

**New Mexico Public Education Commission  
Public Education Department  
Options for Parents: Charter Schools Division  
*School of Dreams Academy*  
*2013 State Charter Renewal Application Kit***



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





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HANNA SKANDERA  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2<sup>nd</sup> or 3<sup>rd</sup> time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

This statute, 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.

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, 2013**, 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, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their applications. 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>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements.

Please contact me at [tony.gerlicz@state.nm.us](mailto:tony.gerlicz@state.nm.us) or (505) 827-6532 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,

Tony Gerlicz  
Director  
Options for Parents: Charter Schools Division

Hanna Skandera  
Secretary of Education  
Public Education Department

***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.***

## Instructions: 2013 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing your customized version of the 2013 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 Tony Gerlicz at <a href="mailto:tony.gerlicz@state.nm.us">tony.gerlicz@state.nm.us</a> or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
<b>Deadlines and Manner of Submission</b>	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the “CSD Sharepoint File Transfer Guide” which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a>.</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, 2013.</p> <p><b>Note:</b> Submission prior to October 1<sup>st</sup>, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above.</p> <p>Please note that the <b>Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school’s folder on the Sharepoint File Transfer Site. Please review your current charter/application as it is presented on this site to ensure all information is current and accurate.</b> The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
<b>Technical Assistance Workshops (April – September 2013)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
<b>Renewal Application Review Period (October 1–November 14)**</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
<b>CSD Renewal Analysis (November 14)**</b>	The CSD will send each renewal applicant a Renewal Analysis. 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 as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
<b>Response to Renewal Analysis (November 14–</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

<b>December 2)**</b>	
<b>CSD Director's Recommendation (December 6)**</b>	The CSD will send a recommendation to the PEC to approve or deny the renewal application on <b>Friday, December 6, 2013</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 12–13)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 12–13, 2013</b> .
<b>Contract Negotiations (December, 2013–March, 2014)**</b>	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

## State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit, 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, including, but not limited to, submitting items to its chartering authority in a timely manner.



## Glossary of Terms

**Amended Charter School Act (SB446):** 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 term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC 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.

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

**Goals/Indicators:** Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school’s performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

**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 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.

**Mission-Specific Indicator(s):** *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or “goal”) that captures the school’s accomplishment of a charter school’s specific mission. This indicator is negotiated between the charter schools and the authorizer.

**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 Part A, 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.

**Performance Frameworks:** [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to Part A, 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

**Performance Contract Worksheet ("Worksheet"):** *(This term is pertinent upon approval and not immediately relevant to Part A, 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.

**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-Report:** 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.



## 2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application**

**Part B—Renewal Site Visit Protocol**

**Part C—CSD Analysis and Recommendation**

**Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)**

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 (April–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 Part A.

## Charter School Pre-populated Data

Name Of School: <b>School of Dreams Academy</b>	School District: <b>Los Lunas</b>
Mailing Address of School: <b>1800 Main St NE Ste 250, Los Lunas, NM 87031</b>	Physical Address of School <b>1800 Main St NE Ste 250, Los Lunas, NM 87031</b>
Phone Number Of School: <b>(505) 866-7632</b>	Name and Email Of Head Administrator: <b>Mike Ogas, Head Administrator</b> <b>Email: mogas@sodacharter.com</b>
School's Initial Opening Date: <b>2009</b>	Name and Email Of The Governing Body Chair/President: <b>Kenneth Griego, Gov Board President</b> <b>Email: kgriego@nm.net</b>
Grade Levels Served: <b>7-12</b>	Current Enrollment Cap: <b>525</b>

### Current School Mission:

The mission of School of Dreams Academy is to prepare students of Valencia County to become competent, self-sustaining individuals with a passion for learning and life. Students will be afforded the opportunity to excel in the core subject areas through a rigorous curriculum with emphasis on the arts, technology, character education and service learning in order that they have the skills necessary for success in post secondary education and career choices. Students will come to school each day knowing that they are cared for and that the school supports them and their families in the pursuit of their goals. Src: 2008 Application

### Current Enrollment And Demographic Information

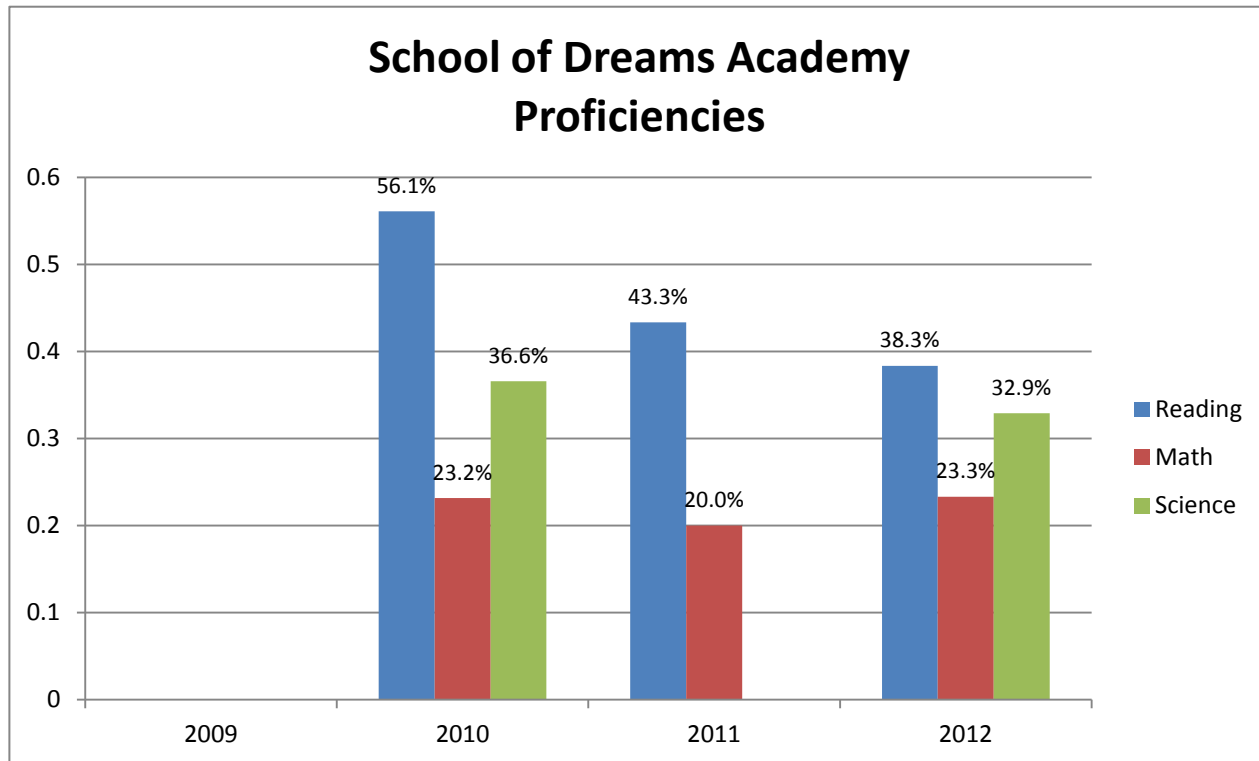
(2012–2013 120 day count)

Enrollment		Percent
Total Enrollment: <b>311</b>		
Gender		
# Male: <b>171</b>		<b>55%</b>
# Female: <b>140</b>		<b>45%</b>

Ethnicity/Race	
# White: 160	51%
# Hispanic: 143	46%
# African American: 0	0%
# Asian: 0	0%
#Native American: 8	3%
Special Populations	
# Economically Disadvantaged: 143	46%
# Students With IEPs: 32	10%
# English Language Learners: 36	12%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 309	99%
Title 1 Target: 78	25%
Title 1 Schoolwide: 0	0%

### School Proficiencies

	2009	2010	2011	2012
Reading		56.1%	43.3%	38.3%
Math		23.2%	20.0%	23.3%
Science		36.6%		32.9%



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

**School Report Card Snapshot (source: School Grading Report 2011-2012)**

Final Grade: <b>D</b> Total Points: <b>32.9</b>	Current Standing: <b>C</b> Points: <b>12.8</b> Possible Points: <b>30</b>	School Growth: Points: Possible Points:
Growth of Q3 (highest performers): <b>D</b> Points: <b>6.1</b> Possible Points: <b>15</b>	Growth of Q1 (lower performers): <b>C</b> Points: <b>7.8</b> Possible Points: <b>15</b>	Opportunity to Learn: <b>C</b> Points: <b>6.2</b> Possible Points: <b>8</b>
Graduation: Points: Possible Points:	College & Career Readiness: Points: Possible Points:	Bonus Points: <b>0</b> Possible Points: <b>5</b> Reasons:
Reading Proficiency: <b>40.1%</b> State Reading Goal: <b>52.3%</b>	Math Proficiency: <b>24.4%</b> State Math Goal: <b>45.0%</b>	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of “C” at the average for all schools statewide. For example, a school that achieves a “C” in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the “A” or “B” level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school’s performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

**\* The profile of these indicators should be considered individually as well as a whole.**



**Part A—Self-Report on Progress**  
(A Report on the Current Charter Term)



## Part A—Self Study/Report on Progress

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## Part A—Self Study/Report on Progress

### I. Report on Progress—Charter School Self Report

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/Education 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-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

#### 1. NMSBA School Summary—All Students

*Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above:*

See Attached PDF

#### School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

## Part A—Self Study/Report on Progress

### Final Grade

Grade: <b>See Attached PDF</b>	Total Points:	
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Current Standing

Grade: <b>See Attached PDF</b>	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### School Growth

Grade: <b>See Attached PDF</b>	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Q3 (Highest Performing 75%) Growth

Grade: <b>See Attached PDF</b>	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Q1 (Lowest Performing 25%) Growth

Grade: <b>See Attached PDF</b>	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Opportunity to Learn

Grade: <b>See Attached PDF</b>	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Graduation—as applicable

Grade: <b>See Attached PDF</b>	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### College and Career Readiness—as applicable

Grade: <b>See Attached PDF</b>	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

### Bonus Points

Points: <b>See Attached PDF</b>	Possible Points:	Reason:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

## Part A—Self Study/Report on Progress

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

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

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

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

Student Academic Performance Standard/Goal #1: <b>See Attached PDF</b>				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): <b>See Attached PDF</b>				
<b>Data—Average Scores</b>				
<b>Grade Level</b>	<b>Year 1 School Year 09–10</b>	<b>Year 2 School Year 10–11</b>	<b>Year 3 School Year 11–12</b>	<b>Year 4 School Year 12–13</b>
<i>Provide a statement of progress and additional information regarding the above data:</i>				

## Part A—Self Study/Report on Progress

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

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

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

Student Performance Standard/Goal #1: <a href="#">See Attached PDF</a>				
Measure(s) Used: <a href="#">See Attached PDF</a>				
<b>Data—Average Annual Data</b>				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
<a href="#">See Attached PDF</a>				
Provide a statement of progress and additional information regarding the above data: <a href="#">See Attached PDF</a>				

## Part A—Self Study/Report on Progress

### 4. Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

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

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

Organizational Performance Standard/School Goal #1: <a href="#">See Attached PDF</a>
Measure(s) Used: <a href="#">See Attached PDF</a>
Data: <a href="#">See Attached PDF</a>
<i>Provide a statement of progress and additional information regarding the above data:</i> <a href="#">See Attached PDF</a>



## Part A—Self Study/Report on Progress

### 5. 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 and the analyses above. You have dissected the parts 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.

- A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

[See Attached PDF](#)

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

[See Attached PDF](#)

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

[See Attached PDF](#)

- D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

[See Attached PDF](#)

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

[See Attached PDF](#)

## Part A—Self Study/Report on Progress

### 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.

#### 1. 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.

#### 2. 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.

#### 3. 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)	See Attached PDF		
1 (09–10)			
2 (10–11)			
3 (11–12)			
4 (12–13)			

*Identify any changes made to fiscal management practices as a result of audit findings. See attached PDF*

## Part A—Self Study/Report on Progress

### 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.

#### 1. Material Terms/Violations

Please answer the following questions.

Questions	School's Response	
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

#### 2. Organizational Performance Assurances

*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 performance of the charter school during the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

##### A. Civil Rights and Special Populations—Assurances

- a) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
  - 2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
  - 3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- b) ☒ **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,

## Part A—Self Study/Report on Progress

Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

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

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

### B. Governance—Assurances

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

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

### C. 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. NA*

### D. Educational Requirements—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
- b. ☒ **Yes** ☐ **No** The school complies with graduation requirements.

## Part A—Self Study/Report on Progress

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

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

### E. 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. Copy of E-Occupancy certificate is included in the PDF document*

### F. 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. NA*

## Part A—Self Study/Report on Progress

### 1. 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.

I am the head administrator of the See PDF file uploaded separately 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 \_\_\_\_\_ 2013.

\_\_\_\_\_  
Notary Public

My Commission Expires:



## Part A—Self Study/Report on Progress

### 2. 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.

I am the head administrator of the See PDF file uploaded separately 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 \_\_\_\_\_ 2013.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## Part A—Self Study/Report on Progress

### 3. 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.)

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.

### 4. Amendments from Current Charter

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

*Amendments:* Amendment uploaded separately

### 5. 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.*

### 6. Additional School Supplied Information:

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section:

# of Students on Waiting List (# and date): 9

## Part A—Self Study/Report on Progress

II. Checklist		
		Yes)
	Table of Contents populated	<input checked="" type="checkbox"/>
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Appendix E	Approved Amendments	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe: <b>Additional goals for student success and future plans</b>	<input checked="" type="checkbox"/>



# CHARTER RENEWAL

## Charter Application

### Governing Council

Kenneth S. Griego- President  
Gene Carabajal- Vice President  
Kathy Chavez- Secretary  
Juanita Sena- Member  
Dr. David Schneider- Member

### Founders

Mike Ogas, Teresa Ogas, and Kathy Chavez

**Author:** Tomasita Chavez Murphy Oshiro

## Student Performance

Since the implementation of the federal No Child Left Behind (NCLB) law, the New Mexico Public Education Department (NMPED) established the Standards Based Assessment (SBA) and Annual Measurable Objectives (AMO) tests as benchmarks to determine whether or not schools made Adequate Yearly Progress (AYP). A comparative summary of School of Dreams Academy reading and math test results for the 2010- 2011, 2011-2012, and 2012-2013 school years is provided in a series of tables below.

### All Students, School Year 2012-13

Aggregates include all students in SODA grades 7-8, 10-11 and higher where the student was never tested in high school in a prior year. Proficiencies for groups with fewer than 10 students are masked.

READING						
Group	Number Tested	Beginning Step	Nearing Proficiency	Proficient	Advanced	Proficient & Above
All Students	187	15.5%	35.8%	40.1%	8.6%	48.7%
Female	87	8.0%	31.0%	48.3%	12.6%	60.9%
Male	100	22.0%	40.0%	33.0%	5.0%	38.0%
Caucasian	111	13.5%	28.8%	46.8%	10.8%	57.7%
Hispanic	70	17.1%	48.6%	28.6%	5.7%	34.3%
American Indian						
Economically Disadvantaged	101	15.8%	36.6%	41.6%	5.9%	47.5%
Students w Disabilities	25	56.0%	28.0%	12.0%	4.0%	16.0%
English Language Learners, Current	17	23.5%	52.9%	23.5%	0.0%	23.5%

MATH						
Group	Number Tested	Beginning Step	Nearing Proficiency	Proficient	Advanced	Proficient & Above
All Students	187	18.7%	54.5%	20.9%	5.9%	26.7%
Female	87	13.8%	58.6%	21.8%	5.7%	27.6%
Male	100	23.0%	51.0%	20.0%	6.0%	26.0%
Caucasian	111	14.4%	55.0%	24.3%	6.3%	30.6%
Hispanic	70	24.3%	55.7%	14.3%	5.7%	20.0%
American Indian						
Economically Disadvantaged	101	23.8%	52.5%	18.8%	5.0%	23.8%
Students w Disabilities	25	40.0%	52.0%	4.0%	4.0%	8.0%
English Language Learners, Current	17	17.6%	64.7%	17.6%	0.0%	17.6%

SCIENCE						
Group	Number Tested	Beginning Step	Nearing Proficiency	Proficient	Advanced	Proficient & Above
All Students	78	30.8%	35.9%	28.2%	5.1%	33.3%
Female	43	34.9%	37.2%	25.6%	2.3%	27.9%
Male	35	25.7%	34.3%	31.4%	8.6%	40.0%
Caucasian	40	22.5%	37.5%	32.5%	7.5%	40.0%
Hispanic	35	40.0%	31.4%	25.7%	2.9%	28.6%
American Indian						
Economically Disadvantaged	40	40.0%	35.0%	22.5%	2.5%	25.0%
Students w Disabilities						
English Language Learners, Current						

### All Students, School Year 2011-12

Aggregates include only grades 7-8, and 11 to be consistent with prior years.  
Proficiencies for groups with fewer than 10 students are masked.

READING								
Group	Number Tested	Participation	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
All Students	133	99.2%	24.1%	36.8%	32.3%	6.0%	0.8%	38.3%
Female	58	98.2%	13.8%	36.2%	37.9%	10.3%	1.7%	48.3%
Male	75		32.0%	37.3%	28.0%	2.7%	0.0%	30.7%
Caucasian	62		21.0%	27.4%	41.9%	9.7%	0.0%	51.6%
Hispanic	68	98.5%	27.9%	45.6%	22.1%	2.9%	1.5%	25.0%
American Indian	3							
Economically Disadvantaged	36	97.2%	16.7%	41.7%	30.6%	8.3%	2.8%	38.9%
Students w Disabilities	10		60.0%	30.0%	10.0%	0.0%	0.0%	10.0%

MATH								
Group	Number Tested	Participation	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
All Students	133	99.2%	24.8%	51.1%	21.8%	1.5%	0.8%	23.3%
Female	58	98.2%	24.1%	48.3%	22.4%	3.4%	1.7%	25.9%
Male	75		25.3%	53.3%	21.3%	0.0%	0.0%	21.3%
Caucasian	62		19.4%	43.5%	35.5%	1.6%	0.0%	37.1%
Hispanic	68	98.5%	30.9%	55.9%	10.3%	1.5%	1.5%	11.8%
American Indian	3							
Economically Disadvantaged	36	97.2%	25.0%	36.1%	33.3%	2.8%	2.8%	36.1%
Students w Disabilities	10		60.0%	20.0%	20.0%	0.0%	0.0%	20.0%



### All Students, School Year 2011-12

Proficiencies for groups with fewer than 10 students are masked.

H2 and H3 refer to the student's year in high school, typically grades 10 and 11.

