

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2014 State Charter Renewal Application Kit***

Updated August 2014



**Effective Options
for New Mexico's
Families
Charter Schools**





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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, 2014**, 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, 2015**.

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 not 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 Matt.Pahl@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,

Matt Pahl
Interim Director
Charter Schools Division

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

Table of Contents

Instructions: 2014 State Charter Renewal Application Process and Review Stages	3
State Charter Renewal Application Evaluation Standards	5
Glossary of Terms	6
2014 State Charter Renewal Application Process	11
Part A—School’s Summary Data Report	12
Part B—Self-Report/Looking Back	14
I. Self-Report—Looking Back.....	15
A. Academic Performance/Educational Plan.....	15
New Mexico Educational Standards--School Grading Report	15
School Grading Report Over Three Years.....	15
Current Standing	16
School Growth.....	17
Q3 (Highest Performing 75%) Growth	18
Q1 (Lowest Performing 25%) Growth	19
Opportunity to Learn.....	20
Graduation	21
College and Career Readiness	23
Bonus Points.....	26
Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter	27
Student Academic Performance Standard/Goal #3: MAP Scores.....	27
Other Student Performance Standards/Goals from your Current Charter	29
Student Performance Standard/Goal #1: Curriculum Integration Projects	30
Student Performance Standard/Goal #2: Student Behavior	32
Student Performance Standard/Goal #4: Graduation Rate	33
Other Organizational Performance Standards/School Goals from your Current Charter.....	34
Organizational Performance Standard/School Goal #1: ALCS Educational Program Rating	35
Organizational Performance Standard/School Goal #2: Restorative Practices.....	37
Organizational Performance Standard/School Goal #3: Communication	38
Organizational Performance Standard/School Goal #4: Improve IMP and Internship Programs	40
B. Financial Performance.....	44
Financial Performance Assurances.....	44
a. Financial Statement.....	44
b. Audit Findings.....	44

C. Organizational Performance	46
Material Terms/Violations	46
D. Petition of Support from Employees	49
E. Petition of Support from Households	49
F. Facility.....	49
G. Term of Renewal.....	50
II. Checklist	50
Part C—Self-Study/Looking Forward	51
A. Performance Self Study/Analysis-Key Questions.....	52
II. Self-Report—Looking Forward	52
B.Mission-Specific Indicators/Goals	61
D.Amendment Requests	69
Appendices	70
Appendix A – Expenses and Revenues with charters.....	71
Appendix B – Petition of Support from Employees and Affidavit	73
Appendix C – Petition of Support from Households and Affidavit	75
Appendix D – E-Occupancy Certificate.....	77
Appendix E – ALCS Strategic Plan (GC Approved 4/19/2012)	81

Instructions: 2014 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2014 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 Matt.Pahl@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	<p>2014 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 Susan Coates at susan.coates@state.nm.us or Amy Chacon at Amy.Chacon@state.nm.us.</p> <p>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, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence 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.</p>
Technical Assistance Workshops (April – September 2014)	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 st , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. 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 in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis	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.

(November 14-December 2)**	
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 Friday, December 5, 2014 . 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 11-12, 2014 .
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; and,
- (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.

2014 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

Aldo Leopold Charter School

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment	92	100	116	84	144
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male	45.7%	47.0%	54.3%	42.9%	52.8%
3. % Female	54.3%	53.0%	45.7%	57.1%	47.2%
4. % Caucasian	59.8%	56.0%	64.7%	71.4%	61.8%
5. % Hispanic	32.6%	39.0%	32.8%	27.4%	37.5%
6. % African American	4.3%	2.0%	0.9%	1.2%	0.7%
7. % Asian	1.1%	1.0%	0.0%	0.0%	0.0%
8. % Native American	2.2%	2.0%	1.7%	0.0%	0.0%
9. % Economically Disadvantaged	10.9%	24.0%	30.2%	32.1%	41.0%
10. % Title 1 TS	0.0%	100.0%	0.0%	11.9%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	0.0%	100.0%	0.0%	0.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	14.1%	14.0%	12.1%	11.9%	11.8%
15. % ELL	0.0%	0.0%	0.9%	0.0%	0.7%



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)

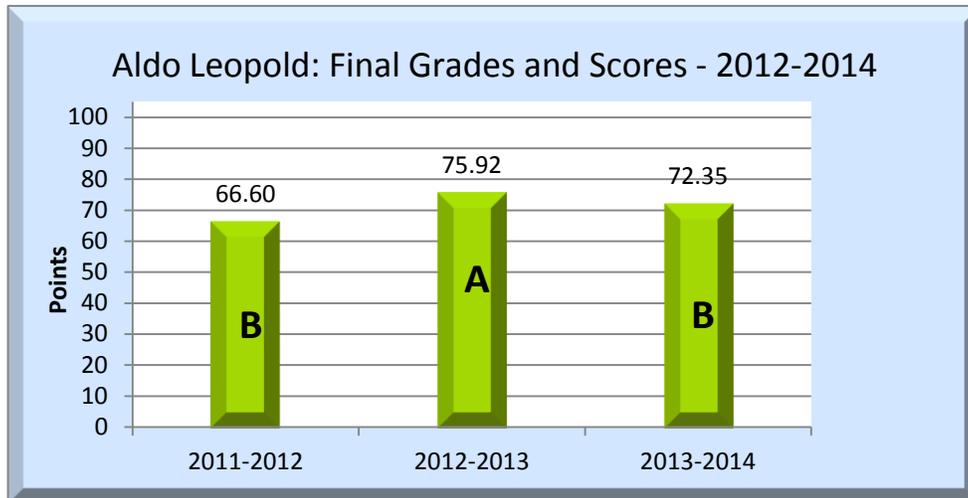
The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any 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.

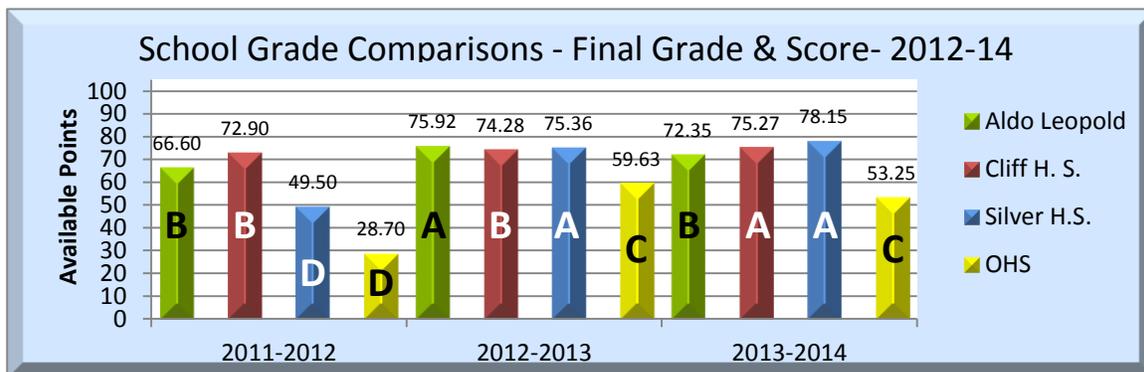
School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14).

Aldo Leopold's 3-year average score was 71.6, resulting in an overall B grade for the period. The school's Total Scores began at a B in 2012, increased to an A in 2013 and slightly declined to a B again in 2014.



Because Aldo Leopold is located in a city where the great majority of students share similar economic and ethnic demographics, we compared the Aldo Leopold Charter School school grades with those of the other three district high schools to determine the relative contribution that Aldo Leopold is making to academic achievement for students who might otherwise attend the traditional public high schools. These comparisons are included throughout these sections. The comparison schools are: Cliff High School and Silver High School and Silver districts Opportunity High School (OHS).

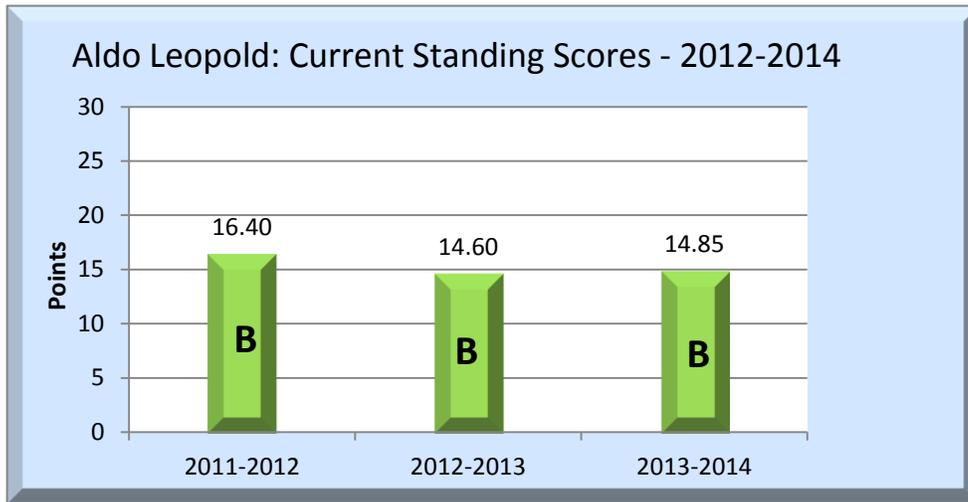


Aldo Leopold's score increased in 2013 resulting in an A grade for that year and was the highest grade and score among city high schools. In 2014, Aldo Leopold's score decreased to three points less than the 75 needed for an A grade, resulting in a B. Cliff High School's 2014 score was just over 75 in 2014, for an A, Silver High School maintained its score at 75 or over in 2013 and 2014 and received an A grade for both of those years, and Opportunity High School increased their grade from a D to a C from 2012 to 2013 and, while maintained that C grade, lowered just under 7 points in 2014.

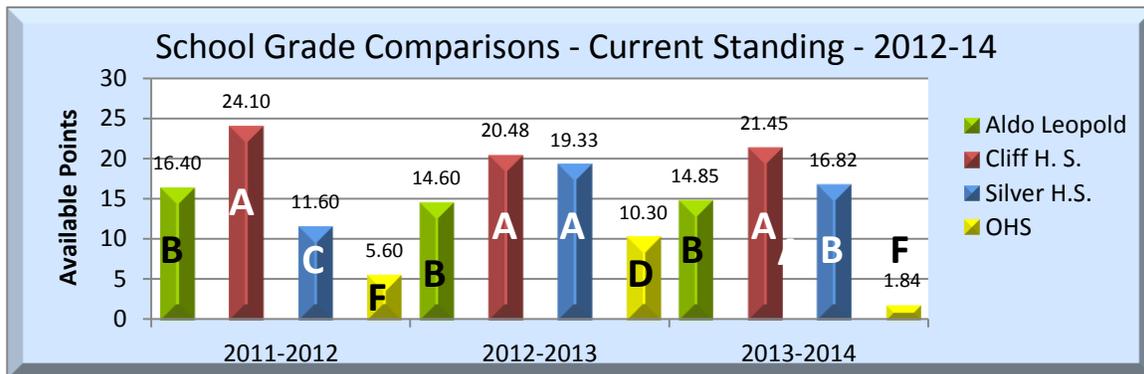
Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

Aldo Leopold's Current Standing score decreased in 2013 and increased slightly in 2014, maintaining a B grade all three years



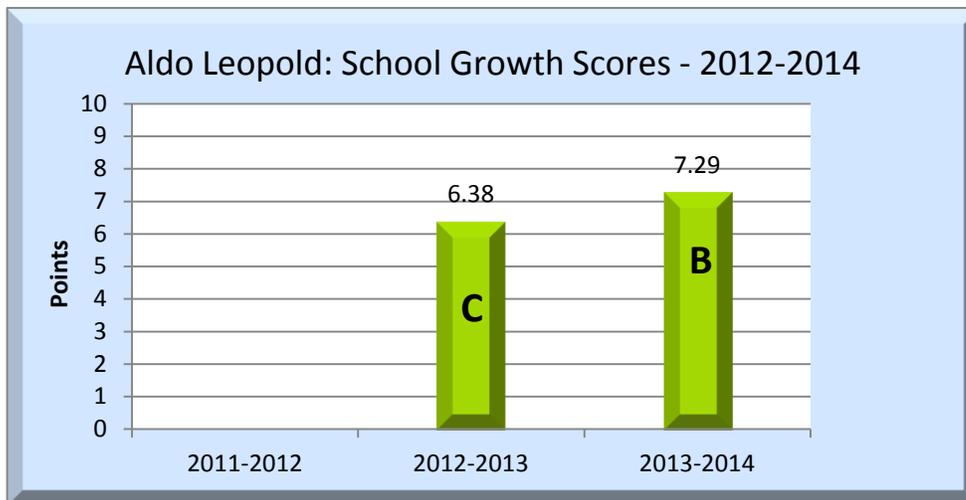
Aldo Leopold has maintained a B grade for each of the last three years but its score for 2014 was the second lowest among other district high schools. Cliff High School maintained an A grade during this period, Silver High school increased to a A in 2013 but fell back to a B in 2014 while OHS went from an F to a D and back to a lower F.



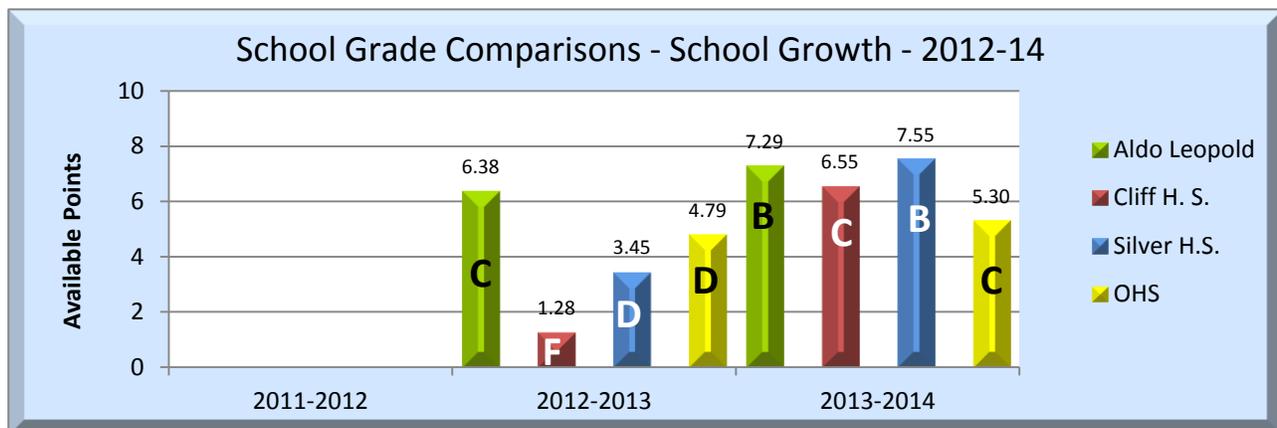
School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

The School Growth scores for Aldo Leopold increased sufficiently in 2014 to improve from a C to a B grade. (No School Growth score was given in 2011.)



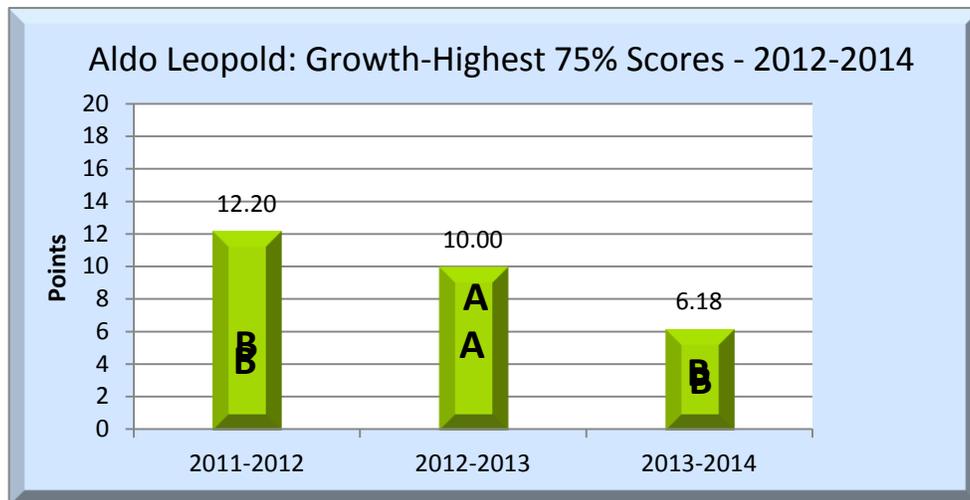
Aldo Leopold increased its score and grade from a C in 2013 to a B in 2014 and was less than half a point behind Silver High School. Both Cliff and Silver High Schools experienced significant increases and OHS a small increase in scores and grades from 2013 to 2014.



