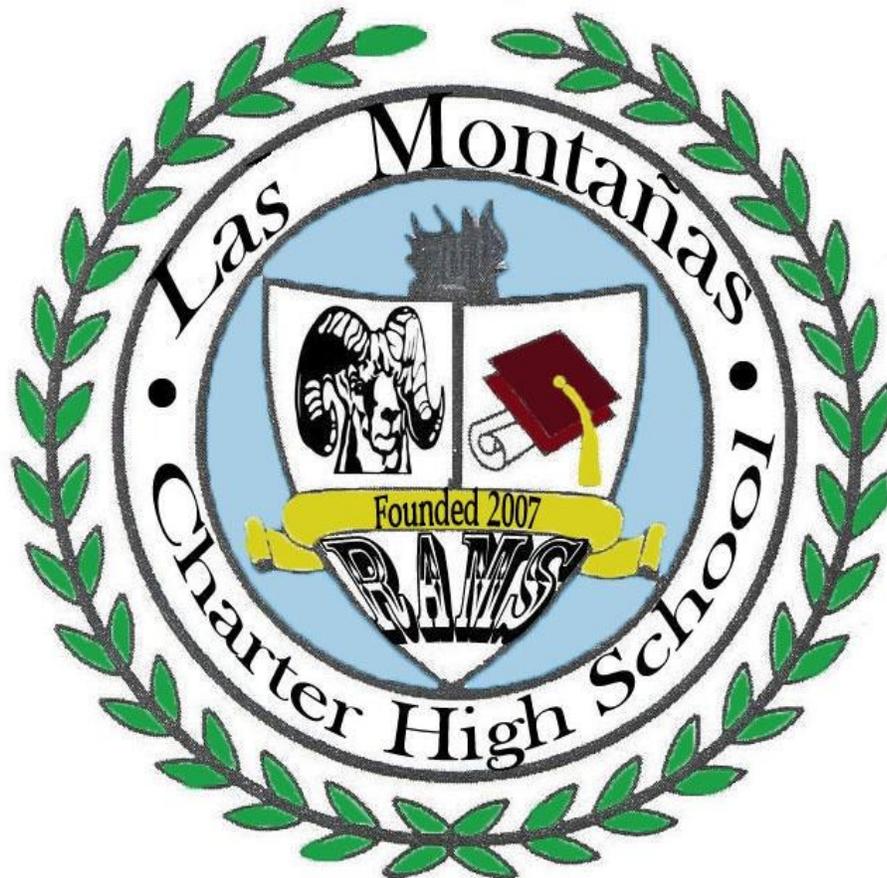


New Mexico Public Education Commission  
and  
Public Education Department  
Options for Parents: Charter Schools Division  
*2014 State Charter Renewal Application Kit*

*Las Montañas Charter High School*



**“Home of the Rams”**

Effective Options  
for New Mexico's  
Families  
Charter Schools





STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
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[www.ped.state.nm.us](http://www.ped.state.nm.us)

HANNA SKANDERA  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

Dear State Charter School Renewal Applicants:

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

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 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 1<sup>st</sup>. 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](mailto: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.***

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## Instructions: 2014 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	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 <a href="mailto:Matt.Pahl@state.nm.us">Matt.Pahl@state.nm.us</a> 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.
<b>Deadlines and Manner of Submission</b>	<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 <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a> or Amy Chacon at <a href="mailto:Amy.Chacon@state.nm.us">Amy.Chacon@state.nm.us</a>.</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>
<b>Technical Assistance Workshops (April – September 2014)</b>	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 <sup>st</sup> , 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.
<b>Renewal Application Review Period (October 1–November 14)**</b>	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.
<b>CSD Preliminary Renewal Analysis (November 14)**</b>	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.
<b>Response to Preliminary Renewal Analysis</b>	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.

<b>(November 14-December 2)**</b>	
<b>CSD Director's Recommendation (December 5)**</b>	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on <b>Friday, December 5, 2014</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 11-12)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 11-12, 2014</b> .
<b>Contract Negotiations (December, 2014-March, 2015)**</b>	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. 11<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> 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

## Las Montañas Charter High School

Contract Type: Charter    Start: 7/1/2014    End: 6/30/2015    Term in Years: 1

### General Information

Mailing Address: 201 E Lohman Ave, Las Cruces, NM 88001  
 Physical Address: 201 E Lohman Ave., Las Cruces, NM 88001  
 Phone: (575) 636-2100 Ext:                      Fax: (575) 527-7686    Website: www.lasmontanashigh.com  
 Opened: 2007                      State Appvd:                      Renewal: 2015  
 School District: Las Cruces                      County: Dona Ana

Richard Robinson, Academic Dean    Email: richard.robinson@lasmontanashigh.com

Nicole Fuchs, President    Email: ocleyf@yahoo.com

**Mission:** The mission of Las Montañas Charter High School is to develop the academic potential and personal character of each student by engaging and valuing the student, family and community partnership. Students will work to prepare for and meet the challenges of a post-secondary or workforce environment for a globally diverse society.

### Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	9-12		325	202	21	9.6

### Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	D	C	C		
2. 3 Year Avg Grade		C	C		
3. Current Standing	F	C	F		
4. School Growth		B	D		
5. Highest Performing Students	F	A	A		
6. Lowest Performing Students	B	A	A		
7. Opportunity to Learn	B	C	A		
8. Graduation	F	F	F		
9. Career and College	F	C	D		
10. Reading Proficiency	14.8	14.4	14.6		
11. Math Proficiency	7.8	11.8	12.2		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	1	2.3	3.01		

# NM PED Charter School Division - Renewal Snapshot Report

## Las Montañas Charter High School

Contract Type: Charter    Start: 7/1/2014    End: 6/30/2015    Term in Years: 1

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment	271	301	300	226	202
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
2. % Male	41.3%	41.2%	45.0%	46.5%	48.5%
3. % Female	58.7%	58.8%	55.0%	53.5%	51.5%
4. % Caucasian	12.2%	8.6%	9.0%	5.8%	7.4%
5. % Hispanic	84.9%	87.7%	88.3%	93.4%	89.6%
6. % African American	1.1%	2.3%	2.0%	0.0%	1.5%
7. % Asian	0.4%	0.7%	0.0%	0.0%	0.0%
8. % Native American	1.5%	0.7%	0.7%	0.9%	1.5%
9. % Economically Disadvantaged	85.2%	100.0%	100.0%	0.0%	96.5%
10. % Title 1 TS	100.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	100.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	10.7%	15.3%	9.0%	11.1%	11.4%
15. % ELL	7.4%	8.0%	12.7%	15.5%	14.4%



## **Part B—Self-Report/Looking Back** (A Report on the Current Charter Term)

In its brief history of only seven years, Las Montañas Charter High School has already established itself as a significant community resource in Las Cruces. Its graduates, 220 of them, are making their way in the world as college students, fledgling business people, apprentices, members of the military, and novice law enforcement officers – in short, the leaders of tomorrow. Although some may take longer than four years to clear the hurdle of a high school diploma, most persevere and make it in five. Given the trajectory that they presented as 9<sup>th</sup> graders, this achievement is noteworthy. Often, they are the first in their families to complete this crucial stage of their education. And they are already giving back. By completing the School’s expectation for community service, these “Rams” are bolstering the volunteer ranks of the local Red Cross, Head Start, Food Bank, and many other worthy service organizations.

The LMCHS story is one of vision. Its founders saw a group of students whose needs were not being met by the local comprehensive high schools, and responded by designing a program and hiring the professionals needed to address this deficiency. They established a school where diversity is not simply tolerated, it is embraced; where the building of relationships with students is part of every professional’s job description; and where an atmosphere of trust permeates the halls, the classrooms, and every corner of the campus. LMCHS is a school that matters.