READING									
Grade	Group	Number Tested	Participation	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
07	All Students	7							
07	Female	11	100.0%	9.1%	45.5%	45.5%	0.0%	0.0%	45.5%
07	Male	11	100.0%	9.1%	27.3%	63.6%	0.0%	0.0%	63.6%
07	Caucasian	6							
07	Hispanic	1							
07	American Indian	9							
07	Economically Disadvantaged	2							
07	Students w Disabilities	23	100.0%	0.0%	26.1%	73.9%	0.0%	0.0%	73.9%
08	All Students	13	100.0%	0.0%	30.8%	69.2%	0.0%	0.0%	69.2%
08	Female	10	100.0%	0.0%	20.0%	80.0%	0.0%	0.0%	80.0%
08	Male	16	100.0%	0.0%	25.0%	75.0%	0.0%	0.0%	75.0%
08	Caucasian	5							
08	Hispanic	1							
08	American Indian	1							
08	Economically Disadvantaged	5							
08	Students w Disabilities	1							
H2	All Students	32	100.0%	3.1%	21.9%	71.9%	3.1%	0.0%	75.0%
H2	Female	14	100.0%	7.1%	28.6%	57.1%	7.1%	0.0%	64.3%
H2	Male	18	100.0%	0.0%	16.7%	83.3%	0.0%	0.0%	83.3%
H2	Caucasian	23	100.0%	4.3%	26.1%	69.6%	0.0%	0.0%	69.6%
H2	Hispanic	2							
H2	American Indian	7							
H2	Economically Disadvantaged	10	100.0%	10.0%	30.0%	60.0%	0.0%	0.0%	60.0%
H2	Students w Disabilities	1							
H3	All Students	33	100.0%	0.0%	30.3%	54.5%	15.2%	0.0%	69.7%
H3	Female	17	100.0%	0.0%	29.4%	47.1%	23.5%	0.0%	70.6%
H3	Male	16	100.0%	0.0%	31.3%	62.5%	6.3%	0.0%	68.8%
H3	Caucasian	18	100.0%	0.0%	22.2%	66.7%	11.1%	0.0%	77.8%
H3	Hispanic	1							
H3	American Indian	12	100.0%	0.0%	41.7%	33.3%	25.0%	0.0%	58.3%
H3	Economically Disadvantaged	1							
H3	Students w Disabilities	1							

**All Students, School Year 2011-12**

Proficiencies for groups with fewer than 10 students are masked.

H2 and H3 refer to the student's year in high school, typically grades 10 and 11.

MATH									
Grade	Group	Number Tested	Participation	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
07	All Students	7							
07	Female	11	100.0%	18.2%	54.5%	27.3%	0.0%	0.0%	27.3%
07	Male	11	100.0%	9.1%	54.5%	27.3%	9.1%	0.0%	36.4%
07	Caucasian	6							
07	Hispanic	1							
07	American Indian	9							
07	Economically Disadvantaged	2							
07	Students w Disabilities	23	100.0%	0.0%	8.7%	91.3%	0.0%	0.0%	91.3%
08	All Students	13	100.0%	0.0%	15.4%	84.6%	0.0%	0.0%	84.6%
08	Female	10	100.0%	0.0%	0.0%	99.0%	1.0%	0.0%	100.0%
08	Male	16	100.0%	0.0%	0.0%	99.0%	1.0%	0.0%	100.0%
08	Caucasian	5							
08	Hispanic	1							
08	American Indian	1							
08	Economically Disadvantaged	5							
08	Students w Disabilities	1							
H2	All Students	32	100.0%	3.1%	34.4%	59.4%	3.1%	0.0%	62.5%
H2	Female	14	100.0%	7.1%	35.7%	57.1%	0.0%	0.0%	57.1%
H2	Male	18	100.0%	0.0%	33.3%	61.1%	5.6%	0.0%	66.7%
H2	Caucasian	23	100.0%	4.3%	34.8%	60.9%	0.0%	0.0%	60.9%
H2	Hispanic	2							
H2	American Indian	7							
H2	Economically Disadvantaged	10	100.0%	10.0%	30.0%	50.0%	10.0%	0.0%	60.0%
H2	Students w Disabilities	1							
H3	All Students	33	100.0%	3.0%	42.4%	45.5%	9.1%	0.0%	54.5%
H3	Female	17	100.0%	5.9%	47.1%	47.1%	0.0%	0.0%	47.1%
H3	Male	16	100.0%	0.0%	37.5%	43.8%	18.8%	0.0%	62.5%
H3	Caucasian	18	100.0%	5.6%	27.8%	50.0%	16.7%	0.0%	66.7%
H3	Hispanic	1							
H3	American Indian	12	100.0%	0.0%	50.0%	50.0%	0.0%	0.0%	50.0%
H3	Economically Disadvantaged	1							
H3	Students w Disabilities	1							

### All Students, School Year 2010-11

Proficiencies for groups with fewer than 10 students are masked.

READING									
Grade	Group	Number Tested	Participation	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
07	All Students	34	100.0%	14.7%	44.1%	41.2%	0.0%	0.0%	41.2%
07	Female	16	100.0%	0.0%	37.5%	62.5%	0.0%	0.0%	62.5%
07	Male	18	100.0%	27.8%	50.0%	22.2%	0.0%	0.0%	22.2%
07	Caucasian	16	100%	18.8%	43.8%	37.5%	0.0%	0.0%	37.5%
07	Hispanic	15	100.0%	13.3%	33.3%	53.3%	0.0%	0.0%	53.3%
07	American Indian	3							
07	Economically Disadvantaged	10	100.0%	10.0%	60.0%	30.0%	0.0%	0.0%	30.0%
07	Students w Disabilities	1							
08	All Students	56	96.4%	21.4%	30.4%	41.1%	3.6%	3.6%	44.6%
08	Female	17	88.2%	11.8%	29.4%	47.1%	0.0%	11.8%	47.1%
08	Male	39	100.0%	25.6%	30.8%	38.5%	5.1%	0.0%	43.6%
08	Caucasian	28	100.0%	10.7%	32.1%	57.1%	0.0%	0.0%	57.1%
08	Hispanic	2							
08	American Indian	26	92.3%	30.8%	26.9%	26.9%	7.7%	7.7%	34.6%
08	Economically Disadvantaged	19	94.7%	26.3%	47.4%	21.1%	0.0%	5.3%	21.1%
08	Students w Disabilities	5							

MATH									
Grade	Group	Number Tested	Participation	Beginning Step	Nearing Proficiency	Proficient	Advanced	Invalid Test	Proficient & Above
07	All Students	34	100.0%	26.5%	52.9%	20.6%	0.0%	0.0%	20.6%
07	Female	16	100.0%	12.5%	75.0%	12.5%	0.0%	0.0%	12.5%
07	Male	18	100.0%	38.9%	33.3%	27.8%	0.0%	0.0%	27.8%
07	Caucasian	16	100.0%	25.0%	43.8%	31.3%	0.0%	0.0%	31.3%
07	Hispanic	15	100.0%	26.7%	60.0%	13.3%	0.0%	0.0%	13.3%
07	American Indian	3							
07	Economically Disadvantaged	10	100.0%	30.0%	50.0%	20.0%	0.0%	0.0%	20.0%
07	Students w Disabilities	1							
08	All Students	56	96.4%	26.8%	50.0%	17.9%	1.8%	3.6%	19.6%
08	Female	17	88.2%	29.4%	47.1%	11.8%	0.0%	11.8%	11.8%
08	Male	39	100.0%	25.6%	51.3%	20.5%	2.6%	0.0%	23.1%
08	Caucasian	28	100.0%	17.9%	60.7%	21.4%	0.0%	0.0%	21.4%
08	Hispanic	2							
08	American Indian	26	92.3%	34.6%	38.5%	15.4%	3.8%	7.7%	19.2%
08	Economically Disadvantaged	19	94.7%	36.8%	52.6%	5.3%	0.0%	5.3%	5.3%
08	Students w Disabilities	5							

In addition, beginning with the 2010-2011 school year, the New Mexico Public Education Department received a waiver from the NCLB law and put into operation a school "Report Card" grading system providing a letter grade of A, B, C, D or F. The NMPED prepared Report Cards for all public school districts and all schools (including charter schools) as of the 2010-2011 school year. Under the new system, the NMPED began assigning discrete point totals for various criteria to all schools. When first implemented in the 2010-2011 and 2011-2012 School years, the School of Dreams Academy received letter grades of "F" and "D" in those first two years. However, 2012-2013 the School of Dreams Academy was the only school in Valencia County to receive a grade of A for the 2012-2013 school year. A summary of the 2012-2013 School Grade Report Card is shown below.

## Part A- Self Study/Report on Progress

### Current Standing

Grade: B

Points: 16.73

Possible Points: 30

In 2013, students overall scores increased 3.93 points. The State benchmark is 12.5, in 2009 students only increased .3 points above the state average, and in 2011 our students underperformed the state average by 5.6 points. This trend data proves that every year our students are making gains because of our unique programs, rigorous curriculum, highly qualified staff, and our community belief in our mission, vision, and our charter.

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### School Growth

Grade: B

Points: 7.40

Possible Points: 10

In the past three years, our students increased grade level performance by 7.40 points. The state benchmark was 5.8 points, we earned 1.6 points more than the benchmark. Again, this data proves that the School of Dreams Academy, through a continuous improvement model developed as part of our National accreditation through AdvancED, is working towards student success.

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### Q#3 (highest Performing 74%) Growth

Grade: A

Points: 10

Possible Points: 10

Our highest performing students scored very well in 2013, the state benchmark was 3.6 and our students scored a 10, which is a 6.4 above the state average. We attribute this high score to our commitment to an individualized learning plan (ILP) that allows every student the opportunity to enroll in dual credit classes and to modify and accelerate their curriculum. Our award winning STEM program and competitive arts programs also give students the ability to perform at their highest level. This number has increased from a 1.6 in 2010 to a 6.1 as our programs have matured.

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### Q1 (lowest Performing 25%) Growth

Grade: A

Points: 9.41

Possible Points: 10

We are very proud of our 2013 growth of our lowest performing students, we scored 1.71 points higher than the state benchmark with 11% of our population identified as special education. Each of our staff is thought of as an interventionist, and combined with several support programs, and a daily advisory student class, we are able to focus on individual student performance.

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### Opportunity to Learn

Grade: C

Points: 6.27

Possible Points: 8

This is our lowest score, and has remained the same for the past three years. After studying student, parent and teacher surveys and the results from the OTL questions, we have changed the way in which the instructors deliver our curriculum. Originally our model was a virtual, on line format that was difficult to summarize and check for understanding. We have since blended this curriculum with direct teaching and hands on projects that will foster a greater facilitation of learning. The new teacher evaluation system will also provide a greater emphasis on recognized and proven instructional methodologies.

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### Graduation

Grade: N/A

Points: N/A

Possible Points: 17

This section was not populated, however we graduated our first class of 27 students in the Spring of 2013. When our doors opened in 2009, 10 students would stay all four years at the School of Dreams Academy and graduated. Our average percentage of student retention for the four years has been 92%. It should be also noted that many of the students who left the school have returned. We also have a Night School, which is an alternate setting for students to find success.

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### College and Career Readiness

Grade: N/A

Points: N/A

Possible Points: 15

Although this information was not populated, we believe we would have scored very high in this category due to our daily advisory classes, Individualized Learning Program which houses student's educational and career goals from 7<sup>th</sup> grade until graduation using Kudor, Compass testing and projects. Our dual credit program is also the strongest in Valencia County. In 2013, 88% of our senior class took the ACT and the School of Dreams Academy paid the registration fees. All of our 10<sup>th</sup> -12<sup>th</sup> graders also took the ASVAB.

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### Bonus Points:

Grade: N/A

Points: 2.97

Possible Points: 5

At the School of Dreams Academy it is in our student handbook and parent compact that parents will volunteer 20 hours, and student's will perform 20 hours of community service. Our STEM and fine arts programs depend on parent support.

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### Supplemental Information

How do we justify being a State Charter School? One important way is by analyzing the data from our surrounding schools.

Supplemental Information						
Similar Schools in Valencia County	Grades	Performance in Math & Reading Current Standing		School Growth		Final Grade
School of Dreams Academy	7-12	16.73/30	B	7.4	B	A
Los Lunas High School	9-12	12.17/30	C	9.67	A	B
Valencia High School	9-12	16.04/30	B	4.32	D	B
Belen High School	9-12	16.68/30	B	5.38	C	B
Belen Infinity High	9-12	13.23/30	C	1.67	F	C
Century High School	9-12	19.06/30	C	6.22	C	C
Los Lunas Middle School	7-8	19.61/40	C	2.85	F	D
Valencia Middle School	7-8	18.26/40	D	2.72	F	D
Belen Middle School	7-8	19.06/40	C	4.01	D	C

### Student Retention

Another way in which we justify the need for our school is by tracking student retention. We have a low attrition rate, and a high return rate of students that exit our school then return. Many of our students leave because they have no choice in the matter, they are moving to a different part of the state or country. Some students report leaving because of our school uniform policy, or because we are too strict, or because the classes are too hard. Some students want a bigger, traditional high school experience.

Year		Enrollment at Beginning of year	Enrollment at end of Year	Number of Student who move on	Reasons	% of Loss
2009/2010		116	114	19	Change of Staff	16%
2010/2011		181	179	15	Rigorous Curriculum	8%
2011/2012		255	299	25	Dress Uniform	10%
2012/2013		326	311	15	Strict Enforcement of Discipline	4%
Average % of Loss for 4 years						8%

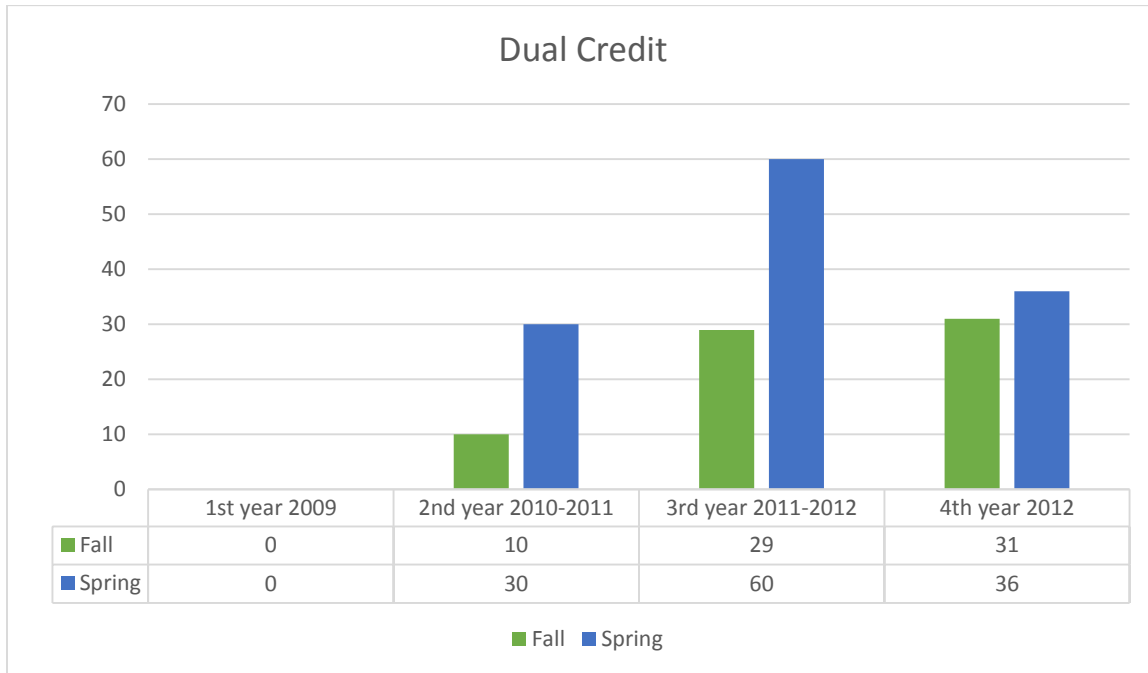
### Student Attrition by grade from 2009-2012

2009/2010	Grade 7th	Grade 8th	Grade 9th			
Withdrew	2	8	9			
2010/2011	Grade 7th	Grade 8th	Grade 9th	Grade 10th		
Withdrew	1	3	6	5		
2011/2012	Grade 7th	Grade 8th	Grade 9th	Grade 10th	Grade 11th	
Withdrew	3	2	9	7	4	
2012/2013	Grade 7th	Grade 8th	Grade 9th	Grade 10th	Grade 11th	Grade 12th
Withdrew	4	3	2	3	1	2



## Dual Credit

The School of Dreams Academy uses trend data of student performance from comparable schools to evaluate our own effectiveness. For example we know that our Dual Credit program at Valencia campus UNM is exceptionally successfully because the School of Dreams Academy has a larger percentage of students enrolled (11% at SODA compared to Belen High School's 3%) than our surrounding schools. Dual credit classes include Math, English, Spanish, Graphic Arts, and Film at UNM Valencia County, and CNM.



## Part A- Self Study/Report on Progress

2. 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

### Mission and Vision

When our charter was conceived written in 2009 by our founders, Mike Ogas, Teresa Ogas and Kathy Chavez our mission and vision were as follows:

***The mission of the School of Dreams Academy is to prepare students of Valencia County to become competent, self-sustaining individuals with a passion for learning and life. Students will be afforded the opportunity to excel in the core subjects through a rigorous curriculum with emphasis on the arts, technology, character education, and service learning in order that they have the skills necessary for success in post-secondary education and career choices. Students will come to school each day knowing that they are cared for and that the school supports them and their families in the pursuit of their goals.***

***The vision of the School of Dreams Academy is to be recognized as a beacon of educational successes, student achievement, and character, shining across New Mexico from the heart of Rio Grande Valley.***

In 2009, the School of Dreams Academy went through a leadership change, and our current administrator and founder became principal. Mr. Ogas realized that our school would greatly benefit from a national accreditation to ensure that our school was systemically aligned to student success, with clear procedures. As part of our AdvancEd accreditation, we worked as a team to evaluate our effectiveness, and to yearly commit to revamping our mission and vision in a shared governance format. All stakeholders contributed to this collaborative process. This is our current mission and vision.

