New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
2015 State Charter Renewal Application Kit

Updated March 2015

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

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2015**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2016**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at http://www.ped.state.nm.us/charter/index.html. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as "looking back"). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school's performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as "looking forward"). At the end of this section, the school is then asked to write two "mission-specific indicators/goals" as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School's capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as "first drafts" of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School's response, the CSD sends their final Director's Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…violated any provision of law from which the charter school was not specifically exempted.

Please contact me at katie.poulos@state.nm.us or (505) 827-8068 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Katie Poulis
Director, Charter Schools Dividion

Instructions: 2015 State Charter Renewal Application Process and Review Stages 5
State Charter Renewal Application Evaluation Standards 7
Glossary of Terms 8
2015 State Charter Renewal Application Process 13
Part A—School's Summary Data Report 14
Part B—Self-Report/Looking Back 17
I. Self-Report—Looking Back 18
A. Academic Performance/Educational Plan 18
B. Financial Performance 34
C. Organizational Performance 38
D. Petition of Support from Employees 41
E. Petition of Support from Households 43
F. Facility 43
G. Term of Renewal 44
II. Checklist 44
Part C—Self-Study/Looking Forward 45
II. Self-Report—Looking Forward ..... **Error! Bookmark not defined.**44
A. Performance Self Study/Analysis-Key Questions 46
B. Mission-Specific Indicators/Goals 50
C. Amendment Requests 56

Instructions: 2015 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2015 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Matt Pahl at katie.poulos@state.nm.us or (505) 827-8068. During this process, applicants must first consult with Mr. Pahl about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	2015 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Amy Chacon at Amy.Chacon@state.nm.us. Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2015. Note: Submission prior to October 1st, 2015 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.
Technical Assistance Workshops (April – September 2014)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September 2015. The first training will take place April 20, 2015 and will be a webinar. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.

CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis (November 14-December 2)**	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on **Monday, November 30, 2015**. Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11–12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on **December, 10 - 11, 2015**.
Contract Negotiations (December, 2014–March, 2015)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?
The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?
The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?
The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?
The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate "Performance Contract" (*§22-8B-9 NMSA 1978)* between the authorizer and the charter school and "Performance Frameworks" (*§22-8B-9.1 NMSA 1978)*.

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: *(This process takes place after a success renewal process.)* The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for ***Material Terms***:
The term *material* means that the authorizer deems the matter relevant to

1. The authorizer's accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note**: The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to "material violations." There could be a material

violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals MUST BE provided within the renewal application. If the application is approved, these indicators/goals will be used as a "first draft" for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

(1) Demonstrate the school's ability to implement the school's mission;

(2) Be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,

(3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

SAMPLE. The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?
Exceeds Standard: ☐ **The school surpasses the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 95% or more of Cohort 1 students graduate AND** **Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Meets Standard: ☐ **The school surpasses the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 90% or more of Cohort 1 students graduate AND** **Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Does Not Meet Standard: ☐ **The school does not surpass the targets of this indicator if the following rates are met for each Cohort:** **Cohort 1. 80% or more of Cohort 1 students graduate AND** **Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Falls Far Below Standard: ☐ **The school falls far below the standard if it fails to meet any of the standards set forth above.**

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (*§22-8B-9 NMSA) (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [*§22-8B-9.1 NMSA] (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

(1) Student academic performance
(2) Student academic growth
(3) Achievement gaps in proficiency and growth between student subgroups
(4) Attendance
(5) Recurrent enrollment from year to year
(6) If the charter school is a high school, post-secondary readiness
(7) If the charter school is a high school, graduation rate
(8) Financial performance and sustainability
(9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self-study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.

2015 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School's Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.

- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.

Part A—School's Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - Renewal Snapshot Report

Carinos de los Ninos Charter School

Contract Type: Charter Start: End: 6/30/2016 Term in Years: 5

General Information

Mailing Address: PO Box 130, Cordova, NM 87523
Physical Address: 335 County Rd 80 Bldg. # 355, Cordova, NM 87522
Phone: (505) 351-4721 Ext: Fax: (505) 351-9173 Website: www.carinoscharterschool.org
Opened: 2006 State Appvd: Renewal: 2016
School District: Espanola County: Rio Arriba

Vernon Jaramillo, Chancellor Email: vernon_jaramillo@hotmail.com
Juanita Cata, President Email: juanita.cata@carinos.org

Mission: Carinos Charter School seeks to foster and encourage each child's positive, total development based upon his/her individual strengths, skills and learning style. Using a 50:50 dual language instructional model, the school will ensure that all of its students will receive high quality academic content in a supportive, caring environment. Further, by using two languages for instruction, students will gain a greater understanding of and appreciation for the local and immigrant cultures that make up the Espanola Valley. The curriculum willalso include courses in agriculture and animal husbandry as well as Northern New Mexico arts so as to connect our current generation with a love, appreciation and pride for the work of their forefathers who subsisted in Northern New Mexico for generations, developing this tradition and culture.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2014-15	K-8		450	125	14	8.9

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	F	D	D		
2. 3 Year Avg Grade		D	D		
3. Current Standing	F	F	F		
4. School Growth	F	D	C		
5. Highest Performing Students	C	B	B		
6. Lowest Performing Students	F	F	F		
7. Opportunity to Learn	A	A	D		
8. Graduation					
9. Career and College					
10. Reading Proficiency	40.2	34.1	41.4		
11. Math Proficiency	14.4	17.5	19.3		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0.3	1.8	3.55		

NM PED Charter School Division - Renewal Snapshot Report

Carinos de los Ninos Charter School

Contract Type: Charter Start: End: 6/30/2016 Term in Years: 5

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment	197	233	219	219	125

	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male	44.7%	43.8%	42.0%	46.6%	50.4%
3. % Female	55.3%	56.2%	58.0%	53.4%	49.6%
4. % Caucasian	3.6%	1.3%	1.4%	1.4%	2.4%
5. % Hispanic	93.4%	96.6%	96.8%	96.8%	96.8%
6. % African American	1.0%	0.9%	0.5%	0.5%	0.0%
7. % Asian	0.0%	0.0%	0.5%	0.5%	0.0%
8. % Native American	2.0%	1.3%	0.9%	0.9%	0.8%
9. % Economically Disadvantaged	100.0%	97.9%	100.0%	92.7%	88.0%
10. % Title 1 TS	100.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	100.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	13.2%	15.0%	15.1%	18.7%	17.6%
15. % ELL	69.5%	72.5%	68.0%	63.0%	64.8%

Part B—Self-Report/Looking Back

(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report
(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA**. The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years 2012-13, 2013-14, and 2014-15). Cariños de los Niño's Charter School (Cariños) was renewed in December 2010 by the Espanola School Board, and was accredited through AdvanceEd in 2014. It is the only dual language program in Espanola Valley with a 50/50 English/Spanish curriculum. Whereby students receive half of their instruction in English and half in Spanish every day. The school enrolls a high percentage of "at risk" students who are from Northern New Mexico and are not literate in either English or Spanish. As a dual language school, the goal is to maintain a student's home language while learning English for non-English speakers. The research shows with a dual-language program, it takes students five to seven years to reach proficiency.

