Administrator. |

Step 2 – Analyze Data & Set Student Achievement Goals

With the core team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set summative student achievement goals for ELA and math. An optional third goal may be identified based on deep data analysis (e.g. subgroup achievement, attendance rates).

Once summative goals have been established, set benchmark goals to monitor progress toward summative goals. Benchmark goals should be clearly articulated in both ELA and math (and for an optional third goal), align with summative goals, and be connected to the most current interim or formative assessment data.

Guiding Question – Given the most recent student achievement data, what summative and benchmark goals will create a sense of focus and urgency towards action to increase student achievement?

| Student Achievement Goals | | | | |
|---------------------------|-----------------------------|-----------------------------|-----------------------------|--|
| Grade/Subject Area | 2015-16 PARCC Results (3-8) | 2016-17 PARCC Results (3-8) | 2017-2018 PARCC Goals (3-8) | <u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals? (3-8) |
| Overall ELA | 7% | 9.05% | 15% (+13 students) | 20% (NWEA) |
| 3 rd Grade ELA | 7.1% | 8.89% | 15% | 20% |

| | | | | |
|----------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| 4 th Grade ELA | 10.8% | 4.65% | 15% | 20% |
| 5 th Grade ELA | 9.1% | 14.29% | 15% | 20% |
| 6 th Grade ELA | 3.4% | 10.71% | 15% | 20% |
| 7 th Grade ELA | 0% | 9.52% | 15% | 20% |
| 8 th Grade ELA | 6.7% | 6.25% | 15% | 20% |
| Overall Math | 10% | 7.59% | 12% (+11 students) | 15% (NWEA) |
| Kindergarten Math | NA | NA | NA | 15% |
| 1 st Grade Math | NA | NA | NA | 15% |
| 2 nd Grade Math | NA | NA | NA | 15% |
| 3 rd Grade Math | 28.6% | 17.78% | 20% | 15% |
| 4 th Grade Math | 2.6% | 9.3% | 12% | 15% |
| 5 th Grade Math | 4.5% | 3.45% | 12% | 15% |
| 6 th Grade Math | 3.4% | 7.14% | 12% | 15% |
| 7 th Grade Math | 0% | 4.76% | 12% | 15% |
| 8 th Grade Math | 13.3% | 0% | 12% | 15% |
| Grade/Subject Area | 2015-16 Istation Results (K-2) | 2016-17 Istation Results (K-2) | 2017-2018 Istation Goals (K-2) | Benchmark Goals: How will you know you are on track to meet your summative student achievement goals? (K-2) |
| Overall ISIP Early Reading | NA (DIBELS) | 62.5% | 75% (EOY) | 60-70% (Istation – MOY) 75% (Istation – EOY) |
| Kindergarten ISIP | NA (DIBELS) | 92.5% | 92.5% | 70-75% (Istation – MOY) 92.5% (Istation – EOY) |
| 1 st Grade ISIP | NA (DIBELS) | 42.5% | 75% | 60-70% (Istation – MOY) 75% (Istation – EOY) |
| 2 nd Grade ISIP | NA (DIBELS) | 52.5% | 60% | 45-50% (Istation – MOY) 60% (Istation – EOY) |

Well-written goals help to set a bold, positive vision and establish a sense of urgency. They communicate and make visible to all stakeholders the intent of the plan.

Guiding Question – To what extent do summative and benchmark goals meet SMART criteria?

| SMART Checklist | | |
|--|--|--|
| <u>Specific</u> | Is the goal clearly defined? | |
| <u>Measurable</u> | Are concrete criteria identified for measuring progress toward attainment of the goal? | |
| <u>Ambitious & Attainable</u> | Does the goal stretch the school while still being attainable? | |
| <u>Relevant</u> | Does the goal relate to student learning and achievement? Is it data-based? | |
| <u>Time-bound</u> | Is the timeframe appropriate for accomplishment of the goal? | |

Step 3 – Identify Focus Areas

Following deep data analysis and reflection on qualitative and quantitative evidence, the core team identifies the 2-3 highest-leverage focus areas that will increase student achievement for all students. Focus areas are best practices that will increase achievement for all students and narrow the scope for root cause analysis, desired outcomes, and critical actions.

Possible evidence sources to consider include: observation data (evaluative or non), lesson/unit plans, student surveys, interim assessment results, common formative assessment results, student work samples, summative results.

Focus Areas & Guiding Questions –

1. Standards Alignment

All grade levels have identified essential standards.

Guiding questions –

- How do you ensure that the Tier I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?
- Do you have a scope and sequence aligned to the CCSS?

2. Tier I (core) instruction

There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.

Guiding questions –

- What percent of your students are achieving grade-level expectations or making significant growth? If at least 80% are not attaining proficiency, what are you doing to ensure that your school is making significant progress toward this goal?
- What evidence do you have that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS?

3. Data-driven instruction

There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.

Guiding questions –

- Are the district's and school's assessment strategies firmly in place? (formative, interim, and summative)
- How do teachers and leadership analyze and act on assessment data?
- Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?

- How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

4. *Tier I interventions*

There are fluid, flexible interventions in place during Tier I (core) instruction for students not progressing as expected.

Guiding questions –

- How do you identify students in need of Tier I (core) interventions?
- How do you differentiate instruction based on the screening results, as well as the abilities and needs of all students in the core program?
- To what extent are Tier I (core) interventions successful in addressing student needs based on data?

5. *Observation and feedback cycles*

Principal and other instructional leaders devote time daily to non-evaluative classroom walkthroughs and provide face-to-face feedback to teachers in a timely manner.

Guiding questions –

- Are frequent and regular non-evaluative walkthroughs built into the leaders' schedules?
- Do leaders give face-to-face direct feedback to teachers focused on specific action steps for improvement?
- To what extent do leaders hold teachers accountable to translate feedback into practice?

6. *Collaboration*

Teachers have time during the week to work together to promote student success.

Guiding questions –

- What evidence do you have that your teacher teams work together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction?
- How do school leaders support and hold teacher teams accountable?

7. *Ongoing, job embedded professional development*

Teacher professional development is grounded in day-to-day teaching practice and is designed to enhance student learning.

Guiding questions –

- Describe the process for identifying and providing job-embedded, ongoing, professional development informed by the teacher evaluation system.

- How is professional development for teachers tied to student needs as identified by assessment data?

8. Tier II (SAT) process

There is a system in place to provide strategic and individualized support to students for whom Tier I instruction and interventions have proven insufficient.

Guiding questions –

- What criteria does the SAT team use to identify students in need of TIER II support?
- To what extent are Tier II interventions successful at addressing skill gaps to allow students to master CCSS? What specific research-based interventions are provided?
- Is progress monitoring frequent enough to ensure fluidity and that the RtI process is working?

9. School leadership and systems

There is a school leadership framework that supports increasing and sustaining student achievement.

Guiding questions –

- Is there a school leadership team in place comprised of key instructional leaders?
- To what extent does the leadership team focus on data-driven instruction, observation and feedback, standards-aligned planning and instruction, and job-embedded professional development?

10. School culture

All students, staff and stakeholders are aware that student achievement is the top priority of school.

Guiding questions –

- Do students receive the continual message that nothing is as important or engaging as learning?
- How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?
- How does leadership monitor and maintain a positive student and staff culture?

Focus Areas

| <i>Focus Area:</i> What are the 2-3 highest-leverage focus areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals? | <i>Data Connection:</i> What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area? |
|--|---|
| Tier One Instruction | <p>Data Points Analyzed: 2017 A-F School Letter Grade; Spring 2017 needs assessment; Analysis of 6 week unit plans; Analysis of 15-16 and 17-18 DIBELS/Istation and PARCC assessment data; 16-17 Accountability report .</p> <p>2017 A-F School Grading Report Card indicates that 65% of students are not proficient in Reading and 91% of students are not proficient in Math across all grades.</p> <p>Teachers’ 6 week unit plans lacked alignment with CCSS and failed to utilize formative and summative assessment to help evaluate the effectiveness of instruction, and did not evidence planning for small group structures to differentiate instruction.</p> |
| Data-Driven Instruction | <p>Data Points Analyzed: 2017 A-F School Letter Grade; Spring 2017 needs assessment; Informal surveying of staff – Sheltered Content Instruction PD; Analysis of 15-16 and 17-18 DIBELS/Istation and PARCC assessment data; 16-17 Accountability report.</p> <p>Teachers’ 6 week unit plans lacked evidence of data analysis through use of available assessment reports, failed to utilize formative and summative assessment to help evaluate the effectiveness of instruction, and did not evidence data-driven plans for small group structures to differentiate instruction based on more than one data point.</p> |
| Tier One Intervention | <p>Data Points Analyzed: 2017 A-F School Letter Grade; Spring 2017 needs assessment; Analysis of 6 week unit plans; Analysis of 15-16 and 17-18 DIBELS/Istation and PARCC assessment data; Analysis of SAT documentation and referrals; 16-17 Accountability report.</p> <p>Teachers’ instructional plans did not evidence data-driven plans for small grouping structures to differentiate instruction based on more than one data point.</p> |

Step 4 – Conduct Root Cause Analysis

After identifying 2-3 high-leverage focus areas, the core team engages in thoughtful root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge.

Resources: Fishbone template, 5 Whys Guidance, Role Play Script

Guiding Questions –

- What do you believe is at the heart of the problem for this focus area?
- What qualitative and quantitative evidence do you have to support this hypothesis?
- Would the problem/challenge have occurred if that cause had not been present?
- If the cause is corrected, will the problem/challenge reoccur?