***Vision: The vision of the School of Dreams Academy is to be the Rio Grande Valley's pillar of student achievement, character, and success.***

***Mission: The Mission of the School of Dreams Academy is to prepare the students of Valencia County to become confident, self-sustaining individuals with an enthusiasm for life-long learning. The School of Dreams Academy will provide a rigorous curriculum providing the means for students to excel in the core subject areas: math, science, language arts and history. In addition, the core curriculum will integrate the arts, technology, character development, and community service learning, giving students the skills necessary for success in post-secondary education and career choices. Each student will be valued both as an individual and as a member of the school community.***

The School of Dreams Academy (SODA) currently communicates a shared purpose and direction to improve each student's performance and the school's effectiveness through ongoing Parent-Teacher Committee (PTC) meetings. One objective is to be more effective in communicating our vision and mission to the students. We currently have posters in every classroom which state SODA's vision and mission. In addition, each poster has the Spartan Code of Ethics which was created by students and staff. Our vision and mission statement are also a part of our school newsletters.

A second objective was to determine the factors to improve student success. Faculty members reviewed and discussed the AdvancED Standards for Accreditation noting the systems needed at SODA. Examples were a positive behavior

system, a student government, a user friendly web site, and curriculum mapping, to name a few. These systems and facets were then placed as a group consensus under the different standards. Each faculty member chose a standard to be their PLC (Professional Learning Community) focus and goals. The faculty member in each PLC contributed to a directed response to intervention (RTI), the SPPIP (State Performance Plan Improvement Project), and our EPSS as inter-related plan designed to develop a means to improve each student's achievement.

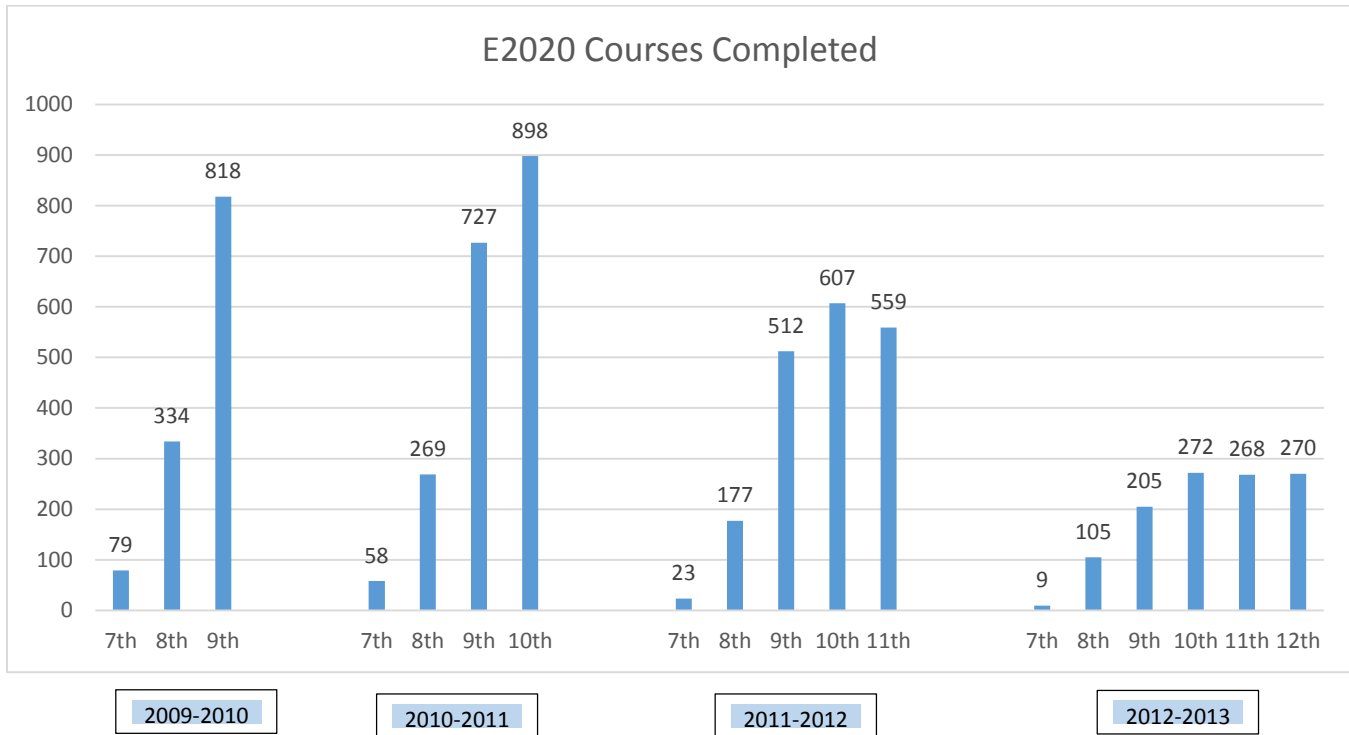
A third objective is to use our EPSS (Education Plan for Student Success) to provide measurable goals for our school and to assist in designing goals and, if necessary, interventions for individual students. Our EPSS is reviewed and updated by the entire faculty annually during our professional development in-services. This year we will be aligning our EPSS, our Continuous Model of Improvement through AdvancED, our Charter, and SPPIP plan. The plan is then presented to the Governing Board for modifications and approval. Finally, the EPSS plan is submitted to NM PED.

Unofficially our motto has stayed the same, "Failure is not an option" this was, and is intended for the instructors, faculty and entirety of School of Dreams Academy. We do realize that some of our student, for various reasons, may stumble- however we believe it our responsibility to pick them up and help them succeed. We use formative assessments based on National and State Tests to track student and teacher progress and trends. Therefore in the charter, when we set our goal it was deliberately high as a measure of our high aspirations.

Although every year we have made progress towards this goal of 80% at or above grade level, and although we have made larger gains than our surrounding schools in Valencia County, we have not met this goal.

The School of Dreams Academy establishes an academic performance measure (a system of measurement) for student learning that yield information that is reliable, valid, and bias free through multiple formative and summative assessments. Our first system of measurement is teacher observation (formative assessment) through the E2020 program, as well as classroom samples, snap-shots of student's artistic capabilities, quizzes, Cornell-notes, all showing student's prior knowledge. In the E2020 program learning is assessed both formatively and summatively. The e2020 core-curriculum offers teachers the opportunity to review students' assignments, journals, homework practice and online content and to assess their readiness to take a quiz, and to pre-test for mastery in that particular topic.

## E2020



Our next plan is our short-cycle diagnostic assessments NWEA MAP (Northwest Evaluation Association) that measure academic achievement in language arts, mathematics, reading, and science; these assessments play an essential role in monitoring student progress and guiding our instruction. These are given in the Fall and Spring each year for all grade levels. MAP is aligned with the Common Core Standards and NM State Standards and Benchmarks and gives us the data to effectively plan instructional interventions. In our PLC meetings we disseminate the information from our formative assessments, and as an entire staff we created a master schedule based on those results. Our key questions: are we moving in the right direction? Are we moving at the right pace/speed? Are we leaving anyone behind? To check progress of student learning, parents, advisors, extra-curricular coordinators, and teachers can ask for a Grade Check whenever appropriate. Furthermore, using PowerSchool we monitor student's growth through a progress report every nine weeks, and teachers can easily print out a summary of student's work through PowerSchool and the E2020 program.

Examples of summative assessments include instructor generated projects and presentations, topic tests, cumulative exams in each e2020 course and year-end final grades via PowerSchool. The SBA is given to 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> graders in the Spring, we use it as a benchmark, and as a mandated State test and requirement for graduation, and it is a factor used to determine our AYP and the State Report Card. Our plan of action is to systematize pre-assessment across the curriculum even before the school year begins, or the new student begins attending classes. Our test group for pre-assessment will begin this month, as we are admitting twelve new students to our school. We are creating a baseline mathematics, reading and language-usage formative assessment that together with their transcripts will enable us to place them accurately according to their academic performance.

This system of formative and summative assessments is designed to determine our progress towards our goals and objectives as listed in our EPPS plan, in accordance with our Charter, vision, mission, by meeting or exceeding the proficiency levels on the SBA (Standard Based Assessment) and making AYP (Adequately Yearly Progress) as a school.

**GOAL: Student Academic Performance Standard- To use MAP as a diagnostic tool to assess student proficiency for the SBA, to show student growth, and drive curriculum and intervention.**

Grade	Measurement Scale	Average
7	Language Usage	220.2
7	Mathematics	226.2
8	Language Usage	219.1
8	Mathematics	223.5
9	Language Usage	218.9
9	Mathematics	223.5
2010-2011		

Grade	Measurement Scale	Average
7	Language Usage	213.0
7	Mathematics	223.1
8	Language Usage	216.3
8	Mathematics	224.6
9	Language Usage	216.6
9	Mathematics	223.4
10	Language Usage	219.4
10	Mathematics	228.0

2011-2012

Grade	Measurement Scale	Average
7	Language Usage	216.2
7	Mathematics	222.1
8	Language Usage	214.7
8	Mathematics	223.1
9	Language Usage	219.6
9	Mathematics	225.7
10	Language Usage	222.8
10	Mathematics	231.7
11	Language Usage	223.4
11	Mathematics	234.4

2012-2013

Grade	Measurement Scale	Average		Increase
7	Language Usage	222.2	64	0.9%
7	Mathematics	225.7	44	-0.2%
8	Language Usage	219.6	46	0.2%
8	Mathematics	223.2	29	-0.1%
9	Language Usage	217.9	41	-0.5%
9	Mathematics	225.1	29	0.7%

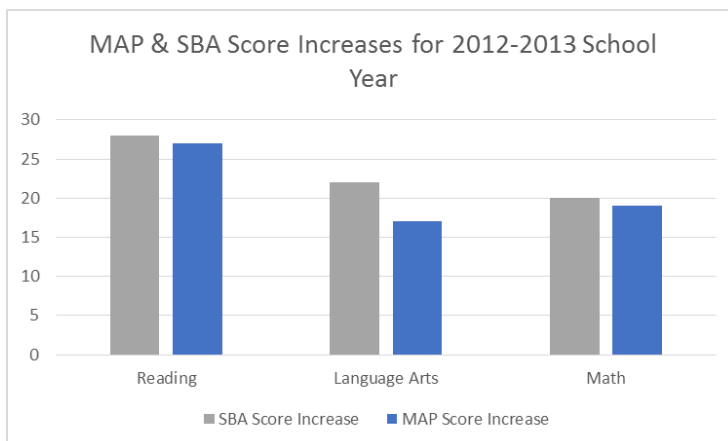
Grade	Measurement Scale	Average	Percentile	Increase
7	Language Usage	216.3	46	1.5%
7	Mathematics	225.1	44	0.9%
8	Language Usage	218.1	43	0.8%
8	Mathematics	223.5	28	-0.5%
9	Language Usage	220.0	47	1.6%
9	Mathematics	226.5	31	1.4%
10	Language Usage	218.8	39	-0.3%
10	Mathematics	227.3	33	-0.3%

Grade	Measurement Scale	Average	Percentile	Increase
7	Language Usage	213.4	37	-1.3%
7	Mathematics	222.2	36	0.1%
8	Language Usage	215.6	34	0.4%
8	Mathematics	222.7	29	-0.2%
9	Language Usage	218.5	44	-0.5%
9	Mathematics	228.0	35	1.0%
10	Language Usage	223.2	52	0.2%
10	Mathematics	235.9	51	1.8%
11	Language Usage	227.9	64	1.9%
11	Mathematics	239.5	55	2.2%

Grade	MeasurementScale	Average
7	Language Usage	209.7
7	Mathematics	217.9
8	Language Usage	218.4
8	Mathematics	226.8
9	Language Usage	218.5
9	Mathematics	228.6
10	Language Usage	221.4
10	Mathematics	231.5
11	Language Usage	225.7
11	Mathematics	241.2
12	Language Usage	224.1
12	Mathematics	240.7

Grade	MeasurementScale	Average	Percentile	Increase
7	Language Usage	214.0	40	2.0%
7	Mathematics	222.0	36	1.8%
8	Language Usage	220.4	49	0.9%
8	Mathematics	229.5	41	1.2%
9	Language Usage	219.8	47	0.6%
9	Mathematics	232.4	46	1.6%
10	Language Usage	221.4	47	0.0%
10	Mathematics	231.9	41	0.2%
11	Language Usage	226.1	59	0.2%
11	Mathematics	241.1	59	-0.1%
12	Language Usage	225.0	NA	0.4%
12	Mathematics	239.2	NA	-0.6%

### Special Education Response to Intervention



During MAPS and SBA Testing, Special Education Students are placed into small groups of no more than six to seven students. This allows for testing accommodations to be implemented more accurately for greater success. Results of Special Needs students Response to Intervention can be measured via score improvements on these tests:

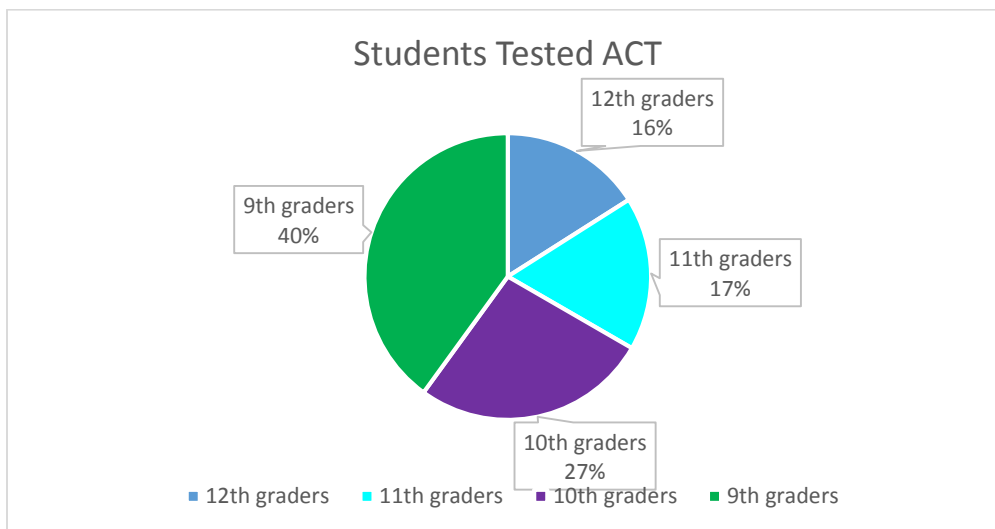
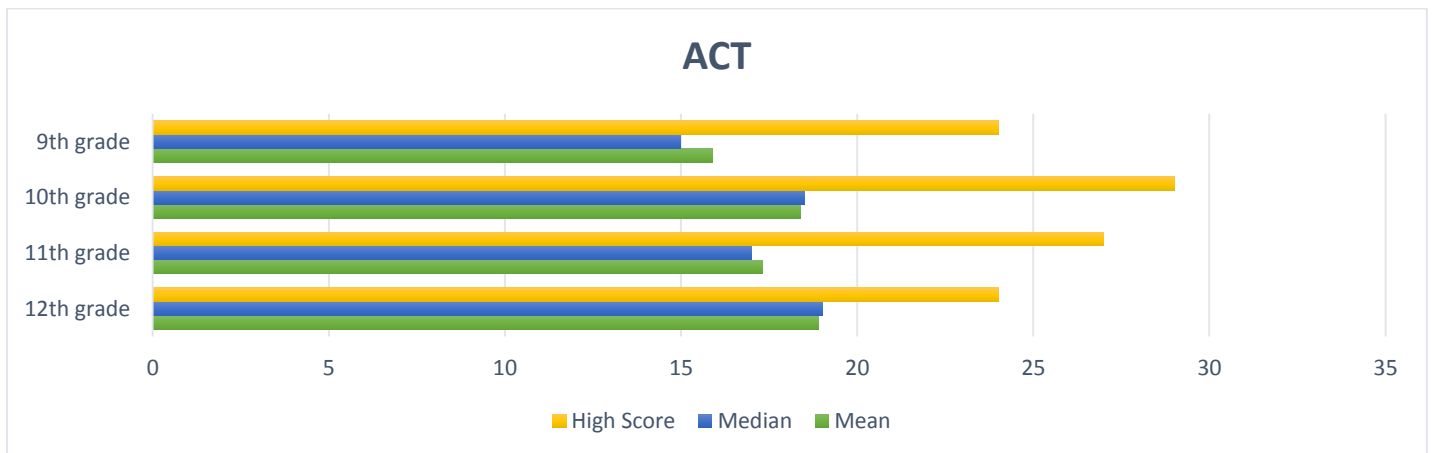
**31 Students participated in the SBA testing. 34 students participated in the MAPS Testing. Out of those students who participates: The average increase in score for Reading was 15%. The average increase in score for Language arts was 8%. The average increase**

**in score for math was 5.5%. (These results are also characterized in the table):**

## ACT

The School of Dreams Academy is very proud that we begin testing our 9<sup>th</sup> grade students and continue for each of student's high school years to register and pay for the ACT. The ACT is a college readiness assessment and a standardized test for high school achievement and college admissions that is often used as a basis for scholarships. We will continue to use it as another National norm to record student progress. We also can use Edgenuity to create a non-credit bearing course to study for the ACT, thus increasing our student's potential for scholarships and college acceptance rates.