Each year the percentage of students who are English Language Learners ranges from 59.1% - 96%. The percentage of disabled students has grown from 14.7% in 2012-13 to 22.6% in 2013-14. This past year's percentage of disabled students dropped to 18.1%, however, this is still a significant percentage given the drop

in overall enrollment during the 2014-15 school year. One hundred percent of the Cariños students qualify for Title I. The turnover rate of students is roughly 30% per year, due to economic and family mobility issues. Only 63% of the students that took the 2014 SBA took the 2013 SBA tests, and only 46% of Cariños students took the **2013 SBA.** Based on the number of students that took the 2014 SBA tests, over 60% are English Language Learners and over 15% of receive special education support. According to the 2014 SBA report, 96.4% of students are Hispanic and 100% of students are economically disadvantaged.

The school's letter grades for the past three years are as follows:
2012 - F (35.0 Total Points), 2013 – D (44.33 Total Points), 2014 – D (44.74 Total Points)

Cariños has demonstrated measurable improvement in its School Report Card grades over the last three years. Its 2012-2013 Report Card shows a three-year average total point score of 39.5. In the 2013-2014 Report Card the three-year average Total Points was 41.4. Despite this D Grade, this is a two-point increase in score from the previous year. Note: During the 2013-2014 school year, an error occurred in reporting attendance, which was not detected before the window for making corrections closed. Had this correction been included, the 2013-2014 Total Points would have been over 48 points – almost a grade of C (50 points).

In addition to this reporting error, the school implemented the Common Core Standards two years ago per the PED's transition requirement. Unfortunately, the planned PARCC Assessment that was aligned with the CCS was delayed until 2015. As a result, Cariños students were assessed using the SBA that was only 50% aligned to the CCS curriculum they studied during this year. This dichotomy negatively impacted all of the grading measures used in the PED's School Grading process (calculated using student SBA Scale Scores instead of the PARC) for the 2013-14 school year.

Another factor impacting scores was the addition of the seventh (7th) grade in the 2011-2012 school year, and the addition of the eighth (8th) grade in the 2012-2013 school year. In both grades, students were admitted from other middle schools. Many Hispanic students that attended Cariños were not proficient in either their home language or in English. And, as common with students who transfer in higher grades, many "at risk" students entered the Cariños school who were either struggling academically and/or behaviorally, and were behind their grade levels in academic subjects.

So, while the school fell short of meeting state proficiency, academic growth over the three years is evident from the NMSBA Reports. The three-year summary further reflects a significant growth of "at risk" students scoring Proficient in Reading and Math, and a decrease in the number of students at the beginning steps in Reading and Math. This is especially significant given the school added 7th grade and 8th grades in 2011-12 and 2012-13. The increase in points on the annual School Grade Report Card from 2012-2013 was an increase of 9.33 points, which, given the addition of a group of "at-risk" students, is reflective of the commitment of the Cariños staff to continue to improve academic outcomes. The increase was maintained the following year with the addition of the 8th grade, again an indication that the school is moving in a positive direction.

Academic growth is also evidenced by the data that is collected from the interim assessment that is administered quarterly (NWEA-MAPS). Despite the high mobility rate of students and adding new students at the upper grade levels, the percentage of students advancing one year in reading and math continues to grow. Additionally, beginning 2013-14, there was significant growth in the percentage of students in grades K-3 who

grew from the Well-below Benchmark level to the Benchmark Level as evidenced by DIBELS scores.
The school's response to the 2012 School Report Card data included a 5 -day teacher training that was incorporated into the school calendar to review school and student level data. This training was implemented in August 2013. The data was used to identify individual student supports and develop an academic improvement plan for students in the lowest 25% percentile. As a result, Cariños implemented an intervention/enrichment program in the fall of 2013, whereby "at risk" students were grouped and placed in classes for 48 minutes per day based upon subject and skill level. A before and after school tutoring program for 45 minutes per day was also offered. The school schedule was refined to insure adequate and designated time for ELA and Math instruction within the school's dual language curriculum, and the curriculum was reviewed to insure vertical and horizontal alignment to the NMCS, ELA and Spanish Language Arts. As indicated by the increase of total points on the school report cards over the past three years, and data from both SBA and MAPS, the actions the school took to improve growth have been and will continue to increase student achievement.

In order to improve student retention rates, the school developed a program to engage parents in school activities. Beginning in the 2013-14 school year, grade level programs and performances were instituted where parents were invited and encouraged to participate. However, because of a sudden and unexpected series of moves over the past year that was instituted by the Espanola School District, student retention rates were negatively impacted and did not improve. Cariños expects this to change with the acquisition of its new facility, and may consider finding a permanent location within the Espanola city limits.

Looking ahead to the 2014-15 test scores, Cariños expects student achievement to be negatively impacted by a series of facility moves that occurred this year, as stated above. In August 2014, their authorizer, Espanola School District (ESD), gave the school one weeks' notice that it would compress Cariños into half of school building to accommodate the district's Preschool Program. Later that month, the ESD informed the school that the building they had inhabited for the previous 6-7 years did not meet adequate occupancy standards. The building was red-tagged, the school was evicted and was closed for 3 days. Cariños subsequently moved into the Art Center, but could not use it consistently as activities were already planned for the Center. Thus, students went on Learning Expeditions. In mid-October, the Northern Community College agreed to allow Cariños to use the Old Spanish/American School (35 miles away from Espanola) on its campus through Winter break. The ESD then allowed the school to move into its present location in Cordova, which is approximately 15 miles away from the original site in Espanola. The change in location helps explain the school's enrollment drop from 220 students to 109 students in the 2014-15 school year. As a result, Cariños is reconsidering the Cordova location and may look into relocating closer to where their student population lives to avoid having parents make the long drive to and from the charter school, which is difficult given the economic status of the students it serves.

While growth in Reading and Math proficiency scores continue to improve, the school will focus on three areas of improvement as reflected in our new mission statement. The first is to continue raising state proficiency scores; the second is to continue to faithfully implement a dual-language curriculum to high- "at risk" students often not literate in their first language, and the third is to improve student retention rates.

Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure. Cariños has grown to serve grades K-8 and has completed 4 years of operation under its second charter. The school earned a grade of F in this category for all of the past three years under review. Even though student SBA scores have not met annual PED targets, the charts below show that a majority of students are making at least one year's progress each year. The charts further show the percentage of students by grade that advance at least one full year based on the individual students SBA test scores for the given year. Using this measure, the percentage of students over the last four years that has advanced according to SBA scores is 10% in the 2013-2014 school year and 20%, in the 2011-2012 school year. There is no difference in the 2012-2013 school year. It is worth noting that with statistically small student populations, significant discrepancies can occur with the variances in performance of very few students. The PED does award growth points when student scores decline, even when they remain strong, especially when compared to goals and state averages.

The percentage of proficient and advanced students has increased in Math each year from 15% (2012) to 17% (2013) to 19% (2014), while the percentage of students in the Beginning Steps has decreased from 38% (2012) to 35% (2013) to 30% (2014). Also important to note, is the growth of the lower performing students in relation to the highest performing students. The scaled score differences between the two subgroups was 14.8 in Reading and 16.8 in Math in 2013. In 2014, the remaining gap between the highest and lowest performing students decreased to 12.0 in both Reading and Math.