| Root Cause Analysis Notes | | |
|---------------------------|--|--|
| Focus Area | Root Cause Hypothesis | Evidence to Support |
| Tier One Instruction | If tier one instruction is to be implemented in order to increase overall student achievement, then a guaranteed and viable curriculum must be in place and supported through a consistent planning tool, availability of supplementary resources, and consistent monitoring (via walkthroughs and structured collaboration meetings) of completed plans as well as the implementation of said plans during the delivery phase of instruction. | 2017 A-F School Letter Grade; Spring 2017 needs assessment; Analysis of 6 week unit plans; Analysis of 15-16 and 17-18 DIBELS/Istation and PARCC assessment data, and; 16-17 Accountability report. Observations from 16-17 clearly highlighted the variance in pedagogical knowledge and skills with respect to the teaching staff at LPELC. Teachers' unit plans were compliance documents that lacked rigor. Training in the use of resources and availability of supplemental resources were both limited. Common core alignment was lacking based on the analysis of unit plans as was the use of collaboration structures to hone in on problems in practice. Walkthroughs and feedback cycles were inadequate and unit plans were not reviewed in a manner that promoted continuous improvement. |
| Data-Driven Instruction | If data-driven instruction is to be used to differentiate instruction for all students, then all instructional staff members must participate in professional development to help them understand how to access and | 2017 A-F School Letter Grade; Spring 2017 needs assessment; Informal surveying of staff – Sheltered Content Instruction PD; Analysis of 15-16 and 17-18 DIBELS/Istation and PARCC |

| | | |
|-----------------------|--|---|
| | review reports, use data from said reports to plan whole and small group instruction, and use acquired resources to align with assessment values (i.e. NWEA RIT scores to identify appropriate resources from Reading A-Z and Kahn Academy). | assessment data, and ; 16-17 Accountability report. Instructional ladders or a continuous improvement process was not used. Collaborations lacked structure and protocols that required teachers to review and discuss student achievement data were missing. Training to assist in the understanding of reports was lacking. |
| Tier One Intervention | If tier one intervention is to be effective in closing achievement gaps for struggling students, then all teachers must be intentional in the planning and delivery of tier one intervention that is made possible through sacred intervention blocks built into the daily schedule, the use of intervention-based resources and strategies, the use of small fluid groups driven by data, and a monitoring via structured collaboration meetings. | 2017 A-F School Letter Grade; Spring 2017 needs assessment; Analysis of 6 week unit plans; Analysis of 15-16 and 17-18 DIBELS/Istation and PARCC assessment data; Analysis of SAT documentation and referrals, and; 16-17 Accountability report. Tier one interventions were not implemented during school days. Small grouping was missing from unit plans and the expectation that all teachers implement a center-based rotation system was missing. Teachers were not utilizing language supports for students, failed to incorporate fluid groups based on data, and did not have a data-based rationale for their instructional decisions. |

90-DAY PLAN

Step 5 – Create Desired Outcomes & Define Critical Actions

Create Desired Outcomes:

Based on each thoughtful root cause analysis, the core team creates a 90-day Desired Outcome for each focus area. Specifically, the team identifies the ***change in adult behaviors*** that will create focus and urgency towards action that would logically result in increased student achievement in math and reading.

Guiding Questions for Setting Desired Outcomes –

- What specific outcome do you want? What change in adult behaviors will be observable by the end of 90 days?
- How will you know when you have reached this goal? What will be different if you are successful in focusing on this area of practice? After 90 days, what changes in practice will be observed?

| Desired Outcomes | |
|-------------------------|--|
| Focus Area | Draft Desired Outcome (<i>change in adult behaviors</i>) |
| Tier One Instruction | Each teacher will re-develop unit plans on a bi-weekly basis; Plans will be evaluated by the principal and instructional coach; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. |
| Data-Driven Instruction | Bi-weekly collaboration meetings will focus on the use of student achievement data to drive instruction; Collaboration protocols will be used to influence teacher focus on data-driven instructional planning and implementation. |
| Tier One Intervention | Each teacher will submit unit plans that include a supplemental page for purposeful small group planning; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. |

Define Critical Actions:

After identifying the desired outcomes (change in adult behaviors), the core team determines the critical actions that will promote a sense of urgency toward addressing root cause(s) and achieving each desired outcome.

Guiding Questions for Critical Actions (Options) –

- What are some possible ways to achieve...?
- What will you do to move yourself closer to the goal?
- What have you done in similar situations in the past?
- What is something you have never tried?
- What else?

Guiding Questions for Critical Actions (Decisions) –

- Which would be most impactful?
- What exactly will you do?
- Who will be involved? How are critical actions strategically owned by various school/district individuals?
- What obstacles do you need to address in order to get this done?
- What support/resources will you need to make this happen?

| Focus Area: Tier I Instruction | | | | |
|--|---|--|---------------------------|---|
| Desired Outcome: Each teacher will re-develop unit plans on a bi-weekly basis; Plans will be evaluated by the principal and instructional coach; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. | | | | |
| CRITICAL ACTIONS | | | | |
| Timeline | Critical Action to Address Root Cause & Achieve Desired Outcome | Resources Needed/Source | Person(s) Responsible | Person(s) Involved |
| By 9/1/17; Ongoing | Develop calendar and schedule to finalize classroom walkthrough rotations | Calendar/schedule template | Principal / IC / Observer | Teachers |
| By 9/11/17; Ongoing | Develop calendar and schedule to finalize a collaboration meeting schedule in order to provide 1:1 feedback | Calendar / schedule template | Principal / IC / Observer | Teachers |
| Ongoing – trimesters 1, 2, and 3 | Plan monthly PD sessions based on needs identified through walkthroughs and collaboration meetings – based on tier one instructional planning | Calendar / project-based learning plans / substitutes for coverage | Principal / IC | Principal, IC, External PD providers, EAs, Substitutes, Art and PE Teachers, General Ed. Teachers |
| By 9/11/17 | Develop a unit plan checklist / rubric | Rubric template for development | Principal / IC | Teachers |
| By 9/11/17 | Develop collaboration protocols that focus on intentionality in planning, looking for effective use of the unit plan template and instructional resources | Collaboration protocol template | IC | Principal, Teachers |

| Focus Area: Data-Driven Instruction |
|---|
| Desired Outcome: Bi-weekly collaboration meetings will focus on the use of student achievement data to drive instruction; Collaboration protocols will be used to influence teacher focus on data-driven |

instructional planning and implementation.

CRITICAL ACTIONS

| <i>Timeline</i> | <i>Critical Action to Address Root Cause & Achieve Desired Outcome</i> | <i>Resources Needed/Source</i> | <i>Person(s) Responsible</i> | <i>Person(s) Involved</i> |
|---|--|--|------------------------------|---|
| By 9/11/17; Collaborations held biweekly | Develop collaboration protocols that focus on data analysis and disaggregation | Collaboration protocol template | IC | Principal, Teachers |
| By 9/11/17; Ongoing | Develop calendar and schedule to finalize a collaboration meeting schedule in order to provide 1:1 feedback | Calendar / schedule template | Principal / IC / Observer | Teachers |
| Ongoing – trimesters 1, 2, and 3 | Plan monthly PD sessions based on needs centered around using the data from assessment reports to plan effective instruction | Calendar / project-based learning plans / substitutes for coverage | Principal / IC | Principal, IC, External PD providers, EAs, Substitutes, Art and PE Teachers, General Ed. Teachers |

Focus Area: Tier One Intervention

Desired Outcome: Each teacher will submit unit plans that include a supplemental page for purposeful small group planning; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings.

CRITICAL ACTIONS

| <i>Timeline</i> | <i>Critical Action to Address Root Cause & Achieve Desired Outcome</i> | <i>Resources Needed/Source</i> | <i>Person(s) Responsible</i> | <i>Person(s) Involved</i> |
|---|--|--------------------------------|------------------------------|---|
| By 8/21/17 | Develop master schedule with sacred intervention blocks | Master schedule template | Director of Student Services | Principal, IC, Teachers, Interventionists, Students |
| By 9/1/17; Ongoing (45 minute daily intervention blocks (Tier 1); 30 minutes after school intervention block (Tier 2)) | Develop calendar and schedule to finalize classroom walkthrough rotations to capture implementation of tier one interventions during intervention blocks | Calendar/schedule template | Principal / IC / Observer | Teachers |
| By 9/11/17; Ongoing | Develop calendar and schedule to finalize a collaboration | Calendar / schedule template | Principal / IC / | Teachers |

| | | | | |
|----------------------------------|---|--|----------------|---|
| | meeting schedule in order to provide 1:1 feedback regarding intervention planning | | Observer | |
| Ongoing – trimesters 1, 2, and 3 | Plan monthly PD sessions based on needs identified through walkthroughs and collaboration meetings – based on tier one instructional planning and use of resources | Calendar / project-based learning plans / substitutes for coverage | Principal / IC | Principal, IC, External PD providers, EAs, Substitutes, Art and PE Teachers, General Ed. Teachers |
| By 9/11/17 | Develop collaboration protocols that focus on intentionality in planning, looking for effective use of the unit plan template and supplementary small group planning page as well as Q1 and Q3 interventions and supports | Collaboration protocol template | IC | Principal, Teachers |

Step 6 – Monitor Implementation

After creating a desired outcome for each focus area and defining the critical actions, the core team strategically selects progress indicators – the metrics and evidence that will be used to measure progress toward the desired outcomes and goals. The core team identifies how the plan might be adjusted due to accelerated progress and unanticipated barriers.

Guiding Questions –

- What are the metrics, feedback, observations, etc. the core team will use to determine progress toward the desired outcome? What is the evidence of progress?
- How will you know the critical actions are having a positive impact?
- How might the plan be adjusted due to accelerated progress or unanticipated barriers?

| Focus Area: Tier I Instruction | | | | |
|--|--|--------------------------------|------------------------------|---------------------------|
| Desired Outcome: Each teacher will re-develop unit plans on a bi-weekly basis; Plans will be evaluated by the principal and instructional coach; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. | | | | |
| CRITICAL ACTIONS | | | | |
| <i>Timeline</i> | <i>Critical Action to Address Root Cause & Achieve Desired Outcome</i> | <i>Resources Needed/Source</i> | <i>Person(s) Responsible</i> | <i>Person(s) Involved</i> |

Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

| <i>Indicator Date</i> | <i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i> | <i>Potential Adjustments</i> |
|-----------------------|---|--|
| 9/1/17 | Review walkthrough schedule and calendar with IC and academic leadership team to ensure it is equitable and consistent | Adjust calendar based on teacher needs – PGPs and 2016-2017 Summative Evaluations |
| 9/1/17 | Review collaboration schedule with IC and academic leadership team to verify equity in collaboration opportunities | Provide coverage for teachers whose collaboration opportunities are compromised due to testing schedule |
| Week of 9/11/17 | Finalize schedule for coverage during PD Fridays based on teacher grade bands (K-3 and 4-8) | Approval of contract with external substitute and academic enrichment providers |
| Monthly | Plan PD schedule for teachers focused on turnaround pillars (Social and Emotional Curriculum, Tier I Intervention, and PD) and NM Dash Focus Areas (Tier I Instruction, Tier I Intervention, and Data-Driven Instruction) | For individual teachers, IC to provide differentiated support; Secure external PD providers – appropriate funding/amend federal applications as needed |
| Bi-weekly | Review submitted unit plans using checklist to ensure appropriate rigor in planning is evident and instruction is aligned with focus areas | 1 on 1 coaching by IC and principal via co-teaching, co-planning, resource allocation |
| Bi-weekly | Review teacher reflections provided via collaboration protocols | Differentiate PD and teacher support based on feedback obtained from protocols |

Focus Area: Data-Driven Instruction

Desired Outcome: Bi-weekly collaboration meetings will focus on the use of student achievement data to drive instruction; Collaboration protocols will be used to influence teacher focus on data-driven instructional planning and implementation.