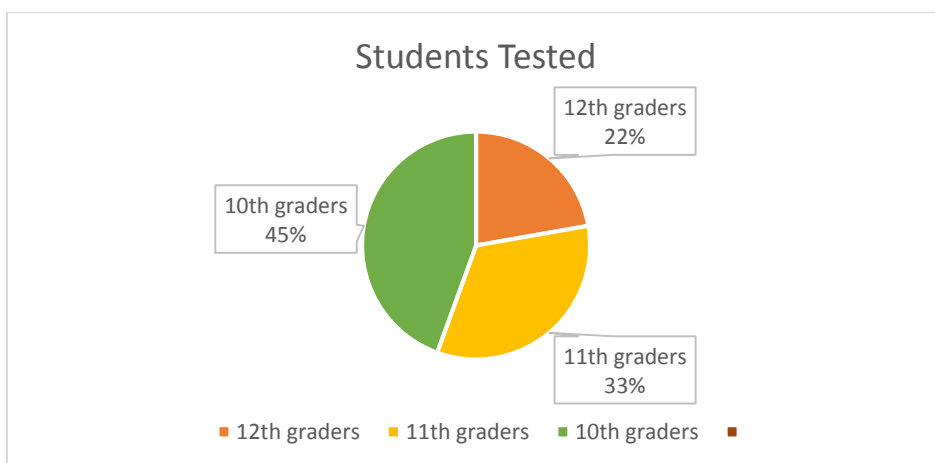
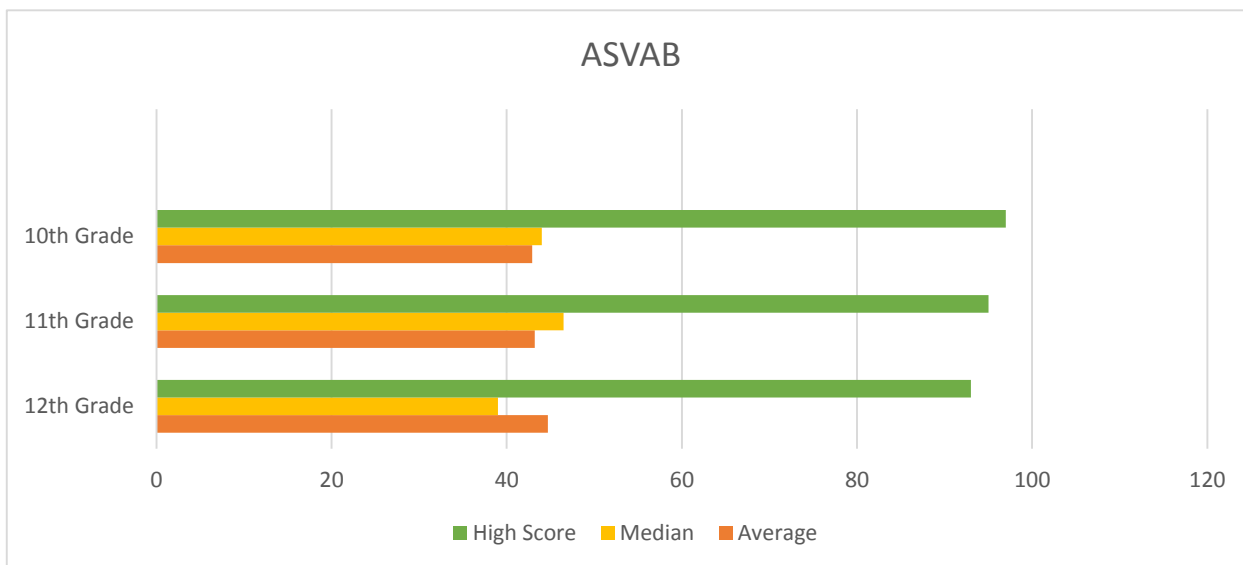
School of Dreams paid for all students in grades 9-12 to take the ACT test. Our goal is for our students to work on increasing their test scores so they can have an opportunity to apply to numerous colleges, as well as, scholarships. School of Dreams will also use the ACT as a tool in evaluating the effectiveness of school instruction, identifying students who may need assistance with certain subject areas, and to identify where changes or improvements can be made within our curriculum. School of Dreams serves students with an array of academic abilities. 13% of our student body receives special educational services. In most cases it is the parents/students responsibility to register and pay for ACT testing. School of Dreams has taken extra steps to ensure that all students' grades 9-12 have an opportunity to take the ACT test, which is paid for by School of Dreams Academy.



## ASVAB

Many of our young women and men choose to serve our Nation in the armed services. In order to help facilitate their dreams, we offer the ASVAB test for each student and study guides. The *ASVAB* is a national multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

School of Dreams has provided students grades 10-12 the opportunity to take the ASVAB test. Our goal is to help our students successfully prepare for future endeavors whether they are thinking about going to college or trade school, joining the military or entering the workforce. School of Dreams will also use the ASVAB as a tool in evaluating the effectiveness of school instruction, identifying students who may need assistance with certain subject areas, and to identify where changes or improvements can be made within our curriculum. School of Dreams serves students with an array of academic abilities.



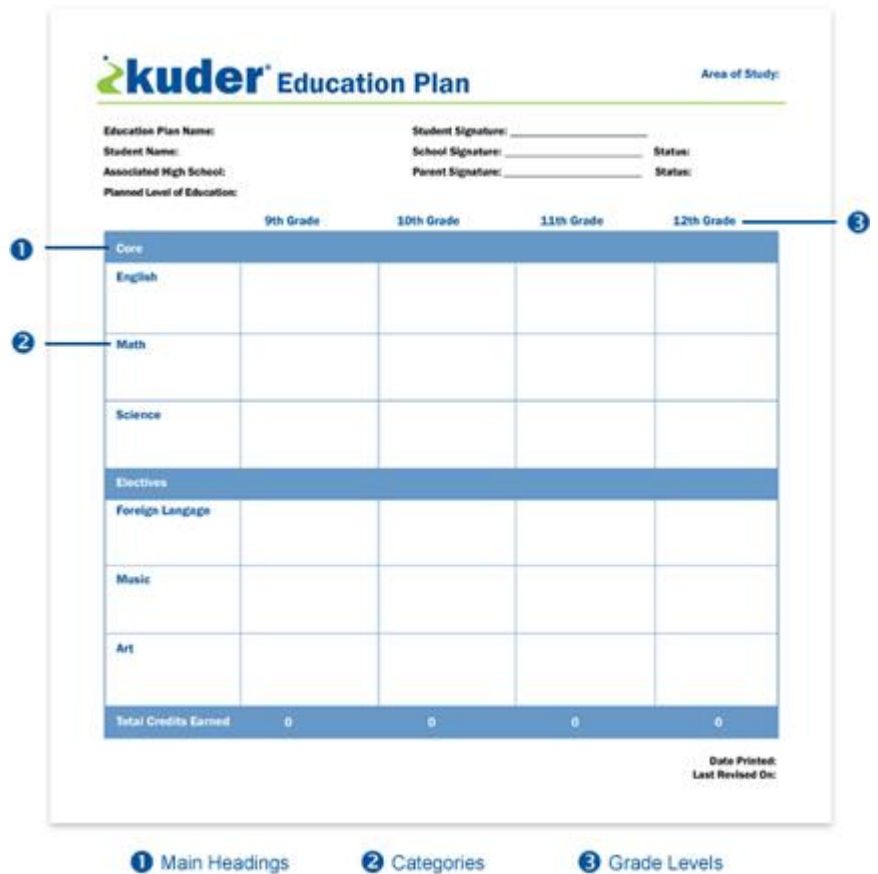


### 3. Other Student Performance Standards/Goals from your Current Charter

The School of Dreams Academy also gages student success based not only on standard based assessments, but also on the programs built into our school's curriculum. In our charter, the educational philosophy and approach spell out our strategy. This has evolved over time as we evaluated these programs based on student performance, parent testimony and survey results, and especially instructor feedback. We believe that our instructors are the experts in the classroom, and their formal and summative assessments create the basis for how programs are utilized. As such, we have evolved from the concept of an online learning programs (E2020 now Edgenuity) to one in which we use the repository of information (videos, primary sources, quizzes, tests, lectures, journals ) with support programs (ALEKS, My Skills Tutor ect) and teacher created projects to create a blended module that fits our student's diverse needs.

#### GOAL: 100% of students will have an electronic portfolio

According to our Charter and EPSS goal, students will each have an electronic portfolio that archives their academic achievement and other school related information. Currently we require that every student complete an ILP. What is an ILP? Built into our charter is the philosophy that every child has a specific, individual roadmap to achieve true educational success, and this the fundamental reason this charter school was conceived; is very valuable to our community, and we believe is an answer to the educational decline in New Mexico and the United States. Each student has an Individualized Learning Program (ILP) that allows, in much the way an IEP does for special education students, modify their education to achieve success. This ILP is maintained in student's advisory classes and revised continually throughout the year as a part of learning to assess one's strengths/weaknesses, make goals for personal, academic, and social improvement, and actively reflect upon and improve one's progress. We have a file for each student on the shared drive "The Brain" with their current grades inside. As our school develops, we will be modifying the ILP format as well as adding annual trainings on the ILP, along with a comprehensive training during teacher/staff orientations. Our goal is to continue to integrate *Kuders* career planning data electronically and allow students to access and update their information easily from a computer. Therefore, according to our charter and our EPPS plan, 100% of students have an ILP, 100% students have an online portfolio with Kuder. The following graphics are a snap shot of the information available to teachers, and students.



**kuder Education Plan** Area of Study: \_\_\_\_\_

Education Plan Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_  
 Student Name: \_\_\_\_\_ School Signature: \_\_\_\_\_ Status: \_\_\_\_\_  
 Associated High School: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Status: \_\_\_\_\_  
 Planned Level of Education: \_\_\_\_\_

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Core</b>				
English				
Math				
Science				
<b>Electives</b>				
Foreign Language				
Music				
Art				
<b>Total Credits Earned</b>	0	0	0	0

Date Printed: \_\_\_\_\_  
Last Revised On: \_\_\_\_\_

1 Main Headings      2 Categories      3 Grade Levels

## Total # of assessments completed to date 824

Cluster		PERCENT
Arts, Audio-Video Technology, and Communications		28%
Education and Training		18%
Human Services		13%
Health Science		12%
Law, Public Safety, Corrections, and Security		9%
Finance		5%
Science, Technology, Engineering, and Mathematics		5%
Architecture and Construction		4%
Information Technology		4%
Agriculture, Food, and Natural Resources		2%
TOTAL		

### GOAL: 100% of Classrooms will have Data Driven Classroom

The School of Dreams Academy employs a system for analysis and review of student academic performance and school effectiveness through several student achievement information systems: *Data Driven Classroom* is a warehouse platform that holds all our specific scores and can be customized so we can easily analyze trends as a group, sub-group and building, as well as the individual student. We are proud to say we are making gains in most areas, we have identified the population that is at the 40<sup>th</sup> percentile or below, and we have Tier 1 interventions (SAT) in place for language arts and math. We have also compiled a list of students who are on the “bubble” that we will focus on with individualized directed intervention. Using the NM PED web site for SBA practice tests for specific standards questions have been pulled from with the point value as a school wide process, we will review the questions and give specific strategies for success in advisements and core classes. For our juniors and seniors, we will also use ACT study guides.

Although our charter lists the Data Driven Classroom as a goal to have it implemented in each classroom, as a small school we do not plan on renewing this goal with this program. As a small school that meets regularly to talk about students, and with the information we have on students through MAP, SBA, ACT, ASVAB, and all the other programs, it does not seem worth the man power involved to scan all these different assessments into a different data base. So although we have been faithful to the charter and we have the system up and running, it has been far more useful to use the “Brain” our own data system on a shared drive to share information.

A series of student-led assembly emphasizing the strategic improvement of test scores with incentives are planned. E2020 an online curriculum that allows immediate information about the student’s progress and grade, PowerSchool/PowerTeacher-GradeBook this allows for administrative oversight of all grades, and is utilized by progress reports as a school every nine weeks and semester or for individual teachers as needed.

We have met our goal to have this as an open portal to parents. Semester grades and year -long grades are calculated using a school wide system developed by teachers and sanctified by the principal. My Skills tutor is a system similar to E2020 and is used as a directed intervention. MAPS testing is given twice a year in the Fall and Spring and these scores

are made available to teachers immediately and to students and parents through student-led parent teacher meetings. The SBA test is given out in the spring to students and we receive the scores through an online portal. These scores guide our intervention programs. Our Dual Credit program is monitored both by the college professor and a member of our faculty with grades available through Power School and the UNM Valencia registrar's office. A directed math intervention program *Aleks* (identified by their MAPS and SBA scores) pre-assesses each student and with these findings customizes the specific area of instruction that the student has not mastered and will close the gap while they continue to work in E2020 for a credit. *Imagine Learning* is a Language Arts intervention program that also uses a pre-assessment to identify the student's individual needs much the same as *Aleks*. Individual classroom interventions are listed on a shared drive, "The Brain". Para-professionals assist head teachers in each core classroom by working individually with students, three para-professionals solely work with students with IEPs and accommodations, while the rest work with students in need.

We will also be using the *AdvancED* model of continuous improvement to review and assess student and school effectiveness. Through the development and utilization of Individualized Learning Plans (ILP), and *Kuder* (a career planning program) students will be challenged academically in a manner consistent with their needs. Each ILP will be developed annually with reviews quarterly. This individualized approach, intermingled with instruction in the arts, literacy, and service learning will provide students at SODA a well-rounded educational experience.

Advisory is another program in which students actively participate in their own learning. Each teacher runs a daily advisory program in which students may connect with one adult on a daily basis long-term. In this program, students work on their Individual Learning Plans, in which they map out their goals for their current and future education. Advisory also incorporates other goal-oriented activities, such as the "Dream Board" lesson, in which students learn about various aspects of career and college and apply what they know to further focus their own goals. Students then create a "Dream Board" in which they map out their future for college and career. Furthermore, advisory incorporates various components such as reading, writing, character-development activities and special events, such as the September 11<sup>th</sup> Memorial Day, in which students learned about the historical and political background of 9/11, the cultural background of Muslim-Americans and the impact of the event on this group and culminated in a Memorial Day in which the Dance Team performed several interpretive dances about the event, the Art Program displayed art that students had created about the event, and advisories combined to watch video clips related to the event and the heroism of some individuals on that day, and answered higher-order questions about 9/11. Students also participate in reading, writing, math and Character Development activities in advisory. Some advisories offer the opportunity for service-learning projects. Furthermore, students lead their own parent-teacher conferences with their parents and advisors on a quarterly basis in which they set academic and character goals for the upcoming quarter.

### **GOAL: Implement and Follow the Pillars of Character Counts**

Character Counts is implemented school wide and several teachers have been trained in Character Counts and trained the staff. This program is also integrated into our Positive Behavior System. Assemblies, door decorating, and posters. Although Character Counts is a very popular, nationwide character education program, it did not seem to fit our particular demographics. Instead, we will be focusing on student character through service learning projects in our Advisement program. We believe that true character reformation occurs when people help others.

**GOAL: Parent & Community Involvement**

As part of our parent orientation, and in the student handbook, parents sign that they will volunteer for a minimum of twenty hours. This is a major component of our charter, and the school has many areas for parents to fulfill their hours. Examples are in the classroom assisting instructors, organizing supplies, as receptionists, and helping with STEM and extracurricular activities after school. At the School of Dreams Academy we pride ourselves on our “Open Door” policy—we encourage not only parents but our community at large to visit our school.

As a community facility, we have hosted many special programs for Valencia County including Chamber of Commerce meetings, Kickboxing, Retired Educators Association, Zumba classes, Vertrens, and YDI.

**YDI-Valencia Substance Abuse Prevention and Enforcement Program (SAPEP)**

Substance Abuse Prevention & Enforcement Program focuses on reducing underage drinking, DWI, binge drinking and tobacco use. In collaboration with law enforcement, youth and community partners we implement strategies to build coalitions, educate, mobilize and change public policy to improve the quality of life in Valencia County.

YDI’s Ghostriders-Underage Drinking Prevention & Enforcement Task Force

YDI’s Junior Ghostriders-Substance Abuse Prevention & Enforcement Youth Coalition (SAPEYC- “Say Peace”)

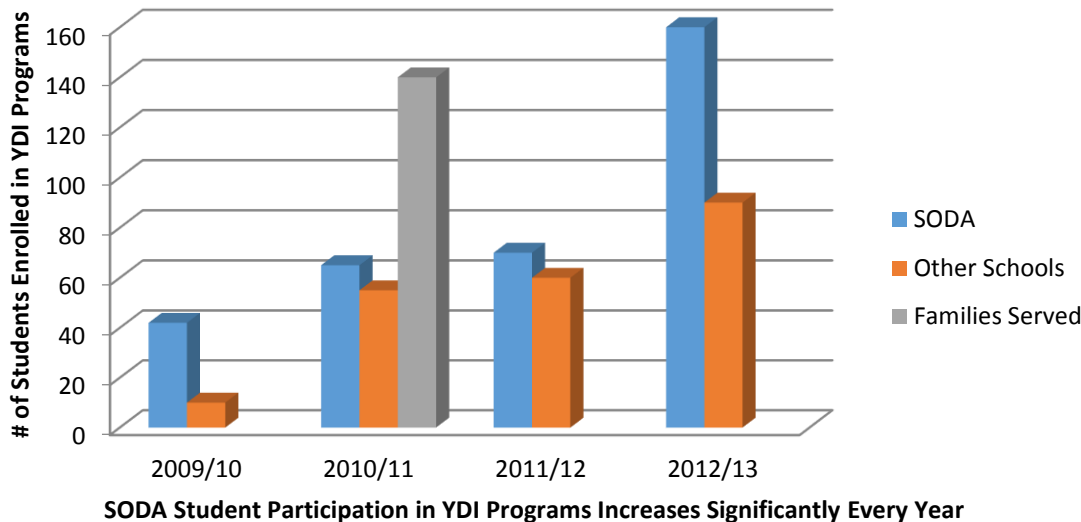
FDA Tobacco Advertising and Labeling Enforcement Program

Enforcement of Underage Drinking Laws (EUDL) Program

The School of Dreams Academy has allowed YDI-Valencia to implement curriculum offering its students a multitude of opportunities for self-growth, self-responsibility and dedication to their community. YDI Valencia’s SAPEP began work with the Botvin LifeSkills Training in 2009 and continues to work with students, regularly offering new evidence based curriculum and service learning opportunities. Youth participants that wish to continue their growth and impact in Valencia County join the “Say Peace” Youth Coalition and continue to be involved in programs as youth mentors and leaders beyond graduation.

As the School of Dreams Academy grows and YDI Valencia’s resources adapt and expand, we will continue to offer opportunities as they become available; such as Envision Your Future, which can be implemented in such a way to follow youth from 6<sup>th</sup>-12<sup>th</sup> grades.

## YDI Valencia Participants



A breakdown of the programs and some numbers follows:

### YDI-Valencia Life Skills      2009/10      30 Students

Botvin *LifeSkills Training* (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.

Developed by Dr. Gilbert J. Botvin, a leading prevention expert, Botvin *LifeSkills Training* is backed by over 30 scientific studies and is recognized as a Model or Exemplary program by an array of government agencies including the U.S. Department of Education and the Center for Substance Abuse Prevention.

Rather than merely teaching information about the dangers of drug abuse, Botvin *LifeSkills Training* promotes healthy alternatives to risky behavior through activities designed to:

- ✦ Teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs
- ✦ Help students to develop greater self-esteem and self-confidence
- ✦ Enable students to effectively cope with anxiety
- ✦ Increase their knowledge of the immediate consequences of substance abuse
- ✦ Enhance cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors

<b><u>YDI-Valencia Teen Outreach Prevention (TOP) Program</u></b>	<b>2010/11</b>	<b>2x 25 students (50)</b>
	<b>2011/12</b>	<b>2x 25 students (50)</b>
	<b>2012/13</b>	<b>25 students</b>

Wyman's Teen Outreach Program® (TOP®) is an evidence-based best practice program specifically designed for teens in 6th to 12th grade. Guided by an engaging and relevant nine-month curriculum, TOP® reduces the risk of problem behavior while promoting healthy choices and empowering teens to lead successful lives and build strong communities. This cost-effective approach is grounded in contemporary research and nationally recognized as a program that delivers real results.