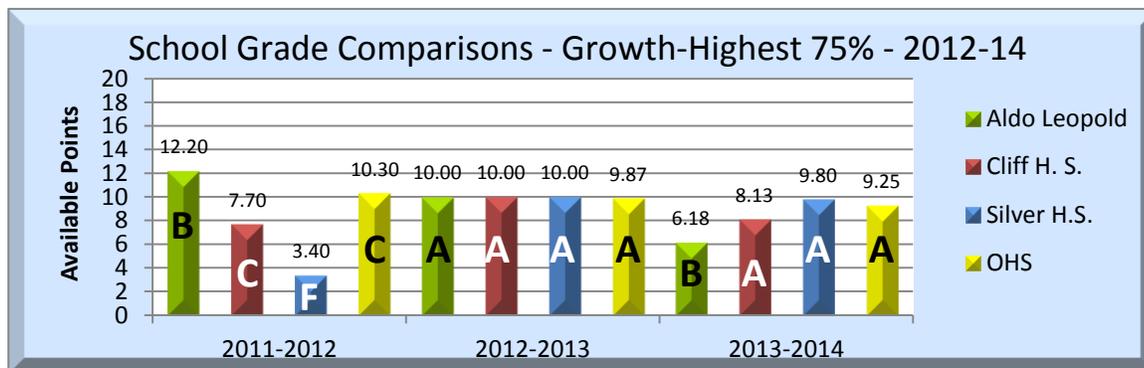
Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

Scores for Growth of the Highest-Performing Students have decreased steadily over three years although grades have been B's and an A. Even though it received fewer points that year, Aldo Leopold received a B in 2014, apparently due to a change in the number of available points, from 15 in 2012 to 10 in 2013 and 2014.



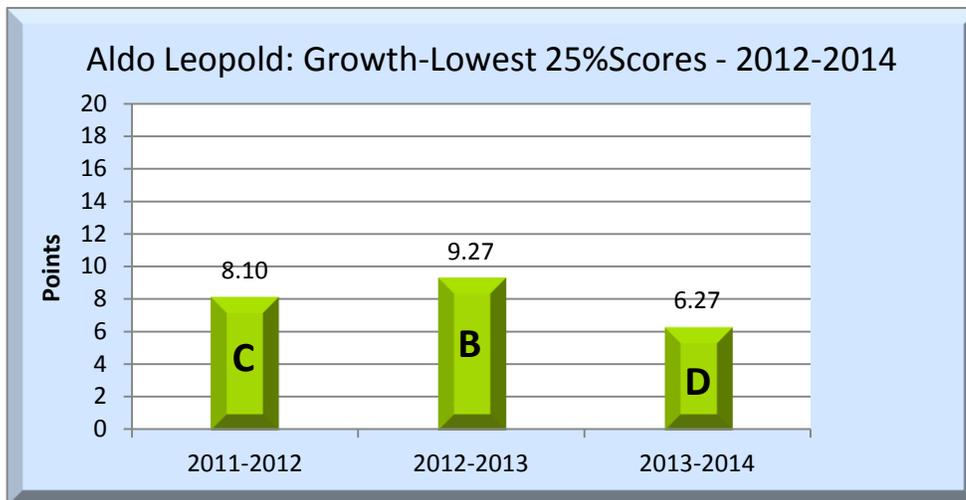
Due to a change in available points from 15 to 10 in 2013, Aldo Leopold's lower score for those years still allowed the school to receive an A grade in 2013 and a B grade in 2014. However, Aldo Leopold had the lowest score and lowest grade among these district high schools in 2014. Cliff, Silver High and OHS experienced significant increases in scores and grades from 2012 to 2013 and then saw moderate to slight decreases in scores while maintaining their A grades in both 2013 and 2014.



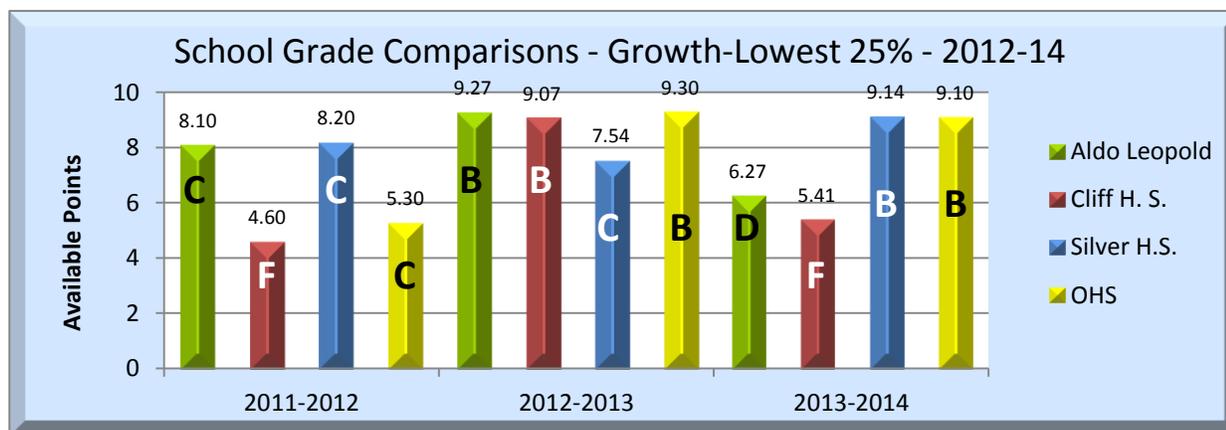
Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure.

Scores for Growth of the Lowest-Performing Students have varied over three years as have the grades, ending in a D for 2014. Again, there was a change in the number of available points in 2013.



Aldo Leopold increased its grade from a C in 2012 to a B in 2013, but declined to a D in 2014. Cliff High School had a significant increase from an F to a B grade in 2013, but reverted back to an F in 2014. Silver High School maintained its C grade from 2012 to 2013 and increased to a B grade in 2014, while OHS increase from a C in 2012 to a B in both 2013 and 2014.



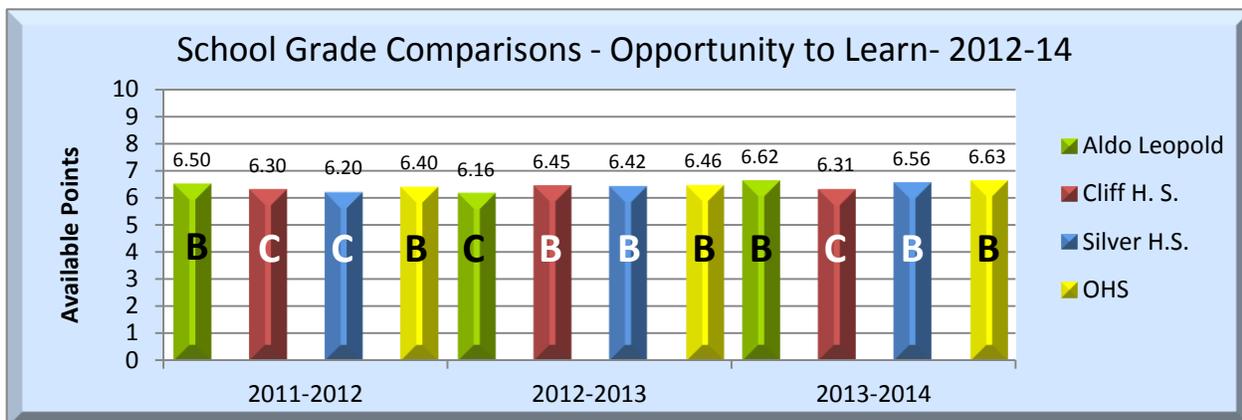
Opportunity to Learn

Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

Opportunity to Learn scores have varied slightly over three years (less than .5 points variance), but enough to result in a C grade in 2013 and a return to a B grade in 2014.



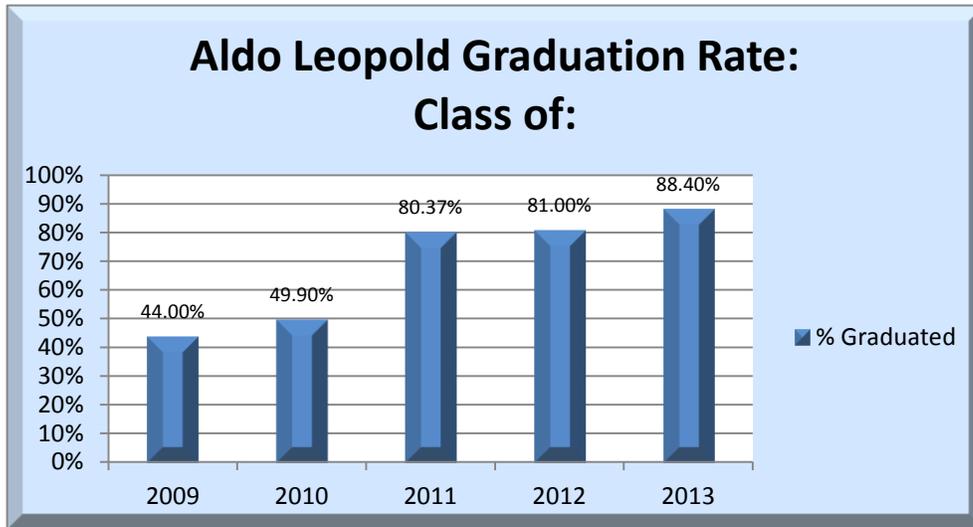
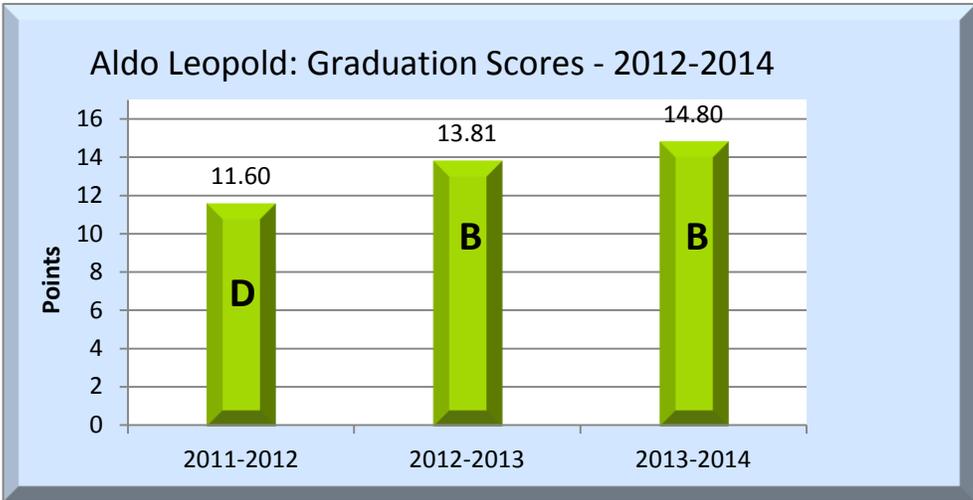
All of these district high schools experienced minor fluctuations in their scores over the three year period but those were sufficient to result in grade changes each year. Aldo Leopold, Silver High School and OHS received B grades in 2014.



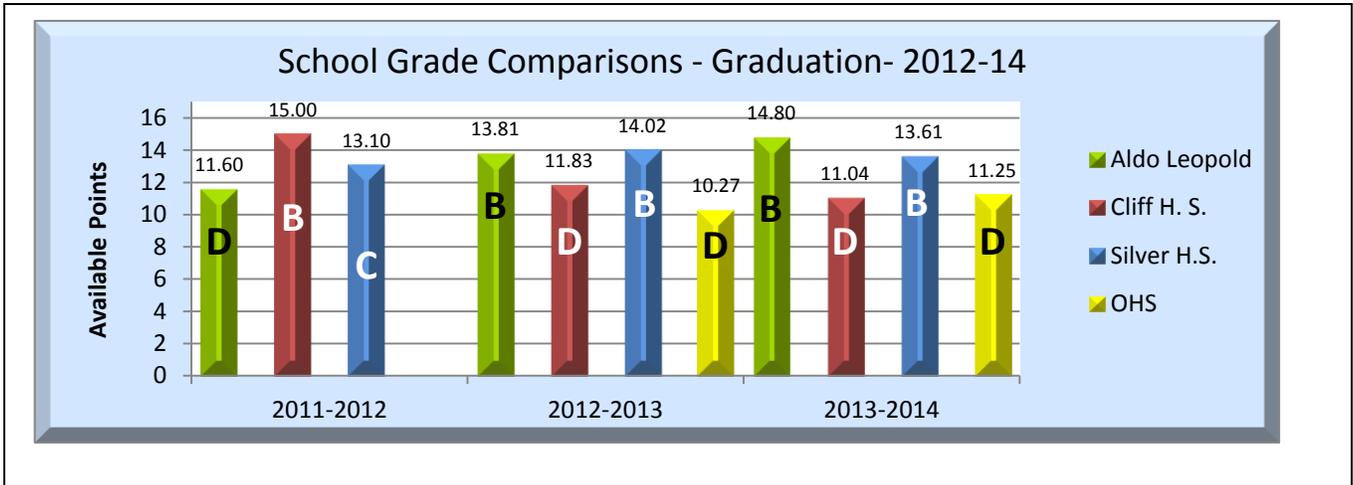
Graduation

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

The Graduation score has increased significantly from a D in 2012 to a B in both 2013 and 2014. Furthermore, graduation rate was a primary target for Aldo Leopold entering this past charter term. In 2009-10, Aldo Leopold had a graduation rate of 44.0% and a rate of 49.9% in 2010-11. After identifying and strategizing the need to improve the school's graduation rate in both the charter renewal of 2009-10 and within the school's strategic plan, Aldo Leopold has met significant success with this objective doubling the rate from 2009-10 to 2013-14.



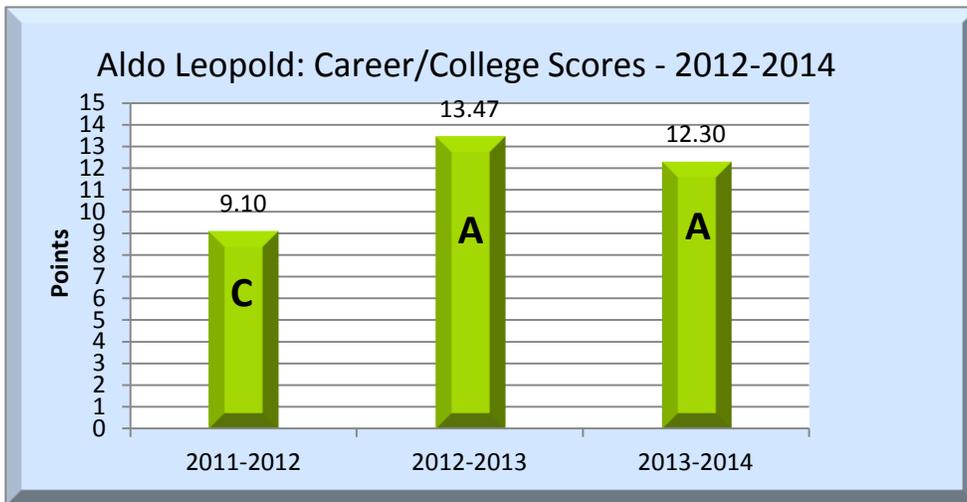
Aldo Leopold has experienced steady growth of its Graduation score over the past five-year period, raising its grade from a D in 2012 to a B in 2013 and 2014. Cliff High School has declined in its scores and grades. Silver High School has increased slightly from its 2012 score and its grade has also been a B in both 2013 and 2014.