School-wide gains were achieved in year-to-year growth in Reading, Math, Language Arts and Science over the course of three years, despite the drop in scores seen in a few individual grade levels. This is evidenced by administration of NWEA – MAP (Measure of Academic Progress) three times per year (fall, winter and spring).

Systems put into place beginning in 2012-2013 school year, as stated above, included designating time in the school calendar to review school and individual student data during Preps or PLCs, provide differentiated instruction, developing Personalized Learning Plans for all students, developing academic improvement plans for students in the lowest 25th percentile, and implementing school wide targeted intervention/enrichment programs with before and after school support. The school schedule was refined to ensure adequate and designated time for English Language Arts (ELA) and Math instruction within the school's dual language curriculum, and the curriculum was reviewed to insure vertical and horizontal alignment to the NM Common Core Standards, ELA and Spanish Language Arts.

CARINOS 2014-2015 PERCENT OF STUDENTS ADVANCING ONE YEAR

	MAP		SBA/PARCC	
GRADE	MATH	READ	MATH	READ
1ST	100%	78%		
2nd	63%	75%		
3rd	100%	60%		

4th	93%	92%		
5th	73%	92%		
6th	82%	100%		
7th	86%	43%		
8th	71%	71%		
TOTAL	85%	79%		

CARINOS 2013-2014 PERCENT OF STUDENTS ADVANCING ONE YEAR

	MAP		SBA	
GRADE	MATH	READ	MATH	READ
1ST	100%	100%		
2nd	100%	100%		
3rd	100%	100%		
4th	89%	89%	92%	83%
5th	100%	100%	67%	89%
6th	100%	64%	73%	73%
7th	63%	71%	79%	93%
8th	-	-	80%	90%
TOTAL	93%	87%	77%	87%

CARINOS 2012-2013 PERCENT OF STUDENTS ADVANCING ONE YEAR

	MAP		SBA	
GRADE	MATH	READ	MATH	READ
1ST	-	-	-	-
2nd	100%	100%	-	-
3rd	78%	100%	-	-
4th	84%	89%	54%	54%
5th	71%	71%	50%	88%
6th	90%	50%	92%	92%
7th	60%	50%	100%	79%
8th	-	-	100%	100%

TOTAL	81%	76%	67%	67%

CARINOS 2011-2012 PERCENT OF STUDENTS ADVANCING ONE YEAR

	MAP		SBA	
GRADE	MATH	READ	MATH	READ
1ST	-	-	-	-
2nd	-	-	-	-
3rd	100%	80%	-	-
4th	71%	71%	40%	87%
5th	86%	100%	71%	86%
6th	56%	44%	88%	81%
7th	60%	60%	71%	100%
8th	-	-	-	-