Wyman's TOP® works by providing communities, organizations and schools with a tested framework for creating or enhancing local youth development efforts. There are three essential goals that every teen in our program can build a foundation of success from: healthy behaviors, life skills, and a sense of purpose.

<p><b>EVIDENCE – BASED</b> TOP® has demonstrated the following results*:</p> <p><b>52%</b> lower risk of suspension</p> <p><b>60%</b> lower risk of course failure</p> <p><b>53%</b> lower risk of pregnancy</p> <p>Observed:</p> <p><b>60%</b> lower risk of school dropout**</p>	<p><b>TOP® IS FLEXIBLE</b> The Changing Scenes Curriculum® has four age appropriate levels and can be used:</p> <ul style="list-style-type: none"> <li>□ <b>In-School</b></li> <li>□ <b>After-School</b></li> <li>□ <b>Community-Based</b></li> </ul>
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\*Philliber Research, 2001. "Who Benefits Most From A Broadly Targeted Prevention Program."  
\*\*Joe Allen, "Escaping the Endless Adolescent" 2009.

Wyman's TOP® curriculum is packed in four age/stage appropriate levels, and includes:

- |                               |                                   |
|-------------------------------|-----------------------------------|
| ▪ Values Clarification        | ▪ Goal-Setting                    |
| ▪ Relationships               | ▪ Decision-Making                 |
| ▪ Communication/Assertiveness | ▪ Human Development and Sexuality |
| ▪ Influence                   | ▪ Community Service Learning      |

<b><u>Road Runner Food Pantry</u></b>	<b>20010/11</b>	<b>12 students</b>	<b>140 households served</b>
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Collaborate to fund and host a Mobile Food distribution site at the School of Dreams Academy Charter School providing food for approximately 140 households in need in Valencia County. The School of Dreams Academy youth participated in

service learning activities, developing and enhancing skills such as task delegation, event organization, data tracking and documentation, as well as self-responsibility.

Roadrunner Food Bank of New Mexico has been serving New Mexico's hungry since 1980 thanks to a vision by founder Reverend Titus Scholl. Reverend Scholl started the organization by distributing food to the hungry out of the trunk of a car.

From those humble beginnings much has changed in Roadrunner's 30+ year history. The Food Bank has had three different homes (a building on Edith Blvd., an old potato chip factory on Baylor, and currently a renovated food distribution facility on Office Blvd.).

But the one thing that hasn't changed in our 30 year history is our service to the hungry people in our community. Thirty years later we and our partners are leaders in creating solutions to end hunger in New Mexico. As the largest Food Bank in the state, we distribute more than 26 million pounds every year to a network of hundreds of partner agencies and four regional food banks. In turn, these agencies provide food directly to the hungry in our communities across the state. Agencies we serve include food pantries, shelters, group homes, soup kitchens, low-income senior housing sites, and regional food banks.

<b><u>YDI-Valencia Teen Court</u></b>	<b>2011/12</b>	<b>25 students</b>	<b>(90% SODA Students)</b>
	<b>2012/13</b>	<b>10 students</b>	<b>(45% SODA Students)*</b>
	<b>2013/14</b>	<b>7 students</b>	<b>(20% SODA Students)*</b>

**YDI Valencia Teen Court** is a first offenders program that guides youth through the experience of court from sentence compliance to jury panel. Valencia County youth volunteers are also trained as Teen Court Attorneys to represent the first offender clients.

YDI-Valencia receives referrals from CYFD Juvenile Probation Office and recently opened referrals to the Valencia County courts and schools as an alternative disciplinary action to first offenders that do not qualify for Juvenile Probation action.

\*SODA student decrease is due to limited space at YDI, SODA growth and shared opportunity for other schools to participate.

### **"Say Peace" Jr Ghostriders**                      **average of 15-20 students/year**

The School of Dreams Academy branch of **Jr Ghostriders** has been at the lead of many projects processed through YDI-Valencia. Youth Leadership volunteers are tasked with a minimum of one youth lead town hall meeting per year in addition to media development and raising public awareness of community concerns using what they learn through the ***Alcohol Expectancies Challenge***, ([90 students] theory & practice for successful classroom based alcohol prevention lessons).

It is via this program that the School of Dreams Academy was granted sponsorship by the Village of Los Lunas DWI Program to host the ***"Shame or Lane Awards"*** to coincide with pre and post prom sober activities and community education.



### **Stay On Track-National Guard**

**2012/13**

**20 pre-tests, 37 Post tests (count 40 students)**

Also via SAPEP, the National Guard implemented ***Stay on Track***, a school-based substance abuse prevention curriculum conducted over a 3-year period with students in grades 6 through 8. The intervention is designed to help students assess the risks associated with substance abuse; enhance decision making, goal-setting, communication, and resistance strategies; improve antidrug normative beliefs and attitudes; and reduce substance use. The program empowers youth by providing knowledge and life skills relevant to health-promoting behavior.

Based on the health belief model and social development model, Stay on Track provides youth at each grade level with 12 45- to 50-minute lessons taught by classroom teachers. Motorsports is a motivational theme, with each lesson relating program objectives to professional racing activities and personalities. Special emphasis is given to tobacco, alcohol, club drugs, hallucinogens, prescription drugs, marijuana, and inhalants.

### **NOT YET IMPLEMENTED**

**Envision Your Future®** (EYF) is a positive youth development program dedicated to guiding our kids in creating and actualizing successful, healthy and productive lives. The methodology is strength-based and non-clinical.

Envision Your Future was developed by Patty O'Sullivan, Ph.D., based on a study she did with kids from 6<sup>th</sup>-12<sup>th</sup> grades. She discovered that tweens, kids 10-12 years old, had big dreams for a bright future. The teens who did not get their dreams nurtured, lost hope for architecting a fulfilling and exciting life. Their apathy for pursuing their dreams was demonstrated by the increasing numbers of dropouts and engagement in dangerous behavior. Another gem that came to light was the huge paradigm shift since 1982 with a generation of youth raised on/with technology.

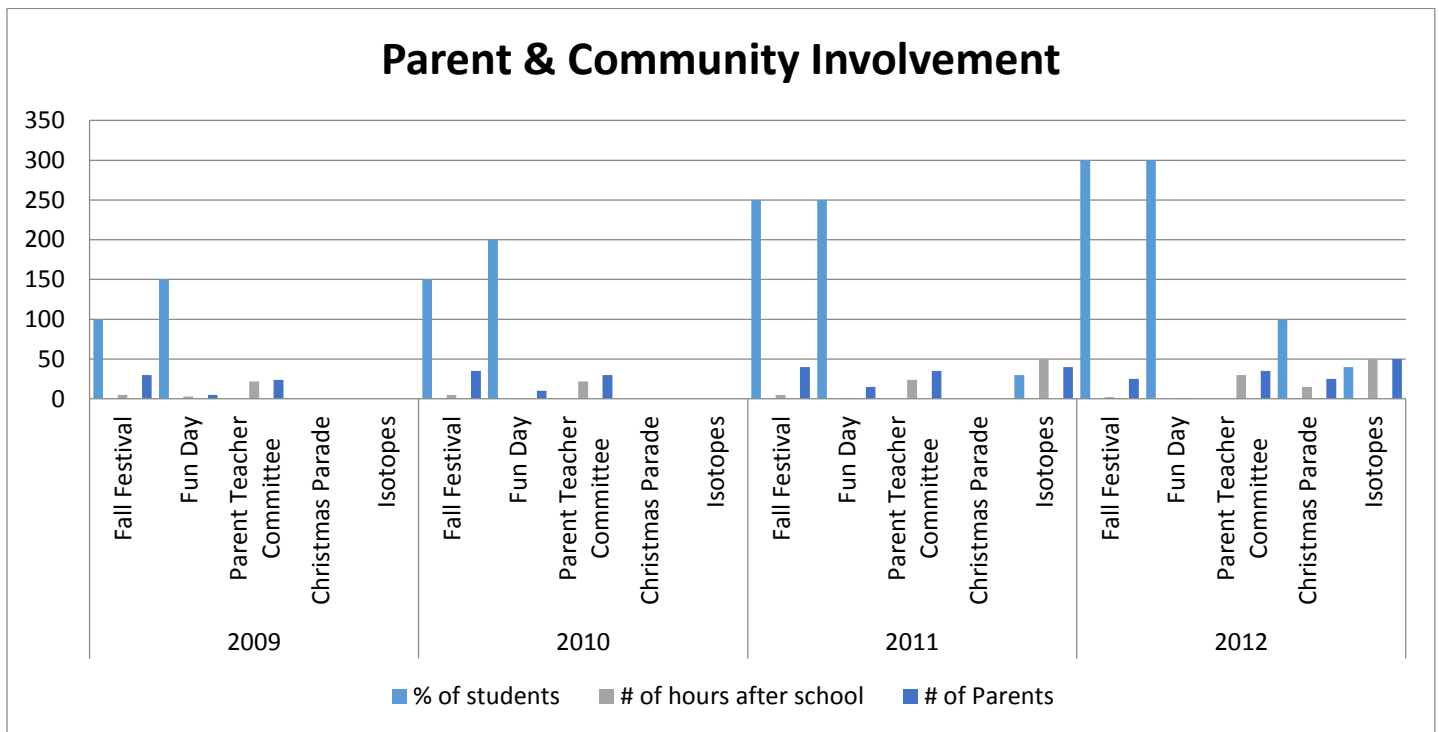
Envision Your Future starts with an appreciative understanding of today's youth, 21<sup>st</sup> century kids, and practical ways for connecting and communicating with them. The methodology has been expanded to offering a suite of strategies for teachers to improve classroom management and maximize learning, without adding another layer of work.

Kids experiencing Envision Your Future get to "mine the gold" of who they are, blueprint where they want to go in life, determine what it's going to take and identify the people and resources that will help them accomplish their goals.



### Parent Involvement

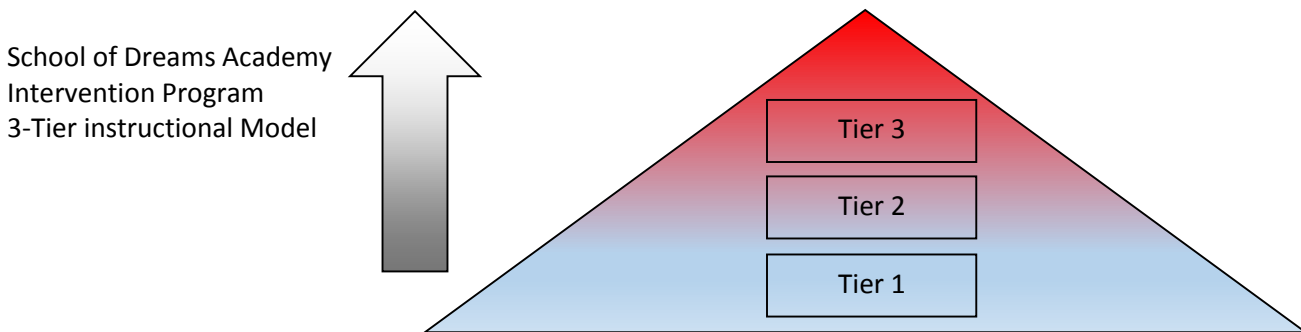
When SODA first opened their doors, there was limited parent and student involvement in extra-curricular activities. Every year we worked on creating programs that students, parents, teachers, and community could get involved in. The School of Dreams Parent-Teacher Committee was formed October of 2009 to promote, encourage, and acquire active parent and teacher involvement. This committee enhances the educational environment, and is in place to promote good will between community and the school. We began with Fall Festival, Fun Day, and parent volunteer for the Isotopes. In 2012 SODA participated in our communities Christmas Parade and created and award winning float. We continue to encourage our parents to be more involved with their child's education. In the past two years many parents have volunteered their time and become certified to serve food and beverages at the Albuquerque Isotopes baseball games, the money raised has been used to support programs like dance, robotics, travel club, and athletics.



### GOAL: Literacy

#### RTI (Response to Intervention)

SODA conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance by determine interventions to improve student performance.



**Level of Intensity – Provided to students in direct proportion to their individual needs, based on proficiency assessment and progress monitoring.**

#### TIER 3

Students who require ongoing, intensive intervention.

- High intensity and/or longer duration practice on the diagnosed concepts needed for proficiency
- Daily one-on-one instruction in very small groups or 1:1 with an assigned paraprofessional whom collaborates with head teacher
- Additional 50-60 minutes of daily instruction through intervention programs such as Imagine Learning, and Aleks
- Possible consideration for special education services SAT process

#### TIER 2

Students who require additional support and highly structured instructional intervention.

- High-efficiency, rapid response
- Systematic, strategic, and specialized research-based intervention using *My Skills Tutor*
- Small-group, differentiated instruction with access to a paraprofessional whom collaborates with head teacher
- At least 30 minutes per day in additional instruction to core instruction

#### TIER 1

Students at or near grade-level proficiency through research-based core curriculum with evidence of producing adequate levels of achievement.

- Within general education classroom setting through student's advisor and teachers and in student led parent teacher conferences, and student's ILP goal settings
- Preventative and proactive instruction using best practices and a shared file of intervention strategies

- Targeted supplement instruction defined by assessed needs in the E2020 program through customizations and modifications
- Flexible grouping and differentiation matched to instructional level in arts and technology classes

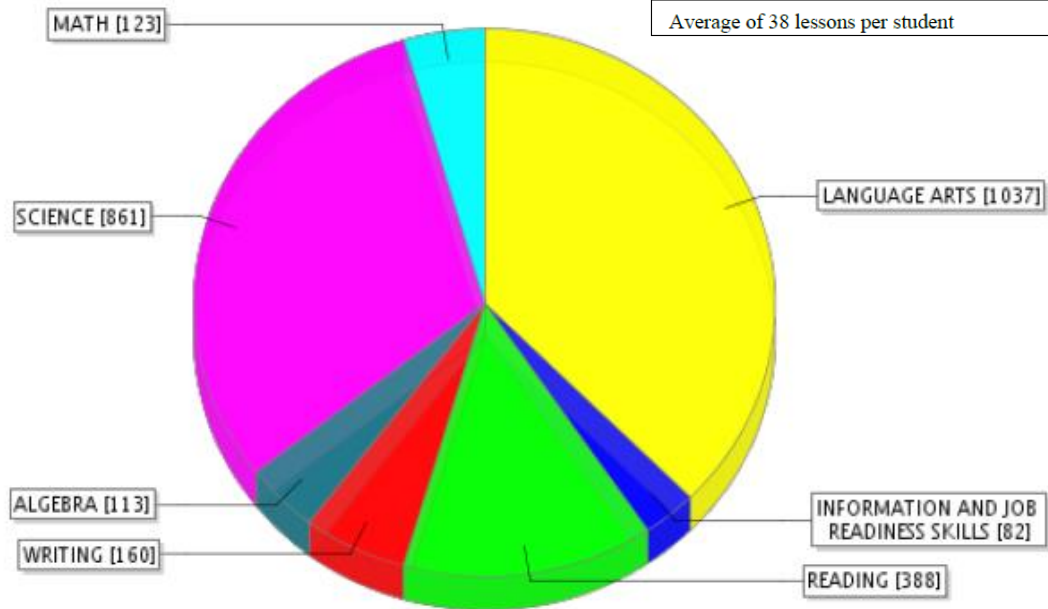
The School of Dreams Academy employs a system for analysis and review of student academic performance and school effectiveness through several student achievement information systems. Edgenuity (formally E2020) and PowerSchool/PowerTeacher both allow immediate information about the student's progress and grade. This information is also available to student's advisors and part of our student's ILP.

We sought out an additional accreditation because we believed it would boost our ongoing performance efforts for the benefit of our students. AdvancED insists on a relentless pursuit of excellence – for itself and for the institutions it accredits. This ethic of excellence ensures that institutions will find rich benefits from accreditation and that parents can confidently make informed decisions about their children's education, knowing their child's school is accredited. Accreditation matters because our students deserve the highest level of educational excellence possible and we receive external and objective validation of the areas in which we are doing well, and the areas for continuous improvement. We also benefit from AdvancED research that shapes educational policy and improves learning practices. Our students and their parents will gain greater access to federal loans, scholarships, postsecondary education and military programs that require students attend an accredited institution. The School of Dreams Academy has been given a full accreditation rating from AdvancEd.

