

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: February 10, 2017
- II. Item Title: Discussion and Possible Action – PED Recommendation to Commence Revocation Proceedings Against La Promesa Early Learning Center Based on Suspension of Board of Finance and Fiscal Mismanagement
- III. Executive Summary and Proposed Motions:

Recommendation and Rationale

The Public Education Department (PED) is recommending that the Public Education Commission commence revocation proceedings against La Promesa Early Learning Center.

On August 12, 2016, the Public Education Department notified La Promesa Early Learning Center that it was suspending the school's Board of Finance because the PED "reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under [the school's] control." NMSA 1978 §§ 22-8B-39 and 22-2-1. Enclosed we have provided copies of the letter and the NMPED Audit Bureau's investigation results, which led to the issuance of the notice of suspension of the Board of Finance.

The FY2016 audit has been made public and the school has received a disclaimed audit. While the school indicated it would take steps to correct the 2015 audit findings, the school had multiple repeat findings and the auditors noted throughout that the school made no progress; more detail is provided below.

The school's audit findings included a material weakness for the internal control structure. The auditors noted that journal entries and associated supporting documentation could not be located and bank reconciliations were completed outside the accounting software with no reconciliation to the accounting software. The auditors noted that the school failed to follow its own internal control policies and procedures.

The school's audit found two significant deficiencies including purchase orders and internal control over cash disbursements. The purchase order significant deficiency is a multi-year repeat finding,

which the auditor noted the school “did not make any progress in addressing.” The auditors noted that there were purchase orders issued after purchase were made and purchase orders that could not be located. The internal control over cash disbursements finding is a repeat finding, which the auditor noted the school “did not make any progress in correcting.” The auditors noted that there were several late payments to vendors, a possibly altered invoice, undated requisitions and requisitions dated after purchases, no evidence of written quotes, discrepancies between contracted amounts and actual payment, erroneous payment of gross receipts tax, and missing contracts. In the school’s FY16 financial reporting to the PEC for the financial framework, the school noted that it had no invoices that were pending for more than 90 days in the current year; documentation from WebEPSS is attached.

The school’s audit found six issues of noncompliance including travel and per diem, chief procurement officer, budgetary conditions, personnel files, cash management and audit committee membership. The travel and per diem is a multi-year repeat finding, which the auditor noted the school “the school has not implemented policies to resolve this finding in the current year.” The auditor noted overpayment and lack of documentation to support payment; the audit further noted that the school could be in violation of the anti-donation rules and is in violation of the New Mexico Administrative Code. In relation to the chief procurement officer finding the auditor noted the school did not have a Chief Procurement Officer (CPO) and that the individual listed on the GSD website is no longer an employee of the school; the auditor noted the school is out of compliance with New Mexico statutes. In relation to the budgetary conditions finding the auditor noted the school had funds where actual expenditures exceeded budgetary authority. The auditor also noted the school is out of compliance with state law. In the school’s FY16 financial reporting to the PEC for the financial framework, the school noted that it had not exceeded budget authority; documentation from WebEPSS is attached. In relation to the personnel files finding the auditor noted personnel files were missing authorization for payroll deductions, missing signed employment contracts, missing evidence of proper certification, missing the I-9 and W-4 forms, and in some cases not available. The auditor noted the school is out of compliance with New Mexico statutes. In relation to the cash management finding the

auditor noted the school did not maintain sufficient cash amounts within the General Fund to cover operational and program expenditures—the school’s general ledger totaled a negative balance of \$88,249. The auditor noted the school is out of compliance with cash control standards in NMAC 6.20.2.14 and may result in a going concern for the school. In relation to the audit committee membership finding the auditor noted the school did not have all four required audit committee members during the year. The auditor noted the school was not in compliance with state statute.

The issues identified in the audit appear to be significant and point to the inability of the school to manage themselves. PED believes there is adequate information to demonstrate the school has failed to meet generally accepted standards of fiscal management and/or has violated provision(s) of law from which the charter school was not specifically exempted.

NMSA 1978 § 22-8B-39 (G) states that “[w]hen a...governing body of a state-chartered charter school is suspended from acting as a board of finance, the department shall:...consider commencing proceedings before the commission to...revoke...the charter of the state-chartered charter school in the case of a state-chartered charter school that has engaged in serious or repeated mismanagement, improper recording or improper reporting of public school funds under its control.”

School History

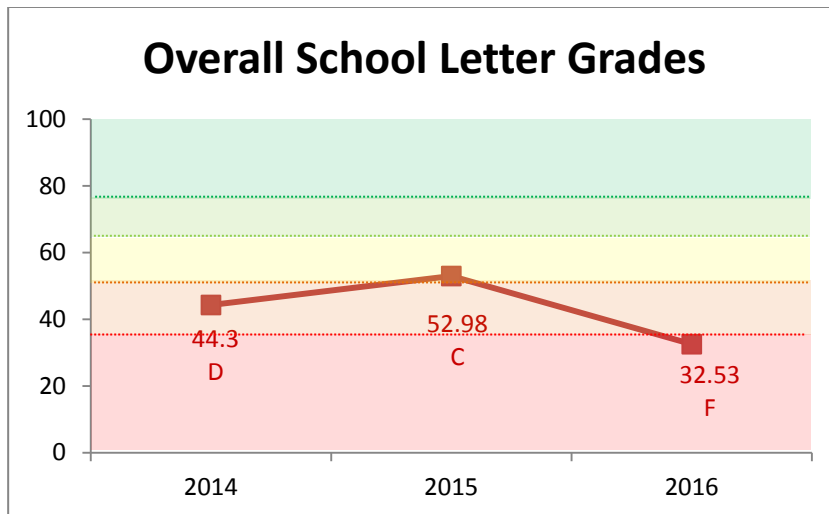
La Promesa Early Learning Center was originally authorized as a charter school by the Albuquerque Public Schools in 2005. It started with a focus on early childhood learning and Dual Language Education with 27 students in grades K-3. In 2014, the school charter was approved by the Public Education Commission for a 5 year term beginning in 2015.

The school is authorized to serve grades K-8 and its enrollment cap is 475. According to the 2016- 2017 80th Day STARS report, the school had 387 students enrolled in December 2016.

School Performance

La Promesa Early Learning Center has received the following school grades:

In 2013-14 the school grade was a D. In 2014-15 the school grade was a C. In 2015-2016 the school grade was a F.



Proposed Motion

- **Move** to commence revocation proceedings against La Promesa Early Learning Center and schedule a revocation hearing for a date no later than March 15, 2017. The revocation proceedings shall determine whether there is sufficient evidence to demonstrate the charter should be revoked because the school failed to meet generally accepted standards of fiscal management, and/or has violated provision(s) of law from which the charter school was not specifically exempted, and/or engaged in serious or repeated mismanagement, improper recording or improper reporting of public school funds under its control.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT

Financial Statements
June 30, 2016

VOLUME II



*Certified Public Accountants
and Business Advisors LLC*

STATE OF NEW MEXICO PUBLIC EDUCATION DEPARTMENT
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STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016

LA PROMESA EARLY LEARNING CENTER

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.

Criteria: Section NMAC 6.20.2.17 (A), requires that each school shall establish and implement written policies and procedures for purchasing which shall be in compliance with the Procurement Code, Section 13-1-21 et seq., NMSA 1978. An internal control structure over purchasing shall be established and maintained to assure compliance with school policy, and state and federal regulations. Also, the New Mexico Manual of Procedures for Public School Accounting and Budgeting, Supplement 13 – Purchasing, states that “the preparation and execution of a duly authorized purchase order must precede the placement of any order for goods, services or construction.”

Effect: Not being in compliance with state purchasing requirements places the School at risk for fraud or misuse of public funds.

Cause: School personnel did not follow established procurement policies of the School.

Recommendation: All School personnel should be reminded that initiation of a purchase order is not sufficient for ordering; that an approved Purchase Order is required per School and State guidelines.

Management’s Response: Management is aware of the issues concerning the issuance of purchase orders prior to ordering services or goods. Currently, management is working alongside the governance council to review policies and procedures that are in place. Once review is completed, the school’s current director and contracted business manager will take responsibility for the implementation of any

**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016**

LA PROMESA EARLY LEARNING CENTER (Continued)

2014-001 Purchase Orders (Significant Deficiency) (Continued)

new policies or revision of policies as well as the responsibility of reinforcing current policies and procedures that do not need revision. The anticipated completion of this process is June 2017.

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.

Criteria: NMAC 2.42.6.20.2.11 requires that schools establish and maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use. "The internal control structure shall include written administrative controls (rules, procedures, practices, and policies that affect the organization) and accounting controls (activity cycles, financial statement captions, accounting applications including computer systems) that are in accordance with GAAP."

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016

LA PROMESA EARLY LEARNING CENTER (Continued)

2015-001 Internal Control Over Cash Disbursements (Significant Deficiency) (Continued)

Effect: Unsupported cash disbursements and late payments put the School at risk for unauthorized purchases.

Cause: School personnel did not follow established procurement policies of the School.

Recommendation: The School should follow its own internal policy. All cash disbursements should be properly supported and paid timely.

Management's Response: Management is aware of the issues concerning cash disbursements. Management is currently working on resolving cash flow issues caused by delayed reimbursement from the K-3+ summer program. Management is also currently under direct oversight from the PED to ensure that there are no questionable or unallowable expenditures. Management is also currently working on review of current policies and procedures to determine if any revision needs to occur. Once review is completed, the school's current director and contracted business manager will take responsibility for the implementation of any new policies or revision of policies as well as the responsibility of reinforcing current policies and procedures that do not need revision. The anticipated completion of this process is June 2017.

2015-002 Travel & Per Diem (Compliance)

Condition: In a sample of 12 travel and per diem disbursements: we noted 1 item where a Per Diem reimbursement was overpaid by \$29. There were 2 instances totaling \$2,781 where there was not sufficient documentation available to determine if the amount paid was correct and who was traveling.

The School has not implemented policies to resolve this finding in the current year.

Criteria: In regards to the partial day per diem rates, per NMAC 2.42.2.8 B(3) provides that on the last day of travel when overnight lodging is no longer required, partial day reimbursement shall be made. To calculate the number of hours in the partial day, begin with the time the traveler initially departed. Divide the number of hours traveled by 24. The hours remaining constitute the partial day which shall be reimbursed as follows:

- a) For less than 2 hours, none;
- b) For 2 hours, but less than 6 hours, \$12;
- c) For 6 hours or more, but less than 12 hours, \$20
- d) For 12 hours or more \$30

Effect: The school could be in violation of the anti-donation rules and could be paying for costs that are not considered allowable. The school is in violation of the NMAC.

Cause: School personnel did not follow established procurement policies of the School.

**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016**

LA PROMESA EARLY LEARNING CENTER (Continued)

2015-002 Travel & Per Diem (Compliance)(Continued)

Recommendation: We recommend that the school establish procedures to ensure personnel are aware of the current per diem available per NMAC.

Management's Response: Management is aware of the issues concerning cash disbursements. Management is currently operating under direct oversight from the PED to ensure that all travel has prior approval and has a direct correlation with having added benefit to the school's program, goal and vision. Management is also currently working on review of current policies and procedures to determine if any revision needs to occur. Once review is completed, the school's current director and contracted business manager will take responsibility for the implementation of any new policies or revision of policies as well as the responsibility of reinforcing current policies and procedures that do not need revision. The anticipated completion of this process is June 2017.

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 "un-auditable":

- 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.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016

LA PROMESA EARLY LEARNING CENTER (Continued)

2016-001 Internal Control Structure (Material Weakness) (Continued)

Criteria: NMAC 6.20.2.17 states that each school shall establish and implement written policies and procedures for purchasing, which shall be in compliance with the procurement code Section 13-1-21, NMSA 1978. An internal control structure over purchasing shall be established and maintained to assure compliance with school district policy, and state and federal regulations. Per the school's Purchasing policy, "The Business Manager then approves the Purchase Requisition, which is then created into a Purchase Order. The PO is then printed and given to the Office Manager to order supplies that have been approved."

Effect: The proper maintenance of supporting documentation relating to financial transactions is necessary to mitigate possible dual payment of invoices and to resolve possible disputes with vendors, etc.

Cause: School personnel did not follow established internal control policies and procedures of the School.

Recommendation: We recommend the school review its policies and procedures to ensure that all policies and procedures created by the school are being properly followed.

Management's Response: Management is aware of the issues concerning internal controls. Management, in conjunction with its contracted business manager, is working to utilize the school's financial software and its systematic processes rather than relying on journal entries and reconciliations done "offline". Management is also currently working on review of current policies and procedures regarding internal controls in specific in order to determine if any revision needs to occur. Once review is completed, the school's current director and contracted business manager will take responsibility for the implementation of any new policies or revision of policies as well as the responsibility of reinforcing current policies and procedures that do not need revision. The anticipated completion of this process is June 2017.

2016-002 Chief Procurement Officer (Compliance)

Condition: It was noted that the school did not have a Chief Procurement Officer in place for the year ended June 30, 2016. The individual listed on the New Mexico Chief Procurement Officer List maintained on the New Mexico General Services Department website is no longer an employee of the school.

Criteria: Per 13-1-95.2.A NMSA 1978, "On or before January 1 of each year beginning in 2014, and every time a chief procurement officer is hired, each state agency and local public body shall provide to the state purchasing agent the name of the state agency's or local public body's chief procurement officer and information identifying the state agency's or local public body's central purchasing office, if applicable." Section 13-1-95.2.D NMSA 1978 also requires that the Chief Procurement Officer obtain an initial certification as well as recertification every two years.

**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016**

LA PROMESA EARLY LEARNING CENTER (Continued)

2016-002 Chief Procurement Officer (Compliance)(Continued)

Effect: The school is out of compliance with New Mexico statutes requiring the training, certification, and reporting of a Chief Procurement Officer.

Cause: The school has not designated or obtained the necessary training and certification necessary for any of its employees to be a Chief Procurement Officer since the departure of its former Chief Procurement Officer.

Recommendation: The School should designate an individual with the appropriate skill set and position within the school to be its Chief Procurement Officer. This individual should obtain the necessary certification as soon as possible. Upon certification of a Chief Procurement Officer, the school should register this individual on the New Mexico General Services Department website.

Management's Response: Management is aware of the requirement for having a CPO and the school's current director has taken the responsibility of ensuring that the school has a listed CPO in place as soon as classes are available to attain the CPO designation. The expected completion of this requirement is June 2017.

2016-003 Budgetary Condition (Compliance)

Condition: The school had funds where actual expenditures exceeded budgetary authority:

Operational (Fund 11000)	
Instruction (Function 1000)	\$ 4,301
Support Services (Function 2000)	11,824
Operation of Non-Instructional Services (Function 3000)	28,867
	<u>\$ 44,992</u>
Title I – IASA (Fund 24101)	
Instruction	\$ <u>4,336</u>
Kindergarten-Three Plus (Fund 27166)	
Support Services (Function 2000)	\$ <u>470</u>

Criteria: Sound financial management and 6.20.2.9 (A) NMAC and 22-8-5 through 22- 8-12.2 NMSA 1978 require that budgets not be exceeded at the legal level of control. For school districts the function is the legal level of control.

Effect: The school is out of compliance with State Law and the control established by the use of budgets has been compromised.

Cause: A budget adjustment request was never submitted to account for the additional expenditures incurred.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016

LA PROMESA EARLY LEARNING CENTER (Continued)

2016-003 Budgetary Condition (Compliance)(Continued)

Recommendation: The school should establish a policy of budgetary review at year-end and make the necessary budgetary adjustments.

Management's Response: The school will ensure the controls are being followed and that the budget is being reviewed on a regular basis. The school will create BARs as needed to make sure that the actual expenditures do not exceed the budget.

The Business Manager will be responsible for correcting this audit finding and it will be fixed by June 30, 2017.

2016-004 Personnel Files (Compliance)

Condition: In a payroll test of twelve personnel files, we noted the following items:

- 3 personnel files were missing authorization for payroll deductions.
- 3 personnel files were missing a signed employment contract.
- 2 personnel files were missing evidence of proper certification.
- 1 personnel file was missing the Form I-9
- 1 personnel file was missing the Form W-4.
- 3 personnel files selected for testing were not available.

Criteria: NMAC 6.20.2.18 requires that schools maintain and have available for inspection the following employee record documentation: employment contracts (including increments), personnel/payroll action forms, certification records, employment eligibility verification (Federal Form I-9), federal and state withholding certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Act plan application, and direct deposit authorizations.

Effect: The School is not in compliance with New Mexico State Statutes in regards to employee record documentation.

Cause: School is not properly maintaining personnel files or reviewing them to make sure they are in compliance with the required statutes.

Recommendation: The School should review all personnel files to ensure that required documentation required by NMAC 6.20.2.18 is available.

Management's Response: Management has been made aware of the issues surrounding employee files and the lack of appropriate documentation as required by law. The school's director, along with the school's contracted business manager, have taken responsibility to review employee files on a regular basis to ensure that all employee files are complete and up to date. Review is an on-going process throughout the fiscal year and completion is expected by June 2017.

**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016**

LA PROMESA EARLY LEARNING CENTER (Continued)

2016-005 Cash Management (Compliance)

Condition: The School did not maintain sufficient cash amounts within the General Fund to cover operational and program expenditures. For the year ended June 30, 2016, the total of all cash accounts on the general ledger totaled a negative balance of \$88,249.

Criteria: According to NMAC 6.20.2.14 Cash Control Standards - A, "School districts shall establish and maintain a cash management program to safeguard cash and provide prompt and accurate reporting that adheres to cash management requirements of the Office of Management and Budget (OMB) Circular A-102, and applicable state and federal laws and regulations." and NMAC 6.20.2.14 Cash Control Standards-E, "The school district shall verify that there is sufficient cash and budget prior to the disbursement of cash. A revenue ledger is required for each revenue code as approved in the finalized budget, and additional revenue ledgers may be added as necessary."

Effect: Improper cash management may result in the need to finance normal operations and may potentially result in a going concern issue for the school. Also, the School was not in compliance with cash control standards as stated in NMAC 6.20.2.14.

Cause: The cash balance in the General Fund was not monitored to ensure that it had sufficient cash balances to cover any program overages in other funds.

Recommendation: It is recommended that the School implement policies and procedures to ensure that this situation does not occur in the future. Controls must require the monitoring of cash balances within funds to ensure compliance with state and federal guidelines. Policies and procedures should require the review of budgeted amounts to ensure expenditures do not exceed budgeted amounts and restrictions.

Management's Response: Management are aware of the finding and Issues that created the condition. Management is addressing the issue by ensuring that each fund is within budget and that cash flows are appropriately considered with Operational SEG balances covering any negative balances in other funds. The school's contracted business manager along with the school's director are working closely to attempt to have this resolved by June 2017. Being that both the director and the school's current business manager were put in their current capacities after time had already passed in FY17, it may be unrealistic to expect that all cash flow and budgetary issues are resolved by June 2017. It is the complete expectation that a budget built by the current director and business manager for FY18 will be able to be followed completely so that these issues are fully resolved by June 2018.

2016-006 Audit Committee Member (Compliance)

Condition: During our test-work, we noted that the school did not have all four required audit committee members during the year.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2016

LA PROMESA EARLY LEARNING CENTER (Continued)

2016-006 Audit Committee Member (Compliance)(Continued)

Criteria: Per NM State Statute 22-8-12.3: "Each local school board shall appoint an audit committee that consists of two board members, one volunteer member who is a parent of a student attending that school district and one volunteer member who has experience in accounting or financial matters. The superintendent and the school district business manager shall serve as ex-officio members of the committee. "

Effect: The school is not in compliance with state statute.

Cause: The school has failed to recruit all required audit committee members during the fiscal year.

Recommendation: We recommend the school recruit all required members as soon as possible for the audit committee to meet state statute requirements.

Management's Response: The school currently has all audit committee members as required by statute. This finding was addressed and completed prior to the entrance conference for the FY16 audit.

LA RESOLANA LEADERSHIP ACADEMY

2016-001 Purchase Orders – Modified and Repeated – (Significant Deficiency)

Condition: During our testing of sixty cash disbursements we noted the following:
There were three instances (totaling \$342) where the purchase order was dated after the invoice date. In addition, there were also two instances (totaling \$5,622) where no purchase orders were created for purchases. Management has made little progress towards implementing the prior year's corrective action plan as these issues occurred throughout the fiscal year.

Criteria: Section NMAC 6.20.2.17 (A), requires that each school shall establish and implement written policies and procedures for purchasing which shall be in compliance with the Procurement Code, Section 13-1-21 et seq., NMSA 1978. An internal control structure over purchasing shall be established and maintained to assure compliance with school policy, and state and federal regulations. Also, the New Mexico Manual of Procedures for Public School Accounting and Budgeting, Supplement 13 – Purchasing, states that "the preparation and execution of a duly authorized purchase order must precede the placement of any order for goods, services or construction."

Effect: Not being in compliance with state purchasing requirements places the School at risk for fraud or misuse of public funds.

Cause: School personnel did not follow established procurement policies of the School.



**THE NEW MEXICO PUBLIC
EDUCATION DEPARTMENT**

***AUDIT OF LA PROMESA
EARLY LEARNING CENTER***

AUGUST 12, 2016



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Public Education Department
La Promesa Early Learning Center—A State-Chartered Charter School
Audit Results
Fiscal Year 2016

Public Education Department (PED)—Audit Division has recently reviewed various procurement documents from La Promesa Early Learning Center (La Promesa or LPCC), a state-chartered charter school. The focus of the review was to verify that La Promesa has proper internal control over the purchasing, receiving, and payment processes prescribed by PED's Public School Accounting and Budgeting (PSAB) Number 13 and was in compliance with the NM Procurement Code regarding expenditures using public funds in FY16. Also considered were relevant statutes, such as those that relate to the K-3 Program and taxation, as it effects the purchases for the school.

Section 13-1-30 NMSA 1978. Application of the code.

A. (Unless otherwise exempted) the code shall apply to every expenditure by state agencies or local public bodies.

B. When procurement involves the expenditure of federal funds, the procurement shall be conducted in accordance with mandatory applicable federal law and regulation. If those laws are inconsistent with the Procurement Code, compliance with federal law or regulations shall be deemed compliant with the Procurement Code.

Section 13-1-196 NMSA 1978. Civil Penalty.

Any person, firm or corporation that knowingly violates any provision of the Procurement Code [Sections 13-1-28 through 13-1-199 NMSA 1978] is subject to a civil penalty of not more than one thousand dollars (\$1,000) for each procurement in violation of any provision of the Procurement Code.

The areas concentrated on were the documentation provided by La Promesa for the K-3 Plus Program (Summer 2015). Documentation included the Request for Reimbursements (RfRs) #528-000-1516-27166-0001 and #528-000-1516-27166-0002. Additionally, La Promesa provided documentation supporting the administration's reimbursements to the executive director, principal, and vice-principal.

The PED audit has verified inconsistencies with the internal control processes and noncompliance with the NM Procurement Code, as well as non-compliance with various other state statute sections and the NM Administrative Code. Please see the following 18 areas of concern regarding the issues found by the Audit Division:

Area of Concern #1—K-3 Plus RfR 528-000-1516-27166-001

A) Confirm all document support (invoice, purchase order, purchase requisition) is attached to the check copy. Recalculate invoice, including extensions and totals. Recalculate hours worked multiplied by hourly rate and include location of services.

For 1 out of 10 items tested, the auditor noted that no purchase order was provided by LPCC for review of the transaction. The test item is included in the testwork for Administration—Reimbursements.

For 4 out of 10 items tested, the auditor was unable to recalculate the hours worked by the hourly pay rate and the location of services performed. No detailed statement or equivalent documentation was received from LPCC. The auditor noted that the payment processing to vendors appeared to have been completed without receipt of the required documentation specified by the contract.

For 1 out of 10 items tested, the auditor was unable to recalculate the hours worked by the hourly pay rate, nor was the auditor able to determine the location of the services performed. Per the contract, “the processing of payment will begin upon receipt of a detailed, certified statement of account, which shall include dates and hours reported for the period covered, along with details and percent of work expended.” The auditor noted that the payment processing to vendors appeared to have been completed without receipt of the supporting documentation required by the contract.

For 9 out of 10 items tested, the auditor noted no purchase requisition was issued prior to the purchase. In reviewing the La Promesa Policy and Procedures for Purchasing, it is stated that a purchase requisition must be submitted to the business office for review by the business manager. The business manager will then assign a purchase order. The auditor noted that the payment processing to vendors appeared to have been completed without following La Promesa’ Policies and Procedures for Purchasing.

Criteria. Per the executed professional services contracts, “the processing of payment will begin upon receipt of a detailed, certified statement of account, which shall include dates and hours reported for the period covered, along with details and percent of work expended.” Per PSAB 13—for procurements less than statutory thresholds, the central purchasing office shall develop, implement, and maintain its own purchasing procedures consistent with the Procurement Code and the policies adopted by the local boards of education or governing councils as applicable. La Promesa’s policy and procedures for purchasing states that purchasing policies and procedures must be followed and that a purchase requisition is required prior to an executed purchase order.

Effect. The impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures that could lead to over- or under-statement of fund activity.

B) Verify the expenditure and meet the expenditure guidelines outlined in FY15 K–3 Plus Program Guide.

For 1 out of 10 items tested, the auditor noted that there is no notation showing the expenditure is related to K–3 Plus Program. That one tested item was for the purchase of sheet protectors.

For 1 out of 10 items tested, the auditor was unable to determine the scope of work and whether it was a professional services contract or for goods and services. The expenditure was coded for Instruction—General Materials and Supplies. It was not clear by the description what was actually purchased; however, the invoice states "program development, classroom support". It was unclear how the expenditure met the expenditure guidelines of the FY15 K–3 Plus Program Guide.

Criteria. The FY15 K–3 Plus Program Guide states that the allowable expenditures must be directly related to providing for the K–3 Plus Program. K–3 Plus funds may not be used to supplant funding designated for year-round expenses and executed professional services contracts.

Effect. The impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures, which could lead to over- or under-statement of fund activity. In addition, La Promesa is not in compliance with Educational Standards—General Requirements for the K–3 Plus Program NMAC 6.30.12.

C) Verify that the expenditure for professional development (PD) meets 6.30.12.11 NMAC for the areas identified (early reading, math, and English as a second language).

For 1 of 10 items tested, the auditor noted that the PD, as provided, did not meet the PD areas identified per 6.30.12.11 NMAC. The tested item was PD, with the scope shown as Wellness vs Exercise/Nutrition, Wellness Psychology, and Playing Well with Others.

Criteria. The K–3 Plus Program Guide as defined by 6.30.12.11 NMAC states that PD for K–3 Plus teachers should be provided in the areas of early literacy and its implications for instruction, best practices of English as a second language/English language learner instruction, and best practices in early mathematics instruction.

Effect. The impact to La Promesa in providing PD in the areas defined by 6.30.12.11 NMAC is significant in that it is essential for PreK–3 teachers to improve the education of their students in the noted areas.

D) Verify receiving document that includes verification of receipt of goods, including approval notation of *OK TO PAY* or similar coding and that the purchase order number is written on the receiving document.

Of all 10 items tested, the auditor noted no verification/support of receipt of goods/services, nor approval notations, nor purchase order numbers on the invoice or sales receipt. There was no evidence of the business manager's review.

Criteria. Per PSAB 13 Purchasing, the receiving document shall be manually or electronically signed by authorized receiving personal and processed for payment according to procedures established by charter school boards' of education local procedures. Per La Promesa's Policy and Procedures for Purchasing, the business manager will review the vendor invoice for mathematical accuracy; compare terms, quantities, and prices to the purchase order, packing list, and purchase requisition; and initial the original invoice to indicate evidence of such review.

Effect. The impact to La Promesa is the potential for inappropriate purchases, unallowable expenditures, and fraud—which could affect future federal and state funding.

E) Verify, prior to payment made, that the corresponding, receiving documentation is certified indicating that the goods/services have been received by LPCC, as required by the Procurement Code.

For all 10 items that were tested, the auditor noted that there was no receiving document for goods/services.

Criteria. Per Section 13-1-158 NMSA 1978, no warrant, check, or other negotiable instrument shall be issued in payment for any purchase of services, construction, or items of tangible personal property unless the central purchasing office or the using agency certifies that the services, construction, or items of tangible personal property have been received and meet specifications.

Effect. The impact to La Promesa is the potential for inappropriate purchases, unallowable expenditures, and fraud—which could affect future federal and state funding.

F) Trace the account code utilized on the purchase order that is executed in the financial management system (APTA) and to ensure it agrees with the actual expenditure, as noted in the general ledger.

For 1 out of the 10 items tested, the auditor noted that no purchase order was provided by LPCC for review of the transaction.

Criteria. Per PSAB 13, local procedures shall demonstrate that appropriate controls are in place. General controls also require that the accounting department compares the invoice to the purchase order and receiving documentation. Additionally, all purchase orders and requisitions

are reviewed to ensure that account codes that include fund, function, and object are used appropriately.

Effect. La Promesa has the potential for inappropriate purchases, unallowable expenditures, and fraud—which could affect future federal and state funding

G) Verify that the account code is accurate and appropriate for the expenditure submitted for reimbursement.

Auditor noted that the account code does not support the actual expenditure as follows:

For 1 out of 10 items tested, \$1,100 was charged to the function code “1000”, which includes the activities dealing directly with the interaction between teachers and students. The function code “2100”— Support Services— Students appears to be appropriate for the expenditures. This function provides administrative, technical and logistical support to facilitate and enhance instruction. These activities supplement the instructional processes. The expenditure is for professional development of teachers and staff and was held when no students were in attendance. The invoice provided shows a three-hour PD session—Wellness versus Exercise/ Nutrition, Wellness Psychology, and Playing Well with Others.

The auditor noted that of 4 out of the 10 items tested, a total of \$9,933, which was charged to the expenditure account code 1000, does not support the transaction submitted. Function “1000”— Instruction is used for direct instructional costs. The correct function code appears to be “2100”— Support Services—Students. In a second item, the object code “55915” was used for expenditures for Inter-Educational, Inter-Agency Purchased Services, and it appears to be mis-coded. The correct code appears to be “53414” —Other Services under Other Professional Services. For the professional services contracts, the scope appears to be for management consultation of teachers and not for providing educational content to students; therefore, the account code is not properly recorded per the PSAB Chart of Accounts.

For 1 out of 10 items tested, the auditor noted that no purchase order was provided by LPCC for review of transaction.

For 1 out of 10 items tested, the auditor noted that \$1,800 was charged to “56118—General Merchandise and Supplies”. The auditor is unable to determine the scope of work—goods or services. The expenditure code indicates it was for instructional materials and supplies. However, the description line of the invoice states “Program Development, Classroom Support”. The description does not clarify what was actually purchased.

For 1 out of 10 items tested, the auditor noted that \$83.56 of a sales receipt of \$2,004.49 was for the purchase of office supplies. The \$83.56 apparently requires the expenditure code “56118— General Materials and Supplies”. The items purchased were rulers, folders, and receipt books. The entire invoice was coded to “57332”—Supply Assets (\$5,000 or less); therefore, the \$83.56 was not properly recorded per the PSAB Chart of Accounts.