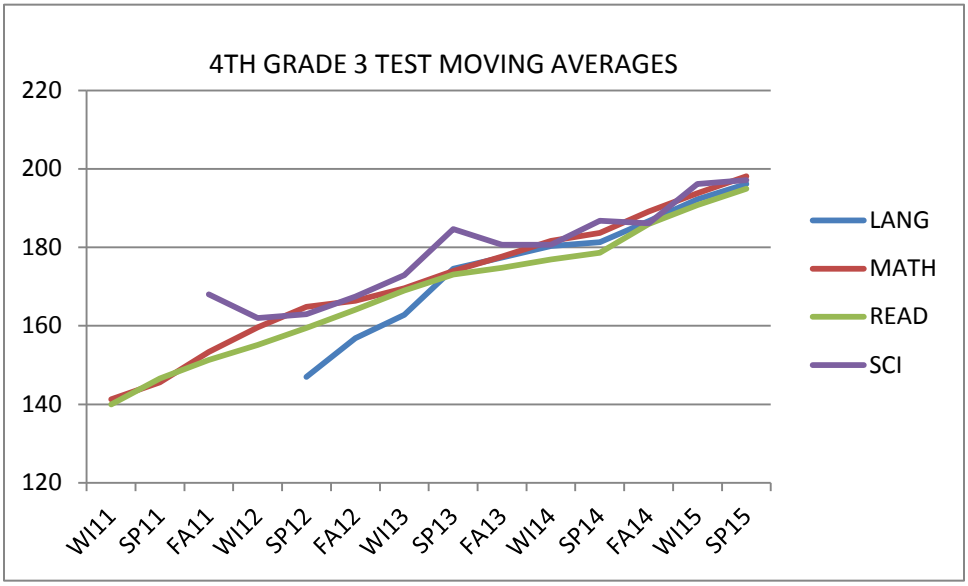
TOTAL	73%	70%	68%	88%

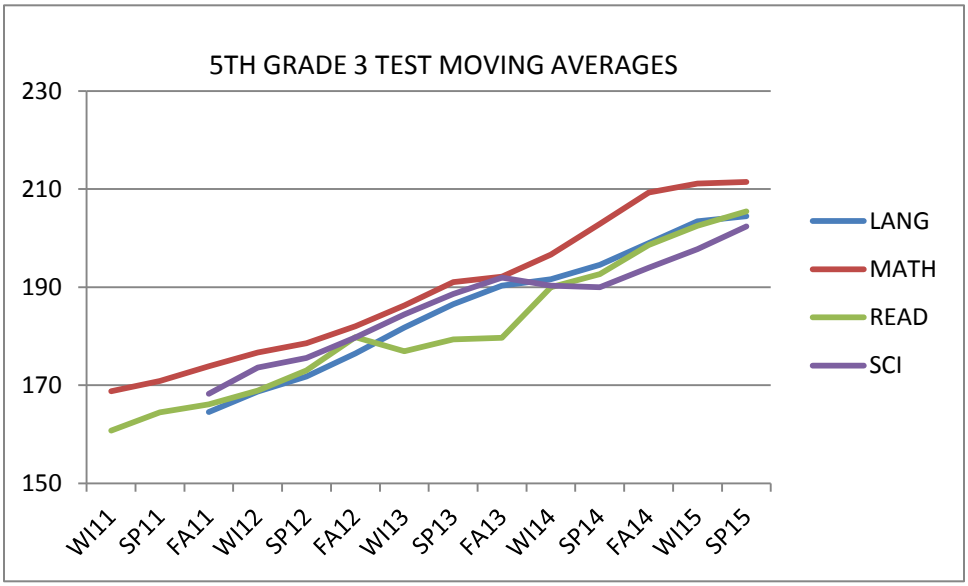
School Growth

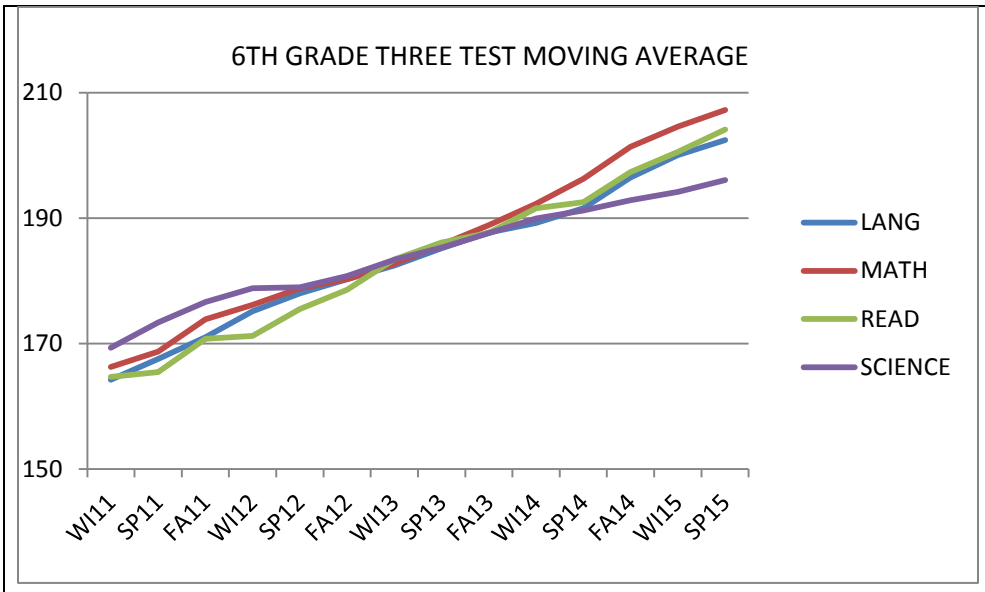
Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure. Cariños' Report Cards showed a grade for school growth of F in 2011-2012, a grade of D in 2012-2013, and a grade of C in 2013-2014. These grades show continuous improvement in this category despite not meeting the PEC's standards of achieving a grade of an A or B on the School Report Card.

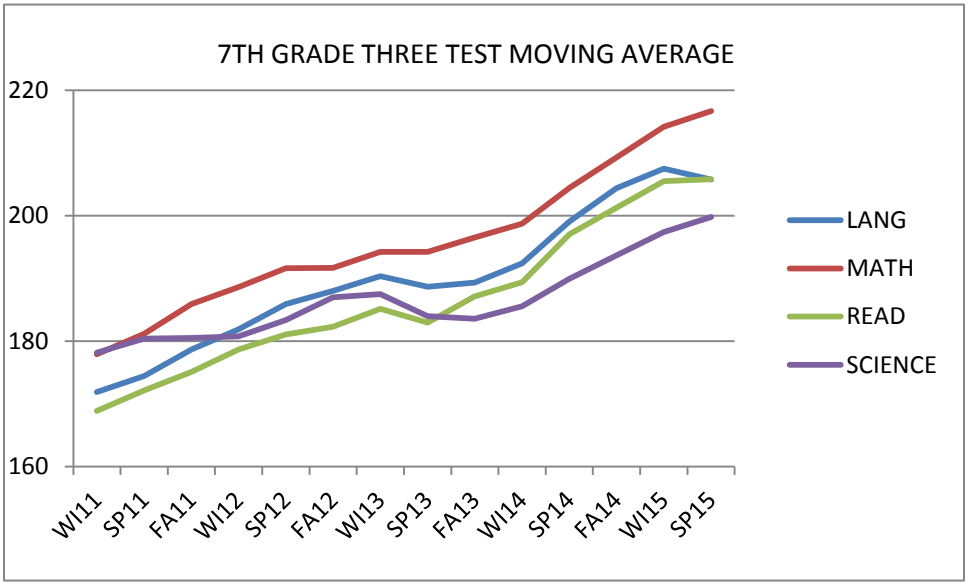
Gains in School Growth increased from 0.6 points in 2012 to 6.22 points in 2014 – a significant gain.
As stated previously, the percentage of proficient and advanced students has increased in Math each year from 15% (2012) to 17% (2013) to 19% (2014), while the percentage of students in the Beginning Steps has decreased from 38% (2012) to 35% (2013) to 30% (2014). Also important to note, is the growth of the lower performing students in relation to the highest performing students. In 2013, the scaled score differences between the two subgroups was 14.8 in Reading and 16.8 in Math. Percentages of students proficient in Reading fluctuated over the last three years from 40.2% in 2012 to 34.1% in 2013, arriving again to 41.4% in 2014. In 2014, the gap between the highest and lowest performing students significantly decreased to 12.0 in both Reading and Math.

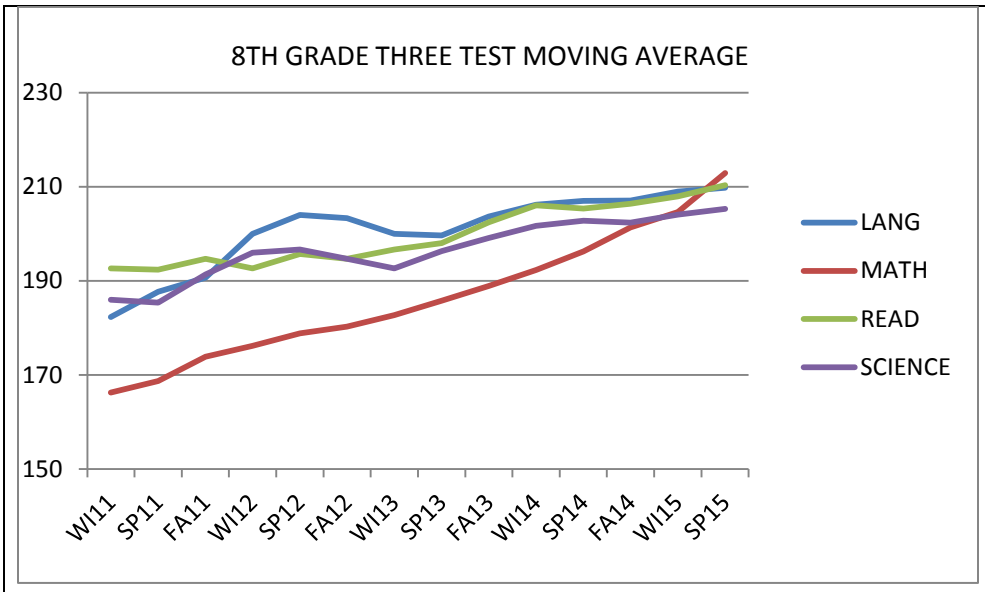
School Growth is measured by comparing the SBA test score of a given grade to the same grade in the prior year. This measure ignores the improvements made by individual students across the same year. The charts below demonstrate the improvements made by these individual students based on their NWEA-MAP scores for multiple subjects. The graphs below show a moving average over three sequential MAP scores. An improvement of six RIT points per year exceeds the NWEA-MAP annual growth goals and targets. As reflected in the graphs below, math has seen a steady increase in scores for all grade levels, likely as a result of the review of data and targeted student supports during the day, and before and after school. The same upward trajectory generally repeats in Reading and Language Arts, especially in the 2014-15 school year.