## Charter Renewal

### GOAL: Literacy: My Skills Tutor

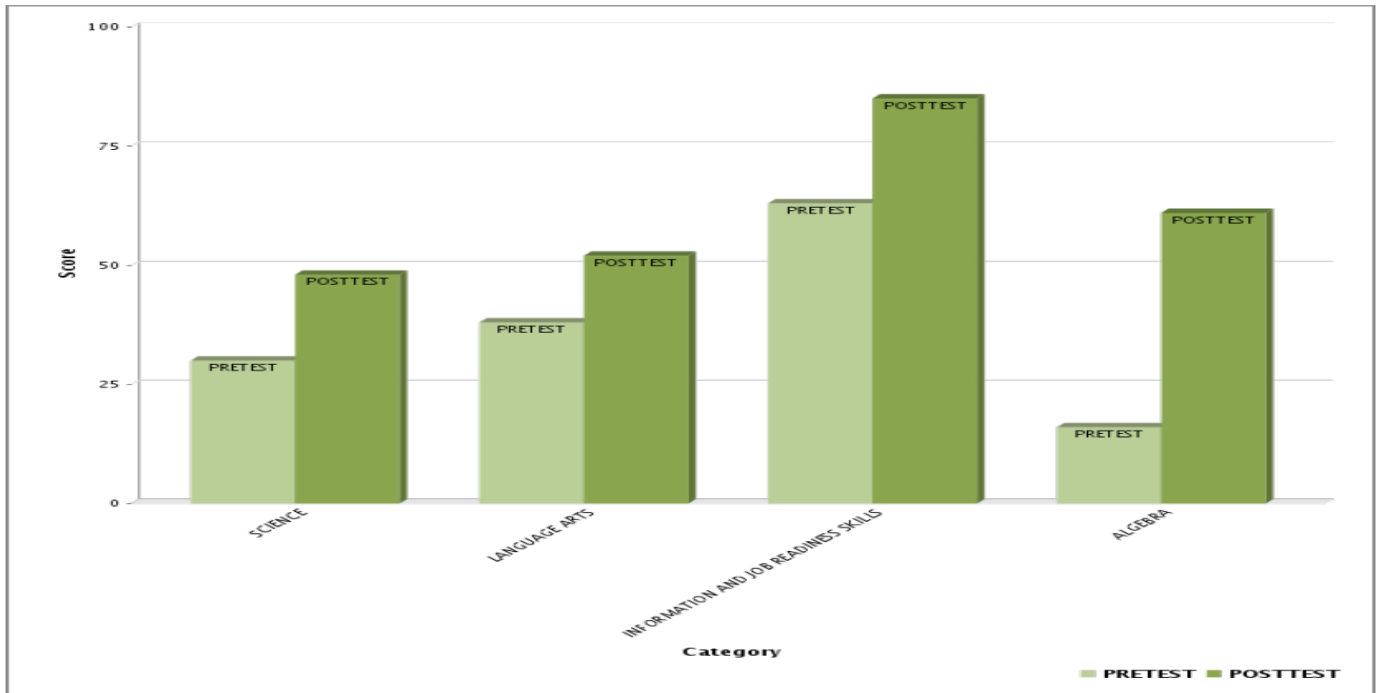
Year 8/1/2012-12/10/2012
72 students
2764 activities
373.19 hours
Average of 38 lessons per student



● LANGUAGE ARTS ● INFORMATION AND JOB READINESS SKILLS ● READING ● WRITING ● ALGEBRA ● SCIENCE ● MATH

Subject	Students taking Pretests	Pretests Score	Students taking Posttests	Posttests Score	Gains
ALGEBRA	1	16%	1	61%	276%
INFORMATION AND JOB READINESS SKILLS	1	63%	1	85%	35%
LANGUAGE ARTS	8	38%	8	52%	35%
SCIENCE	15	30%	15	48%	59%

## Charter Renewal



### ALEKS

Group	Number of students	Average hours spent in ALEKS	Average Topics Mastery		Whole Numbers and Integers		Rational Numbers		Proportion, Percent, Data and Probability		Variable Expressions and Equations		Functions and Graphs		Exponents and Polynomials		Geometry	
All students using ALEKS	57	52.3	24%	60%	54%	90%	38%	78%	15%	49%	16%	58%	9%	34%	13%	52%	12%	48%
Students with less than 30 hours using ALEKS	22	9.3	33%	49%	66%	78%	52%	62%	24%	39%	26%	43%	13%	31%	20%	40%	21%	40%
Students with more than 30 hours using ALEKS	35	79.4	18%	67%	47%	97%	29%	88%	10%	56%	10%	67%	6%	37%	8%	61%	6%	53%
Breakdown by teacher																		
Mr. Brown's classes	3	9.5	48%	54%	91%	89%	74%	77%	41%	47%	29%	42%	15%	24%	24%	37%	34%	40%
Mrs. Herrera's classes	9	44.6	39%	68%	72%	99%	62%	91%	27%	54%	29%	66%	14%	33%	28%	62%	24%	56%
Ms. Saiz's classes	2	11.5	28%	58%	64%	76%	46%	62%	17%	51%	21%	51%	9%	50%	9%	53%	16%	59%
Students previously in this ALEKS course	43	58.8	19%	59%	47%	88%	30%	76%	11%	48%	12%	57%	7%	34%	9%	52%	8%	46%

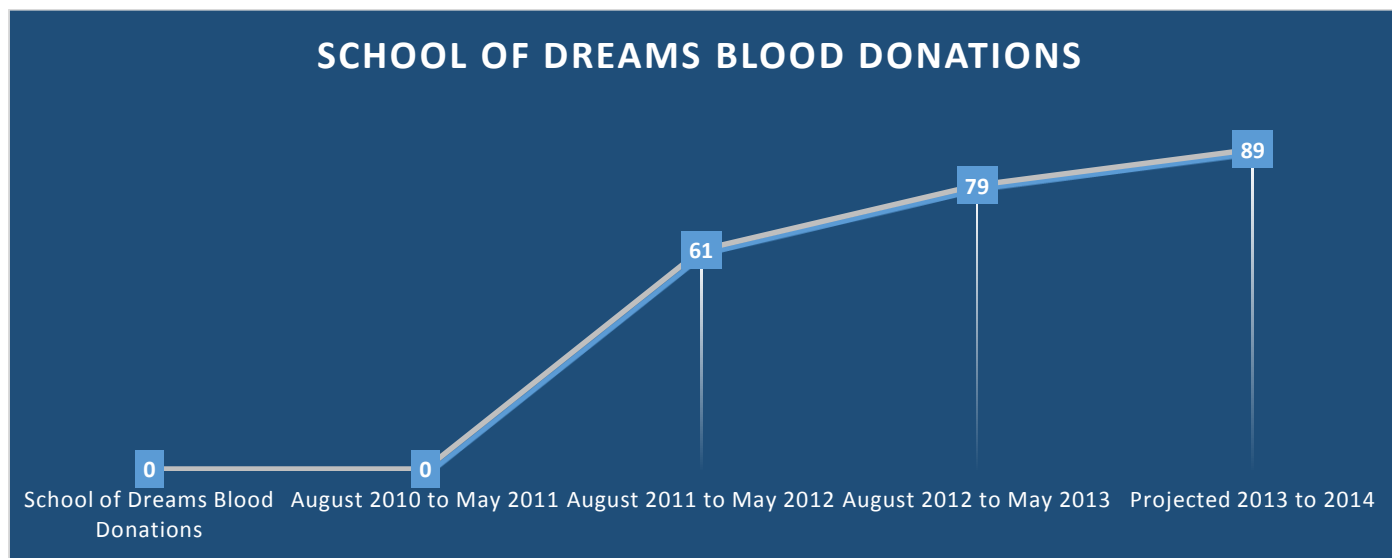
### Service Projects

#### GOAL: 100% of Students will have completed a Service Project

The School of Dreams Academy believes Community Service Projects are a keystone for our current charter. Our goal is for 100% of our student body to participate in a service project, and this is part of their ILP. Students are able to contribute in whole school programs, small group projects created as clubs, core classes, or programs in STEM and our fine arts. Examples include workshops and mentoring programs for younger students by Dance and Botball, and our work with our local Retirement/ Senior Homes in Valencia County. Student Council has been commended by the Chamber of Commerce for their work in Stopping Elder Hunger, and volunteering at Senior Homes. We have worked in conjunction with YDI and Roadrunner Food bank, and Blood drives. The film department worked on an oral history project recording senior citizen's testimonies and filming their responses at the senior center. Senior citizens were then given the edited CDs to share their stories with their families and friends. Individual student service projects are honored as well, as we realize that our students are multi-faceted, examples are church related projects, and serving our local fire department.

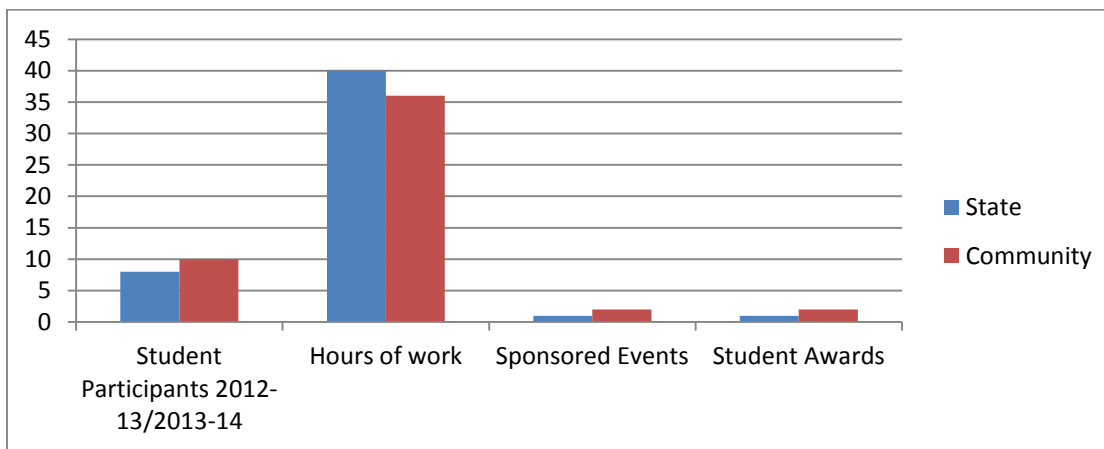
In SODA's first two years, the school had many service opportunities. Beginning in the 2011-2012 school-year School of Dreams Academy added the opportunity to save lives through student coordinated blood drives. SODA had two blood drives in 2011-2012, three in 2012-2013 and has three planned for the 2013-2014 school year, collecting enough blood from students, staff and community members to save an average of 55 lives per drive.

The blood drives offer students an opportunity to provide service to the community either through coordinating and volunteering at the drives or donating blood. Seniors who participate in the drives are also eligible to apply for a United Blood Services scholarship for college, connecting the vision of service with that of success.

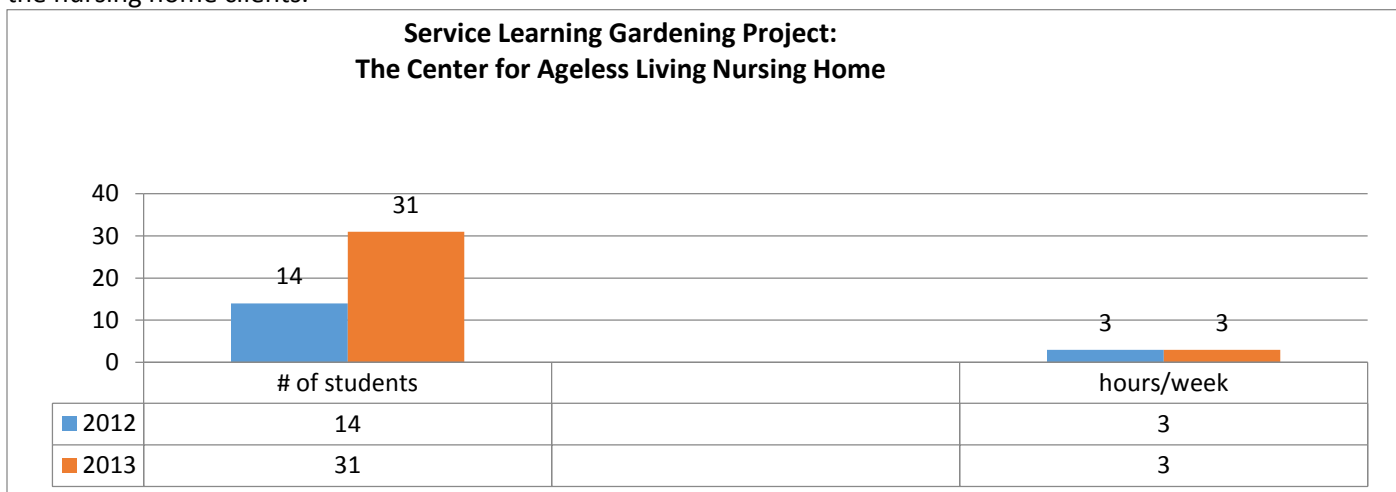


### Service Projects through Biology and Eco-Science

The Bosque Ecosystem Monitoring Program (BEMP) is a New Mexico environmental long term research project in conjunction with UNM and Bosque School. The data is shared with various state agencies monitoring the health of the Bosque. SODA presented at the Annual BEMP Congress. The Whitfield Conservation Area monitoring is a community project started by the students of School of Dreams Academy (SODA) in 2013 to fill a need that Whitfield has to monitor on-sight wells for determining when to plant historical habitat vegetation. Whitfield is funded by a national grant through YSA (Youth Serves America) and the Semester of Service program. Sponsored events were School-wide presentation and Community Earth Day Celebration resulting in a student winning a state scholarship.

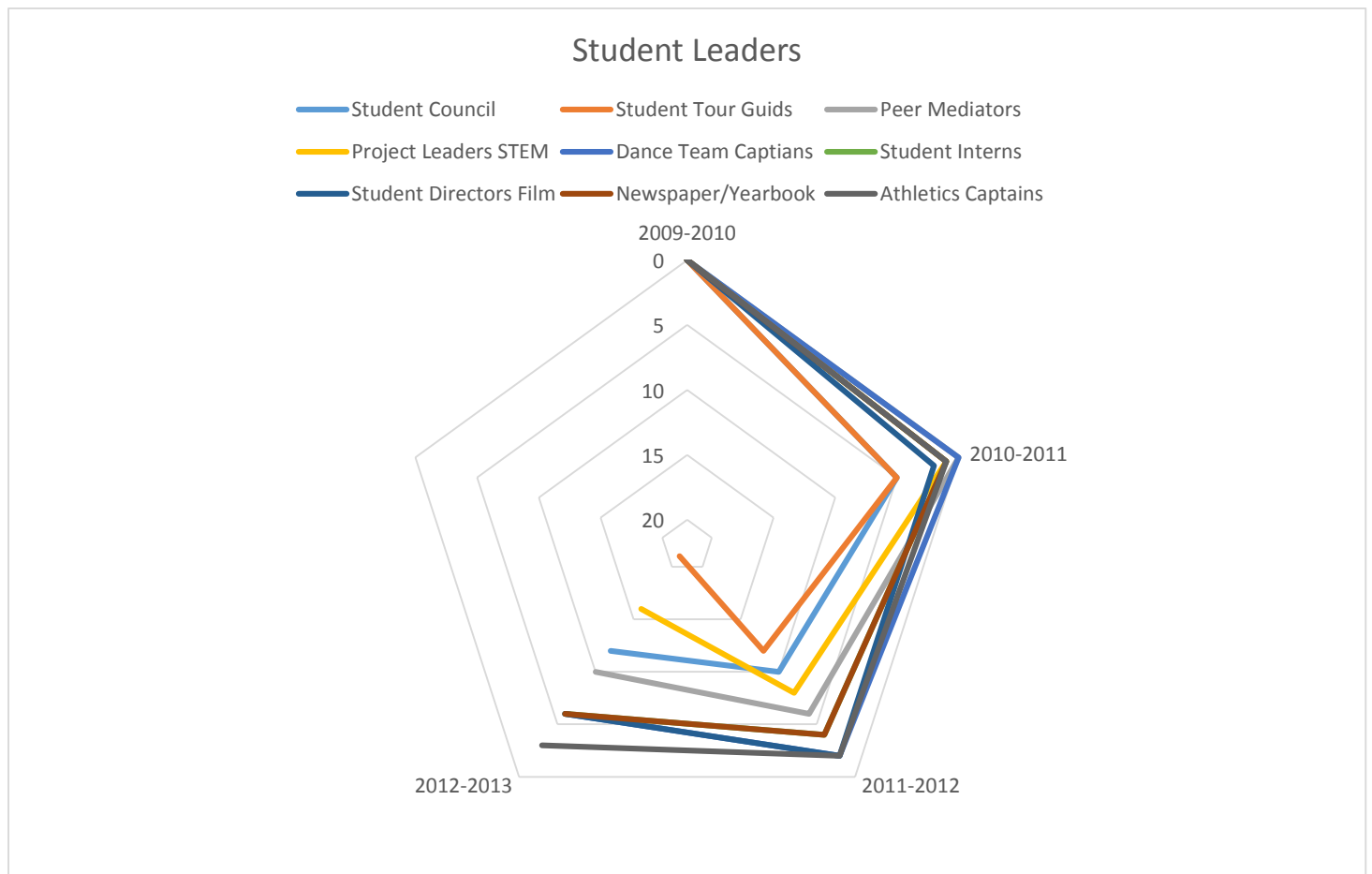


Service Learning Project: Students have the opportunity to volunteer in the gardens at The Center For Ageless Living. They work with the head horticulturist on year-round, outdoor garden projects and learn about composting, transplanting, soil conditioning, integrated pest management, harvesting, organic vs inorganic gardening, and they get to sample the "fruits of their labor". When the opportunity presents itself, students also get to work side by side with the nursing home clients.



### Student Leadership

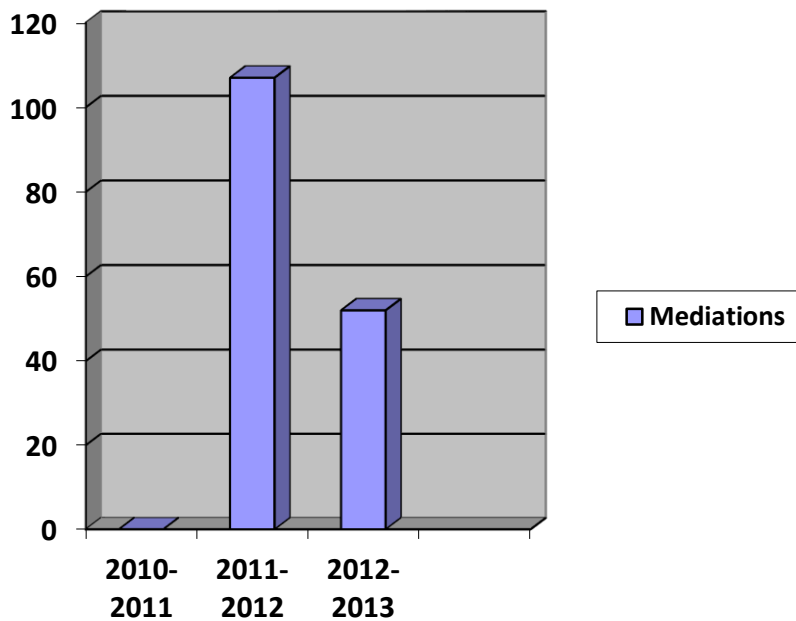
SODA provides students with the opportunity to lead by having student-elections of the National Student Council officials, teacher-selected delegates from each advisory that, with support from Peer Mediators, Character Counts, Robotics, the Dance Team, and Drama, lead and organize school assemblies and service projects. Student leadership in the classroom is developed through academic and athletic competitions, hands-on projects, art shows, concerts, and performances for the community. Additional opportunities for student leadership include extra-curricular activities before and after school, and in service projects through-out our community. Exceptional students may also be invited into a technical-internship. Work-study allows students the prerogative to earn a high school credit while employed, giving our student's practical leadership skills, as reflected in the ILP. Our Dual Credit program is available to students through teacher observation, and pre-assessment. A program available to students through YDI (Youth Development Incorporated) is Valencia Teen Court as a youth attorney trained by local legal attorneys and officers of the court. Every student is a leader in their student led teacher conferences, and the Advisor works with each student using a model to facilitate their goals, grades and behavior.





Mediation is a program that was started in 2011, which was made to predict, prevent, and resolve problems. Since we have started we have cut down our schools behavioral problems by approximately 50%. Our mediation team is staffed by trained student mediators from 8-12<sup>th</sup> grade. Our program is intervention prevention.