For 1 out of the 10 items tested, the auditor noted that \$1,400 was coded to “55915”— Other Contract Costs under Inter-Educational, Inter- Agency Purchased Services and appears to be coded incorrectly. The correct object code is “53414”— Other Services under Other Professional Services. The expense was related to nursing services. However, no contract for nursing services was provided. The school made two payments to this vendor (one payment in RfR 528-000-1516-27166-001 and one in RfR 528-000-1516-27166-002) at two different rates.

Criteria. Executed Professional Services Contracts, the PED’s PSAB 3, establishes a complete fund accounting system, including the recording of assets, liabilities, fund balance, revenues, and expenditures, which is implemented and designed to meet key objectives of the accounting process.

Effect. La Promesa has the potential for inappropriate purchases, unallowable expenditures, and fraud—which could affect future federal and state funding.

H) Verify that the purchase order was executed prior to the expenditure.

For the 1 out of 10 items that were tested, the auditor noted that no purchase order was provided by LPCC for review of the transactions.

For 2 out of 10 items tested, the auditor noted that no purchase order was issued prior to the purchase. The auditor noted that the purchase order was executed after the date of the professional services contract became effective and the work was to begin.

Criteria. The PED’s PSAB 13 states that the preparation and execution of a duly authorized purchase order must precede the placement of any order for goods, services, or construction.

Effect. The impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures which could lead to an over- or under-statement of fund activity.

I) For invoices for services, verify gross receipts tax is included in the invoice amount.

For 6 of the 10 items tested, the auditor noted that there was no gross receipts tax shown on the invoice for professional services. La Promesa is not exempt from applicable taxes on services. The taxes are to be added as a separate item with the grand total clearly shown. The tested invoices did not include a separate line item for gross receipts.

For 1 of the 10 items tested, the auditor noted that, for goods purchased, there was gross receipts tax shown on the sales receipt. La Promesa is able to deduct the amount of gross receipts charged and therefore not required to pay gross receipts tax. The auditor noted that the reimbursement of gross receipts tax to the employee is evidence of statutory non-compliance. La Promesa holds a Type 9 Non-Taxable Transaction Certificate.

Criteria. Executed Professional Services Contracts, Section 7-9-54 (A) NMSA 1978 states that receipts from selling tangible personal property to ... agency, department or instrumentality

thereof may be deducted from gross receipts. The deduction provided by this subsection does not apply to ... (4) that portion of the receipts from performing a “service” that reflects the value of tangible personal property utilized or produced in performance of such service.

Effect. The procurement process is not being adhered to, and the lack of internal control over monitoring is not mitigating the potential issue of over- or under-paying the vendor the proper amount due.

Area of Concern #2—K-3 Plus RfR 528-000-1516-27166-002

A) Confirm all document support (invoice, purchase order, purchase requisition) is attached to the check copy. Recalculate invoice including extensions and totals. Recalculate hours worked multiplied by hourly rate and location of services performed.

For 1 out of 17 items tested, the auditor noted that the support provided did not agree with the actual payment remitted to the vendor. Check #6159 for \$1,607.80 did not agree with the invoice for \$1,050.43. The difference is \$557.37.

For all 17 out of the 17 items tested, the auditor noted that no purchase requisition was issued prior to the purchase. The auditor noted that the payment processing to vendor appeared to have been completed without receipt of any required documentation.

For 1 out of the 17 items tested, the auditor recalculated the total sales receipts to equal \$652.61. The amount paid was actually \$656.61. The executive director had been over paid, and the K-3 Plus Program had been overcharged by \$4.00. The error was not found by La Promesa staff or the external business manager.

For 3 out of the 17 items tested, the auditor was unable to recalculate hours worked by hourly pay rate for the services performed. The invoices show only a total amount. Therefore, the auditor cannot recalculate or verify the hours worked and/or verify that the services were related to the K-3 Plus program. In addition, no contract was provided. The auditor also noted that the address on the invoice was incomplete and did not agree with the invoice on the purchase order.

For the 1 of 17 items tested, no purchase order was provided by LPCC for review of the transaction. The invoice packet was created for the executive director. It was noted that one receipt, totaling \$287.33, was to be charged to the K-3 Plus Program. However, it was coded in the general ledger to 11000—Operational. The sales receipt was dated Saturday, 8/15/15 at 7:34pm, after the conclusion of the K-3 Plus Program. There was no notation by management or business manager as to the lack of required documentation.

For the 1 of 17 items tested, no contract was provided for nursing services. The school made two payments to this vendor (one payment in RfR 528-000-1516-27166-001 and one in RfR 528-000-1516-27166-002) at two different rates.

Criteria. Good accounting practices, PSAB 13 states that vendor invoices are received and reviewed first by the accounting department. The accounting department is to compare the invoice to the purchase order and receiving documentation.

Effect. The impact to La Promesa could result in over-expenditure of fund budgets, as well as improper recording of expenditures—which could lead to over- or under-statement of fund activity.

B) Verify the expenditure and meet the expenditure guidelines outlined in FY15 K–3 Plus Program Guide.

For the 1 of 17 items tested, there was no notation showing that the expenditure was related to the K–3 Plus Program. The invoice showed an allocation of \$10,000 to the K–3 Plus Program, and the invoice total was \$25,992.97. The auditor was unable to determine how the allocation was calculated by La Promesa and how the expenditure met K–3 Plus Program requirements. Additionally, the invoice included \$1,742.97 of gross receipts tax. The annual license renewal is a tangible personal property type item and should not be taxed; therefore, the cost should not be paid by the K–3 Plus Program.

For 3 of the 17 items tested, the auditor noted the use of the “27166 Plus Program Code.” However, it appears that the expenditures relate to items that will be used year-round. The correct code appears to be “11000”—Operational. The three purchased items were UltraPlay Official Sport Ball Pack—52 Pieces, Foam Rollers—Half Round, and a Narcotics Box—Double Door/Double Lock. The auditor considered all the items as necessary for operations at La Promesa. However, it is not clear how these items would be used only within the approved timeframe of the program.

Criteria. According to the K–3 Plus Program, Summer 2015 Application Technical Assistance Guide, K–3 Plus funds may not be used to supplant funding designated for year-round expenses.

Effect. Due to the lack of proper documentation, the charter school has the potential for inappropriate purchases, unallowable expenditures, and fraud—which could affect future federal and state funding.

C) Verify that the expenditure for PD meets 6.30.12.11 NMAC for the areas identified (early reading, math, and English as a second language).

None of the 17 items tested were for PD expenditures. No exceptions were noted.

D) Verify that the receiving documentation includes verification of the receipt of goods/services, including approval notation of *OK TO PAY* or similar code and that the purchase order number is written on the receiving document.

For 17 of 17 items tested, there was no verification of receipt of goods/services, nor approval notations, nor purchase order numbers on invoice or receipt.

Criteria. Per PSAB 13, school personnel must write the purchase order number on invoices and receipts and sign *OK TO PAY* at the time of the receipt of the goods or services.

Effect. La Promesa has the potential for inappropriate purchases, unallowable expenditures, and fraud—which could affect future federal and state funding.

E) Verify, prior to payment made, that the corresponding, receiving documentation is certified and that the goods/services have been received by La Promesa, as required by the Procurement Code.

For 15 of 17 items tested, there is no certification that the goods/services have been received by La Promesa.

Criteria. According to Good Accounting Practices, PED's PSAB 13, school personnel must write the purchase order number on invoices and receipts and sign *OK TO PAY* at the time of the receipt of the goods or services. All receipts must immediately be given to the school secretary for processing, if applicable. According to Procurement Code—Section 13-1-158 NMSA 1978, no warrant, check, or other negotiable instrument shall be issued in payment for any purchase of services, construction, or items of tangible personal property unless the central purchasing office or the using agency certifies that the services, construction, or items of tangible personal property have been received.

Effect. La Promesa has the potential for receiving inaccurate or damaged goods or an inaccurate quantity/quality and not have a mitigating control before payment is made.

F) Trace the account code that was executed in the financial management system (APTA) and utilized on the purchase order. Agree with the actual expenditure as noted in the general ledger.

For 1 out of 17 items tested, there was no purchase order. This invoice packet was a reimbursement to the executive director.

Criteria. According to Good Accounting Practices, Section 13-1-127 NMSA 1978, emergency purchases are only allowed when there is an existence of an emergency need that cannot be met through normal procurement methods. These emergencies take into consideration health, safety of persons or property, and the functioning of government.

Effect. La Promesa has the potential for inappropriate purchases, unallowable expenditures, and fraud—which could affect future federal and state funding.

G) Verify that the account code is accurate and appropriate for the expenditure submitted for reimbursement.

For 1 of the 17 items tested, there is no notation showing that the expenditure is related to the K-3 Plus Program. The allocation is coded to "27166"—K-3 Plus Program. However, the auditor was not able to determine how the allocation calculation was computed by La Promesa for the program.

For 1 of the 17 items tested, the auditor noted that the expenditure object code "55915" did not support the transaction. The correct expenditure object code was "55913"—Contracts—Interagency/REC. This code should be used for all contractual agreements with ... governmental entities. The vendor was Cooperative Educational Services (CES), a governmental entity.

For 1 of the 17 items tested, the auditor noted that the function code "1000" did not support the transaction. The correct function code appears to be Support Services— Central Services "2500". Also, the expenditures object code "53711"—Purchased Professional and Technical Services-Other Professional Services- Other Purchased Services- Other Charges did not support the transaction. The correct expenditure object code is "55400"—Advertising under Other Purchase Services. La Promesa purchased radio advertising for the charter school using K-3 Plus Funds.

For 1 of the 17 items tested, the auditor noted that the function code "1000"—Instruction did not support the transaction. The correct function code appears to be "2700"—Student Transportation. Also, the expenditure object code "55100"—Student Transportation Services did not support the transaction, because entries are not posted to the roll-up account. The correct expenditure object code to be used for the transportation of students is "55112"—Transportation Contractors. Per PED's PSAB 3, Page 19, the program code is "0000", since the function code did not additionally require a program code.

For 4 out of 17 items tested, the auditor noted that the object code 55915—Other Contract Services appeared to be coded incorrectly. The object code used is for "Inter-Educational, Inter-Agency Purchased Services". The correct object code appears to be 51100—Salaries Expense. The vendors were contract employees.

For 1 of the 17 items tested, the auditor noted that the expenditure account code did not support the transaction submitted. Function (Program 0000) and object codes (53414-Other Services) appear to be the correct account code components. The object code used was for "Inter-Educational, Inter-Agency Purchased Services". Per the scope of work, it appears that the service was for management consultation of teachers and was not for providing educational content to students. Therefore, the account code was not properly recorded for the transaction, and did not follow the PSAB Chart of Accounts.

For 1 of the 17 items tested, the auditor noted the expenditure's object code did not support the transaction submitted. The object code "55915" is used for Inter-Educational, Inter-Agency Purchased Services. The correct code appears to be 53330—Professional Development.

For 3 of the 17 items tested, the auditor noted that the “27166 Plus Program” code was used. However, it appears that the expenditures were for items that will be used year-round. The correct code appears to be “11000”—Operational. Allowable expenditures must be directly related to providing for the K-3 Plus Program. K-3 Plus funds may not be used to supplant funding designated for year-round expenses. The three items purchased were the UltraPlay Official Sport Ball Pack—52 Pieces, Foam Rollers—Half Round, and a Narcotics Box—Double Door/Double Lock. While the auditor considered all of these items necessary for operations at La Promesa, it was not clear how these items would be used only in the approved timeframe of the program.

For 1 of the 17 items tested, the auditor was unable to verify the account coding as accurate and appropriate for the expenditure submitted for reimbursement. It was noted that this invoice packet was coded to “11000”—Operational. The cost was transferred to the K-3 Plus Program with an approved journal entry. The journal entry was not provided to the auditors.

Criteria. According to Good Accounting Practices, PEDs PSAB 3 establishes a complete fund accounting system, including the recording of assets, liabilities, fund balance, revenues, and expenditures—which is designed and implemented to meet key objectives of the accounting process.

Effect. La Promesa has the potential for inappropriate purchases, unallowable expenditures, and fraud—which could affect future federal and state.

H) Verify that the purchase order was executed prior to the expenditure.

For 1 out of 17 items tested, no purchase order was provided by LPCC for review of the transaction. The auditor was unable to verify that the purchase order was executed prior to the expenditure. The one item was an invoice packet was for the executive director.

Criteria. PED’s PSAB 13 states that the preparation and execution of a duly authorized purchase order must precede the placement of any order for goods, services, or construction.

Effect. The impact to La Promesa is over-expenditure of fund budgets, as well as improper recording of expenditures—which could lead to over- or under-statement of fund activity.

I) For invoices for services, verify that gross receipts tax is included in the invoice amount.

For 8 out of 17 items tested, the auditor noted that, for services received, there was no gross receipts tax shown on the invoice. La Promesa is not exempt from applicable taxes on services. The taxes are to be added as a separate item with the grand total clearly shown. The invoice was not in compliance with the contract.

For 1 of 17 items tested, the auditor noted that the total tax of \$1,742.97 was for gross receipts tax on an invoice for goods. La Promesa, as a state-chartered charter school, is not required to pay sales tax on goods purchased.

Criteria. Executed Professional Services Contracts, Section 7-9-54 (A) NMSA 1978, which states receipts from selling tangible personal property to ... agency, department or instrumentality thereof may be deducted from gross receipts. The deduction provided by this subsection does not apply to ... (4) that portion of the receipts from performing a “service” that reflects the value of tangible personal property utilized or produced in performance of such service.

Effect. The impact to the school has the potential to be significant. The procurement process is not being adhered to, and the lack of internal control over monitoring is not mitigating the potential issue of over- or under-paying the vendor the proper amount due.

Area of Concern #3—Reimbursements to Administrative Staff

A) Confirm that all document support (invoice, purchase order, purchase requisition) is attached to the check copy. Confirm that the administrative reimbursement support documentation is provided. Recalculate invoices, including extensions and totals.

For 17 out of 19 items tested, the auditor noted that no purchase order was provided by LPCC for testing. The auditor noted that the procurement process appeared to be circumvented for the transactions reviewed. There was no sign-off on the documentation by the chief procurement officer approving the purchase. Also with the purchase order, the budget check process was circumvented so that staff and management were not able to determine if funds were available prior to the expenditure. The payment processing to vendors appears to have been completed without proper documentation.

For 2 out of 19 items tested, no documentation was provided by La Promesa. It appears there was a lack of internal controls regarding document management. The auditors were unable to determine the procurement procedures and determine if there was proper recording of the transactions.

For 8 out of 19 items tested, the auditor noted that no purchase requisitions were provided by LPCC for review of those transactions. The auditor noted that the procurement process appeared to be circumvented for the transactions that were reviewed. Without the purchase requisition, the purpose of the expenditure and the expected account coding were excluded, and staff and management could not determine the required procurement process to initiate purchasing. Therefore, the process was circumvented. The processing of payment to vendors appears to have been completed without proper documentation.

For 3 out of 19 items tested, the auditor noted the documentation was incomplete. The sales receipts provided did not support the amount reimbursed to the employee.

- Receipts totaled \$1,060.55. However, the amount of the reimbursement was \$1,237.60. The principal appears to have been overpaid by \$177.05.
- Receipts totaled \$1,365.38. However, the reimbursement was \$1,320.00. One of the receipts, for \$45.14, was not included in the reimbursement. The principal appears to have been underpaid by \$.24. The auditor presumed that there was a miscalculation of the required reimbursement. Additionally, gross receipts tax was included on three of six receipts for the reimbursement.
- Receipts did not total the amount reimbursed to the executive director. The attached receipts total \$307.47. However, the reimbursement was \$292.25. The executive director appears to have been underpaid by \$15.22. The process of payment to vendors appears to have been completed without proper supporting documentation.

For 2 out of 19 items tested, the auditor was unable to review the invoice for the transaction, since it was not provided. An email of the Payment Reminder Notice was provided to the PED as support for the transaction. Payment from emails is not a sound accounting practice. The auditor noted that the processing of payment to the vendors appears to have been completed without proper attention to the detail of the supporting documentation.

For 1 out of 19 items tested, the auditor noted that the reimbursement request included a receipt from May 2015, the prior year. The handwritten note on the receipt indicated that it was for "Construction Materials". Receipt was not submitted timely. The prior year documentation was not noted by La Promesa staff or by an external business manager. The auditor noted that the processing of payment to the vendors appears to have been completed without proper attention to the detail of the supporting documentation.

For 2 out of the 19 items tested, the auditor noted that the reimbursement request does not agree with the amount included in the purchase requisition. The amount submitted was paid to the executive director who was overpaid \$10.55 and \$3.50 respectively.

For 16 out of 19 items tested, the auditor noted that no evidence for reimbursement was provided from administration staff. The auditor was unable to verify that the original transaction was paid by the employee prior to the reimbursement request being submitted.

For 1 out of the 19 items tested, the auditor noted that no invoice or sales receipt was provided by LPCC for review of the transaction. The auditor was unable to verify the transaction with the invoice or sales receipts, since it was not provided.

Criteria. Per LPCC purchasing policies and procedures, the business manager will review the vendor invoice for mathematical accuracy; compare terms, quantities, and prices to the purchase order, packing list, and purchase requisition; and initial the original invoice to indicate evidence of such review.

Effect. The impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures—which could lead to over- or under-statement of fund activity.

B) Verify that the purchase requisition is submitted to the business office and submitted to a budget check, and the business manager will assign a purchase order (a duly authorized document per PSAB 13), signed by the chief procurement officer.

For 7 out of 19 items tested, the purchase requisition was approved by the executive director. However, it did not appear that it was submitted to the business manager for a budget check and purchase order generation. Nor was it signed and approved by the acting chief procurement officer.

For 1 out of 19 items tested, a minimally completed purchase requisition for reimbursement to the executive director had a description of items purchased "Reim Supplies," did not assign an account code to charge, and was not approved. Additionally, the purchase requisition was dated after the purchases were made.

For 2 out of the 19 items tested, no documentation was provided by La Promesa. It appears that there was a lack of internal controls regarding document management. The auditors were unable to determine the procedures for procurement and if there was proper recording of the transactions.

For 8 out of the 19 items tested, the auditor noted that no purchase requisition was provided by LPCC. Without the purchase requisition, the purpose of the expenditure and the expected account coding was excluded, and staff and management could not determine the required procurement process to initiate purchasing. The processing of payment to vendors appears to have been completed without proper documentation.

For 2 out of the 19 items tested, the auditor was unable to determine when the executive director signed approval of the purchase requisition. The purchase order was signed; however, the document was not dated.

Criteria. According to the LPCC Purchasing Policies and Procedures, the purchase requisition must be submitted to the business office for review. PSAB 13 requires that all purchase transactions are executed through issuance of duly authorized school district purchase order. Per Section 13-1-95.2 NMSA 1978, only the chief procurement officer may issue purchase orders and authorize small purchases pursuant to the procurement code.

Effect. The impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures—which could lead to over- or under-statement of fund activity.

C) Not Used

D) Verify that the receiver initialed and dated the packing list, invoice, or sales receipt prior to submitting to the business office, per LPCC Policy and Procedures and PSAB 13.

For 17 out of the 19 items tested, the auditor was unable to verify either the receiver's initials or date, even with the invoice or sales receipt provided. This was due to not receiving the notation.

For 2 out of the 19 items tested, no documentation was provided by La Promesa. It appears that there is a lack of internal controls regarding document management. The auditors were unable to determine the procedures for procurement and if there were proper recording of the transactions.

Criteria. According to La Promesa Policy and Procedures, the receiver must compare the quantities received to the quantities recorded on the packing list. Once this information is verified, the receiver must initial and date the packing list and submit it to the business office where it will be compared and attached to the open purchase order and original requisition and filed in the *Pending Invoice* file until receipt of the invoice. According to PSAB 13, upon verifying and recording the receipt of all the items or services ordered, the receiving document shall be signed by authorized personnel and processed for payment, according to procedures established by the school district or by the charter school board's local procedures.

Effect. The potential for inappropriate expenditures and unallowable costs are a risk to the charter school. Items could be purchased without the knowledge of the chief procurement officer as well as initiating procurement that is not in compliance with regulatory policy.

E) Per PSAB13, verify document support that includes the initials of the business manager, as a notation for the approval of the transaction and as evidence of comparing terms, quantities, and prices to the purchase order and to establish that the transaction is certified as received by school staff, as required by the Procurement Code.

For 17 out of the 19 items tested, the auditor noted that there were no initials, nor approval to pay notation, nor certification of receipt, nor purchase order numbers noted on the invoice.

For 2 out of the 19 items tested, no documentation was provided by La Promesa. It appears there is a lack of internal controls regarding document management. The auditors were unable to determine the procurement procedures and determine if there was proper recording of the transactions.

Criteria. La Promesa Policy and Procedures require that when invoices are received, the date is stamped by the business office. The business manager will review the vendor invoice for mathematical accuracy; compare terms, quantities and prices to the purchase order, packing list and purchase requisition; and initial the original invoice to indicate evidence of such review. Per PSAB 13, upon verifying and recording the receipt of all the items or services ordered, the receiving document shall be signed by authorized personnel and processed for payment, according to procedures established by the school district or the charter school board's local procedures. Per the Procurement Code, Section 13-1-158.A NMSA 1978, no warrant, check or other negotiable instrument shall be issued in payment for any purchase of services, construction, or items of tangible personal property unless the using agency certifies that the services, construction, or items of tangible personal property have been received and meet specifications.

Effect. The potential for inappropriate expenditures, unallowable costs, and fraud are a risk to La Promesa. Items could be purchased and received, which could obligate the school and require reimbursement to staff that is not in compliance with school policy.

F) Trace the account code utilized on the purchase requisition to ensure it agrees with PED's Chart of Accounts.

For 5 out of 19 items tested, the auditor noted that no account code was included on the purchase requisition. Also, the purchase requisition did not appear to be submitted to the business office for approval. The purchase requisitions appeared to be completed after the purchasing occurred and reimbursements had been made to the executive director.

For 8 out of the 19 items tested, the auditor noted that no purchase requisition was provided by LPCC for review of the transaction. The auditors were unable to verify with the purchase requisition, since it had not been provided.

For 2 out of the 19 items tested, no documentation was provided by La Promesa. It appears that there is a lack of internal controls regarding document management. The auditors were unable to determine the procedures for procurement and determine if there was proper recording of the transactions.

Criteria. PED's PSAB 3 establishes a complete fund accounting system, including the recording of assets, liabilities, fund balance, revenues, and expenditures, which is implemented and designed to meet key objectives of the accounting process.

Effect. The impact to La Promesa is over-expenditure of fund budgets, as well as improper recording of expenditures—which could lead to the over- or under-statement of fund activity.

G) Trace the account code utilized on the purchase order to ensure it was executed in the financial management system (APTA Fund) and that it agrees with the general ledger.

For 13 out of the 19 items tested, no purchase order was provided by LPCC for review of the transactions.

For 2 out of the 19 items tested, no documentation was provided by La Promesa. It appears that there is a lack of internal controls regarding document management. The auditors were unable to determine the procedures for procurement and determine if there was proper recording of the transactions.

For 1 out of 19 items tested, the auditor noted that the expenditure account code did not support the transaction submitted. The items included on the purchase requisition were not "Other Charges" under "Purchased Services." The auditor notes that the items purchased appeared to be supplies for the operation of the charter school, which appear to be coded under "56118."

Criteria. According to 6.20.2.8 NMAC, all school districts shall account for financial transactions and develop and maintain their budgets in accordance with the Public School Code, Generally Accepted Accounting Principles (GAAP), and department procedures for public school accounting and budgeting.

Effect. The impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures—which could lead to over- or under-statement of fund activity.

H) Trace from purchase requisition to the invoice or sales receipt for the quantity and type of item purchased.

For 5 out of the 19 items tested, the auditor was unable to trace the quantity and type of item purchased, tracking from the purchase requisition to the invoice or sales receipt.

For 2 out of 19 items tested, no documentation was provided by La Promesa. It appears there is a lack of internal controls regarding document management. The auditors were unable to determine the procurement procedures and determine if there was proper recording of the transactions.

For 8 out of 19 items tested, no purchase requisition was provided by LPCC for review of transaction. The auditors were unable to verify with the purchase requisition, since it was not provided.

For 1 out of 19 items tested, the auditor noted that the support to the invoice did not include price per item with the extensions. The auditor was unable to trace the attached inventory list support to the total that was charged on the invoice.

Criteria. La Promesa Policy and Procedures states that invoices will be received and date stamped by the business office. The business manager will review the vendor invoice for mathematical accuracy; compare terms, quantities and prices to the purchase order, packing list and purchase requisition; and initial the original invoice to indicate evidence of such review. Per PSAB 13, upon verifying and recording the receipt of all the items or services ordered, the receiving document shall be signed by authorized personnel and processed for payment according to procedures established by the school district or the charter school education board's local procedures. Per the Procurement Code, Section 13-1-158.A NMSA 1978, no warrant, check or other negotiable instrument shall be issued in payment for any purchase of services, construction, or items of tangible personal property unless the using agency certifies that the services, construction, or items of tangible personal property have been received and meet specifications.

Effect. The impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures—which could lead to over- or under-statement of fund activity.

I) Verify compliance with gross receipts tax statutes for the purchase/procurement by LPCC.

For 2 out of 19 items tested, no documentation was provided by La Promesa. It appears that there is a lack of internal controls regarding document management. The auditors were unable to determine the procedures for procurement and determine if there was proper recording of the transactions.

For 7 out of 19 items tested, the auditor noted gross receipts tax on invoice or sales receipt. La Promesa, as a state-chartered charter school, is not required to pay sales tax on goods received. LPCC has been remitting gross receipts tax when it is not statutorily required.

For 1 out of 19 items tested, the auditor was unable to review the invoice for the transaction, since it was not provided. An email of a Payment Reminder Notice was provided to the PED auditor as support of transaction.

Criteria. Section 7-9-54 (A) NMSA 1978 states that receipts from selling tangible personal property to ... agency, department, or instrumentality thereof may be deducted from gross receipts. The deduction provided by this subsection does not apply to ... (4) that portion of the receipts from performing a “service” that reflects the value of tangible personal property utilized or produced in performance of such service.

Effect. The impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures—which could lead to over- or under-statement of fund activity.

Area of Concern #4—Allocation of Charges

The auditor noted in the 2015–2016 Parent/Student Handbook, the statement “...we also have a beautiful site at 5201 Central NW that is dedicated to servicing children from birth to first grade.” Per the 2015–2016 school calendar, July 9, 2015 is the first day of school for kindergarten through the 3rd grade. The handbook also includes a Parent’s Signature Form, which shows both school addresses. The auditor is unable to trace expenditures for the K–3 Plus Program for the two individual locations. If a vendor was working at both locations, the invoices did not provide a breakdown of work between the two sites.

Area of Concern #5—Policy and Procedures for La Promesa

The auditor noted that all of the policies that were provided upon request were listed in Date Adopted: Pending Governing Council (GC) Approval. The policies provided were for Activity Funds, Cash Receipts, Textbook Policy, Time Clock Policy, Travel—Per Diem and Mileage, and Purchasing. With the documentation that was provided, the auditor was unable to determine if the policies had been approved by La Promesa’s governing council and had not been updated. To the auditor, it appeared that the policies had not been approved. The Policy and Procedures for Purchasing is not current due to the statutory changes made regarding the chief procurement officer and two pages of the five-page document appears to be in draft form.

Per PSAB 2, each (charter school) is responsible for establishing and maintaining an internal control structure, including policies and procedures. Each is also responsible for ensuring that the (charter school) complies with laws and regulations to state and federal programs, (Section 22-1-1 NMSA 1978; 6.20.2.11 NMAC). Management is responsible for developing detailed policies, procedures, and practices and insuring that they are an integral part of the (charter school)'s operations.

Area of Concern #6—Professional Services Contracts Dr. A.A.

The professional services contract for Dr. A. A. states, in the scope, “to provide services to K–2 grades.” The PO 2016-014 description is “K-Plus Coaching”, and the invoice states “K & 1st Grade coaching on learning centers.” The documentation is not consistent. Also, there appears to be management consultation provided for teachers and no evidence of providing educational content to students. The address of record on the contract is the Central address, and no other location for services is noted. Based on the fact that the K–3 Plus is run out of two locations, it appears that there should be distinct clarification as to the requirements at both locations. It is unclear as to how two locations were staffed and how the K–3 Plus Program was administered based on the billing provided.

Area of Concern #7—Professional Services Contracts M.A.

The professional services contract for M. A. states in the scope “to provide services to K–2 grades.” The PO 2016-013 description is “K-Plus Coaching”, and the invoice states “K–3 Coaching for 1st and 2nd grades.” The documentation is not consistent. Also, there appears to be management consultation provided for teachers and no evidence of providing educational content to students. The address of record on the contract is the Central address, and no other location for services is noted. Based on the fact that the K–3 Plus is handled out of two locations, it appears that there would be distinct clarification as to the requirements at both locations. It is unclear how the two locations were staffed and the K–3 Plus Program administered based on the billing provided.

Check number 00006 for \$1,800, dated 08/06/2016, is out of sequence. In addition, the invoice submitted to La Promesa is a different format than the other two invoices that were submitted for reimbursement—on 7/17/2015, check number 6145 for \$2,000.00 and on 8/14/2015, check number 6269 for \$2,614.00. It appears that an invoice from Dr. A.A was altered/modified with M.A.'s information and was submitted for reimbursement.

Area of Concern #8—Professional Services Contracts Dr. A.A. and M.A

The auditor noted that the scope of work for the contract for instructional coaching support services appears vague and does not specify the actual work to be performed on the two professional service contracts provided. Each contract also states that the work order shall include, as a minimum, the specific deliverables, maximum level of effort, and required dates of completion for each task assigned. No such documentation was provided. Also, the auditor

noted that each contract states “tax rates will be added to invoice as a separate item with a clear grand total.” Per Purchase Order #2016-013 and #2016-014, no gross receipts tax was noted. The deduction of gross receipts tax does not apply to “services.”

Included in the testwork, the auditor was unable to determine the scope of the work—goods or services. The purchase order provided was to a vendor that has an active Professional Services Contract. The expenditure code was for “Instruction Materials and Supplies” for the amount of \$1,800. By the description, it was not clear what was actually purchased. However, the description line of the invoice states “Program Development, Classroom Support.” The purchase order description line indicates “Support Classrooms.” The auditor was unable to determine if the expenditure met the K-3 Plus Program guidelines.

Area of Concern #9—Procurement Violation

The assistant business manager has signed as the La Promesa procurement representative. The executive director has signed as the La Promesa representative. It is unclear by what authority the assistant business manager can sign a document such as a professional services contract. The chief purchasing officer is required to sign approval of procurement matters. It is noted by the auditor that the executive director appears to the acting chief purchasing officer. On or after July 1, 2015, it became a statutory requirement, 13-1-95.2 NMSA 1978, that only the certified chief procurement officer may do the following: make determinations pursuant to the Procurement Code, issue purchase orders and authorize small purchases to the Procurement Code, and approve procurements pursuant to the Procurement Code.