CRITICAL ACTIONS

| <i>Timeline</i> | <i>Critical Action to Address Root Cause & Achieve Desired Outcome</i> | <i>Resources Needed/Source</i> | <i>Person(s) Responsible</i> | <i>Person(s) Involved</i> |
|-----------------|--|--------------------------------|------------------------------|---------------------------|
|-----------------|--|--------------------------------|------------------------------|---------------------------|

Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

| <i>Indicator Date</i> | <i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i> | <i>Potential Adjustments</i> |
|-----------------------|--|------------------------------|
| Bi-weekly | Review teacher reflections provided via | Differentiate monthly PD and |

| | | |
|---------|---|--|
| | collaboration protocols to gauge use of data to influence instructional decisions – monitoring of Q1 and Q3 identification and planning via priority report as well as ACCESS, NWEA, and formative assessment data | teacher support based on feedback obtained from protocols; IC and Principal to assist with data analysis and disaggregation |
| 9/1/17 | Review collaboration schedule with IC and academic leadership team to verify equity in collaboration opportunities – collaboration to focus on data driven instruction via protocol reflections | Principal to arrange coverage for teachers whose collaboration opportunities are compromised due to testing schedule |
| Monthly | Plan PD schedule for teachers focused on turnaround pillars (Social and Emotional Curriculum, Tier I Intervention, and PD) and NM Dash Focus Areas (Tier I Instruction, Tier I Intervention, and Data-Driven Instruction) | For individual teachers, IC to provide differentiated support; Secure external PD providers – appropriate funding/amend federal applications as needed |

Focus Area: Tier I Intervention

Desired Outcome: Each teacher will submit unit plans that include a supplemental page for purposeful small group planning; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings.

CRITICAL ACTIONS

| <i>Timeline</i> | <i>Critical Action to Address Root Cause & Achieve Desired Outcome</i> | <i>Resources Needed/Source</i> | <i>Person(s) Responsible</i> | <i>Person(s) Involved</i> |
|-----------------|--|--------------------------------|------------------------------|---------------------------|
|-----------------|--|--------------------------------|------------------------------|---------------------------|

Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

| <i>Indicator Date</i> | <i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i> | <i>Potential Adjustments</i> |
|-----------------------|---|--|
| 9/1/17 and Weekly | Walkthroughs to determine effective use of intervention blocks | IC support in planning instruction |
| 9/1/17 and Weekly | Review walkthrough schedule and calendar with IC and academic leadership team to ensure it is equitable and consistent | Adjust calendar based on teacher needs – PGPs and 2016-2017 Summative Evaluations |
| 9/1/17 and Bi-Weekly | Review collaboration schedule with IC and academic leadership team to verify equity in collaboration opportunities | Provide coverage for teachers whose collaboration opportunities are compromised due to testing schedule |
| Monthly | Plan PD schedule for teachers focused on turnaround pillars (Social and Emotional Curriculum, Tier I Intervention, and PD) and NM Dash Focus Areas (Tier I Instruction, Tier I Intervention, and Data-Driven Instruction) | For individual teachers, IC to provide differentiated support; Secure external PD providers – appropriate funding/amend federal applications as needed |
| Bi-weekly | Review teacher reflections provided via | Differentiate monthly PD and |

| | | |
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| | collaboration protocols to gage use of data to influence instructional decisions | teacher support based on feedback obtained from protocols; IC and Principal to assist with data analysis and disaggregation |
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System to Monitor Implementation –

The core team clearly details a system to monitor implementation of the plan including a procedure, timelines, and person(s) responsible.

Guiding Questions –

- How will the core team systematize implementation and monitoring of the plan?
- What is the procedure? What are the timelines? Who is responsible?

| System to Monitor Implementation | | |
|---|---------------------------|--|
| Procedure | Timelines | Person(s) Responsible |
| Leadership Meetings: During weekly leadership meetings, the IC, Principal, Coach/Evaluator, Director of Operations, and Director of Student Services will analyze walkthrough and collaboration protocol trends as they relate to the NM Dash 90-day plan. | Weekly | Principal, IC, Coach/Evaluator, Director of Operations, Director of Student Services |
| NM Dash Team Meetings: The core team will meet monthly to revisit the plan, review progress indicators, analyze data and adult behaviors, and evaluate efficacy of systems and resources to assess progress toward goals. Changes to the 90 day plan will be made as necessary. | Monthly | Core Team and Governance Council |
| COMMUNICATING PROGRESS: <ul style="list-style-type: none"> • Updates will be made to the school website where progress toward goals is shared openly with stakeholders (Curriculum page); | Quarterly (BOY, MOY, EOY) | |

| | | |
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| <ul style="list-style-type: none"> • The director will present monthly updates to the governance council during regular meetings; • Updates will be included in the Monday Memo for the purpose of staff review and analysis • Updates will be shared in the monthly newsletter • Updates will be shared on a quarterly basis via LPELC Class DOJO and social media sites. <p>During the January Teacher In-Service, the core team will share their analysis of the first 90 day plan with all instructional and non-instructional staff members to celebrate short-term victories, adjust the plan as needed, and set short-term goals that will facilitate goal attainment during the second semester (2nd 90 day plan)</p> | <p>Monthly</p> <p>Weekly (as needed)</p> <p>Monthly</p> <p>Quarterly</p> <p>January 2, 2018</p> | |
|--|---|--|

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LA PROMESA
EARLY LEARNING CENTER



Where success speaks louder than words

Chris Jones, Executive Director

Diana Diaz, Director of Operations

September 1, 2017

To Whom It May Concern:

This letter provides notice of reasonable assurance that no other relatives of Analee Maestas, other than Raelene Martinez, have a position at La Promesa Early Learning Center (LPELC).

Currently, Raelene Martinez is a Pre-K teacher and is no position of authority at LPELC. In addition, the LPELC Governing Council reviewed the contract for Raelene Martinez and determined she has the necessary certifications and experience that warrants the position and pay outlined in the contract. The minutes from the meeting have been attached for your information. In addition, to the best of our knowledge, no member of the Maestas family serves on or is affiliated with the Earlier Learning Solutions Inc. Foundation board.

If there are any questions, please feel free to contact me.

Regards,

Julian Munoz
President-LPELC Governing Council
505-610-6082
Munoz_julian@hotmail.com



Chris Jones <cjones@lpec.com>

FW: Board Memembrship

Julian Munoz <munoz_julian@hotmail.com>

Mon, Sep 18, 2017 at 5:03 PM

To: "Poulos, Katie, PED" <Katie.Poulos@state.nm.us>

Cc: "pmatthews@matthewsfox.com" <pmatthews@matthewsfox.com>, Chris Jones <cjones@lpec.com>

Katie Polous,

Attached resignation letters of the Maestas's.

Regards,

Julian

Get [Outlook for iOS](#)

From: pmatthews@matthewsfox.com <pmatthews@matthewsfox.com>**Sent:** Wednesday, August 30, 2017 12:49:26 PM**To:** Chris Jones; Julian Munoz (munoz_julian@hotmail.com)**Subject:** FW: Board Memembrship

[Quoted text hidden]

**Resignations.pdf**
31K

Analee N. Maestas, Ph.D.
2213 Cordova Rd. SW
Albuquerque, New Mexico 87105

Earlier Learning Solutions
Governance Board, Stan Albrycht
7500 La Morada NW
Albuquerque, New Mexico 87121

September 26, 2016,

I will be tendering my letter of resignation from the Earlier Learning Solutions Foundation Board.
Please accept this letter of resignation effective April 1, 2017.

Thank you for be opportunity to serve on this board.

Sincerely,


Dr. Analoe Maestas

Julie Maestas
Evans Road SW
Albuquerque, New Mexico 87105

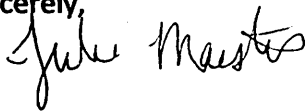
Earlier Learning Solutions
Governance Board/ Stan Albrycht
7500 La Morada NW
Albuquerque, New Mexico 87121

March 1 , 2017

As I will move into another area of employment I will be tendering my letter of resignation from the Earlier Learning Solutions Board.

Please accept this letter of resignation effective March 1, 2017.

Sincerely,

A handwritten signature in black ink that reads "Julie Maestas". The signature is written in a cursive, flowing style.

Julie Maestas

La Promesa Early Learning Center Governing Council Recruitment Plan

GOAL: The goals and success of La Promesa Early Learning Center greatly depend on the quality and commitment of members in the Governing Council (“LPELC-GC”), in the board meetings, in support of the Executive Director and other supporting activities. It follows that LPELC-GC seeks to recruit, retain, develop and recognize those who can meet the unique expectations of LPELC-GC.

NEW BOARD MEMBER RECRUITMENT: The LPELC-GC, pursuant to its Bylaws, will form a Nominating Committee to assist in member recruitment, nomination and development. The Nominating Committee shall be comprised of one LPELC-GC member and a member of the community or parent, and the Director or his/her designee who shall serve as a non-voting member of the committee.

The process will begin by developing a profile of the present board members and determining the types of expertise, talent and competencies needed at the stage of school development. Profile of present members will be based on areas of expertise and professional skills in the following:

| | |
|--------------------------------------|--|
| Operational and Financial Management | Community Development/Facility/Project Mgt |
| Administration | Academic/Education |
| Business/Corporate | Accounting |
| Banking and Trusts | Investments |
| Fund-raising / Capital Campaign | Government Representative |
| Legal/Law | Marketing |
| Human Resource | Physical Plant (architect, engineer) |
| Strategic or Long-Range Planning | Public Relations |
| Real Estate | Community Resident |
| Parent of Child in School | Business Owner |
| Partnerships/Social Services | Technology |
| Cultural Competency | Counseling |
| Volunteer Work/Services | |

LPELC-GC will make every effort to recruit the most capable and professional board members. Potential board members will have expertise in the following areas and have other experiences as deemed necessary by LPELC-GC.

- Legal
- Government Financing and Accounting
- Academic Leadership
- Human Resource
- Non-Profit Management

The Nominating Committee will recruit individuals who possess desired skill sets and who can commit sufficient time to serve and who are internally motivated, reliable, and dedicated to the school and its mission and vision, to include the following:

- Members who are passionate about their role in the GC
- Members who see themselves as learners as well as providers of knowledge
- Members who want to be part of a learning community and collaborate with their peers in each of their responsibilities
- Members who have high expectations for education and student success
- Members who are willing to become subject matter experts
- Members who inspire and are highly motivated leaders

Recruits will be given information about the LPELC-GC's expectations of its members to determine whether the recruit is prepared to make the commitment. If a recruit is interested he or she will fill out the LPELC GC application form, letter of intent and resume (with references). References will be used to ensure potential board members are properly vetted for any previous professional or ethical misconduct. The Nominating Committee will thoroughly review the application and if the potential board member meets the professional experience and skill sets, the Nominating Committee may nominate and present the recruit's application to the LPELC-GC during a public meeting for consideration. The recruit will be interviewed by the LPELC-GC and selected in accordance with LPELC-GC Bylaws. If he or she consents to serve on the board after an affirmative vote to approve his/her nomination, the new member will begin his or her service on the board at the next meeting of the board or as provided in the Bylaws.