### S.O.D.A's Peer Mediation Team



#### 4. Other Organizational Performance Standards/ School Goals from your Current Charter Drug

**GOAL: By May of 2011, 100% of all School of Dreams students will have successfully completed at least one arts education class.**

Our mission and vision and charter are clear that the fine arts will also improve student learning and student success. The School of Dreams Academy will complement its strong academic program with a solid arts education initiative. Research clearly supports the notion that incorporation of arts education into an educational system enhances academic achievement, across subjects, and provides benefits of developing students with highly developed communication skills and instills confidence that is carried well into adulthood. The Americans for the Arts is a national initiative that supports and speaks to the importance and recognition that focusing on the arts brings to the education experience. Here is part of what they have to say:

Young people who participate in the arts for at least three hours on three days each week through at least one full year are:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their schools
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance
- 4 times more likely to win an award for writing an essay or poem

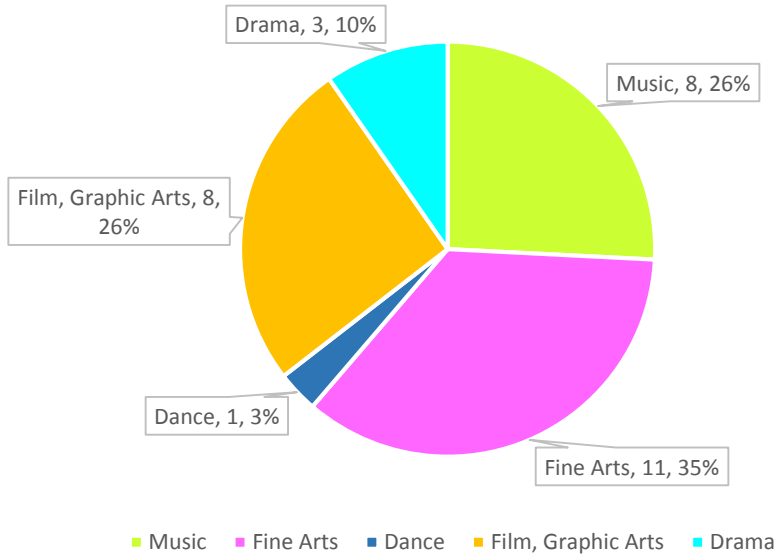
Young artists, as compared with their peers, are likely to:

- Attend music, art, and dance classes nearly three times as frequently
- Participate in youth groups nearly four times as frequently
- Read for pleasure nearly twice as often
- Perform community service more than four times as often

In 2009 we began with one general art class, and every year we have added new programs such as Dance, Ballet, Tap, Competitive Dance Teams, Band, Guitar, Recording Studio, Film, Digital and Graphic Design, AP Art, Jewelry Making, Glass Art, Creative arts and paintings. In 2010 a new teacher came on board and brought in a Robotics program, this was so successful that another teacher was brought on board and implemented a complete, nationally and internationally awarded STEM program. Academic electives such as creative writing, journalism, debate, yearbook, speech, drama and horticulture were added to our school at a time when other schools were cutting electives. After school programs and clubs were started by teaches to increase student participation and cultural and community awareness such as BEMP, Senior Citizen Home projects, Travel Club (Europe) Mentorships, Weightlifting, Cross Country, Track, Boys and Girls Golf. As student programs diversified, it became apparent that our population were excited about their school, and wanted opportunities to lead which created Student Council, Student Tours, Student Led Conferences, Peer Mediation and Faith Club.

## Charter Renewal

Arts Education Classes



Music	8	Beginning Band	Guitar I	Guitar II	Guitar III	Guitar IV	History of Rock and Roll	Intermediate Band	Song Construction			
Fine Arts	11	AP Art Drawing painting	AP Art 2-D Design	Art Middle School	Art Portfolio	Creative Art Middle School	Creative Art Comprehensive	Creative Art Drawing and Painting	Creative Art sculpture	Integrated Fine Arts	Intro to Art	Visual Art
Dance	1	P/E Dance	Ballet	Tap	Begin Dance	Advanced Dance	Dance Team Middle School	Dance Team High School				
Film, Graphic Arts	8	Yearbook	Broadcasting Film	Digital Arts I	Digital Arts II	Digital Arts Dual Credit	Film Making Photography	Film/Videotape	Web Design I			
Drama	3	Drama	Drama I	Speech and Drama								

Each teacher has compiled data and written a short narrative about their specific programs. This is keeping with our belief that all teachers are not only interventionist, but part of a shared governance team that helps to shape and focus our schools vision, and mission through participation and leadership. Essentially, this Charter renewal, (as was our AdvancEd accreditation) is a whole community endeavor. We believe this process adds to our professional development as leaders, and proves our dedication as a staff and school.

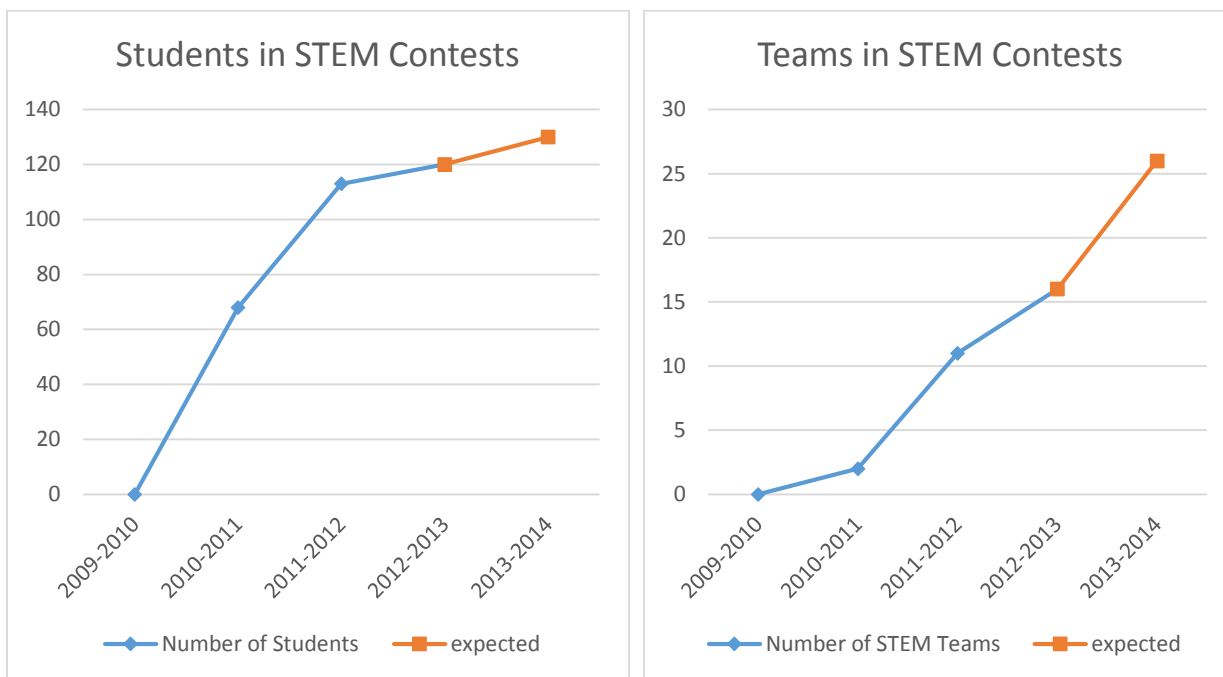
### 1. Science, Technology, Engineering, and Mathematics (STEM) Competition Program

The STEM competition program was initiated during the School of Dreams Academy second year. The STEM competitions program began with 68 students competing in two different robotics competitions (BEST Robotics and Botball) in 2010-2011 academic year. The STEM competition program showed promise when SODA's BEST Robotics team won 3<sup>rd</sup> in the state competition and the Botball team earned the state championship trophy.

During the 2011-2012 academic year, SODA made more academic contests available to the students by adding the Supercomputing Challenge, the KISS Institute for Practical Robotics (KIPR) Autonomous Aerial Vehicle Contest, FIRST Robotics Competition (FRC), Science Olympiad, Envirothon, and RoboRAVE. With the addition of these contests, the number of SODA students who participated in a STEM competition increased to 113.

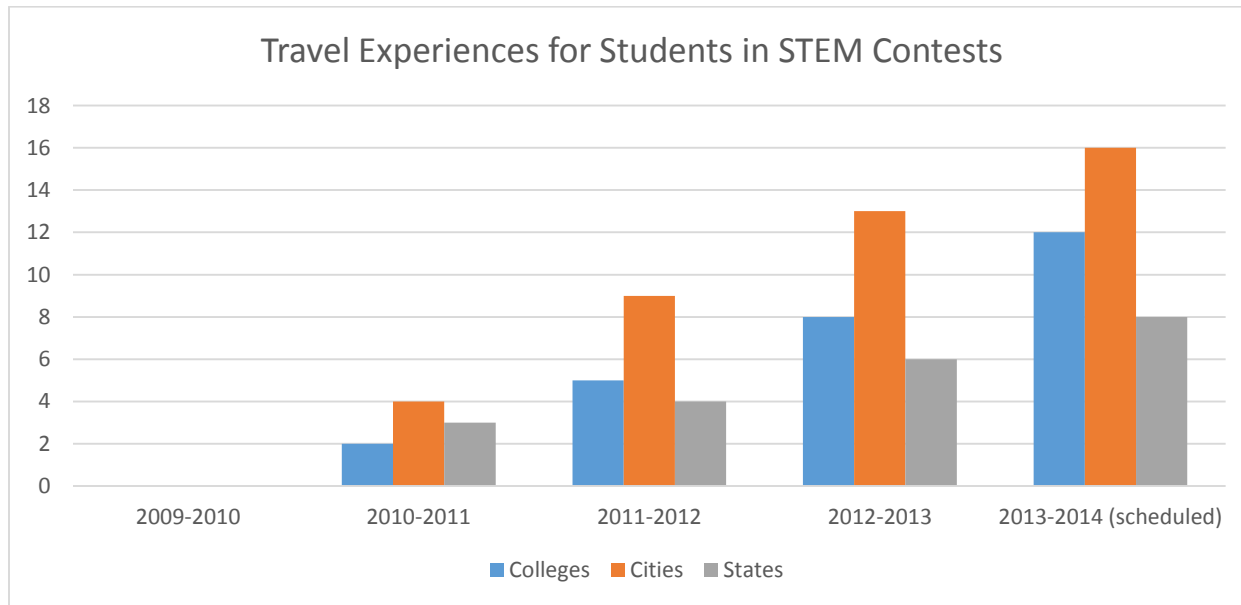
There was a shift in the priority of the STEM Program during the next academic year (2012-2013). This shift focused on increasing the depth and difficulty of the competitions and the opportunities that were able to participate in instead of trying to expand the number of students participating. During this year, the number of contest students were participating in stayed about the same, but the additional opportunities offered to students increased and the number of teams in contests was increased.

Less than two months into the 2012-2014 academic year, students involved in STEM projects have already been awarded a national level grant to develop a proposed invention.

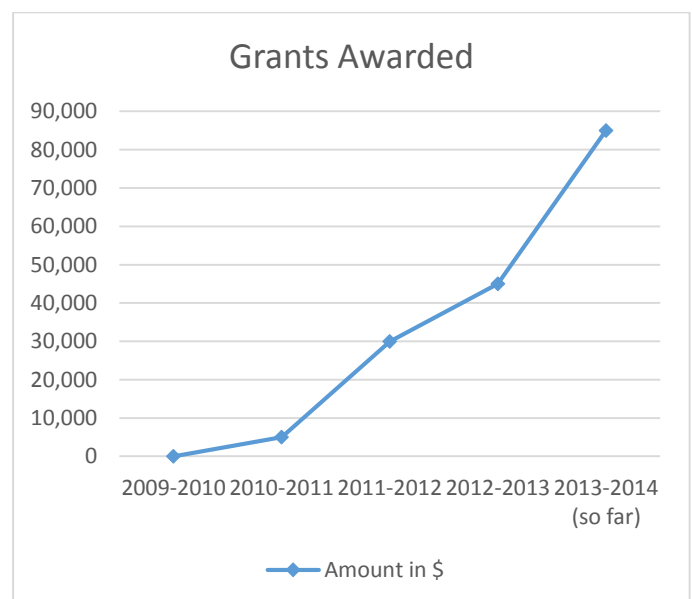


Both of the charts above show the increase in the number of students competing in STEM competitions as well as an increase in the number of teams SODA has competing in competitions.

In addition to providing students with an opportunity to engage in STEM related events, the program also focused on getting students on college campuses, travelling to different cities, and states. The idea is to maximize students exposure to academic institutions, make them familiar with key cities, and remove the fear of the unknown by having them travel as much as possible. Each year, SODA students have had traveled to more college, cities, and states.



The SODA STEM program has also provided students with the opportunity to be awarded scholarships. In addition, SODA's STEM competition program has received increasing support from local, state, national, and international sponsors.

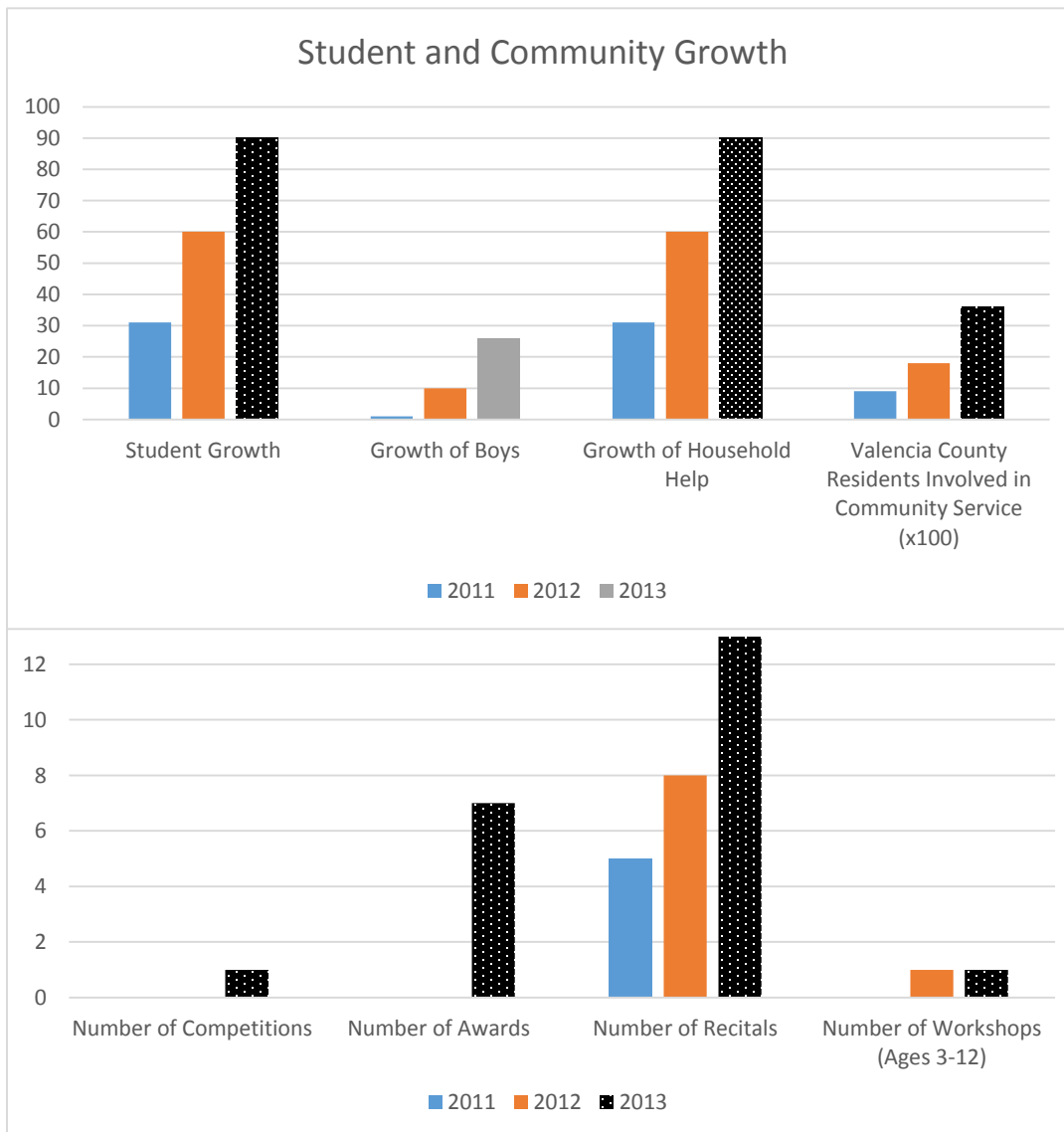


### 2. Dance

To have created the dance program and watch it grow has been very rewarding. I started in the lobby of the school with about 26 girls and 1 boy. We have now moved to a professional dance studio with flooring, mirrors and ballet bars, I have 80 girls and 26 boys. About 30% of the student body are now enrolled in my classes, all classes are full and I am encouraged to open more.

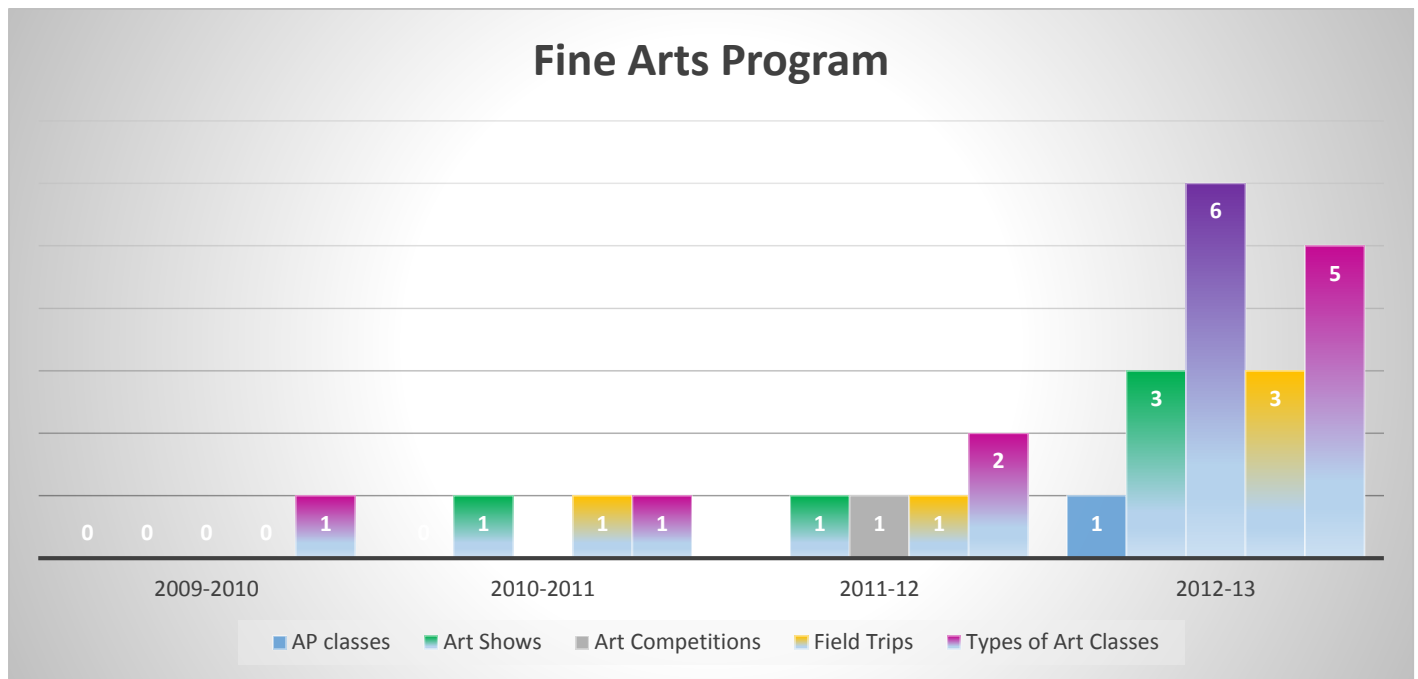
I have also tried to continually offer performances and presentations throughout the community. This provides good exposure for the school while rewarding the students' hard work. Seeing the appreciation and gratification of my students and parents when they are applauded for their dance performances is quite meaningful.