## 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

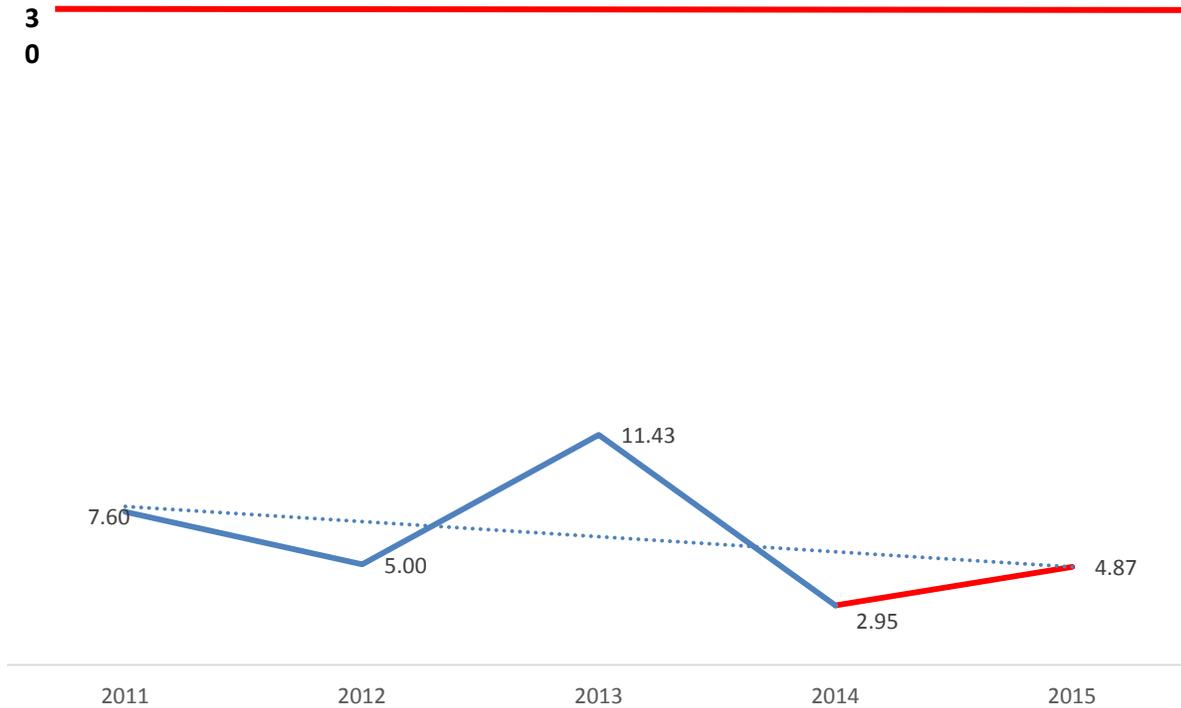
LMCHS has increased its overall grade from a D in 2012 to a C in 2013 and 2014. The three year average for LMCHS is a C (51.3 points). The categories that need improvement are in Current Standing, School Growth, and Graduation. All other categories are near or exceed the state average with our overall strengths being in the area of School Growth of our highest and lowest performing students. LMCHS has implemented an advisory program that will address many of the weaknesses seen in our areas for improvement and help to better address the instructional and social needs of our unique student population. Some of the highlights of the advisory program are as follows and will be expanded upon in other areas of this renewal application.

- Reflecting and Monitoring Success (RAMS): A progress monitoring system that gives students ownership over their grades, behavior, and attendance.
- Attendance Policy: Students are held accountable for their attendance and each student has a minimum goal of 90% attendance for the current academic year.
- Parent/Guardian Contact: The advisory teacher is responsible for making parent contact for any student that is struggling in any area. The advisor will also make parent contact to celebrate successes and highlight areas of improvement.
- Test Preparation: Students are strategically placed in test preparation courses to prepare for the rigorous demands of testing to include PARCC, Short-Cycle Assessments, and End of Course Exams.
- Numeracy and Literacy Intervention: Students are strategically placed in intervention courses to raise their level of achievement in reading and math.
- Senior Advisory Program: All seniors and potential graduates will be subject to rigorous progress monitoring to ensure they meet all the requirements for graduation. Seniors will be exposed to a variety of college and career readiness activities, as well as post-secondary and career options.

### Current Standing

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

## Current Standing

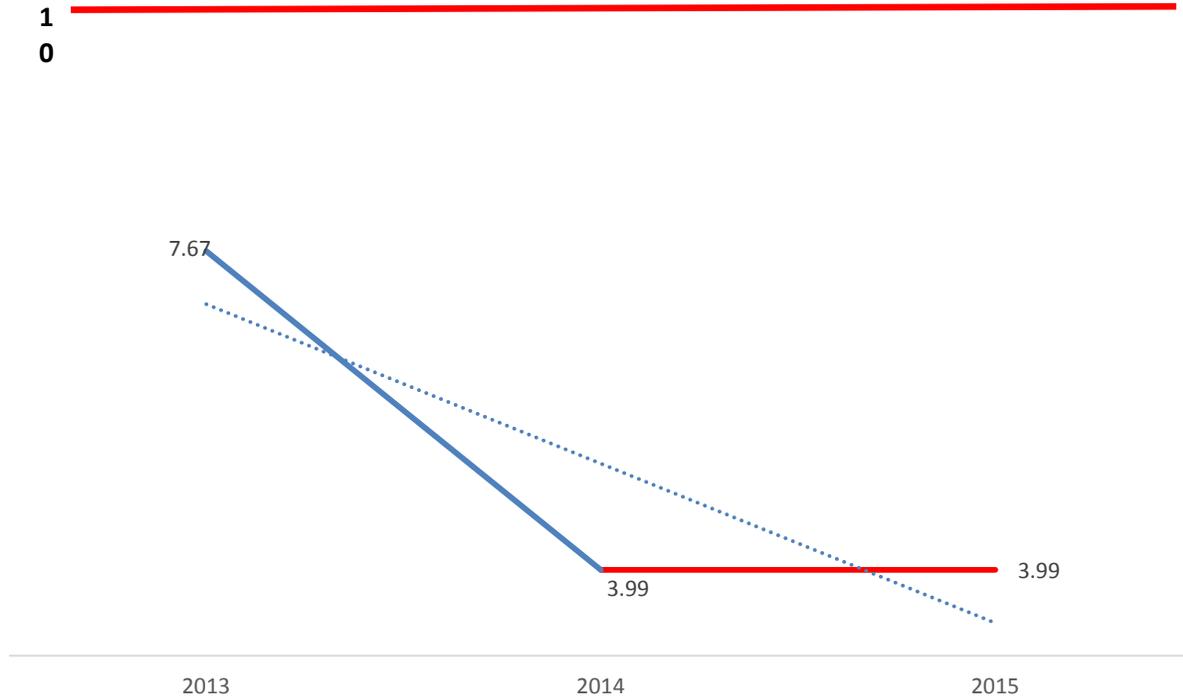


**CURRENT STANDING:** This indicator measures the performance of all students tested last year. 9% of students tested at grade level. A statistical goal for next year is to have 16% of students test at grade level. We are working towards this goal by implementing a rigorous advisory program that will begin in grade 9, and include placement exams, test preparation, RTI, progress monitoring, parent communication, and Common Core instruction. The specifics of the advisory program are highlighted on the previous page.

## School Growth

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

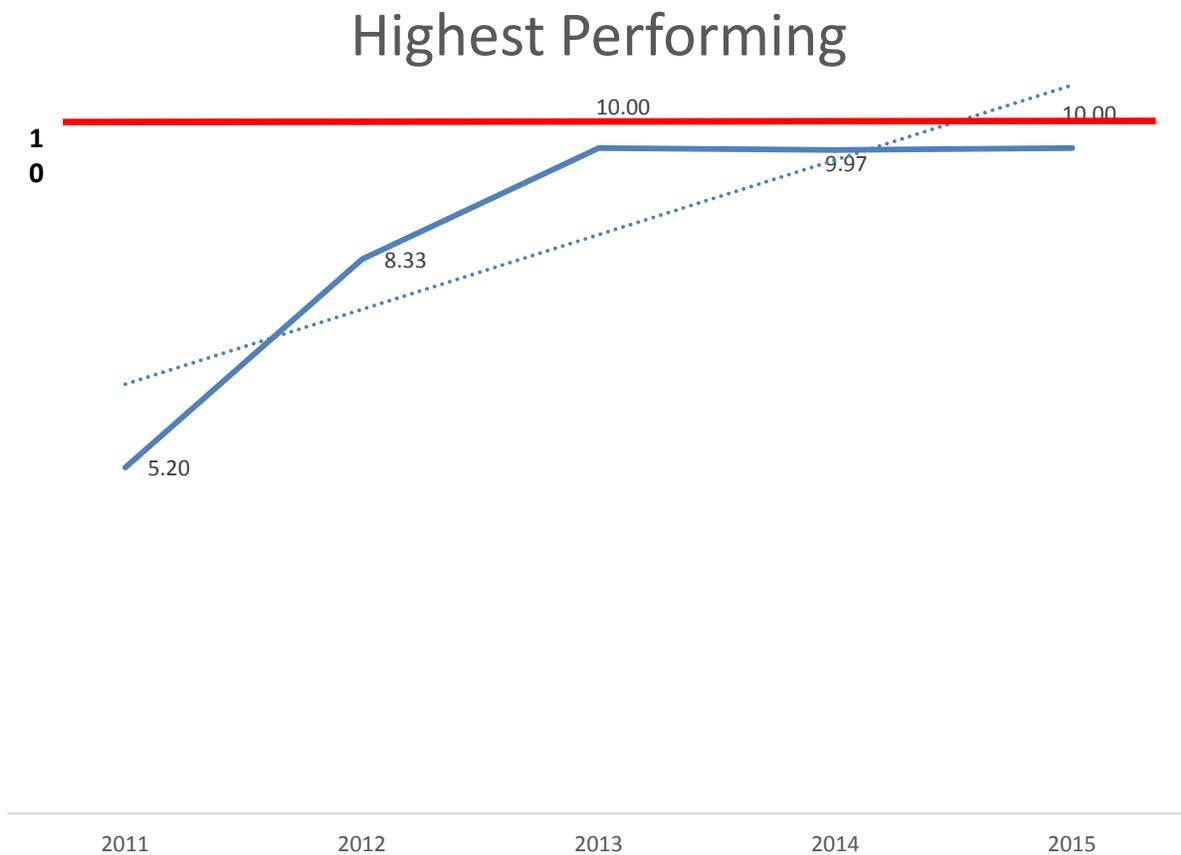
### School Growth



**SCHOOL GROWTH:** This indicator measures the performance of all students tested in the last three years. An average of 40% of students tested at grade level in the last three years. A statistical goal for next year is to keep the same percentage, because we only have two years of data for this indicator and we are coming from a negative trend. Through the implementation of the Common Core curriculum, RTI, and the student advisory program, LMCHS will work towards achieving this goal.