College and Career Readiness

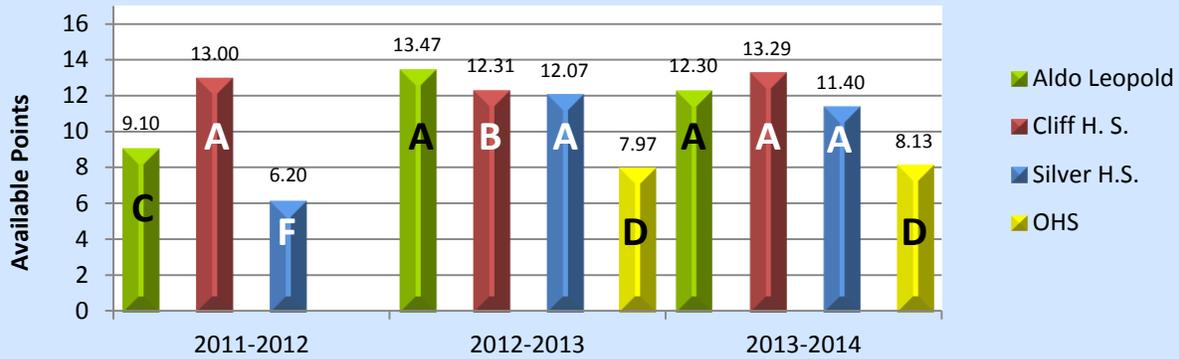
Provide a statement of progress regarding your "College and Career Readiness" over the past three years and offer any additional information regarding this measure.

The Aldo Leopold Career/College Readiness grade increased from a C to an A in 2013 and remains at an A for 2014.



While Aldo Leopold increased its score and grade from a C in 2012 to an A in 2013 and 2014, Cliff High School maintained an A grade all three years, Silver High School significantly increased from an F in 2012 to an A in 2013 and 2014 and OHS has maintained a D for the past two years that data has been available.

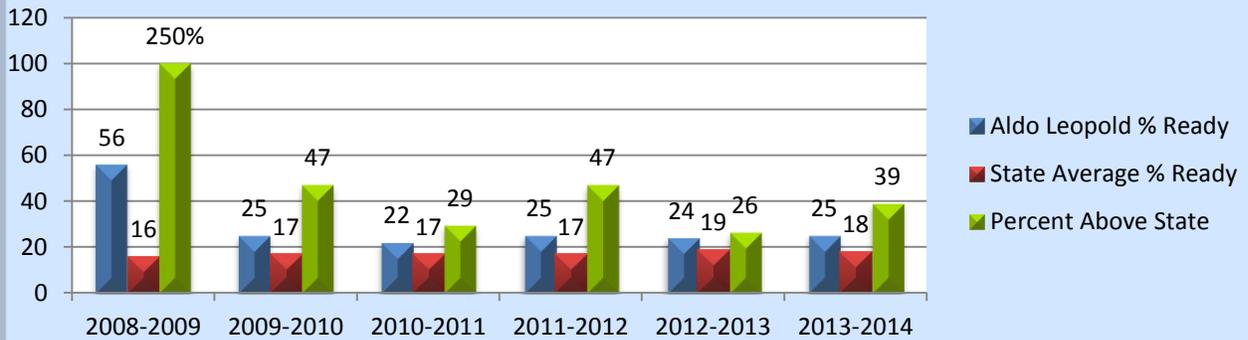
School Grade Comparisons - Career/College- 2012-14



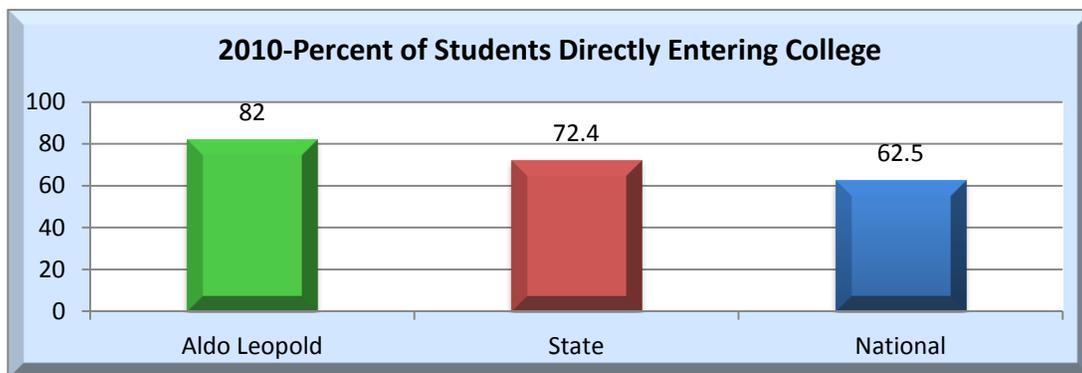
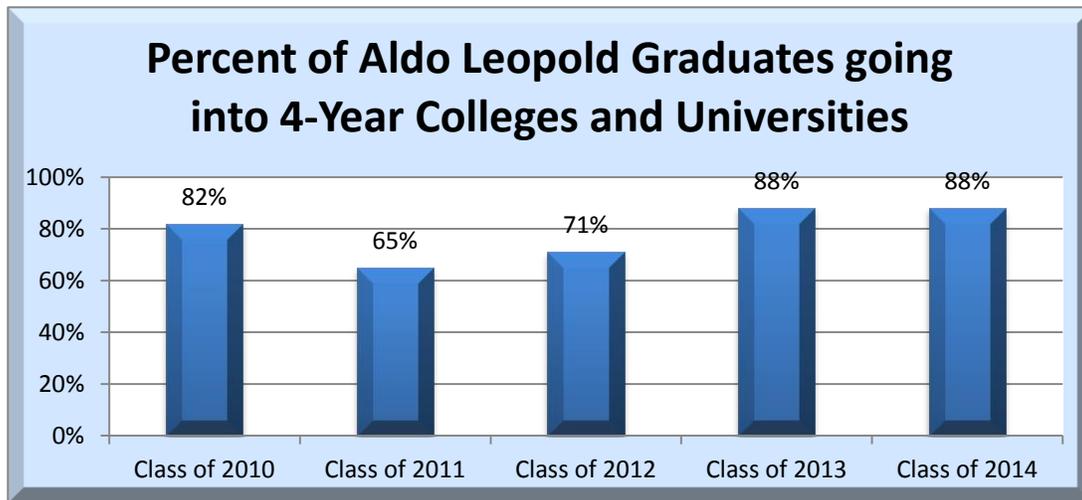
Aldo Leopold considers post high school placement of its students into college as a significant indicator of its overall success. From the paradigm that high schools are the stepping-stone to what's next in their students' lives, successful placement into the workforce or into college is a significant indicator of a school's success. The below graphs examine both ACT scores and the number of Aldo Leopold graduates who attended college after graduation as reflective of the school's success.

Aldo Leopold students have outperformed the state for the last six years that the school has collected this information. This graph compares Aldo Leopold Students to the state with regard to their readiness in all four subject areas combined (College English, College Algebra, College Social Science and College Biology).

ACT School Score-% Ready in All 4 Subject Areas



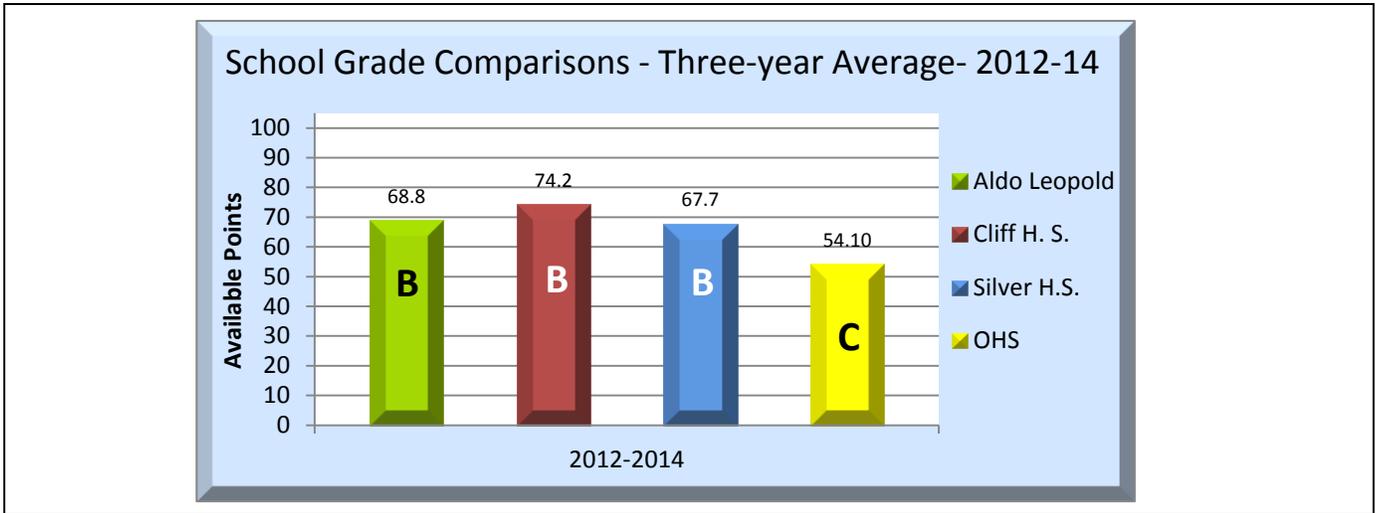
The percentage of Aldo Leopold graduates who attend 4-year college and university programs has been high. Over the past five years, the average percentage of students is 79% compared to the state average of 68% and the national average of 61% (According to 4 years of collected data in 2004, 2006, 2008 and 2010 by The National Center for Higher Education Management System).



This graph displays data that was available for 2010 from the National Center for Higher Ed. Management System.

Our final school comparison is the 3-year average grade for the Silver City high schools.

Aldo Leopold, Silver High and Cliff received B grades and there were only minimal differences in their scores whereas OHS has averaged a C.



Bonus Points

Provide a statement of progress regarding "Bonus Points" over the past three years.

Aldo Leopold received 2.8 bonus points in 2012 for exceptional student and parent engagement and sports and activities. The school received 2.23 bonus points in 2013 and 4.04 bonus points in 2014 for exceptional student and parent engagement and truancy improvement. Each year, the school has scored significantly higher than the state average.

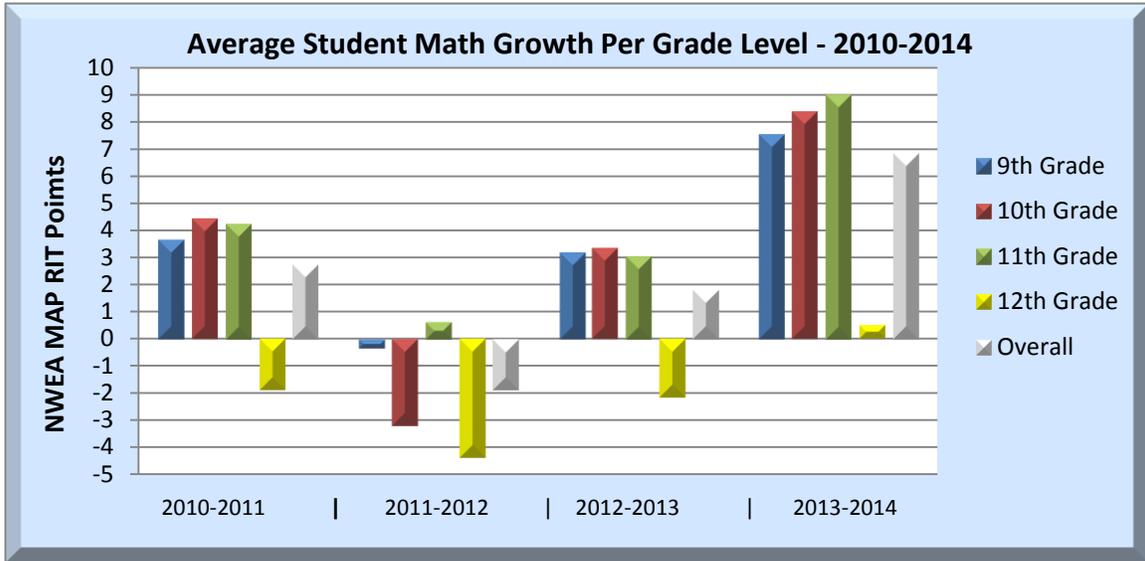
Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—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.).

<p>Student Academic Performance Standard/Goal #3: MAP Scores</p> <p>Student scores on both the reading and mathematics portions of the MAP assessments will, on average, increase by at least 2 RIT points per grade level completed at ALHS, with a 5% increase each of the following years.</p> <p>(Note: This is the only student performance goal that is measured by short-cycle assessments or other standards-based instruments as indicated above. Other student performance goals measured by different means are included in the next section.)</p>				
<p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):</p> <p>Aldo Leopold uses the NWEA MAP testing protocol to determine student growth on two levels. 1) <i>Micro level</i>: By teachers in the classroom looking at data from class to class, for each individual student as per his growth and in comparing each student to those peers in the same class. 2) Macro level: Examining trends from year-to-year on a broad school level over multiple years.</p> <p>This goal is founded on the examination of data on the ‘macro level’ described above. The data presented below indicates the average student growth by grade level over the last four years as expressed in RIT scale points. On the RIT scale, a growth of 2 RIT points is equal to one year of academic progress in the tested subject area. Thus, our school’s target was to average at or above one year of growth per year.</p>				
<p>NWEA MAP Math Test Data—Average Student Growth by Grade Level</p>				
Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
9th Grade	3.67	-0.33	3.20	7.54
10th Grade	4.44	-3.20	3.35	8.37
11th Grade	4.27	0.65	3.07	9.00
12th Grade	-1.88	-4.36	-2.16	0.50
Overall	2.76	-1.88	1.82	6.84
Growth above 2 RIT Points		Growth Below 2 RIT Points		

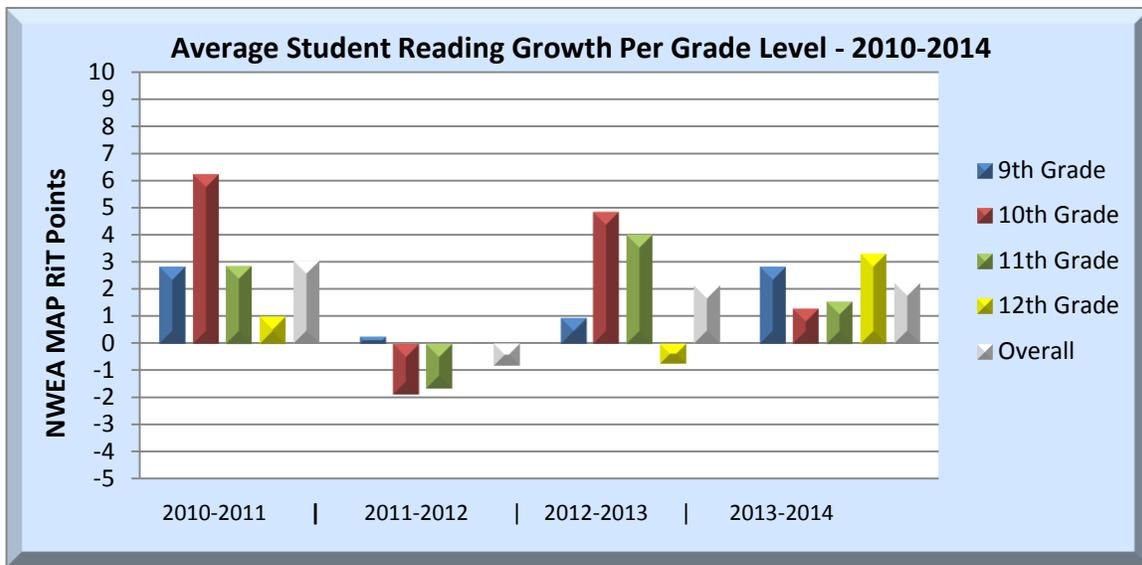


Provide a statement of progress and additional information regarding the above data:

In 2011, all grades except the 12th were above the student growth goal of 2 RIT points in Math. Student growth declined for all grades in 2012 and the 2 RIT point goal was not met. Student growth for all grades increased in 2013 but, because the 12th grade continued to show negative growth, the overall growth did not meet the goal. There was significant growth in 9th, 10th, and 11th grades as well in overall student growth in 2014, and 12th grade students achieved positive growth that year. These gains were sufficient to meet the goals for overall growth.

NWEA MAP Reading Test Data—Average Student Growth by Grade Level

Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
9th Grade	2.80	0.26	0.94	2.80
10th Grade	6.21	-1.86	4.83	1.30
11th Grade	2.86	-1.63	4.00	1.56
12th Grade	1.00	0.00	-0.72	3.30
Overall	3.04	-0.81	2.13	2.22
	Growth above 2 RIT Points		Growth Below 2 RIT Points	



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

In 2011, all grades except the 12th were above the student growth goal of 2 RIT points in Reading. The 2012 results showed a decline in growth in all grades. Results for 2013 were mixed with the 10th and 11th grades meeting the 2 RIT point goal, the 9th grade improving slightly and the 12th grade showing negative growth. By 2014, the 9th and 12th grade growth improved and exceeded the 2 RIT point goal while growth for the 10th and 11th grades declined significantly from the previous year. The overall growth exceeded the goal three out of the four years.