Once on the board, new members will be given a tour of the facility and will receive a current copy of the board manual. Board manuals contain the vision and mission statements; current strategic plans, LPELC Bylaws, the School's Performance Framework, Charter School Contract, Chapter 22, Article 8B NMSA 1978 ("Charter Schools Act"), a list of the year's scheduled board meetings, agenda items routinely addressed, a roster of all board members and their contact information, the current year's operating budget, tabs for monthly board packets (agendas, previous meeting minutes, financial statements, reports) and any other information or materials needed for a successful orientation.

A current board will member will also serve as a mentor for the new member to help facilitate in the training and development.

New board members will also receive training in strategic planning, financial management, and program evaluation and other training as deemed necessary or required by the LPELC Governing Council and/or the New Mexico Public Education Department.

RETENTION: LPELC is also committed to retaining its most effective board members through such efforts as creating a supportive environment, developing member excellence, developing an encouraging culture, promoting professional collaboration, and providing an ongoing mentoring program.

RECOGNITION: LPELC will develop a program to recognize and reward those who make unusually strong contributions to GC membership and the school.

La Promesa Early Learning Center
Governing Council Member Application Form

Last Name _____ **First Name** _____ **MI** _____

Address _____ **City** _____ **State** _____

Phone Number _____ **Home Phone** _____ **Work Phone** _____

Employment History-Please provide the following information from your past 3 three employers, assignments or volunteer activities.

From ___/___/___ To Present Employer _____

Address _____ Job Title _____

Immediate Supervisor _____ Phone # _____

Summarize the nature of work performed and job responsibilities.

From ___/___/___ To ___/___/___ Employer _____

Address _____ Job Title _____

Immediate Supervisor _____ Phone # _____

Summarize the nature of work performed and job responsibilities.

From ___/___/___ To ___/___/___ Employer _____

Address _____ Job title _____

Immediate Supervisor _____ Phone # _____

Summarize the nature of work performed and job responsibilities.

From ___/___/___ To ___/___/___ Employer _____

Address _____ Job Title _____

Immediate Supervisor _____ Phone # _____

Summarize the nature of work performed and job responsibilities.

Skills and Qualifications-Summarize any training, skills, licenses and/or certifications that may qualify you as a governing council member.

Education Background

High School _____ Graduate Y/N Course Study _____

College _____ Graduate Y/N Course Study _____

Other _____ Graduate Y/N Course Study _____

References (3)

Name _____ Name _____

Phone # _____ Phone # _____

Name _____

Phone # _____

I certify that all information I have provided is true to the best of my ability. I also understand that any information provided by me that is found to be false, incomplete or misrepresented in any respect will be sufficient cause to cancel further consideration of this application.

Signature of Applicant _____ **Date** ____/____/____

LA PROMESA EARLY LEARNING CENTER
Governance Council Board Meeting Minutes
Date: December 27, 2016

| | | |
|--------------------------------|--|--|
| Board Members Present | Reggie Sanchez, Julian Munoz, Cipriano Lucero, Judy Griego | |
| Absent | Ray Rivera, Selia Cervantes, Diego Trujillo | |
| Others in Attendance | Chris Jones, Patty Matthews, Mike Vigil | |
| QUORUM | <u> X </u> YES <u> </u> NO | |
| Meeting called to order | Mr. Munoz called the meeting to order at 5:38 PM | |
| Item | Discussion | Action/Recommendation |
| Approval of the Agenda | No discussion. | Julian Munoz called for a motion to approve the 12/18/16 agenda. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |
| Approval of Minutes | Minutes were not prepared due to the absence of secretary, Selia Cervantes. Minutes will be presented and approved at the January 31, 2017 GC meeting; for this reason, tabling of the approval of minutes was considered and then voted on. | Julian Munoz called for a motion to table. Judy Griego motioned, Cepriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |
| Discussion/Action Items | . | |
| Budget Report, BARS | Mike Vigil shared financial reports with GC. The budget report shared was not reflective of the reconciled general ledger through FY 16. Vigil stated that the budget is current over expended. Vigil will work with head administrator to ensure all funds are utilized from other sources such as federal programs and initiatives. The school will need to limit their spending for the remainder of the current fiscal year. La Promesa had a good “cash month” with K-3 Plus reimbursement – allowed the school to pay past due invoices and work on clearing the AP recon sheet. \$574,000 in deposits; \$300,000 in withdrawals. The school is working on a plan of action to present to the PEC. Still awaiting a corrective action plan and communication regarding next steps. BARS were required by the NMPED based on the recent special session: 1. Decrease in instructional materials by \$2,000; Decrease in transportation by \$9,000; Increase in vendor funds due to reimbursements (based on previous overpayments) by \$22,000. BARS: <ol style="list-style-type: none"> 1. 528-000-1617-0018-D 2. 528-000-1617-0019-D 3. 528-000-1617-0020-I | Julian Munoz called for a motion to approve BARS. Reggie Sanchez motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |
| Adoption of Bylaws | Patty Matthews provided GC with an overview of the bylaws development process. Work began during the November 30, 2016 LPELC GC working session. During the 11/30/16 session, members analyzed previous bylaws, evaluating their completeness and relevance in relation to the training provided regarding board responsibilities (financial, academic, governance). Matthews | Julian Munoz called for a motion to adopt the changes to the existing bylaws. Judy Griego motioned, Cipriano Lucero seconded. Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained |

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| | <p>summarized bylaws by each article. GC members made recommendations to revise bylaws. These included:</p> <p>Article V, paragraph 7. Amount shall not exceed \$49,999.</p> <p>Article VII, paragraph 4. The head administrator will serve as an ex-officio member of the GC.</p> <p>Article VII, paragraph 5. Council president or his/her designee is responsible for notifying the PEC.</p> <p>Article VIII, paragraph 1. The council may elect a member to serve as the treasurer as it deems necessary and appropriate.</p> <p>Article IX, paragraph 2. Advisory board language omitted.</p> <p>Article IX, paragraph 4. All committees must consist of at least one (1) Council member.</p> <p>Article IX. Council Committees include: standing committees, school council, director's committees, ad hoc committees.</p> <p>Article IX, paragraph 2.</p> <p>A. Each public school shall create an advisory "school council" to assist the school principal with school-based decision-making and to involve parents in their children's education.</p> <p>B. A school council shall be created and its membership elected in accordance with local school board rule. School council membership shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if such person is available. The school principal may serve as chairman. The school principal shall be an active member of the school council.</p> <p>C. The school council shall:</p> <p>(1) work with the school principal and give advice, consistent with state and school district rules and policies, on policies relating to instructional issues and curricula and on the public school's proposed and actual budgets;</p> <p>(2) develop creative ways to involve parents in the schools;</p> <p>(3) where appropriate, coordinate with any existing work force development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities; and</p> <p>(4) serve as the champion for students in building community support for schools and encouraging greater community participation in the public schools.</p> <p>Article X, paragraph 2. A request to have an item placed on the agenda must be submitted in writing to the President at least 48 hours prior to the required time the agenda must be posted.</p> <p>Article X, paragraph 7. Omitted: "Council members appearing by telephone shall make advance arrangements with the Council President at least __ days in advance of the meeting."</p> | |
| Adoption of OMA Resolution | <p>Patty Matthews presented OMA Resolution draft. Resolution had been developed by GC members during November 30, 2016 GC Working Session. Matthews and GC recommended revisions:</p> <p>2. "Unless otherwise specified, regular meetings shall be held on the last Tuesday of each month, at 5:30."</p> <p>10. "The Governance Council, at the beginning of any meeting, may amend, revise or supplement rule for public comment as it deems appropriate under the particular circumstances."</p> | <p>Julian Munoz asked for a motion to approve amended resolution. Judy Griego motioned, Cipriano Lucero seconded.</p> <p>Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p> |
| 2017 Performance Pilot Application | <p>Mr. Jones described the process for applying for the 2017 Performance Pilot program. Summarized changes to current</p> | |

| | | |
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| | <p>application that were included in continuing application:</p> <ol style="list-style-type: none"> 1. Emphasis on charter goals found within the academic performance framework 2. Emphasis on incentive requirements aligned with school report card 3. Heavy emphasis on identify Q1 and Q3 students and using differentiated instruction to close gaps and accelerate learning respectively 4. Use of program to recruit and retain HQT – bilingual and TESOL endorsed 5. Individual awards <ol style="list-style-type: none"> a. Teachers: Effective, highly effective, exemplary ratings on NM Teach summative evaluation; 50% (Reading) and 55% (Math) of students meeting proficient or advanced/achievement level 3 or 4 requirements on the Discovery Education Assessment; 2 or fewer days absent during SY 17-18 b. Admin: All academic indicators met or exceeded per the academic performance framework 6. Group Awards <ol style="list-style-type: none"> a. Teachers: Increase in school letter grade by at least one letter b. Admin: Increase in school letter grade by at least one letter | |
| Facilities Update | <p>Mr. Jones shared with GC members the plan for facilities. Potential options for facilities include:</p> <ol style="list-style-type: none"> 1. Working with APS to participate in Bond Election facilities acquisition program. Meeting to be held in January. 2. Work with Charter School Development Corporation to negotiate purchase of La Morada facilities from Earlier Learning Solutions Foundation Inc. 3. Decrease program size and return to Central campus with less grade levels served and a smaller enrollment. <p>Mr. Jones wants to present plans for facilities to the PEC along with a couple other programmatic amendments to material terms. Jones would like this presentation to take place before April 1.</p> | |
| Principal Report | <p>Mr. Jones gave an overview on progress toward meeting Performance Framework Indicators in Math and Reading. Shared Discovery Education Assessment (DEA) Regression Report. The reading and math indicators/goals require that students show average or above average growth or test at achievement level 3 or 4 as indicated by the Regression report; 75-89% (Meets) 90% or Greater (Exceeds)</p> <p>Based on the DEA Test 1 to Test 2 Regression Report: Reading: Grades K, 1, 2, 3, 4, 5, 6, 8 MET goal; Grade 7 EXCEEDED goal Math: Grades K, 1, 2, 3, 4, 5, 8 MET goal; Grades 6 and 7 EXCEEDED goal</p> <p>Jones also reported that the school has taken action on (met) or is working towards taking action on (meeting) each of the requirements of the Initial Financial Oversight Plan given to the school on August 12, 2016 during the meeting with NMPED at</p> | |

| | | |
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| | which time the school's board of finance was suspended. | |
| Open Forum | NA Next GC meeting: January 31, 2017 Finance Committee: 5:00 PM Regular GC Meeting: 5:30 PM | Julian Munoz asked for a motion to adjourn. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained. |
| Adjourn | Meeting was adjourned at 8:20 pm | |

GOVERNING COUNCIL FIRST RESTATED BYLAWS

ARTICLE I MISSION STATEMENT

Together with parents and the community, La Promesa Early Learning Center Charter School, ("LPELC"), a New Mexico public charter school created pursuant to the Charter Schools Act, NMSA 1978 §§22-8B-1, *et seq.*, is committed to ensuring that culturally and linguistically diverse students thrive in an academic, family centered, developmentally seamless continuum of learning where high expectations, PRIDE, respect and empowerment meet grade level proficiency.