6TH GRADE THREE TEST MOVING AVERAGE
210
190
170
150
WI11
SP11
FA11
WI12
SP12
FA12
WI13
SP13
FA13
WI14
SP14
FA14
WI15
SP15
LANG
MATH
READ
SCIENCE


7TH GRADE THREE TEST MOVING AVERAGE
220
200
180
160
WI11
SP11
FA11
WI12
SP12
FA12
WI13
SP13
FA13
WI14
SP14
FA14
WI15
SP15
LANG
MATH
READ
SCIENCE



In addition to the NWEA-MAP, beginning 2013-14, there was significant growth in the percentage of "at risk" students in grades K-3 who grew from the Well-below Benchmark level to the Benchmark Level as evidenced by DIBELS scores (chart under Student Performance Goals). DIBELS information is presented in the Mission Specific and/or Student Academic Performance Standards/Goals Section below.

Cariños has struggled to find and retain teachers who can teach in a dual language program who are also highly qualified in specific content areas. Student retention, due to the population of "at risk" students it serves, has been a struggle as well. Despite these challenges, these gains in both the NMSBA, MAP and DIBELS scores demonstrate the school's ability to implement a strong instructional program that results in student academic gains.

Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure. Cariños earned a grade of B in this category in 2012-2013 and 2013-2014. This was an improvement over the 2011-2012 grade of C. The points earned in 2013-2014 were 9.29, which was an increase of 2.89 points from the 2011-2012 points of 6.4. The increase in grades beginning in the 2013-14 school year can be attributed to the 48 minute per day Intervention/Enrichment block that was scheduled to address individual student needs. Students who were Proficient and/or Advanced were given targeted enrichment instruction based upon skill and subject levels.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure. Cariños received a grade of F in each of the past three years, however, there was a slight gain in this category as the number of points increased from 9.9 points in 2012 to 10.20 points in 2013, and to 11.18 points in 2014 (despite the consistent disruptions with the moves). Again as was with the Current Standing Category above, these grades are based on student SBA scores where Cariños has over 60% ELL students and over 15% special needs students. These ELL and Special Needs Students tend to fall

into this category, thereby significantly depressing this grade in all three years. It is worth noting that with statistically small student populations, significant discrepancies can occur with the variances in performance of very few students. The PED does award growth points when student scores decline, even when they remain strong, especially when compared to goals and state averages.

The increase in points beginning in the 2013-14 school year can be attributed to the 48 minute per day Intervention/Enrichment block that was scheduled to address individual student needs.

Opportunity to Learn

Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure. Cariños earned an A in both 2011- 2012 and 2012-2013. In 2013-2014 the grade in this category dropped to a D. The driving factor in this drop was that attendance dropped from over 95% to 62.3%. As stated previously, there was a discrepancy in this data. When there are discrepancies, PED notifies the districts of discrepancies. Note: The Espanola district did not notify Cariños, and when Cariños became aware of this discrepancy, we sent correct the percentage to PED - Assessment and Accountability. We were informed that the window to appeal the error had closed. And, as stated above, the difference in points in this category would have been higher had this error been reversed, bringing the total grade within two points of a C.

It should be noted that the Opportunity to Learn format changed for the 2013-2014 school year to include one category for Reading and one category for Math. Based upon these results, all areas in Reading were rated above 3.0. Seven out of the ten areas in Math were rated were rated between 2.5 and 3.7.

Graduation—as applicable

Provide a statement of progress regarding your "Graduation" over the past three years and offer any additional information regarding this measure. N/A

College and Career Readiness—as applicable

Provide a statement of progress regarding your "College and Career Readiness" over the past three years and offer any additional information regarding this measure. N/A

Bonus Points

Provide a statement of progress regarding "Bonus Points" over the past three years.. Cariños earned 0.3 points in 2011-2012, 1.84 points in 2012-2013, and 3.55 points in 2013-2014. In 2011-2012 Cariños received points for reducing truancy. In 2012-13 Cariños received points for both Student and Parental Engagement. In 2013-2014 Cariños received points for Student and Parental Engagement along with Truancy Improvement. The trend for this category is continual improvement. The school has heightened parent involvement by implementing grade level student programs and performance, and inviting parents to participate.

What makes Cariños an atypical, innovative and distinctive program is that it is the only dual language school in the Espanola Valley, where a high number of “at risk” students are English Language Learners. Their curriculum is a hands-on experiential program with an agricultural twist. It is centered on farming and farming-related topics such as irrigation and animals. There is a greenhouse that is used by all classrooms.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter
—as measured by the school's selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school's statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1: Each year of the charter, 50% of the students enrolled will meet or exceed the state's AMO scoring proficient or advanced in reading, writing, mathematics and science as measured by the NM SBA: or will meet or exceed other criteria as measured by assessment(s) required by NMPED.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency): SBA

Data—Student Proficiency Scores

SKILL AREA	2014-2015		2013-14		2012-13		2011-12	
	School	State	School	State Target	School	State	School	State
READING			41.4%	61%	34.1%	56.7%	40.2%	52.3%
MATH			19.3%	55%	17.5%	50.0%	14.4%	45.0%
Writing -3rd grade			69%	66%	57%	63%	41%	68%
Writing-5th grade			63%	67%	17%	68%	64%	68%
Writing – 8th grade			43%	64%	55%	63%	N/A	N/A
Science –4th grade	57%	43%	20%	49.0%	40%	54.0%	43%	49.0%
Science –7th grade	10%	40%	25%	42.0%	20%	43.0%	26%	38.0%

Provide a statement of progress and additional information regarding the above data: In the 2011-2012 school year Cariños added the seventh (7th) grade to their school. In the 2012-2013 school year Cariños added the eighth grade to their school. These scores have been dis-aggregated by grade and subject. The results show that while Cariños "at risk" students are not meeting their goals in Reading and Math, they are keeping pace in Reading and Math achievement from year to year. This is significant given the high turnover rate of students and is likely the result of interventions implemented in 2013.

In the area of Science, despite a drop in 2013-14 scores for the fourth (4th) graders, the number of proficient and advanced students has grown significantly has grown in this past school year surpassing the state average and achieving the school goal.

The science scores for seventh (7th) graders have dropped significantly from 2012. Finding and retaining dual-language teachers who are highly qualified in Science is one cause for this drop. We recognize that this is an area that needs to be more specifically analyzed, and plan to review our mid-school Science curriculum to ensure it is rigorous and aligned to the NMSBA.

In the area of writing, there has been a continuous improvement in the third (3rd) grade writing skills, with the number of proficient students increasing each year. The school did meet the stated goal in 2014 where 69% of the students exceeded the state target. The goal was not met for the fifth (5th) grade, however, in the years 2012 and 2014, the school is made significant efforts to. There was a significant drop in the Writing scores in 2013. This was due to a staff member who left after the year began, and difficulty finding a teacher who was qualified to teach in a dual-language setting. Eighth (8th) grade scores reflect a drop in Writing scores from 2013-2014, and the goal was not met for this group.

As stated previously stated, these scores do not reflect growth because the students tested are not the same students being tested each year. The NWEA, which measures growth, reflects that "at risk" student achievement is increasing in all academic areas.

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1: Organizational Performance Standard/School Goal #1: Students will achieve success in required standardized examinations such as NMSBA as well as in other on-going short cycle assessment instruments like MAP and Achieve, inclusive of Dynamic Indicators of Basic Literacy Skills and "Indicadores Dinamicos del Exito en la Lectura" (DIBELS/IDEL, Woodcock Munoz administered by the charter school and by other assessments required by NMPED.