Other Student Performance Standards/Goals from your Current Charter

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.*

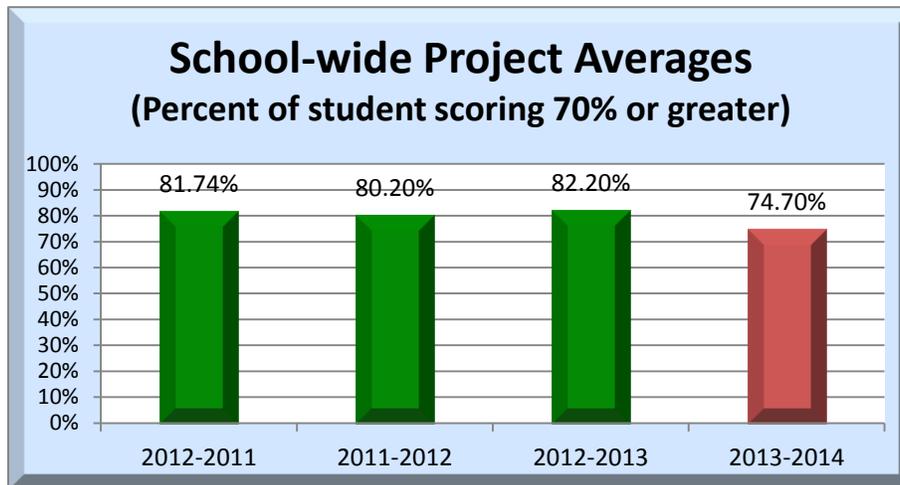
Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1: Curriculum Integration Projects

ALHS assigns annual projects that require students to integrate their learning from all core classes. 80% of all students will demonstrate problem-solving and critical thinking skills by achieving scores of 70% or better on annual projects and presentations.

Measure(s) Used:

Students’ project grade scores in Language Arts, which becomes the Spring exam grade.



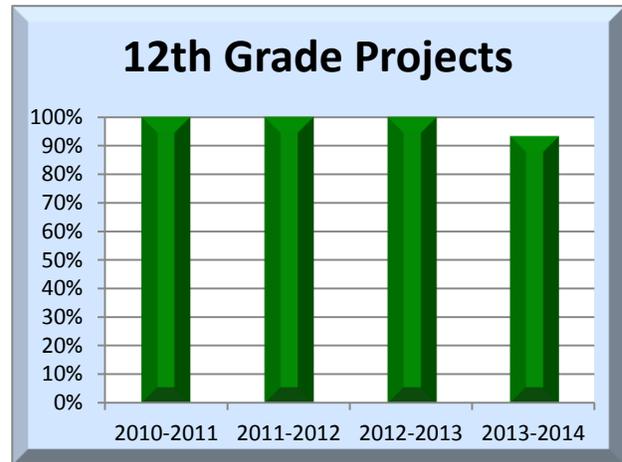
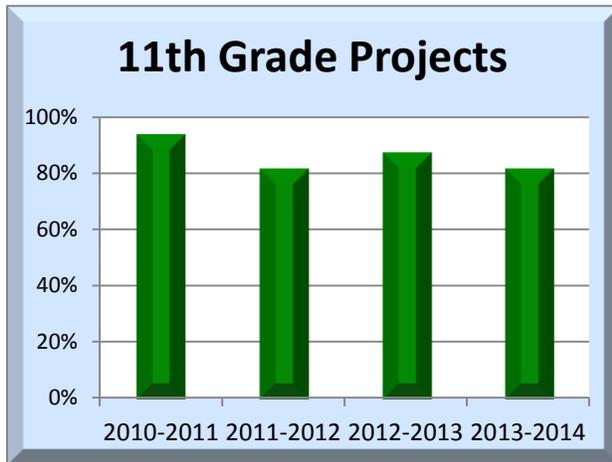
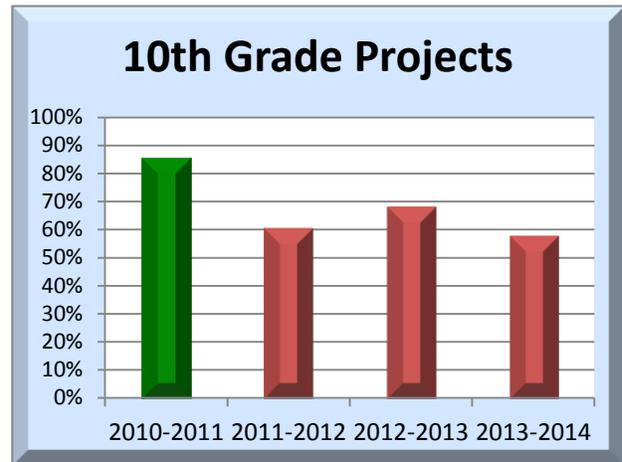
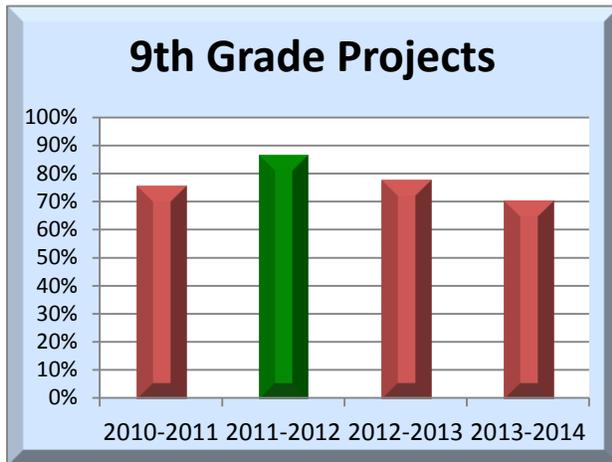
Percent of all student in each year scoring 70% or higher on annual projects

Disaggregated By Each Grade:

Percentage of Students Achieving Scores of 70% or Higher

Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
9th Grade	75.5%	86.7%	77.8%	70.4%
10th Grade	85.4%	60.6%	68.2%	57.9%
11th Grade	94.0%	81.8%	87.5%	81.8%
12th Grade	100.0%	100.0%	100.0%	93.3%
Above 80%	Between 70% & 80%	Below 70%		

Following graphs: Percent of all student in each grade for each year scoring 70% or higher on annual projects
 (Red bar – Below Goal and Green Bar – Above Goal)



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

Overall, the 80% goal was met every year except 2014. By grade, ninth grade students did not achieve the 80% goal in 2011, 2013 or 2014 and tenth grade students did not achieve the 80% goal in 2012, 2013, or 2014. In eleventh and twelfth grades the achievement level was met every year.

Student Performance Standard/Goal #2: Student Behavior

ALHS students will demonstrate personal accountability and respect for themselves and others:

- At least 80% positive feedback from community mentors on an end-of-term survey of internships and other community partnering;
- average student-attendance rate of at least 90%;
- 5% reduction in the number of annual disciplinary referrals (per student).

Measure(s) Used:

Mentor feedback, attendance records, and rate of disciplinary referrals.

Positive Mentor Feedback, Attendance, and Disciplinary Referrals

	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
Positive Mentor Feedback	87.6%	96.0%	100%*	100.0%
Attendance	94%	93%	94%	93%
Disciplinary Referrals	175	176	97	255 ⁺

* Low data pool of only three respondents. ⁺50% increase in number of students with start of middle school services.

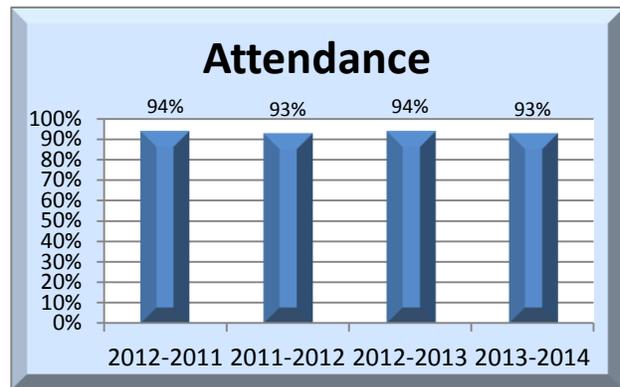
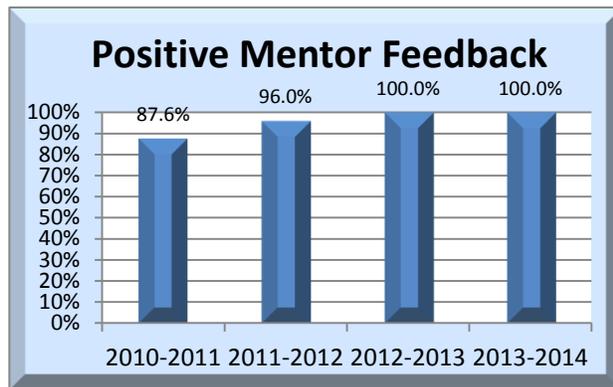


Table of Disciplinary Referrals

	9th Grade	10th Grade	11th Grade	12th Grade	All Students	Target for Year (All)
2010-11	2.07	0.68	0.32	0.19	1.00	
2011-12	1.29	2.30	0.24	0.24	1.40	0.95
2012-13	0.72	1.22	0.46	0.46	0.67	1.33
2013-14	1.45	2.35	0.42	0.42	1.45	0.64

Explanation of ratio for the 1.00 that is for 'All Students' in '2010-2011': 116 infractions for 116 students resulted in a 1.00 ratio of average infractions per student over the course of the year. This method adapts to account for the potential number of referrals that would result in higher enrollment

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

Positive Mentor Feedback and Attendance rates are high and both measures exceeded the 80% goal each year.

In reviewing the Disciplinary Referrals goal annually, we realized that changes in enrollment numbers over the years, the wide range of possible infractions in our code of conduct and the unpredictable behaviors of incoming students all impacted the potential number of referrals. In order to best quantify a measurement, the above table represent the average number of referrals per student per year.

The student information system that was utilized in 2009-2010 did not allow us to establish a baseline for the target score for 2010-2011. The target is derived from a 5% reduction from the previous years ratio. Further, in working to improve student behavior, each year the school typically targets specific areas of behavior on which to focus. The result is an increase in documented incidents in that area.

The general behavior of incoming students is unpredictable and the objective is to improve behavior over time. As such, another method of assessing the data in the above table is following a cohort from year to year (follow the diagonal colored data boxes), expecting an improvement within that cohort. By following cohorts, there are 9 data points in which to study a cohorts' improvement. With this method, the school improved 6 of the 9 data points. This methods alleviates some of the discrepancies seen with incoming 9th graders, but does not account for additional new students that join a cohort after the ninth grade.

The school quickly realized that the measurement of this objective was a poor indicator of overall student behavior. That said, scrutinizing this data over four years did allow the school to assess trends and correlate changes in statistics to various aspects of the school such as changes in student body, changes in school personnel, fluctuations in enrollment, and implementation of various practices such as restorative practices that are further explained in organizational goal #2.

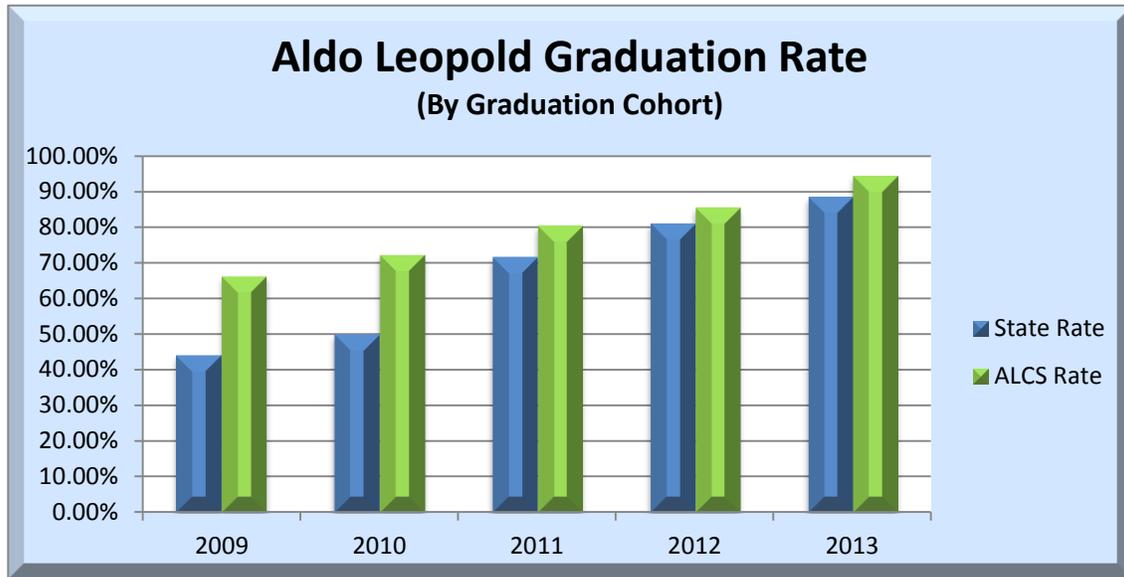
Student Performance Standard/Goal #3 – This goal is located on above pages 27-29 (Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter)

Student Performance Standard/Goal #4: Graduation Rate

At least 80% of all ALHS students will obtain a high school diploma or a GED by 2014.

Measure(s) Used:

School and PED graduation reports.



Note: the 2013 graduation cohort is data that is available from the 2013-14 School Grade Report Card as it looks back one year. Therefore, the cohorts of 2010 to 2013 are the graduation cohorts included in this past charter term. The 2009 graduation rate was included to emphasize the school's desire to improve this rate. The state rate does not credit schools for students who receive a GED and the SMART goal was approved to include a GED into the graduation rate calculation.

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

The target date for meeting this goal was 2014 and Aldo Leopold met this goal beginning in 2011 graduation cohort by the school's measure and in 2012 graduation cohort by the state's calculation.

Other Organizational Performance Standards/School Goals from your Current Charter

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

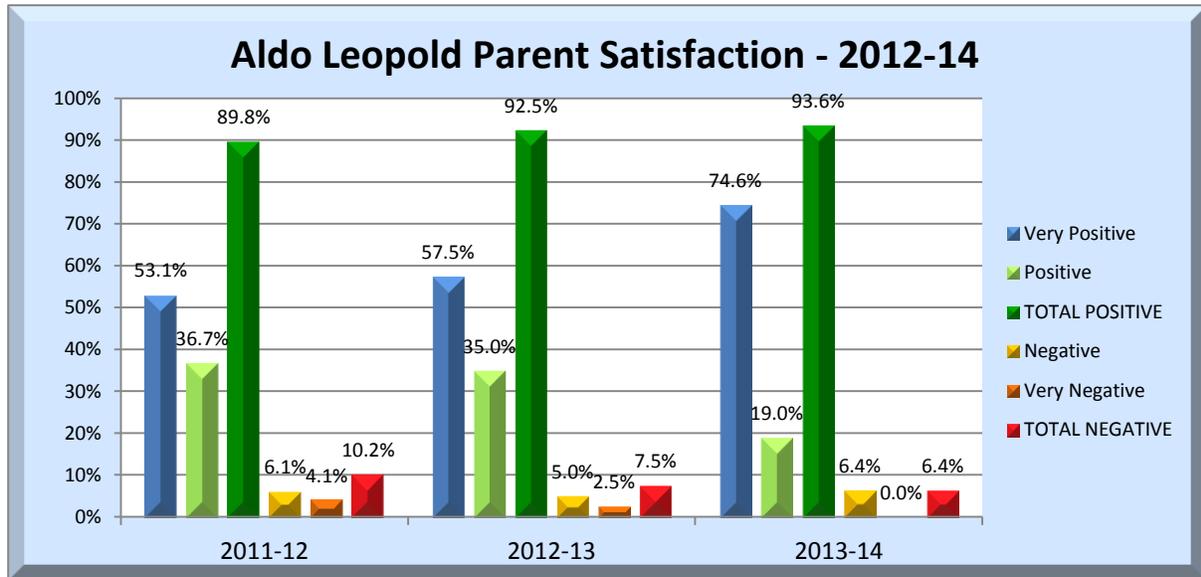
Organizational Performance Standard/School Goal #1: ALCS Educational Program Rating

Parent and student respondents will rate the ALHS educational program positively, as demonstrated through the annual parent and student satisfaction surveys.