ARTICLE II NAME OF GOVERNING BODY AND SCHOOL

The name of LPELC's governing body shall be known as the "Governing Council," and referred to in these bylaws as "the Council" or the "Governing Council."

ARTICLE III EQUAL OPPORTUNITY

LPELC affirms its commitment to providing equal treatment of all of its students, parents and employees. Neither LPELC or the Council shall discriminate against any student, parent or employee on the basis of race, age, religion, color, national origin, ancestry, sex, physical or mental handicap, serious medical condition, sexual orientation, gender identity, or any other basis protected by law, with respect to his/her rights, privileges, programs, activities, and/or in the administration of its educational programs and athletics/extracurricular activities.

ARTICLE IV GOVERNANCE AND TRAINING

The Council has a responsibility to ensure that LPELC operates in accordance with all applicable laws and regulations, and meets its commitments to its authorizer, the New Mexico Public Education Commission ("PEC") and to the New Mexico Public Education Department ("NMPED") as reflected in its charter. Council members have a responsibility to be familiar with the terms of the LPELC charter and legal responsibilities of public schools. Council members must become educated about public school laws and applicable rules and regulations. All LPELC Council members are required to attend annual mandatory training that explains New Mexico Public Education Department rules, policies, and procedures, statutory powers, and duties of charter school governing bodies, legal concepts pertaining to public schools, finance and budget and other matters deemed relevant by the NMPED. In particular, the LPELC Council recognizes that the following New Mexico statutes and rules are applicable to public charter schools and each member commits to take necessary steps to become familiar with these provisions:

- Charter Schools Act (NMSA 1978 §§ 22-8B-1 et seq.)

- School Personnel Act (NMSA 1978 §§ 22-10A-1 et seq.);
- Procurement Code (NMSA 1978 §§ 13-1-1 et. seq.);
- Open Meetings Act (NMSA 1978, §§ 10-15-1 et seq.);
- Public School Finance Act (NMSA 1978 §§22-8-1 et seq.)
- New Mexico Public Education Department regulations, (contained in Title 6 of the New Mexico Administrative Code).

To the extent LPELC has not specifically requested and been granted a waiver from a particular NMPED policy/regulation, those policies/regulations which have not been waived, shall apply.

ARTICLE V

GOVERNING COUNCIL POWERS AND RESPONSIBILITIES

The primary powers and duties of the Council are to:

1. Develop educational and operational policies for the LPELC;
2. Employ LPELC's head administrator, who shall be referred to hereafter as the "Director," evaluate the Director annually, and set the salary schedule for certified/licensed employees;
3. Charge the Director with the responsibility of implementing the charter; the responsibility over all employment, salary, assignment, termination, and discharge decisions; carrying out LPELC's policies, procedures, facilities plans, budget, and such other directives and policies adopted by the Governing Council from time to time. The Governing Council shall not be involved in the day-to-day operations of the school;
4. Review, approve and monitor implementation of the annual LPELC budget;
5. Acquire, lease, and dispose of property, both real and personal to the extent permissible by laws applicable to public charter schools;
6. Initiate lawsuits or take all necessary steps to protect the LPELC's interests;
7. Consistent with LPELC's budget authority, approve contracts for the repair and maintenance of all property belonging to the LPELC or for which LPELC is contractually responsible to maintain and repair, which authority may be delegated to the Director up to an amount not exceeding \$49,999.00. The Governing Council shall approve all contracts for repair and maintenance, including leases, above \$50,000. The Director shall notify the Governing Council when the School enters contracts for repair and maintenance.
8. Enter contracts consistent with the LPELC approved budget for any service or activity that is required for LPELC to perform in order to carry out the educational program described in the LPELC charter. The Governing Council may delegate its authority hereunder to the Director for contracts not exceeding \$25,000, except in cases of employment contracts which shall be delegated to the Director consistent with LPELC's budget authority and the Council's adopted salary schedule;
9. Develop, adopt, and amend policies and procedures pertaining to the administration of all powers or duties of the Council and LPELC;
10. Accept or reject any charitable gift, grant, devise or bequest. Each particular gift, grant, devise or bequest accepted shall be considered an asset of the LPELC;
11. Approve amendments to the Charter prior to presentation to the PEC for approval;
12. Make application for available capital outlay funds;

13. Open other locations for operation of LPELC as consistent with the charter contract and as approved by the PEC;
14. Address problems through the applicable dispute resolution processes according to policies and procedures;
15. Review and consider recommendations submitted by the Director and other advisors to the Council;
16. Promote a cooperative relationship with its charter authorizer; to function in accordance with the New Mexico Charter School Act and resolve any dispute, which may arise between LPELC or its Council and PEC officials to the mutual benefit of the operation of LPELC and its authorizer; and
17. Such other powers and authorities as provided for by law.

ARTICLE VI

COLLECTIVE AUTHORITY OF COUNCIL

The Council will not be bound by any statement or action by an individual Council member, unless the Council, by majority vote in a properly convened meeting, delegates authority to that individual member to speak for or represent the entire Council. Unless acting pursuant to said express-delegated authority from the Council, no Council member shall undertake any individual action to implement any plan or action of the Council. When a Council member is assisting the Director with implementing school policies, programs or other directives of the Director or Council, in this role the Council member shall be considered a volunteer and have no special authority beyond that of a volunteer.

ARTICLE VII

COUNCIL MEMBERSHIP

1. Positions and Qualifications. LPELC Governing Council shall have no fewer than 5 (five), but no more than eleven (11) voting members. No member shall serve on the LPELC's governing body if he/she was a member of another charter school's governing body that was suspended or failed to receive or maintain their board of finance designation. The LPELC GC shall strive to have the following composition: at least one (1) parent who has a child currently enrolled in LPELC; with the balance of the council to be qualified individuals who have experience in business, education, law, finance, real estate and such other fields beneficial to LPELC's mission and the efficient, sound governance of LPELC. The candidates for positions on the Governing Council shall be considered based upon their professional skills, demonstrated collaborative and problem-solving skills and attitudes, their ability and willingness to devote substantial time and energy to serving on the Council (including the requirement that each Council member shall regularly participate in the activities of at least one Council committee), and their commitment to acting in the best interests of LPELC as a whole, rather than for the interests of any particular person or group. The Council shall determine, at its Annual Meeting each school year, whether the make-up of the Council shall be increased or otherwise changed.

2. Member Terms. Council member terms shall be two years. Terms of Council members begin as on the date of the Annual meeting at which the member was elected. If a member fills a vacancy, the member's term shall be for the balance of departing member's term. There shall be no limit on the length of a member's tenure on the LPELC Council.

3. Elections. Governing Council members shall be elected by a majority vote of the existing Council members and selected from the nomination presented by the Nomination Committee as defined herein. Elections of Council will be held during the Annual meeting unless an election is required to fill a vacancy.

4. Vacancies. A vacancy on the Council caused by an increase in the number of council members, a member's resignation, a member's removal by vote of the Council, or by expiration of a member's term, will be filled by majority vote of the remaining Council members. To fill any vacancy, the Council shall convene to appoint a Nominating Committee who will recommend candidates to fill the vacancy. If Council membership falls below five (5) the vacancy shall be filled within sixty (60) days from creation of the vacancy. If the vacancy cannot be filled within sixty (60) days, the Council will make a request in writing to the PEC for an extension. The Nominating Committee shall be comprised of one Council member and a member of the community or a parent, and the Director or his/her designee who shall serve as a non-voting member of the committee. The Nominating Committee shall meet and solicit written applications, recruit potential candidates, and screen applicants and recruits for each of the positions on the Council to be filled. The Nominating Committee shall recommend candidates to the Council at a public meeting. The Council shall thereafter select new members by a majority vote. Elections of new members on expiration of a member's term shall be held during the Annual Meeting.

5. Notification of PEC. The Council President or his/her designee will notify the PEC within thirty (30) days of a member's resignation or designation of a new member and shall sign and submit the appropriate forms to ensure that the governing body continues to qualify as a Board of Finance. The new member must execute the required statements for Board of Finance designation to the NMPED.

6. Disqualifications/Nepotism Rule. In no event shall a Council member be an LPELC employee, spouse of another Council member, or have a contract for provision of services or property with LPELC. The Council will not initially employ as Director a person who is a Council member (unless the offer of employment is contingent upon such member's resignation from the Council), the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, or daughter-in-law, sister, sister-in-law, brother, brother-in-law, or sibling (collectively "family members") of any Council member. Upon petition by the Director, the Council may approve the Director's hiring of the Director's family members as LPELC employees by majority vote at a public meeting. Prior to approving the Director's request to hire a family member the Director shall follow the Council's Conflict of Interest Policy. Prior to voting on the Director's request, the Council shall carefully consider the potential impact on the integrity, efficiency, discipline, and public perception of LPELC in the employment of any person who is a family member of the Director or the parent of a currently enrolled LPELC student.

7. Attendance. Council members are expected to regularly attend Council meetings. If a Council member anticipates that he/she will not be able to attend a meeting, the Council member shall notify the President or designee of his/her impending absence in advance of the meeting. If a Council member, as a result of an emergency or illness, is unable to notify the President or designee of the Council in advance that he/she will be unable to attend a meeting, the Council member shall notify the President or designee in a timely manner following the meeting of the reason for his/her absence.

8. Removal from Council. A Council member may be removed by a majority vote of the remaining Council members for the following reasons:

- a. If a member misses two consecutive regular meetings or two out of six consecutive regular meetings except when such absence is due to exigent circumstances;
- b. If a member violates any policy or procedure adopted by the Council;
- c. If the Council determines that a member is not acting in the best interest or is otherwise obstructing the business of the Council;
- d. Violation of the member's duty of loyalty, care, or obedience to the school; or
- e. Any other ground the Council deems appropriate.

9. Resignations. A member shall state his/her intent to resign and the effective date of the resignation in writing to the Council President. A member's resignation shall be effective upon the date stated in the letter of resignation.

ARTICLE VIII OFFICERS OF THE COUNCIL

1. Officers of LPELC Council. The officers of the LPELC Council shall be a president, vice president and secretary. The Council may elect a member to serve as the treasurer as it deems necessary and appropriate. LPELC may, by a majority vote, create different categories of officers without requiring an amendment to these bylaws. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office (both such situations referred to hereafter as the "absence" of the officer), the duties of the office shall, unless otherwise provided by the Council, be performed by the next officer set forth in the following sequence: president, secretary, treasurer.

2. Election and Tenure. All officers shall be elected by a majority vote of the Council. Officers shall serve for one (1) year terms; and be limited to a maximum of two (2) consecutive terms. Regular election of officers shall take place at the Annual meeting of the LPELC Council or until the member's successors have been duly elected and qualified, or until their death, resignation, or removal. Officers' terms shall begin at the meeting immediately following the meeting of the Council at which the officer is elected.