Area of Concern #10 – Procurement Violation

The auditors reviewed the requirements for chief procurement officers’ reporting requirements, training, and certification at Section 13-1-95.2 NMSA 1978. Per the General Services Department (GSD) website, La Promesa’s previous business manager is listed three times, each time with the registration date of 12/30/13.

Per section A—On or before January 1, 2014 and every time a chief procurement officer is hired, each state agency shall provide the state purchasing agent with the name of the state agency’s chief procurement officer and information identifying the state agency’s central purchasing office. For the last two years, La Promesa has not been in compliance with the statutory reporting requirement.

Per section B—On or before January 1, 2015, the state purchasing agent shall establish a certification program for the chief procurement officers that include initial certification and recertification every two years for all chief procurement officers. It is unclear when the executive director began as the acting chief procurement officer. The executive director is not listed on the GSD website in an official capacity. Auditors were not able to determine if the executive director had completed the required certification training program. La Promesa has not been, and currently is not, in compliance with the statutory training and certification requirement.

Per section C—Only certified chief procurement officers, on or after July 1, 2015, may do the following: make determinations pursuant to the Procurement Code, issue purchase orders and authorize small purchases to the Procurement Code, and approve procurement pursuant to the Procurement Code. La Promesa has not been, and currently is not, in compliance with the Procurement Code. Of 28 K-3 Plus transactions tested, 19 have the purchase order signed by the executive director, acting chief procurement officer. None of the transactions that were tested included signed purchase orders for the purchases made for the administration reimbursements.

Area of Concern #11—Circumvention of the Procurement Code by La Promesa

Per review of the expenditures, the auditor noted 19 out of 44 items tested (approximately 43 percent) were made prior to the purchase requisition or purchase order being executed. It appears the procurement process is circumvented by the management, staff, and external business manager due to the fact that management and staff are purchasing goods and requesting reimbursement without the procurement process being followed. The external business manager is not providing proper guidance or internal control to the school in the documentation requirements regarding purchasing. Many tested items show the purchasing date before the purchase order was executed.

The auditor did not receive purchase orders for 19 tested items for reimbursement to management. It appears that the management purchases goods/services and submits receipts for reimbursement with minimal support documentation. The procurement is not processed through normal procurement methods at La Promesa. Per Section (B), La Promesa does not demonstrate the existence of the emergency condition; therefore, the documentation does not support a serious need for services, construction, or items of tangible personal property that would warrant circumventing the mandated procurement process. The potential impact for the school not adhering to statutory and regulatory procurement requirements using public monies is significant, and there is a potential for material misstatement to the financial statements. Misconducting inappropriate expenditures and unallowable costs are a risk to the charter school. There is a lack of internal control. Control procedures should include the segregation of responsibilities, sound accounting practices, independent performance checks, and proper valuation. Another impact to La Promesa is over-expenditure of fund budgets as well as improper recording of expenditures, which could lead to over- or under-statement of fund activity.

Area of Concern #12—Executive Director Reimbursements

In addition to the exceptions noted above in the Area of Concern, additional concerns are noted by PED auditors related to reimbursements to the executive director.

Considering the review of the reimbursement to the executive director for \$292.25, per PSAB 1, districts and charter schools should use fund code 23000 to account for various activities that are, by nature, non-instructional but support the instructional process. The fund reflects fund-

raising activities that are managed by principals and staff that account for revenues and expenditures in accordance with administrative procedures approved by the board of education or governing councils. The object code used is “53711”—Other Charges, under Other Purchased Services. The auditor was unable to determine the best object code to use, since the items purchased appeared to be a direct benefit to those in attendance. It appeared to be a potential conflict with the Anti-Donation Clause of the NM Constitution. The auditor noted that the entire reimbursement to the executive director was for a “staff Luncheon Meeting.” The receipts appear to be for the food supplies of a “Thanksgiving” or “Holiday” meal, purchased on 11/23/15. The purchase included turkey, potatoes, stuffing, vegetables, salad, and soda. It was not indicated who prepared the meal. The auditor noted that the quantity of food purchased was significant. The account code used did not support the expenditure. The expenditure was charged to Instruction/Other Purchased Services/Other Charges. The account code, 23000 Fund—General Ledger, does not support the actual expenditure or the reimbursement to the executive director.

A reimbursement to the executive director for \$921.84 included an invoice from Clean Carpet Care (provided to the PED via OBMS), dated July 31, 2015. It identified the customer as Adeline Maestas at 2213 Cordova, Albuquerque, [NM 87105]. The vendor noted that 16 vents were cleaned for \$320.00 plus tax. When received by the PED, the invoice was submitted as support to a reimbursement request for the K–3 Plus Program. When PED staff followed up on the questionable reimbursement, La Promesa responded that “These [items] were submitted simply for back up so you could tie payment amount because in reimbursement there were different funds used not paid in same check, not just K-Plus.” On the invoice, clearly written over the original address, the name La Promesa CS, 5201 Central SW, Albuquerque, NM 87105 was penned by the Clean Carpet Care staff. The same ink was used to check off the cleaning of carpets in five rooms as was used in the alteration of the address. While the auditor noted that the school is actually located in the northwest quadrant, the altered address indicated that the school was located in the southwest quadrant. No documentation has been provided by La Promesa that shows that the work documented on the invoice was completed at the school. Additionally, the vendor has confirmed that his company completed work at the 2213 Cordova SW location.

The auditor considers the modification to the invoice to be an attempt to utilize public monies for personal purpose. Per Section 22-8-42 NMSA 1978, any person falsifying any record...or knowingly using money budgeted ... for public school use or for any other purposes ... is guilty of a petty misdemeanor and shall, in addition to all other civil or criminal penalties, forfeit his office or employment. The auditor inquired of the vendor and performed a public records search for the address shown on the invoice. The owner was shown to be the executive director of La Promesa. It is also noted that any person who knowingly violates any provision of the Procurement Code is subject to a civil penalty of not more than \$1,000, per Section 13-1-196 Civil Penalty.

Area of Concern #13— Principal Reimbursement

Principal Reimbursement—\$1,320.00 concerns. The auditor noted that two invoices were submitted for reimbursement by the principal from the company, “Solutions Unlimited.” Both

invoices state, "Make all checks payable to Solutions Unlimited." However, the reimbursement was made to the principal, not the vendor, "Solutions Unlimited." No documentation was provided to indicate that payment was made by the principal to the company to warrant the reimbursement. One invoice was for \$1,320 in library books. The attached inventory sheet is a list of 83 titles. The auditor was unable to identify books purchased by ISBN or UPC number. The total dollar amount due is handwritten at the bottom of the list—\$1,320 INV. The auditor was unable to obtain third-party evidence of the purchase, due to the fact that the company could not be found online, and the telephone number provided appeared to be a cell phone number and was not answered when called.

The auditor reviewed the Office of the Secretary of State's Business Services Division's website with the query for "Solutions." The auditor noted that two identified companies do not match the business named. By the agent detail, it appears that neither of the two companies listed is the company noted on the two invoices. Therefore, the company shown on the invoice(s) is not found on the NM Secretary of State's website and is considered not registered.

The second invoice was for Christmas Concert Brochures (500 @ \$1.45) for \$725.00. The auditor noted that there was no proof or template of the brochure to provide support as to the expenditure. The reimbursement was made to the principal. No documentation was provided to show that payment was made by the principal to the company to warrant reimbursement to the principal. The management, staff, and external business manager's attention to detail and their execution over the completed accounting tasks appears to be a significant risk for mis-recording of expenditures, over- and under- reporting of expenditures for state and federal funds, and possible fraud.

The address of record on invoice for the vendor, "Solutions Unlimited," is 8 Glory Lane, Estancia, NM. The location is noted as a rural residence. The auditor did an internet search for the vendor at this address and found no search results that were for the business. One website shows a vendor with the same business name; however, the address for this business is the same address as another vendor, Dr. A. A. The address is "1610 Los Alamos SW, Albuquerque, NM 87104." The phone number for this business is also the same one as listed on an invoice to La Promesa from Dr. A.A.

Principal Reimbursement—\$1,635.00 concerns. There is an unnumbered invoice totaling \$1,635 for fencing material, which shows *paid* on 11/8 to an individual. The simple invoice shows the individual's name, a PO Box address, and a social security number. There is one line item "Materials for Fence" for \$1,635. There is no detailed list of items purchased that was provided to auditors. The invoice was signed by the individual with the handwritten notation showing "pd 11/8." La Promesa check #6592 was made payable to the principal on 11/9 for invoice #20009. The auditor was unable to determine who completed the fence work with the material s purchased or where the fence work was completed. There was no documentation provided to auditors in support of the payment to the vendor by the principal warranting reimbursement to the principal. Due to the lack of providing the auditor a purchase requisition, purchase order, and line item detail, the accuracy of the account code 11000-2600-57332-0000-528001-0000-000 cannot be determined. The management, staff, and external business manager's attention to detail and execution over the accounting tasks completed appears to be a

significant risk for mis-recording of expenditures, over- and under- reporting of expenditures for state and federal funds, and possible fraud.

Principal Reimbursement—\$1,237.60 concerns. Supporting receipts do not total the amount reimbursed to the principal. The attached receipts total \$1,671.24. However, the amount of the reimbursement was \$1,237.60, via check #6822. The difference is \$566.36. Included in the receipts was a duplicate invoice for \$377.85, which was not included in the auditor's recalculation. Gross receipts tax was included on one of the five invoices included in the reimbursement. The receipts appear to include construction materials, teaching materials, supplies (which includes payment of duplicate invoices), and library cards. It is unclear to the auditor as to why such procurement is occurring for these goods outside of the La Promesa purchasing process; the date of purchase is New Year's Eve 2015, which is during the charter's holiday break. The management, staff, and external business manager's attention to detail and execution over the completed accounting tasks appears to be a significant risk for mis-recording of expenditures, over- and under- reporting of expenditures for state and federal funds, and possible fraud.

Additionally, it was noted that in the receipts provided was a duplicate copy of invoice for \$377.85. This was not included in the recalculation of the reimbursement request by the auditor. PSAB 13 states that General Controls shall demonstrate that internal controls are in place. One of the General Controls defined is that duplicate copies of invoices are to be destroyed to prevent duplicate payments. The management, staff, and external business manager's attention to detail and execution over the completed accounting tasks appears to be a significant risk for the mis-recording of expenditures, over- and under- reporting of expenditures for state and federal funds, and possible fraud.

Principal Reimbursement—1,320.00 concerns. The auditor noted that in the modification to one of the invoices included in the reimbursement, the date box appears to have been altered using white out. It is unclear as to who made the modification. Additionally, the "paid" check date appears modified. The modified date box does not coincide with other invoices and dates from the same vendor that is included in this reimbursement packet. It appears that the two invoices for Silva Screen Print have been modified; therefore, is not in compliance with Statute Section 22-8-42(D) NMSA 1978. 6.20.2.23 NMAC states that any person falsifying any record required to be kept (books of record)...is guilty of a petty misdemeanor and shall, in addition to all other civil or criminal penalties, forfeit his office or employment. The management, staff, and external business manager's attention to detail and execution over the completed accounting tasks appears to be a significant risk for mis-recording of expenditures, over- and under- reporting of expenditures for state and federal funds, and possible fraud.

Principal Reimbursement— \$1,234.00 concerns. Principal reimbursement check, #6472 for \$1,234, was processed on Sunday, 10/11/15. It appears that the processing was done when no other administrative or accounting staff was present. This occurrence appears to be a significant lack of internal control over the payment process. In addition, there was no supporting documentation provided.

Area of Concern #14— Business Manager

In review of all the documents submitted to the PED audit, there is a concern about the handling of public monies at La Promesa. Per 6.20.2.8 NMAC, business officials, serving in a capacity of a supervisor/ director/ manager of accounting and/or bookkeeping, as mentioned in 6.63.12.8 NMAC—responsible for the preparation and presentation of all financial documentation and budget maintenance— will meet the competency requirements enumerated in 6.63.12.9 NMAC. The transactions reviewed by the PED were only a small segment of the total number of transactions executed by the charter school. Review of the expenditures for the K–3 Plus Program and reimbursements for the administration demonstrates a significant concern over adequate monitoring, as well as reporting and recording of public monies. Management is responsible for the preparation and fair presentation of the financial statements (government-wide, fund, and agency). It is not evidenced by the documentation submitted to PED auditors that the design, implementation, and maintenance of the charter school’s internal controls relevant to the preparation and fair presentation of the financial statements, by management and the business manager, would be free from material misstatements.

Area of Concern #15— K–3 Plus Program Advertising

The invoice packet for radio advertising through Radio Lobo from 7/24 to 7/31/15 is labeled “K–3 Enrollment.” The 30-second radio spots aired from the 12th day to the 19th day of the program. It is unclear why the advertising was purchased for the time frame. Also, the auditor noted that the 2015–2016 school calendar shows that the first day of school is July 9 for kindergarten through third grade students. No distinction is noted for the existence of a K–3 Plus Program at La Promesa. The auditors question the authority and propriety of such expenditures. PSAB 1, page 36, the *Public Benefit and Purpose* criterion requires expenditures to contribute to an agency achieving its constitutional, statutory, or contractual mission. This can be done in two ways, by: 1) serving a public purpose and 2) providing a public benefit. Translation of the Spanish language advertising states that “there are new programs at La Promesa for K–3. Call if wanting more information.” It is unclear what benefit was received by La Promesa when the charter school included the K–3 Program by default in the scheduling of the school year and purchased advertising for airing during the latter half of the program.

Area of Concern #16—Reallocation of Expenses to K–3 Plus Program #28703

The item tested is a journal entry. The supporting documentation for the journal entry contained three complete invoice packets for monthly janitorial services, Type to Learn Web renewal, and printer/copier lease charges. The auditor was unable to verify the account coding as accurate and appropriate for the expenditure submitted. It was noted that the journal entry for the invoice packet was coded to “11000”—Operational. The cost was transferred to the K–3 Plus Program. The approved journal entry was not provided to the auditors. None of the invoice packets show any receipt of goods/services notations or approval to pay the invoices, which is non-compliant with PSAB and the Procurement Code.

The first invoice packet includes copy of check #6202 for \$3,800.60, Invoice #68927 for \$3,800.60, and Purchase Order Number 2016-051. Per the check, Invoice #1 utilizes PO15-0367, rolled over from FY2015 for \$2,065.10. It is unclear what funds were used that rolled over into FY16. Per GAAP, all open purchase orders are to be closed as of June 30, at the end of the fiscal year. Therefore, no active purchase order was used for that portion of the transaction. The remaining amount of \$1,735.50, Invoice #2 utilizes PO 2016-051 in the amount of \$1,735.50. It appears that there is inadequate oversight of the handling of purchase orders. It is unclear as to how the monthly cleaning charges for June and July 2015 could be allocated to the K-3 Plus Program. The auditors noted no notation on the purchase order or invoice that implicitly or explicitly shows this to be a K-3 Plus Program expenditure. The lack of internal control over the accounting process appears to be a risk for misappropriation of assets and for fraud.

The second invoice packet includes a copy of check #6314 for \$99.95, Invoice #P109840 for \$99.95, and Purchase Order Number 2016-039. The expenditure meets the requirements of the K-3 Program. The account coding appears accurate and appropriate.

The third invoice packet includes a copy of check #6205 for \$ 1,644.22 and Invoice #5002261290 for \$5,278.66. The line item for Invoice #5002338045 is dated 8/6/15, while the check is dated 7/1/15 (the attached invoice is dated 6/20/15) and shows the description of payment as PO Number PO15-0386 rolled over from FY2015. It is unclear what funds were used that rolled over into FY16. The current period covered on the attached invoice is 6/17/15 to 7/16/15. Per GAAP, all open purchase orders are to be closed as of June 30 at the end of the fiscal year. Therefore, no active purchase order was used for that portion of the transaction. The amount of \$1,644.22 was handwritten on the invoice. There is no allocation calculation as to how the handwritten amount was determined. An incomplete copy of the invoice was provided to the auditor, and they were unable to verify the entire cost as shown on the invoice. The provided invoice page appears to be the Minimum Usage Payment and Black/White and Color Copy Overages. The customer name listed on the invoice is La Promesa Early Learning Center Foundation, Inc. The auditors noted no notation on the invoice that implicitly or explicitly showed this to be a K-3 Plus Program expenditure. The lack of internal control over the accounting process appears to be a risk for misappropriation of assets and for fraud.

Area of Concern #17—K-3 Plus Program Journal Entry Testwork

The journal entry, transaction #28701 dated 10/20/2015, and Transaction Comment “Reallocate 26 days (of cafeteria worker) from fund 21000—Food Services to 27166—K-3 Plus Program.” The K-3 Plus Program at La Promesa ran for 25 days. The auditors noted that the explanation of the journal entry shows 26 reallocated days to be included in the reimbursement request from the school. No support to the journal entry was provided. It is not clear to the auditor as to how the amounts were calculated.

The journal entry, transaction #28702 dated 10/20/2015, and Transaction Comment “Reallocate 20 days of pay for (Executive Director) from fund 11000 – Operational to 27166—K-3 Plus Program.” The K-3 Plus Program at La Promesa was 25 days long. Auditors noted that the explanation of the journal entry showed 20 days to be reallocated, to be included in the

reimbursement request from the school. No support to the journal entry was provided. It is not clear to the auditor how the amounts were calculated. For the two items tested, the lack of internal control over the accounting process, attention to detail, and execution over the completed accounting tasks appear to be a risk for the mis-recording of expenditures and the over- and under- reporting of expenditures for state and federal funds.

Area of Concern #18—General Ledger Review

Per PSAB 4, Federal and State Grants, grants must have funds budgeted in the format provided in the grant application...the budget is accurately translated to the Financial Management System (FMS) format used to account for the grant. The LPCC uses APTAFund. It appears that the budget has not been properly set up in the FMS for adequate monitoring and oversight by LPCC management and those charged with governance. The K-3 Plus budget, as set up, is included in only a few line item categories for each function category; however, it appears that many actual expenditures are being coded to unbudgeted line items. The auditor noted that it would be extremely difficult to know the financial position of the K-3 Plus Program at any given time with the information provided by LPCC. The auditor also considered La Promesa's (charter school program manager) executive director, assistant business manager (daughter of the executive director), and the external contracted business manager's fiscal responsibilities over the K-3 Plus Program. In review of all of the documentation provided for the expenditures for the K-3 Plus Program, there is a severe lack of internal control over the accounting process. The management, staff, and the external business manager's attention to detail and execution over the accounting tasks completed appears to be a significant risk for the mis-recording of expenditures, the over- and under- reporting of expenditures, and for state and federal funds.



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

Diego Trujillo
Governing Council Member
La Promesa Early Learning Center
7500 La Morada, NW
Albuquerque, NM 87120

RE: NOTICE OF SUSPENSION OF BOARD OF FINANCE AUTHORITY

Dear Ladies and Gentlemen:

Events occurring over the last year have raised serious concerns regarding the fiscal management and accountability of La Promesa Early Learning Center. As a result of the work of the Public Education Department's (PED's) Audit and Accounting Bureau, multiple issues regarding a lack of internal controls over procurement or cash disbursements have been brought to our attention, including:

- missing back-up documentation for purchases;
- missing purchase orders;
- purchase orders created subsequent to purchases;
- lack of vendor support or details on invoices submitted for payment;
- lack of evidence for goods received or services rendered,

- a lack of Chief Procurement Officer as required by law; and
- missing policies and procedures as approved by the Governing Council

Additionally, the work of the Audit and Accounting Bureau identified numerous issues related to management controls in the internal controls over procurement or cash disbursements, including:

- numerous issues related to an altered invoice;
- cash disbursements to management without supporting documentation;
- requests for reimbursement made by management pre-empting the procurement code; and
- reimbursement to management of public funds for purchases like fencing without supporting documentation indicating services were rendered or goods received

A recently released risk review report from the State Auditor's Office expressed similar concerns regarding the altering of an invoice for personal services after being notified by PED of the altered invoice in compliance with the state's audit rule. That report identified the possibility of numerous criminal violations associated with the altering of an invoice for personal services and submitting it for reimbursement of public funds. The report also identifies some of the same weakness in the procurement process and internal controls of the school; though the risk review report was narrower in scope.

The statutory framework for the operations of a public school places considerable budgetary authority and autonomy on local school boards. However, with that authority comes the responsibility for ensuring a strong system of internal controls and ensuring decisions of charter school management instill public confidence in the leadership of public schools. Ultimately, it is the local school board and governing councils that are accountable for the operations of charter schools they represent.

The Legislature has provided multiple legal processes to be invoked should a local school board fail to meet its obligations under the law. Among these processes includes the authority granted to the Secretary of Education to suspend a local school board from acting as a board of finance if the Secretary, "reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under its control [Sections 22-8-39 and 22-2-1 NMSA 1978]."

After reviewing the audit report from the Audit and Accounting Bureau, I am exercising the authority granted to the Secretary of Education pursuant to the sections of law previously cited. Effective immediately, I am suspending La Promesa Early Learning Center from acting as a board of finance. Therefore, the approved fiscal year 2017 operating budget will be implemented under oversight of the PED. In addition, the following actions are to be taken as required by statute:

1. I will, through the PED, immediately take control of all public school funds under control of the Board of Education of La Promesa Early Learning Center.
2. I will, through the PED, act as the fiscal agent for La Promesa Early Learning Center and will take actions as I deem necessary to attempt to bring the fiscal management of funds of the charter school into strict compliance with the law and generally accepted accounting principles.
3. I will report any violations to proper agencies or authorities, including law enforcement or prosecutorial authorities if criminal activity is suspected.
4. Your assigned PED budget analyst will be discussing compliance with the attached financial oversight plan, subject to additional changes.

The PED's School Budget and Finance Analysis Bureau will be monitoring the school's operations and reviewing the practices of the charter school with the goal of instilling an increased degree of accountability, better financial controls, better management and oversight, and adherence to the generally accepted audit principles, including a

Notice of Suspension of Board of Finance Authority
August 12, 2016
Page 3

strong internal control framework. Remediation of these deficiencies will require strong support from the La Promesa Early Learning Center Board of Education. An analyst from the PED's School Budget and Finance Analysis Bureau will be contacting the school about adherence to the financial oversight plan, necessary transition of business office procedures and discussing additional steps to improve the financial environment of the school, including possible contractors.

I believe we can work together to improve the business practices of the La Promesa Early Learning Center and ensure that the charter school continues to provide a quality education in a positive financial environment.

Warm regards,



Hanna Skandera
Secretary of Education

HS/dtc

Enc: (Financial Oversight Plan)

cc: Hipolito "Paul" Aguilar, Deputy Secretary, Finance and Operations, PED
Eileen Marujo-Gallegos, Director of Operations, PED
David Craig, Director, School Budget and Finance Analysis Bureau, PED
✓ Katherine Poulos, Director, Options for Parents Division, PED
Pamela Bowker, Deputy Director, School Budget and Finance Analysis Bureau, PED

The Web EPSS has now rolled over to a new school year - 2016-2017. If a prior year's instrument is needed, select that year from the "Select School Year" menu to the right of the main tab and press "Update". The prior year will appear in red next to the Web EPSS Logo at the top. Districts and schools need to begin developing their 2016-2017 Web EPSS. Districts that will be having "technical" budget-program reviews starting in May 2016 need to have their 2016-2017 Web EPSS ready for review by April 15, 2016.

Web EPSS & Monitoring 2015-2016

Current LEA:

La Promesa Early Learning Center

[Home](#) > [La Promesa Early Learning Center](#) > [Instruments](#) > [PEC Authorized Annual Charter School Monitoring](#) > [Expenditures](#)

ITEM OVERVIEW

1 1

II-A.03: Expenditures

[Previous Item](#) [Next Item](#)

COMPLIANCE INDICATORS

Is the school timely paying expenditures?

4. Were there any invoices pending for more than 90 days in the current year?

a. If so, why were these invoices pending for so long?

b. Are any of these pending now?

c. If so, what is the anticipated payment schedule?

4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Workers comp, State Unemployment) paid timely in the current year?

a. If not, why not?

b. Are any of these liabilities not up-to-date now?

c. If not, what is the anticipated payment schedule?

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Web EPSS & Monitoring 2015-2016

Current LEA:
La Promesa Early Learning Center

[Home](#) > [File Cabinet](#) > [Manage Document](#)

DOCUMENT SUMMARY

[Delete](#)

EVIDENCE TO SUPPORT SUBSTANTIAL COMPLIANCE WITH TIMELY PAYING EXPENDITURES

Type:

Hard Copy

Last Updated:

8/22/2016 11:51:01 AM

By:

Chris Jones

Title: *

74/100

Evidence to support substantial compliance with timely paying expenditures

Original User Type:

School

SCHOOLS (1)

[Remove](#)

La Promesa Early Learning Center

Description:

18/500

4 - No
4.1 - Yes

Save

[Cancel](#)

Remove

[Remove](#)

Item Type

Evidence Definition

Title

Evidence to support substantial compliance with timely paying expenditures

Requested By

II-A.03: Expenditures

The Web EPSS has now rolled over to a new school year - 2016-2017. If a prior year's instrument is needed, select that year from the "Select School Year" menu to the right of the main tab and press "Update". The prior year will appear in red next to the Web EPSS Logo at the top. Districts and schools need to begin developing their 2016-2017 Web EPSS. Districts that will be having "technical" budget-program reviews starting in May 2016 need to have their 2016-2017 Web EPSS ready for review by April 15, 2016.

Web EPSS & Monitoring 2015-2016

Current LEA:

La Promesa Early Learning Center

[Home](#) > [La Promesa Early Learning Center](#) > [Instruments](#) > [PEC Authorized Annual Charter School Monitoring](#) > [Periodic Reports](#)

ITEM OVERVIEW

1 1

II-A.02: Periodic Reports

[Previous Item](#) [Next Item](#)

COMPLIANCE INDICATORS

Is the school timely submitting required reports which show sufficient financial management?

3. Cash report and Actual report

a. Is this school on quarterly or monthly reporting?

i. If on a monthly, please identify the reason for the monthly requirement.

ii. During the current fiscal year, was the school ever required to report monthly?

1. If so, please identify the reason for the monthly requirement.

b. Were the reports for the current year turned in on time? (Please explain for each late report)

i. If not, why not?

ii. If not, how long before it was turned in?

c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.) ?

i. If so, why did that occur?

ii. If so, was it corrected with a budget adjustment?

iii. How long did that process take to correct the issue(s)?

iv. If it was not corrected, why not?

v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?

d. 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?

i. If not, why not?

The Web EPSS has now rolled over to a new school year - 2016-2017. If a prior year's instrument is needed, select that year from the "Select School Year" menu to the right of the main tab and press "Update". The prior year will appear in red next to the Web EPSS Logo at the top. Districts and schools need to begin developing their 2016-2017 Web EPSS. Districts that will be having "technical" budget-program reviews starting in May 2016 need to have their 2016-2017 Web EPSS ready for review by April 15, 2016.

Web EPSS & Monitoring 2015-2016

Current LEA:
La Promesa Early Learning Center

[Home](#) > [File Cabinet](#) > [Manage Document](#)

DOCUMENT SUMMARY

[Delete](#)

EVIDENCE TO SUPPORT SUBSTANTIAL COMPLIANCE WITH TIMELY SUBMITTAL OF REQUIRED REPORTS

Type:

Hard Copy

Last Updated:

8/22/2016 11:49:35 AM

By:

Chris Jones

Title: *

84/100

Evidence to support substantial compliance with timely submittal of required reports

Original User Type:

School

SCHOOLS (1)

[Remove](#)

La Promesa Early Learning Center

Description:

52/500

3a - Quarterly Reports
3b - Yes
3c - No
3d - Yes

Save

[Cancel](#)

Remove

[Remove](#)

Item Type

Evidence Definition

Title

Evidence to support substantial compliance with timely submittal of required reports

Requested By






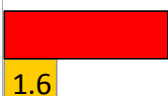
II-A.02: Periodic Reports

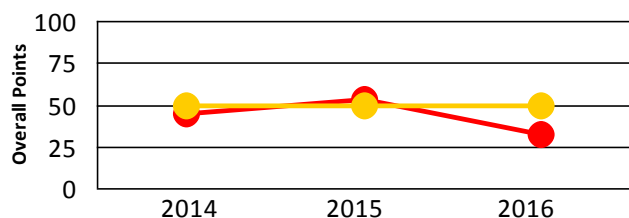
La Promesa Early Learning Center Charter

District: State Charters

Grade Range: KN - 8 Code: 528001

This School ■
Statewide C Benchmark ■

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?		F	6.41	40
School Growth		Grade	School Points	Possible Points
Did the school as a whole improve student performance more or less than expected?		F	2.16	10
Student Growth of Highest Performing Students		Grade	School Points	Possible Points
Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		F	2.99	20
Student Growth of Lowest Performing Students		Grade	School Points	Possible Points
Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		F	6.40	20
Opportunity to Learn		Grade	School Points	Possible Points
Do parents and students believe their school is a good place to learn? Is student attendance high?		A	9.58	10
Bonus Points		Grade	School Points	Possible Points
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			4.99	5



3-Year
Average

43.3
D

Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Total
Points

32.53

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

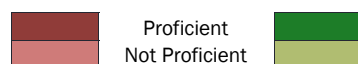
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

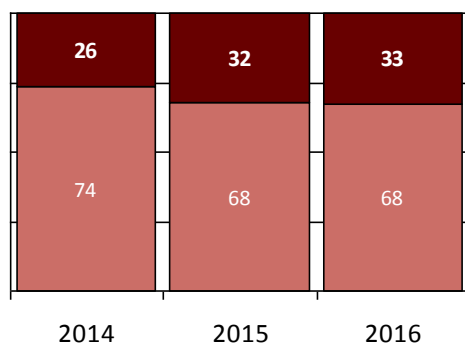
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	32.5	31.7	33.3	-	-	32.4	-	-	32.5	7.9	36.1
Proficient and Advanced (Pts)	3.25										
Value-Added Model (Pts)	1.22										
Math											
Proficient and Advanced (%)	10.2	11.8	8.6	-	-	10.4	-	-	10.2	3.3	12.4
Proficient and Advanced (Pts)	1.02										
Value-Added Model (Pts)	0.93										

3-Year Summary

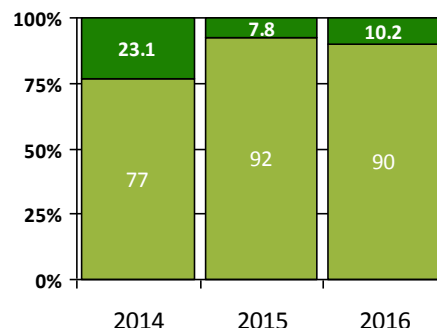
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	-0.630	-0.970
Points Earned	1.32	0.84

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	-0.95	-0.04	-0.06	0.44	-0.82	-0.05	-0.08	0.51	-0.05	-0.15	-0.06
Highest 75% (Pts)	1.70										
Lowest 25% (VAS)	-0.21	0.05	-0.06	0.14	-	-0.02	-	-	-0.01	-0.15	-0.02
Lowest 25% (Pts)	4.15										
<i>Math Growth</i>											
Highest 75% (VAS)	-1.13	-0.35	-0.23	-	0.04	-0.30	-	-1.34	-0.30	0.13	-0.29
Highest 75% (Pts)	1.29										
Lowest 25% (VAS)	-0.75	0.16	-0.33	-	-	-0.16	-	-	-0.16	-0.07	-0.12
Lowest 25% (Pts)	2.25										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	94.0	94	94	96	96	94	98	90	94	94	94
Attendance (Points)	4.96										

Survey (Average)	41.6	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.62	
Count of Surveys (N)	451	

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- ☒ Student and Parent Engagement
 ☐ Truancy Improvement
- ☐ Extracurricular Activities
 ☒ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 100

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

Ranks High
 Ranks Mid
 Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	71.4		9.9		98.4		100.0		33.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	44	(45)	44	(46)	43	(45)	104	(110)	46	(46)	41	(45)
School Growth	40	(45)	40	(46)	41	(45)	92	(110)	43	(46)	36	(45)
Student Growth, Highest 75%	42	(45)	46	(46)	44	(45)	107	(110)	46	(46)	43	(45)
Student Growth, Lowest 25%	36	(45)	39	(46)	41	(45)	91	(110)	42	(46)	32	(45)
Opportunity to Learn	26	(45)	27	(46)	27	(45)	73	(110)	24	(46)	27	(45)

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	32.5	31.7	33.3	-	-	32.4	-	-	32.5	7.9	36.1
	2015 (%)	32.4	36.2	27.9	<2.0		32.5		25.0	32.1	2.5	15.9
	2014 (%)	26.2	28.8	22.6	-	-	26.7	-	-	26.2	3.8	19.1
<i>Math Proficiency</i>	2016 (%)	10.2	11.8	8.6	-	-	10.4	-	-	10.2	3.3	12.4
	2015 (%)	7.8	10.2	5.1			8.0		<2.0	7.8	<2.0	6.7
	2014 (%)	23.1	22.5	23.8	-	-	23.5	-	-	23.1	<2.0	12.4

End Notes



- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.













Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.

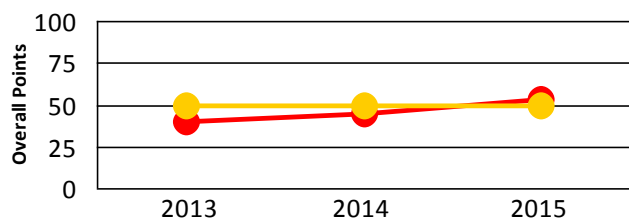
La Promesa Early Learning Center Charter

District: State Charters

Grade Range: KN - 08 Code: 528001

This School 
Statewide C Benchmark 

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	  21.3	D	15.60	40
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	  5.8	D	3.94	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  7.2	B	8.94	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  15.3	F	10.59	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	  7.5	A	9.52	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	  1.6		4.39	5



3-Year
Average

45.7

D

Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Total
Points

52.98

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

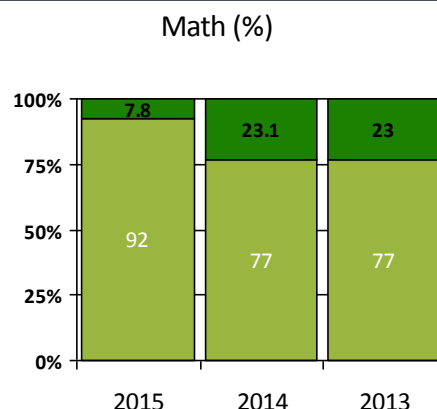
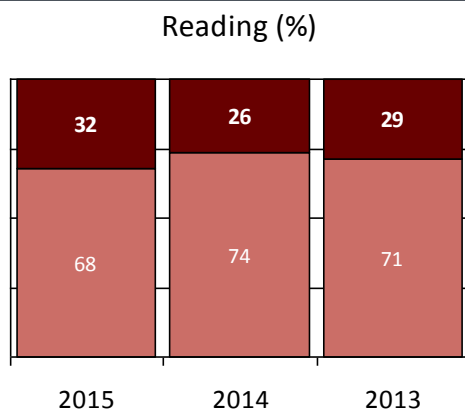
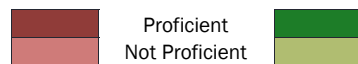
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	32.4	36.2	27.9	<2.0		32.5		25.0	32.1	2.5	15.9
Proficient and Advanced (Pts)	2.43										
Value Added Model (Pts)	7.47										
Math											
Proficient and Advanced (%)	7.8	10.2	5.1			8.0		<2.0	7.8	<2.0	6.7
Proficient and Advanced (Pts)	0.59										
Value Added Model (Pts)	5.11										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	<i>Reading</i>	<i>Math</i>
Value Added Score	-0.095	-0.454
Points Earned	2.31	1.62

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis								Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv		
Reading Growth											
Highest 75% (VAS)	0.08	-0.20	-0.20	-0.03	-	-0.19	-	-0.77	-0.20	-0.15	-0.31
Highest 75% (Pts)	5.33										
Lowest 25% (VAS)	-0.05	-0.04	0.15	-	-	0.11	-	-0.99	0.09	-0.12	0.00
Lowest 25% (Pts)	4.78										
Math Growth											
Highest 75% (VAS)	-0.35	0.00	-0.06	-	-	0.00	-	-1.26	-0.03	-0.13	-0.37
Highest 75% (Pts)	3.61										
Lowest 25% (VAS)	0.20	0.30	0.51	-	-	0.40	-	-	0.40	0.70	0.39
Lowest 25% (Pts)	5.81										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	93.8	93.8	93.8	-	-	93.9	-	-	93.8	92.7	93.9
Attendance (Points)	4.94										
Survey (Average)	41.2	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									<i>Reading</i> 41.2
Survey (Points)	4.6										<i>Math</i> 39.9
Count of Surveys (N)	158										<i>General</i> 42.2

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- ☒ Student Engagement
- ☒ Parental Engagement
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☒ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 100

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Students (% Tested)	27.7		15.5		99.4		99.8		1.2			
Current Standing	15 (46)		24 (45)		16 (45)		11 (36)		29 (44)		21 (45)	
School Growth	19 (46)		30 (45)		23 (45)		15 (36)		28 (44)		26 (45)	
Student Growth, Highest 75%	19 (46)		26 (45)		21 (45)		30 (36)		30 (44)		27 (45)	
Student Growth, Lowest 25%	14 (46)		18 (45)		17 (45)		6 (36)		23 (44)		11 (45)	
Opportunity to Learn	14 (46)		16 (46)		21 (45)		8 (36)		12 (45)		12 (45)	

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Growth Lowest 25% (Q1)	Reading	.0038	N	N	Y	.	.	Y	.	N	Y	N	Y
	Math	-.0334	Y	Y	Y	.	.	Y	.	.	Y	Y	Y
Growth Highest 75% (Q3)	Reading	-.0481	Y	N	N	Y	.	N	.	N	N	N	N
	Math	-.0613	N	Y	N	.	.	Y	.	N	Y	N	N
Proficiency	Reading	33.3%	N	Y	N	N		N		N	N	N	N
	Math	17.6%	N	N	N			N		N	N	N	N
Graduation	4-Year Cohort	75.6%											

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

			Gender		Race / Ethnicity							
			F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2015 (%)	32.4	36.2	27.9	<2.0		32.5		25.0	32.1	2.5	15.9
	2014 (%)	26.2	28.8	22.6			26.7			26.2	3.8	19.1
	2013 (%)	28.8	26.6	31.7			29.3			28.8		23.2
Math Proficiency	2015 (%)	7.8	10.2	5.1			8.0		<2.0	7.8	<2.0	6.7
	2014 (%)	23.1	22.5	23.8			23.5			23.1		12.4
	2013 (%)	23.0	20.3	26.7			23.3			23.0		20.0

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 3 to Grade 4 (%)	92.3	-	-	-	-	>98.0	-	-	92.3	-	-
Grade 5 to Grade 6 (%)	>98.0	-	-	-	-	>98.0	-	-	>98.0	-	-
Grade 8 to Grade 9 (%)											



End Notes













- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

La Promesa Early Learning Center Charter

District: State Charter

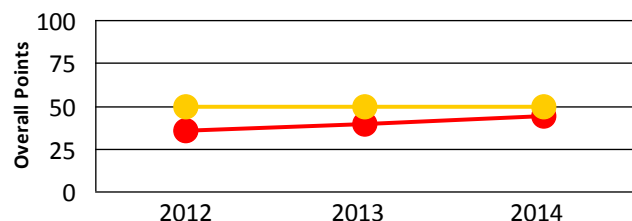
Grade Range: KN - 08 Code: 528001

This School 
Statewide C Benchmark 

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	  21.3	F	6.15	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	  5.8	A	9.01	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  7.2	D	4.11	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	  15.3	D	11.54	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	  7.5	A	9.33	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	  1.6		4.16	5

Total Points

44.30



3 Year Average

40.0

D

Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

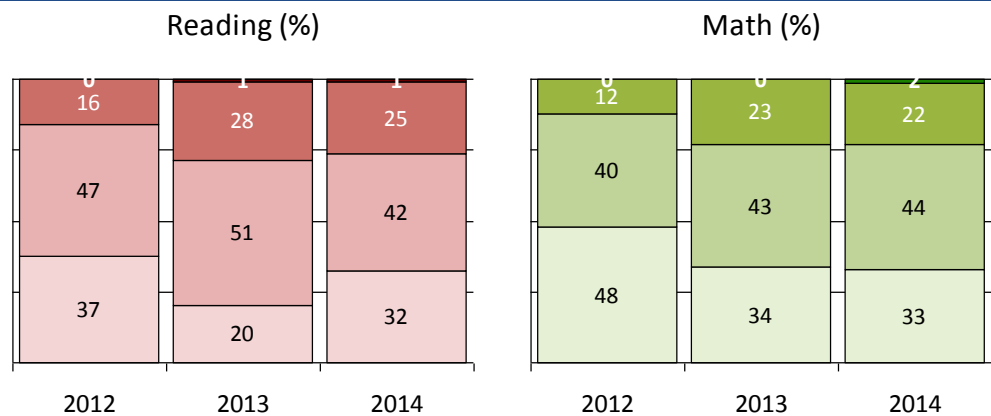
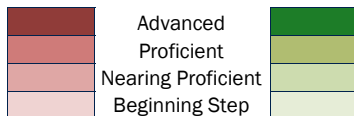
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	26.2	28.8	22.6	-	-	26.7	-	-	26.2	3.8	19.1	34.9
Proficient and Advanced (Pts)	3.27											
Value Added Model (Pts)	0.00											
Math												
Proficient and Advanced (%)	23.1	22.5	23.8	-	-	23.5	-	-	23.1	<2.0	12.4	37.3
Proficient and Advanced (Pts)	2.88											
Value Added Model (Pts)	0.00											

3 Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

Difference from Expected Growth (SS Points)	Reading 0.441	Math 0.591
Points Earned	4.10	4.91

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

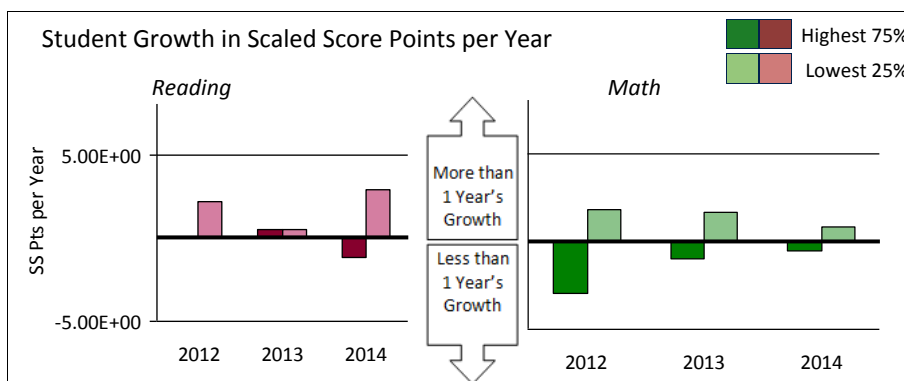
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

		Gender				Race / Ethnicity								Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient			
		All Students				White		African American		Hispanic		Asian										Am Indian	
		Female	Male	White	African American	Hispanic	Asian	Am Indian															
		Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range				
Reading Growth																							
Highest 75% (SS/Yr)	-1.2	-3.3	.9	-3.4	.9	-	-	-	-	-3.4	.9	-	-	-	-	-3.4	.9	-	-	-3.4	.8	-3.3	1.0
Highest 75% (Pts)	1.14																						
Lowest 25% (SS/Yr)	2.9	-.3	4.0	-.5	3.8	-	-	-	-	-.4	3.9	-	-	-	-	-.4	3.9	-.8	3.5	-.4	3.9	-	-
Lowest 25% (Pts)	8.32																						
Math Growth																							
Highest 75% (SS/Yr)	-.6	-2.6	1.5	-2.7	1.4	-	-	-	-	-2.6	1.5	-	-	-	-	-2.6	1.5	-3.3	.8	-2.9	1.3	-2.4	1.7
Highest 75% (Pts)	2.97																						
Lowest 25% (SS/Yr)	.8	-1.6	2.5	-1.9	2.3	-	-	-	-	-1.7	2.4	-	-	-	-	-1.7	2.4	-2.1	2.0	-1.9	2.2	-1.2	2.9
Lowest 25% (Pts)	3.22																						



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 13.0

Math 14.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year

Reading +1.7 per year

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	93.8	94.2	93.5	-	-	94.1	-	-	93.8	92.8	93.8	94.5
OTL Attendance (Points Earned)	4.94											
OTL Survey (Average Total Score)	41.5	42.0	40.8	-	-	41.5	-	-	41.5	38.8	40.0	43.0
OTL Survey (Points Earned)	4.39											

OTL Survey Questions Reading

The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.

1. My teacher introduces a new topic by connecting to things I already know.	3.9	4.0	3.8	-	-	3.9	-	-	3.9	3.6	3.6	4.2
2. My teacher explains why what we are learning is important.	4.4	4.5	4.3	-	-	4.5	-	-	4.4	4.2	4.3	4.6
3. My teacher explains how learning a new topic is a foundation for other topics.	3.9	4.0	3.8	-	-	3.9	-	-	3.9	3.7	3.8	4.1
4. Every student gets a chance to answer questions.	4.0	4.1	3.8	-	-	4.0	-	-	4.0	3.3	3.9	4.1
5. My teacher wants me to explain my answers.	4.6	4.6	4.5	-	-	4.6	-	-	4.6	4.3	4.4	4.8
6. My teacher knows when I understand, and when I do not.	4.2	4.3	4.2	-	-	4.2	-	-	4.2	4.2	4.2	4.3
7. My teacher explains things in different ways so everyone can understand.	4.3	4.3	4.3	-	-	4.3	-	-	4.3	4.1	4.1	4.4
8. My teacher gives me helpful feedback on work I turn in.	3.8	3.9	3.7	-	-	3.9	-	-	3.8	3.5	3.6	4.1
9. My teacher checks our understanding.	4.3	4.3	4.3	-	-	4.3	-	-	4.3	4.3	4.2	4.4
10. My teacher takes the time to summarize what we learn each day.	3.9	4.0	3.8	-	-	3.9	-	-	3.9	3.6	3.9	4.0

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	3.8	3.8	3.8	-	-	3.8	-	-	3.8	3.5	3.7	4.0
2. My teacher explains why what we are learning is important.	4.0	3.9	4.1	-	-	4.0	-	-	4.0	4.5	4.1	3.9
3. My teacher explains how learning a new topic is a foundation for other topics.	3.5	3.4	3.7	-	-	3.5	-	-	3.5	3.4	3.6	3.5
4. Every student gets a chance to answer questions.	3.8	3.7	3.9	-	-	3.8	-	-	3.8	3.6	4.1	3.8
5. My teacher wants me to explain my answers.	4.3	4.2	4.5	-	-	4.3	-	-	4.3	4.5	4.3	4.5
6. My teacher knows when I understand, and when I do not.	4.0	3.9	4.0	-	-	3.9	-	-	4.0	4.3	4.2	3.8
7. My teacher explains things in different ways so everyone can understand.	4.1	4.1	4.1	-	-	4.1	-	-	4.1	4.0	4.3	4.1
8. My teacher gives me helpful feedback on work I turn in.	3.0	2.9	3.2	-	-	3.0	-	-	3.0	2.8	3.2	2.9
9. My teacher checks our understanding.	3.8	3.6	3.9	-	-	3.8	-	-	3.8	3.6	3.8	3.9
10. My teacher takes the time to summarize what we learn each day.	3.8	3.8	3.8	-	-	3.8	-	-	3.8	2.7	3.2	3.4

Color Key:

4 or 5, Rated High
2 or 3, Rated Mid
0 or 1, Rated Low

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

☐ Student Engagement ☐ Parental Engagement ☐ Extracurricular Activities ☒ Truancy Improvement

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	>98.0	>98.0	>98.0	-	-	>98.0	-	-	>98.0	>98.0	>98.0	-
Math (%)	>98.0	>98.0	>98.0	-	-	>98.0	-	-	>98.0	>98.0	>98.0	-

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	46.0		13.3		99.5		100.0		8.0			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	31	(46)	44	(45)	33	(46)	104	(124)	42	(46)	40	(46)
School Growth	5	(46)	4	(45)	7	(46)	7	(124)	2	(46)	3	(46)
Student Growth, Highest 75%	14	(46)	13	(45)	21	(46)	32	(124)	16	(46)	16	(46)
Student Growth, Lowest 25%	37	(46)	34	(45)	30	(46)	95	(124)	17	(46)	34	(46)
Opportunity to Learn	7	(46)	14	(45)	13	(46)	36	(124)	12	(46)	19	(46)

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2014 (Avg SS)	33.7	34.5	32.5	-	-	33.8	-	-	33.7	23.0	30.3	37.3
	2013 (Avg SS)	34.2	35.2	32.9	-	-	34.3	-	-	34.2	17.5	32.7	38.2
	2012 (Avg SS)	30.5	29.7	31.4	-	-	30.1	-	-	29.8	17.2	27.7	38.2
Math	2014 (Avg SS)	32.3	32.5	31.9	-	-	32.4	-	-	32.3	21.7	28.6	36.5
	2013 (Avg SS)	32.9	32.3	33.6	-	-	32.8	-	-	32.9	23.7	31.7	36.0
	2012 (Avg SS)	26.9	24.4	29.9	-	-	26.5	-	-	26.7	17.9	25.1	32.1

School Growth Targets

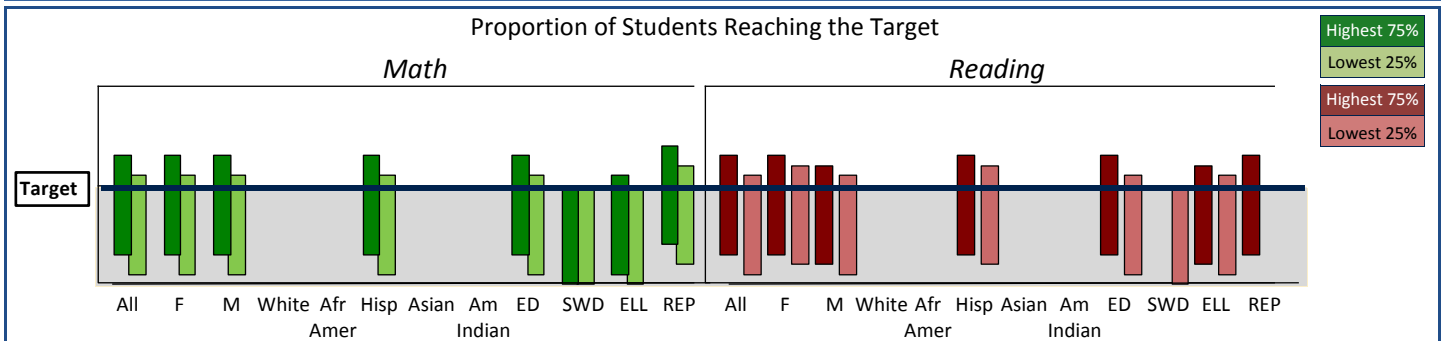
Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	Highest 75% (%)	25.9	29.1	21.3	-	-	26.2	-	-	25.9	-	21.6	29.1
Target 61.0%	Lowest 25% (%)	14.6	16.0	13.0	-	-	15.2	-	-	14.6	.0	13.2	-
Math	Highest 75% (%)	26.0	26.8	25.0	-	-	26.4	-	-	26.0	.0	14.5	38.9
Target 55.0%	Lowest 25% (%)	8.9	10.3	6.3	-	-	9.3	-	-	8.9	.0	3.7	18.2

Graduation

For high schools graduation rates for the Cohort of 2013 are available on page 5.

Target 73.7%



Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.													
Grade 3 to Grade 4 (%)	>98.0	-	-	-	-	-	>98.0	-	-	>98.0	-	-	-
Grade 5 to Grade 6 (%)	>98.0	-	-	-	-	-	>98.0	-	-	>98.0	-	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).
- 6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

School Provided Materials

Table 1. 2016 Wida ACCESS Results

Grade	# Students Taking Test School-wide	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
K	60	14	9	10	11	12	4
1	48	1	8	22	13	3	0
2	52	1	4	25	15	3	1
3	38	3	4	3	15	8	4
4	24	0	0	5	13	5	0
5	8	0	2	1	5	2	0
6	6	0	3	2	0	0	0
7	4	0	2	1	0	1	0
8	3	1	0	1	1	0	0
Total	243	20	32	71	73	34	9

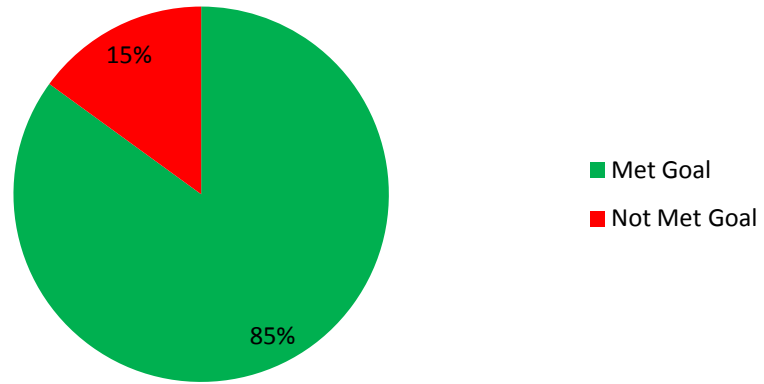
Table 2. 2016 Wida ACCESS Results for all 3-8 Grade Students

Grade	# of Students in 3 rd – 8 th Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3	36	3	2	3	15	8	5
4	23	0	0	4	13	5	1
5	11	0	2	1	5	3	0
6	6	0	3	2	0	1	0
7	4	0	2	1	0	1	0
8	3	1	0	1	1	0	0
Total	83	4	11	12	35	18	6
					59		
					71%		

Table 3. 2016 Wida ACCESS Results showing Goal Data including Full Academic Year (FAY) Students

Grade	# of FAY Students	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
3	30	0	2	0	15	8	5
4	22	0	0	3	13	5	1
5	7	0	0	0	5	2	0
6	5	0	2	2	0	1	0
7	1	0	0	0	0	1	0
8	2	0	0	1	1	0	0
Total	67	0	4	6	34	17	6
					57		
					85%		

2015-16 ACCESS Assessment Goal for FAY 3rd - 8th Grade Students



Grade	Subject	Teacher Name (Last, First)	Last Name (student)	First Name (student)
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		

[illegible]

8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		
8	MA	Perez, Paula		

A Scale Score	A Achievement Level
1154	Achv 2
1154	Achv 2
1154	Achv 2
1154	Achv 2
1266	Achv 3
1128	Achv 2
1071	Achv 1
1071	Achv 1
1192	Achv 2
1192	Achv 2
1154	Achv 2
1154	Achv 2
1055	Achv 1
1154	Achv 2
1154	Achv 2
1166	Achv 2
1166	Achv 2
1179	Achv 2
1086	Achv 1
1086	Achv 1
1101	Achv 1
1234	Achv 3
1234	Achv 3
1219	Achv 3
1219	Achv 3
1114	Achv 2
1154	Achv 2
1086	Achv 1
1166	Achv 2
1141	Achv 2
1141	Achv 2
1128	Achv 2
1128	Achv 2
1128	Achv 2
1114	Achv 2
1128	Achv 2
1219	Achv 3
1055	Achv 1
1128	Achv 2
1166	Achv 2
1166	Achv 2
1055	Achv 1
1128	Achv 2
1128	Achv 2
1128	Achv 2
1166	Achv 2
1128	Achv 2
1179	Achv 2
1141	Achv 2
1141	Achv 2
1219	Achv 3
1166	Achv 2
1141	Achv 2

1101	Achv 1
1128	Achv 2
1285	Achv 3
1234	Achv 3
1128	Achv 2
1306	Achv 3
1166	Achv 2
1179	Achv 2
1234	Achv 3
1086	Achv 1
1101	Achv 1
1141	Achv 2
1206	Achv 2
1101	Achv 1
1154	Achv 2
1086	Achv 1
1206	Achv 2
1219	Achv 3
1166	Achv 2
1114	Achv 2
1114	Achv 2
1128	Achv 2
1266	Achv 3
1101	Achv 1
1114	Achv 2
1141	Achv 2
1114	Achv 2
1233	Achv 2
1301	Achv 3
1233	Achv 2
1301	Achv 3
1247	Achv 2
1163	Achv 1
1316	Achv 3
1131	Achv 1
1220	Achv 2
1131	Achv 1
1206	Achv 2
1206	Achv 2
1094	Achv 1
1260	Achv 2
1274	Achv 2
1301	Achv 3
1233	Achv 2
1233	Achv 2
1260	Achv 2
1260	Achv 2
1220	Achv 2
1364	Achv 3
1316	Achv 3
1220	Achv 2
1192	Achv 1
1178	Achv 1
1301	Achv 3

1192	Achv 1
1220	Achv 2
1247	Achv 2
1274	Achv 2
1287	Achv 3
1347	Achv 3
1301	Achv 3
1220	Achv 2
1163	Achv 1
1192	Achv 1
1131	Achv 1
1247	Achv 2
1163	Achv 1
1206	Achv 2
1220	Achv 2
1274	Achv 2
1192	Achv 1
1192	Achv 1
1163	Achv 1
1274	Achv 2
1274	Achv 2
1331	Achv 3
1316	Achv 3
1347	Achv 3
1233	Achv 2
1301	Achv 3
1274	Achv 2
1178	Achv 1
1364	Achv 3
1274	Achv 2
1274	Achv 2
1220	Achv 2
1220	Achv 2
1220	Achv 2
1287	Achv 3
1260	Achv 2
1287	Achv 3
1206	Achv 2
1274	Achv 2
1300	Achv 2
1263	Achv 1
1348	Achv 2
1373	Achv 2
1300	Achv 2
1348	Achv 2
1360	Achv 2
1348	Achv 2
1360	Achv 2
1385	Achv 2
1288	Achv 2
1336	Achv 2
1312	Achv 2
1324	Achv 2
1336	Achv 2

1348	Achv 2
1336	Achv 2
1276	Achv 2
1263	Achv 1
1263	Achv 1
1413	Achv 3
1263	Achv 1
1428	Achv 3
1463	Achv 3
1324	Achv 2
1360	Achv 2
1413	Achv 3
1360	Achv 2
1348	Achv 2
1207	Achv 1
1360	Achv 2
1463	Achv 3
1324	Achv 2
1276	Achv 2
1413	Achv 3
1288	Achv 2
1263	Achv 1
1336	Achv 2
1312	Achv 2
1222	Achv 1
1336	Achv 2
1237	Achv 1
1360	Achv 2
1348	Achv 2
1288	Achv 2
1263	Achv 1
1360	Achv 2
1324	Achv 2
1324	Achv 2
1336	Achv 2
1288	Achv 2
1276	Achv 2
1324	Achv 2
1261	Achv 1
1426	Achv 2
1340	Achv 1
1379	Achv 2
1379	Achv 2
1503	Achv 3
1391	Achv 2
1340	Achv 1
1340	Achv 1
1340	Achv 1
1354	Achv 2
1354	Achv 2
1354	Achv 2
1366	Achv 2
1379	Achv 2
1354	Achv 2

1414	Achv 2
1327	Achv 1
1402	Achv 2
1354	Achv 2
1241	Achv 1
1340	Achv 1
1414	Achv 2
1340	Achv 1
1340	Achv 1
1426	Achv 2
1327	Achv 1
1340	Achv 1
1366	Achv 2
1366	Achv 2
1426	Achv 2
1340	Achv 1
1241	Achv 1
1354	Achv 2
1312	Achv 1
1366	Achv 2
1438	Achv 2
1438	Achv 2
1327	Achv 1
1391	Achv 2
1366	Achv 2
1426	Achv 2
1354	Achv 2
1402	Achv 2
1296	Achv 1
1379	Achv 2
1354	Achv 2
1391	Achv 2
1426	Achv 2
1465	Achv 2
1465	Achv 2
1486	Achv 2
1605	Achv 3
1413	Achv 1
1486	Achv 2
1413	Achv 1
1444	Achv 2
1508	Achv 2
1378	Achv 1
1434	Achv 2
1444	Achv 2
1476	Achv 2
1413	Achv 1
1423	Achv 2
1465	Achv 2
1365	Achv 1
1455	Achv 2
1390	Achv 1
1378	Achv 1
1413	Achv 1

1423	Achv 2
1434	Achv 2
1519	Achv 3
1444	Achv 2
1434	Achv 2
1402	Achv 1
1352	Achv 1
1571	Achv 3
1390	Achv 1
1497	Achv 2
1402	Achv 1
1402	Achv 1
1337	Achv 1
1465	Achv 2
1337	Achv 1
1465	Achv 2
1365	Achv 1
1444	Achv 2
1434	Achv 2
1434	Achv 2
1434	Achv 2
1605	Achv 3
1497	Achv 2
1453	Achv 1
1426	Achv 1
1411	Achv 1
1426	Achv 1
1488	Achv 2
1477	Achv 2
1499	Achv 2
1465	Achv 1
1395	Achv 1
1465	Achv 1
1395	Achv 1
1465	Achv 1
1453	Achv 1
1510	Achv 2
1465	Achv 1
1520	Achv 2
1465	Achv 1
1499	Achv 2
1510	Achv 2
1376	Achv 1
1530	Achv 2
1477	Achv 2
1510	Achv 2
1440	Achv 1
1440	Achv 1
1477	Achv 2
1465	Achv 1
1465	Achv 1
1477	Achv 2
1499	Achv 2
1499	Achv 1