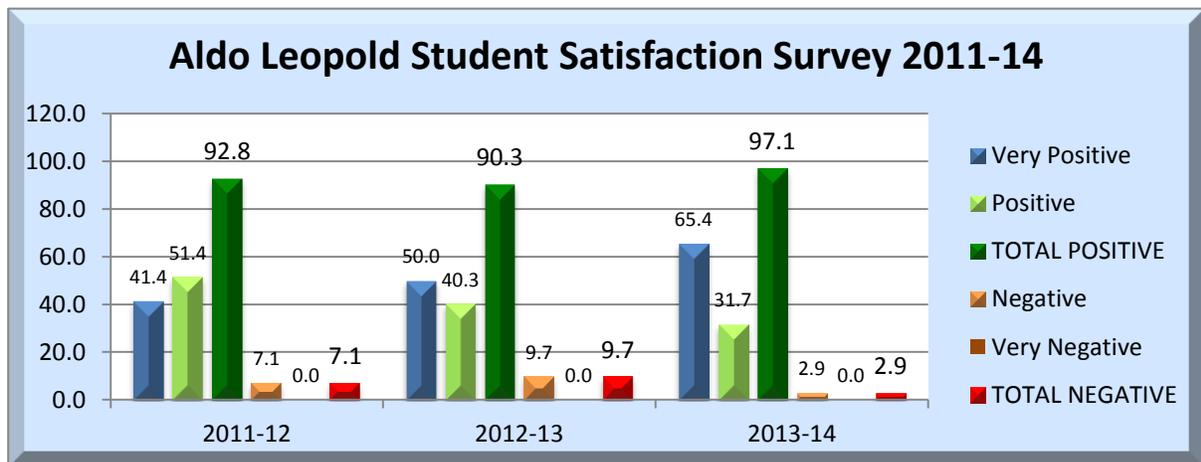
Measure(s) Used: Parent and Student Surveys

Data:

Parent Satisfaction Survey:



Student Satisfaction Survey:



Note: The 2010-11 survey had a variation to the question from the subsequent years and therefore not included within the graph. 2010-11 question: "I am accomplishing my educational goals at ALHS." 80.7% agreed or strongly agreed with this statement while 19.3 disagreed.

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

ALCS Exceeded this goal: Parent and Student satisfaction is very high, with TOTAL POSITIVE ratings (“Very Positive” and “Positive” combined) in the 90% range every year.

Organizational Performance Standard/School Goal #2: Restorative Practices

ALHS will increase student and staff skill for conflict-resolution and community building by implementing a restorative practices program. This goal supports Student Performance Goal #2, Student Behavior.

Measure(s) Used:
Subjective response.

Data:

During the 2010-11 school year:

- ALHS organized a Restorative Practices Implementation Team, which met weekly March-May to train participants and to plan for school-wide implementation efforts. The team included the School Director, Counselor, two teachers, and 4-6 students, along with a community member and trainer with experience in this area. This effort culminated in an implementation plan that addressed training, communication, and practice.
- Counselor attended a four-day intensive training during the summer in Pennsylvania (July)
- A letter was included with end-of-year report cards that discussed Restorative Practices and informed students and their families about the ALHS commitment to implementing this program.
- Two staff members and three students participated in an in vivo training during a response intervention for a student behavioral incident utilizing Restorative Practices and a trained community facilitator.
- Five staff members attended a three-day training on Restorative Circles in June in Lordsburg
- One staff member attended a one-day circle training in June in Albuquerque.

During the 2011-12 school year:

- The Student Council learned Restorative Practices skills that were translated into restorative circles being held in various classes and other school related events.
- The school extended its usage of discipline committees that include both staff and students. This committee recommended the use of restorative practices in all of its recommendations to the Director.
- Restorative circles were used regularly by teachers, especially in advisory in discussing general school matters.
- Isolated example - When a class traveled to Costa Rica, two male students were not getting along well. The male students took it upon themselves to hold a restorative circle in the rainforest of Costa Rica. The two students successfully navigated the trip.

During the 2013-14 school year:

- ALCS high school teachers continue to regularly utilize Restorative Practice circles in both a proactive and reactive manner to facilitate group discussion and cohesion as well as to respond to issues of concern.
- ALCS expanded to include a middle school with grades 6-8. MS students participated in a number of circles throughout the year as a means to facilitate community awareness, group cohesion, and reaction to issues of concern. Particular emphasis was placed on helping circle participants to become increasingly aware of the effect that their behavior has on other community members.
- Additional isolated examples of students integrating a restorative approach to conflict continue to emerge as Restorative Practices grow increasingly as commonplace within ALCS. For example, Youth Conservation Corps (YCC) student crew leaders worked through a number of challenges via the restorative circle, and reported that these efforts greatly improved team cohesion and cooperation.
- Many restorative-focused mediations were held with students in conflict throughout the school year with favorable results.

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

ALCS met this goal. Restorative Practices continue to provide foundational support in classrooms and in response to issues of concern. The Dean of Students who was hired last year has made effort to utilize RP methods whenever appropriate for disciplinary issues, though the increased time possible by RP for full conferencing can be taxing on the program. The model is difficult to manage for issues of larger concern. A teacher hired for 2014-15 school year has received extensive RP training and is in pursuit of an advanced degree in RP. It is hoped that her extensive training and experience will continue to increase reliance on RP, particularly in the area of discipline issues.

ALCS will continue with student and staff trainings. The school will continue to utilize restorative practices both proactively and reactively in classroom and experiential education settings. Increased training and effort will be made to further restorative response to discipline.

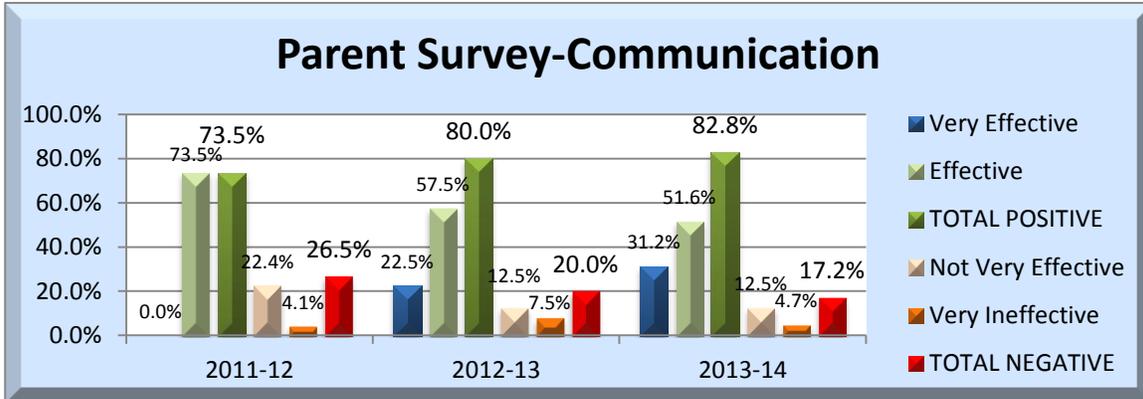
Organizational Performance Standard/School Goal #3: Communication

As identified as a goal in the strategic plan, ALHS will improve communication among staff and between staff and the students' families.

Measure(s) Used: Surveys for parents, students and staff.

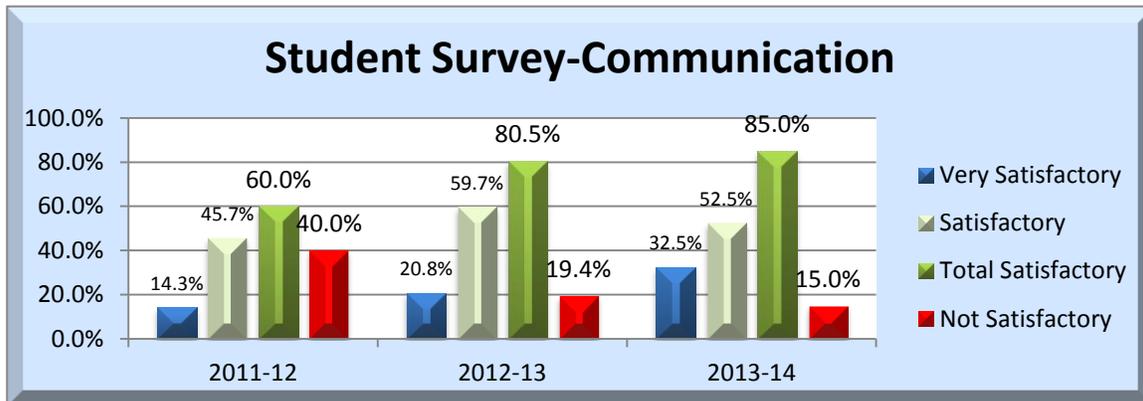
Data:

The parent satisfaction surveys reflect a steady improvement in the parents' perception of the school's communication. The survey question states, "How would you rate the effectiveness of the school's communication with families?"



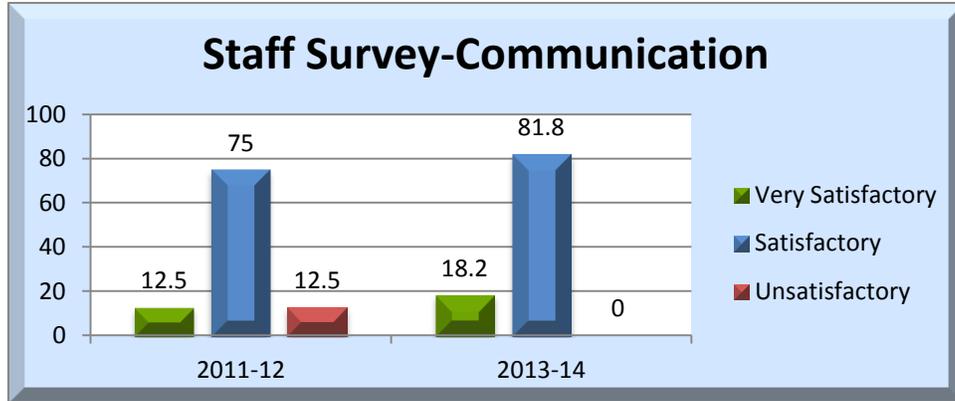
In 2010-11, the parent survey question was different: "I am informed about what is going on in the school." From this question, **77.4% positive responses** (strongly agree and agree), 12.9% disagreed, 0% strongly disagreed and 3.2% stated that they don't know. Generally speaking, the survey question is similar with commensurate results but due to differences, omitted from graph.

The student survey for the school's communication also indicates steady growth over the past three years: steady growth for those indicating that they are very satisfied and satisfied and a steady decline of those individuals who expressed that they are not satisfied with the school's communication. Survey question: "Communication between staff and the students is: ____"



For 2010-11, there was no survey question that was similar enough to the above question that could be well aligned to the subsequent three years of data.

Staff data was not collected for the first and third school year of the charter renewal. The two years indicate an overall satisfaction rating of **87.5% in 2011-12 and 100% in 2013-14**. The overall satisfaction rating is 'very satisfactory' and 'satisfactory' combined. The goal was met for the two years that the school collected the data.



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

ALCS is confident that we have succeeded with this goal. The drive to improve communication at Aldo Leopold has been an objective in both the last charter renewal (this SMART) goal and within the school's strategic plan. This goal targeted the expansion to include a Director of Development, improved email system, increased internet capacity, regularity in school newsletters and the ability to blast emails and text messages to students and their families. The school plans to continue to improve the information available on the website and through the parent/student web portal currently used for sharing information about grades, curricula and homework.

Organizational Performance Standard/School Goal #4: Improve IMP and Internship Programs

As identified as goals in the ALHS strategic plan, the school will strengthen the ALHS Interactive Math Program (IMP) and Internship Program.

Measure(s) Used: Subjective Information

Data:

Interactive Math Program (IMP) – An integrated math curriculum

Integrated math continues to be a very good fit to the school's inquiry-based approach to mathematics. That said, the challenge continues for our students who come from or enter a traditional math program from our school. The Common Core State Standards however, are aligned well with an integrated math curriculum.

Challenges with this program:

- Difficult for students who have studied in a traditional math program to enter into this program late, or to leave this program in high school and enter another school with a traditional approach.
- Students wishing to test into Dual Enrollment math courses must test into college level classes via the Compass test, which is based on a traditional approach.
- Students demonstrate less benefit from the Interactive Math Program (IMP) until they complete at least the third year of the program. This is not necessarily inconsistent with students who have not completed algebra and geometry in a traditional program.
- Parents typically come from a traditional based program and have a difficult time assisting their children in IMP.
- The IMP program lacks reinforcement of skills through redundant practice.
- The IMP book is reported as "corny" or "immature" by high school students.

Strengths to the IMP or interactive math program:

- The approach is inquiry-based, aligned to the school's mission.
- The program emphasizes how to think, not what to think.
- Extremely strong foundation for students pursuing sciences.
- The curriculum is much more problem-solving/ critical thinking skills based from traditional math programs.
- Students who complete the fourth year of IMP are much stronger in math than previous cohorts at Aldo Leopold.

Changes to Aldo Leopold's approach to integrated math in the curriculum and the results:

- Two years ago Aldo Leopold began to phase in a new interactive math curriculum from Interactive Math Program to Core Plus mathematics. This new curriculum improved the following items:
 - More mature writing for high school students.
 - More opportunity for practice through redundant practice problems.
 - Curricular concepts are taught at similar times as seen with peers taking traditional math. This also helps mid-year or post 9th grade students entering Core Plus directly from traditional math programs.
- The 9th/10th grade teacher has attended an intensive training program for the Core Plus math curriculum and the 11th/12th IMP teacher is a veteran teacher with this curriculum. Overall, the preparation of the two math teachers is significantly stronger than the past.

Internship Program

Over the past four year, Aldo Leopold has significantly improved the internship program. The following are different aspects of the program that have been enhanced:

- Improved grading rubric – The rubrics that students adhere to for their grades are more comprehensive and broaden expectations of student performance.
- Better alignment to State Standards and Benchmarks – At the beginning of each semester, each student identifies specific strands of Career and College Readiness standards as identified in the NM State Standards and Benchmarks. This ensures that all students and their mentors are targeting necessary standards that prepare students for placement into the workforce and/or the college environment.
- Journaling Expectations – Each student completes a weekly journal as a reflective piece to ensure that he is working toward identified targeted standards, making connections between the workplace and career skills and developing writing and reflecting skills in the process. The journaling process met with resistance by the students, but has significantly assisted students in moving toward more advanced readiness skills.
- Annual feedback from community mentors – Each semester, mentors are offered a survey that provides the school with meaningful information to expand and improve the internship program.
- Enhanced mentor training – Each semester, training is provided to new internship mentors. In the event that a community mentor is unable to attend this training, the Internship Coordinator provides one-on-one training at the convenience of the mentor.

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

Aldo Leopold Charter School believes that it has met this two-part goal.

IMP or integrated math:

The move to Core Plus math curriculum appears to be a good move for the school. Common Core State Standards are well aligned with an integrated approach to mathematics. As such, the PARCC test scores seen over the next two to four years should offer evidence of the benefits of the integrated approach in Aldo Leopold's math curriculum. NWEA MAP short-cycle assessments have also provided evidence of an improvement of Aldo Leopold's math scores. In addition and of significant past concern, there have been fewer expressed parental concern regarding the new math curriculum.

Internship Program:

This program remains a significant aspect that uniquely defines Aldo Leopold from other schools. The additional attention to this program over the past four years has been a significant success to further the educational opportunities for ALCS students.

As internships run each Friday for students in grades 9 through 12, significant time is dedicated to the skills that are gained within a work environment. Currently many students don't know how to dress, speak, greet or interact appropriately with customers in a workplace. The rapid development of technology, such as texting and social media, has impacted the development of the necessary skills for effective face-to-face interactions. These are some of the issues Aldo Leopold internships are able to address.

Many individuals in town are quick to recognize the significant work that Aldo Leopold students do within the Silver City community. In addition to expanding school choice for families within Silver City, Aldo Leopold students are ingrained in the greater community. Many students have been a part of many service projects and have served as interns for community members, expanding the sense of Stewardship that students have for the community.