3. Resignations and Removal. An officer may resign at any time by giving written notice to the president or to the secretary, the acceptance of such resignation shall not be necessary to make it effective. An officer may be removed by the vote of the Council whenever in its judgment the officer fails to perform the duty of his/her office or such other duties as appointed by the Council, or when the best interests of LPELC would be served thereby.

4. Vacancies. A vacancy in any office may be filled by a majority vote of the Council for the unexpired portion of the term of the officer being replaced.

5. President. The president of the Council shall preside at all meetings. She/he shall have the right, as other members of the Council, to make or second motions, to discuss questions, and to vote. The president of the Council may not take any action on behalf of the Council or LPELC without prior specific authority from a majority of the Council to do so. All communications addressed to the president shall be considered by him/her for appropriate action, for which consideration may include consulting with legal counsel, and consideration by the Council. The president shall sign legal documents as required by law and perform such other duties as may be prescribed by the Council. It is the president's responsibility to ensure that

Council members uphold their commitments/responsibilities to the school. The president is responsible for compiling the topics for business to be placed on the agenda.

6. Vice President. The office of vice president shall be filled by the past president to ensure institutional continuity. If the past-president resigns from the Council, the Council shall elect a vice-president. The officer in this position shall perform the duties of the president in the absence of the president or at the request of the president. In the event a vacancy occurs in the presidency, the past-president or vice-president will act in the capacity of the president until the office has been filled by a vote of the Council membership.

7. Secretary. As secretary to the Council, this office shall keep the minutes of the Council meetings, subject to the direction of the president; ensure that all notices are given in accordance with the provisions of the charter, Council policies, and as required by law; shall countersign, when required, all authorized contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the secretary by the Council. The Council may appoint a designee to assist with the responsibilities of the secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas, and preparing packets for the Council's review. The secretary will review the minutes prior to presentation to the Council for approval. The secretary or the Council's designee shall be responsible for presenting the minutes to the Council at meetings.

8. Treasurer. If the Council votes to create the position of treasurer, the treasurer shall be familiar with the fiscal affairs of LPELC and keep the Council informed thereof in the event that the LPELC Business Manager is unable to so act. He/she will have knowledge of public school finance laws, rules, and policies and shall serve as the chair of the LPELC's Finance Committee and Audit Committee. He/she shall attend the PED Spring Budget Workshop and/or any other financial regulatory training recommended by the Council, Director, or the Business Manager. The treasurer shall have charge of and supervise receipts and disbursements of the Council, and shall keep or cause to be kept all business and transactions of the Council.

9. Compensation. The officers shall not be compensated for their services; however, they may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

10. Directors and Officers Insurance. The Council may secure officers and directors insurance in excess of the coverage provided by the New Mexico Public School Insurance Authority upon appropriate approval of the Council and if provided for in LPELC's approved budget.

ARTICLE IX COUNCIL COMMITTEES

1. Standing Committees. The Council may establish standing committees, which may consist of Council members and non-Council members. Committee assignments and chairmanships will be determined by action of the entire Council, provided that at least one Council member shall serve on each committee. Standing committees of the Council shall include a Finance Committee and Audit Committee as defined by NMSA 1978 §22-8-12.3(2010); and a Nominating Committee, as defined in Article VII, Section 3. The time and place of all committee meetings shall be announced to the Council. Except for the audit

committee, all Council members may attend any committee meeting if the meetings are properly noticed pursuant to the Open Meetings Act when a quorum will be present.

2. School Council.

A. Each public school shall create an advisory "school council" to assist the school principal with school-based decision-making and to involve parents in their children's education.

B. A school council shall be created and its membership elected in accordance with local school board rule. School council membership shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if such person is available. The school principal may serve as chairman. The school principal shall be an active member of the school council.

C. The school council shall:

(1) work with the school principal and give advice, consistent with state and school district rules and policies, on policies relating to instructional issues and curricula and on the public school's proposed and actual budgets;

(2) develop creative ways to involve parents in the schools;

(3) where appropriate, coordinate with any existing work force development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities; and

(4) serve as the champion for students in building community support for schools and encouraging greater community participation in the public schools.

3. Director's Committees. The Director is empowered to establish committees within the school that report to the Director. The Director shall advise the Council about the purpose of the committees and activities affecting the school.

4. Ad Hoc Committees. The Council may appoint *ad hoc* advisory committees when and as determined to be necessary or advisable by the Council. Ultimate authority to make decisions will continue to reside with the Council. All Committees must consist of at least one (1) Council members.

5. Committee Functions. The function of Council committees will be fact-finding, deliberative, and advisory, rather than legislative or administrative. Committee recommendations that require school-wide policy changes must be submitted to the Council. The organization, responsibilities and rules of each committee created by the Council shall be reflected in a resolution approved by the Council. All committees shall keep written minutes of their meetings, and shall periodically present written reports to the Council containing committee recommendations. Committees shall comply with the Open Meetings Act, when applicable.

ARTICLE X COUNCIL MEETINGS

1. Council Meetings. The LPELC Governing Council will comply with the New Mexico Open Meetings Act, NMSA 1978 §10-15-1 et seq. ("OMA"). Regular meetings of the Council will be scheduled as determined to be reasonable and necessary for LPELC and set forth in the Council's annual OMA resolution. Council meetings will be held at LPELC at 7500 La Morada Pl, NW, Albuquerque, New Mexico, 87120, or such other location as may be determined by the Council. Special meetings of the governing body may be called by the Council president or at the request of a Council member, in accordance with the OMA. Emergency meetings will be called only under unforeseen circumstances that demand immediate action to protect the health,

safety and property of citizens or to protect the public body from substantial financial loss, and in accordance with the OMA. The Council shall consider at least once annually what constitutes reasonable notice for all regular, special, and emergency meetings as contemplated by the New Mexico OMA and, thereafter, pass an appropriate resolution adopting policies and procedures for complying with the Act. The Resolution shall be posted for public information.

2. Council Agenda. The President of the Council shall set the council agendas. A request to have an item placed on the agenda must be submitted in writing to the President at least 48 hours prior to the required time the agenda must be posted. The President or designee shall provide a copy of the agenda and strive to provide all documentation to be considered by the Council at the meeting to each Council member at least 72 hours prior to the meeting. The agenda shall be posted for the public in accordance with the OMA.

3. Council Record. A record of all actions of the Council will be set forth in the official minutes of the Council. The minutes and recordings will be kept on file pursuant to New Mexico record retention requirements. The Council will maintain a separate handbook of its minutes and resolutions passed by the Council which shall be available for public inspection.

4. Council Minutes and Records. The Council may delegate responsibility for taking minutes of all Council meetings to a designee of LPELC's administrative staff who shall provide thereof a draft copy of the minutes to the Council secretary prior to the next regular meeting of the Council. The secretary shall present the draft minutes for approval at the next regular Council meeting. The Director or his/her designee shall also supervise the Governing Council handbook of resolutions passed by the Council and the indexed record of action. A draft copy of the minutes shall be made available for public review by no later than ten (10) days after each meeting of the Council.

5. Quorum. A quorum shall consist of a simple majority of Council members in office. When a quorum is present, any action may be taken by a majority vote of those members present.

6. Procedure. Roberts' Rules of Order, newly revised, will govern the Council, except when in conflict with applicable laws or regulations, which then prevail. Most action items are handled by appropriate motion procedures.

7. Attendance via Telephone Conference Call. Except to the extent otherwise provided by law, any meeting of the Council may be attended by any of the Council members by means of a conference telephone (or similar communications equipment) when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference telephone can be identified when speaking, all participants are able to hear each other at the same time, and members of the public attending the meeting are able to hear any other member of the Council who speaks during the meeting. Such attendance shall constitute presence by the Council member as if in person at such meeting and for purposes of determining a quorum. Any action taken by the Council at such meeting shall constitute a valid action of the Council.

ARTICLE X CONFLICT OF INTEREST

Governing Council members shall comply with the Conflict of Interest Policy passed by the Council. Each Council member shall complete an "Annual Disclosure Statement," in which he/she is responsible for disclosing to the Council the existence of any direct or indirect interest

in a LPELC transaction. Failure to make such disclosure shall be grounds for voiding the transaction, at the discretion of the Council.

ARTICLE XI

COUNCIL MEMBERS' ETHICAL OBLIGATIONS AND DUTIES

1. Misuse of Position. A Council member shall not use his/her position at LPELC to attempt to influence the decision of any LPELC employee to grant special treatment to (a) the child or ward of the member, (b) any relative of the member, or (c) any "Family Member" as defined in the Council's Conflict of Interest Policy. Every Council member and every LPELC employee who is a parent or ward of a LPELC student shall inform his/her child that he/she is required to follow all rules, policies and procedures applicable to LPELC students, that the student is not entitled to special treatment by virtue of the relationship with a Council member or employee, and that any attempt to seek such special treatment may result in disciplinary action.

2. Commitment to Collaboration. All Council members shall work collaboratively with each other with the sole goal of achieving LPELC's educational mission. The Council has been constituted so as to include a broad spectrum of experience and perspectives, and every Council member shall be afforded the opportunity to express his/her opinion, in a professional manner, about matters before the Council. Council members shall refrain from non-constructive or personality-based comments that do not advance LPELC's mission. Because the Council makes decisions as a deliberative body, it is expected that, except in extraordinary circumstances, Council members will voice their opinions to other Council members about Council matters in the context of Council and/or committee meetings, rather than in private communications among Council members.

3. Confidentiality. Council members shall be expected to keep confidential any deliberations or discussions that take place in closed session meetings. It is expected that Council members will raise concerns or share information about closed session meetings within the context of Council and/or other committee meetings with other members of the Council and appropriate staff members only. A member's obligation to maintain confidentiality shall survive the Council member's tenure on the LPELC Council.

ARTICLE XII

MISCELLANEOUS

1. Policy Adoption. Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Council. Proposals regarding policies may originate from Director, a Council member, Council advisors, or committees formed by the Council for the purpose of investigating and developing policy. Staff members, students, civic groups, parents, or other interested citizens may request that a Council member or the Director sponsor a proposed policy.

2. Amending Governing Council Bylaws. Any section or subsection of the Governing Council Bylaws may be altered, suspended, or revoked only by 2/3 two thirds of a quorum vote of the Governing Council.

3. Signatory Authority. The Governing Council may, by a majority vote, delegate authority to sign contracts as described by resolution, to the Director consistent with Article V,

paragraph 7 and 8. All checks must be signed by two authorized individuals, neither of which may be LPELC's business manager.

4. Dissolution of the Charter. If deemed advisable by the Council that LPELC's charter should be dissolved, LPELC, in collaboration with the PEC and the New Mexico Public Education Department, shall devise an appropriate plan for closing the school and transferring assets as required by the New Mexico Charter School Act and such other applicable laws and regulations.