### 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.

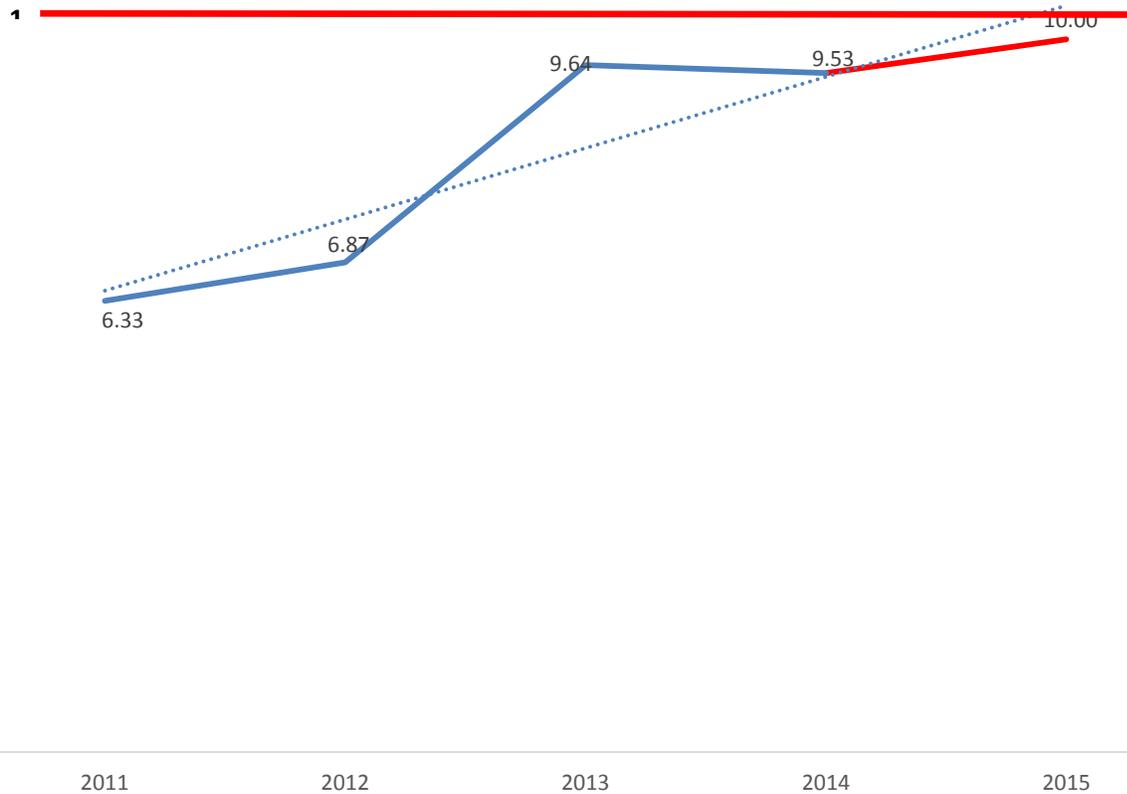


**STUDENT GROWTH OF HIGHEST PERFORMING STUDENTS:** This indicator measures the performance of all students tested who were in the top 75% in the previous test. 100% of our high performing students performed at grade level on this test. A statistical goal for next year is to have 100% of our high performing students perform at grade level on the next test. Students typically come to LMCHS below grade level and behind in credits. Through our academic programs and instructional practices, we are able to increase student proficiency levels through math and reading intervention programs. The data indicates our students are seeing increased levels of growth.

### 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.

## Lowest Performing

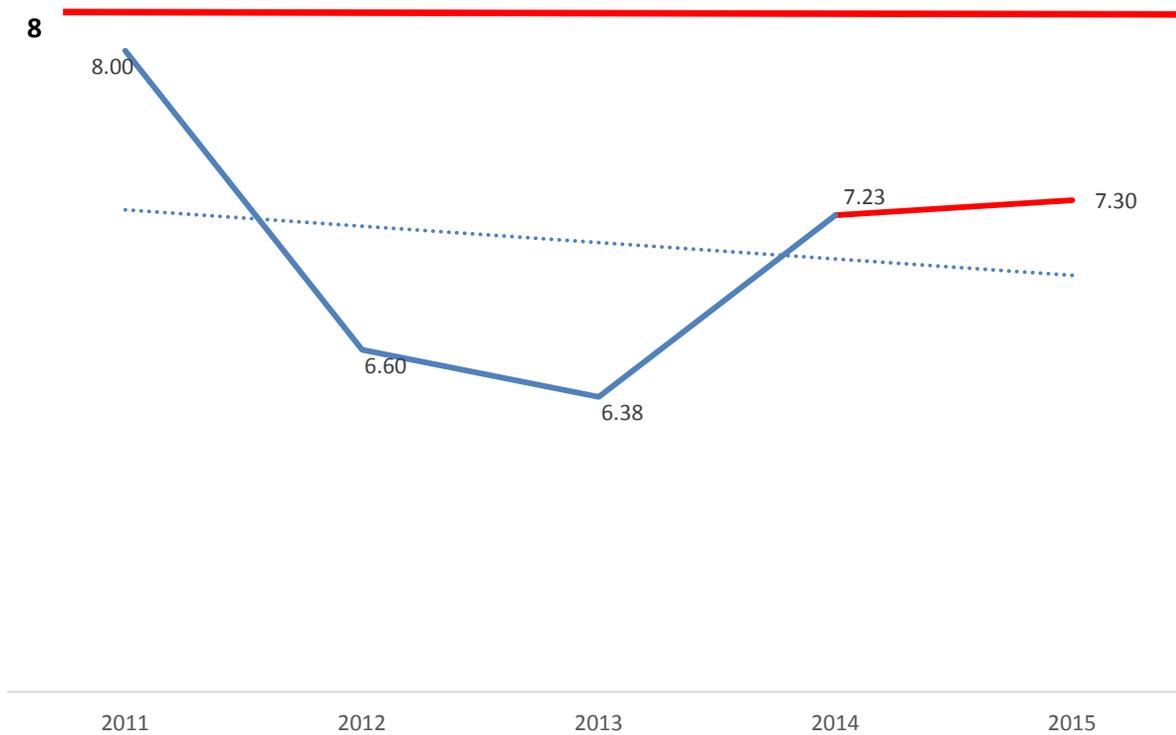


**STUDENT GROWTH OF LOWEST PERFORMING STUDENTS:** This indicator measures the performance of all students tested who were in the bottom 25% in the previous test. 95% of our low performing students on last test, performed at grade level on this test. A statistical goal for next year is to have 100% of our low performing perform at grade level on the next test. Students typically come to LMCHS below grade level and behind in credits. Through our academic programs and instructional practices, we are able to increase student proficiency levels through math and reading intervention programs. The data proves our students are seeing increased levels of growth.