1543	Achv 2
1522	Achv 2
1474	Achv 1
1532	Achv 2
1499	Achv 1
1460	Achv 1
1474	Achv 1
1486	Achv 1
1522	Achv 2
1532	Achv 2
1543	Achv 2
1543	Achv 2
1388	Achv 1
1628	Achv 3
1486	Achv 1
1460	Achv 1
1474	Achv 1
1474	Achv 1
1486	Achv 1
1585	Achv 3
1680	Achv 3
1499	Achv 1
1499	Achv 1
1532	Achv 2
1499	Achv 1
1445	Achv 1
1543	Achv 2
1577	Achv 2
1597	Achv 2
1577	Achv 2
1577	Achv 2
1532	Achv 1
1597	Achv 2
1544	Achv 1
1577	Achv 2
1458	Achv 1
1627	Achv 2
1577	Achv 2
1607	Achv 2
1544	Achv 1
1587	Achv 2
1544	Achv 1
1532	Achv 1
1735	Achv 3
1597	Achv 2
1566	Achv 2
1617	Achv 2
1587	Achv 2
1577	Achv 2
1488	Achv 1
1535	Achv 1
1561	Achv 1
1548	Achv 1
1665	Achv 3

1521	Achv 1
1535	Achv 1
1583	Achv 2
1594	Achv 2
1604	Achv 2
1583	Achv 2
1614	Achv 2
1521	Achv 1
1604	Achv 2
1535	Achv 1
1594	Achv 2
1548	Achv 1
1535	Achv 1
1644	Achv 2

Grade	Subject	Teacher Name (Last, First)	Last Name (student)	First Name (student)
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Jaurrietta, Pilar		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Munoz, Mayra		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		
0	MA	Petersen, Sheri		

[illegible]

[illegible]

[illegible]

[illegible]

B Scale Score	B Achievement Level
1188	Achv 2
1188	Achv 2
1100	Achv 1
1100	Achv 1
1266	Achv 3
1138	Achv 2
1113	Achv 2
1113	Achv 2
1150	Achv 2
1150	Achv 2
1150	Achv 2
1138	Achv 2
1059	Achv 1
1059	Achv 1
1059	Achv 1
1248	Achv 3
1248	Achv 3
1162	Achv 2
1125	Achv 2
1125	Achv 2
1100	Achv 1
1349	Achv 4
1349	Achv 4
1188	Achv 2
1188	Achv 2
1188	Achv 2
1188	Achv 2
1087	Achv 1
1202	Achv 2
1150	Achv 2
1100	Achv 1
1087	Achv 1
1113	Achv 2
1073	Achv 1
1087	Achv 1
1202	Achv 2
1202	Achv 2
1100	Achv 1
1027	Achv 1
1162	Achv 2
1202	Achv 2
1175	Achv 2
1150	Achv 2
1216	Achv 3
1216	Achv 3
1266	Achv 3
1087	Achv 1
1175	Achv 2
1216	Achv 3
1231	Achv 3
1175	Achv 2

1231	Achv 3
1138	Achv 2
1188	Achv 2
1231	Achv 3
1231	Achv 3
1188	Achv 2
1216	Achv 3
1150	Achv 2
1216	Achv 3
1349	Achv 4
1073	Achv 1
1150	Achv 2
1202	Achv 2
1202	Achv 2
1288	Achv 3
1216	Achv 3
1150	Achv 2
1073	Achv 1
1288	Achv 3
1150	Achv 2
1175	Achv 2
1162	Achv 2
1150	Achv 2
1113	Achv 2
1288	Achv 3
1100	Achv 1
1113	Achv 2
1162	Achv 2
1188	Achv 2
1229	Achv 2
1242	Achv 2
1242	Achv 2
1242	Achv 2
1267	Achv 2
1292	Achv 3
1391	Achv 3
1229	Achv 2
1242	Achv 2
1255	Achv 2
1292	Achv 3
1242	Achv 2
1242	Achv 2
1358	Achv 3
1317	Achv 3
1255	Achv 2
1292	Achv 3
1279	Achv 2
1374	Achv 3
1304	Achv 3
1409	Achv 3
1187	Achv 1
1344	Achv 3

1431	Achv 3
1317	Achv 3
1317	Achv 3
1344	Achv 3
1391	Achv 3
1330	Achv 3
1304	Achv 3
1409	Achv 3
1202	Achv 2
1292	Achv 3
1317	Achv 3
1292	Achv 3
1458	Achv 4
1255	Achv 2
1330	Achv 3
1279	Achv 2
1279	Achv 2
1229	Achv 2
1242	Achv 2
1229	Achv 2
1458	Achv 4
1330	Achv 3
1374	Achv 3
1374	Achv 3
1267	Achv 2
1304	Achv 3
1255	Achv 2
1267	Achv 2
1216	Achv 2
1202	Achv 2
1292	Achv 3
1344	Achv 3
1317	Achv 3
1267	Achv 2
1255	Achv 2
1267	Achv 2
1330	Achv 3
1317	Achv 3
1304	Achv 3
1255	Achv 2
1317	Achv 3
1357	Achv 2
1271	Achv 2
1446	Achv 3
1464	Achv 3
1403	Achv 3
1379	Achv 2
1368	Achv 2
1315	Achv 2
1403	Achv 3
1417	Achv 3
1315	Achv 2

1347	Achv 2
1304	Achv 2
1391	Achv 3
1325	Achv 2
1417	Achv 3
1357	Achv 2
1282	Achv 2
1293	Achv 2
1259	Achv 1
1293	Achv 2
1271	Achv 2
1403	Achv 3
1484	Achv 3
1293	Achv 2
1336	Achv 2
1357	Achv 2
1403	Achv 3
1259	Achv 1
1293	Achv 2
1391	Achv 3
1368	Achv 2
1379	Achv 2
1336	Achv 2
1347	Achv 2
1379	Achv 2
1315	Achv 2
1431	Achv 3
1391	Achv 3
1259	Achv 1
1347	Achv 2
1293	Achv 2
1464	Achv 3
1403	Achv 3
1336	Achv 2
1304	Achv 2
1368	Achv 2
1282	Achv 2
1431	Achv 3
1315	Achv 2
1347	Achv 2
1259	Achv 1
1391	Achv 3
1295	Achv 1
1402	Achv 2
1390	Achv 2
1413	Achv 2
1413	Achv 2
1534	Achv 3
1458	Achv 3
1379	Achv 2
1424	Achv 2
1354	Achv 2

1402	Achv 2
1354	Achv 2
1424	Achv 2
1435	Achv 2
1390	Achv 2
1341	Achv 1
1446	Achv 2
1354	Achv 2
1424	Achv 2
1367	Achv 2
1413	Achv 2
1506	Achv 3
1435	Achv 2
1424	Achv 2
1413	Achv 2
1390	Achv 2
1367	Achv 2
1493	Achv 3
1413	Achv 2
1367	Achv 2
1469	Achv 3
1390	Achv 2
1327	Achv 1
1390	Achv 2
1367	Achv 2
1446	Achv 2
1354	Achv 2
1519	Achv 3
1379	Achv 2
1469	Achv 3
1458	Achv 3
1446	Achv 2
1276	Achv 1
1435	Achv 2
1367	Achv 2
1379	Achv 2
1402	Achv 2
1481	Achv 3
1481	Achv 3
1507	Achv 2
1476	Achv 2
1497	Achv 2
1486	Achv 2
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1465	Achv 2
1422	Achv 2
1433	Achv 2
1576	Achv 3
1444	Achv 2
1486	Achv 2
1398	Achv 1
1398	Achv 1

1410	Achv 1
1337	Achv 1
1316	Achv 1
1410	Achv 1
1465	Achv 2
1410	Achv 1
1370	Achv 1
1410	Achv 1
1385	Achv 1
1465	Achv 2
1465	Achv 2
1455	Achv 2
1355	Achv 1
1486	Achv 2
1507	Achv 2
1540	Achv 3
1398	Achv 1
1465	Achv 2
1444	Achv 2
1486	Achv 2
1398	Achv 1
1529	Achv 3
1410	Achv 1
1497	Achv 2
1410	Achv 1
1455	Achv 2
1486	Achv 2
1476	Achv 2
1410	Achv 1
1564	Achv 3
1507	Achv 2
1524	Achv 2
1430	Achv 1
1444	Achv 1
1482	Achv 2
1493	Achv 2
1514	Achv 2
1444	Achv 1
1514	Achv 2
1470	Achv 1
1430	Achv 1
1444	Achv 1
1504	Achv 2
1414	Achv 1
1535	Achv 2
1458	Achv 1
1545	Achv 2
1504	Achv 2
1504	Achv 2
1504	Achv 2
1470	Achv 1
1545	Achv 2

1482	Achv 2
1514	Achv 2
1470	Achv 1
1444	Achv 1
1444	Achv 1
1376	Achv 1
1493	Achv 2
1458	Achv 1
1504	Achv 2
1501	Achv 1
1592	Achv 3
1526	Achv 2
1501	Achv 1
1581	Achv 3
1514	Achv 2
1459	Achv 1
1425	Achv 1
1514	Achv 2
1514	Achv 2
1625	Achv 3
1559	Achv 2
1537	Achv 2
1548	Achv 2
1459	Achv 1
1548	Achv 2
1548	Achv 2
1501	Achv 1
1501	Achv 1
1474	Achv 1
1570	Achv 2
1759	Achv 3
1474	Achv 1
1570	Achv 2
1548	Achv 2
1501	Achv 1
1526	Achv 2
1570	Achv 2
1568	Achv 2
1663	Achv 3
1579	Achv 2
1601	Achv 2
1543	Achv 1
1601	Achv 2
1601	Achv 2
1642	Achv 3
1653	Achv 3
1642	Achv 3
1568	Achv 2
1543	Achv 1
1579	Achv 2
1653	Achv 3
1556	Achv 1

1601	Achv 2
1696	Achv 3
1568	Achv 2
1579	Achv 2
1601	Achv 2
1556	Achv 1
1579	Achv 2
1559	Achv 1
1604	Achv 2
1532	Achv 1
1516	Achv 1
1663	Achv 3
1582	Achv 2
1593	Achv 2
1546	Achv 1
1614	Achv 2
1663	Achv 3
1582	Achv 2
1654	Achv 3
1546	Achv 1
1571	Achv 1
1532	Achv 1
1644	Achv 2
1654	Achv 3
1559	Achv 1
1654	Achv 3

3	RE	Chavez, Melanie		
3	RE	Chavez, Melanie		
3	RE	Chavez, Melanie		
3	RE	Chavez, Melanie		
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3	RE	Chavez, Melanie		
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3	RE	Chavez, Melanie		
3	RE	Chavez, Melanie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
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4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Graham, Christie		
4	RE	Lidon, Maria		
4	RE	Lidon, Maria		
4	RE	Lidon, Maria		
4	RE	Lidon, Maria		
4	RE	Lidon, Maria		
4	RE	Lidon, Maria		
4	RE	Lidon, Maria		

A Scale Score	A Achievement Level
1144	Achv 1
1144	Achv 1
1233	Achv 2
1197	Achv 1
1209	Achv 2
1144	Achv 1
1209	Achv 2
1171	Achv 1
1197	Achv 1
1221	Achv 2
1233	Achv 2
1184	Achv 1
1158	Achv 1
1221	Achv 2
1283	Achv 3
1184	Achv 1
1221	Achv 2
1209	Achv 2
1144	Achv 1
1171	Achv 1
1071	Achv 1
1171	Achv 1
1197	Achv 1
1184	Achv 1
1171	Achv 1
1071	Achv 1
1184	Achv 1
1197	Achv 1
1093	Achv 1
1171	Achv 1
1128	Achv 1
1197	Achv 1
1184	Achv 1
1128	Achv 1
1270	Achv 3
1209	Achv 2
1209	Achv 2
1184	Achv 1
1209	Achv 2
1171	Achv 1
1197	Achv 1
1221	Achv 2
1233	Achv 2
1171	Achv 1
1144	Achv 1
1144	Achv 1
1209	Achv 2
1197	Achv 1
1171	Achv 1
1312	Achv 3
1209	Achv 2
1158	Achv 1
1270	Achv 3

1221	Achv 2
1270	Achv 3
1197	Achv 1
1171	Achv 1
1209	Achv 2
1171	Achv 1
1171	Achv 1
1312	Achv 3
1158	Achv 1
1158	Achv 1
1093	Achv 1
1184	Achv 1
1197	Achv 1
1283	Achv 3
1171	Achv 1
1111	Achv 1
1128	Achv 1
1233	Achv 2
1242	Achv 2
1209	Achv 2
1159	Achv 1
1209	Achv 2
1287	Achv 2
1220	Achv 2
1324	Achv 2
1220	Achv 2
1311	Achv 2
1185	Achv 1
1253	Achv 2
1197	Achv 1
1209	Achv 2
1276	Achv 2
1339	Achv 2
1197	Achv 1
1339	Achv 2
1276	Achv 2
1253	Achv 2
1287	Achv 2
1173	Achv 1
1287	Achv 2
1231	Achv 2
1209	Achv 2
1209	Achv 2
1173	Achv 1
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1242	Achv 2
1209	Achv 2
1339	Achv 2
1209	Achv 2
1253	Achv 2
1276	Achv 2
1220	Achv 2
1144	Achv 1

1253	Achv 2
1220	Achv 2
1264	Achv 2
1209	Achv 2
1197	Achv 1
1253	Achv 2
1242	Achv 2
1185	Achv 1
1209	Achv 2
1209	Achv 2
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1242	Achv 2
1276	Achv 2
1299	Achv 2
1209	Achv 2
1231	Achv 2
1242	Achv 2
1173	Achv 1
1231	Achv 2
1264	Achv 2
1264	Achv 2
1209	Achv 2
1144	Achv 1
1209	Achv 2
1299	Achv 2
1276	Achv 2
1253	Achv 2
1209	Achv 2
1231	Achv 2
1317	Achv 1
1328	Achv 2
1406	Achv 2
1459	Achv 3
1317	Achv 1
1269	Achv 1
1305	Achv 1
1305	Achv 1
1371	Achv 2
1418	Achv 3
1317	Achv 1
1445	Achv 3
1394	Achv 2
1360	Achv 2
1339	Achv 2
1406	Achv 2
1406	Achv 2
1293	Achv 1
1305	Achv 1
1293	Achv 1
1371	Achv 2
1281	Achv 1
1459	Achv 3
1494	Achv 3

1371	Achv 2
1459	Achv 3
1383	Achv 2
1240	Achv 1
1360	Achv 2
1281	Achv 1
1406	Achv 2
1394	Achv 2
1360	Achv 2
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1383	Achv 2
1293	Achv 1
1360	Achv 2
1255	Achv 1
1371	Achv 2
1255	Achv 1
1339	Achv 2
1317	Achv 1
1394	Achv 2
1328	Achv 2
1224	Achv 1
1339	Achv 2
1328	Achv 2
1418	Achv 3
1339	Achv 2
1360	Achv 2
1317	Achv 1
1281	Achv 1
1371	Achv 2
1343	Achv 1
1431	Achv 2
1343	Achv 1
1390	Achv 2
1522	Achv 3
1463	Achv 3
1390	Achv 2
1400	Achv 2
1379	Achv 2
1379	Achv 2
1343	Achv 1
1411	Achv 2
1400	Achv 2
1390	Achv 2
1356	Achv 1
1452	Achv 2
1400	Achv 2
1431	Achv 2
1343	Achv 1
1343	Achv 1
1367	Achv 2
1421	Achv 2
1343	Achv 1
1411	Achv 2
1301	Achv 1

1379	Achv 2
1421	Achv 2
1431	Achv 2
1509	Achv 3
1330	Achv 1
1452	Achv 2
1390	Achv 2
1330	Achv 1
1390	Achv 2
1356	Achv 1
1356	Achv 1
1367	Achv 2
1400	Achv 2
1367	Achv 2
1356	Achv 1
1411	Achv 2
1379	Achv 2
1400	Achv 2
1343	Achv 1
1301	Achv 1
1367	Achv 2
1356	Achv 1
1411	Achv 2
1522	Achv 2
1429	Achv 1
1511	Achv 2
1667	Achv 4
1441	Achv 2
1441	Achv 2
1488	Achv 2
1453	Achv 2
1559	Achv 3
1370	Achv 1
1429	Achv 1
1465	Achv 2
1603	Achv 3
1401	Achv 1
1386	Achv 1
1415	Achv 1
1415	Achv 1
1441	Achv 2
1370	Achv 1
1453	Achv 2
1441	Achv 2
1511	Achv 2
1477	Achv 2
1546	Achv 3
1401	Achv 1
1465	Achv 2
1415	Achv 1
1386	Achv 1
1477	Achv 2
1441	Achv 2
1370	Achv 1

1522	Achv 2
1401	Achv 1
1415	Achv 1
1488	Achv 2
1429	Achv 1
1499	Achv 2
1499	Achv 2
1351	Achv 1
1453	Achv 2
1429	Achv 1
1386	Achv 1
1546	Achv 3
1477	Achv 2
1556	Achv 2
1376	Achv 1
1410	Achv 1
1376	Achv 1
1425	Achv 1
1581	Achv 3
1463	Achv 1
1451	Achv 1
1556	Achv 2
1509	Achv 2
1451	Achv 1
1425	Achv 1
1498	Achv 2
1609	Achv 3
1487	Achv 2
1544	Achv 2
1394	Achv 1
1625	Achv 3
1625	Achv 3
1532	Achv 2
1568	Achv 2
1498	Achv 2
1609	Achv 3
1463	Achv 1
1475	Achv 1
1463	Achv 1
1438	Achv 1
1568	Achv 2
1451	Achv 1
1451	Achv 1
1556	Achv 2
1556	Achv 2
1376	Achv 1
1376	Achv 1
1410	Achv 1
1410	Achv 1
1376	Achv 1
1376	Achv 1
1425	Achv 1
1425	Achv 1
1581	Achv 3

1581	Achv 3
1451	Achv 1
1451	Achv 1
1556	Achv 2
1556	Achv 2
1451	Achv 1
1451	Achv 1
1425	Achv 1
1425	Achv 1
1498	Achv 2
1498	Achv 2
1609	Achv 3
1609	Achv 3
1487	Achv 2
1487	Achv 2
1451	Achv 1
1451	Achv 1
1544	Achv 2
1544	Achv 2
1394	Achv 1
1394	Achv 1
1625	Achv 3
1625	Achv 3
1625	Achv 3
1625	Achv 3
1532	Achv 2
1532	Achv 2
1568	Achv 2
1568	Achv 2
1498	Achv 2
1498	Achv 2
1609	Achv 3
1609	Achv 3
1463	Achv 1
1463	Achv 1
1475	Achv 1
1475	Achv 1
1463	Achv 1
1463	Achv 1
1438	Achv 1
1438	Achv 1
1568	Achv 2
1568	Achv 2
1451	Achv 1
1451	Achv 1
1451	Achv 1
1451	Achv 1
1529	Achv 2
1595	Achv 2
1442	Achv 1
1495	Achv 1
1606	Achv 3
1518	Achv 2
1426	Achv 1

1470	Achv 1
1551	Achv 2
1457	Achv 1
1655	Achv 3
1551	Achv 2
1483	Achv 1
1529	Achv 2
1495	Achv 1
1457	Achv 1
1470	Achv 1
1457	Achv 1
1387	Achv 1
1470	Achv 1
1684	Achv 3
1669	Achv 3
1495	Achv 1
1540	Achv 2
1507	Achv 1
1483	Achv 1
1507	Achv 1
1529	Achv 2
1529	Achv 2
1595	Achv 2
1442	Achv 1
1495	Achv 1
1606	Achv 3
1518	Achv 2
1426	Achv 1
1470	Achv 1
1551	Achv 2
1457	Achv 1
1655	Achv 3
1551	Achv 2
1483	Achv 1
1529	Achv 2
1495	Achv 1
1457	Achv 1
1470	Achv 1
1457	Achv 1
1387	Achv 1
1470	Achv 1
1684	Achv 3
1669	Achv 3
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1483	Achv 1
1507	Achv 1
1548	Achv 2
1650	Achv 3
1598	Achv 2
1588	Achv 2
1450	Achv 1
1618	Achv 3

1480	Achv 1
1628	Achv 3
1386	Achv 1
1689	Achv 3
1538	Achv 2
1433	Achv 1
1466	Achv 1
1578	Achv 2
1517	Achv 1
1588	Achv 2
1704	Achv 3
1538	Achv 2
1559	Achv 2
1608	Achv 2
1588	Achv 2
1466	Achv 1
1490	Achv 1
1664	Achv 3
1570	Achv 2
1527	Achv 2
1642	Achv 3
1442	Achv 1
1664	Achv 3
1590	Achv 2
1527	Achv 2
1610	Achv 2
1610	Achv 2
1689	Achv 3
1538	Achv 2
1590	Achv 2
1549	Achv 2
1703	Achv 3
1664	Achv 3
1590	Achv 2
1642	Achv 3

ABOVE AVG

ABOVE AVG

Grade	Teacher Name (Last, First)	Last Name (student)	First Name (student)	B Scale Score
0	Jaurietta, Pilar			1215
0	Jaurietta, Pilar			1250
0	Jaurietta, Pilar			1286
0	Jaurietta, Pilar			1215
0	Jaurietta, Pilar			1239
0	Jaurietta, Pilar			1227
0	Jaurietta, Pilar			1203
0	Jaurietta, Pilar			1131
0	Jaurietta, Pilar			1163
0	Jaurietta, Pilar			1190
0	Jaurietta, Pilar			1274
0	Jaurietta, Pilar			1215
0	Jaurietta, Pilar			1163
0	Jaurietta, Pilar			1227
0	Jaurietta, Pilar			1299
0	Jaurietta, Pilar			1262
0	Jaurietta, Pilar			1239
0	Jaurietta, Pilar			1274
0	Jaurietta, Pilar			1190
0	Munoz, Mayra			1262
0	Munoz, Mayra			1227
0	Munoz, Mayra			1190
0	Munoz, Mayra			1148
0	Munoz, Mayra			1203
0	Munoz, Mayra			1203
0	Munoz, Mayra			1203
0	Munoz, Mayra			1299
0	Munoz, Mayra			1327
0	Munoz, Mayra			1177
0	Munoz, Mayra			1203
0	Munoz, Mayra			1203
0	Munoz, Mayra			1262
0	Munoz, Mayra			1190
0	Munoz, Mayra			1203
0	Munoz, Mayra			1327
0	Munoz, Mayra			1239
0	Munoz, Mayra			1327
0	Petersen, Sheri			1262
0	Petersen, Sheri			1190
0	Petersen, Sheri			1190
0	Petersen, Sheri			1274
0	Petersen, Sheri			1312
0	Petersen, Sheri			1177
0	Petersen, Sheri			1274
0	Petersen, Sheri			1091
0	Petersen, Sheri			1215
0	Petersen, Sheri			1262
0	Petersen, Sheri			1262
0	Petersen, Sheri			1190
0	Petersen, Sheri			1299
0	Petersen, Sheri			1239
0	Petersen, Sheri			1227
0	Petersen, Sheri			1312

0	Petersen, Sheri			1190
0	Recuero, Reyes			1215
0	Recuero, Reyes			1190
0	Recuero, Reyes			1274
0	Recuero, Reyes			1262
0	Recuero, Reyes			1227
0	Recuero, Reyes			1177
0	Recuero, Reyes			1299
0	Recuero, Reyes			1239
0	Recuero, Reyes			1239
0	Recuero, Reyes			1131
0	Recuero, Reyes			1215
0	Recuero, Reyes			1190
0	Recuero, Reyes			1274
0	Recuero, Reyes			1215
0	Recuero, Reyes			1190
0	Recuero, Reyes			1203
0	Recuero, Reyes			1215
1	Cordova, Michelle			1193
1	Cordova, Michelle			1264
1	Cordova, Michelle			1253
1	Cordova, Michelle			1264
1	Cordova, Michelle			1339
1	Cordova, Michelle			1193
1	Cordova, Michelle			1288
1	Cordova, Michelle			1218
1	Cordova, Michelle			1253
1	Cordova, Michelle			1218
1	Cordova, Michelle			1288
1	Cordova, Michelle			1229
1	Cordova, Michelle			1205
1	Cordova, Michelle			1312
1	Cordova, Michelle			1264
1	Cordova, Michelle			1218
1	Cordova, Michelle			1276
1	Cordova, Michelle			1389
1	Cordova, Michelle			1264
1	Cordova, Michelle			1354
1	Herrera, Delia			1264
1	Herrera, Delia			1370
1	Herrera, Delia			1180
1	Herrera, Delia			1229
1	Herrera, Delia			1180
1	Herrera, Delia			1253
1	Herrera, Delia			1276
1	Herrera, Delia			1288
1	Herrera, Delia			1312
1	Herrera, Delia			1354
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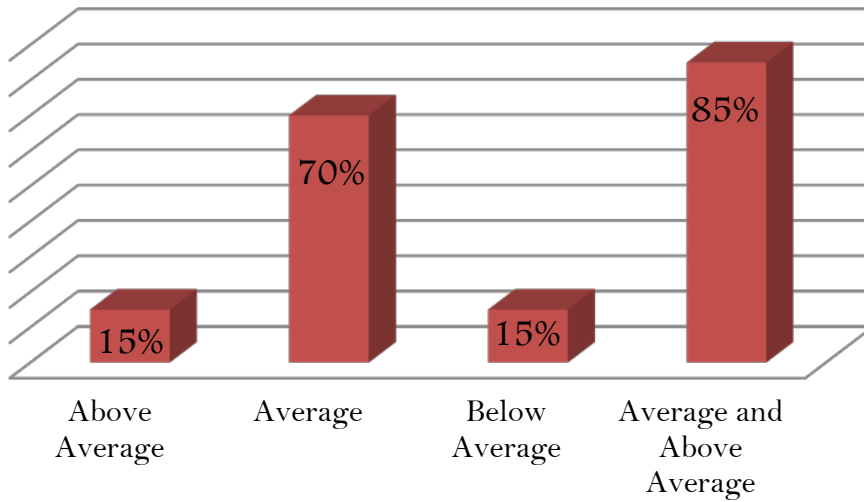
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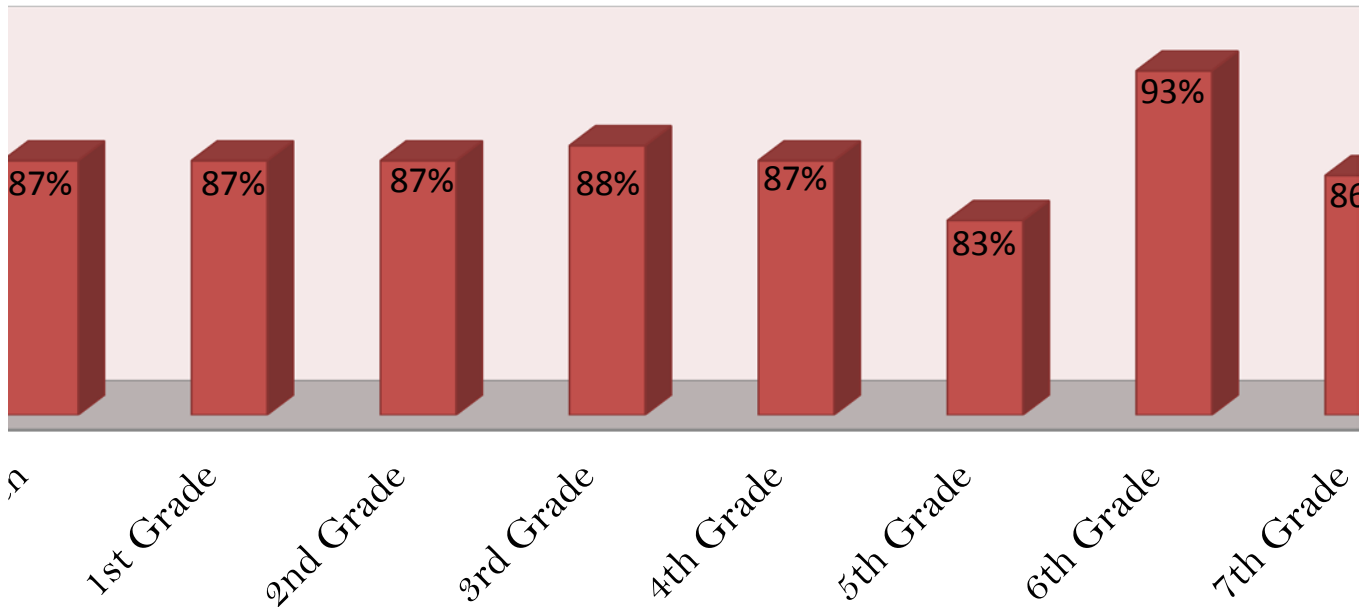
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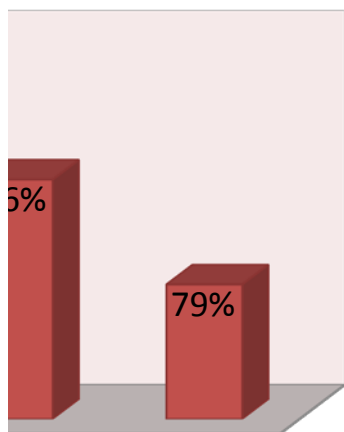


Exceeds Standard: 90% or above
Meets Standard: 75-89%
Does Not Meet Standard: 70-74%

Kindergarten

Discovery Education Assessment
By Grade Level
Reading Comparative Growth
Test A ~ Test B

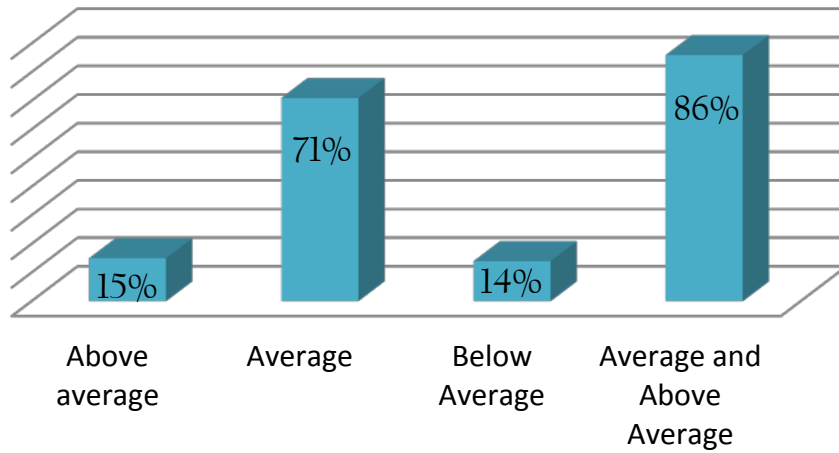




8th Grade

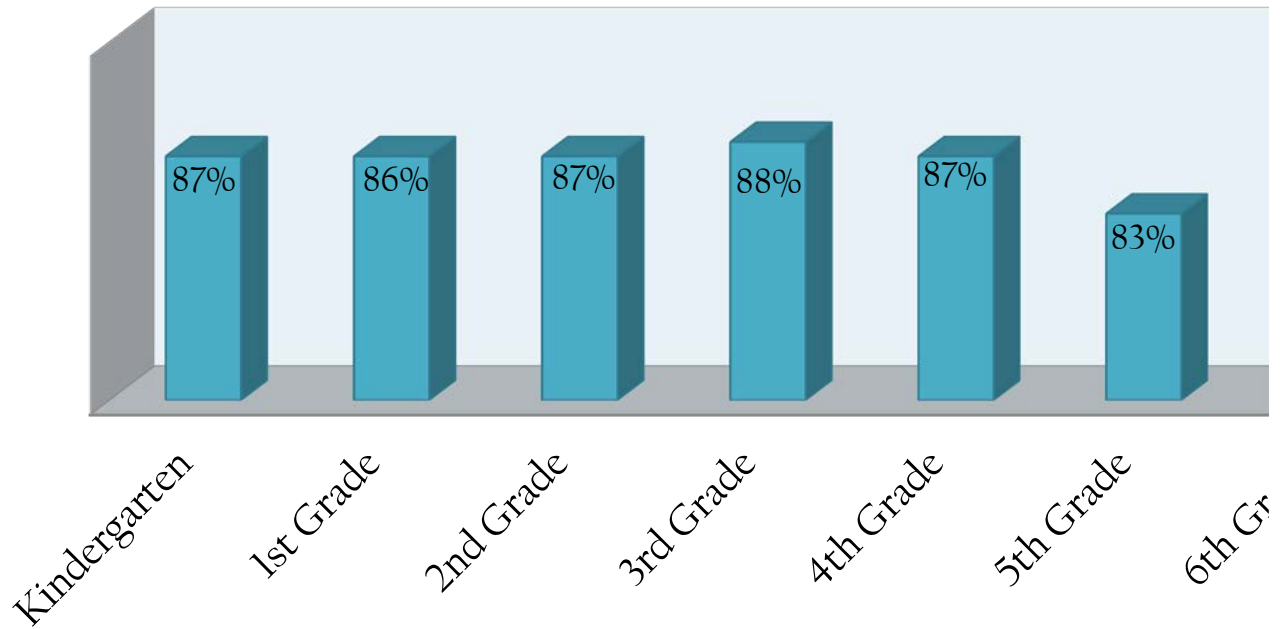
Math
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Discovery Education Assessment Kindergarten - 8th Grade Math Comparative Growth Test A - Test B