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

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 <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	N/A	N/A	N/A
1 (10–11)	8	<p>Non-compliance and other matters (6); Significant deficiency (2)</p> <p>One deposit greater than \$200 made one day late; Two ERB contributions submitted late; Q4 budget-to-actual report submitted late; bank reconciliations not reviewed; Depreciation schedule not maintained; Journal Entries not reviewed; General Ledger cash balance is incorrect.</p>	<p>We were surprised by new auditor's insistence on using AptaFund for our GL instead of the Microsoft product we had been using. Cash balance problem and late actual report submission both stemmed from this change. Developed bank rec process to allow for second-person review. Continued to improve timeliness of deposits.</p>
2 (11–12)	7	<p>Non-Compliance & other matters (6); Significant deficiency (1)</p> <p>Two ERB reports were submitted late; Two RHC reports were submitted late; Q4 budget-to-actual report submitted 2 days late; School bus was disposed of (traded-in to dealer) without approval from State Auditor; General Ledger cash balance still incorrect; Requests for reimbursement are not reviewed internally; Expenditures were booked to the Title I program that exceeded budget authority by \$677.</p>	<p>We agreed to seek contract bookkeeping assistance to help part-time Business Manager submit all reports on time and to allow for independent review of many RfRs. We will continue to improve our mastery of AptaFund to eliminate GL balance problems, which again contributed to late Q4 reports. We are now aware of the need to obtain State Auditor approval of any disposal of any asset on our fixed asset inventory, even if depreciated value is zero. Title I problem was due to improperly submitted BAR – this will not happen again.</p>

3 (12–13)	5	<p>Non-Compliance and other matters (5)</p> <p>Two ERB and two RHC reports again were submitted late. General Ledger cash balance incorrect. Some Requests for Reimbursement are not reviewed internally before submission. Several stale-dated checks were not canceled as of end of fiscal year.</p>	<p>We have now hired a contractor to assist with RfRs. By end of FY14, general ledger has been corrected. Stale-dated checks are now canceled more frequently.</p>
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Identify any changes made to fiscal management practices as a result of audit findings.
 School Director now reviews all Journal Entries; Deposits are made timely; Most RfRs are reviewed; Bank Reconciliations are not prepared by accounting clerk and reviewed by Business Manager

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? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
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? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

- 1) Yes No The school complies with instructional days/hours requirements.
- 2) Yes No The school complies with graduation requirements.

- 3) Yes No The school complies with Promotion/Retention requirements.
- 4) Yes No Next-step plans are completed for applicable grades.
- 5) Yes No The school has an approved EPSS Plan.
- 6) Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) Yes No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation. **Not Applicable**

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:
 - 1) **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.
 - 2) **Yes** **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) **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 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. **Not Applicable**

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. Not Applicable

School Environment—Assurances

- 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.
- 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. Not Applicable

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 keep 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. Not Applicable

Governance—Assurances

- 1) **Yes** **No** The school complies with governance requirements? Including:
- 2) **Yes** **No** All required School Policies
- 3) **Yes** **No** The Open Meetings Act
- 4) **Yes** **No** Inspection of Public Records Act
- 5) **Yes** **No** Conflict of Interest Policy
- 6) **Yes** **No** Anti-Nepotism Policy
- 7) **Yes** **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
- 8) **Yes** **No** Required Committees (Finance and Audit) and submission of appropriate documentation
- 9) **Yes** **No** Governing Body Mandated Trainings
- 10) **Yes** **No** Governing Body Evaluates Itself

Yes **No** Is the school holding management accountable?

- 1) **Yes** **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) **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. Not Applicable

D. Petition of Support from Employees

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.

E. Petition of Support from Households

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.

F. Facility

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

		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
Other Attachment(s) Appendix E	Describe: ALCS Strategic Plan - Adopted 4/19/2012	<input checked="" type="checkbox"/>



Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. 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.

Two academic priorities for the school will be to:

- 1) Examine improved methods of ensuring delivery of content that is aligned to Common Core State Standards in language arts and mathematics.
In 2012, ALCS began the process of realigning its language arts and math curriculum to Common Core State Standards (CCSS). Because there has been limited testing to determine the effectiveness of this realignment, the onset of the PARCC will better point to the school's successes with regard to its curriculum alignment and delivery of that content.
- 2) Better usage of short cycle assessments along with diagnostic assessments that better expose achievement gaps.
The NWEA MAP short cycle assessment just began to test toward the CCSS in math and language arts. With the PARCC assessment and MAP's realignment toward CCSS, we will be better able to determine the effectiveness of our curriculum and content delivery. In addition to MAP testing, some students have achievement gaps that are not easily identified by MAP testing; their scores and skill deficits are below the level that they are testing on the MAP tests or the MAP testing does not hone in enough on the specific deficit.

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

Both of the above listed priorities will be targeted by implementing the following strategies:

- 1) Committee work – The curriculum committee will continue to examine the alignment of math and language arts to CCSS. This committee will use data, as it becomes available, to determine strengths and weaknesses in order to better inform instruction. Teachers will work with this committee to map improved curricula that will allow for more targeted instruction in areas of concern.
- 2) Professional Development – The school will continue to provide professional development that expands instructors’ understanding of the following:
 - a. Common Core State Standards – Help staff better utilize the data that is available through short cycle assessments and from student performance on the SBA/PARCC tests.
 - b. Diagnostic Tools – The school will focus on finding diagnostic tools to aid students who exhibit areas of weakness that are not easily identified through the current short cycle assessments.
 - c. Usage of MAP testing data – The staff will continue to assimilate strategies to disaggregate data that is available through short cycle assessment to examine deficits in curriculum or in the delivery of content.
- 3) Professional Development Plans (PDPs) – The staff will expand PDP that include staffs’ review of curricula, curricular alignment to appropriate standards and improvement in pedagogy. This will be attempted through the State’s usage of Teachscape.

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

Since the last charter renewal the school has focused on the organizational goals, student performance goals and the school's strategic plan to support student growth. The school has supported student achievement through two general methods, I.) improving school culture and II.) focusing on data that can be correlated to content delivery that effects student achievement.

- I. School Culture – The school has focused on various aspects of improving school culture as an indirect means of improving student performance. This is predicated on the belief that a healthy school culture creates an environment that supports stronger academic performance. The following are focal points that relate to building school culture.

In the spring of 2011, the ALCS community began the process of developing a long-term strategic plan. The first phase of the process was a facilitated community input meeting that included parents, staff, students, alumni, Governing Council and community members. The facilitator then merged all of the information into general categories and re-presented this information to the school and Governing Council. Over the next year, the information was developed into four elements: A) Curriculum B) Communication C) Facilities and D) Development efforts. While the launch of a middle school was not listed as its own item, it was integrated into each of the four elements.

The strategic plan is included as appendix E.

- A. Curriculum – The strategic plan process exposed the need for the school to examine curricular alignment to State Standards and Benchmarks while maintaining alignment to the school's mission and vision. Soon thereafter, the need for language arts and mathematics alignment to Common Core State Standards also became necessary. A standing curriculum committee has focused on methods of ensuring that curricula are aligned to the current standards while ensuring continued alignment to the school's mission and vision.
- B. Communication – Much of the focus regarding communication was surrounding poor technology infrastructure. The email was limited, Internet connectivity was limited and there was no common calendar that was utilized by staff. The school improved internet reliability, launched its own email server that includes strong calendar features and created a conduit that serves calendar events on the school's website. This improved the ability to communicate both internally and externally. In alignment with advancing technology, a new student information system was launched that allowed for more robust usage and access of data. The new system had a component allowing students and parents access to school information. This system was not as user-friendly as desired and the school has changed to a stronger system that is still developing.
- C. Facilities – This strategy is the most pivotal challenge facing the school and has been since the charter inception. While the high school structure has the capacity to house 120 students (high school cap), the space is not very well suited for educational needs and is located near a

highway with poor pedestrian access. We added a portable building that allowed for expansion of a middle school program. The middle school is capped at 90 students, but we are unable to expand beyond 56 students due to the facility's size limitations. Thus, this strategy has two focal points 1) identify a space to temporarily house the middle school that would allow for growth up to 90 students, which in turn would free up more space for the high school program and 2) locate an ideal, permanent space to achieve the long-range goal of moving both the middle and high school programs into a physically cooperative, homogenous learning environment.

- D. Development – The school realized the need for expanded efforts of development, both fiscally and dynamically. This strategy focused on two primary areas; 1) expanding and prioritizing financial needs for the school and 2) continuing to explore methods of improving communication between the school and the community and student families.

Experiential Education continues to be a hallmark of the Aldo Leopold Charter School program. The curriculum continues to develop in ways that incorporate more cross-curricula content delivery into each experiential component at the school.

An **inquiry-based** approach to learning continues to be a solid pedagogy that naturally fits the many mysteries of the world that are experienced through each student's experiential opportunity. The focus of the school, through inquiry learning, continues to be in developing a student's ability to **learn how to think, not what to think**. This approach deepens students' desire and ability to learn continuously and beyond the walls of the school. The school recognizes that specific knowledge is necessary for students to meet with success, but rote delivery without the foundational elements of why something is important strips creativity from education. An inquiry-based approach to teaching and learning allows for the WHY to be integrated into the WHAT, inspiring students to become life-long learners who make connections between what we teach in school and what occurs in life.

Internships continued to be a significant aspect of the ALCS program. Each student in grades 10, 11 and 12 has an internship where he or she works to acquire knowledge of a particular discipline or field and then puts it to practical use, with the guide of a mentor. Approximately half of our intern students work within Youth Conservation Corp, while the other half is placed into various locations within our community. This experiential program is foundational in building 21st century skills that are necessary for any individual to become self-sufficient, while also teaching the interactive tools necessary for becoming a healthy and productive member of a community and of society.

Data: Surveys were developed for the internship program. Each semester, students' mentors are surveyed to provide the school with feedback regarding the general effectiveness of the internship program.

NWEA MAP short cycle assessment (Northwest Evaluation Association Measures of Academic Progress) – MAP testing is conducted three times a year to assist ALCS in measuring student progress toward SBA/PARCC preparedness and to allow instructors insight into strengths and

weaknesses of their students and of their own content delivery. With this information, an instructor is better able to gauge the specific information needed to inform practice and make adjustments to content delivery. As the PED has phased into Common Core State Standards, the MAP testing, too, has transitioned into informing math and language arts teachers to their students' preparedness for the PARCC tests. Because the PARCC has not yet been fully implemented, ALCS has limited information as to the effectiveness in evaluating students' preparedness for the PARCC. Over the next year, it is the desire of the school to enhance usage of MAP testing to more closely map curricular decisions and student progress.

Project performance – Each spring semester, all students in grades 9 through 12 complete a project that is integrated into core curricula. The projects focus on sustainability at the local level (9th grade), global level (10th grade) and exploring sustainability patterns and practices in the U.S. (11th grade). In the 12th grade year, each senior focuses on how he or she is building a life of sustainable practices by focusing on experiences within internships, coupled with the intended direction of that senior beyond high school.

Data: For each grade level, data is tracked on the performance of students at each grade level. The final aspect of each project is a grade that incorporates a written paper and a final presentation. This final grade has become a good indicator of each student's understanding of the project process. Additionally, the projects have become a method of tying a student's experience to his or her internships, classroom participation, and experiential educational opportunities in a way that is largely inquiry-based; each student is able to develop his or her essential questions within the context of the project expectations creating an inquiry-based focus. Looking forward, rubrics will be reviewed to ensure that communication, collaboration, creativity and critical thinking are clearly evaluated within projects as these skills are strong indicator of a student's ability to learn in an inquiry-learning environment.

School Grade Report Card – As the school continues to explore methods of ensuring delivery of its mission and vision, we have also worked to respect the development of the state's method of measuring the progress of each school through the School Grade Report Card. Generally speaking, the school has seen marked progress as evidenced by the school report card. Beginning with a "C" grade (preliminary year), we have gone up one grade level each year to an "A," only dropping back one level this year to a "B." In examining the data, we will seek to further break down the results in an attempt to pinpoint where the weakness arose, and will work to stabilize the performance of our Q1 and Q3 student performance. Again, the change to PARCC will challenge this as we fully phase into a new student achievement test.

Graduation rate – At the end of our first charter cycle, Aldo Leopold had graduation rates below 50%. Since then the school has demonstrated significant improvement in this area as seen in our data. In examining the students who had previously dropped out, most had attended multiple schools, demonstrated significant achievement gaps, had significant history of poor attendance and/or had disciplinary concerns. Many students with these identified challenges have recently stayed to graduation. In working to keep these students in school, the overall challenge in providing resources for these individuals can strain a school's ability to maintain or improve the school's overall performance (attendance rates, discipline, student

performance/achievement gaps). Another key victory by the school that is not easily evidenced by the disaggregation of data is our ability to maintain high performance with students who may have previously dropped out of school.

4. Reflect on the academic performance 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?

The following two programs are utilized to help all of the before mentioned student groups.

Support for Academic Success (SfAS) – For all the before mentioned students, ALCS implemented this program (SfAS) in 2010-11 that takes place after most core classes are taught, four days a week. This program offers direct assistance to any student who chooses to utilize this program. For students who fail a core class, they are mandated to this program for a minimum period of time and must also demonstrate academic improvement to exit the mandated expectation. After exit, he or she may use SfAS at any time. While this program has helped many students, the school remains concerned with many students who still do not yield the academic success that is desired by the school. In 2014-15 and subsequent school years, this time will be used to also introduce targeted skills for students who demonstrate performance gaps and skill deficits. It is the hope of the school that this targeted skill building will be an additional layer of support for students who need more instructing and mentoring.

Student Assistance Team (SAT) - ALCS is also expanding the SAT process to be more comprehensive and offer expanded support for tier 1 and 2 students. Part of this expansion will examine the mechanism used to target students of concern and the frequency of review. Another aspect of expanding the SAT team is to better identify individuals who can best assist in the SAT process, whether permanent SAT members or individuals matched to specific students in need. ALCS is utilizing the assistance of the Regional Education Cooperative (REC) to further this development.

Q1 Students – For the lower quartile students, ALCS is supplementing SfAS and the improved SAT process with in-depth analysis of student performance as exhibited in those students' grades, SBA scores, short cycle assessment, class/school attendance and discipline reports.

Students with Special Needs – The special education staff work closely with their students and their students' teachers to ensure that each individual receives the assistance necessary for success. In addition, the special education department works one-on-one with students to assist with workplace readiness skills, reading intervention, and basic math skill development. After the core classes, students are able to gain additional assistance in a program called Support for Academic Success (SfAS) where a study environment is established that also allows students access to staff support, including one-on-one with content area teachers. In some cases, students with special needs work in the special education resource room during SfAS to maximize access to staff who best know their needs; the placement of each student is targeted to the needs of each individual student.

English Language Learners – ALCS has had very few ELL students, but those we have had have successfully transitioned to competency in speaking and reading English. Again, the above two programs are accessible for these students.

Economically Disadvantaged Students – In addition to the above two programs, SfAS and SAT process, our economically disadvantaged students have had access to tutoring services and additional staff through title 1 funding. On a more practical level, the school's computer lab ensures that all students have the

technological access they need to complete assignments. And, fundraising and other financial support is available to provide resources to these students for school activities, especially off site activities such as the Junior class trip to San Diego to study marine ecology.

What changes to your program will you make based on your analysis?

Similar to question 1, the school will push forward with ensuring alignment of curricula to Common Core State Standards, better utilize short cycle assessment and expand focus of PDPs. Please see details on page 53.

It is important that the school continues to deliver quality education while continuing to build in our ability to provide educational services that are well aligned to the mission of the school.

We will assess our proposed mission specific goals while ensuring that we maintain or improve the measurable outcomes that are already established expectations of the state through the A-F grading system.

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?

The following was prepared by Eric B. Ahner, Director:

As the Director, I report directly to the governing Council on the following:

1. Student academic performance (Grades, SBA results and short-cycle assessment)
2. Non academic performance (Discipline, attendance, tardy tracking)
3. Annual reviews of Current charter SMART goals
4. Review of school grade

The Governing Council has directed me to oversee these aspects of the school. When necessary, the Council has also directed specific initiatives to target attention on areas of concern. This has been enacted through directives, "principal's PDP," EPSS plans and strategic planning.

I have been held accountable by assessing the success of the afore mentioned areas and through the annual evaluation of the Director utilizing the New Mexico HOUSSE form. There is current effort to modify this evaluation process and form to better align to that of a Director of a charter school. The Director's contract is contingent on the annual evaluation process.