## 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



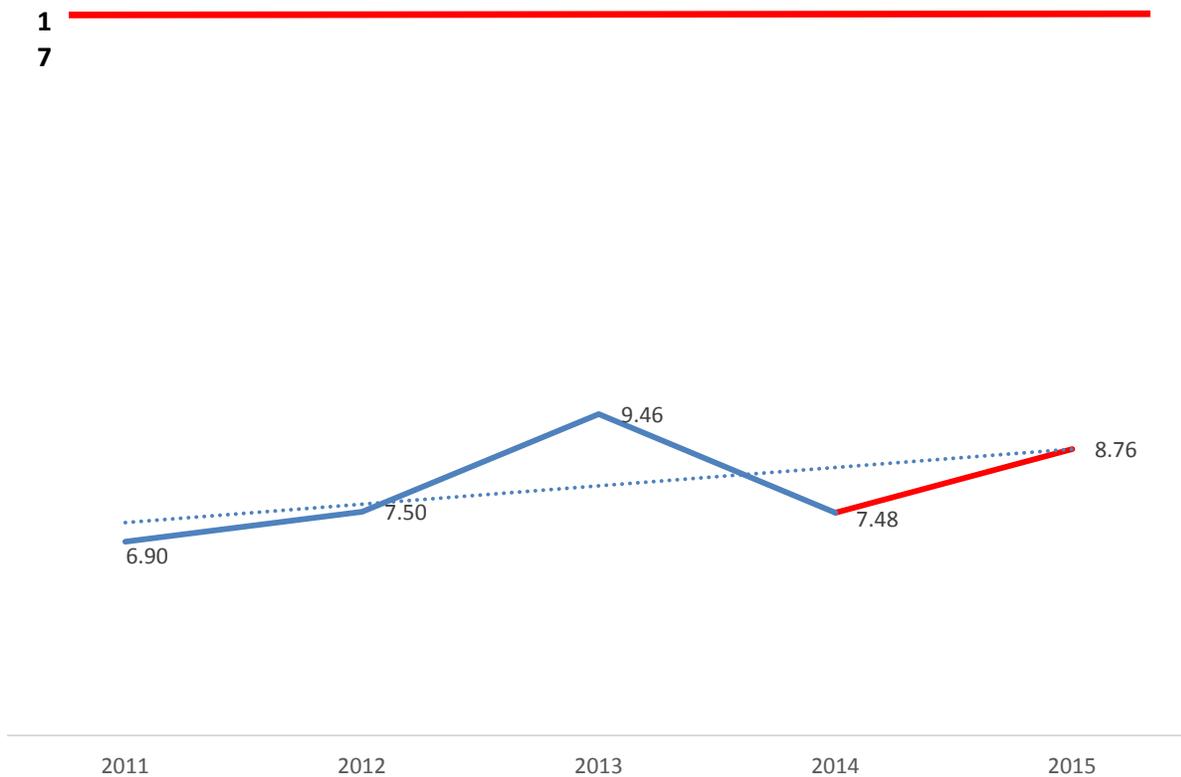
**OPPORTUNITY TO LEARN:** This indicator measures the educational environment offered by the school to the students. Currently, we are rated 7.23 out of 8. A statistical goal for next year is 7.30 out of 8 because we are coming from a three year negative trend and this indicator is difficult to modify in one year. The student advisory program and the progress monitoring system will provide students with an increased opportunity to learn and also engage parents/guardians in the students' educational process.

**Graduation—as applicable**

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

## Graduation

1  
7

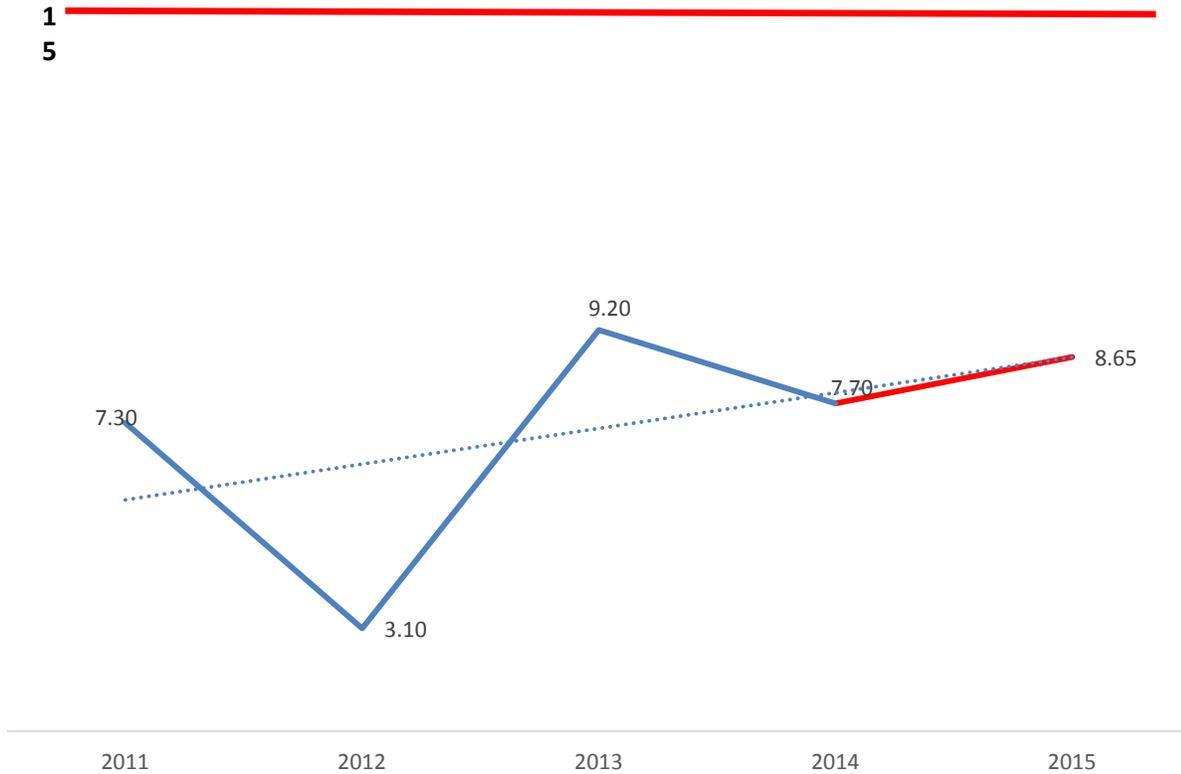


**GRADUATION:** This indicator measures graduation rates combining 4 and more years of graduation, the more students we graduate in 4 years, the better the rating is. Currently, we have a combined graduation percentage of 44% (7.48 out of 17 points). A statistical goal for next year is to raise the combined graduation percentage to 52% (8.76 out of 17 points). LMCHS struggles with this category due, in large part, to our high mobility rate and an influx of students who have struggled at other area high schools. In 2013, LMCHS applied for, and received, SAM status, earning a SAM graduation rate of 52.7%. Last year, our 5 year and 6 year cohort rates were 55.6% and 50.7%, respectively. Through our newly developed senior advisory program we are closely monitoring student progress and are working towards lowering our mobility rate, which will positively influence our students throughout all grade levels. These new initiatives will help us reach our goals relating to graduation rates.

**College and Career Readiness—as applicable**

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

# Readiness

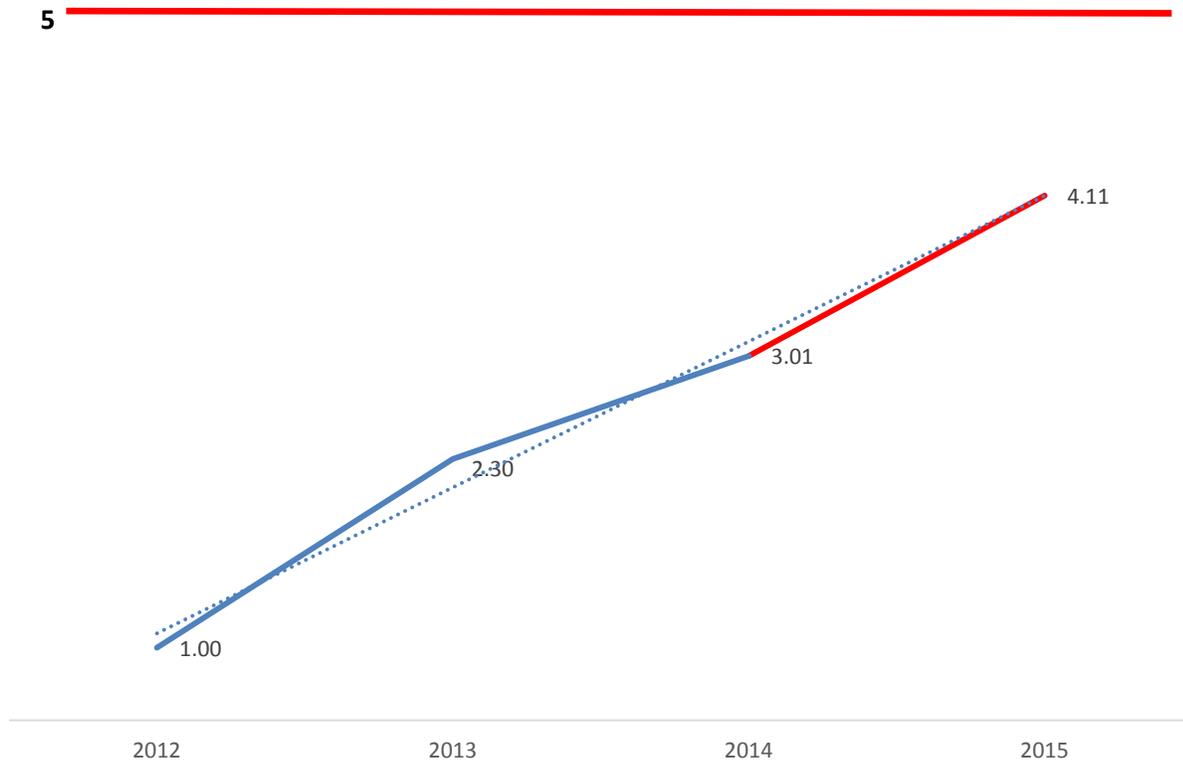


**COLLEGE AND CAREER READINESS:** This indicator measures the opportunities the school providing to students in order to prepare them for college or the work force. It mainly measures dual credit and national exam participation (PSAT, ACT, SAT, AP, ASVAB, etc.). Currently, we are rated 7.70 out of 15. A statistical goal for next year is to raise the rating to 8.65 out of 15, as this measure is also difficult to modify in one year. We will do this with our newly developed senior advisory program which exposes students to a variety of post-secondary and career options, as well as assistance with college and career readiness exams.

## Bonus Points

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

### Bonus



**BONUS POINTS:** This indicator measures involvement of families and community in school activities, as well as extracurricular activities offered to students. Currently, we are rated 3.01 out of 5 points. A statistical goal for next year is to raise the rating to 4.11 out 5 points. We will continue develop extra-curricular programs that have a positive effect on the school and surrounding community. Some programs that have been put in place over the last two years include a Drama Club, Chess Club, Earth Squad (recycling and other environmental initiatives), and a Science, Technology, Engineering, and Math Club.

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

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

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

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

Student Academic Performance Standard/Goal #1: The number of students testing proficient in Reading in grade 11 will improve from 24.49% to 79% on the 2011-2012 NMSBA. The number of proficient in Math in grade 11 will improve from 12.24% to 79% as measured by the 2011-2012 NMSBA. All students performing below proficiency will participate in an RTI program and monitored for progress.				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): NMSBA				
<b>Data—Average Scores</b>				
Grade Level/Category	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
Grade 11 Reading Beginning Step %	34.3%	34.7%	36.0%	28.9%
Grade 11 Reading Nearing Proficient %	40.3%	45.8%	49.5%	56.6%
Grade 11 Reading Proficient %	25.4%	12.5%	14.4%	13.3%
Grade 11 Reading Advanced %	0.0%	5.6%	0.0%	1.2%
Grade 11 Math Beginning Step %	23.9%	18.1%	34.5%	31.3%
Grade 11 Math Nearing Proficient %	64.2%	70.8%	53.6%	56.6%
Grade 11 Math Proficient %	9.0%	6.9%	11.8%	12.0%
Grade 11 Math Advanced %	0.0%	1.4%	0.0%	0.0%

*Provide a statement of progress and additional information regarding the above data:* As evident in the table presented above and the goals in the previous charter, (completed by previous administration no longer affiliated with the school) LMCHS did not meet expectations on Student Academic Performance Standard/Goal #1. The current administration at LMCHS feels that the goals were unrealistic because they proposed a 223% increase in reading and a 545% increase in math over a 1 year period. In addition, no performance framework or contract was established with the local authorizer in the previous charter. We have addressed this by proposing attainable goals in this current charter. That being said, we will now describe the instructional plan that has been implemented to meet our current mission specific goals/indicators which will lead to increased student achievement.

Based on NWEA, Discovery Education, NMSBA, and classroom assessments, 85% of our students are two to four grade levels behind in both reading and math. In order to address the needs of our students, close the achievement gap, and meet the high standard, we have provided the following interventions:

Literacy:

- Place students in appropriate advisory classes to provide test preparation strategies.
- Place students in a reading intervention course that utilizes the Reading Plus program. Reading Plus is a web-based program that transforms how, what, and why students read. It is the only Common Core reading intervention program that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation—which are the foundation of success.
- Reading Plus is utilized to address student needs in core classes.
- Through the advisory program, students are strategically placed in literacy based courses and are rotated to provide thorough instruction on a variety of research based literacy strategies and differentiated instruction.
- Administer placement exams to identify and differentiate literacy interventions.

Numeracy:

- Place students in appropriate advisory classes to provide test preparation strategies.
- Integrate technology research based programs such as Khan Academy, MathXL, and MyPath.
- Adopt Common Core resources to align assessments and classroom practices.
- Looping students with elective courses to allow for year-round numeracy instruction.
- Partner with local university students (NMSU) to provide tutors for students in math courses.
- Adjust class schedule to create advisory program that has numeracy goals, strategies, and practices embedded in the program.
- Administer placement exams to identify and differentiate numeracy interventions.

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

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

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

Student Academic Performance Standard/Goal #2: All English Language Learners will meet the 2011-2012 AMAOs set forth by the New Mexico Public Education Department.				
Measure(s) Used: ACCESS				
<b>Data—Average Annual Data</b>				
Grade Level 9-12	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14
Entering	3.3%	0.0%	0.0%	0.0%
Emerging	13.3%	0.0%	6.6%	3.8%
Developing	43.3%	6.6%	10.0%	26.9%
Expanding	26.6%	56.6%	43.3%	30.7%
Bridging	13.3%	36.6%	36.6%	38.4%
Reaching	0.0%	0.0%	3.3%	0.0%
Provide a statement of progress and additional information regarding the above data: As evident in the data chart above, the percentage growth of students achieving the Bridging (advanced Tier C) level has increased significantly from year 1 to year 4. LMCHS hired a highly qualified Bilingual Director in SY 2011-2012. Professional development for all staff concerning bilingual students was established. A reading intervention program (Reading Plus) was integrated in the bilingual program to help close the achievement gap in reading for ELL students. Through the advisory program, students are strategically placed in literacy based courses and are rotated to provide thorough instruction on a variety of research based literacy strategies and differentiated instruction.				

**Student Academic Performance Standard/Goal #3:**

High School Graduation: The number of LMCHS students graduating from high school on time in four years, including those identified as Special Education, Economically Disadvantaged, and English Language Learners, will increase from the current cohort graduation rate of 35.23% to 75%, the state AMO, in 2011.

Measure(s) Used: Cohort 2012 and Cohort 2013 Graduation Rates

**Data—Average Annual Data**

<b>Grade Level 9-12</b>	<b>Cohort of 2012</b>	<b>Cohort of 2013</b>
4-year Rate	46.6%	30.1%
5-year Rate	49.5%	55.6%
6-year Rate	36.5%	50.7%
SAM Rate	N/A	52.7%

*Provide a statement of progress and additional information regarding the above data:* As evident in the table presented above and the goals in the previous charter, (completed by previous administration no longer affiliated with the school) LMCHS did not meet expectations on Student Academic Performance Standard/Goal #3. The current administration at LMCHS feels that the goals were unrealistic because they proposed a 113% increase in graduation rate in 1 year. In addition, no performance framework or contract was established with the local authorizer in the previous charter. We have addressed this by proposing attainable goals in this current charter. That being said, we will now describe the instructional plan that has been implemented to meet our current mission specific goals/indicators, which will lead to increased student achievement.

LMCHS acknowledges that our graduation rate is an area for growth. Due to our student population, our 5 and 6 year graduation rates are higher than our 4 year graduation rate. Our students typically come from the local comprehensive high schools, behind in credits, and with a multitude of other issues that have prohibited them from advancing at the expected rate. Due to these factors, LMCHS applied for, and was granted, SAM status in 2013 and achieved a SAM graduation rate of 52.7%. In SY 2013-2014, the senior class included 12 students who started with LMCHS as freshman in SY 2010-2011. Of those 12 “original” students, 11 graduated in 4 years (91.6%). LMCHS has graduated 220 students in 5 years, many of which were dropouts, and may not have graduated otherwise.

LMCHS continues to work towards improving our graduation rates by implementing all of the instructional strategies mentioned in the above tables. We have also developed a newly structured senior advisory program that includes thorough progress monitoring, more involvement in college readiness activities, exposure to post-secondary educational and career options, and more communication with parents/guardians.

**Other Organizational Performance Standards/School Goals from your Current Charter—as applicable**

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: <b>Parental Involvement</b>
Measure(s) Used: <b>LMCHS will work to implement our school’s Parent Involvement Policy and Regulations. LMCHS will increase parent contact and communication by 20% by May, 2012.</b>
Data: <b>Parent-Contact Logs, Next-Step Plan Meetings/Conferences, Parent-Advisory Contact/Meetings, Open-House, School Web-site Development</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> <b>LMCHS has successfully increased its programs and procedures in an attempt to increase parental involvement. The following programs and procedures have led to increased parental involvement:</b> <ul style="list-style-type: none"><li>• <b>Revised attendance policy and implementation of an attendance clerk: LMCHS has implemented an attendance clerk that works closely with classroom teachers. The attendance clerk is responsible for making personal contact with parents/guardians and setting up conferences to address the attendance concerns of students.</b></li><li>• <b>Reflecting And Monitoring Success (RAMS): Through the LMCHS advisory program, advisors are monitoring the grades, behavior, and attendance of every student at LMCHS and making parent contact to ensure the parent/guardian is aware of the academic and social progress of their child.</b></li><li>• <b>Parent View: The Student Information System (SYNERGY) allows parents to access their child’s school data. Through the LMCHS advisory program, parents are educated about the process needed to access Parent View on SYNERGY.</b></li><li>• <b>LMCHS hosts an open-house night once per semester.</b></li><li>• <b>LMCHS has recently revised and upgraded the school web-site and uses it as a communication tool to notify parents of all upcoming events and information pertinent to their child’s education.</b></li></ul>

Organizational Performance Standard/School Goal #2: <b>Safe, Drug-Free Schools Conducive to Learning:</b>
Measure(s) Used: 100% of freshman students at LMCHS will be educated in a health curriculum promoting learning environments that are safe, drug-free, and engaging for students. The program will be measured by evaluating the number of students who complete the health curriculum and other programs such as Safer Choices related to a safe, drug-free environment.
Data: 100% of freshman students participated in FYI's Safer Choices curriculum in SY 2013-2014. Comparing the Fall 2013 semester to the Spring 2014 semester, we saw a 34% increase in attendance, with 90% of students who began the curriculum completing the twelve week program in the Spring 2014 semester. The average pre-test score in the Fall 2013 semester was 47%, and the average post-test score was 73%, indicating an increase of 36% on health related knowledge. In the Spring semester, the average pre-test score was 64% and the average post-test score was 84%, an increase of 20% on health related knowledge.
<i>Provide a statement of progress and additional information regarding the above data:</i> All students entering LMCHS have been enrolled in a required Health Education course and must earn a passing grade in order to graduate. LMCHS partners with the county Health Department and Families & Youth Inc. to deliver a safe school and drug-free curriculum that is embedded in the Health Education course.

Organizational Performance Standard/School Goal #3: <b>Highly Qualified Teachers and Para-Professionals (all staff will be highly qualified)</b>
Measure(s) Used: 100% of teachers and para-professionals hired by LMCHS will meet highly qualified requirements for subject/grade level assigned.
Data: STARS 120 <sup>th</sup> day staff report
<i>Provide a statement of progress and additional information regarding the above data:</i> The data in the STARS 120 <sup>th</sup> day staff report shows 100% of teachers and para-professionals are highly qualified.

## 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)	12	1. Internal Control Structure	The center will implement training to ensure proper account numbers before posting revenue will take place.
		2. Communication of Audit Report	The Center will discuss this matter with the principal, and when the 2011 report is released the center will report it to the governing board and administration of LMCHS.
		3. Procurement Code	The center will provide training in this matter and require documentation that procedures are followed to ensure that this is met.
		4. Inadequate Segregation of Duties in Receipting Process	The center will provide training in this matter and put in place internal controls ensuring that the steps required are met.
		5. Cash Control Standards	The center will take monthly for approval the bank reconciliation is being met. Approval process will be noted in the internal controls and there will no longer be a petty cash.
		6. Journal Entries	The center will ensure that internal control will be set to mandate proper procedure for JE entry process-they will be taken to the board and approval process will be set.
		7. Budget Adjustment Requests (BAR)	The center will ensure that all budget, increases/decreases have proper backup information before expenditure can take place.

		8. IDEA-B-Allowable Costs-Documentation of Employee Time and Effort	The center will ensure proper training to implement the time and effort documentation is being met. The center has already discussed this with the administration and forms and links have been provided.
		9. Travel and Per Diem	The center will discuss this with management and ensure that policy and procedures will be met.
		10. Inadequate Segregation of Duties in Cash Disbursement/Payroll Process	The center will put policies in place that delegation of duties will be met to ensure that approval process is in place.
		11. Compliance Finding over State Cash Report/Budget Reports	The center will ensure that once the 2011 cash balance are released from the state auditor that proper balance will be entered and balanced with the PED report.
		12. Budgetary Conditions	The center will ensure that budgetary review at year-end is review and approval for JE will be noted and implemented.
2 (11-12)	9	1. Internal control structure, significant deficiency and noncompliance and other matters.	New measures have been put in place and staff members have been replaced in an effort to correct past discrepancies. An Internal Control Structure Standards review will take place to maintain control and provide management with reasonable assurance that assets are safe-guarded against loss from unauthorized use or disposition. Duties will be segregated so that oversight is provided to ensure all accounts balance monthly, journal entries are reviewed for appropriateness and accuracy, and funds are properly expended.

		2. Cash control standards, material weakness and compliance and other matters.	All cash accounts are reconciled on a monthly basis and duties have been separated so that the bank reconciliation is completed by a person who is not involved in check disbursement. Reconciled bank statements will also be reviewed by the business manager and/or assistant superintendent for business administration.
		3. Journal entries, material weakness	Duties have been segregated to ensure all journal entries are appropriate and accurate. Journal entries will be submitted for review, with all supporting documentation, by the Executive Director and Principal prior to their posting. All journal entries are currently approved by the Principal. Administration notes that cash balance were put in by audit report but the fund balance was not entered correctly.
		4. Budget Adjustment Requests (BAR), compliance and other matters	Instructional Materials; a budget increase was never sent to the charter therefore an increase action was not warranted. If an increase was to be accomplished then NMPED should notify the charter. Food service carryover will be reviewed and discussed. If approved by NMPED then it is set in budget. Grant funds will be reconciled to ensure all BARs are accurate and complete.

		<p>5. Inadequate segregation of duties in cash disbursement/payroll process, significant deficiency</p>	<p>The charter has implemented segregation of duties in the cash disbursement/payroll process: For purchases: The administrative assistant prepares a purchase requisition, the Principal approves, and sends to the Business Manager who creates the Purchase Order (according to Procurement Law) and orders the item(s); when the item is received, the Principal authorizes disbursement and the Business Manager processes payment. As a final step, the Business Manager attaches a copy of the check to the purchase requisition/purchase order documentation and the Principal approves the amount paid. A check register report, which is printed by the check number, is provided monthly to the Principal, Audit Committee, and Governing Board detailing checks written for the month. For payroll, the Principal authorizes, and it is forwarded to the Business Manager to process the disbursement. Once payroll is complete, a detailed payroll report is provided to the Principal for approval.</p>
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		6. Compliance finding over state cash report/budget reports, compliance and other matters	PED reports will be reconciled to the general ledger. Segregation of duties has taken place, prior staff members have been released and independent oversight will occur to ensure accounts balance. Charter school and management personnel will work together to implement cash control ledger for each fund/sub-fund where all transactions affecting cash are recorded. Cash balances reported to the department shall be identical to the district's cash control ledger and annual audit.
		7. PED audit committee, non-compliance and other matters	The charter has received the state compliance requirements. The charter will review requirements and present to the current audit committee and governing board their findings to ensure the compliance. Per NMSA 22-8-12.3, each local school board shall appoint an audit committee that consists of two board members, one volunteer member who is a parent of a student attending the school district, and one volunteer member who has experience in accounting or financial matters.
		8. Restatement, Material Weakness	New measures will be put in place with administrative support from the center to ensure proper roll-forward will take place.

		9. IDEA-B – Allowable costs – Documentation of employee time and effort instance of noncompliance	The charter will implement a process where the time and effort verifications are acquired and examined for correctness.
3 (12-13)	2		
		1. Cash control standards, noncompliance in accordance with the New Mexico state audit rule	All cash accounts are reconciled on a monthly basis and duties have been separated so that the bank reconciliation is completed by a person who is not involved in check disbursement. Reconciled bank statements will also be reviewed by the business manager and/or assistant superintendent for business administration. The fund balance roll-forward was completed mid-year to balance to the general ledger. The charter will continue to implement a process of understanding fund balance impact of the financial statements and reconciliation
		2. Compliance finding over state cash report/budget report, noncompliance in accordance with the New Mexico state audit rule.	The fourth quarter prior year cash report, we note was reported incorrect and mid-year correction and reconciliation was made to balance correctly to the NMPED reports and the general ledger. Monthly reconciliation is being done and balanced to the general ledger. The monthly report and reconciliation is being monitored by authorizing district for accountability purposes. Mid year corrections were completed, balancing to the general ledger has not been an issue.

Identify any changes made to fiscal management practices as a result of audit findings.

### 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.*

*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.*

### Employees—Assurances

- a.  **Yes**  **No** The school meets teacher and other staff credentialing requirements
- b.  **Yes**  **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c.  **Yes**  **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

*For any "no" answers please provide an explanation.*

### School Environment—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.*

### 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.*

### 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.*

### D. Petition of Support from Employees

See Appendix B

### E. Petition of Support from Households

See Appendix C

### F. Facility

See Appendix D

## 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)	Describe:	<input 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.

Las Montañas Charter High School serves an at-risk population of students that presents the school with many challenges. The academic results show two main areas in need of improvement: proficiency level in reading and math, and graduation rate. Our academic priorities are to target the following areas:

- Current standing as measured by the school grade.
- School growth as measured by the school grade.
- Graduation rate as measured by the school grade.
- College and career readiness as measured by the school grade.
- Improved attendance rate
- Continued support of students who are at-risk with RTI, differentiated instruction, and other appropriate accommodations.
- Improved student performance in reading and math.