CERTIFICATE OF ADOPTION

The undersigned hereby certifies that these First Restated Bylaws were duly adopted by a two-thirds majority vote of the LPELC's Governing Council on December 27, 2016 and are intended to replace and repeal all previous bylaws and amendments thereto adopted by this Council.

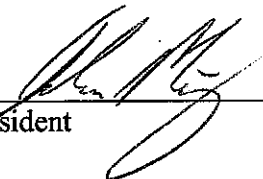
By: _____
President

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By: 
President



Chris Jones <cjones@lpec.com>

LPELC Board Training

Pelayo, Icela, PED <Icela.Pelayo@state.nm.us>

Wed, Sep 13, 2017 at 11:18 AM

To: "Jones, Chris" <cjones@lpec.com>, "Poulos, Katie, PED" <Katie.Poulos@state.nm.us>

Cc: "Gipson, Patricia" <gipwillpec7@gmail.com>, Patricia Matthews <pmatthews@matthewsfox.com>, Julian Munoz <munoz_julian@hotmail.com>, Judy Griego <jmgriego@comcast.net>

Dear Mr. Jones:

Thank you for your email. We enjoyed the opportunity to meet and work with the governing board members in attendance on August 15 and 16, 2017.

To clarify, we do not believe "The board all attended the required training" as we communicated to the board members in attendance during the training. The following individuals were in attendance:

Day 1 – August 15, 2017

1. Julian Muñoz, GB President
2. Cipriano Lucero, GB Member
3. Judy Griego, GB Vice President
4. Regina Sanchez, GB Secretary/Treasurer
5. *Parent/Family Member, female*

Day 2 – August 16, 2017

1. Julian Muñoz, GB President
2. Judy Griego, GB Vice President
3. Regina Sanchez, GB Secretary/Treasurer
4. *Parent/Family Member, female*

The board members present notified us that only four of the five board members attended on the first day for the full 8 hours. The board members present noted that a member was not in attendance because of a family emergency. On the second day, only three board members attended for the full 8 hours. The board members present did not provide any information about why the other two board members were not present.

Thus, the whole governing board was not in attendance for both days. **Each** governing board member was required to attend the CAP-required 16 hours of training. The deadline for ensuring all board members completed the training was August 30, 2017.

According to your website as of Friday, September 1, 2017, there were six (6) listed governing body members. Neither Diego Trujillo nor Ray Rivera attended any portion of the training on either day.

Based on the school's website it appears that since the date of the training, Diego Trujillo and Ray Rivera have either been removed from or have resigned from the board. This means the board currently has only four (4) members. To date, we have not received notification of these changes.

For information regarding the policy requiring schools to notify the PEC of changes to the governing body membership, please see the links below:

PEC Policies and Forms

| Form | Submission Deadline | PEC Approval Date |
|-------------------------------------|---|-------------------|
| Governance Changes Policy Statement | n/a | 2/10/2017 |
| Governance Changes Form | Within 30 Days of Board Member Resignation or Designation | 2/10/2017 |

At this point, based staffing capacity and the school's responsiveness, the PED Charter School team is not able to provide La Promesa Early Learning Center additional school-specific training opportunities.

However, the school's governing board members are welcome to attend any of the publicly available trainings offered by the PED. Information regarding the date and location of these trainings is available here:
<http://ped.state.nm.us/ped/CharterSchoolsOpportunities.html>

Sincerely,

Icela

Icela Pelayo, PhD, Deputy Director

Options for Parents and Families Division

New Mexico Public Education Department

300 Don Gaspar Avenue

Santa Fe, NM 87501

o: 505.827.6532

c: 505.695.8683

icela.pelayo@state.nm.us

<http://ped.state.nm.us/ped/index.html>

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide innovative, quality education.

From: Chris Jones [mailto:cjones@lpelc.com]

Sent: Friday, September 01, 2017 12:23 PM

To: Poulos, Katie, PED; Pelayo, Icela, PED

Cc: Gipson, Patricia; Patricia Matthews; Julian Munoz; Judy Griego

Subject: LPELC Board Training

[Quoted text hidden]



Chris Jones <cjones@lpelc.com>

Fwd: PED Support

Julian Munoz <munoz_julian@hotmail.com>

Mon, Sep 18, 2017 at 4:51 PM

To: Chris Jones <cjones@lpelc.com>, Judy Griego <jmgriego@comcast.net>, Regina Sanchez <rsanchez555@aol.com>, "pmatthews@matthewsfox.com" <pmatthews@matthewsfox.com>

FYI

Get [Outlook for iOS](#)

From: Poulos, Katie, PED <Katie.Poulos@state.nm.us>**Sent:** Monday, September 18, 2017 3:50:18 PM**To:** Julian Munoz**Cc:** Pelayo, Icela, PED**Subject:** PED Support

Mr. Munoz,

Thank you for your email. Please find attached the slides from our training. Please share these with your other board members.

I have asked several individuals in PED for feedback on potential evaluators that we could recommend to La Promesa Early Learning Center's board. When I receive recommendations, I will share those with you. Please note these will not be "PED approved" but rather will simply be recommendations of potential evaluators. You may wish to reach out to three national organizations that may also be able to make recommendations:

- [Charter Board Partners](#)
- [Board on Track](#)
- [National Alliance for Public Charter Schools](#)

In addition, here is the [link for the licensure complaint form](#) that you can use to file a licensure complaint against the

I also wanted you to provide several other resources discussed during the training session with La Promesa board members:

- [Tools for charter schools](#) – this page will be updated with additional tools as we move forward, currently a tools for tracking audit findings and corrective actions is available here.
- [Information regarding training opportunities for charter school boards](#)
- [Governance Changes Policy Statement](#)
- [Governance Changes Form](#)

Finally, I wanted to raise the issue regarding the Earlier Learning Solutions Inc. Foundation board. As of today, the information reported by the Secretary of State indicates that the following individuals are on the board of the foundation:

- Stan Albrycht (school's business manager from 2010 through 2014, according to school documents)
- Analee Maestas
- Julie Maestas

That information is attached.

Warm regards,

Katie

Katie Poulos

Director of Options for Parents and Families

NM Public Education Department

300 Don Gaspar

Santa Fe, NM 87501

c: (505) 469-0373

o: (505) 827-6532

www.ped.state.nm.us

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide innovative, quality education.

2 attachments



Training.pdf

5731K



Earlier Learning Solutions.pdf

87K



Chris Jones <cjones@lpelc.com>

Membership

1 message

Chris Jones <cjones@lpelc.com>

Fri, Sep 29, 2017 at 2:16 PM

To: info@boardontrack.com

Cc: Julian Munoz <munoz_julian@hotmail.com>, Judy Griego <jmgriego@comcast.net>, Patricia Matthews <pmatthews@matthewsfox.com>

Good Afternoon,

My board is interested in establishing membership. We have reviewed your website and are impressed with the many resources available. Particularly, we are in need of a CEO evaluation tool and would like information about available training your organization offers. Please advise as to the next steps for our board to become members.

Thank you,

Chris Jones

Head Administrator

La Promesa Early Learning Center

Office: (505) 836-7706

Website: [Mr. Chris R. Jones](#)

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

John Dewey

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LA PROMESA

EARLY LEARNING CENTER

Where success speaks louder than words



Chris Jones, Executive Director

Diana Diaz, Director of Operations

September 1, 2017

Director Poulos:

On behalf of the La Promesa Early Learning Center (LPELC) Governance Council, we wanted to express our appreciation to you and Dr. Icela Pelayo for the training that was provided. All attending governing council members found the training to be very informative and well presented. The strategies and tools that were provided will be implemented during our meetings.

Per discussion during the training, you mentioned that you would provide a list of approved contractors that could assist in developing a new evaluation for our Executive Director and our governing council board. Could you please provide that list, so we can review our options as quickly as possible?

[REDACTED]

[REDACTED] We would like to pursue through the ethics bureau, an investigation that may assist us in understanding the root cause of financial mismanagement, which ultimately led to our board of finance revocation.

Once again, thank you for providing the training, and we appreciate your continued support.

Warm Regards,

Julian Munoz
President-LPELC Governing Council
505-610-6082
Munoz_julian@hotmail.com

| | | | | | |
|------------------------------------|---|---------------------------------|---------------------------|---|---|
| Name of Charter School | La Promesa Early Learning Center | | | School State ID Number | 528 |
| Head Administrator | Chris Jones | | | School Years | 2016-2017, 2017-2018 |
| Governing Board Approval Date | | | | Submission Date | |
| GENERAL AGREEMENT | | | | | |
| Monitoring tool reports to PEC/CSD | The school will provide a report on the progress of the CAP at the PEC's October 2017 and April 2018 meetings. Hereafter these reports are referred to as the CAP Progress Reports. | | | | |
| CAP Requirement | CAP Requirement description | Notes on CAP requirement | Date of Completion | Evidence required to support the requirement | Monitoring report update |
| | ACADEMIC GOALS | | | | |
| | 1. For the SY17-18, the School will show that it has met the academic goals of this CAP, if it earns a letter grade of "C" according to the New Mexico A-F grading system ("School Grade"), <u>or</u> that it met all other Academic Performance Indicators (#2, #3 and #4, collectively referred to as the "Short Cycle Assessment Indicators") as set forth in the 2017 Amendment to Performance Framework. | | NA | School Grading Report Card 2018 | School grade increased to a 'D' as indicated by the School Grading Report Card 2017 |

| GENERAL AGREEMENT | | | | | |
|-------------------|---|--|--|--|--|
| | <p>2. By May 20, 2018, the School will provide NWEA testing data to CSD. The testing data may be in the form of raw data or a specialized report generated by NWEA for the School. The CSD will review the NWEA data/report and WIDA results and make recommendations to the PEC at its June 2017 meeting as to whether the School has met its Short Cycle Assessment Indicators. If the PEC votes to accept the CSD's recommendations that the School does not meet the Short Cycle Assessment Indicators, then the School may have a third party review the CSD's interpretation of the data or the NWEA generated report prior to any decision by the PEC to proceed with a revocation hearing, alternatively, if the NWEA report and the WIDA results show the School met its Short Cycle Assessment Indicators, the School will have satisfied the Corrective Action Plan, and no further consideration of the School Grade is contemplated to demonstrate that the School met the CAP academic goals. If the PEC determines that the School did not meet its Short Cycle Assessment Indicators, the School may meet the academic requirements of the CAP by earning a School Grade of a "C" and no proceedings to revoke the School's charter shall commence prior to the statewide release of school</p> | | | | |
| | <p>3. If the School, after all reviews and appeals contemplated herein, does not make a School Grade of "C" or does not meet its Short Cycle Assessment Indicators as concluded by the PEC, the PEC will schedule a revocation hearing to commence within fifteen days after its determination that the School has not met the academic goals of the CAP.</p> | | | | |
| | <p>The Academic Performance Framework will be modified as follows</p> | | | | |

NWEA Current Status and Student Growth Report Overview
NWEA Raw Data (Vendor Reports)

NWEA is unable to build a custom report for LPELC that captures overall student proficiency and 1.5 years growth. Grade level proficiency must be measured by the percentile ranking - students at the 50th percentile are considered to be "at grade level" per NWEA. 'Projected Growth' will be compared against 'Observed Growth' to determine whether students have met 1.5 years growth goal.