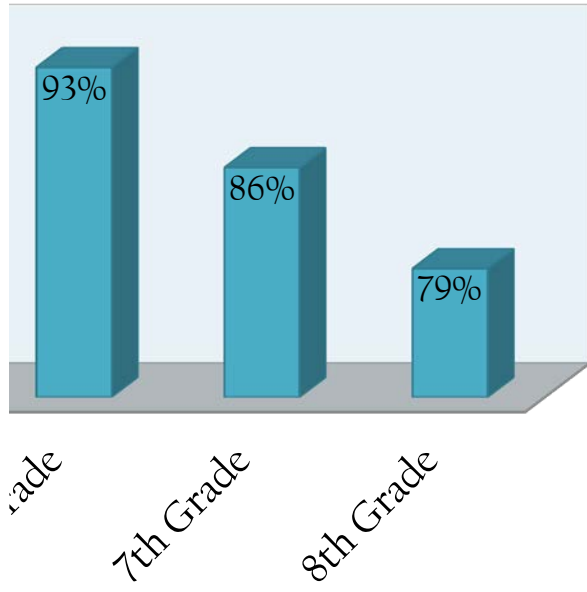


Exceeds Standard: 90% or above
Meets Standard: 75-89%
Does Not Meet Standard: 70-74%

Discovery Education Assessment
By Grade Level
Math Comparative Growth
Test A - Test B



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Grade	Subject	Teacher Name (Last, First)	Last Name (student)	First Name (student)	A Scale Score	A Achievement Level
0	MA	Jaurietta, Pilar			1154	2
0	MA	Jaurietta, Pilar			1154	2
0	MA	Jaurietta, Pilar			1266	3
0	MA	Jaurietta, Pilar			1128	2
0	MA	Jaurietta, Pilar			1071	1
0	MA	Jaurietta, Pilar			1192	2
0	MA	Jaurietta, Pilar			1154	2
0	MA	Jaurietta, Pilar			1154	2
0	MA	Jaurietta, Pilar			1055	1
0	MA	Jaurietta, Pilar			1154	2
0	MA	Jaurietta, Pilar			1166	2
0	MA	Jaurietta, Pilar			1179	2
0	MA	Jaurietta, Pilar			1086	1
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0	MA	Jaurietta, Pilar			1086	1
0	MA	Munoz, Mayra			1166	2
0	MA	Munoz, Mayra			1141	2
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4	MA	Graham, Christie			1378	1
4	MA	Graham, Christie			1434	2
4	MA	Graham, Christie			1444	2
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4	MA	Graham, Christie			1455	2
4	MA	Graham, Christie			1390	1
4	MA	Graham, Christie			1378	1
4	MA	Graham, Christie			1413	1
4	MA	Graham, Christie			1423	2
4	MA	Graham, Christie			1434	2
4	MA	Graham, Christie			1519	3
4	MA	Lidon, Maria			1444	2
4	MA	Lidon, Maria			1434	2
4	MA	Lidon, Maria			1402	1
4	MA	Lidon, Maria			1352	1
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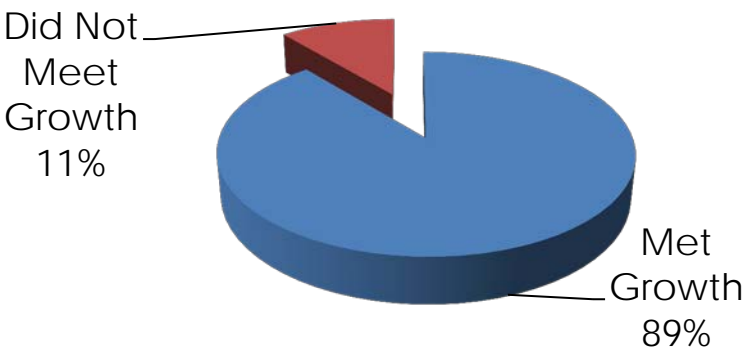
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4	MA	Lidon, Maria			1434	2
4	MA	Lidon, Maria			1605	3
4	MA	Lidon, Maria			1497	2
5	MA	Doyle, James			1453	1
5	MA	Doyle, James			1426	1
5	MA	Doyle, James			1411	1
5	MA	Doyle, James			1426	1
5	MA	Doyle, James			1488	2
5	MA	Doyle, James			1477	2
5	MA	Doyle, James			1499	2
5	MA	Doyle, James			1465	1
5	MA	Doyle, James			1395	1
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5	MA	Doyle, James			1510	2
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5	MA	Doyle, James			1520	2
5	MA	Doyle, James			1465	1
5	MA	Doyle, James			1499	2
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5	MA	Doyle, James			1510	2
5	MA	Doyle, James			1440	1
5	MA	Doyle, James			1440	1
5	MA	Doyle, James			1477	2
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5	MA	Doyle, James			1499	2
6	MA	Cole, Esteban			1499	1
6	MA	Cole, Esteban			1543	2
6	MA	Cole, Esteban			1522	2
6	MA	Cole, Esteban			1474	1
6	MA	Cole, Esteban			1532	2
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6	MA	Cole, Esteban			1543	2
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7	MA	Lopez, Eppie			1577	2
7	MA	Lopez, Eppie			1607	2
7	MA	Lopez, Eppie			1544	1
7	MA	Lopez, Eppie			1587	2
7	MA	Lopez, Eppie			1544	1
7	MA	Lopez, Eppie			1532	1
7	MA	Lopez, Eppie			1735	3
7	MA	Lopez, Eppie			1597	2
7	MA	Lopez, Eppie			1566	2
7	MA	Lopez, Eppie			1617	2
7	MA	Lopez, Eppie			1587	2
7	MA	Lopez, Eppie			1577	2
8	MA	Perez, Paula			1488	1
8	MA	Perez, Paula			1535	1
8	MA	Perez, Paula			1561	1
8	MA	Perez, Paula			1548	1
8	MA	Perez, Paula			1665	3
8	MA	Perez, Paula			1521	1
8	MA	Perez, Paula			1535	1
8	MA	Perez, Paula			1583	2
8	MA	Perez, Paula			1594	2
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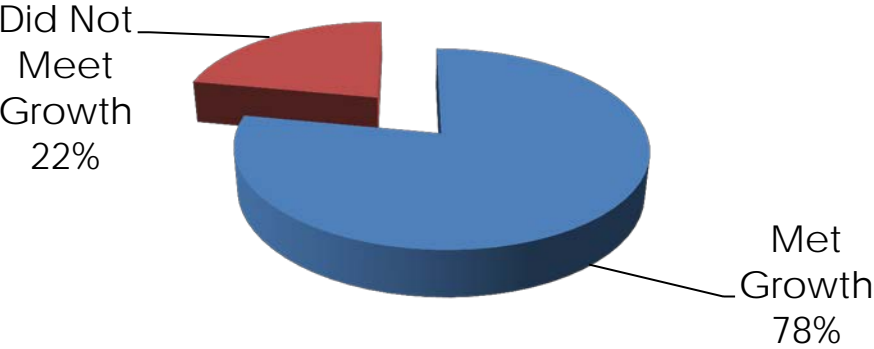
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		Total # tested A & B	377				
Studen ts who do not have A & B Tests							
0	MA	Petersen, Sheri			1141	2	
0	MA	Recuero, Reyes			1216	3	
1	MA	Herrera, Delia			1220	2	
1	MA	Herrera, Delia			1220	2	
1	MA	Herrera, Delia			1192	1	
1	MA	Villa, Daniel			1202	2	

B Scale Score	B Achievement Level	(A) Met Achievement Level Goal	(B) Met Achievement Level Goal	A-B SS Growth	Met Growth Goal (77)	From: DEA Comparative Growth A-B
1188						
1100						G
1266						
1138						
1113						
1150						
1150						
1138						
1059						G
1059						G
1248						
1162						
1125						
1100						
1349						G
1188						
1188	2	NO	NO	74	110	AVERAGE
1188	2	NO	NO	24	88	AVERAGE
1087						
1202						
1150						G
1100						G
1087						G
1113						G
1073						
1087						
1202						G
1202						
1100						G
1027						
1162						G
1202						G
1175						
1150						
1216	2	NO	YES	88	110	ABOVE AVG
1216						
1266						G
1087						G
1175						
1216						G
1231						
1175						G
1231						
1138						
1188						
1231						
1231						
1188						
1216						G

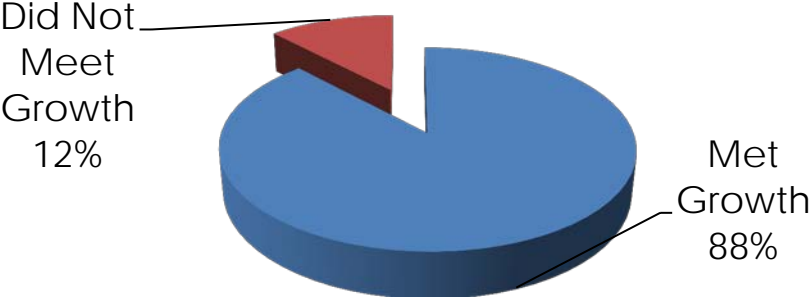
Math DEA Comp. Growth
Kindergarten - Ms. Pilar

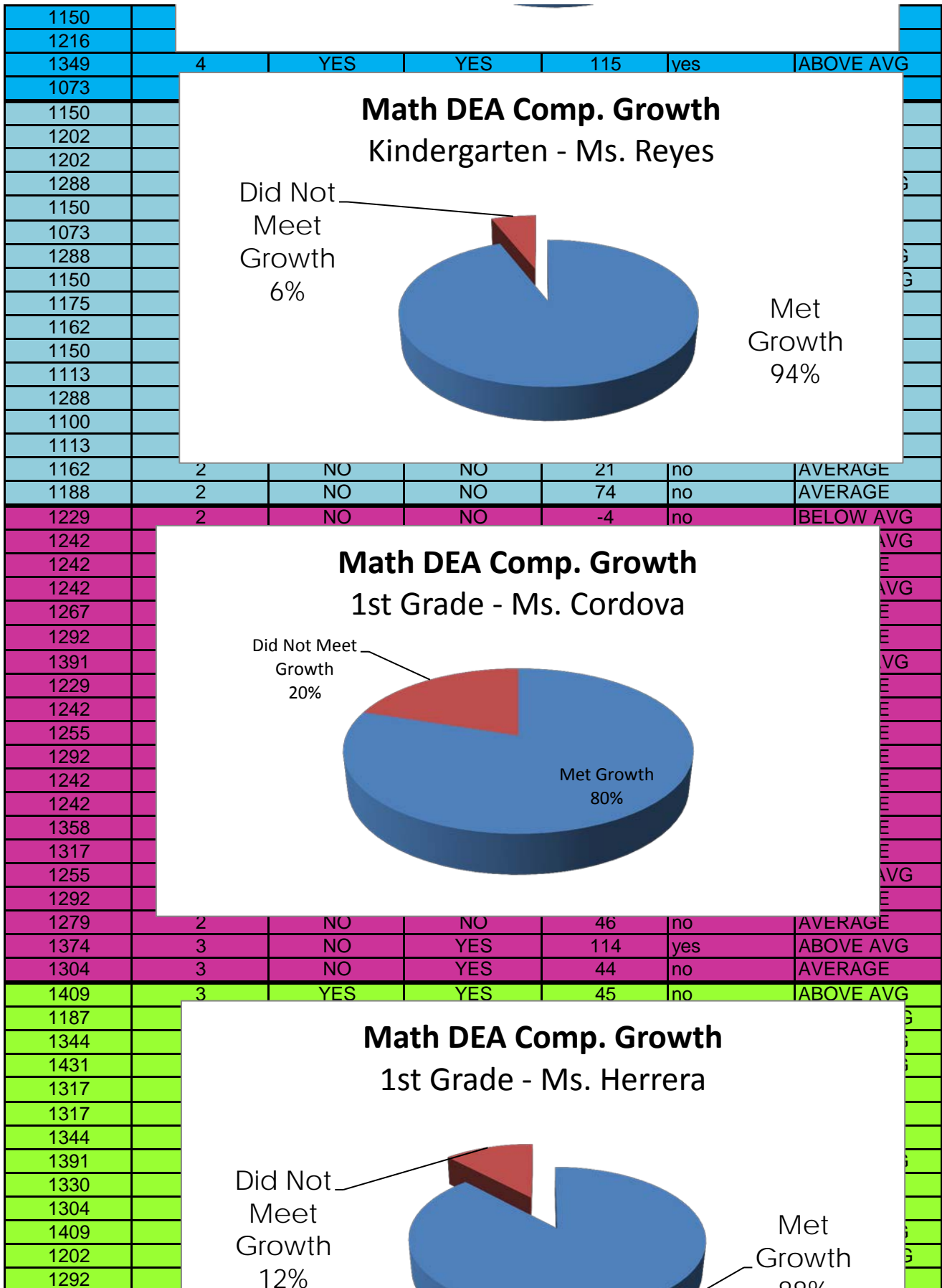


Math DEA Comp. Growth
Kindergarten - Ms. Hernandez



Math DEA Comp. Growth
Kindergarten - Mrs. Petersen



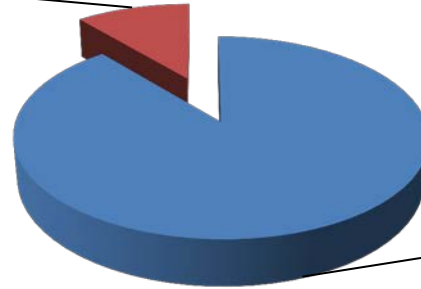


1317							
1292							
1458							
1255							
1330	3	NO	YES	124	yes	AVERAGE	
1279	2	NO	NO	59	no	AVERAGE	
1279	2	NO	NO	5	no	AVERAGE	
1229	2	NO	NO	37	no	BELOW AVG	
1242	2	NO	NO	50	no	AVERAGE	
1229	2	NO	NO	66	no	AVERAGE	
1458	4	NO	YES	184	yes	ABOVE AVG	
1330	3	NO	YES	56	no	AVERAGE	
1374	3	YES	YES	43	no	AVERAGE	
1374	3	YES	YES	58	no	AVERAGE	
1267							AVG
1304							
1255							
1267							
1216							AVG
1292							
1344							
1317							
1267							
1255							
1267							
1330							
1317							
1304							
1255							
1317							
1357	2	NO	NO	57	no	AVERAGE	
1271	2	NO	NO	8	no	AVERAGE	
1446							G
1464							G
1403							G
1379							
1368							
1315							
1403							
1417							
1315							
1347							
1304							
1391							
1325							
1417							G
1357							
1282							
1293		NO	NO	66		AVERAGE	
1259							VG
1293							VG
1271							
1403							
1484							

Math DEA Comp. Growth

1st Grade - Mr. Villa

Did Not
Meet
Growth
11%

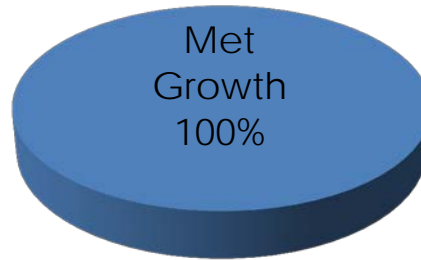


Met
Growth
89%

Math DEA Comp. Growth

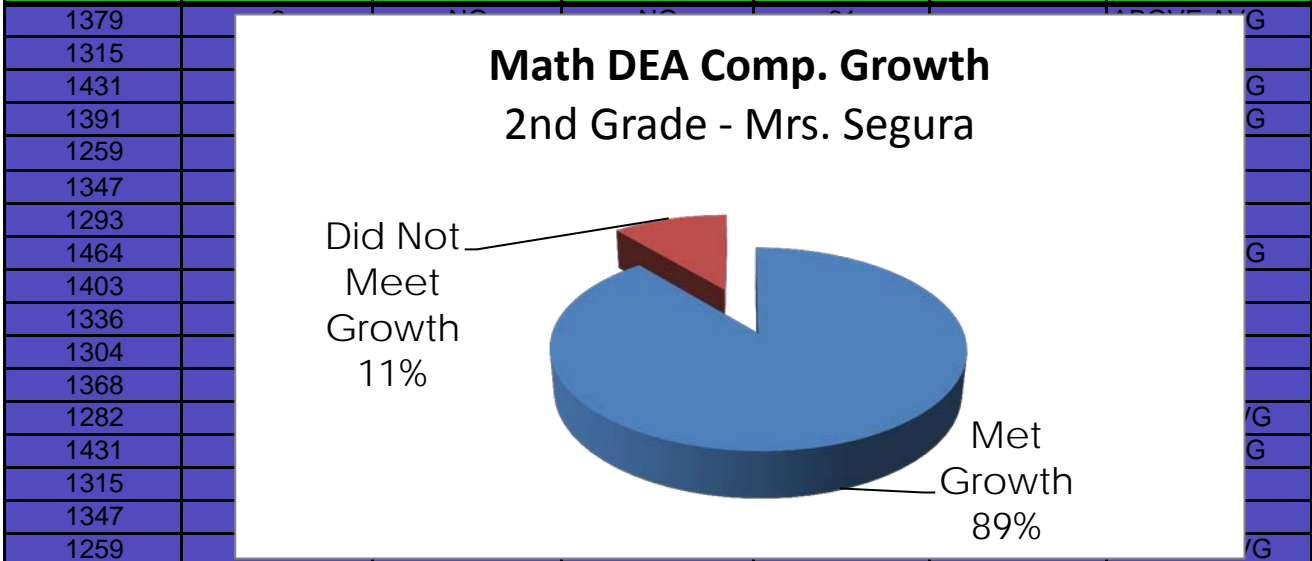
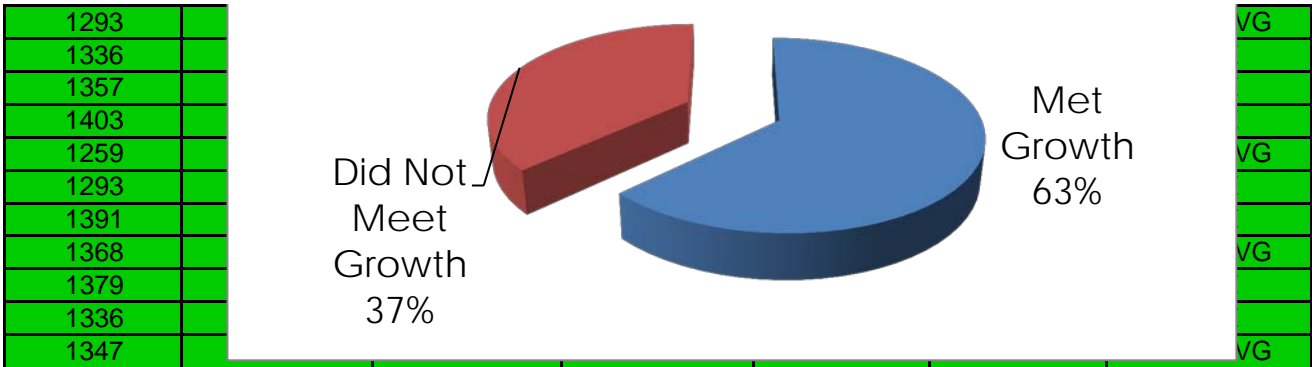
2nd Grade - Ms. Banks

Met
Growth
100%

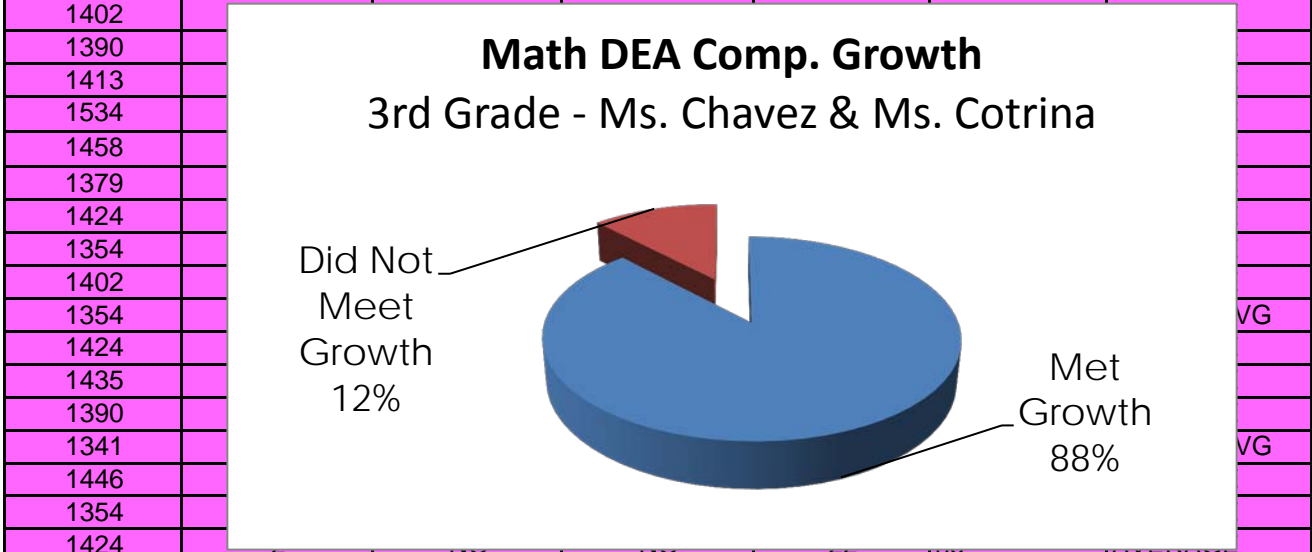


Math DEA Comp. Growth

2nd Grade - Mrs. Barraza



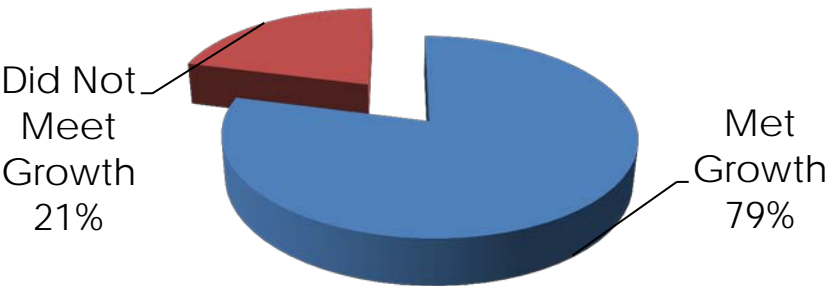
1391	3	NO	YES	67	no	AVERAGE
1295	1	NO	NO	34	no	BELOW AVG



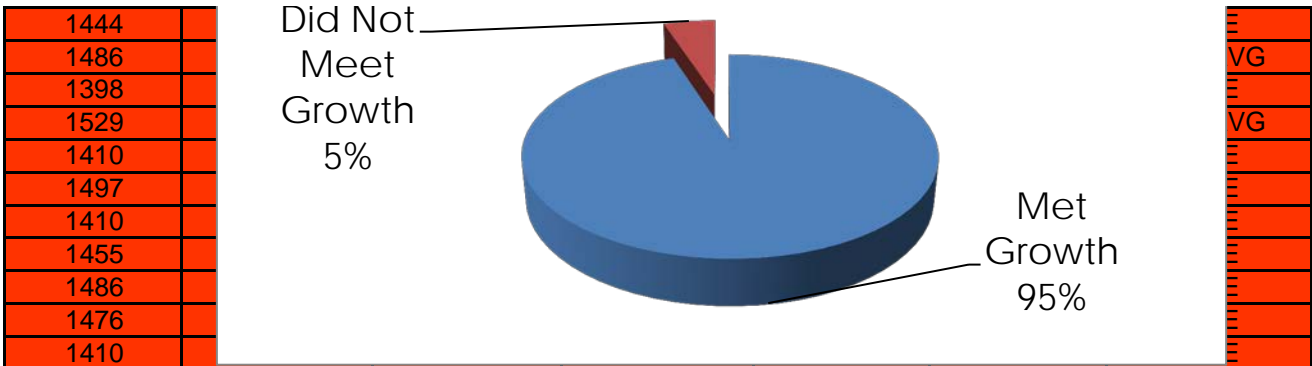
1367	2	NO	NO	13	no	AVERAGE
1413	2	NO	NO	172	yes	ABOVE AVG
1506	3	NO	YES	166	yes	ABOVE AVG
1435	2	NO	NO	21	no	AVERAGE
1424	2	NO	NO	84	yes	AVERAGE
1413	2	NO	NO	73	no	AVERAGE
1390	2	NO	NO	-36	no	BELOW AVG

1367	2	NO	NO	40	no	AVERAGE
1493	3	NO	YES	153	yes	ABOVE AVG
1413	2	NO	NO	47	no	AVERAGE
1367	2	NO	NO	1	no	AVERAGE
1469	3	NO	YES	43	no	AVERAGE
1390	2	NO	NO	50	no	AVERAGE
1327	1	NO	NO	86	yes	AVERAGE
1390	2	NO	NO	36	no	AVERAGE
1367	2	NO	NO	55	no	AVERAGE
1446	2	NO	NO	80	yes	AVERAGE
1354	2	NO	NO	-84	no	BELOW AVG
1519	3	NO	YES	81	yes	ABOVE AVG
1379	2	NO	NO	52	no	AVERAGE
1469	3	NO	YES	78	yes	AVERAGE
1458	3	NO	YES	92	yes	ABOVE AVG
1446	2	NO	NO	20	no	AVERAGE
1276	1	NO	NO	-78	no	BELOW AVG
1435	2	NO	NO	33	no	AVERAGE
1367	2	NO	NO	71	no	AVERAGE
1379	2	NO	NO	0	no	AVERAGE
1402	2	NO	NO	48	no	AVERAGE
1481	3	NO	YES	90	yes	ABOVE AVG
1481	3	NO	YES	55	no	ABOVE AVG
1507	2	NO	NO	42	no	AVERAGE
1476	2	NO	NO	11	no	AVERAGE
1497	2	NO	NO	11	no	AVERAGE
1486	2	YES	NO	110	yes	AVERAGE
1465	2	NO	NO	11	no	AVERAGE
1465	2	NO	NO	11	no	AVERAGE
1422	2	NO	NO	11	no	AVERAGE
1433	2	NO	NO	11	no	AVERAGE
1576	2	NO	NO	11	no	AVERAGE
1444	2	NO	NO	11	no	AVERAGE
1486	2	NO	NO	11	no	AVERAGE
1398	2	NO	NO	11	no	AVERAGE
1398	2	NO	NO	11	no	AVERAGE
1410	2	NO	NO	11	no	AVERAGE
1337	2	NO	NO	11	no	AVERAGE
1316	2	NO	NO	11	no	AVERAGE
1410	2	NO	NO	11	no	AVERAGE
1465	2	NO	NO	11	no	AVERAGE
1410	2	NO	NO	11	no	AVERAGE
1370	2	NO	NO	11	no	AVERAGE
1410	1	NO	NO	-3	no	AVERAGE
1385	1	NO	NO	-38	no	BELOW AVG
1465	2	NO	NO	31	no	AVERAGE
1465	2	YES	NO	-54	no	AVERAGE
1455	2	NO	NO	11	no	AVERAGE
1355	1	NO	NO	70	no	BELOW AVG
1486	2	NO	NO	11	no	AVERAGE
1507	2	NO	NO	11	no	AVERAGE
1540	2	NO	NO	11	no	AVERAGE
1398	2	NO	NO	11	no	AVERAGE
1465	2	NO	NO	11	no	AVERAGE