Measure(s) Used: NWEA – MAPS

Below are the percentages of students advancing one year or more in Reading and Math. Eighth (8th) graders did not have a full year MAP scores to compare for growth in 2012-13 to 2013-14.

Data—Average Annual Data

Grade Level	2011-2012		2012-2013		2013-2014		2014-2015	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
1					100%	100%	100%	78%
2			100%	100%	100%	100%	63%	75%
3	100%	80%	78%	100%	100%	100%	100%	60%
4	71%	71%	84%	89%	89%	89%	93%	92%
5	86%	100%	71%	71%	100%	100%	73%	92%
6	56%	44%	90%	50%	100%	64%	82%	100%
7	66%	66%	60%	50%	63%	71%	86%	43%
8							71%	71%
Totals	73%	70%	81%	76%	93%	87%	85%	79%

Provide a statement of progress and additional information regarding the above data

Although growth in Math and Reading percentages are displayed above, growth is demonstrated in other academic areas as reflected in the charts in the previous section. The chart above shows that each year for each grade after the school took steps to provide more individualized and differentiated instruction and support to students, the majority of students have shown growth in Math and Reading. Again, this is significant given the turnover rate of our students.

Other Student Performance Standards/Goals from your Current Charter—as applicable
Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1: Students will achieve success in required standardized examinations such as NMSBA as well as in other on-going short cycle assessment instruments like MAP and Achieve, inclusive of Dynamic Indicators of Basic Literacy Skills and "Indicadores Dinamicos del Exito en la Lectura" (DIBELS/IDEL, Woodcock Munoz administered by the charter school and by other assessments required by NMPED.

Measure(s) Used: DIBELS

Data: Below is the school-wide growth of students grades K-3 who went from the Well-below Benchmark to Benchmark level:

Year	BOY	EOY	Difference
2011-2012	63%	17%	--46%
2012-2013	32%	12%	--20%
2013-2014	14%	18%	+4%
2014-2015	10%	26%	+16%

Provide a statement of progress and additional information regarding the above data: Growth has not been evident until the 2013-2014 and 2014-2015 school year. The school cites a high turnover of students each year (approximately 30%) as a cause for the lack of academic growth. This past year has reflected significant academic growth in students who met the benchmark. The growth from these interventions beginning 2013 is clearly evident.

Other Student Performance Standards/Goals from your Current Charter—as applicable
Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1: Organizational Performance Standard/School Goal #1: Students will achieve success in required standardized examinations such as NMSBA as well as in other on-going short cycle assessment instruments like MAP and Achieve, inclusive of Dynamic Indicators of Basic Literacy Skills and "Indicadores Dinamicos del Exito en la Lectura" (DIBELS/IDEL, Woodcock Munoz administered by the charter school and by other assessments required by NMPED.

Measure(s) Used: IDEL

Data: Below is the school-wide growth of students grades K-3 who went from the Intensive to Benchmark level:

Year	BOY	EOY	Difference
2011-2012	30%	3%	--27%
2012-2013	16%	7%	--8%
2013-2014	0%	4%	+ 4%
2014-2015	0%	13%	+13%

Provide a statement of progress and additional information regarding the above data: Academic growth has not been evident until the 2013-2014 and 2014-2015 school year. The school cites a high turnover of students each year (approximately 30%) as a cause for the lack of academic growth. This past year has reflected significant academic growth in students who met the benchmark.

B. Financial Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

☒ **Yes** ☐ **No** Is the school meeting financial reporting and compliance requirements?

☒ **Yes** ☐ **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

a. Financial Statement –See Appendix A

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the Component Unit Section of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
1 (11-12)	2	Significant Deficiencies on Payroll Violations and Budgetary Conditions	The school's head admin. Took responsibility in ensuring all background checks were in employee files. The budgetary finding was disputed as it was noted in Management's Response that the auditors used the school's original budget in determining budget authority over expenditures as opposed to the final budget as adjusted with GC and PED approved BARs.

1 (12-13)	4	Non-Compliance on Budgetary Conditions. Material Weakness on Bank Reconciliation and Interfund Reconciliation. Significant Deficiency on Pledged Collateral.	Budget authority for funds found to be in non-compliance must be established by the district. The district refused to utilize the required PED's OBMS process and instead relied on MOU's with the school resulting in this finding. The bank reconciliation issue was caused by a late entry to the GL. Procedure was established eliminating entries of this nature. The interfund reconciliation issue was a one-time problem as the previous business manager carried old funds that no longer were in existence and had to be removed from the GL. The pledged collateral was corrected as it was established with the school's bank in October 2013.

2 (13-14)	4	Non-Compliance on Budgetary Conditions. Significant Deficiency due to Late Audit. Payroll and Unapproved PO.	The budgetary condition finding is the same issue as stated above with the district not complying with the PED process to establish budget authority for a district charter. The late audit was a direct result of the auditor rescheduling the initial audit date set with the school's business manager and going with a date established by a 3rd party hired by the district. The new date chosen made it extremely difficult for the charter to obtain documentation in the charter's former facility that the district locked them out of. The Payroll and PO findings are believed to have also derived from the school's inability to determine when it could retrieve its files. Being that the mercy of the scheduling of the district's 3rd party created a rush and incomplete test of documentation. The auditors have agreed to work directly with the charter school for they FY15 audit which will be conducted at the school's new facility.
3 (14-15)	Unknown. Reason: Audit for 14-15 is not completed yet.	Audit to begin on August 31, 2015	

Identify any changes made to fiscal management practices as a result of audit findings. None. Fiscal management practices have been reviewed and no changes to policy or procedure have been made concerning them. These practices have been reemphasized with appropriate staff in an attempt to eliminate the possibility of repeat findings over the years.

C. Organizational Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter…*and/or*…violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations
Please provide assurances.

Questions	School's Response		
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? *If "no" please provide details.*	☒ Yes As per its mission, the school continues to provide a dual language (English/Spanish) educational framework.	☐ No	The school obtained accreditation through AdvancEd in 2014.
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? *If "yes" please provide details.*	☒ Yes The district determined that the facility it had leased to the school did not meet adequacy standards, and required the school to relocate to new facilities.	☐ No	In 2014 the school relocated to a facility in nearby Cordova that is rated E-Occupancy and meets adequacy standards. Letter from PSFA is on file. See Appendix D

Educational Requirements—Assurances

a) ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
b) ☐ **Yes** ☐ **No** ☒ **Not Applicable** The school complies with graduation requirements.
c) ☒ **Yes** ☐ **No** The school complies with Promotion/Retention requirements.
d) ☒ **Yes** ☐ **No** Next-step plans are completed for applicable grades.
e) ☒ **Yes** ☐ **No** The school has an approved EPSS Plan.
f) ☒ **Yes** ☐ **No** The school demonstrates compliance with requirements relating to assessments.
g) ☒ **Yes** ☐ **No** The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).

h) ☒ **Yes** ☐ **No** The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.
Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

b) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:

a) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.

b) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.

c) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

c) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

d) ☒**Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the ESEA relating to English language learner requirements.

e) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

Employees—Assurances

a) ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements

b) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

c) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

School Environment—AssurancesD

a) ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix D.

b) ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.

c) ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.

d) ☒ **Yes** ☐ **No** The school complies with health and safety requirements.

e) ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

a) ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.

b) ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.

c) ☒ **Yes** ☐ **No** The school keeps all records safe from fire and theft and stored in a retrievable manner.

d) ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.

e) ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

a) ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
b) ☒ **Yes** ☐ **No** All required School Policies
c) ☒ **Yes** ☐ **No** The Open Meetings Act
d) ☒ **Yes** ☐ **No** Inspection of Public Records Act
e) ☒ **Yes** ☐ **No** Conflict of Interest Policy
f) ☒ **Yes** ☐ **No** Anti-Nepotism Policy
g) ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
h) ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
i) ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
j) ☒ **Yes** ☐ **No** Governing Body Evaluates Itself
k) ☒ **Yes** ☐ **No** Is the school holding management accountable?
l) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
m) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees –See Appendix B

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.
Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition from both employees and households. You MUST have signatures.

I am the head administrator of the _____ Charter School and hereby certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to all employees of the _____ Charter School. There are _____ persons employed by the _____ Charter School. The petition contains the signatures of _____ employees which represents _____ percent of the employees employed by the _____ Charter School.

STATE OF NEW MEXICO)
ss.
COUNTY OF)

I, _____, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

_____

Subscribed and sworn to before me this _____ day of _____ 2015.

_____
Notary Public

My Commission Expires:

E. Petition of Support from Households – See Appendix C

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.
Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Use the previously provided document to certify the petition. This form may be attached to the petition. You MUST have signatures.

F. Facility- See Appendix D

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.
Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.) Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.
State the term of renewal requested if less than five years.

II. Checklist

Appendix Number	Appendix Description (* indicates required appendix)	Attached (Check if Yes)
Appendix A	Financial Statement	X
Appendix B	Petition of Support from Employees Affidavit	X☐
Appendix C	Petition of Support from Households Affidavit	X☐
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	X☐
Other Attachment(s)	Describe:	☐

Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

I. Self-Report-Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Based upon the academic results from the past four years, our academic priorities over the next five years include :

- Improving proficiency scores in Reading, Math and Science for all students
- Increasing student retention rates
- Aligning and implementing a dual-language curriculum for students not literate in their first language with all subject areas

2. What main strategies will be implemented to address these priorities?

To improve achievement scores for all students, we will re-implement systems put into place during the 2013-14 school year including the following:

- Review the previous year's data for all students, and develop Personal Learning Plans and/or Academic Improvement Plans for all students.
- Administer the MAP assessment when the window opens and review the results.
- Continue to place students into the intervention/enrichment program 48 minutes per day based upon skill and subject level, and offer the before school tutoring and afterschool program where students receive tutoring and academic support for 45 minutes.
- Progress monitor all students and refer to SAT when appropriate.

Additional Strategies include:

- Develop a plan to provide professional development and support in data collection and analysis for lesson planning and delivery of instruction.
- Provide professional development in the areas of ELL strategies and differentiated instruction.
- Designate consistent times for Professional Learning Communities (PLC's) where teachers will review data and collaborate around curriculum and instructional strategies.
- Use instructional strategies that require more student collaboration and development of critical thinking skills by using higher order question strategies (ie: Bloom's taxonomy).
- Reevaluate school schedule to insure adequate and designated time for ELA and Math instruction within the school's dual language curriculum.
- Review curriculum to insure vertical and horizontal alignment to NMCS and between English Language Arts and Spanish Language Arts.
- Review our mid-school Science curriculum to ensure it is rigorous and aligned to the NMSBA.

In order to improve student retention, we will:

- Support professional development in identifying and consistently implementing Tier I -RTI practices, including differentiation instruction to better meet the learning needs of individual students.
- Continue providing opportunities and encouragement for parent involvement by hosting student-led programs and activities.
- Develop and provide resources to address economic challenges for students and their families.

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

In the past, we instituted a 5 day teacher training prior to school starting. Copy of scores from the previous year's SBA and other assessment information was given to teachers. Teachers reviewed the information and developed a plan for students based upon student needs. In addition, after administration of the MAP– the results were reviewed, and struggling students were referred to SAT.

In the future, we will continue to use our data to identify struggling students and provide the above support and programs. In addition, we will implement the following practices:

- At the beginning of the school year, we will review student assessments from the previous year as a team. We will look at not only PARCC scores, but the MAP, DIBELS and EDL assessment scores as well. We will schedule, on the calendar, regular data meetings to continue to review and track student progress throughout the school year, collaborate on new lessons based upon the data analysis, and share effective instructional strategies and interventions.
- We will identify students who are struggling and determine why. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.
- We will identify and/or develop interim assessments (formative and summative) that are aligned to the NMCS, and that will be administered more frequently than the quarterly MAP Assessment. Students will be assessed after each unit, assessment results will be analyzed within days of the assessment and appropriate interventions will be implemented as necessary.
- We will use data from the short-cycle, formative and summative assessments to refocus or modify instruction at the classroom or individual level to help students meet high standards, and to ensure that teachers work collaboratively to develop new lessons and strategies based upon the data analysis.
- We will make sure we provide specific and timely feedback to students on an ongoing basis.
- We will review curriculum map for the school year, and make sure that the curriculum and instructional sequence is aligned to the grade level/content expectations and end-class goals.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

Using test data to specifically identify what students need what, we will continue to develop Academic Improvement Plans for all students in 25% or lower. We will provide professional development in instructional strategies and effective interventions for ELL students (ie: Glad, SIOP), and continue and deepen the integration of RTI (Tier 1 and 2) for individual and groups of students in Reading, Language Arts and Math. We will develop and/or redirect resources to support services to meet the physical and emotional needs of the student population, including counseling, and referrals to community organizations.

Teachers will implement action plans for whole-class instruction, small groups and interventions for individual students based upon the data analysis of the interim assessments. Support will be provided to teachers in the area of Instructional strategies including differentiating instruction, scaffolding, identifying targets for learning, checking for prior knowledge, chunking objectives, effective delivery of instruction (multi-sensory), spiraling "back" to previous learning, effective use of homework, and student self-evaluations. Strategies to "check for understanding" and the ability to assess individual student progress between interim assessments will be implemented. Teachers will also be trained in providing instructional accommodations for students per their IEPs.

Student progress will be monitored and reviewed during PLC's, and students/parents will receive consistent feedback about student progress.

Classroom Observations with immediate feedback will be provided to teachers throughout the school year.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

Cariños Charter School has a school improvement plan that is developed by the governing body of the school and has achieved accreditation through the AdvanceEd/North Central Association process. The governing board of the school devotes training meetings to the review of the data collected and disaggregated information provided through short cycle assessments, state mandated testing and specialized testing implemented by the school. The review examines results by grade level as well as school wide test results.