Appeals Form (SOAP)

| GENERAL AGREEMENT | | | | | |
|--------------------------------|--|--|-----------|--|---|
| Academic Performance Framework | 4. The Academic Performance Indicators originally agreed to by the School and PEC will be revised and referred to hereafter as the "Amended Performance Framework". Academic Performance Indicator #1 of the Amended Performance Framework shall reflect that the School will have met the academic requirements of the CAP, if it earns a School Grade of "C" for SY '17-'18, after any allowable appeal of its grade to PED Assessment Bureau. | | 5/12/2017 | May 12, 2017 PEC Summary Meeting Notes/ Minutes Revised Academic Performance Framework | Revisions to performance indicators were agreed upon during an April 25 sub-committee meeting and further reviewed and developed in conjunction with Julia Barnes |
| Academic Performance Framework | 5. The Academic Performance Indicator #2 (Reading) redefines the student cohort as those students without an IEP. The definition of growth is defined as 1.5 years growth. | | 4/25/2017 | Revised Academic Performance Framework | Revisions to performance indicators were agreed upon during an April 25 sub-committee meeting and further reviewed and developed in conjunction with Julia Barnes |
| Academic Performance Framework | 6. The Academic Performance Indicator #3 (Math) redefines the student cohort as those students without an IEP. The definition of growth is defined as 1.5 years growth . | | 4/25/2017 | Revised Academic Performance Framework | Revisions to performance indicators were agreed upon during an April 25 sub-committee meeting and further reviewed and developed in conjunction with Julia Barnes |
| | 7. The School will provide the raw data/report to CSD by May 20, 2018. If no specialized report has been created by NWEA, CSD must provide its data interpretation by no later 20 business days from the date the School provides the raw data. If not analyzed and reported to the School by that deadline, then the School's interpretation of the raw data will be binding on the CSD and the PEC. If the School disagrees with CSD's interpretation of the raw data, then a third party will be hired to review the results, at the School's cost, and jointly selected by the PEC and the School. | | NA | NA | NA |

| GENERAL AGREEMENT | | | | | |
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| | a. Raw, student level short cycle assessment data for the current year and 2015-2016, the first year the school was under contract. | | 7/12/2017 | Emails to KP Email from BR | Data was originally sent to KP on 7/12/2017 |
| | b. Raw, student level WIDA data for the current year and 2015-2016, the first year the school was under contract. | | 8/17/2017 | Email from BR WebEPSS Verification | Uploaded to WebEPSS |
| ORGANIZATION GOALS | | | | | |
| | 1. The principal must seek out leadership development opportunities and, on a quarterly basis, report on his attempts to find and participate in such programs to the PEC. In addition, we strongly recommend the principal apply for Principals Pursuing Excellence at the next available opportunity. | The School's head administrator will make an oral presentation describing the leadership development opportunities he plans to complete or has completed to the PEC during the October PEC meeting as part of the School's CAP Progress Report. PEC will approve/modify the head administrator's plans for leadership development for 2017-2018 at its October 2017 meeting. The head administrator may provide proof of professional development that he has completed or in which he is enrolled for SY2017-2018 to the PEC during its October 2017 PEC meeting and request that the PEC approve these courses to satisfy the CAP requirement. The head administrator shall provide evidence that he has completed the leadership development as approved by the PEC at its October 2017 meeting as part of his CAP Progress Report during the April, 2018 PEC meeting. | 10/12/2017 | Head Administrator Training Proposal MCREL Certificate of Completion MCREL program packet MCREL agenda | First leadership development training took place in July 2017 |

| GENERAL AGREEMENT | | | | | |
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| | 2. Beginning in SY '17-'18, the school must work with the Student Achievement and School Turnaround Division to implement the NMDASH improvement planning process and after completing the planning must continue to implement the 90-day planning, implementation and monitoring process for the term of the contract. | | 9/2/2017 | NM Dash Plan 9-2-17 GC Minutes NM Dash eEmail Correspondence with SM from Student Achievement and Turnaround Division | NM Dash Plan approved by GC on 9/2/17 |
| | a. Attend all available training from Student Achievement and School Turnaround Division on implementing NMDASH. | | 8/28/2017 | NM Dash Training Confirmation | Training Scheduled for 10/5/17 and 11/8/17 |
| | b. Within this process identify specific adult action steps to support the academic improvement for all students. | | 9/2/2017 | NM Dash Plan | |
| | c. Utilize the NMDASH Online system to report improvement planning and implementation after completing the offline planning process. | | 10/5/2017 | Emails between CJ and SM RE: Online Entry | SM will provide credentials and support for online entry on 10/5/17 |
| | d. Seek input and feedback from the Student Achievement and School Turnaround Division, as available. | | NA | NA | Will continue to seek out support from SM and Student Achievement and School Turnaround Division staff. |
| | e. Demonstrate, during two annual site visits, which will be conducted in October and January annually for the term of the contract, the implementation of the improvement plan through appropriate artifacts. CSD will attempt to coordinate site visits with other bureaus to take place at the same time. | | 10/20/2017 | NA | First site visit scheduled for 10/20/17. School is awaiting site visit protocol. |

| GENERAL AGREEMENT | | | | | |
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| | <p>3. The School's head administrator shall ensure that he/she does not hire or contract with any person or entity who, to the best of his/her knowledge is related to Analee Maestas within the required level of consanguinity defined by NMSA 1978, §22-8B-5.2(D), other than Raylyn Martinez. The governing body of the school must make annual assurances of the same .</p> | <p>The School has disclosed that Raylyn Martinez, daughter of Dr. Analee Maestas, is employed by the School and has been for more than three consecutive years, but that she is not involved in the School's finances. According to the School Personnel Act, Ms. Martinez may not be terminated or discharged except for just cause. Ms. Martinez holds the position of teacher at the School earning a salary set by School's approved salary scale for teachers.</p> | 9/1/2017 | Assurance Letter | <p>The school affirmatively states that Analee Maestas is not currently involved in the school, that no other family members other than Raylyn Martinez work at the school and that Raylyn Martinez will not be moved into an administrative capacity for the term of this CAP. It will affirmatively disclose if Analee Maestas or any other person related to her is a member of any external foundation affiliated with the school. To the knowledge of the leadership of the school, Ms. Maestas has offered to tender her resignation on the external foundation, which will be accepted by the foundation when it next meets and there is no member of Ms. Maestas' family on any external foundation affiliated with the school.</p> |
| | <p>4. The school must annually provide disclosures on the membership of any external foundation affiliated with the school, and will meet this requirement through an audit disclosure.</p> | | 9/18/2017 | Email to KP Resignation Letters | <p>Foundation board is currently recruiting new members after the resignations of AM and JM</p> |

| GENERAL AGREEMENT | | | | | |
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| | 5. Develop a rigorous governance recruitment and selection plan, which must be submitted to the PEC in time for the School's CAP Progress Report to be presented at the PEC's October 2017 meeting. The governing recruitment and selection plan shall be drafted to ensure future board members are independent from the School's head administrator and that the head administrator selects staff who have been thoroughly vetted for previous professional or ethical misconduct. Governing body selection criteria should include the following professional experience and skill sets: | | 9/26/2017 | La Promesa Early Learning Center Governing Council Recruitment Plan | Plan presented to PEC at October 12, 2017 meeting. |
| | a. Legal | | 9/26/2017 | See La Promesa Early Learning Center Governing Council | Plan presented to PEC at October 12, 2017 meeting. |
| | b. Academic leadership | | 9/26/2017 | La Promesa Early Learning Center Governing Council | Plan presented to PEC at October 12, 2017 meeting. |
| | c. Government finances and accounting | | 9/26/2017 | La Promesa Early Learning Center Governing Council | Plan presented to PEC at October 12, 2017 meeting. |
| | d. Human Resources | | 9/26/2017 | La Promesa Early Learning Center Governing Council | Plan presented to PEC at October 12, 2017 meeting. |
| | e. Non-profit management | | 9/26/2017 | La Promesa Early Learning Center Governing Council | Plan presented to PEC at October 12, 2017 meeting. |
| | 6. Revise school bylaws to establish appropriate board membership terms and to reflect the new recruitment and selection process. These revisions must be approved by the governing council and must be submitted to the PEC in time for document submittal for the October PEC meeting. | | 12/27/2016 | Minutes of LPELC's Governing Council, December 27, 2016. Governing Council's First Restated Bylaws | Presented to PEC at October 12, 2017 meeting. |
| | 7. All of the school's governing body members must complete a 2 day training (16 hours) provided by PED on or before August 30. | | August 15 & 16, 2017 | Email from CSD from Icela Pelayo September 1, 2017 letter from Mr. Munoz to Ms. Poulos | Information provided to PEC at October 12, 2017 Meeting. A candidate to fill a vacant board position attend both full days of training. This individual Ms. |

| GENERAL AGREEMENT | | | | | |
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| | 8. For at least the next two years, the school must contract to have a third party work with the board to develop an evaluation tool and train the governing board on how to appropriately evaluate the principal and how to evaluate their own performance. The evaluation must address academic and financial performance, governance, and leadership of both the principal and the board. The external contractor must be approved by the PEC. The contractor must be approved by the governing council and that person's credentials must be submitted to the PEC in time for document submittal for the October PEC meeting. | | | September 1, 2017 letter from Mr. Munoz to Ms. Poulos September 16, 2017 email from Director Poulos to President Munoz Email to Board on Track RE: membership | The Governance Council is working to establish membership with Board on Track in order to access self and CEO evaluation training resources and coordinate a formal training with available facilitators. http://boardontrack.com/2017/03/17/evaluating-your-charter-school-ceo/ Council is actively seeking a contractor. |
| FINANCIAL GOALS | | | | | |
| | 1. The school will demonstrate compliance with the FY 2016 financial audit plan and financial improvement plan through a site visit report after a site visit conducted by School Budget and Financial Analysis Bureau. | The school will demonstrate compliance by requesting a report from the audit bureau and school budget bureau to be presented at the October meeting of PEC or, if no one is available from PED to present this report, the business manager of the school will present information to the PEC. | 9/28/2017 10/12/2017 | Email correspondence with DC RE: Financial Report | David Craig has agreed to preparing the report prior to the 10/12/2017 PEC meeting. |
| | 2. For the FY2017-2018 audit, the school must receive an audit that has no repeat finding three years in row. | | Jan-18 | NA | FY17 Audit began on 9/18/2017. Audit report available in Jan. 2018 |
| | 3. For the audit completed for the year immediately following the date on which the school regains Board of Finance authority, the school must receive an audit that 1) is unmodified, 2) not disclaimed, and 3) has no material weaknesses. | | NA | NA | FY17 Audit began on 9/18/2017 |