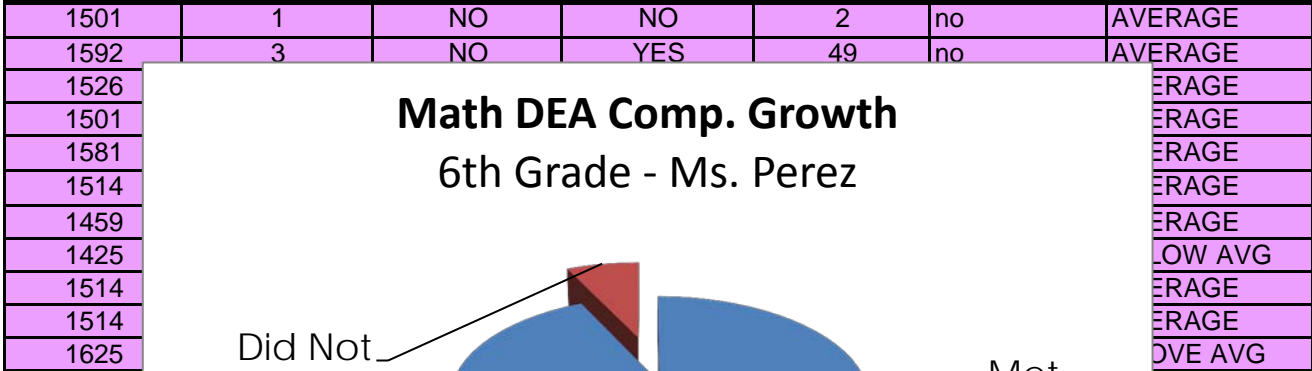
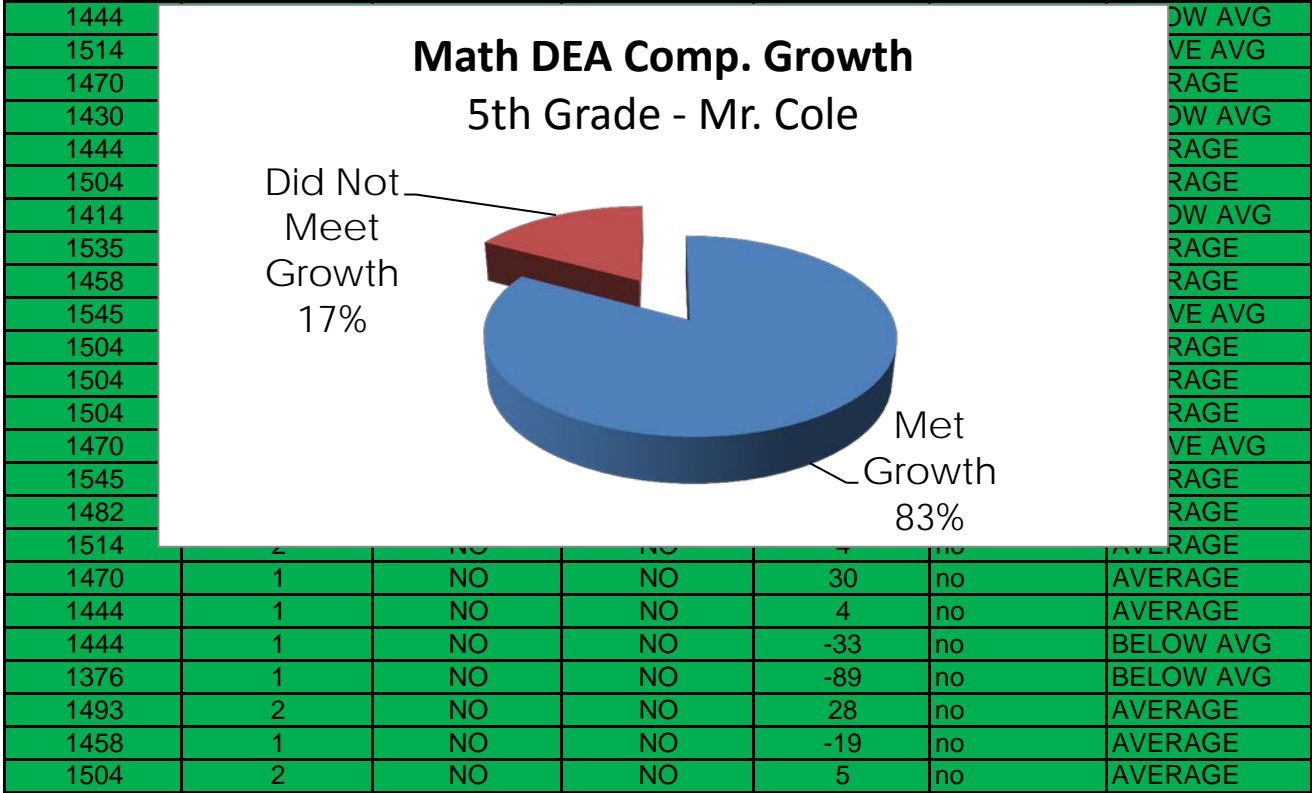
Math DEA Comp. Growth
4th Grade - Mrs. Graham



Math DEA Comp. Growth
4th Grade - Ms. Lidon



1524	2	NO	NO	71	no	ABOVE AVG
1430	1	NO	NO	4	no	AVERAGE
1444	1	NO	NO	33	no	AVERAGE
1482	2	NO	NO	56	no	AVERAGE
1493	2	NO	NO	5	no	AVERAGE
1514	2	NO	NO	37	no	AVERAGE



1559							AVERAGE
1537							AVERAGE
1548							OVE AVG
1459							LOW AVG
1548							AVERAGE
1548							AVERAGE
1501							AVERAGE

Meet
Growth
7%

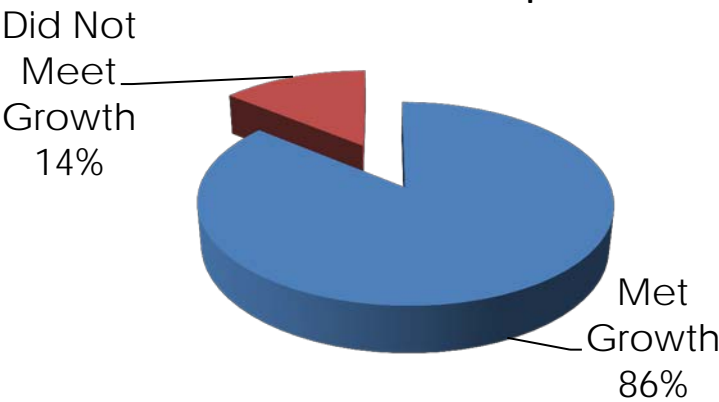


Met
Growth
93%

1501	1	NO	NO	27	no	AVERAGE
1474	1	NO	NO	-12	no	AVERAGE
1570	2	YES	NO	-15	no	AVERAGE
1759	3	YES	YES	79	yes	ABOVE AVG
1474	1	NO	NO	-25	no	AVERAGE
1570	2	NO	NO	71	no	AVERAGE
1548	2	NO	NO	16	no	AVERAGE
1501	1	NO	NO	2	no	AVERAGE
1526	2	NO	NO	81	yes	AVERAGE
1570	2	NO	NO	27	no	AVERAGE

1568	2	NO	NO	-9	no	AVERAGE
1663	3	NO	YES	66	no	ABOVE AVG

Math DEA Comp. Growth
7th Grade - Mr. Lopez

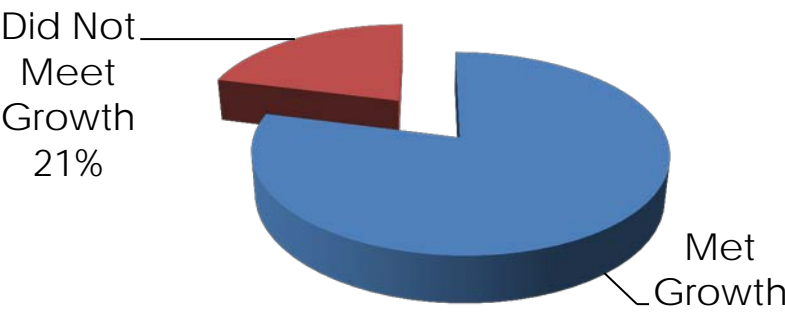


1579						AGE
1601						AGE
1543						W AVG
1601						AGE
1601						AGE
1642						E AVG
1653						E AVG
1642						AGE
1568						AGE
1543						W AVG
1579						AGE
1653						E AVG
1556						AGE
1601						AGE
1696						E AVG
1568						AGE

1579	2	NO	NO	13	no	AVERAGE
1601	2	NO	NO	-16	no	AVERAGE
1556	1	NO	NO	-31	no	BELOW AVG
1579	2	NO	NO	2	no	AVERAGE

1559	1	NO	NO	71	no	AVERAGE
1604						ERAGE
1532						LOW AVG
1516						LOW AVG
1663						ERAGE
1582						ERAGE
1593						ERAGE
1546						LOW AVG
1614						ERAGE
1663						OVE AVG
1582						ERAGE
1654						ERAGE
1546						ERAGE
1571						LOW AVG
1532						ERAGE

Math DEA Comp. Growth
8th Grade - Mr. Doyle/Mr. Elguera



[illegible]

[illegible]

Met A Achievement	13%	2			
Met B Achievement	19%	3			
Met A-B Growth	13%	2			
Met DEA Comp Growth	94%	15			
Total Students		16			
Met Growth	94				
Did Not Meet Growth	6				
Met A Achievement	20%	4		ALL 1st	
Met B Achievement	40%	8		Met A	17
Met A-B Growth	35%	7		Met B	35
Met DEA Comp Growth	80%	16		Met A-B	21
Total Students		20		Met DEA Comp Growth	54
				Total Student	63
Met Growth	80				
Did Not Meet Growth	20				
Met A Achievement	25%	6			
Met B Achievement	67%	16			
Met A-B Growth	58%	14			
Met DEA Comp Growth	88%	21			
Total Students		24			
Met Growth	88				
Did Not Meet Growth	12				

Met A Achievement	37%	7			
Met B Achievement	58%	11			
Met A-B Growth	0%	0			
Met DEA Comp Growth	89%	17			
Total Students		19			
Met Growth	89				
Did Not Meet Growth	11				
Met A Achievement	0%	0		ALL 2nd Grade	
Met B Achievement	37%	7		Met A	6
Met A-B Growth	16%	3		Met B	17
Met DEA Comp Growth	100%	19		Met A-B	9
Total Students		19		Met DEA Comp Growth	45
				Total Student	53
Met Growth	100				
Did Not Meet Growth	0				
Met A Achievement	38%	6			
Met B Achievement	25%	4			
Met A-B Growth	6%	1			
Met DEA Comp Growth	63%	10			
Total Students		16			

[illegible]

[illegible]

[illegible]

[illegible]

Grade	Subject	Teacher Name (Last, First)	Last Name (student)	First Name (student)	A Scale Score
0	RE	Jaurrietta, Pilar			1144
0	RE	Jaurrietta, Pilar			1144
0	RE	Jaurrietta, Pilar			1233
0	RE	Jaurrietta, Pilar			1197
0	RE	Jaurrietta, Pilar			1209
0	RE	Jaurrietta, Pilar			1144
0	RE	Jaurrietta, Pilar			1209
0	RE	Jaurrietta, Pilar			1171
0	RE	Jaurrietta, Pilar			1197
0	RE	Jaurrietta, Pilar			1221
0	RE	Jaurrietta, Pilar			1233
0	RE	Jaurrietta, Pilar			1184
0	RE	Jaurrietta, Pilar			1158
0	RE	Jaurrietta, Pilar			1221
0	RE	Jaurrietta, Pilar			1283
0	RE	Jaurrietta, Pilar			1184
0	RE	Jaurrietta, Pilar			1221
0	RE	Jaurrietta, Pilar			1209
0	RE	Jaurrietta, Pilar			1144
0	RE	Munoz, Mayra			1171
0	RE	Munoz, Mayra			1071
0	RE	Munoz, Mayra			1171
0	RE	Munoz, Mayra			1197
0	RE	Munoz, Mayra			1184
0	RE	Munoz, Mayra			1171
0	RE	Munoz, Mayra			1071
0	RE	Munoz, Mayra			1184
0	RE	Munoz, Mayra			1197
0	RE	Munoz, Mayra			1093
0	RE	Munoz, Mayra			1171
0	RE	Munoz, Mayra			1128
0	RE	Munoz, Mayra			1197
0	RE	Munoz, Mayra			1184
0	RE	Munoz, Mayra			1128
0	RE	Munoz, Mayra			1270
0	RE	Munoz, Mayra			1209
0	RE	Munoz, Mayra			1209
0	RE	Petersen, Sheri			1184
0	RE	Petersen, Sheri			1209
0	RE	Petersen, Sheri			1171
0	RE	Petersen, Sheri			1197
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0	RE	Petersen, Sheri			1144
0	RE	Petersen, Sheri			1209
0	RE	Petersen, Sheri			1197
0	RE	Petersen, Sheri			1171
0	RE	Petersen, Sheri			1312

0	RE	Petersen, Sheri			1209
0	RE	Petersen, Sheri			1158
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0	RE	Recuero, Reyes			1171
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0	RE	Recuero, Reyes			1171
0	RE	Recuero, Reyes			1111
0	RE	Recuero, Reyes			1128
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1	RE	Cordova, Michelle			1242
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1	RE	Cordova, Michelle			1209
1	RE	Cordova, Michelle			1287
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1	RE	Herrera, Delia			1209
1	RE	Herrera, Delia			1339
1	RE	Herrera, Delia			1209
1	RE	Herrera, Delia			1253
1	RE	Herrera, Delia			1276

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1	RE	Herrera, Delia			1209
1	RE	Herrera, Delia			1159
1	RE	Villa, Daniel			1276
1	RE	Villa, Daniel			1242
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1	RE	Villa, Daniel			1209
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2	RE	Banks, Alicia			1269
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2	RE	Banks, Alicia			1305
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2	RE	Banks, Alicia			1317
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4	RE	Lidon, Maria			1401
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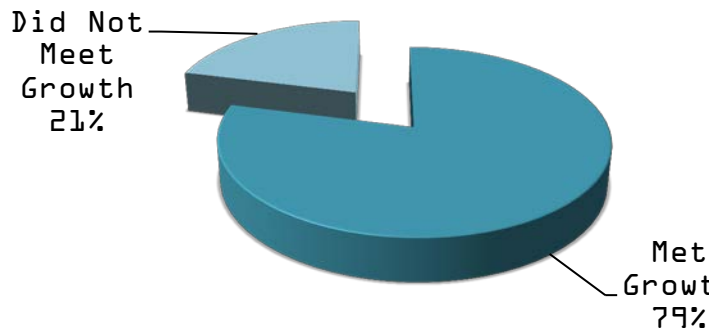
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5	RE	Doyle, James			1556
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5	RE	Doyle, James			1376
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5	RE	Doyle, James			1463
5	RE	Doyle, James			1438
5	RE	Doyle, James			1568
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5	RE	Doyle, James			1451
6	RE	Cole, Esteban			1529
6	RE	Cole, Esteban			1595
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6	RE	Cole, Esteban			1518
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6	RE	Cole, Esteban			1551

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6	RE	Cole, Esteban			1684
6	RE	Cole, Esteban			1669
6	RE	Cole, Esteban			1495
6	RE	Cole, Esteban			1540
6	RE	Cole, Esteban			1507
6	RE	Cole, Esteban			1483
6	RE	Cole, Esteban			1507
6	RE	Cole, Esteban			1529
7	RE	Lopez, Eppie			1548
7	RE	Lopez, Eppie			1650
7	RE	Lopez, Eppie			1598
7	RE	Lopez, Eppie			1588
7	RE	Lopez, Eppie			1450
7	RE	Lopez, Eppie			1618
7	RE	Lopez, Eppie			1480
7	RE	Lopez, Eppie			1628
7	RE	Lopez, Eppie			1386
7	RE	Lopez, Eppie			1689
7	RE	Lopez, Eppie			1538
7	RE	Lopez, Eppie			1433
7	RE	Lopez, Eppie			1466
7	RE	Lopez, Eppie			1578
7	RE	Lopez, Eppie			1517
7	RE	Lopez, Eppie			1588
7	RE	Lopez, Eppie			1704
7	RE	Lopez, Eppie			1538
7	RE	Lopez, Eppie			1559
7	RE	Lopez, Eppie			1608
7	RE	Lopez, Eppie			1588
7	RE	Lopez, Eppie			1466
8	RE	Perez, Paula			1490
8	RE	Perez, Paula			1664
8	RE	Perez, Paula			1570
8	RE	Perez, Paula			1527
8	RE	Perez, Paula			1642
8	RE	Perez, Paula			1442
8	RE	Perez, Paula			1664
8	RE	Perez, Paula			1590
8	RE	Perez, Paula			1527
8	RE	Perez, Paula			1610
8	RE	Perez, Paula			1610
8	RE	Perez, Paula			1689
8	RE	Perez, Paula			1538

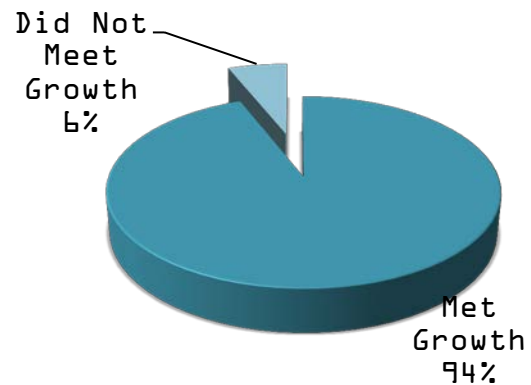
8	RE	Perez, Paula			1590
8	RE	Perez, Paula			1703
8	RE	Perez, Paula			1664
8	RE	Perez, Paula			1590
8	RE	Perez, Paula			1642
		Total # tested A & B	0		
Students who do not have A & B Tests					
1	RE	Herrera, Delia			1209
1	Villa, Dar	Jimenez			2
5	Doyle, Ja	Romero			1
5	Perez, Pa	Romero			1
8	RE	Perez, Paula			1549

A Achievement Level	B Scale Score	B Achievement Level	(A) Met Achievement Level Goal	(B) Met Achievement Level Goal	A-B Growth	Met Growth Goal (72)
1	1215	2	NO	NO	71	no
1	1250	2	NO	NO	100	no
2	1286	2	NO	NO	100	no
1	1215	2	NO	NO	71	no
2	1239	2	NO	NO	71	no
1	1227	2	NO	NO	71	no
2	1203	2	NO	NO	71	no
1	1131	2	NO	NO	71	no
1	1163	2	NO	NO	71	no
2	1190	2	NO	NO	71	no
2	1274	2	NO	NO	71	no
1	1215	2	NO	NO	71	no
1	1163	2	NO	NO	71	no
2	1227	2	NO	NO	71	no
3	1299	2	NO	NO	71	no
1	1262	2	NO	NO	71	no
2	1239	2	NO	NO	71	no
2	1274	2	NO	NO	71	no
1	1190	1	NO	NO	46	no
1	1262	3	NO	YES	91	yes
1	1227	2	NO	NO	71	no
1	1190	2	NO	NO	71	no
1	1148	2	NO	NO	71	no
1	1203	2	NO	NO	71	no
1	1203	2	NO	NO	71	no
1	1203	2	NO	NO	71	no
1	1299	2	NO	NO	71	no
1	1327	2	NO	NO	71	no
1	1177	2	NO	NO	71	no
1	1203	2	NO	NO	71	no
1	1203	2	NO	NO	71	no
1	1262	2	NO	NO	71	no
1	1190	2	NO	NO	71	no
1	1203	2	NO	NO	71	no
3	1327	2	NO	NO	71	no
2	1239	2	NO	NO	71	no
2	1327	2	NO	NO	71	no
1	1262	2	NO	NO	71	no
2	1190	2	NO	NO	71	no
1	1190	2	NO	NO	71	no
1	1274	2	NO	NO	71	no
2	1312	2	NO	NO	71	no
2	1177	2	NO	NO	71	no
1	1274	2	NO	NO	71	no
1	1091	2	NO	NO	71	no
1	1215	2	NO	NO	71	no
2	1262	2	NO	NO	71	no
1	1262	2	NO	NO	71	no
1	1190	2	NO	NO	71	no
3	1299	2	NO	NO	71	no

Reading DEA Comp. Growth Kindergarten - Ms. Pilar



Reading DEA Comp. Growth Kindergarten - Ms. Hernandez



REadingDEA Comp. Growth Kindergarten - Ms. Petersen

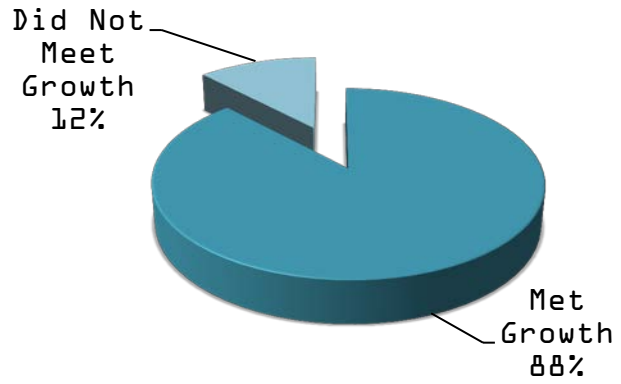


2	1239	
1	1227	
3	1312	

2	1190	1	NO	NO	-31	no
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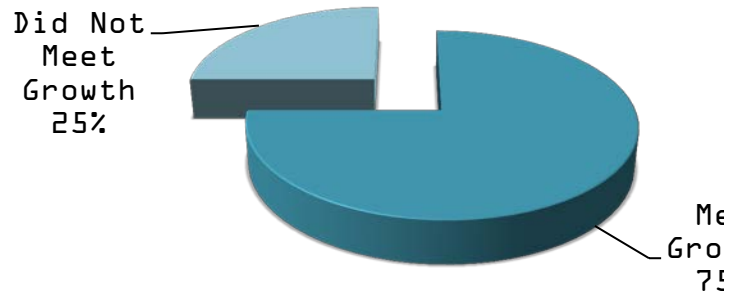
3	1215	2
1	1190	
1	1274	
2	1262	
1	1227	
1	1177	
3	1299	
1	1239	
1	1239	
1	1131	
1	1215	
1	1190	
3	1274	
1	1215	
1	1190	
1	1203	
2	1215	

Reading DEA Comp. Growth Kindergarten - Ms. Reyes



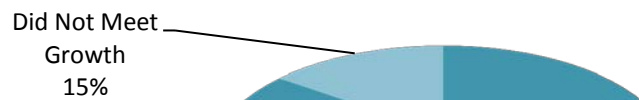
2	1193	1	NO	NO	-49	no
2	1264	2	NO	NO	55	no
1	1253	0	NO	NO	04	yes

Math DEA Comp. Growth 1st Grade - Ms. Cordova



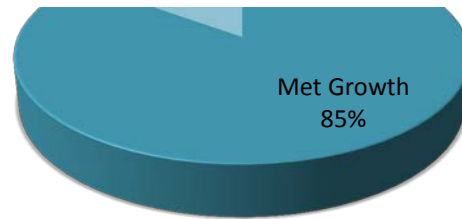
2	1264	2	NO	NO	11	no
2	1354	2	NO	NO	67	no
1	1264	2	NO	NO	91	yes
2	1370	3	NO	YES	83	yes
2	1180	1	NO	NO	-51	no
2	1229	2	NO	NO	20	no
1	1180	1	NO	NO	7	no

Reading DEA Comp. Growth 1st Grade - Ms. Herrera



2	1253	
2	1276	
2	1288	
2	1312	
2	1354	
2	1276	
2	1276	
2	1312	

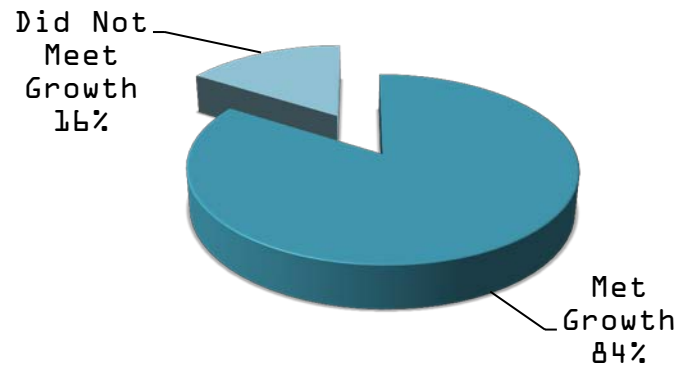
2	1229
1	1166
2	1253
2	1264
2	1229
2	1253
1	1229
2	1241



2	1229	2	NO	NO	-13	no
1	1253	2	NO	NO	68	no
2	1193	1	NO	NO	-16	no
2	1218	2	NO	NO	9	no
1	1300	2	NO	NO	141	yes
2	1312	2	NO	NO	36	no

2	1264
2	1325
2	1325
2	1218
2	1218
2	1218
1	1193
2	1300
2	1312
2	1264
2	1300
1	1253
2	1193
2	1312
2	1253
2	1193
2	1241
2	1241

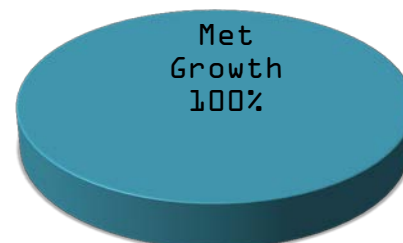
Reading DEA Comp. Growth 1st Grade - Mr. Villa



2	1241	2	NO	NO	32	no
2	1241	2	NO	NO	10	no
1	1436	3	NO	YES	119	yes
2	1369	2	NO	NO	41	no

2	1476
3	1510
1	1336
1	1275
1	1313
1	1347
2	1401
3	1391
1	1347
3	1462
2	1401
2	1436
2	1401
2	1510
2	1510
1	1336

Reading DEA Comp. Growth 2nd Grade - Ms. Banks



1	1289	1	NO	NO	-16	no
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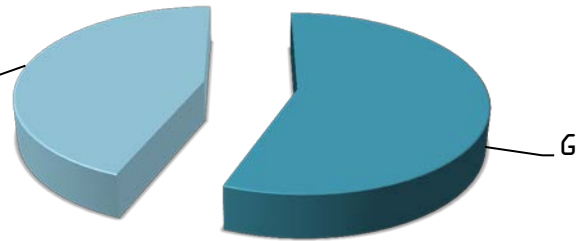
1	1260
2	1424
1	1325

Reading DEA Comp. Growth 2nd Grade - Mrs. Barrera

3	1380
3	1391
2	1380
3	1391
2	1347
1	1325
2	1301
1	1226
2	1336
2	1413
2	1380
1	1244
2	1401

2nd Grade - Mrs. Barralza

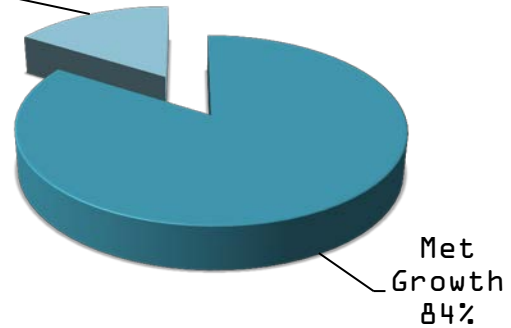
Did Not
Meet
Growth
44%



1	1369	2	NO	NO	76	yes
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Reading DEA Comp. Growth 2nd Grade - Mrs. Segura

Did Not
Meet
Growth
16%

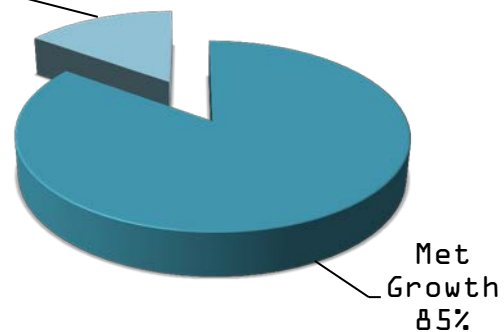


2	1336	2	NO	NO	-35	no
---	------	---	----	----	-----	----

1	1350	1	NO	NO	7	no
2	1441	2	NO	NO	10	no
1	1431	2	NO	NO	88	yes
2	1392	2	NO	NO	2	no

Reading DEA Comp. Growth 3rd Grade - Ms. Chavez & Ms. Cotrina

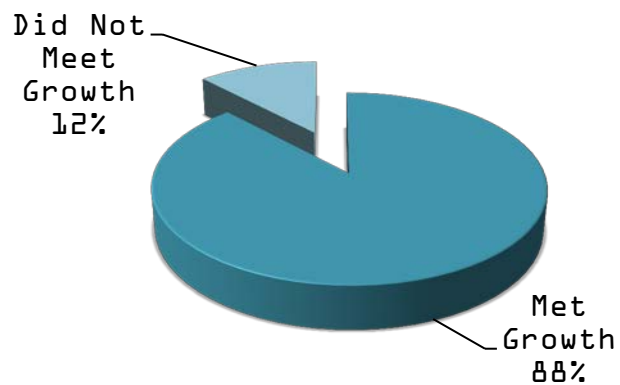
Did Not
Meet
Growth
15%



2	1361	1	NO	NO	-6	no
2	1421	2	NO	NO	0	no
1	1312	1	NO	NO	-31	no

2	1421	2	NO	NO	10	no
1	1297	1	NO	NO	-4	no
2	1338	1	NO	NO	-41	no
2	1451	2	NO	NO	30	no
2	1350	1	NO	NO	-81	no
3	1461	3	YES	YES	-48	no
1	1338	1	NO	NO	8	no
2	1372	2	NO	NO	-80	no
2	1350	1	NO	NO	-40	no
1	1297	1	NO	NO	-33	no
2	1421	2	NO	NO	31	no
1	1338	1	NO	NO	-18	no
1	1412	2	NO	NO	56	no
2	1402	2	NO	NO	35	no
2	1338	1	NO	NO	-62	no
2	1312	1	NO	NO	-55	no
1	1382	2	NO	NO	26	no
2	1382	2	NO	NO	-29	no
2	1312	1	NO	NO	-67	no
2	1412	2	NO	NO	12	no
1	1312	1	NO	NO	-31	no
1	1361	1	NO	NO	60	no
2	1338	1	NO	NO	-29	no
1	1372	2	NO	NO	16	no
2	1421	2	NO	NO	10	no
2	1501	2	NO	NO	-21	no
1	1538	3	NO	YES	109	yes

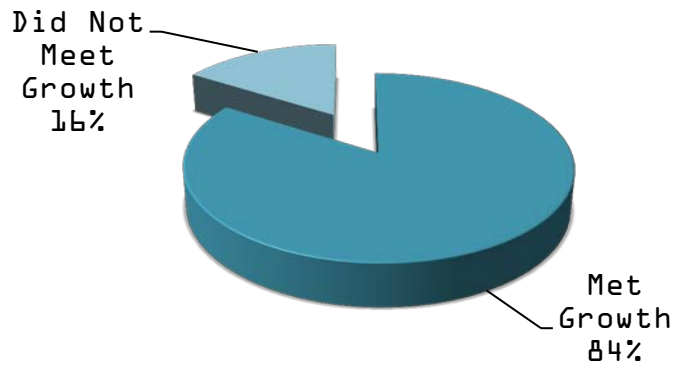
Reading DEA Comp. Growth 4th Grade - Mrs. Graham



1	1453	2	NO	NO	85	yes
2	1428	1	NO	NO	-25	no
2	1400	1	NO	NO	-41	no
2	1513	2	NO	NO	2	no
2	1538	3	NO	YES	61	no
3	1501	2	YES	NO	-45	no
1	1477	2	NO	NO	76	yes
2	1453					
1	1466					
1	1328					
2	1428					

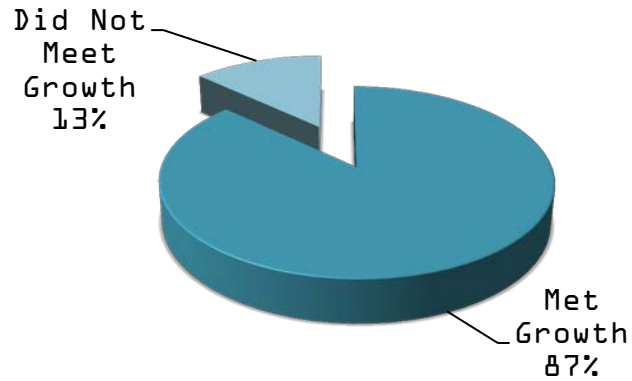
Reading DEA Comp. Growth 4th Grade - Ms. Lidon

2	1501	
1	1453	
2	1513	
1	1466	
1	1466	
2	1538	
1	1385	
2	1551	
2	1415	
1	1415	
2	1453	
1	1477	