Each summer the Cariños Governing Board reviews the goals identified in the charter and categorizes how the school has progressed during the previous school year. The review includes staff changes, relationship with the authorizer, AdvancEd /North Central Association Accreditation status in light of the school performance. Outside consultants have been utilized to present a whole school view. Planning for the new school year is framed by the multifaceted review.

A policy adopted by the Governance Board affirms that the Head Administrator shall be evaluated annually using the process described in the policy. The intent of this policy is to provide the Head Administrator clear direction by the Governance Board in the form of ongoing process requirements, annual goals, feedback from the Governance Board on the Governing Board's perceptions of the Head Administrator's performance as the leader of the charter school, to serve as the basis for contract renewal and reemployment decisions regarding the Head Administrator by the Governance Board, and to provide the Head Administrator an opportunity to be a full participant in this process for clarity.

The Head Administrator Evaluation process provides the Governance Board an opportunity to approve broad general goals annually that the Head Administrator shall respond to in the form of a professional development plan (PDP). In this PDP the Head Administrator shall outline the measurable results the Head Administrator anticipates achieving in relation to each of the goals set by the Governance Board.

In the future, the Governing Body will expand the ways in which it addresses performance data by putting the following practices into place:

- The Head Administrator will conduct a robust training for the governing council each fall that includes an in-depth analysis of the SBA Results and the School Report Card from the previous year, the academic goals for the upcoming school year, and the assessments and data that will be used throughout the school year to monitor student and classroom performance.
- Each month the Governing Body will allocate time within the agenda to review student progress.
- On a quarterly basis, the Head Administrator will present an Academic Performance report to the Governing Body. The report will include the assessments administered, assessment results and an action plan to address the students who are struggling.
- The Governing Body (Finance Committee) will review the budgets with the Head Administrator and Business Manager throughout the year to ensure that the budgets are aligned and support student achievement and mission-specific goals.
- The Governing Body will review the school policies each year to ensure the policies support student achievement and mission-specific goals.
- The School Administrator will be held accountable for school performance through a Performance-based contract. If student achievement does not remain at high levels, or if mission-specific goals are not met, the Head Administrator may be placed on an improvement plan.
- The Governing Body will undergo additional training that will focus on best practices for charter school governing boards in areas such as self-evaluation, board responsibilities, head administration/governing board relationships, appropriate monitoring and oversight, and board recruitment.
- The Governing Body will develop and institute a self-evaluation process to be conducted annually.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals MUST BE provided within this section of the renewal application. If the renewal application is

approved, these indicators/goals will be used as"first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. ***Please note****: renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

(1) Demonstrate the school's ability to implement the school's mission

(2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below)

(3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year**.

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*

- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards."

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.

GOAL 1: Students will show growth in Reading and Math each year.

SHORT CYCLE ASSESSMENT READING: Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS, grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (Note: "One year's growth" will be defined as the growth identified on the 2011 NWEA Normative Date [NWEA RIT Score charts attached here]). The school will match the score of each student in the fall to the closest score on the 2011 NWEA Normative Data and determine growth by using the chart in the 2011 NWEA Normative Data.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student tests "proficient" or "advanced" as shown on the attached reports.

Exceeds Standard: ☐ The school surpasses the target of this indicator if: 80% or more of students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "advanced" on the winter or spring short-cycle assessment.
Meets Standard: ☐ The school meets the target of this indicator if: 70% of students made at least one full year's growth in reading short-cycle assessment scores when

comparing beginning year results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.
Does Not Meet Standard: ☐ The school does not meet the target of this indicator if: 60% of students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.
Falls Far Below Standard: ☐ The school falls far below the target of this indicator if: Less than 60% of students made at least one year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

SHORT CYCLE ASSESSMENT MATH: Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAPS, grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (Note: "One year's growth" will be defined as the growth identified on the 2011 NWEA Normative Date [NWEA RIT Score charts attached here]). The school will match the score of each student in the fall to the closest score on the 2011 NWEA Normative Data and determine growth by using the chart in the 2011 NWEA Normative Data.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student tests "proficient" or "advanced" as shown on the attached reports.

Exceeds Standard: ☐ The school surpasses the target of this indicator if: 80% or more of students made more than one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR The student tests "advanced" on the winter or spring short-cycle assessment.
Meets Standard: ☐ The school meets the target of this indicator if: 70% of students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results

OR
The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

Does Not Meet Standard:
☐ The school does not meet the target of this indicator if:
60% of students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results
OR
The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

Falls Far Below Standard:
☐ The school falls far below the target of this indicator if:
Less than 60% of students made at least one year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results
OR
The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

GOAL 2: Students who are designated as ELL and are enrolled in the school for a minimum of 3 FAYs will achieve English proficiency as measured annually by the WIDA ACCESS for ELL Assessment.

Exceeds Standard:
☐ The school surpasses the target of this indicator if:
80% or more students have achieved the Reaching range of language skills.

Meets Standard:
☐ The school meets the target of this indicator if:
70% of students have achieved the Reaching range of language skills.

Does Not Meet Standard:
☐ The school does not meet the target of this indicator if:
60% of students have achieved the Reaching range of language skills.

Falls Far Below Standard:
☐ The school falls far below the target of this indicator if:
Less than 60% of students achieve the Reaching range of language skills.

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

Goal 1*:* Cariños Charter School is a dual-language school, and serves many students who are not proficient in either English or Spanish. We have traditionally served a largely high-risk student population with higher percentages of ELL students, students with special needs and 100% of our students are Title I students. Due to economic reasons, there is a high student turnover rate. Because of these factors, we feel that student achievement growth is the most valid indicator of our school's success. The NWEA has been a reliable measure of student academic growth over the past years, and is aligned to Common Core Standards. The targets we have selected align with the pattern of growth our students have exhibited through this assessment over the past term of the charter.

Goal 2: One goal of a dual language program is to the goal is to maintain a student's home language while learning English for non-English speakers. The research shows with a dual-language program, it takes students five to seven years to reach proficiency. And, as the students reach higher levels of language proficiency, academic skills improve.

C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

An approved charter application is a contract between the charter school and the chartering authority. (22-8B-9 [A] NMSA 1978)

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____ Phone #: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Part C – C-19 Mission	The Cariños de los Niño's Charter School seeks to foster and encourage each child's positive, total development based upon his/her individual strengths, skills and learning style in grades K-8. Using a 50/50 dual language instructional model,	The Mission of Cariños Charter School is to promote academic achievement through a Dual Language 50/50 Model for grades K-8 "at-risk" students in the Espanola Valley.	The previous mission statement was length and difficult to measure as written.	

	the school will ensure that all of its students will receive high quality academic content in a supportive caring environment. Further, by using two languages for instruction, students will gain a greater understanding of and appreciation for the local and immigrant cultures that make up the Espanola Valley. The curriculum will also include thematic units through a framework of environmental awareness. The study of local agriculture and animal husbandry as well as Northern New Mexico arts and crafts that connect our current generation with a love, appreciation and pride for the work of their forefathers who have flourished in Northern New Mexico for generations, developing the traditions and culture will be			

	incorporated in the challenging curriculum.			

Original Signature of Governing Council President or Designee:
_____ Date: _____

Printed Name of Governing Council President or Designee:
_____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED