

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

Updated August 2014



Effective Options
for New Mexico's
Families
Charter Schools





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Dear State Charter School Renewal Applicants:

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

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2015**.

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

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does not need to contribute anything to Part A.

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

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

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

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

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department’s minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;

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

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

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

Sincerely,

Matt Pahl
Interim Director
Charter Schools Division

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

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Instructions: 2014 State Charter Renewal Application Process and Review Stages

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

(November 14-December 2)**	
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Friday, December 5, 2014 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11-12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 11-12, 2014 .
Contract Negotiations (December, 2014-March, 2015)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

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

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

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

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

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

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

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

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

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

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

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

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

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

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

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

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

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

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

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

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

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

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

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

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

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

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

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

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

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

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

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

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

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

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

2014 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

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

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

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



Part A—School’s Summary Data Report

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

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

NM PED Charter School Division - Renewal Snapshot Report

Monte del Sol Charter School

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

General Information

Mailing Address: PO Box 4068, Santa Fe, NM 87502
 Physical Address: 4157 Walking Rain Rd, Santa Fe, NM 87507
 Phone: (505) 982-5225 Ext: Fax: (505) 982-5321 Website: www.montedelsol.org
 Opened: 2000 State Appvd: Renewal: 2015
 School District: Santa Fe County: Santa Fe

Robert Jessen, Head Administrator Email: arjessen@montedelsol.org
 Brett Frauenglass, President Email: bfrauenglass@montedelsol.org

Mission: The mission of Monte del Sol Charter School is to challenge each member of its community, both youth and adult, to be a life-long learner and responsible community member or leader; and to support the education necessary for each individual to realize his or her potential.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	7-12		360	387	27	14.3

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	B	B		
2. 3 Year Avg Grade		B	B		
3. Current Standing	A	A	A		
4. School Growth		F	C		
5. Highest Performing Students	B	A	A		
6. Lowest Performing Students	B	B	C		
7. Opportunity to Learn	C	C	B		
8. Graduation	C	F	D		
9. Career and College	F	A	A		
10. Reading Proficiency	61.2	58.6	58.6		
11. Math Proficiency	45.6	41.6	42.6		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0.3	1.8	1.59		

NM PED Charter School Division - Renewal Snapshot Report

Monte del Sol Charter School

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

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment	322	364	354	381	387
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male	48.1%	48.4%	48.0%	52.5%	51.9%
3. % Female	51.9%	51.6%	52.0%	47.5%	48.1%
4. % Caucasian	49.1%	56.3%	42.1%	37.0%	33.9%
5. % Hispanic	45.7%	38.5%	52.8%	58.3%	61.2%
6. % African American	1.9%	2.2%	1.7%	1.8%	1.3%
7. % Asian	2.5%	1.6%	1.7%	1.8%	1.6%
8. % Native American	0.9%	1.4%	1.7%	1.3%	2.1%
9. % Economically Disadvantaged	28.3%	21.4%	47.2%	58.5%	56.8%
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	4.3%	15.4%	15.0%	15.0%	14.2%
15. % ELL	6.2%	5.8%	9.6%	16.8%	20.2%



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

I. Self-Report—Looking Back

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

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

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

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

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

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

School Grading Report Over Three Years

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

Students at Monte del Sol surpassed the state benchmark, measured in the 2014 School Report Card, in five of the eight categories. Although Monte del Sol has remained constant with a school grade of a B over the past three years, our school did improve its total points in 2014, from the previous two years. Additionally, we were able to raise the grades in school growth from an F to a C, and in graduation from an F to a D.

Under the tutelage of the new Head Learner, there is a focus on data-driven instructional practices. Monte del Sol will focus on improving in the areas of Lowest Performing Students and Graduation.

Current Standing

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

Monte del Sol has continued its trend of excellence of meeting grade level targets. 2014 marked the third consecutive year that our school earned the grade of A in this area.

School Growth

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

Although MdS did not surpass the state benchmark for this area, we did improve our point total from 1.68 (F) to 5.50 (C). With the focus on utilizing data, we anticipate this score to continue to increase as we implement instructional strategies driven by the findings.

Q3 (Highest Performing 75%) Growth

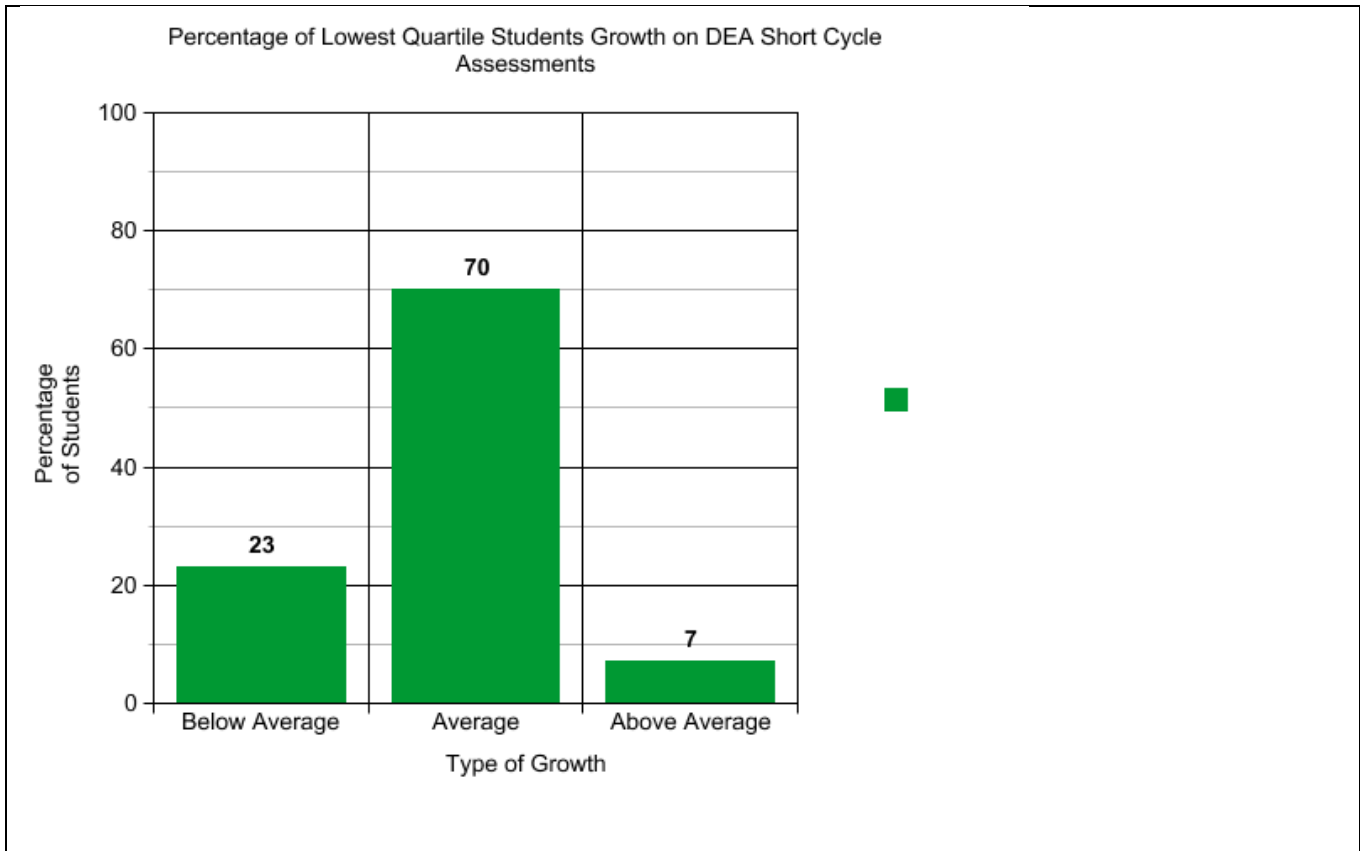
Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

Monte del Sol continues to outpace the state, scoring 9.90 points (A), compared to the state average of 3.6.

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.

MdS fell below the statewide benchmark in this indicator by a margin of .4 points. This is a targeted area of growth for the school. The school uses data derived from short cycle assessments (DEA) to monitor progress of our lowest performing students. (See DEA data below) Through classroom interventions, 77% of our lowest quartile performers have shown average or above average growth in the short cycle assessments. In addition, new intervention strategies have been introduced to raise student achievement in the lowest quartile. The increased use of data will target not only the students in this subgroup, but also their specific academic weaknesses. We anticipate significant growth within this indicator.



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.

The school’s grade improved to a B in 2014, from a C the previous two years. This can be attributed in part to a rise in attendance rate, from 92.6% in 2013, to 95.9% in 2014. Additionally, students consistently rated teachers in the 3 and 4 range in the survey portion of this indicator.

Graduation—as applicable

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

Monte del Sol has fallen below the state benchmark in this indicator the past three cycles. We were able to raise our grade in the most current year, from an F (9.75), to a D (10.60). With the introduction of a newly created graduation task force, we feel strongly that we will be able to increase our achievement in this indicator. It should be noted that Monte del Sol continuously graduates over 70% of its students within five years, with roughly 10% of those being students with disabilities on the Career Readiness option to the diploma.

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.

Monte del Sol scored an A in this indicator, surpassing the state average by nearly three points. Our school utilizes our college counselor to assist students in preparing for, and taking college placement exams.

Bonus Points

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

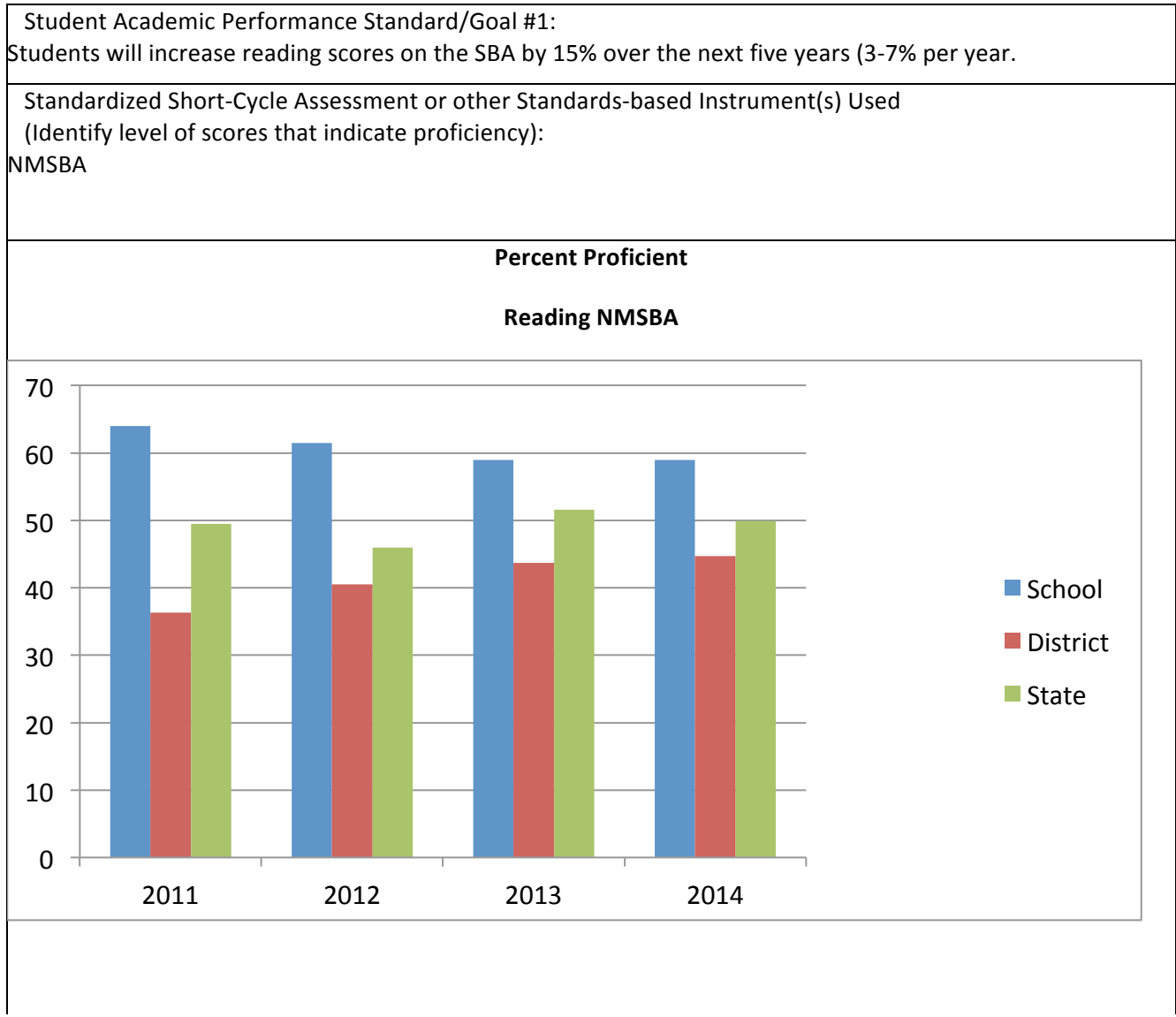
In 2012 and 2014, MdS received bonus points for Truancy Improvement. In 2013, MdS received bonus points for Parental Engagement and Extracurricular Activities.

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.).



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

Although MdS has not met the goal as stated, it is important to know that MdS continues to perform above the district and state in % proficient in Reading. It is also important to note that data from the past 4 years show general improvement (math and reading) from 7-8, then a decrease in the 10th grade, with small increases until 12th grade, if not holding at same proficiency percentage. However, when we examine the demographic change in students from 8th to 10th grade as indicated by students participating in free and reduced lunches and ELL status, we see a large increase in the numbers of those students. (50% to 70% lunch program; 11 ELLs in 7th to 18 in 10th.) Students in those populations statistically perform below the average.

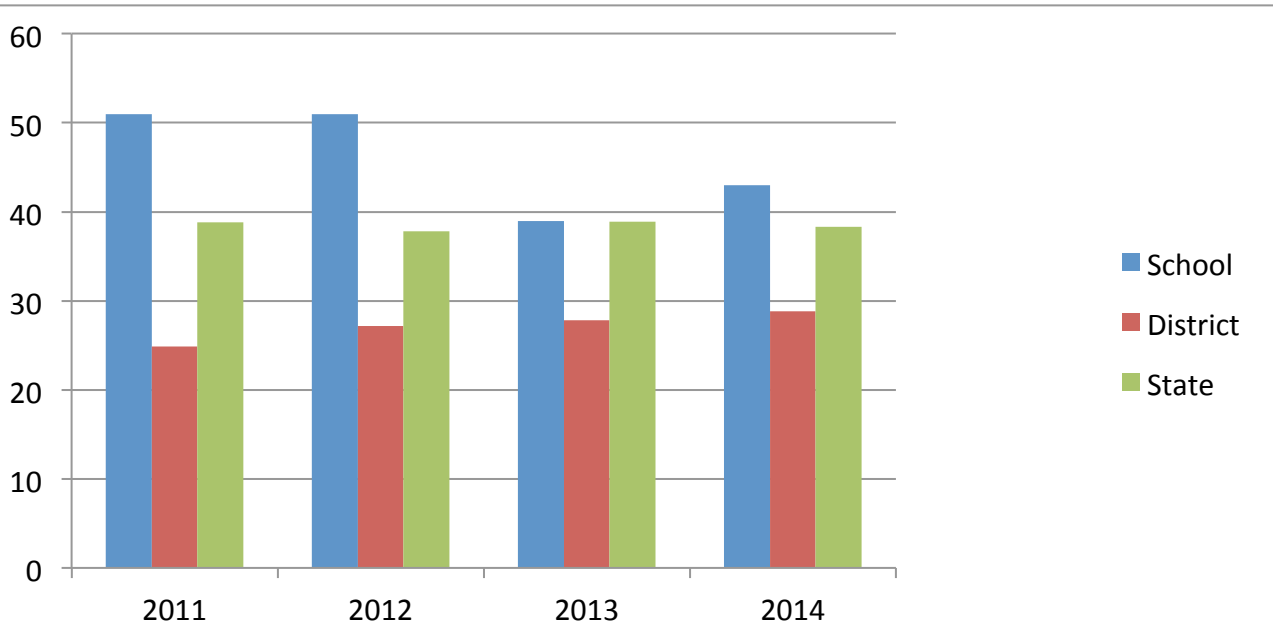
Student Performance Standard/Goal #2:
Students will increase math scores on the SBA by 15% over the next five years.

Measure(s) Used:

NMSBA

Percent Proficient Math

NMSBA



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

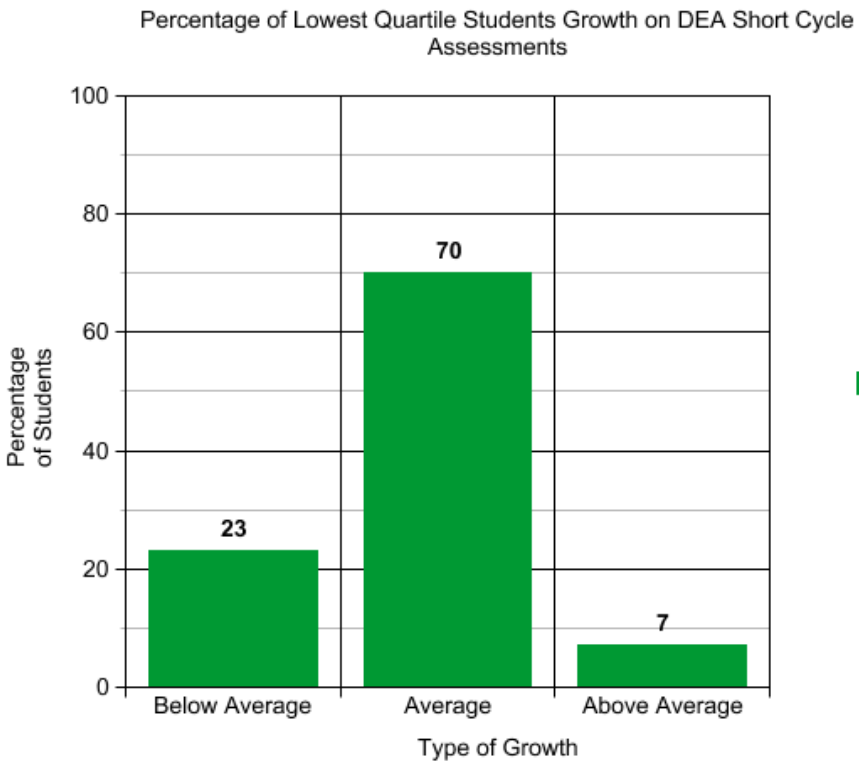
Although MdS has not met the goal as stated, it is important to know that MdS continues to perform above the district and state in % proficient in Reading. It is also important to note that data from the past 4 years show general improvement (math and reading) from 7-8, then a decrease in the 10th grade, with small increases until 12th grade, if not holding at same proficiency percentage. However, when we examine the demographic change in students from 8th to 10th grade as indicated by students participating in free and reduced lunches and ELL status, we see a large increase in the numbers of those students. (50% to 70% lunch program; 11 ELLs in 7th to 18 in 10th.) Students in those populations statistically perform below the average.

Student Performance Standard/Goal #3:

Students will participate in short-cycle assessments in all core subjects by the 2011-2012 school year.

Measure(s) Used:

Discovery Education Assessment



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

Note: Above is an example of how we use our short-cycle assessment data to inform instruction.

Monte del Sol instituted the use of short-cycle assessments within each content area in SY 2011-12. In addition, formal short-cycle assessments were implemented in SY 2013-14 using Discovery Education Assessments. Results from both formats are used to annually evaluate student achievement and inform instruction.

Student Performance Standard/Goal #4:

Each high student will complete two years of mentorship in an area of his/her choice.

Measure(s) Used:

Rubric – see Appendix E

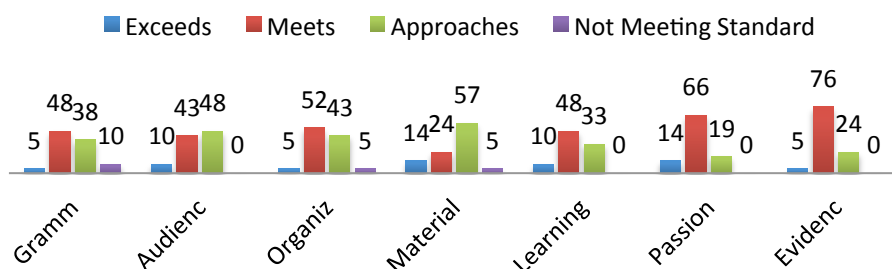
All Monte del Sol students complete at least two mentorship credits in order to earn their diploma. There have been 2,307 mentorships, 884 Mentors, 1,018 students, and over 450 professional topics in our school's 14-year history. The mentorship program is unique because it does not target at-risk youth, nor is it a career-readiness program. Instead, students are matched with a member of the community who has expertise in the student's topic of personal interest in order to foster students' self-knowledge and personal development.

About one-third of our students earn more than two mentorship credits during their school years. Students are expected to spend a minimum of two hours per week with their mentors. Most mentorships meet off campus outside of school hours. In the 2013-14 school year, about half MdS freshman (47%) and sophomores (53%) and three-quarters of juniors (76%) and seniors (77%) had mentorships, along with a small number of middle school students. Like classes, mentorship grades are recorded on students' official transcripts based on successful completion of the mentorship, which also requires a 20-page portfolio and formal presentation of their work. Below is the data for the last three years.

Mentorship Portfolio Rubric

Class of 2017

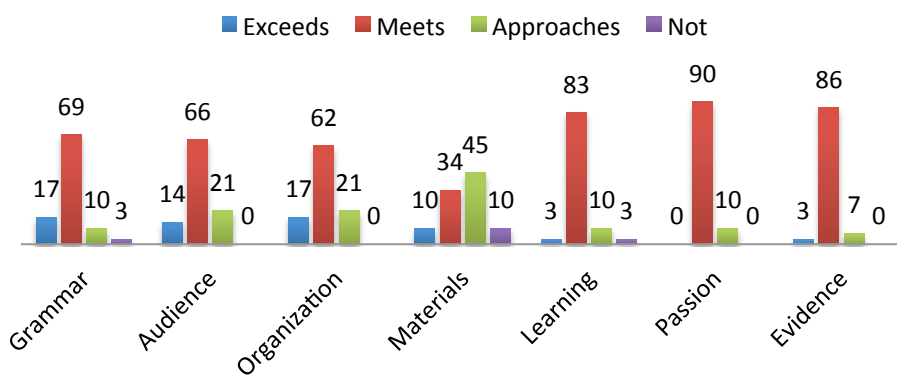
numbers in percentages



Mentorship Portfolio Rubric

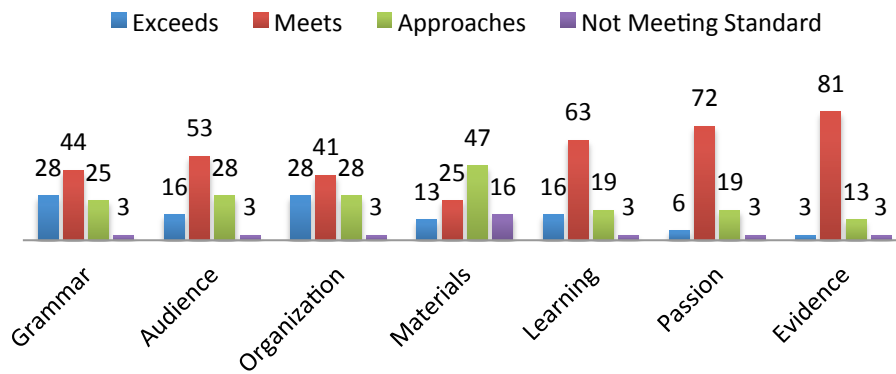
Class of 2016

Numbers in percentages



Mentorship Portfolio Rubric

Class of 2015
Numbers in percentages



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

Mentorships are evaluated on several levels. Each mentorship student makes a ten-minute presentation at the Festival of Learning, which takes place at the end of the school year in a formal, off-campus setting. These presentations are evaluated by a panel of adults using a rubric with six criteria: preparedness, knowledge, organized, passionate, talent, commitment. Mentorship portfolios are evaluated by the mentorship staff using a rubric with seven criteria: grammar and mechanics; professional style and attention to audience; organization and development; engagement with supporting materials; engagement with the learning process; demonstrates passion and commitment; and clear evidence of learning. In the most recently completed school year, 70% of the class of 2015 cohort met or exceeded these standards. 79% of the 2016 cohort and 60% of the 2017 cohort met or exceeded these levels. 26% of the 2015 cohort were approaching standards and 5% were not meeting standards. For the 2016 cohort, 18% were approaching standards and 2% were not meeting standards. In the 2017 cohort, 38% were approaching standards and 3% were not meeting standards. (See charts above).

Mentors are also asked to evaluate their students with a pre-printed form or a personal letter. Mentorships earn one of the following grades: Pass with Distinction (PWD); Superior Pass (SP); Pass (P) or No Pass (NP). In 2014, 82.4% of mentorship students earned a Pass; 6.5% earned a Superior Pass; 1.3% earned a Pass with Distinction and 9.8% received a No Pass.

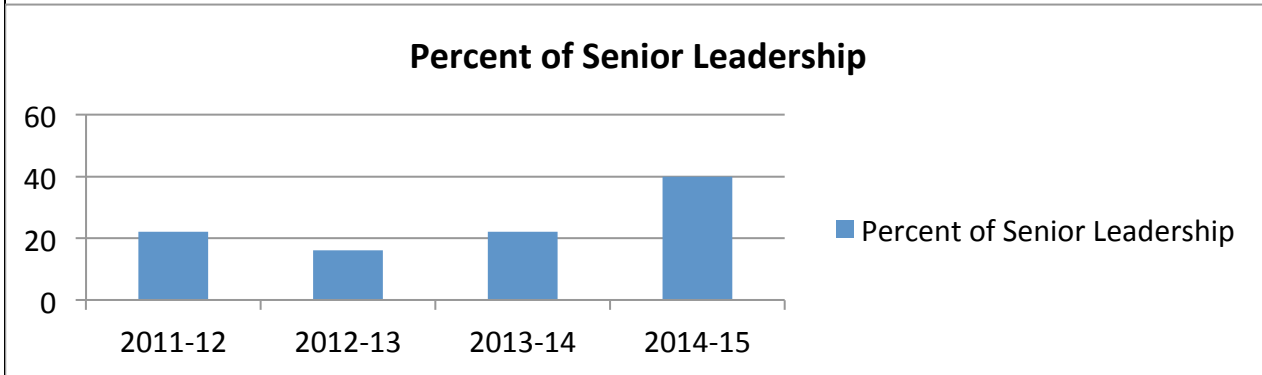
Student Performance Standard/Goal #5:

Student participation in the Senior Leadership Projects will increase by 10% per year over the next five years.

Measure(s) Used:

Student Participation in Senior Leadership Projects

Percent Participation in Senior Leadership



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

The data shows an increase of 18% from 2013-2014 to 2014-2015. MdS seniors are encouraged to be role models within their immediate world communities. This is encouraged through participation in the following programs:

- “We Can Change the World Challenge”, which allows students a platform for developing environmental sustainability projects
- Student-led diversity workshops
- Recycling education and outreach
- Serving on Honor Council, Community Service, Gay-Straight Alliance and Model UN
- Organizing self-esteem and anti-drug/substance abuse seminars
- Development of Senior Leadership Group to organize and oversee fundraising and school-spirit activities, such as Prom, middle-school dances, fan buses for sporting events
- Work on Earth Day Committee
- “Think About It” – positive norming collages in Tony Gerlicz Gathering space
- Annual mural committee
- Anonymous acts of kindness

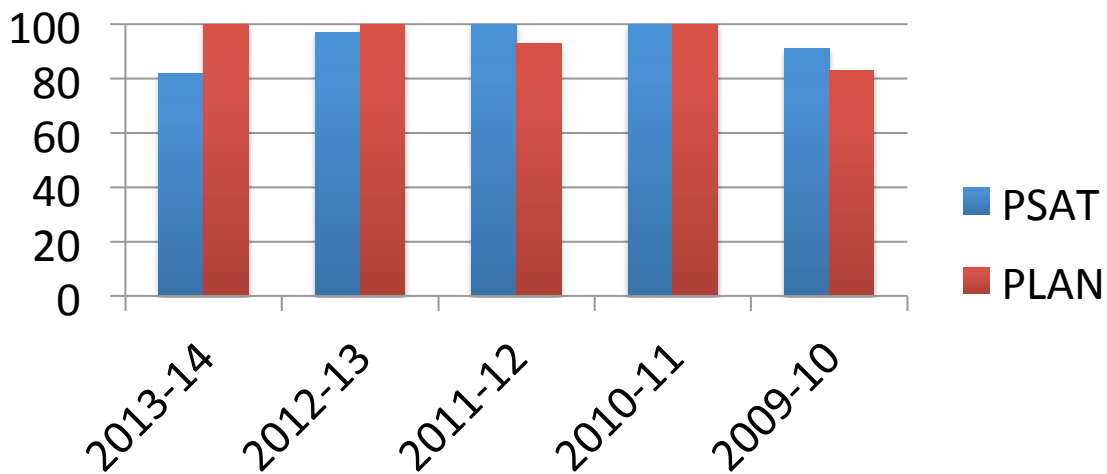
Owing to student engagement in the above-mentioned leadership activities, the graduating class of 2015 founded the Senior Leadership Group. They have asked to be allowed to take on the tasks as listed above and have successfully initiated communications between school and community members. MdS hopes to institutionalize this group with a systemic passing of responsibilities to subsequent classes.

Student Performance Standard/Goal #6:

All students will receive college/workforce readiness counseling by the end of their junior year, beginning in the 2010-2011 school year.

Measure(s) Used:

PSAT and PLAN testing



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

MdS is dedicated to providing every student with comprehensive college and career counseling for post-secondary advancement (See Appendix F). In addition, we arrange for all Sophomores and Juniors to participate in the PLAN and PSAT in their respective grades. Sophomores expressing a desire to take the PSAT, in addition to the PLAN, are given the opportunity each year. The graph represents the percentage of participation each year.

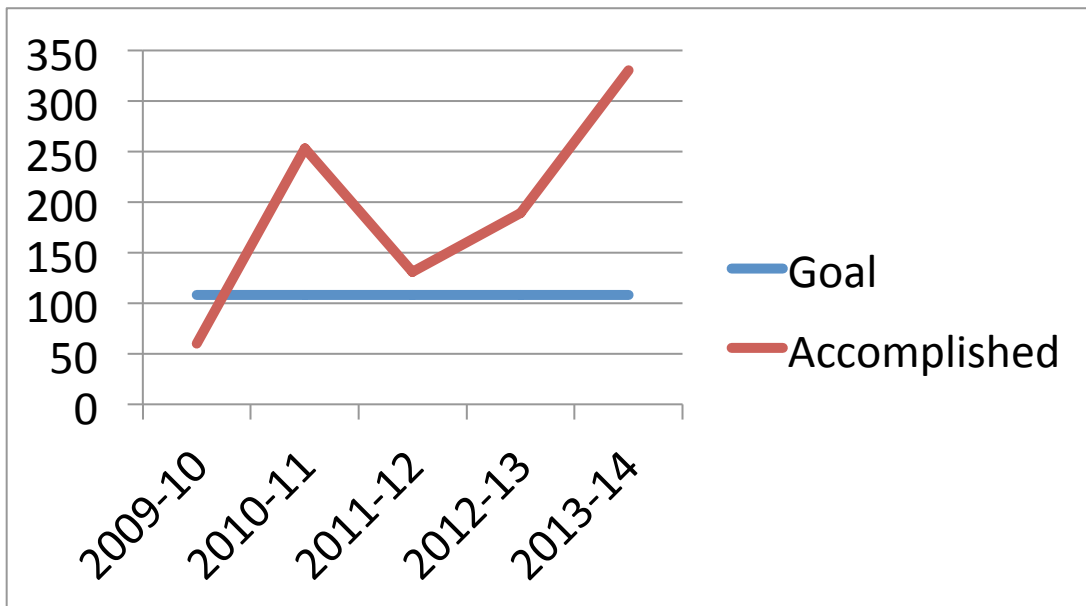
Student Performance Standard/Goal #7:

All students in grades 7-9 will receive three hours per week of Wellness curricula beginning in the 2009-2010 school year.

Measure(s) Used:

Participation in program

Data—Average Annual Data



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

MdS strives to meet the students' wellness needs by strategically targeting weak areas seen through discipline referrals and conversations with students and faculty (see appendix G s). This graph represents the hours students spent per year in participating in Wellness activities per year.

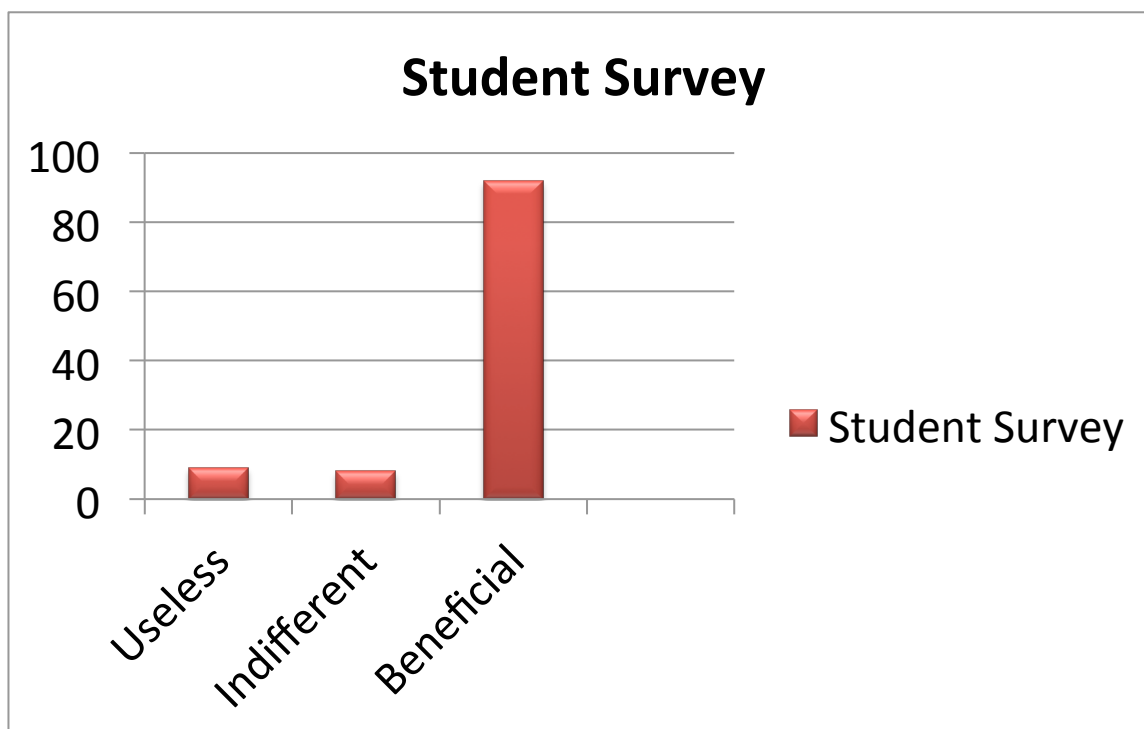
Student Performance Standard/Goal #8:

All middle school students will receive two years of Emotional Quotient training beginning in the 2010-2011 school year.

Measure(s) Used:

School and/or class surveys and school discipline reports

Data—Average Annual Data



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

Key faculty members were sent for training on the use of the EQ technique in SY 2010-11. Starting in SY 2011-12, faculty implemented the program in all classes using an elementary approach. The program has since evolved from specific classroom integration to a school-wide dialogue and subsequent implementation of Mindfulness. In SY 2013-14, a question regarding Mindfulness was added to the student surveys conducted in classes.

<p>Student Performance Standard/Goal #9: All students in grades 7-10 will participate in a teacher-led club of their choice.</p>
<p>Measure(s) Used: Student Participation Rates</p>
<p style="text-align: center;">Data—Average Annual Data</p> <p>All students at MdS are required to attend a Club. It may be a Club of his/her choice.</p>
<p><i>Provide a statement of progress and additional information regarding the above data:</i></p> <p>Monte del Sol has used clubs to create community, building relationships among students and teachers in the pursuit of passions and activities that might be considered more “fun” than normal academics.</p> <p>Each teacher is required to participate in a club and each student must attend. Roll is taken.</p> <p>Some club activities have been the following: Reptile, Creative Writing, Digital Publishing, Gay-Straight Alliance (GSA), Senior Tile, Hippie, Fashion, Pokemon, Handball, Yoga and Meditation, “How to...”, Model United Nations, Salsa Dance, Running, Spanish Tutoring, International Trips, Camping Trips, Garden, Graffiti Arts, Student Council.</p> <p>The value of clubs became evident during the school year 2013-14, when clubs were not allotted dedicated time during the school day during the week, and lunches were shortened greatly. It was much more difficult to prepare and organize for the international trips. Activities promoting acceptance and tolerance were fewer, since the GSA was not functioning. It made it much more difficult for students to build relationships with students from other grades, since the vast majority of their time on campus was spent on grade-specific activities.</p> <p>The ethos of the Clubs also fits with the mission of the school, echoing that of Mentorship. Students learn by example from a different age cohort, and older, more experienced students have the opportunity to take a leadership, or mentorship position with younger students.</p> <p>The decision to reintroduce clubs was met with universal approval by staff and students. We made it possible by replicating our Gathering schedule day of Tuesday on Thursday, giving us a block of 40 minutes from 9:45 to 10:25 on Thursdays. In addition, a longer lunch allows clubs to use that time for follow up activities.</p>

<p>Student Performance Standard/Goal #10: All middle school students will participate in one keyboarding class, and all high school students will participate in two interdisciplinary technology-based presentations per year.</p>

Measure(s) Used:
Student participation rates

Data—Average Annual Data

During SY 2010-2012, all middle school students were enrolled in a Computer Application course that included keyboarding. In 2013, MdS incorporated these skills into the Media Arts courses. The course is taught in the computer lab and allows students to use their skills using multiple media/computer programs and Internet research.

High school students are provided opportunities to develop technology-based presentations within all content areas. Core content classes require at least one presentation each semester, while supporting content areas do so at least once a year.

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

MdS has substantially met this goal through the Computer Application course and subsequently the Media Arts course for Middle School students. MdS has met this goal for high school students through the requirement of at least one presentation each semester.

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)			
1 (10–11)	2	a) Credit card used by school. b) Cash Appropriations in Excess of Available Cash Balances	a) Card discontinued. b) Greater attention paid to budget monitoring process.
2 (11–12)	5	a) Credit card used by school. b) Noncompliance with Budget Requirements. c) Overdraft of Bank Accounts. d) Timeliness of Deposits. e) Cash Disbursements.	a) Credit card discontinued. b) More attention to budget review in timely fashion. c) MdS will ensure greater financial buffer to manage late reimbursements. d) Employees cross-trained to enable more timely deposits. e) Policies for procedures for purchase and services more rigorously enforced.
3 (12–13)	8	a) Credit card used by school. b) Overdraft of Bank Accounts. c) Cash disbursements. d) Bank Reconciliation. e) PED Cash Reports. f) Late Submission of Audit Report. g) Internal Control Structure. h) Deficiencies in Internal Control Structure Design, Operation, and Oversight.	a) Credit card discontinued. b) More attention to budget review in timely fashion. c) MdS will ensure greater financial buffer to manage late reimbursements. d) Treasurer of Governing Board will be trained to review quarterly actuals submitted to PED. e) Cash reports now done monthly and reviewed by Finance Committee of the Board. f) Audit did not allow time to complete financial reports. g) Management will ensure that controls are established and followed. h) Cross-training of staff instituted to ensure following of policies.

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		
<p>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></p>	<p>x Yes</p>	<p><input type="checkbox"/> No</p>	
<p>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></p>	<p>x Yes In 2012-13 and 2013-14 MdS exceeded its cap of 360 students. In the previous two years we experienced greater attrition at the beginning of the school year, and so admitted more than allotted students so that we would be at 360 at the 40th day reporting. Fewer than expected students left. This year we never exceeded our quota of 360 in admissions, and recruited students from the waiting list to meet our cap of 360. Former Head Learner Dr. Jim Ledyard notified the district of the excess number of students, and they requested that we not exceed 360 students to</p>	<p><input type="checkbox"/> No</p>	

	begin 2014-15.		
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Educational Requirements—Assurances

- 1) x Yes No The school complies with instructional days/hours requirements.
- 2) x Yes No The school complies with graduation requirements.
- 3) x Yes No The school complies with Promotion/Retention requirements.
- 4) xYes No Next-step plans are completed for applicable grades.
- 5) x Yes No The school has an approved EPSS Plan.
- 6) x Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) x Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) x 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) x Yes No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - 1) x 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) xYes No Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) x Yes No Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) x 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) x Yes No The school complies with governance requirements? Including:
- 2) x Yes No All required School Policies
- 3) x Yes No The Open Meetings Act
- 4) x Yes No Inspection of Public Records Act
- 5) x Yes No Conflict of Interest Policy
- 6) x Yes No Anti-Nepotism Policy
- 7) x Yes No Governing Body Organization and Membership Rules (i.e., Bylaws)
- 8) x Yes No Required Committees (Finance and Audit) and submission of appropriate documentation
- 9) x Yes No Governing Body Mandated Trainings
- 10) x Yes No Governing Body Evaluates Itself

xYes No Is the school holding management accountable?

- 1) x Yes No The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) x 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

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

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

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

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

Subscribed and sworn to before me this _____ day of _____ 2014.

Notary Public

My Commission Expires:

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 _____ Charter School and certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of _____ households which represents _____ percent of the households whose children were enrolled in the _____ Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

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

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

Subscribed and sworn to before me this _____ day of _____ 2014.

Notary Public

My Commission Expires:

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

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

State the term of renewal requested if less than five years. NA

II. Checklist

		Yes)
Appendix A	Financial Statement	x
Appendix B	Petition of Support from Employees Affidavit	x
Appendix C	Petition of Support from Households Affidavit	x
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	x
Other	Describe: Appendix E is Portfolio Rubric. Appendix F is College and	x

Attachment(s)	Career Readiness Program. Appendix G is Emotional Intelligence.	
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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.

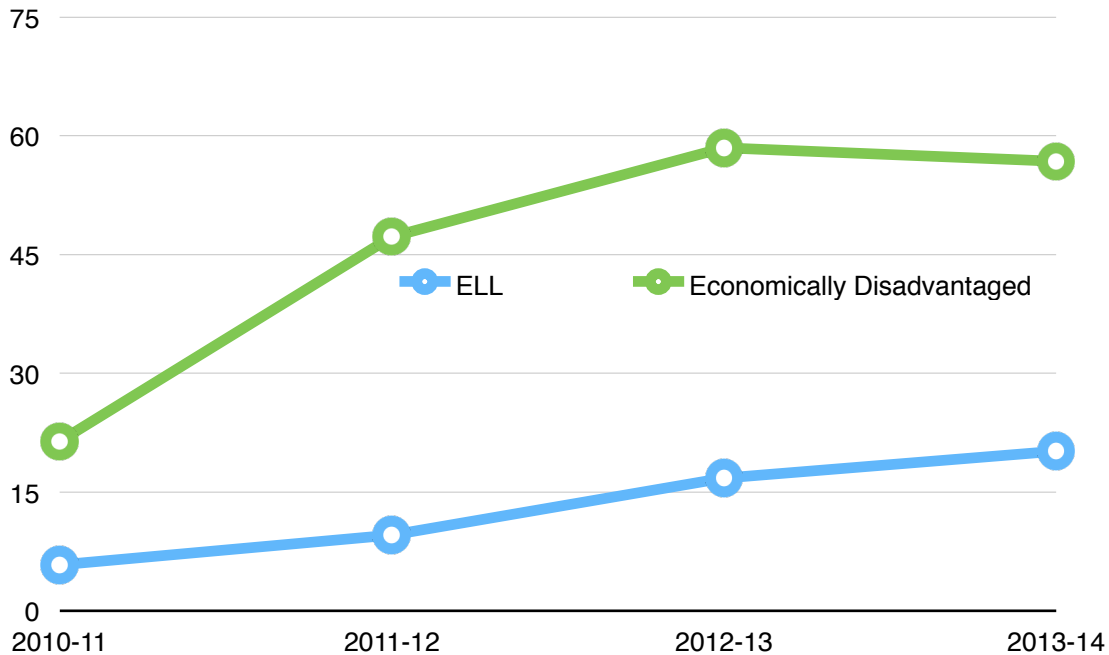
A. Performance Self Study/Analysis-Key Questions

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.

- Data from the past 4 years show general improvement (math and reading) from 7-8, then a decrease in the 10th grade, with small increases until 12th grade, if not holding at same proficiency percentage.
- However, when including free and reduced lunches and ELL status, we see a large bump (50% to 70% lunch program; 11 ELLs in 7th to 18 in 10th) of those students between 8th and 10th grades.
- Conclusion: while we will continue serve the entire population, we need to address the needs of ELL students owing to their growing numbers. In addition, they generally are also those in Q1.

In addition, although test scores for those students decreased from the 8 grade to the 10, for 30 like schools, Monte del Sol ranked 1st in serving ELL students, and 1st in serving disadvantaged students overall. In addition, although test scores for those students decreased from the 8 grade to the 10, for 30 like schools, Monte del Sol ranked 1st in serving ELL students, and 1st in serving disadvantaged students overall.



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

Monte del Sol will pursue the following strategies to improve test scores for these target groups: economically disadvantaged and ELLs.

- Teachers will be encouraged to earn their TESOL certification in order to serve that population better. The side effect of TESOL training is that it improves instruction for all students.
- Teachers will receive additional professional development—such as attending La Cosecha, or teacher training in Oaxaca, Mexico.
- Students will receive after-school tutoring through Title I, Title III, and bilingual program funds.
- Each student will be receive a tablet/computer, so that we may be able to implement blended learning in the math classes, e.g. working with Khan Academy.
- Monte del Sol will implement the Bilingual Seal to recognize the merit and accomplishment that goes into being functionally bilingual in all four areas: reading, writing, listening and speaking.
- Students will receive greater encouragement to begin their mentorships earlier in their careers, so as to develop self-efficacy (agency).

Students will receive Global Literacy throughout the curriculum, as well as opportunities for international and local summer programs.

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 bilingual coordinator position has received increased support in coordinating classes as well as augmenting budget amounts.

- The bilingual coordinator position has received increased support in coordinating classes as well as augmenting budget amounts.
- Six staff this year are attending La Cosecha bilingual education convention in Santa Fe, up from three last year, with the intent of at least half the staff having attended.
- Tutoring has been increased this year as well with a reallocating of Title I and bilingual funds.
- An assistant Mentorship Director has been hired who is fluent in Spanish and can assist in coordinating with parents.

Our annual international trip this year is to Spain and currently has 70 students signed up to travel, xx of whom are classified as economically disadvantaged.

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?

Please see answer to Question 2.

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

Head Learner (school administrator)

The governing board selected as the new Head Learner for 2014-15 A. Robert Jessen, Ph.D., who was previously a teacher at Monte del Sol. (The previous Head Learner resigned.) Dr. Jessen was a Spanish Language Arts teacher and co-coordinator of the bilingual program. His doctoral dissertation was based on research in Chihuahua, Mexico, where many of our ELL families originate, which gives him the ability to communicate and engage those families. The governing board has a Head Learner Assessment committee which solicits feedback from all sectors of the school, as well as reviews the school report card, all assessment data, and the new mission-driven measures of school performance.

Strategic Plan

In 2012-2013 the governing board oversaw a comprehensive process in order to create a five year strategic plan for the school. Thirteen individual committees were formed to cover Finance, Facilities, Technology, Faculty and Staff, Student Affairs, Mentorship, Academics, Special Services, Bilingual Programming, Global Perspectives, Arts, Environmental and Social Responsibility (Sustainability), and Parent Involvement. The current Head Learner, the previous Head Learner, and the chair of the overall Strategic Plan committee meet quarterly to review progress on each sector and report back to the board.

B. Mission-Specific Indicators/Goals

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

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

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

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,

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

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

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

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

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

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

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

- First, ensure that the annual goals/indicators provided show the implementation of the school’s mission.
- Second, for each indicator provided, use SMART format (specific, 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.

Provide Two Mission-Specific Indicators/Goals.

Mentorship is a pillar of the mission—Monte del Sol requires two mentorships in high school. However, education should not just measure accomplishments that are motivated extrinsically. Our expectation that Monte students become life-long learners assumes that they will leave Monte and keep learning for the reward of greater knowledge and understanding itself, i.e. for intrinsic motivation. An indication that our students will do so is for them to complete more mentorships than required. In addition, our evaluations of students' self-efficacy show that experiencing a mentorship increases their confidence. While we may not require additional mentorships for graduation, we encourage them to complete more.

PERFORMANCE INDICATOR: Students in grades 7-12 at Monte del Sol Charter school will elect to complete additional mentorships above those required for graduation, and a greater number will begin the mentorship process in middle school.

Exceeds Standard:

50% of Monte del Sol students will graduate having completed 3 mentorships, instead of only the 2 required for graduation; *and*
25% will have completed a mentorship by the 9th grade.

Meets Standard:

20% of Monte del Sol students will graduate having completed 3 mentorships, instead of only the 2 required for graduation; *and*
10% will have completed a mentorship by the 9th grade.

Does Not Meet Standard:

10% of Monte del Sol students will graduate having completed 3 mentorships, instead of only the 2 required for graduation; *and*
5% will have completed a mentorship by the 9th grade.

Falls Far Below Standard:

Fewer than 10% of Monte del Sol students will graduate having completed 3 mentorships, instead of only the 2 required for graduation; *and*
Fewer than 5% will have completed a mentorship by the 9th grade.

B Measure 2 Goal: Global Literacy

The current Monte del Sol mission is the following:

The mission of Monte del Sol Charter School is to challenge each member of our community, youth and adult, to be a **life-long learner** and a responsible community member or leader, and to support the education necessary for each individual to realize his or her potential. To accomplish this we:

- Provide a small school so that **each individual is known**;

- Acknowledge and celebrate the **diversity** of our members;
- Connect students with the **community** through a dynamic mentorship program;
- Foster **awareness of the world** with international exchange and communication programs;
- Embrace the **arts, cultural activities**, and technology as a means of learning and expression;
- Teach **sustainability** principles throughout our curriculum.

Much of the Monte del Sol mission is subsumed in concept of Global Literacy. The Wisconsin Department of Public Instruction defines Global Literacy as the “Five C’s: **communication** - be able to speak more than one language, **culture** - explore and experience the compassion and the curiosity about another culture, **citizenship** - understand global responsibility, **community** - understand current international issues, and **careers** - become lifelong-learners.”

We will measure the cumulative impact of progress in each of those areas as **Global Literacy** with either the **Intercultural Development Inventory** assessment or the **Global Perspective Inventory** assessment. We are in the process of evaluating both of these assessments in terms of efficacy and cost.

Once we determine the instrument, we will establish a baseline measure by evaluating current seniors in late winter of 2015, after which we would be able to accurately establish our goals. Every year we will assess current seniors to establish whether we meet or exceed goals.

Both instruments offer detailed feedback on student progress in areas that will allow us to adjust our programs to improve performance. Some examples of GPI areas of assessment are: cognitive, interpersonal and intrapersonal, as well as curriculum, co-curriculum and community.

We will be able to offer specific outcomes for student performance on the measures for the negotiating sessions in the spring of our mission-specific outcomes and measures.

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.)

Rationale for Performance Indicator 1(as stated as an introduction): Mentorship is a pillar of the mission— Monte del Sol requires two mentorships in high school. However, education should not just measure accomplishments that are motivated extrinsically. Our expectation that Monte students become life-long learners assumes that they will leave Monte and keep learning for the reward of greater knowledge and understanding itself, i.e. for intrinsic motivation. An indication that our students will do so is for them to complete more mentorships than required. In addition, our evaluations of students’ self-efficacy show that experiencing a mentorship increases their confidence. While we may not require additional mentorships for graduation, we encourage them to complete more.

Rationale for the Performance Indicator 2: As stated in the pillars of our mission, we value diversity, community awareness of the world, cultural activities and sustainability. We also have international trips at the end of every year, and are looking to expand those opportunities. What we want to accomplish here on campus and on our trips abroad is subsumed in the concept of Global Literacy. That is at the core of our mission. Hence, if our students' scores improve over time on either the Intercultural Development Inventory or the Global Perspective Inventory, we will be accomplishing our mission.

MONTE DEL SOL CHARTER SCHOOL
Expenditures by Fund/4 yrs: The Data

TABLE 1

Below is data showing every fund managed by the school in the last four years, the spending in each fund and grouping by type of fund.

	FY2011 Expenditures	FY2012 Expenditures	FY2013 Expenditures	FY2014 Expenditures	4yr Average Expenditures	Expenditures as % of Total
11000 Operational Sub Fund	2,949,851	2,978,071	2,946,992	3,108,354		
14000 Instructional Materials Sub Fund	13,498	13,212	20,420	24,020		
Fund Type: Operational	2,963,348	2,991,283	2,967,412	3,132,374	3,013,604	83%
21000 Food Services	0	74,911	72,643	95,319		
Fund Type: Food Services	0	74,911	72,643	95,319	60,718	2%
24101 Title I	0	0	39,716	46,191		
24106 IDEA-B	93,861	91,832	71,631	68,452		
24153 English Language Acquisition	2,652	1,241	0	3,921		
24154 Teacher/Principal Training & Recruiting	0	0	2,800	0		
24206 IDEA-B - Federal Stimulus	58,247	0	0	0		
25250 SEG - Federal Stimulus	112,494	1,234	0	0		
25255 Education Job Fund	83,310	0	0	0		
27103 2009 Dual Credit Instr. Mtrls.	3,915	0	0	0		
27106 2010 GO Bond Student Library SB-1	0	2,318	0	0		
27111 Formative Assessments-Lawas of 2012	0	0	3,112	0		
27154 Beginning Teacher Mentoring Program	2,312	0	0			
27183 NM Grown Fresh Fruits & Vegetables	0	0	0	591		
29102 Private/Direct	1,601	1,183	309	786		
29107 City/County	31,000	0	0	0		
Fund Type: Special Funds	389,392	97,808	117,568	119,941	181,177	5%
31200 Public School Capital Outlay	250,985	250,781	250,752	251,069		
31700 Capital Improvements SB-9	7,484	5,406	103,853	289,857		
Fund Type: Capital	258,469	256,187	354,605	540,926	352,547	10%
GRAND TOTAL	3,611,209	3,420,189	3,512,229	3,888,561	3,608,047	100%

MONTE DEL SOL CHARTER SCHOOL

TABLE 2

Spending on Student Instruction and Support vs Other Categories: The Data

FY2014

FUNCTION	Operational (11000)	Food Services 21000	Special Funds (24000-29107)	Capital Funds (31000-31700)	TOTAL	% Operational Funds
1000 Instruction	2,004,941		51,046			
2100 Support Services-Students	235,667		68,304			
2200 Support Services-Instruction	53,169					
STUDENT INSTRUCTION & SUPPORT	2,293,777	0	119,350	0	2,413,127	73.23%
2300 Support Services - General Administration	13,324			3,269		
2400 Support Services - School Administration	482,440					
2500 Central Services	160,650					
ADMINISTRATION	656,414	0	0	3,269	659,684	20.96%
2600 Operation & Maintenance of Plant	152,026					
4000 Capital Outlay				537,656		
CAPITAL AND MAINTENANCE	152,026	0	0	537,656	689,683	4.85%
3100 Food Services	30,157	95,319	591		126,067	0.96%
TOTAL EXPENDITURES	3,132,374	95,319	119,941	540,926	3,888,561	100.00%

FY2013

FUNCTION	Operational (11000)	Food Services 21000	Special Funds (24000-29107)	Capital Funds (31000-31700)	TOTAL	% Operational Funds
1000 Instruction	1,942,411		42,828			
2100 Support Services-Students	144,381		71,631			
2200 Support Services-Instruction	35,414		309			
STUDENT INSTRUCTION & SUPPORT	2,122,206	0	114,768	0	2,236,974	71.52%
2300 Support Services - General Administration	19,142			2,985		
2400 Support Services - School Administration	463,643		2,800			
2500 Central Services	165,511					
ADMINISTRATION	648,297	0	2,800	2,985	654,081	21.85%
2600 Operation & Maintenance of Plant	157,348					
4000 Capital Outlay				351,621		
CAPITAL AND MAINTENANCE	157,348	0	0	351,621	508,969	5.30%
3100 Food Services	39,561	72,643	0		112,204	1.33%
TOTAL EXPENDITURES	2,967,412	72,643	117,568	354,605	3,512,229	100.00%

MONTE DEL SOL CHARTER SCHOOL

TABLE 2

Spending on Student Instruction and Support vs Other Categories: The Data

FY2012						
FUNCTION	Operational (11000)	Food Services 21000	Special Funds (24000-29107)	Capital Funds (31000-31700)	TOTAL	% Operational Funds
1000 Instruction	1,790,228		4,793			
2100 Support Services-Students	133,098		91,832			
2200 Support Services-Instruction	100,820		1,183			
STUDENT INSTRUCTION & SUPPORT	2,024,147	0	97,808	0	2,121,954	67.67%
2300 Support Services - General Administration	39,203					
2400 Support Services - School Administration	443,823					
2500 Central Services	170,382					
ADMINISTRATION	653,408	0	0	0	653,408	21.84%
2600 Operation & Maintenance of Plant	263,819					
4000 Capital Outlay	16,531			256,187		
CAPITAL AND MAINTENANCE	280,349	0	0	256,187	536,536	9.37%
3100 Food Services	33,378	74,911	0		108,290	1.12%
TOTAL EXPENDITURES	2,991,283	74,911	97,808	256,187	3,420,189	100.00%

FY2011						
FUNCTION	Operational (11000)	Food Services 21000	Special Funds (24000-29107)	Capital Funds (31000-31700)	All Funds TOTAL	% Operational Funds
1000 Instruction	1,927,323		103,428			
2100 Support Services-Students	34,777		139,274			
2200 Support Services-Instruction	92,376		1,601			
STUDENT INSTRUCTION & SUPPORT	2,054,476	0	244,303	0	2,298,780	69.33%
2300 Support Services - General Administration	32,597					
2400 Support Services - School Administration	413,777		42,224			
2500 Central Services	165,528		49,624			
ADMINISTRATION	611,902	0	91,848	0	703,749	20.65%
2600 Operation & Maintenance of Plant	249,446		53,241			
4000 Capital Outlay				258,469		
CAPITAL AND MAINTENANCE	249,446	0	53,241	258,469	561,156	8.42%
2900 Other Support	1,508				1,508	0.05%
3100 Food Services	46,016	0	0		46,016	1.55%
TOTAL EXPENDITURES	2,963,348	0	389,392	258,469	3,611,209	100.00%

MONTE DEL SOL CHARTER SCHOOL
FUND BALANCES AND CASH MANAGEMENT: The Data

Table 3

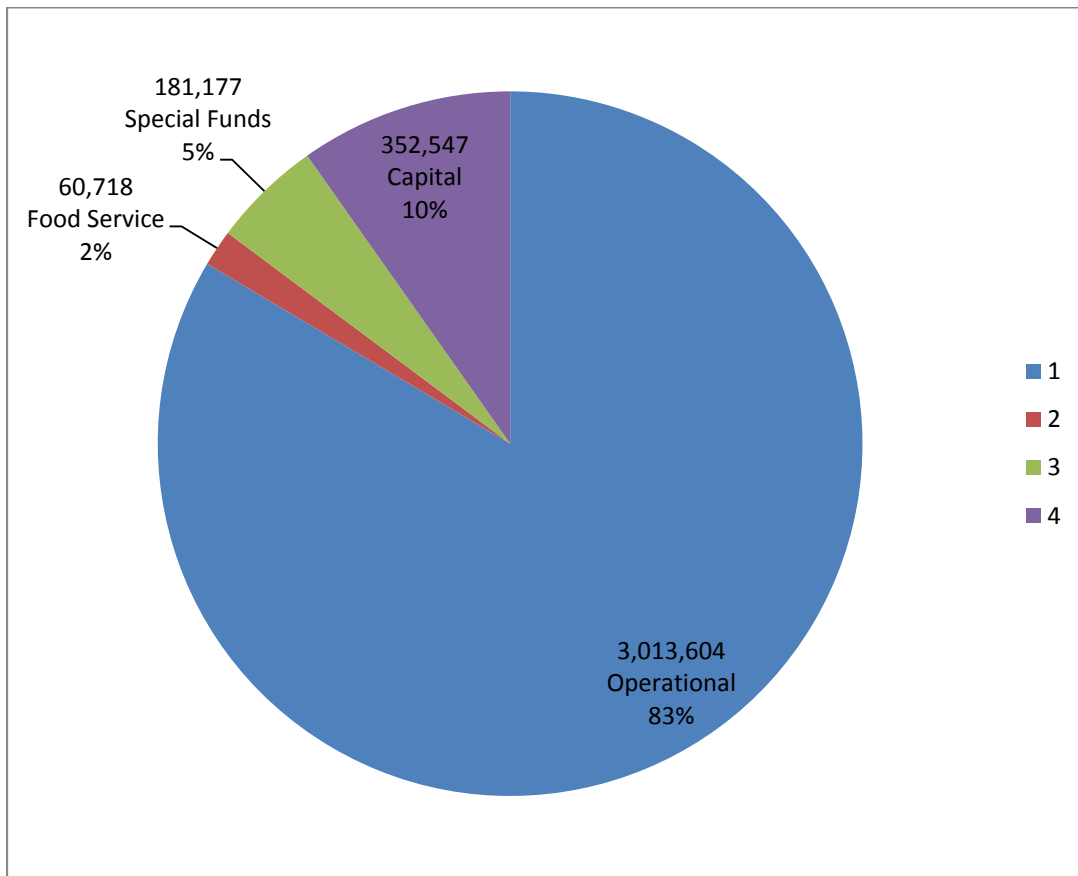
The data below shows the school's revenue, expenditures and fund balance for the last four years, grouped by fund type.

FY2014						
	Operational Fund (11000)	Instructional Materials (14000)	Food Services (21000)	Special Funds (24000-29107)	Capital Funds (31000-31700)	TOTAL
Total Revenue	\$ 3,171,644.59	\$ 33,859.82	\$ 112,014.80	\$ 120,897.58	\$ 788,783.98	\$ 4,227,200.77
						\$ -
Total Expenditures	\$ 3,108,353.76	\$ 24,020.45	\$ 95,319.00	\$ 119,941.42	\$ 540,925.92	\$ 3,888,560.55
						\$ -
Fund Balance, End of Year	\$ 63,290.83	\$ 9,839.37	\$ 16,695.80	\$ 956.16	\$ 247,858.06	\$ 338,640.22
FY2013						
	Operational Fund (11000)	Instructional Materials (14000)	Food Services (21000)	Special Funds (24000-29107)	Capital Funds (31000-31700)	TOTAL
Total Revenue	\$ 3,011,213.70	\$ 25,357.77	\$ 90,438.82	\$ 119,310.56	\$ 557,039.72	\$ 3,803,360.57
						\$ -
Total Expenditures	\$ 2,946,992.20	\$ 20,420.11	\$ 72,642.96	\$ 117,568.12	\$ 354,605.12	\$ 3,512,228.51
						\$ -
Fund Balance, End of Year	\$ 64,221.50	\$ 4,937.66	\$ 17,795.86	\$ 1,742.44	\$ 202,434.60	\$ 291,132.06
FY2012						
	Operational Fund (11000)	Instructional Materials (14000)	Food Services (21000)	Special Funds (24000-29107)	Capital Funds (31000-31700)	TOTAL
Total Revenue	\$ 2,823,668.55	\$ 15,417.09	\$ 79,605.41	\$ 99,857.23	\$ 189,571.25	\$ 3,208,119.53
						\$ -
Total Expenditures	\$ 2,978,070.64	\$ 13,212.00	\$ 74,911.39	\$ 97,807.79	\$ 256,187.00	\$ 3,420,188.82
						\$ -
Fund Balance, End of Year	\$ (154,402.09)	\$ 2,205.09	\$ 4,694.02	\$ 2,049.44	\$ (66,615.75)	\$ (212,069.29)
FY2011						
	Operational Fund (11000)	Instructional Materials (14000)	Food Services (21000)	Special Funds (24000-29107)	Capital Funds (31000-31700)	TOTAL
Total Revenue	\$ 2,820,334.15	\$ 13,954.99	\$ -	\$ 389,589.04	\$ 267,515.72	\$ 3,491,393.90
						\$ -
Total Expenditures	\$ 2,949,850.52	\$ 13,497.75	\$ -	\$ 389,392.15	\$ 258,469.00	\$ 3,611,209.42
						\$ -
Fund Balance, End of Year	\$ (129,516.37)	\$ 457.24	\$ -	\$ 196.89	\$ 9,046.72	\$ (119,815.52)

MONTE DEL SOL CHARTER SCHOOL
Expenditures by Fund

1

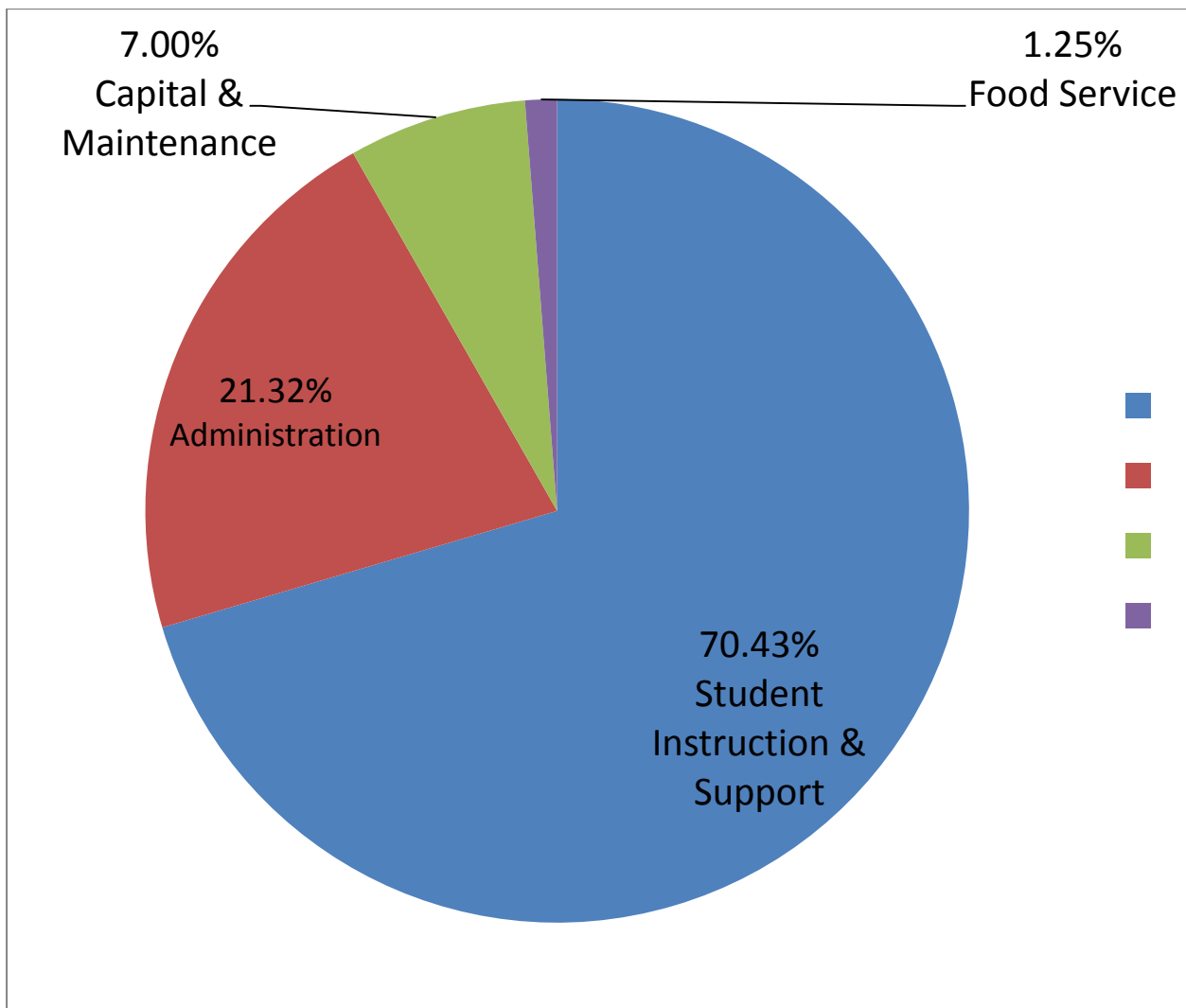
The chart below illustrates spending by the four major fund groups: Operational, Food Services, Special Funds, and Capital. Operational funding, primarily through the State Equalization Guarantee (SEG), remains the primary source of funding for the school. Along with Special Project Funds, the Operational Fund provides the resources for all student programs. Detail for this chart can be viewed in Table 1.