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

The main strategies that will be implemented to address these academic priorities include the following:

- RTI to include intervention courses focusing on reading and math.
- Differentiated Instruction
- Reading Plus and enhanced reading comprehension strategies in the classroom supported by cross-curricular instruction.
- MathXL, KHAN Academy, MyPath and enhanced math instruction in the classroom supported by cross-curricular instruction.
- Increased use of technology in the classroom.
- Grade level teams focusing on targeted goals which are predicated on the personal and academic needs of the students.
- Tracking of attendance and a process of intervention to ensure students don't fall behind and/or drop-out.
- Test preparation courses and instruction aligned to the Common Core.

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

The data has shown us areas in need of improvement and the data drives the systems and structures that the leadership team has put into place to support student achievement. For example, the newly developed advisory program is a multi-faceted, data-driven program with a variety of strategies and goals embedded in the program. It will raise student achievement, specifically in the areas of reading, math, attendance, and graduation. The data has shown the need for the following modifications in our instructional plan:

- Reading and math placement assessments.
- Reading and math intervention courses.
- Literacy and numeracy teams to support cross-curricular instruction in reading and math.
- Research based technology programs to increase student achievement in reading and math (Reading Plus, MathXL, and MyPath).
- A newly structured attendance policy and attendance clerk.
- Senior advisory program that focuses on progress monitoring and post-secondary or career options.
- Professional Development focusing on Common Core, RTI, and differentiated instruction.

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

Based on the data, the majority of our student population is at-risk. Our entire academic program centers around strategies that will have a positive impact and increase achievement for our lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged (87% FRLP). All of the changes to our program, the systems and structures, the mission specific goals/indicators, and the school grade goals are highlighted in this section and throughout the renewal application.

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

The LMCHS Governance Council ensures that the organization's accomplishments and challenges are communicated to members and stakeholders. The Council has ensured that members and stakeholders have received reports on financial resources and personnel of our organization. The Governance Council evaluates the Academic Dean primarily on accomplishment of the organization's strategic goals, school grade, and adherence to policy. The Governance Council has developed formal criteria and a process for evaluating the Academic Dean. The Governance Council has formally evaluated the Academic Dean within the last twelve (12) months. The Governance Council is required to complete an annual self-evaluation to ensure the responsibilities and duties are adhered to according to board policy.

## 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. 11<sup>th</sup> 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, measurable, 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.

**Mission Specific Goal #1:** Track and improve students performing at grade level for two distinct cohorts.

Cohort 1: Student growth of highest performing students

SMART Goal: LMCHS will increase the rate of students tested at grade level by 7% in 1 year as measured by short-cycle assessments.

Cohort 2: Student growth of lowest performing students

SMART Goal: LMCHS will increase the rate of students tested at grade level by 7% in 1 year as measured by short cycle assessments.

*Exceeds Standard:* 8% increase or above of students tested at grade level in 1 year as measured by short-cycle assessments.

*Meets Standard:* 7%-8% increase of students tested at grade level in 1 year as measured by short-cycle assessments.

*Does Not Meet Standard:* 0%-6.5% increase of students tested at grade level in 1 year as measured by short-cycle assessments.

*Falls Far Below Standard:* A decrease in the rate of students tested at grade level in 1 year as measured by short-cycle assessments.

**Mission Specific Goal #2:** Track and improve attendance rates for two distinct cohorts.

Cohort 1: Students who begin their 9<sup>th</sup> grade year enrolled at LMCHS and remain for the entirety of their high school career

SMART Goal: Cohort 1 students will meet a minimum attendance rate of 90%.

Cohort 2: Students who are enrolled at LMCHS as a classified Senior

SMART Goal: Cohort 2 students will meet a minimum attendance rate of 90%.

*Exceeds Standard:* 93%-100% student attendance rate at the end of SY 2015-2016.

*Meets Standard:* 90%-92% student attendance rate at the end of SY 2015-2016.

*Does Not Meet Standard:* 80%-89% student attendance rate at the end of SY 2015-2016.

*Falls Far Below Standard:* 79% or below student attendance rate at the end of SY 2015-2016.

**Mission Specific Goal #3:** Strengthen the senior advisory program to expose graduates to a variety of opportunities.

SMART Goal: By the time they graduate, 90% of LMCHS seniors will receive a variety of post-secondary and career options through a rigorous senior advisory program.

*Exceeds Standard:* 93%-100% of LMCHS seniors will receive a variety of post-secondary and career options through a rigorous senior advisory program.

*Meets Standard:* 92%-90% of LMCHS seniors will receive a variety of post-secondary and career options through a rigorous senior advisory program.

*Does Not Meet Standard:* 80%-89% of LMCHS seniors will receive a variety of post-secondary and career options through a rigorous senior advisory program.

*Falls Far Below Standard:* 79% or below of LMCHS seniors will receive a variety of post-secondary and career options through a rigorous senior advisory program.

*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.)*

The mission specific indicators/goals are based on data received from our school grade. The main areas for growth, based on our school grade, include student proficiency and graduation rate. The attendance goal is vital to the success of our academic goals.

We currently score 2.95 out of 30 points as measured by the school grading category of Current Standing. 9% of students tested at grade level and we aim to increase that number to 16% in the 2015-2016 SY. Several strategies have been implemented to ensure we meet this goal. We will use short-cycle assessments to monitor this progress.

We currently score 7.48 out of 17 points in the Graduation category, and 8.65 out of 15 in the College and Career Readiness category. By strengthening our senior advisory program, we expect to see improvements in these areas over the next 5 years. An improved school-wide progress monitoring system and an improved senior advisory program, that exposes students to many post-secondary and career options, will help achieve this goal.

**C. Amendment Requests N/A**

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

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

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

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

Name of State-Chartered School: \_\_\_\_\_

Date submitted: \_\_\_\_\_ Contact Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

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Original Signature of Governing Council President or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name of Governing Council President or Designee: \_\_\_\_\_

**Public Education Department use only**

Director/General Manager approves change: \_\_\_\_\_

Date: \_\_\_\_\_

*(No further action taken.)*

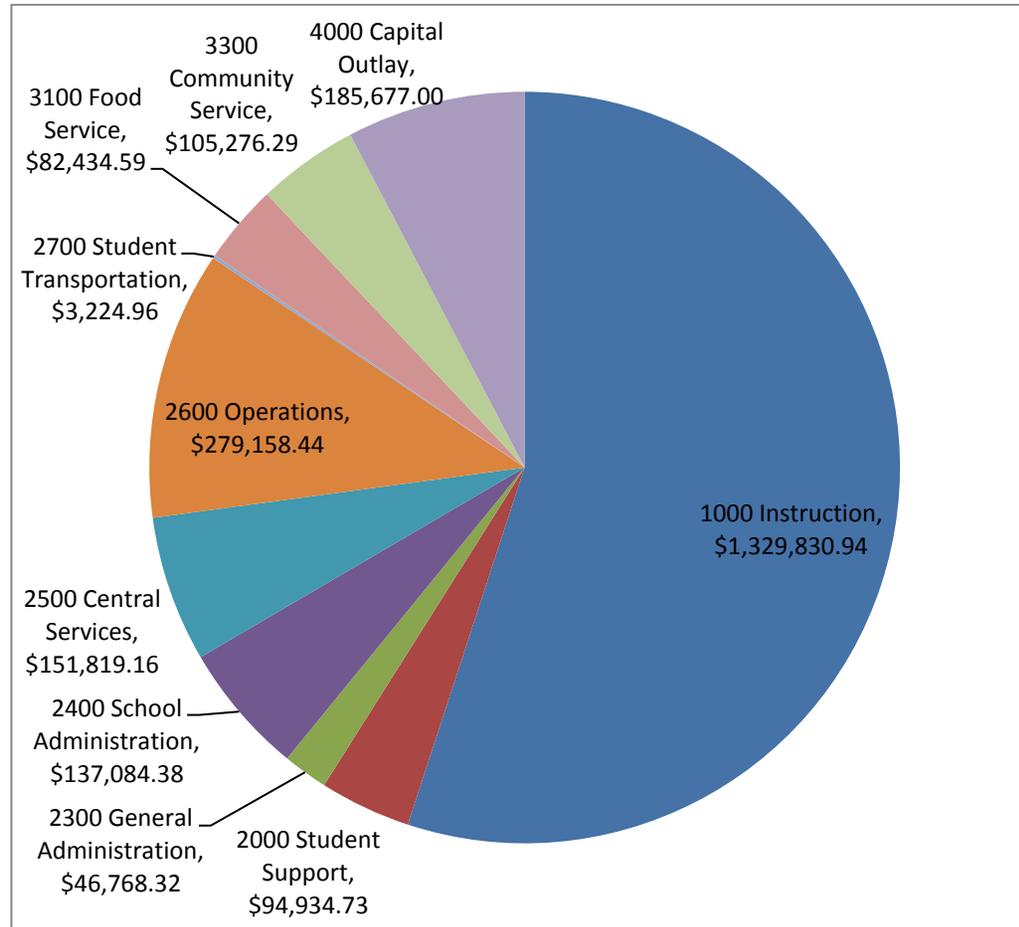
Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

APPROVED

DENIED

**Appendix A: Las Montañas Charter High School: Budget By Function**



## Appendix B: Petition of Support from Employees

### 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.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the **Las Montañas** Charter High School and hereby certify that: the attached petition in support of the **Las Montañas** Charter High School renewing its charter was circulated to all employees of the **Las Montañas** Charter High School. There are 26 persons employed by the **Las Montañas** Charter High School. The petition contains the signatures of 26 employees which represents 100 percent of the employees employed by the **Las Montañas** Charter High School.

STATE OF NEW MEXICO)

COUNTY OF Dona Ana <sup>ss.</sup>

I, Richard Robinson 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.

Richard Robinson

Subscribed and sworn to before me this 29<sup>th</sup> day of Sept, 2014.



My Commission Expires: 6/1/17

Monica Garcia  
Notary Public

**Appendix C: Petition of Support from Households**

**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.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the Las Montañas Charter High School and certify that: the attached petition in support of the Las Montañas Charter High School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 136 households which represents 80 percent of the households whose children were enrolled in the Las Montañas Charter High School.

STATE OF NEW MEXICO  
COUNTY OF Dona Ana ss.

I, Richard Robinson 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.

Richard Robinson

Subscribed and sworn to before me this 29<sup>th</sup> day of Sept 2014.

My Commission Expires 6/1/17  
 OFFICIAL SEAL  
MONICA GARCIA  
NOTARY PUBLIC-STATE OF NEW MEXICO  
My commission expires 6/1/17

Monica Garcia  
Notary Public

**Appendix D: Facility – LMCHS NMCI Score: 449**

**LAS MONTANAS CHARTER HIGH SCHOOL**

201 East Lohman Avenue  
Las Cruces, NM 88001

Permanent building area: 28,663 GSF  
Modular buildings: 0 GSF  
Modular buildings are 0.0 % of the facility area  
Site acres: 2.07

Score:	Possible Points	Total Earned	%
The Site	241	205.0	85.1
Physical Plant Assessment	354	308.0	87.0
Adequacy and Environment for Education	405	337.0	83.2
<b>Total</b>	<b>1,000</b>	<b>850.0</b>	<b>85.0</b>

Excellent = 90-100% Satisfactory = 70-89% Borderline = 50-69% Poor = 30-49% Very Inadequate < 30%



**Participants:**  
Joyce Aranda, Principal  
John Robinson, Assistant Principal  
Jan Janecka, ARC Evaluator

Las Cruces Public Schools  
Facilities Master Plan 2011-2015  
ARC 21002.1060

LAS MONTANAS CHARTER HIGH SCHOOL CIP 1  
ARC - 06/13

**Notes from Principal's Meeting and Questionnaire**

**Date: 04-21-2010**

The school has been in operation for three years and the facility has been gradually developed, and enrollment increased, over that period. The school currently has a waiting list of 25 students. Facility development has been completed and the will reach planned full enrollment of 350 students next year (2010-11). The school occupies leased space and is not eligible for facility capital funding. Capital funding must be derived from benefactors or the operating budget.

**Summary Notes and Comments**

**School Site:**

Las Montanas School is located in the downtown area of Las Cruces. It consists of three buildings that occupy an entire two-acre city block. Amador Avenue borders the school to the north and Lohman Avenue borders the south. These are two busy one-way streets. The west boundary is Church Street and the east boundary is Campos Street. Site access and parking are problem areas due to heavy traffic combined with small site size.

The city reportedly has agreed to provide crosswalks and school zones to help with access. Two crosswalks will cross Lohman Avenue at the intersections of Campos and Church streets. Another crosswalk will cross Amador Avenue at the Church Street intersection. A fourth crosswalk will cross Church Street at the northwest corner of the site. The crosswalks and school zones will enhance access significantly.

Parking is somewhat limited by the small size of the site. This school does not have school bus service and a high proportion of the traffic at this school is via private cars. The main lots facing Lohman Avenue accommodates 62 cars and the staff parking lot on Amador Avenue can hold 25 cars. The city reportedly plans to allow parking on Church Street and will add parallel parking stripes for about fifteen more cars. The additional parking on Church Street will maximize the parking on this site.

The city has asked the school to install wheel stop barriers for the eighteen parking spaces that face Amador Avenue. The city has also requested that bollards be installed around the gas meter and plumbing cleanouts located in the sidewalk facing Campos Street. The school has agreed to install these safety components.

There are no playing fields and students use a make shift basketball court located in the main parking lots. Adding outdoor recreational space is not possible due to site size constraints. There are several small areas of landscape around the perimeter of the school that are in adequate condition.

**School Plant:**

The interiors of this school are in very good condition. All of the spaces have been renovated within the last three years. The north part of the east wing was newly constructed and occupied at the beginning of this school year. The interior finishes and furniture are new throughout the facility.

The roofs of the north and east buildings were replaced during renovation with new single membrane roof systems. These roofs have not evidenced any leaks and are in good condition. The southern two-thirds of the west building (10,000 SF) has an older multi-ply, built-up roof that is in deteriorated condition. This roof has leaked and the ballast remains

scraped back where the leaks were repaired. This roof is in poor overall condition and should be replaced. The northern section of this building's roof is a ninety-pound mineral surface cap sheet that is in fair condition.

The HVAC system consists of roof mounted gas electric combination units. All of these units have been replaced with new equipment in the last few years. The HVAC system is in good condition and working well. The plumbing system has been renovated and is in adequate condition. The restrooms are in good condition and meet ADA accessibility standards. Most of the electrical system has also been renovated and is in good condition.

**Adequacy and Environment for Education:**

Las Montanas Charter High School was started three years ago in what is a former strip mall. The school was built out over a three-year period with just a freshmen class the first year and freshmen and sophomore classes the second year. At the end of 2009-10 school year the facility was fully developed and attended by freshman, sophomores, juniors, and a few seniors. In the 2010-11 school year the school will reach its planned capacity of 350 students.

This linear development plan has worked very well in matching facility development with school enrollment. The school has a very good working relationship with their landlord, Investment Management Associates. The atmosphere is much like that of an office building and provides a good learning environment.

Some classrooms are small by conventional standards, however, state adequacy standards promulgated by PSFA do not apply to charter schools. The Las Montanas? school charter limits class size to fourteen students, and the classrooms are adequate for classes that size. The classrooms are generally grouped by grade level.

There is one science lab that is flanked by two science classrooms. The lab is well equipped, and while small at 530 SF, appears to be adequate for classes of fourteen students. Lab storage space is limited. A well-equipped computer lab is located next to the science classrooms.

The art classroom appears to be too small to function effectively. Workspace appears to be limited and there is almost no storage space. A reading classroom is located next to the art classroom. There are no music programs at this school.

This school offers elective classes in world history, sociology, Spanish, and street law. Each of these classes has a dedicated classroom. FACs electives are offered in hotel and restaurant management, and in early childhood and pre-teaching. These two classes are held in a large classroom that is partitioned in halves. Industrial design is also offered and uses a classroom located in the recently completed addition. All of these classrooms are adequate and provide a good learning environment.

The school has two cafeterias, one for freshman and sophomores and the other for upperclassmen. Each cafeteria has a warming kitchen to serve meals that are prepared at Mayfield HS and brought to Las Montanas. The cafeterias provide a pleasant atmosphere and appear to have adequate seating space. This school operates a closed campus.

There is a fitness center located in the west building that is 1800 SF and well equipped. This space fulfills the physical education requirement. The school plans to expand the PE

program with the addition of bowling, volleyball, and golf. These activities will be held at other facilities near the school. Students also can participate in sports programs in the public high school that serves the district in which they live.

The media center is housed in the west building at the main entrance. It utilizes an open concept and shares space with the lobby and reception area. The media center is divided in halves, one for upperclassmen and the other half for lower. These areas are separated with office partitions either three or four feet high. This arrangement, while unconventional, seems to work quite well and provides a collegial atmosphere.

The administrative areas are located in several areas. Three offices and a conference room are next to the main entrance in the west building. The principal's office and two counselors' offices are in the north building. The teacher's lounge and workroom is located on the north side of the underclassmen's cafeteria. All of these spaces are in good condition and are adequate for their functions. The nurse's office, while also in good condition, seems undersized at 212 SF, but is adequate in the nurse's opinion.

There is a vacant mezzanine area comprising 2015 SF in the west building that the school plans to use as storage space. The mezzanine will need to have some partitions and a shelving system installed to meet the storage function. The mezzanine is not ADA accessible, but is not required to be if it is used only for storage.

The Main Capital Investment Areas:

No capital projects are recommended for this privately owned facility.