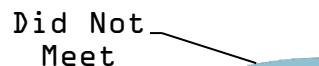
1	1415	1	NO	NO	29	no
3	1538	3	YES	YES	-8	no
2	1525	3	NO	YES	48	no
2	1585	3	NO	YES	29	no

Reading DEA Comp. Growth 5th Grade - Mr. Cole



3	1585	3	YES	YES	-40	no
3	1585	3	YES	YES	-40	no
2	1480	1	NO	NO	-52	no
2	1502	2	NO	NO	-66	no
2	1403	1	NO	NO	-95	no
3	1547	2	YES	NO	-62	no
1	1418	1	NO	NO	-45	no
1	1457	1	NO	NO	-18	no
1	1368	1	NO	NO	-95	no
1	1418	1	NO	NO	-20	no
2	1536	2	NO	NO	-32	no
1	1444	1	NO	NO	-7	no
1	1468	1	NO	NO	17	no
2	1520	2	NO	NO	-9	no
2	1704	4	NO	YES	109	yes
1	1432	1	NO	NO	-10	no

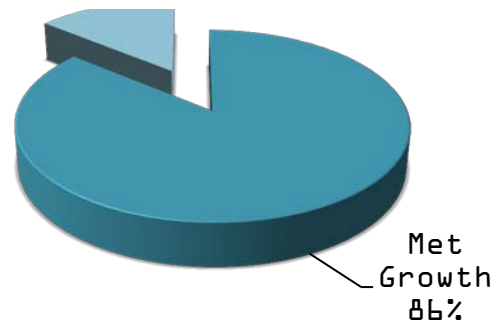
Reading DEA Comp. Growth 6th Grade - Ms. Perez



1	1499	
3	1622	
2	1622	
1	1462	
1	1520	
2	1487	

1	1462
3	1645
2	1561
1	1499
2	1487
1	1601
1	1487
1	1462
1	1531
1	1510

Growth
14%

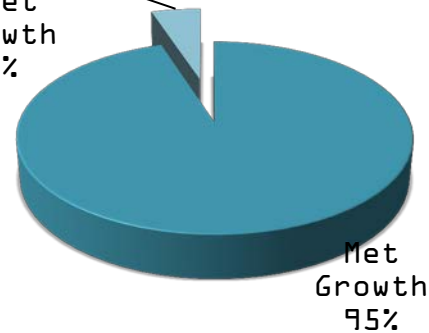


1	1520	2	NO	NO	50	no
3	1633	3	YES	YES	-51	no
3	1686	3	YES	YES	17	no
1	1462	1	NO	NO	-33	no
2	1531	2	NO	NO	-9	no
1	1510	2	NO	NO	3	no
1	1510	2	NO	NO	27	no
1	1541	2	NO	NO	34	no
2	1581	2	NO	NO	52	no

2	1424	1	NO	NO	-124	no
3	1642	3	YES	YES	-8	no
2	1591	2	NO	NO	7	no

Reading DEA Comp. Growth 7th Grade - Mr. Lopez

Did Not
Meet
Growth
5%



2	1591
2	1591
1	1529
3	1601
1	1581
3	1653
1	1517
3	1631
2	1517
1	1478
1	1540
2	1653
1	1529
2	1551
3	1642
2	1517
2	1529

2	1689	3	NO	YES	81	yes
2	1571	2	NO	NO	-17	no
1	1591	2	NO	NO	125	yes

1	1468
3	1608
2	1662
2	1494
3	1650
1	1494
3	1608
2	1539
2	1453
2	1628
2	1528
3	1704
2	1482

Reading DEA Comp. Growth 8th Grade - Mr. Doyle/Mr. Elguera

Did Not
Meet
Growth
17%



2	1559					
3	1704					
3	1650					
2	1468					
3	1675	3	YES	YES	33	no
			TEST A	TEST B		
	TOTAL MET ACHIEVEMENT GOAL		43	74	TOTAL MET GROWTH GOAL	
	% THAT MET ACHIEVEMENT GOAL		11%	20%	% MET GROWTH GOAL	
2						
2						



Met Growth 83%

BELOW AVG

at
with
5%

BE					
BE					
BE					
BE					
VG					
BE					
BE					
BE					
AVERAGE					
AVERAGE					
BELOW AVG					
AVERAGE					
ABOVE AVG					
AVERAGE	Met A Achievement	0	0%		
AGE	Met B Achievement	0	0%		
BE AVG	Met A-B Growth	2	11%		
AGE	Met DEA Comp Growth	16	84%		
AGE	Total Students	19			
AGE					
V AVG	Met Growth	84			
AGE	Did Not Meet Growth	16			
BE AVG					
AGE					
AGE					
BE AVG					
BE AVG					
V AVG					
AGE					
AGE					
V AVG					
AVERAGE					
AVERAGE					
ABOVE AVG	Met A Achievement	3	16%		ALL 2nd
AVERAGE	Met B Achievement	7	37%		Met A
G	Met A-B Growth	4	21%		Met B
	Met DEA Comp Growth	19	100%		Met A-B
	Total Students	19			Met DEA Comp Growth
					Total Student
	Met Growth	100			
	Did Not Meet Growth	0			
G					
G					
G					
AVERAGE					
S	Met A Achievement	3	19%		
	Met B Achievement	2	13%		
	Met A-B Growth	1	6%		

Met rowth 56%	Met DEA Comp Growth	9	56%		
	Total Students	16			
	Met Growth	56			
	Did Not Meet Growth	44			
AVERAGE	Met A Achievement	1	5%		
	Met B Achievement	4	21%		
	Met A-B Growth	4	21%		
	Met DEA Comp Growth	16	84%		
	Total Students	19			
	Met Growth	84			
	Did Not Meet Growth	16			
AVERAGE					
AVERAGE	Met A Achievement	3	6%		ALL 3rd
AVERAGE	Met B Achievement	3	6%		Met A
ABOVE AVG	Met A-B Growth	1	2%		Met B
AVERAGE	Met DEA Comp Growth	41	85%		Met A-B
AVG	Total Students	48			Met DEA Comp Growth
GE					Total Student
AVG	Met Growth	85			
GE	Did Not Meet Growth	15			
GE					
GE					
GE					
AVG					
GE					
GE					
AVG					
GE					
GE					
GE					
GE					
GE					
AVERAGE					
AVERAGE					
AVERAGE					

[illegible]

AVERAGE	Met A Achievement	4	17%		ALL 4th
ABOVE AVG	Met B Achievement	6	25%		Met A
AVERAGE	Met A-B Growth	7	29%		Met B
AVERAGE	Met DEA Comp Growth	21	88%		Met A-B
ABOVE AVG	Total Students	24			Met DEA Comp Growth
ABOVE AVG					Total Student

[illegible]

AVERAGE					
AVERAGE					
BELOW AVG					
AVERAGE					
ABOVE AVG					
AVERAGE					

AVERAGE	Met A Achievement	1	5%		
SE	Met B Achievement	4	21%		
SE	Met A-B Growth	2	11%		
VG	Met DEA Comp Growth	16	84%		
VG	Total Students	19			

	SE				
	SE	Met Growth	84		
	SE	Did Not Meet Growth	16		
	SE				
	SE				
	VG				
	VG				
	VG				
	SE				
	SE				
	SE				
AVERAGE					
AVERAGE					
AVERAGE					
ABOVE AVG	Met A Achievement	5	17%		ALL 5th
SE	Met B Achievement	4	13%		Met A
VG	Met A-B Growth	1	3%		Met B
VG	Met DEA Comp Growth	26	87%		Met A-B
SE	Total Students	30			Met DEA Comp Growth
SE					Total Student
SE	Met Growth	87			
VG	Did Not Meet Growth	13			
SE					
VG					
SE					
SE					
VG					
VG					
SE					
SE					
SE					
AVERAGE					
AVERAGE					
AVERAGE					
AVERAGE					
BELOW AVG					
AVERAGE					
AVERAGE					
AVERAGE					
BELOW AVG					
AVERAGE					
AVERAGE					
AVERAGE					
AVERAGE					
AVERAGE	Met A Achievement	4	14%		ALL 6th
ABOVE AVG	Met B Achievement	7	25%		Met A
BELOW AVG	Met A-B Growth	5	18%		Met B
ERAGE	Met DEA Comp Growth	24	86%		Met A-B
ERAGE	Total Students	28			Met DEA Comp Growth
OVE AVG					Total Student
ERAGE	Met Growth	86			
ERAGE	Did Not Meet Growth	14			
OW AVG					

ERAGE					
ERAGE					
ERAGE					
ERAGE					
OW AVG					
DVE AVG					
ERAGE					
ERAGE					
ERAGE					
DVE AVG					
AVERAGE					
AVERAGE					
AVERAGE					
BELOW AVG					
AVERAGE					
AVERAGE					
AVERAGE					
AVERAGE					
AVERAGE					
BELOW AVG	Met A Achievement	5	23%		ALL 8th
AVERAGE	Met B Achievement	6	27%		Met A
AVERAGE	Met A-B Growth	7	32%		Met B
E	Met DEA Comp Growth	21	95%		Met A-B
E	Total Students	22			Met DEA Comp Growth
E					Total Student
E	Met Growth	95			
E	Did Not Meet Growth	5			
E					
E					
E					
E					
E					
VG					
E					
E					
E					
E					
E					
AVERAGE					
ABOVE AVG					
AVERAGE					
ABOVE AVG					
AVERAGE	Met A Achievement	7	39%		ALL Kinderga
	Met B Achievement	6	33%		Met A
G	Met A-B Growth	1	6%		Met B
	Met DEA Comp Growth	15	83%		Met A-B
	Total Students	18			Met DEA Comp Growth
G					Total Student
	Met Growth	83			
	Did Not Meet Growth	17			
G					
G					

G					
ABOVE AVG					
	TOTAL MET COMPARATIVE GROWTH				
62	ABOVE AVERAGE		55	15%	
16%	AVERAGE		266	70%	
	BELOW AVERAGE		58	15%	

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		La Promesa Early Learning Center		School State ID Number	528	
Head Administrator		Chris Jones		School Year	2016-2017	
Governing Board Approval Date		January 31, 2017		Submission Date	January 31, 2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	May 2017
		X				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
Q1 and Q3 Growth	Program-Evaluation Staff evaluation of academic program using the AdvancED annual self-assessment	January 2017 – March 2017	Director Assistant Principal Instructional Staff	Development of needs assessment “executive summary” based on analysis of self-assessment	<ul style="list-style-type: none"> Executive Summary Academic Master Plan for SY 17-18 PD Calendar 	
Q1 and Q3 Growth	Understanding SIP Goals. Understanding of improvement plan design, goals, expectations, and process to ensure improvement in Discovery Education Assessment results. Accomplished via: <ul style="list-style-type: none"> Professional Development Monday Memo Implementation of Student and Teacher Data Charts to assist in self-monitoring 	November 2016 – May 2017	Director Assistant Principal Bilingual Coordinator Instructional Staff Students	Whole-school awareness of SIP Goals and implementation of differentiation that is monitored by both students and teachers	<ul style="list-style-type: none"> School-Wide Data Walls Individual and Teacher Data Charts Mandatory PDP Goal-NM Teach Domain 3 Increased SCA Scores 	
Q1 and Q3 Growth	Understanding Discovery Education Assessment Results. After the administration of MOY Discovery Education Assessment, teachers will analyze and graph the results of Discovery Education Tests B – D, comparing scores to Test A in	January 2017	Director Assistant Principal Bilingual Coordinator Instructional Staff Students	Whole-school awareness of progress toward meeting required academic performance indicators in reading and math	<ul style="list-style-type: none"> Academic Indicator Analysis (Spreadsheet) Individual Student Goal Setting Charts 	

PROPOSED: PEC Charter School Improvement Plan (SIP)

	order to monitor progress toward meeting academic indicators					
Q1 and Q3 Growth	Identifying Q1 and Q3 Students. Disaggregation of SCA and PARCC results to identify lowest and highest performing students.	August 2016 – February 2017	Director Assistant Principal Bilingual Coordinator Instructional Staff	Teacher identification of Q1 and Q3 students. Classroom use of flexible grouping. Use of differentiated instructional strategies that includes remediation and acceleration opportunities for students.	<ul style="list-style-type: none"> SAT Referrals – remediation and acceleration Retention Referrals Lesson Plans Increased Proficiency as indicated by DEA Tests C and D 	
Q1 and Q3 Growth	Reading and Math Intervention. Adoption and implementation of effective intervention programs to increase reading and math proficiency.	August 2016 – January 2017	Director Assistant Principal Bilingual Coordinator Instructional Staff – teachers and assistants Students	Identification of Q1 students for intensive intervention. Closing of Q1 gaps in reading and math.	<ul style="list-style-type: none"> SAT Referrals – remediation and acceleration Retention Referrals Intervention Plans Increased Proficiency as indicated by iStation, DEA Tests C and D 	

- School Improvement Plan (SIP) process pursuant to *Charter School Contract*-Section 4.03 (a)
- Timelines: 1) CSD Report on PF for schools-June 2) SIP to CSD/PEC-August 3) PEC Approves/Disapproves SIP-September
- One (1)** Improvement Plan Template for **each** Performance Indicator identified as “Does Not Meet,” “Working to Meet Standard” or “Falls Far Below Standard”
- Outcomes of the charter school’s improvement must be evidenced with data
- Completion and evaluation of SIP results by CSD/PEC-May



Chris Jones <cjones@lpec.com>

Corrective Action Plan Development

11 messages

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

Thu, Jan 26, 2017 at 11:30 AM

To: "Vigil II, Mike" <mike@vigilgroup.net>, "Jones, Chris" <cjones@lpec.com>

Cc: "Bowker, Pamela M., PED" <pamela.bowker@state.nm.us>, "Aguilar, Paul J, PED" <PaulJ.Aguilar@state.nm.us>

Mike and Chris,

Attached you will find three items. The first is the initial financial oversight plan we developed for the school at takeover. It is just for reference for the other documents.

The second is a conditions list of issues we have identified in the last six months. Some of these we have taken action on.

What we need to do is formalize these conditions into the third document, a corrective action plan that documents the steps we have taken to improve the school's finances.

I'm sending it now Chris because I have a meeting with Mike tomorrow where I want to go over it initially with him so he can understand better the conditions I have identified.

Then, I want to get together with everyone and explain the process for development, submittal and approval, where do we go once it is in place and how we are going to use this as a roadmap toward working to return the BOF.

Sincerely,

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

3 attachments

**La Promesa Conditions List.docx**

22K

**La Promesa Corrective Actions.xlsx**

14K

**School Year 2016-2017 Initial Financial Oversight Plan.pdf**

227K

Chris Jones <cjones@lpec.com>

Thu, Jan 26, 2017 at 5:30 PM

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

Cc: "Vigil II, Mike" <mike@vigilgroup.net>, "Bowker, Pamela M., PED" <pamela.bowker@state.nm.us>, "Aguilar, Paul J, PED" <PaulJ.Aguilar@state.nm.us>

David,

I hope you and your family are doing well. Congratulations on your new baby.

Thank you for sending me this information. I look forward to meeting with you and the Vigil Group to discuss the corrective action plan.

We have all worked hard this year to begin getting our finances back on track. We are eager to earn back our board of finance designation, and this corrective action plan is a critical first step in doing so. Thanks again.

Sincerely,

Chris Jones

Director/Principal

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]

Chris Jones <cjones@lpec.com>

Mon, Jan 30, 2017 at 9:03 AM

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

If you ask me, this still sounds promising...

We might need to call a special session to discuss the audit and this corrective action plan. However, we must first wait for the audit to be released and the corrective action plan to be developed.

This really confuses me, however, given that Mr. Craig is still describing his desire to return our Board of Finance. The tone of his message is so different than the tone of the CSD, Deputy Aguilar and the revocation recommendation.

Chris Jones

Director/Principal

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]

3 attachments

La Promesa Conditions List.docx
22K



La Promesa Corrective Actions.xlsx
14K



School Year 2016-2017 Initial Financial Oversight Plan.pdf
227K

Julian Munoz <munoz_julian@hotmail.com>

Mon, Jan 30, 2017 at 9:20 AM

To: Patricia Matthews <pmatthews@matthewsfox.com>, Chris Jones <cjones@lpelc.com>

We can determine a date for special session tomorrow.

Get [Outlook for iOS](#)

From: Chris Jones <cjones@lpelc.com>

Sent: Monday, January 30, 2017 9:03:47 AM

To: Patricia Matthews; Julian Munoz

Subject: Fwd: Corrective Action Plan Development

[Quoted text hidden]

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

Mon, Jan 30, 2017 at 9:29 AM

To: Chris Jones <cjones@lpelc.com>, Julian Munoz <munoz_julian@hotmail.com>

I don't understand where this came from. I assume the audit has been released and the PED is now requiring that the school have a corrective action plan for the noted audit findings.

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@lpec.com]
Sent: Monday, January 30, 2017 9:04 AM
To: pmatthews@matthewsfox.com; Julian Munoz <munoz_julian@hotmail.com>
Subject: Fwd: Corrective Action Plan Development

If you ask me, this still sounds promising...

[Quoted text hidden]

pmatthews@matthewsfox.com <pmatthews@matthewsfox.com>
To: Chris Jones <cjones@lpec.com>, Julian Munoz <munoz_julian@hotmail.com>

Mon, Jan 30, 2017 at 9:30 AM

Sorry, my email was not letting me scroll down, now I see it came from Craig. I'll comment further.

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From: Chris Jones [mailto:cjones@lpec.com]
Sent: Monday, January 30, 2017 9:04 AM
To: pmatthews@matthewsfox.com; Julian Munoz <munoz_julian@hotmail.com>
Subject: Fwd: Corrective Action Plan Development

If you ask me, this still sounds promising...

[Quoted text hidden]

pmatthews@matthewsfox.com <pmatthews@matthewsfox.com>
To: Chris Jones <cjones@lpec.com>, Julian Munoz <munoz_julian@hotmail.com>

Mon, Jan 30, 2017 at 9:33 AM

Ok – now I see the plan. However, why is the head of budget and finance working with the school to return it to the BOF and the PED recommending revocation? Left and right hand are not communicating.

Keep all of these emails from David Craig and we may need to use these going forward if the CSD argues financial mismanagement -

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

Sent: Monday, January 30, 2017 9:04 AM

To: pmatthews@matthewsfox.com; Julian Munoz <munoz_julian@hotmail.com>

Subject: Fwd: Corrective Action Plan Development

If you ask me, this still sounds promising...

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>

Mon, Jan 30, 2017 at 9:59 AM

To: "pmatthews@matthewsfox.com" <pmatthews@matthewsfox.com>

Cc: Julian Munoz <munoz_julian@hotmail.com>

Yes, I agree. It gives me mixed emotions. This, of course, is what we all fully expected after our BoF was suspended. The recommendation took us all by surprise, especially given the fact that we never even had a corrective action plan.

What is even more confusing is that Mr. Aguilar is CC'd. He recently spoke in favor of the revocation. From what I understand, Mr. Craig was never aware of the recommendation and was just as surprised and "upset" as we were - he, after all, is who the PED has stated is currently "mismanaging our finances." This is sad, because there is not current mismanagement and Mr. Craig has been nothing but supportive and helpful since August 2016.

Chris Jones

Director/Principal

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]

pmatthews@matthewsfox.com <pmatthews@matthewsfox.com>
To: Chris Jones <cjones@lpec.com>
Cc: Julian Munoz <munoj_julian@hotmail.com>

Mon, Jan 30, 2017 at 10:28 AM

LPELC'S course should be to develop and follow a rigorous plan to address these issues as quickly as possible. In the event, CSD comes out again with the recommendation after the audit has been released you can show what has been done to address the findings.

I did obtain copies of findings from the other schools that were renewed **after** their boards of finance were suspended. I will have Mr. Munoz review and compare those finds so that if this does come up, we can push back.

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From: Chris Jones [mailto:cjones@lpec.com]
Sent: Monday, January 30, 2017 10:00 AM
To: pmatthews@matthewsfox.com
Cc: Julian Munoz <munoj_julian@hotmail.com>
Subject: Re: Corrective Action Plan Development

[Quoted text hidden]

Chris Jones <cjones@lpelc.com>

Mon, Jan 30, 2017 at 10:46 AM

To: "pmatthews@matthewsfox.com" <pmatthews@matthewsfox.com>

Cc: Julian Muñoz <munoz_julian@hotmail.com>

I developed and will submit this to the PEC. It is a document that shows LPELC has met or is in the process of meeting the requirements of the oversight plan. This was completed with the help of the Vigil Group.

Chris

Chris Jones

Director/Principal

La Promesa Early Learning Center

Office: (505) 836-7706

Website: Mr. Chris R. Jones

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John Dewey

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NMPED Financial Oversight Plan Requirements- LPELC response - FINAL.pdf

476K

Julian Munoz <munoz_julian@hotmail.com>

Mon, Jan 30, 2017 at 11:34 AM

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

Patty,

Would you be able to email me those findings from the other schools, so I can begin to create some sort of comparison document?

Regards,

Julian Munoz

Get [Outlook for iOS](#)

From: pmatthews@matthewsfox.com

Sent: Monday, January 30, 2017 10:28 AM

Subject: RE: Corrective Action Plan Development

To: Chris Jones <cjones@lpeic.com>

Cc: Julian Munoz <munoz_julian@hotmail.com>

LPELC'S course should be to develop and follow a rigorous plan to address these issues as quickly as possible. In the event, CSD comes out again with the recommendation after the audit has been released you can show what has been done to address the findings.

I did obtain copies of findings from the other schools that were renewed **after** their boards of finance were suspended. I will have Mr. Munoz review and compare those finds so that if this does come up, we can push back.

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2 attachments



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image001.jpg
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School Year 2016-2017

Initial Financial Oversight Plan

NMPED Financial Oversight Plan Requirements	Date and Summary of School Response	Other Relevant Information
Effective with the suspension of Board of Finance, the charter school will take the following steps with regard to its financial practices:		
All pertinent business office functions (payroll, purchasing, etc.) will transfer to the Public Education Department (PED) or its designee	On August 12, 2016 the NMPED required that La Promesa contract with the Vigil Group to provide oversight of the finances of the school. The former contracted business manager was to remain under contract and provide documentation to The Vigil Group for all financial transactions that they would review and provide to PED for final approval. The former contracted business manager resigned effective 9/9/16 and The Vigil Group assumed all responsibilities of oversight and document creation for presentation to the PED for final approval on all financial transactions.	The Vigil Group established internal controls with the school upon the resignation of the former contracted business manager as the processes had to change. These internal controls are best suited to ensure that there is multiple reviews of all financial transaction documentation prior to final review by the PED.
Review and approval of all contracts will be submitted to the assigned executive budget analyst	All contracts have been sent to the Vigil Group for initial review, followed by final approval by Pamela Bowker (Budget Analyst) and David Craig (Finance Director). Between August 2016 and the current date, four professional services contracts have been submitted to and approved by the NMPED. The contracts approved thus far for FY 17 include: <ol style="list-style-type: none"> 1. Armando Romero – IT Services 2. APS Transportation 	A Professional Services Agreement template was shared with LPELC which was used to replace the previously used professional services contract. The adopted template better satisfies the standards of the NMPED.

	<ul style="list-style-type: none"> 3. Donald Stillman – Activity Bus Driver 4. Matthews & Fox – Legal Services 5. Franco Electric – Maintenance Services 6. Immastar Productions – Fine Arts Program 	<p>6. LPELC received a 16-17 Elementary Arts award.</p> <p>No other contracts other than those listed have been initiated during the 2016-2017 school year.</p>
The school will submit policies and procedures conforming to the procurement code to the assigned Executive budget analyst	Finance policies were shared with LPELC staff and signed off on in August 2016. These policies were developed in conjunction with Rhonda Cordova, former contracted business manager for LPELC. Policies were shared with David Craig on September 4, 2016. LPELC assigned-business manager, Mike Vigil helped to review, revise, and present policies to the LPELC Finance Committee and GC for their consideration and approval.	<p>LPELC, with the assistance of the Vigil Group, were working together to refine financial policies to present to the LPELC Finance Committee and GC during the January 2017 meeting.</p> <p>Policies were placed lower on the priority list due to the PED's control/oversight of LPELC finances.</p>
The school will work to conform its procurement and payroll practices to adhere strictly to the procurement code and submit to the PED for approval	PROCUREMENT - AP Recon Spreadsheet was created to ensure effective communication between the Vigil Group and head administrator. AP was addressed systematically (please see attached). A process was put in place that requires the school to submit local PRs with backups; head administrator OKs invoices for payment after confirming receipt of goods and/or delivery of services; Vigil Group reviews and provides initial level of approval, and then creates PR in Apta; Vigil Group submits requests to assigned Budget Analyst and then sends to NMPED Director of School Budget and Finance	<p>Head Administrator, Chris Jones, will serve as the school's procurement officer and will complete the required training and testing in April 2017.</p> <p>Payroll liability reconciliation showed a number of instances in which employees either under or over paid across multiple deductions. In conjunction with the PED, and the Head Administrator, The Vigil Group held individual meetings with employees explaining each individual's specific situation and the action that would be taken to rectify the incorrect deduction sets.</p>

	Analysis Bureau for final approval. PAYROLL - matters related to payroll were addressed by priority. 1. Past-due payments to staff were made; 2. Direct deposit was set up for all staff members to avoid delay in payments due to mailing issues, and; 3. Payroll liabilities were reconciled to avoid over or underpayments and potential anti-donation violations.	
The school's business officer will relinquish all access to the school's accounting information system	In August 2016, administrator permissions on AptaFund were removed for former LPELC contracted business manager, Rhonda Cordova. In September 2016, complete access to AptaFund was removed from the former contracted business manager upon her resignation.	
The school will transfer signatory authority over all bank accounts to a designee of PED	In August 2016, complete signatory was transferred to NMPED Director of School Budget and Finance Analysis Bureau, David Craig.	
All check stock will be inventoried in the presence of an employee of the PED, and await further instructions for the transfer of control of all check stock	On August 12, 2016, check stock was inventoried by former contracted business manager, Rhonda Cordova. This inventory was completed in the presence of NMPED Director of School Budget and Finance Analysis Bureau, David Craig and Deputy Secretary of Finance, Paul Aguilar.	
Additionally, staff from the PED's School Budget and Finance Analysis Bureau will be monitoring for compliance with the following areas:		
Ceasing unnecessary expenditures	Final purchasing approvals come from the	

	NMPED after a careful analysis of fund availability and the alignment of requests with the school's essential operations.	
Submitting expenditures that must meet guidelines for allowability (i.e. the purchase is related to the mission of education, is necessary, serves a public benefit or purpose, and is feasible given available budget and available resources)	The Vigil Group does its best to understand the school's program and question any expenditures that don't seem to align with that program prior to requests being sent to PED for final approval. The school's head administrator is aware of the school's program and provides detailed reasoning if a request for an expenditure is not completely clear in its alignment with the school's program.	
Conforming to taxpayer and other stakeholder expectations of propriety of expenditures	The school's head administrator and governance council are very well aware of the importance of properly utilizing taxpayer dollars. The school works closely with The Vigil Group to ensure that all expenditures are likely to meet or exceed stakeholder expectations.	
Rectifying any past financial mismanagement, including identification of procurement violations, exceeding budget authority or inaccurate financial reporting	Instances of financial mismanagement have been noted during the reconciliation process. Areas of mismanagement have been addressed during the previous six months and are still being addressed by the head administrator and Vigil Group who were both put in place at LPELC after the August 12, 2016 suspension of the Board of Finance.	The Vigil Group has provided a proposal to the PED to reconcile cash which has been a concern since the school's board of finance was suspended. With this reconciliation, the school will be in a position to move forward fiscally and correct the mismanagement of the past. There are still some lingering vendor payment issues and new vendor issues still arise on rare occasion, but the amount of issues has been decreased drastically over the past 5 months.

The primary focus areas for La Promesa Early Learning Center is to conform to procurement processes to the procurement code, identify in areas of violation to inform this process and ensure management controls are reinstated. In addition, the school, in conjunction with the PED or its designee, may be required to submit the following monthly reports related to its financial practices, subject to request of the PED's School Budget and Finance Analysis Bureau:

A high-level budget status report that allows the Bureau staff to quickly identify areas where budget availability has changed;	A high-level budget status report was provided to the NMPED by the Vigil Group.	This budget status report will be inclusive of a cash reconciliation with no variances once the PED approves the proposal to correct cash in the aforementioned "Other Relevant Information".
A cash report;	A cash report was provided to the NMPED by the Vigil Group.	Cash reports are completed as required and by the due dates as specified by the NMPED. The cash reports do carry a variance on cash which, again, will be rectified once the PED approves the cash correction as provided by The Vigil Group.
A voucher report showing all checks issued (including voids) and brief explanation of expenditures, and;	A voucher report was provided to the NMPED by the Vigil Group.	
A budget adjustment request (BAR) report that summarizes the monthly BAR requests the school has made of the Bureau as well as notable maintenance BARs.	A BAR report was provided to the NMPED by the Vigil Group.	

School Year 2016-2017 Initial Financial Oversight Plan

Effective with the suspension of Board of Finance, the charter school will take the following steps with regard to its financial practices:

- all pertinent business office functions (payroll, purchasing, etc.) will transfer to the Public Education Department (PED) or its designee;
- review and approval of all contracts will be submitted to the assigned executive budget analyst;
- the school will submit policies and procedures conforming to the procurement code to the assigned Executive budget analyst;
- the school will work conform its procurement and payroll practices to adhere strictly to the procurement code and submit to the PED for approval;
- the school's business officer will relinquish all access to the school's accounting information system;
- the school will transfer signatory authority over all bank accounts to a designee of PED;
- all check stock will be inventoried in the presence of an employee of the PED, and await further instructions for the transfer of control of all check stock.

Additionally, staff from the PED's School Budget and Finance Analysis Bureau will be monitoring for compliance with the following areas:

- ceasing unnecessary expenditures;
- submitting expenditures must meet guidelines for allowability (i.e., the purchase is related to the mission of education, is necessary, serves a public benefit or purpose, and is feasible given available budget and available resources);
- conforming to taxpayer and other stakeholder expectations of propriety of expenditures; and
- rectifying any past financial mismanagement, including identification of procurement violations, exceeding budget authority or inaccurate financial reporting.

The primary focus areas for La Promesa Early Learning Center is to conform procurement processes to the procurement code, identify in areas of violation to inform this process and ensure management controls are reinstated. In addition, the school, in conjunction with the PED or its designee, may be required to submit the following monthly reports related to its financial practices, subject to request of the PED's School Budget and Finance Analysis Bureau:

- a high-level budget status report that allows the Bureau staff to quickly identify areas where budget availability has changed;
- a cash report;
- a voucher report showing all checks issued (including voids) and a brief explanation of expenditures; and

- a budget adjustment request (BAR) report that summarizes the monthly BAR requests it has made of the Bureau as well as notable maintenance BAR's.

This initial financial oversight plan is designed to provide an initial picture of the current financial practices of the charter school and are subject to change, either written or verbal, in order to bring the financial practices of the school into conformance with law, rule and stakeholder's expectations of fiscal responsibility. This steps outlined in this initial plan are not prescriptive, subject to change at any time and instead represent an important first step in identifying areas of needed improvement to restore fiscal control.