MONTE DEL SOL CHARTER SCHOOL
Spending on Student Instruction and Support vs Other Categories

2

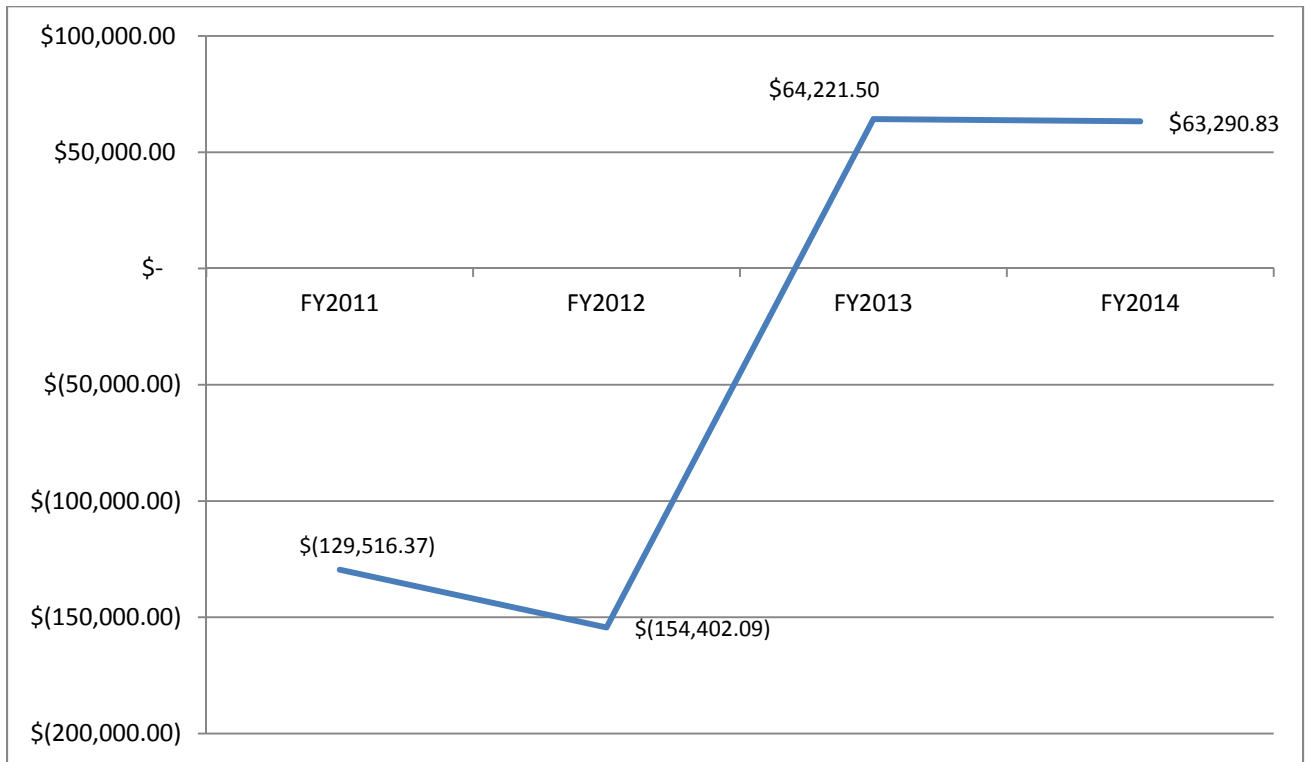
The chart below separates Operational Funds spending into four categories: Instruction and Student Support, Administration, Capital & Maintenance, and Food Service. The objective is to measure the school's ability to focus its spending on student programs. Detail for this chart can be viewed in Table 2.



MONTE DEL SOL CHARTER SCHOOL
Fund Balances and Cash Management

3

The chart below shows the Operational fund balance history of the school over a period of four years. The Administration and Board have set a goal to increase the cash balance each year by \$50,000. Detail for this chart can be viewed in Table 3.





Monte del Sol Charter School

and Professional Development Center

I am the head administrator of the Monte del Sol Charter School and hereby certify that: the attached petition in support of the Monte del Sol Charter School renewing its charter was circulated to all employees of the Monte del Sol Charter School. There are 39 persons employed by the Monte del Sol Charter School. The petition contains the signatures of 35 employees, which represents 90 percent of the employees employed by the Monte del Sol Charter School.


STATE OF NEW MEXICO)

ss.

COUNTY OF Santa Fe)

I, A. Robert Jessen, being first duly sworn, upon oath state:

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



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



Notary Public

My Commission Expires: 01/10/18



Monte del Sol Charter School

and Professional Development Center

I am the head administrator of the Monte del Sol Charter School and certify that: the attached petition in support of the Monte del Sol Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 239 households, which represents 78 percent of the households whose children were enrolled in the Monte del Sol Charter School.

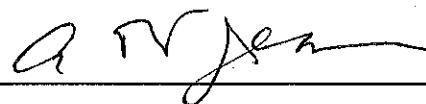
STATE OF NEW MEXICO)

ss.

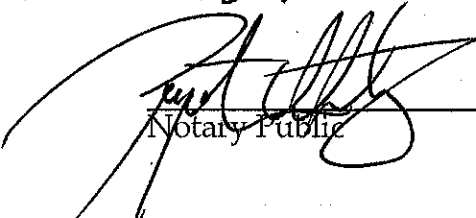
COUNTY OF Santa Fe)

I, A. Robert Jessen, being first duly sworn, upon oath state:

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



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



Notary Public

My Commission Expires: 01/10/18

PART A - PERFORMANCE REPORT

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Certificate Of OCCUPANCY CITY OF SANTA FE, NEW MEXICO

This certifies that the appropriate departments of the City of Santa Fe have inspected this building and found it in compliance as a Group E Division 1 Occupancy for the portion of the building herein described: Charter School

Building Permit #: 02-222 Building Address: 4157 Walking Rain Rd. Name and Address of Owner: Southwest Crest for Teacher Development Date: 9-18-03 Building Official: Michael Turley

THIS CERTIFICATE MUST BE POSTED IN A CONSPICUOUS LOCATION B1028.P65-11/98

Appendix E Monte del Sol Mentorship Presentation Rubric

	Not Meeting Standard	Approaching Standard	Meeting Standard	Exceeding Standard
Grammar and Mechanics	Frequent syntax errors that impede meaning; frequent spelling errors that indicate lack of care or struggle with language.	Occasional major errors in grammar or usage, enough to distract or confuse the reader.	Simple and some complex phrasing; some inaccurate word choice, punctuation errors and/or spelling errors.	Sophisticated sentence structures; appropriate word choice; accurate punctuation and spelling w/ few or no errors.
Professional Style and Attention to Audience	Ineffectively conversational or casual approach; no awareness of audience.	Tone is not consistently academic or professional; displays some limited attention to audience.	Language is somewhat sophisticated and insightful; some awareness of audience.	Thoughtful and insightful prose with keen awareness of audience.
Organization and Development	Abrupt shifts between ideas; progression of thought is haphazard and unclear.	Notable transition issues; progression of thought is occasionally well-structured	Clear relationship between ideas; progression of thought is mostly deliberate and clear.	Easy to understand how ideas connect; progression of thought is purposeful and clear.
Engagement with Supporting Materials	Little reference to documentation or what the documentation reveals about the mentorship's progress.	Somewhat addresses attached documentation; addresses general purpose of the mentorship without supporting details.	Clearly identifies documentation though relevance may not be clear.	Addresses attached documentation in specific, insightful and purposeful ways.
Engagement with the Learning Process	Does not address ongoing progress and challenges.	Includes a general reflection on progress.	Describes progress and challenges.	Demonstrates awareness of how mentorship affected learning.
Demonstrates Passion and Commitment	Student doesn't seem to care.	Interest is general, lacks specific awareness or purpose.	Demonstrates linkages between learning and caring.	Demonstrates awareness of how to make a difference.
Clear Evidence of Learning	Focus is general or lacks reference to personal goals.	Describes mentorship process, but not how the mentorship affected the student.	Identifies relevant learning priorities; addresses how personal goals were achieved.	Displays strong critical awareness and understanding of learning; demonstrates meta-cognitive awareness.

Appendix F
Monte del Sol
Comprehensive College/Career Readiness Program Assessment & Plan

Comprehensive College/Career Readiness Program Assessment & Plan

	Currently in Place
<p>1. College Aspirations Goal: Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital and conveying the conviction that all students can succeed in college.</p>	<ul style="list-style-type: none"> -Alumni panels -Advising bulletins -Advising/home groups -Bulletin board -Posters/pennants -Awards and other school Gatherings -PSAT/PLAN interpretation in classroom -Attendance policy, follow-up and consequences -Discipline policy
<p>2. Academic Planning for College and Career Readiness Goal: Advance students' planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.</p>	<ul style="list-style-type: none"> -Advising/4-Year plans -Classroom guidance lessons -Credit checks-Registrar & Guidance Counselor -List: students of concern -Parent/teacher/student conferences -Grade-level team meetings -Short cycle assessments (DEA, other) -SBA's -AP classes -Dual/concurrent classes -E20/20 and BYU distance learning
<p>3. Enrichment and Extracurricular Engagement Goal: Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</p>	<ul style="list-style-type: none"> -Summer school -International school trips -School gathering presentations: slide shows, spoken word and choral performances -Art show and art auction -Resume writing (Guidance Office) -Volunteer/Community Service work - Internships, mentorships -Sports -Community Performing arts -Community essay or art contests -Clubs -Representative school organizations, i.e. Honor Council, Honor Society, Student Governing Board Representative, Parent/Teacher/Student Association -Senior Leadership Projects -Employment, work permits (moderate hours)
<p>4. College and Career Exploration and Selection Processes Goal: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</p>	<ul style="list-style-type: none"> -College Planning Handbook -Guest speakers in classrooms & gatherings -Mentorship Program -Junior College Night (March-students & parents) -Special Srvcs. Career Track -College admissions representatives -Advertise & promote local college fairs -Advising & Guidance counseling -Computer station and resource center in Guidance Office -Field trips -Honor Council
<p>5. College and Career Assessments Goal: Promote preparation, participation and performance in college and career assessments by all students.</p>	<ul style="list-style-type: none"> -Standardized tests: PLAN, PSAT, ACT, SAT, -Special Services interest inventories -Guidance resources and counseling for assessments -Career interest inventories in standardized tests
<p>6. College Affordability Planning Goal: Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.</p>	<ul style="list-style-type: none"> -College Planning Handbook -NMEAF booklets and brochures -Financial Aid Info. Night (Oct-students & parents) -LANL Employees' Scholarship Fund reps. -FAFSA Workshop (Feb-students & parents) -11/12 team scholarship nominations (Daniels, Gates)

	<ul style="list-style-type: none"> -Info meeting with nominees -Regular scholarship information dissemination to students and advisors
<p>7. College and Career Admission Processes</p> <p>Goal: Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.</p>	<ul style="list-style-type: none"> -Advising & Guidance Counseling -College Planning Handbook -Common Application and mid and final reports -Letters of recommendation -Essay assistance in English classes and Guidance Office
<p>8. Transition from High School Graduation to College Enrollment</p> <p>Goal: Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.</p>	<ul style="list-style-type: none"> -Guidance & Personal counseling and family meetings -Final transcripts processed -Social Work Services -Parent/Teacher/Student conferences -Special Services community resource people included in IEP meetings -Community resource handouts

Appendix G
Monte del Sol
Four EQ Skills