The following was prepared by Shauna McCosh, GC Member for 6 years and recent Chair:

The school Director provides a monthly report to the Governing Council that includes data on student performance including discipline, absenteeism and tardiness. He also reports relevant academic performance such as grade trends and standardized assessment results. GC members are given an opportunity to ask questions and provide feedback. The Governing Council has been instrumental in forming school goals – not only this year for the Charter renewal, but in all renewal cycles. We worked together to create the Strategic Plan and participate in committee work to monitor its implementation. Annually, the Director reports to the GC specifics of the school report card and we review data relative to prior years and prioritize actions for the future.

The GC currently uses the NMPED HOUSSE process for evaluation of the director. Within this process we jointly establish annual goals and evaluate outcomes. This includes the Director's PDP and EPSS plan. Additionally, GC and staff members annually complete and summarize the Director evaluation and incorporate student and parent satisfaction surveys. This process guides our decision making related to contract renewal. We are in the process of reviewing models of evaluation that are more relative to a charter school director and hope to implement a comprehensive tool this school year.

Statement by the Director

Aldo Leopold Charter School has experienced significant growth in its 9+ years in operation. I'm currently in my 6th year as the director of the school and I continue to feel grateful to be part of such an amazing school community. The teachers and staff are highly dedicated to the school; their tireless work with the students remains an inspiration. This is evidenced in the collaboration and longevity of the teachers, many of which are founders of the school.

The school's stewardship to the local community and to the natural environment has expanded in many creative and successful ways. Countless students have graduated from the school that are connected to the local community, stewards of the natural environment and inspired members of our global community. Aldo Leopold's existence in Silver City has broadened school choice for many families in this rural community.

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, measurable, 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."

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.

<i>Provide Two Mission-Specific Indicators/Goals.</i>
<i>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.)</i>

ALCS Mission Specific Goal #1– Stewards of Community and the Natural Environment

Specific Goal:

Each ALCS student will participate at least weekly in projects designed to enhance the quality of life in Grant County and/or to protect the area’s natural environment.

Measurable:

The time that each student dedicates to activities that enhance the quality of life in our community or protect the natural environment shall be tracked. Each grade will have a target total number of hours per student:

Grade	Target Hours	Target for New Students
6 th Grade		80
7 th Grade	90	80
8 th Grade	90	80
9 th Grade	110	100
10 th Grade	120	110
11 th Grade	120	110
12 th Grade	110	100

- Each year’s data is collected from July to June of the following year.
- Any student enrolled for less than 50% of the school year shall not be considered.
- Any student who is enrolled for more than 50%, but not the entire school year shall have their target hours prorated (Example: New10th grade student enrolled 137 of 174 days - $137/174 = .78$ then $.78 \times 110 = 86.7$ hours for the adjusted target).

Example Data Set:

Name	Grade	New	Grd Target	% Sch. Yr. Enrolled	Target Hours	Actual Hours	Num	Denom
John	6	New	80	100%	80	111	1	1
Sally	8	New	80	88%	70.4	101	1	1
Fred	10		120	34%	-	39	0	0
Aaron	7		90	100%	100	98	0	1
Lindsey	12		110	100%	110	134	1	1
Marisol	8		90	90%	90	99	1	1
Ken	9	New	100	100%	100	121	1	1
							5	6

The following items may be applied toward the total number of service hours:

For Stewardship of Community:

- Hours of work for a not-for-profit entity including an internship.
- Hours of work for a for-profit entity, so long as the work is primarily intended to enhance local quality of life. Examples might include public-interest work performed by a law firm or other businesses, community health projects directed by a for-profit medical office, and a fundraising drive to benefit homeless residents organized by a local grocery store. Although most work performed for local businesses undoubtedly contributes to the welfare of our community, it does not rise to the level of “community stewardship” if it does not go beyond the work usually performed by those businesses’ employees.
- Hours of work with the Youth Conservation Corps on projects intended primarily to enhance local quality of life. These hours shall not duplicate those calculated in the Stewardship of the Natural Environment category.

For Stewardship of the Natural Environment:

- Hours of instruction that are directly related to the environment that also meet at least one of the following:
 - Are taught in the field (such as biology or environmental science); or
 - For classes taught in the classroom, the content is exploring conservation, environmental based ethics, or ecology.
- Hours hiking or backpacking in remote, natural areas such as national forests, designated wilderness areas, and similar public or private land (may only include awake time and cannot exceed more than 12 hours per 24 hour period).
- Hours of work with the Youth Conservation Corps on projects that contribute to the conservation of natural resources. These hours shall not duplicate hours counted in the Stewardship of Community category.

Ambitious and Attainable:

This goal is ambitious because it coexists with the requirement that Aldo Leopold continue to meet student performance standards set by the state. Pursuing this goal diverts roughly 10% of students’ and teachers’ time from typical classroom-based learning activities. It is attainable because students learn more efficiently and effectively when they can connect their classroom activities to their out-of-school lives, both present and future. With less than 90% of “normal” classroom hours, our students will meet or exceed performance requirements because they are more motivated to learn.

Reflective of the School's Mission:

Mission: Aldo Leopold Charter School provides an engaging and challenging educational program emphasizing direct experience, inquiry learning, stimulation of the creative process, and stewardship of our community and natural environment.

This goal is targeted to ensure that the values and practices of community and environmental stewardship are imbued in our students through an engaging and challenging program that incorporates direct experience and stimulation of the creative process.

Time Specific with Target Dates:

Each year, the time that each student dedicates toward community or the protection of the natural environment shall be totaled. The above rubric shall be applied in determining what hours count toward this total.

Did the school meet this mission-specific indicator?
<p>Exceeds Standard:</p> <p><input type="checkbox"/> The school surpasses the target of this indicator if the following rate is met:</p> <p>90 percent or more of all students either:</p> <ol style="list-style-type: none">1) met their grade level target OR2) increased their total hours by 5 percent more hours than the previous year
<p>Meets Standard:</p> <p><input type="checkbox"/> The school meets the target of this indicator if the following rate is met:</p> <p>80 percent or more of all students either:</p> <ol style="list-style-type: none">1) met their grade level target OR2) increase their total hours by 5 percent more hours than the previous year
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> The school does not surpass the targets of this indicator if the following rates are met:</p> <p>70 percent or more of all students either:</p> <ol style="list-style-type: none">1) met their grade level target OR2) increase their total hours by 5 percent more hours than the previous year
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> The school falls far below the standard if it fails to meet any of the standards set forth above.</p>

ALCS Mission Specific Goal #2– Inquiry learning

Specific Goal:

One of ALCS’s pedagogical approaches in delivering content is using inquiry-based teaching. This goal measures both the inquiry-based nature of teachers’ content delivery and the evidence that students are learning in an inquiry-learning environment.

Measurable:

Inquiry learning shall be measured by examining data related to content delivery by teachers — “teacher output” — and data related to integrated projects undertaken annually by students — “student performance.”

- 1) Teacher Output: The inquiry-based nature of content delivery shall be evaluated through assessment of **lesson plans** and **teacher observations**.
 - a. Lesson Plans: Inquiry-based lesson plans for all staff shall be sampled at an average rate of two or more lesson plans per week. The lesson plans shall be measured using rubrics that are designed for the subject area being taught.

Measurement: Each lesson plan that has been identified by the teacher as containing an inquiry-based lesson (not all lessons are inquiry-based) shall be measured according to the rubric to determine if the inquiry-based approach is exemplary, satisfactory or insufficient.

- b. Teacher Observations: Teachers will be assessed on their competency in content delivery using inquiry-based methodology on a scale of 1-5 during teacher observations. The 1-5 measure is commensurate to that of the state’s adopted teacher evaluation system.
- 2) Student Performance: Student performance on annual multi-disciplinary projects shall measure skills that are identified as necessary for a student to be successful in an inquiry-based learning environment. Grade-level rubrics for measuring collaboration, communication, creativity and critical thinking skills (ALCS’s 4 Cs) will be developed to measure student performance in each area. ***An average inquiry-learning skills score shall be established by taking the average of the four skill sets.***

Skill\Score	1	2	3	4	5
Collaboration	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Communication					
Creativity					
Critical Thinking					

Ambitious and Attainable:

This goal is ambitious because it coexists with the requirement that Aldo Leopold continue to meet student performance standards set by the state. While inquiry learning strengthens critical thinking skills and depth of understanding, covering the breadth of content required by the state’s Standards is challenging. It is attainable because students learn more efficiently and effectively when they are able to grapple with solutions to problems. This approach commonly stimulates the creative process and deepens critical thinking skills while expanding students’ ability to connect content to broader context.

Reflective of the School's Mission:

Mission: Aldo Leopold Charter School provides an engaging and challenging educational program emphasizing direct experience, inquiry learning, stimulation of the creative process, and stewardship of our community and natural environment.

This goal is targeted to ensure that Aldo Leopold creates an effective inquiry learning environment.

Time Specific with Target Dates:

Each year, data will be collected to measure the school’s success on the following two indicators for this goal.

Teacher Output:

Did the school meet this mission-specific indicator?
<p>Exceeds Standard:</p> <p><input type="checkbox"/> The school surpasses the target of this indicator if the following rate is met:</p> <p>95 percent or more of all sampled lesson plans are satisfactory or exemplary AND;</p> <p>85 percent of teachers’ summative observation score on inquiry-based teaching is highly effective (4) or exemplary (5).</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> The school meets the target of this indicator if the following rate is met:</p> <p>90 percent or more of all sampled lesson plans are satisfactory or exemplary AND;</p> <p>85 percent of teachers’ summative observation score on inquiry-based teaching is effective (3), highly effective (4) or exemplary (5).</p>

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met:

85 percent or more of all sampled lesson plans are satisfactory or exemplary AND;

75 percent of teachers' summative observation score on inquiry-based teaching is effective (3), highly effective (4) or exemplary (5).

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

Student Performance:

Did the school meet this mission-specific indicator?

Exceeds Standard:

The school surpasses the target of this indicator if the following rate is met:

90 percent or more of all students receive an average inquiry-learning grade of effective (3), highly effective (4), or exemplary (5).

Meets Standard:

The school meets the target of this indicator if the following rate is met:

80 percent or more of all students receive an average inquiry-learning grade of effective (3), highly effective (4), or exemplary (5).

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met:

70 percent or more of all students receive an average inquiry-learning grade of effective (3), highly effective (4), or exemplary (5).

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

D. 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)

Aldo Leopold Charter School Statement: At This time, there are no amendments being presented to the Public Education Commission.

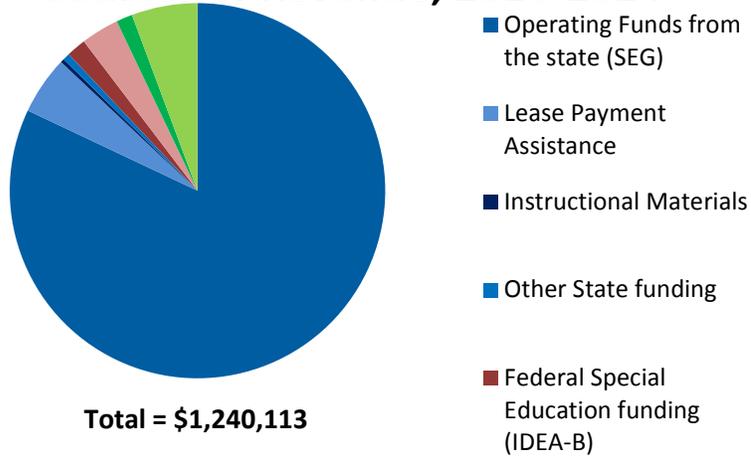
Appendices

Appendix A	Financial Statement
Appendix B	Petition of Support from Employees Affidavit
Appendix C	Petition of Support from Households Affidavit
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
Appendix E	ALCS Strategic Plan (2012)

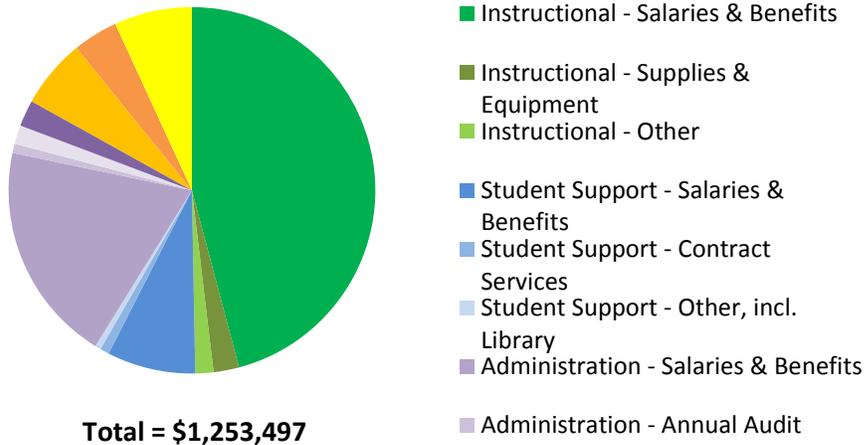
Appendix A – Expenses and Revenues with charters

	FY11	FY12	FY13	FY14
Operating Funds from the state (SEG)	1017283	1148233	1152029	1779539
Lease Payment Assistance	62076	65793	67466	60676
Instructional Materials	4005	4902	7553	7380
Other State funding	7551	4861	3425	3173
Federal Special Education funding (IDEA-B)	20872	19715	26676	20128
Federal Title I funding	0	0	11704	13711
Other Federal funding	40632	4636	1636	4785
Fees for Activities	17248	20795	19511	24850
Grants, Contributions, and Donations	70446	109223	100649	171804
TOTAL REVENUES	1240113	1378158	1390649	2086046
Instructional - Salaries & Benefits	574922	607406	583152	780838
Instructional - Supplies & Equipment	28183	35824	34615	106096
Instructional - Other	20016	19910	27375	26003
Student Support - Salaries & Benefits	97728	101293	117344	123459
Student Support - Contract Services	10110	26465	31856	37337
Student Support - Other, incl. Library	6448	16456	11523	10047
Administration - Salaries & Benefits	243817	234837	253814	375394
Administration - Annual Audit	10147	10700	7641	14895
Administration - Software	20836	17935	11997	20297
Administration - Other	29143	24544	26173	33538
Facility Lease	76473	73933	73933	73996
Other Physical Plant Expenditures	49636	54130	44165	63381
Community Services (YCC)	86038	82395	103220	134439
Capital Outlay (Vehicles, Portable Bldg)	0	13281	9641	51055
TOTAL EXPENDITURES	1253497	1319109	1336449	1850775
Annual Surplus or (Deficit)	\$(13,384)	\$59,049	\$54,200	\$235,271
Fund Balance at End of Year	\$73,512	\$132,561	\$186,761	\$422,032

Sources of Revenue, 2010-2014



Types of Expenditures, 2010-2014



Appendix B – Petition of Support from Employees and Affidavit

Petition of Support from Employees

I am the head administrator of the Aldo Leopold Charter School and hereby certify that: the attached petition in support of the Aldo Leopold Charter School renewing its charter was circulated to all employees of the Aldo Leopold Charter School. There are 25 persons employed by the Aldo Leopold Charter School. The petition contains the signatures of 25 employees which represents 100% percent of the employees employed by the Aldo Leopold Charter School.

STATE OF NEW MEXICO)

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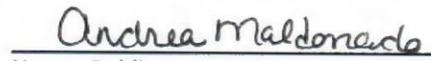
COUNTY OF GRANT)

I, Eric B. Ahner, 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.


Head Administrator

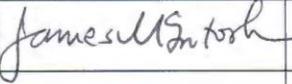
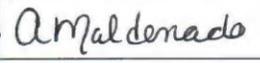
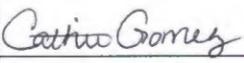
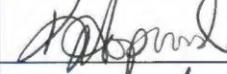
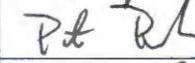
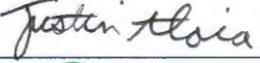
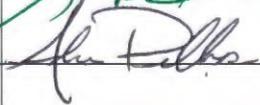
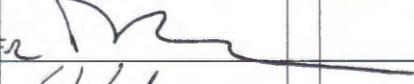
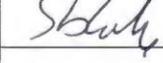
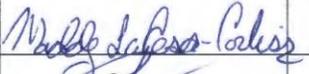
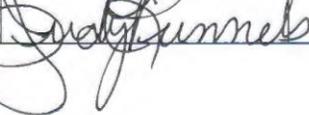
Subscribed and sworn to before me this 30th day of Sept. 2014.


Notary Public

My Commission Expires: April 26, 2016

Petition of Support from Employees

By signing the below petition, I am certifying that I am a current employee of Aldo Leopold Charter School and I am in support of the Aldo Leopold Charter School renewing its charter.

Printed Name	Signature	Printed Name	Signature
JAMES MCINTOSH		Harry Browne	
Andrea Maldonado		Madeline R. Alfaro	
Cathie Gomez		Laura Larisch	
Cheryl Head		Allison Heneghan	
Kim Hopwood		ESTHER JAMISA	
Pete Rankin		JUSTIN ALOIA	
Eric Ahner		Juniper Bowers	
Catalina Clausson		Alison Phillips	
Debra Preuss			
DAVID CHANDLER			
STEVE BLAKE			
maddy LaBosa-Cortiss			
Tara Arias			
Scott Knight			
Jennifer Bjornstad			
Mark Cantrell			
Judy Runnels			

Appendix C – Petition of Support from Households and Affidavit

Petition of Support from Households

I am the head administrator of the Aldo Leopold Charter School and certify that: the attached petition in support of the Aldo Leopold Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 84 households which represents 72 percent of the households whose children were enrolled in the Aldo Leopold Charter School.

STATE OF NEW MEXICO)

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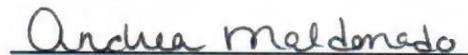
COUNTY OF GRANT)

I, Eric B. Ahner, 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.


Head Administrator

Subscribed and sworn to before me this 30th day of Sept 2014.


Notary Public

My Commission Expires: April 26, 2016

Petition of Support from Households

505 -

By signing the below petition, I am certifying that I am a current parent of an Aldo Leopold Charter School student(s) and I am in support of the Aldo Leopold Charter School renewing its charter.

Printed Name	Signature	Printed Name	Signature
Naava Koenigsberg		Peter Dames	
Christina Wolford		Victoria Holguin	
PAUL DOHERTY		Byrd Scott A	
Yvonne Morgan		Jennifer Bjornstad	
Gena Contor		Elizabeth Plada Andrews	
WIND MARKHAM		DEB AARHOLMSON	
Ruan Hefley		Joe Bagg	
Penny Donnelly		Jack Farmer	
Michael Leisch		Blake Farley	
Amy Duncan		Michelle Geels	
Justin Weeks		Aaron Myers	
Erick Davis		Mariano Estrada	
Shelley On Sierra		Jay Gonzalez	
Susan Gomez		Dale Lane	
Jenny Horner		Shawna White	
Catherine Stalk		Scott Neilson	
	Rick Kowalski	Stephen Crim	

Petition of Support from Households

By signing the below petition, I am certifying that I am a current parent of an Aldo Leopold Charter School student(s) and I am in support of the Aldo Leopold Charter School renewing its charter.

Printed Name	Signature	Printed Name	Signature	
1 Maria Lopez		Rita Harsh		2
Susie Beck	Susie Beck	Hollie Salari		1
GREGORY JORDAN		Tracy Saavedra		1
Gerald Joy		Matthew Rowlands		
Susie Tutson		Victoria Arroyos		1
Lisa Huston		Susie Beck	Susie Beck	1
Yessica Nogales-Borquez		Jaclyn Flores		3
Catalina Clausen	C. Clausen	Jobie Andarola		1
Milo E Lambert		Amanda Burke		1
marlene Lambert		Patricia A Hurley		2
Christopher Bridgens		CASSIE CARVER		1
Christine Stits		Teres Dahlin		3
Mary Groszka		Kochi Hernandez		2
Tie Arroy		Wendy Fischer		2
Damon Shirk		Lisbeth Fischer		1
Mary Miller		Angie Bass		2
Chris Hill		Dorina Martinez		

Petition of Support from Households

By signing the below petition, I am certifying that I am a current parent of an Aldo Leopold Charter School student(s) and I am in support of the Aldo Leopold Charter School renewing its charter.

Printed Name	Signature	Printed Name	Signature
DOROTHY SOLICK		Sylvia LoPour	
Anita Dibble			
Yulthi Sasso			
Jessica Villegas			
Semp'Ber Mahi			
RAINER H. SCHAUT			
CAROLINA G. SERNA			
DEANA STROW			
MARICAN SAENE			
CINDY COULTER			
Aaron Blood			
Moses Christie			
Angela Williams			
Leandra Byrd			
Blanca Jaurer			
Jill Sherman			
Anthony Guek			

Appendix D – E-Occupancy Certificate

STATE OF NEW MEXICO
 REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
 GENERAL CONSTRUCTION BUREAU

No 016116

~ CERTIFICATE OF OCCUPANCY ~

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
 PERMANENT _____ TEMPORARY, _____ EXPIRATION DATE _____

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
 OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

BUILDING ADDRESS 1422 E. Hwy 180 Silver City, N.M. 88061

NAME AND ADDRESS OF OWNER Silver Consolidated Schools 2810 N. Susan St. Silver City

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S) B+S Construction & Design Co.

BUILDING PERMIT NUMBER 2007025585 IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S) _____

INSPECTOR'S NAME Donald R. Smith DATE 9-29-07

PORTION OF BUILDING _____

COMMENTS Renovate

Appendix E – ALCS Strategic Plan (GC Approved 4/19/2012)

To see the individual strategies (as listed here 1.11, 1.12...) with their measures, target dates and other monitoring mechanisms, see the ALHS Strategic Plan Action Matrix.

Communication (1)

Objective: An effective communication platform is the foundation for future success at ALHS. Sharing information in a timely fashion among all the stakeholders in the ALHS family will help ensure the success of both long- and short-term objectives. It is essential that students, parents, staff, faculty, administration, Governing Council and community members at large have access to pertinent information about ALHS.

Goal 1.1: Improve **internal** day-to-day communication between administration, faculty, and staff.

Strategies:

- 1.11 Conduct an internal survey to determine where communication currently breaks down and how it could be improved. Analyze and create an implementation plan based on that survey and modify the strategic plan as necessary.
- 1.12 Improve the reliability of internal email & Internet access.
- 1.13 Improve usage of the all-school calendar.

Goal 1.2: Improve **internal and external** day-to-day communication between school staff and students and their parents.

Strategies:

- 1.21 Provide students and parents an information packet that provides the mechanisms and instructions to access school information (e.g. The ALHS Website, Edline, newsletters).
- 1.22 Conduct a communication audit for information exchange between students, faculty and parents. Use the audit to eliminate redundant or inefficient forms of communication.
- 1.23 Seek parental information indicating their family's preferred tool for communication between the family and the school. While the school prefers certain types of communication, alternative methods of communication will be provided when possible and within reason.
- 1.24 Post grades and homework assignments to Edline in timely manner.
- 1.25 Provide periodic progress reports to parents of at-risk students.

- 1.26 Continue parent/student/staff get-togethers. Provide informal and formal settings to create connections among the school family.

Goal 1.3: Improve communication between the school and the local community, including internship mentors.

Strategies:

- 1.31 Improve communication between ALHS and Internship program mentors.
 - a. Develop a manual for internship mentors.
 - b. Hold initial and on-going internship-mentor training.
 - c. Conduct an annual survey of all participants in an internship program. Create an implementation plan based on the outcome of the survey.
- 1.32 Improve external communication mechanisms (see goal 2.2)

Goal 1.4: Refine and improve work processes, communication and information sharing between the Governing Council, its members and the School Director. Improve and enhance communication between the Governing Council, its members and all ALHS stakeholders, including faculty, staff, students, parents and the community at large.

Strategies:

- 1.41 Foster an environment of openness and willingness to share information. Keep lines of communication open with all stakeholder groups. Governing Council will strive to participate in school activities beyond GC meetings such as all-school meetings, school trips, outings and backpacking trips when possible.
- 1.42 Standardize the operations of all standing committees. In particular develop a scope of work for each committee that delineates operations, timely reporting and committee composition that represents key stakeholders.
- 1.43 Maintain and review compliance with the Open Meetings Act with respect to publicizing date, time and meeting location one week in advance and publicizing an agenda 24 hours in advance.

Development (2)

Objective: Aldo Leopold High School has both long-term and short-term development needs. The main long-term objective is to secure additional funding for a new facility that will house the existing high school and the anticipated expansion plans for a middle school. In addition, ALHS has annual development needs for recurring planned events. To succeed in this objective, ALHS will need a development plan and will explore the possibility of adding a development officer.

Successful development efforts will rely on the development of a communication plan that identifies and disseminates the ALHS “brand” message to the appropriate target(s).

Goal 2.1: Aldo Leopold High School will expand development efforts, capacity building, planning and prioritization.

Strategies:

- 2.11 Expand development efforts. The following are possible methods; increase collaboration among school community members, collect and manage related development data, create standardized files and develop and manage human resources.
- 2.12 Identify the annual fund raising needs and develop a detailed plan, complete with events and budgets to satisfy these needs.
- 2.13 Based on the construction budget for the new facility, identify the gap between potential sources of state funding and the total needed for completion of the facility as envisioned in the facility master plan (FMP). Develop a long-term capital campaign to address the gap.
- 2.14 Explore options for hiring a development professional to handle both short- and long-term development needs.

Goal 2.2: Develop a public relations plan that fosters the desired perception of ALHS to potential students, their parents, key community stakeholders and potential donors.

Strategies:

- 2.21 Refine the ALHS “brand” message. Based on the key features of ALHS mission and vision, develop the language and imagery that captures and best communicates the essence of the ALHS experience for potential students, their parents and key community stakeholders.
- 2.22 Refine public communication elements based on our target audience. Develop materials and communication vehicles based on needs and expectations of students, their parents, key community stakeholders and potential donors.
- 2.23 Develop an annual PR plan to address ALHS image-building goals for potential students, their parents, key community stakeholders and potential donors.

Curriculum (3)

Objective: A rigorous, inquiry-based, engaging academic program using curriculum integration and experiential learning is a hallmark of the ALHS experience. ALHS will build on these strengths to help ensure that all of our students are challenged academically and prepared for the next step in their future.

Preparing leaders for the 21st century requires us to teach literacy and focus on key areas of the curriculum, especially math and science. Further, key competency areas like math, science, social studies and the language arts are very well suited to the concept of integration. Learning will be enhanced with better vertical curriculum coordination, while the addition of a middle school will allow us to coordinate and integrate our curriculum at an earlier age to help ensure the success of our students.

Students seeking a college-preparatory environment should have access to more advanced classes, electives and independent study. All students, whether college-bound or seeking career readiness, should be held to high academic standards.

Goal 3.1: Provide an academic program that is aligned with the ALHS mission, vision and applicable regulations.

Strategies:

- 3.11 Maintain a working curriculum committee
- 3.12 Continue and improve the integration of curricula across disciplines.
 - a. Continue weekly grade-level meetings.
 - b. Create a documentation process for logging curriculum integration.
- 3.13 Maintain and review experiential learning opportunities to ensure their effective integration into the curricula. At a minimum, analyze the integration of the following:
 - a. Wilderness experiences
 - b. Interactive Math Program (IMP)
 - c. Internships
 - d. Exchange programs
 - e. Foreign travel
 - f. Community Orientation
- 3.14 Review, biannual, ALHS classes and curricula to ensure that applicable regulations are upheld.

Goal 3.2: Provide curricula that will lead students to competency in the core subject areas.

Strategies:

- 3.21 Research Common Core State Standards and ensure curricular alignment of math and language arts to these standards.
- 3.22 Evaluate incoming students' academic skills to determine appropriate support and class scheduling.

- 3.23 Periodically evaluate student performance through short-cycle assessment and grades.
- 3.24 Provide professional development opportunities for teaching staff.
- 3.25 Provide opportunities for staff-staff and student-staff collaboration.

Goal 3.3: Provide more curricular opportunities for all students to excel.

Strategies:

- 3.31 Continue to develop honors course offerings.
- 3.32 Investigate the ALHS curricula to ensure appropriate opportunities for college-bound students.
- 3.33 Investigate methods to strengthen the ALHS program for students and families desiring a college-preparatory environment.
- 3.34 Institute an annual review for each student with his/her advisor, counselor, and parents to evaluate credit acquisition, GPA, resume, timelines, goals and aptitudes.
- 3.35 Continue to develop internship opportunities.
- 3.36 Assist students intending to enter the workforce or vocational school to investigate appropriate post-secondary opportunities.
- 3.37 Continue to provide and expand adequate resources to promote a positive learning environment.
- 3.38 Ensure that the guidance counselor is current with post-secondary options for students.
- 3.39 Continue to encourage and support students in taking Dual Credit courses.

Goal 3.4: Develop a middle school (Aldo Leopold Middle School-ALMS) curriculum that prepares students to enter ALHS.

Strategies:

- 3.41 Develop a middle school taskforce including parents, educators, and other community partners.
- 3.42 Research existing models and design an ALMS curriculum that is rigorous, engaging, and inquiry-based.
- 3.43 Ensure that the ALMS curriculum is developmentally appropriate, and is aligned with the ALHS vision and mission, as well as applicable state standards, benchmarks, and regulations.
- 3.44 Ensure that the ALMS curriculum reflects ALHS culture and philosophy.

Facilities (4)

Objective: A new facility for ALHS is a key focus of the strategic plan. ALHS enjoys a strong culture with a shared educational philosophy based on experiential and inquiry based learning. We need a physical setting that complements our culture and philosophy and allows the school to achieve its mission.

Consistent with this objective, the new facility should:

- Be designed and built or repurposed to high standards of ecological responsibility while meeting or exceeding adequacy, security, and safety standards;
- Support effective teaching in the classroom;
- Provide opportunities to use the local environment as a teaching tool;
- Include outdoor laboratories and a garden plot for the cultivation of food;
- Use native plants for landscaping; and
- Feature a food preparation area and a central meeting place for dining, assemblies, and other school activities.

Ideally, the physical plant would also be capable of supporting the addition of a middle school.

Goal 4.1: Planning – ALHS will plan for a high school and potential middle school facility.

Strategies:

4.11 Complete a functional Facility Master Plan (FMP).

4.12 Have the Governing Council review the FMP.

4.13 Develop a site assessment matrix to assess the feasibility and appropriateness of potential sites.

Considerations to be included in this site assessment matrix include:

- Consistency with the FMP and educational specifications;
- Environmental considerations;
- Potential community input;
- PSFA input;
- Potential partnerships;
- Neighborhood;
- Accessibility;
- Proximity to WNMU;
- Proximity to central Silver City; and
- Cost.

4.14 Submit site assessment matrix to GC members after their review of the FMP for approval or verbal support.

4.15 Identify expected cost in greater detail by listing specific expenditures.

Goal 4.2: The Facilities committee will conduct **site assessments** and make a subsequent **recommendation**.

Strategies:

4.21 Identify potential sites and perform assessments utilizing the site assessment matrix.

4.22 Submit site assessments to the Governing Council.

4.23 Make a site recommendation to the Governing Council with potential costs.

4.24 Ensure that the Development Committee is apprised of the best estimate on site costs.

Goal 4.3: The Facilities Committee will assist with **site procurement and funding**.

Strategies:

4.31 Gather any requested or pertinent information regarding the site and communicate it to the Development Committee and Finance Committee.

4.32 Submit an approved site recommendation to Development Committee and Finance Committee for a joint feasibility study.

Goal 4.4: The Facilities committee will assist with the **building design and implementation plan**.

Strategies: To Be Determined

Because the site and building(s) are currently unknown, this part of the strategic plan must be developed after the site has been identified.

The two likely scenarios are obtaining a site 1) with an existing building or 2) without an existing building. Based on this fundamental difference, the design and implementation plan would be developed either to occupy an existing building, with likely renovations, or to build on a site. There are variations of these two general possibilities, such as additions onto existing buildings or adding a middle school.

Goal 4.5: Middle School

As the intended implementation of a middle school program is dependent upon the development of a new facility for the high school, this goal of the Facilities section of the Strategic Plan is broad and is intended primarily to keep middle school considerations present throughout the process of acquiring or building a high school.

Strategies:

4.51 Ensure the site assessment matrix contains middle school considerations.

4.52 Ensure site planning considers the possible addition of a middle school.

4.53 Perform an analysis to determine the ideal location of a middle school in relation to Aldo Leopold High School.

Goal 4.6: Stakeholder Involvement – ALHS intends to include the participation of students and other school community members whenever possible in the process of procuring a new facility.

Strategies:

4.61 Students will be expected to participate in all phases of facility development.

4.62 Parents, staff, and interested community members will be encouraged to participate in all phases of facility development.