I believe it has helped with attendance because this year we received an A on the SBA Test, this promotes the quality of education that SODA offers.



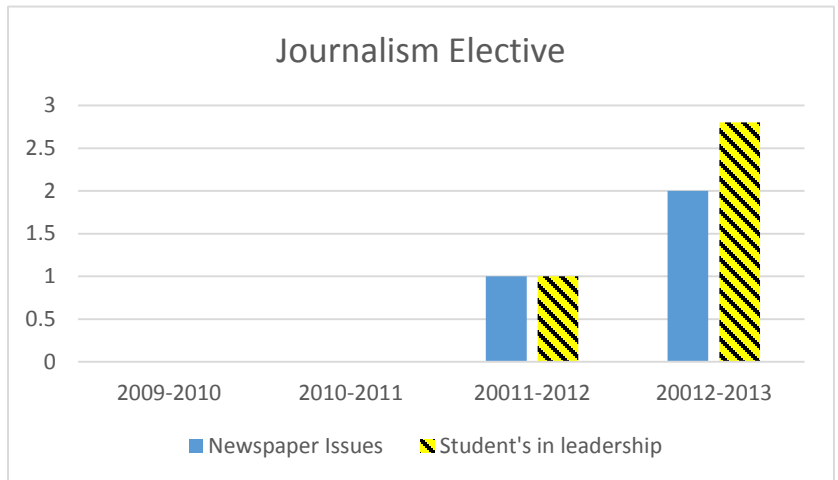
### 3. The Art Program

When the School of Dreams Academy opened its' doors it began with a small, general art class. The art program has blossomed in five years and includes specialty classes such as 3-D Creative Arts, Drawing and Painting Portfolio, Creative Arts, Jewelry Making, and Advanced Placement classes in Drawing and Painting and Two Dimensional Design. As our art program has developed, students regularly participate in art shows, the State Fair, field trips to museums and galleries in Albuquerque and Santa Fe, and enter into local and National Art Competitions. While other schools cut their arts programs, the School of Dreams Academy believes that the arts are an important component of student success.



### 4. Journalism

The School of Dreams Academy had no journalism elective prior to the 2011-2012, when it hired a licensed teacher with experience in the newspaper business. The first journalism class produced a school newspaper under the direction of a student editor. Students in the first class became capable of assuming leadership positions the following school year. Under this leadership, the journalism class produced two school newspapers.



### 5. Music Program

When the School of Dreams Academy began in the Fall of 2009, it did not have a music program. In January of 2010, we started a guitar class and a band class with an award winning instructor who has been widely recognized for his talents and was recently awarded an Emmy. The guitar class consisted of 22 beginners. The band had 13 students, mostly beginners. Participation in each program has fluctuated, but has trended upward over the last three and a half years (see graph below). Skill levels have increased among student performers, with two levels of band, and four levels of guitar now offered. Guitarists have been selected for All State Guitar Ensemble each of the last two years, and the Advanced Guitar Class scored straight 1's at the first ever State Guitar Music Performance Assessment in April, 2013. The music program now has two instructors. SODA offers an introductory music appreciation class and a music history class, in addition to the performance ensemble classes. SODA offers the only guitar program among public schools in Los Lunas.

Student Participation in Music Classes at SODA

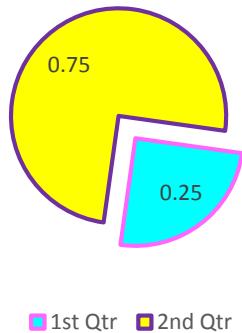




### 6. Creative Writing

The School of Dreams Academy Creative Writing Program focuses on engaging students by achieving three main objectives: increasing student literacy through the consistent reading and study of established writers of several creative genres, studying the proven writing techniques of classic authors to strengthen one's own arsenal of writing tools, and developing freedom in one's own writing style as students work to develop their own creative pieces. Over time, the Creative Writing Program has been a part of significant improvement in writing skills. Also, 75 percent of creative writing students have experienced a MAPS scores increase, ranging from 4 to 18 points, in reading and language arts.

Creative Writing MAP



Students who maintained grade-level proficiency: 25 %

Students who increased by at least one grade level in proficiency: 75 %

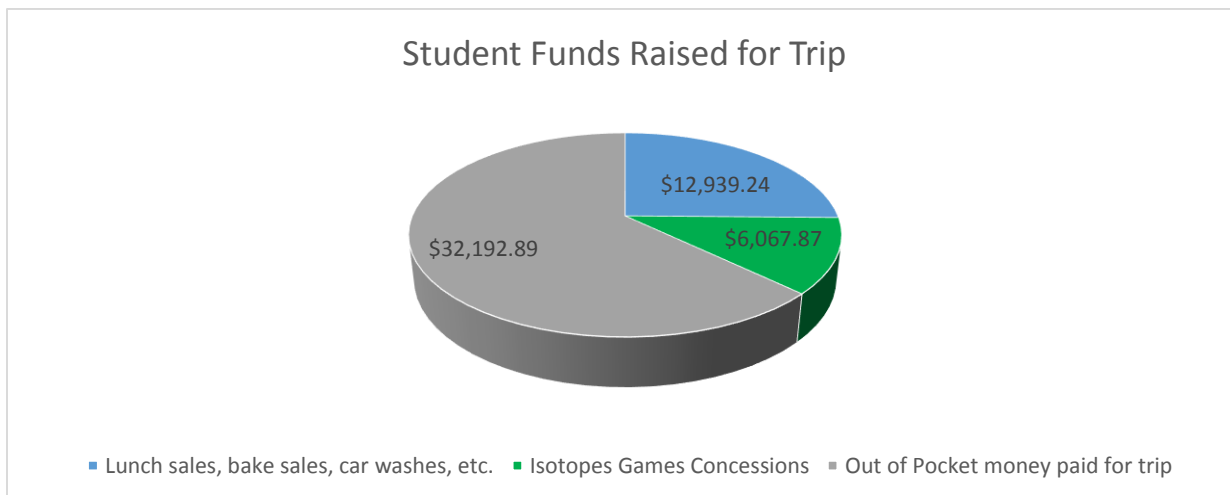
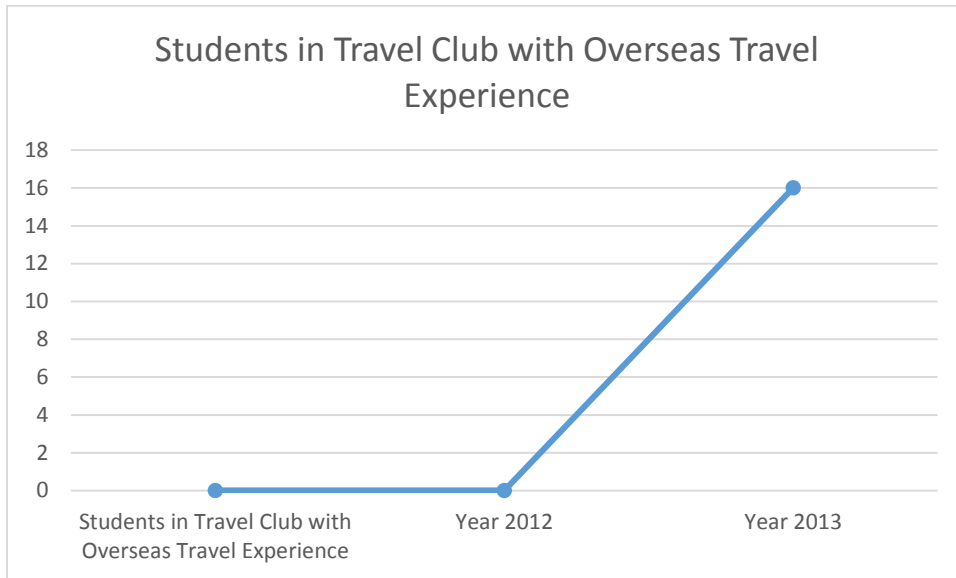
### 7. 2012-2013 Travel Club Fact Sheet

- 19 students, parents and staff members took a guided World War II History tour of Europe, including areas of England, France and Germany.
- Historical highlights:
  - Churchill's Cabinet War Rooms (London)
  - The Caen Memorial (Caen, France)
  - The American Cemetery at Ardennes (Belgium)
  - The Berlin Wall (Berlin, Germany)
- Cultural highlights
  - The Louvre art museum
  - The London Museum
  - The Palace of Versailles
  - Sampling traditional local cuisine each evening
- Students learned that hard work can help you achieve your dreams.
  - Almost every student raised 1/3 of the funds for their trip. Some raised more.
  - Students worked concessions at Isotopes Baseball Games to earn money for the trip (\$6,000 earned for Travel Club in the summer of 2012).
  - Students prepared and served lunches
  - Students organized and held bake sales, car washes, luminaria sales, etc.
  - Students earned a share of the proceeds from these events depending upon how many hours they worked.
- Students learned to interact with other cultures, problem-solving skills and life skills

## Charter Renewal

- Using subway systems, figuring out how to contact parents and loved ones from abroad, using appropriate manners that differ from country to country, ordering food despite a language barrier, supporting other group members and much, much more are all skills students learned.

In today's globalized economy, these students will have a distinct advantage over students who have not traveled internationally or utilized the skills necessary for international travel.



### Part A- Self Study/Report on Progress

#### Performance Self Study Analysis Key Questions

1. Based on your academic results from the past four years, what are your school's three academic priorities for the newest renewal term? Will they become goals for your next charter term? Why or why not?
  - a. Using the short cycle assessment tool, Discovery Assessment, students will take the online test at least twice annually (once at the beginning of the school year and once at the end). Seventy five percent of students tested will show individual student gains in reading and math.
  - b. One hundred percent of SODA students will have the ACT study guide loaded on their Edgenuity docket as a study guide and have one hour per week, in advisory, to access the study guide. Ninety percent of all SODA 9<sup>th</sup> – 12<sup>th</sup> graders will have taken the ACT examination at least once in their high school career. At least 50% of high school students that have taken the test more than once will show individual gains.
  - c. At least 80% of students, grades 7-12, will complete a service project annually and document their reflections in their ILP. It is through this reflection process that student's character will show development.
  - d. The STEAM (Science, Technology, Engineering, Arts, Mathematics) model will be incorporated across all curricular areas, as "process" and "product". Eighty percent of Students will graduate from the School of Dreams Academy as well rounded individuals and as such will earn two fine arts credits and two STEM credits.
  - e. Maintain AdvancED accreditation. One hundred percent of our stakeholders will commit to a continuous process of improvement, meet strict quality standards, and demonstrate quality assurance by participating in the AdvancED model of continuous improvement in the areas of Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems in order to apply for an external review.
2. What main strategies will be implemented to address these priorities?
  - a. Discovery Assessment- All faculty will participate in a Webinar training. Appropriate monitor funds will be allocated. All parents and students will be well advised of norms and schedules via parent nights, letters home, and school messenger. Results of the tests will be presented to parents, teacher and students. These results will be shared in Student Led Conferences, graphed in student's ILP's, and scanned into the "Brain". These scores will be used as a tool in evaluating the effectiveness of school instruction, identifying students who may need assistance with certain subject areas, and to identify where changes or improvements can be made within our curriculum.
  - b. School Counselor and High School Advisement Instructors will ensure that all students are registered for the ACT. The Technology Coordinator will load the ACT study guide on each student's Edgenuity account. Each student will create their own ACT online account. The School of Dreams will pay for all students in grades 9-12 to take the ACT test. These scores will be used as a tool in evaluating the effectiveness of school

instruction, identifying students who may need assistance with certain subject areas, and to identify where changes or improvements can be made within our curriculum.

- c. All student's will have a daily advisory class in their grade level and receive 1/2 elective credit annually, a portion of this curriculum will be comprised of a service learning projects, either as a class, individual, or whole school format.
- d. As a graduation requirement, all students will enroll in at least two fine arts courses and two STEM courses. These courses may be taken either; on-line, at School of Dreams Academy or as dual credit. Faculty will work in collaborative teams, to vertically infuse our STEAM model throughout the curriculum.
- e. Continue professional development via school PLC that correspond to the AdvancEd standards. Continue having staff trained and participate in AdvancEd Lead and Team Evaluators.

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

After studying student, parent and teacher surveys and the results from the OTL questions, we have changed the way in which the instructors deliver our curriculum. Originally our model was a virtual, on line format that was difficult to summarize and check for understanding. We have since blended this curriculum with direct teaching and hands on projects that will foster a greater facilitation of learning. The new teacher evaluation system will also provide a greater emphasis on recognized and proven instructional methodologies.

3. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

Staff will receive initial and continuous professional development in instructional strategies, Common Core Standards, Discovery assessment, PARRC assessment, intervention strategies, and best practices for students with special needs, ELL students, and high poverty students. We will not be changing our program, we will be continuing our interventionist model as a full inclusion model of instruction. We would like to begin a transportation and food service program for all students, however, especially for our low income students.

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

The School of Dreams Academy reviews our school grade annually with the governing council. During these meetings, the Principal answers directed question about school improvement, process, and procedures to raise academic achievement. The Principal report is discussed monthly with ample opportunity for questions and answers. Currently, short cycle assessment results have not been presented to the Governing Council in a formal manner, however this information is shared and studied within our teacher groups.

5. The School Principal is evaluated annually. The Governing Council has created an evaluation form to meet the needs of the charter.

**Summary:** To manage all the resources at the school including personnel, time, budget, equipment and materials.

**Essential Functions:** The Principal must achieve the following outcomes with or without reasonable accommodation:

Supervises the development, implementation and maintenance of school policies and procedures. Supervises the coordination and implementation of school instructional program and operational support programs. Serves as the instructional leader at the school. Assesses appropriateness of school services and programs. Makes changes in programs, personnel, materials and equipment following policies. Evaluates the work of school staff following procedures and provides reports as required and provides or cooperates in staff member recognition or problems. Designs in-service training and staff-development programs at the school and conducts staff meetings. Recruits and selects staff. Establishes programs and communication procedures to encourage committee participation, student organizations, and community support. Develops and maintains student discipline procedures following established guidelines. Develops budget recommendations and manages all funds allocated to or generated at the school. Supervises the development and maintenance of a school environment that is conducive to learning and appropriate to the maturity and interests of student. Establishes procedures to ensure the safety of student, staff, facilities and equipment. Supervises the preparation maintenance of all records and reports as required at the school

**Duties:** In addition to the essential functions of this job the principal must perform the following duties. Complies with state-approved Code of Ethics and upholds and enforces rules, administrative directives and regulations governing council policy and local, state, federal regulations; ensure the school meets requirements of national law, public statute, Public Ed. Department, Charter Mandate, and accrediting body. Articulates and facilitates the implementation of the mission and vision of SODA. Safeguards confidentiality of privileged information. Maintains professional relationships and works cooperatively with employees, the community and other professionals. Performs other tasks related to area of responsibilities as requested or assigned by the Governing Council. Adheres to the directives of the Governing Council. Will give the Governing Council weekly reports to include any major incidents involving students, staff, and facility. Develop and implement an annual student recruitment and retention program

### Part A Self Study Report on Progress /Audit Report Summary

#### School of Dreams Academy

Summary of historical audited financial information and operations

Student Enrollment	115 2009-2010	181 2010-2011	255 2011-2012	326 2012-2013
<b>Revenue</b>				
Local and County sources	\$ -	\$ 291.00	\$ 34,005.00	\$ -
State sources	\$ 1,186,754.00	\$ 2,040,793.00	\$ 2,496,699.00	\$ 3,210,953.00
Federal sources	\$ 136,905.00	\$ 138,692.00	\$ 39,716.00	\$ 66,397.75
Other financing sources	\$ 518.00	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 1,324,177.00</b>	<b>\$ 2,179,776.00</b>	<b>\$ 2,570,420.00</b>	<b>\$ 3,277,350.75</b>
<b>Expenditures</b>				
Instruction	\$ 349,392.00	\$ 810,305.00	\$ 1,214,895.00	\$ 1,597,136.10
Support services-students	\$ 109,014.00	\$ 297,501.00	\$ 297,416.00	\$ 319,390.93
Support services-instruction	\$ 38,158.00	\$ 1,078.00	\$ -	\$ -
Support services-General Administration	\$ 45,215.00	\$ 49,127.00	\$ 45,445.00	\$ 59,614.24
Support services-School Administration	\$ 198,056.00	\$ 227,196.00	\$ 314,535.00	\$ 233,496.50
Central Services	\$ 54,792.00	\$ 55,201.00	\$ 56,122.00	\$ 56,063.34
Operation & Maintenance of Plant	\$ 360,460.00	\$ 395,233.00	\$ 670,972.00	\$ 624,332.60
Student Transportation	\$ -	\$ -	\$ -	\$ -
Operation of Non-Instructional Services	\$ -	\$ -	\$ -	\$ -
Other Support Services	\$ -	\$ -	\$ -	\$ -
Food Services Operations	\$ -	\$ -	\$ -	\$ -
Community Services Operations	\$ 2,612.00	\$ 65,826.00	\$ 28,204.00	\$ 41,044.05
Capital Outlay	\$ 180,100.00	\$ 106,467.00	\$ 149,271.00	\$ 250,870.00
<b>Total Expenditures</b>	<b>\$ 1,337,799.00</b>	<b>\$ 2,007,934.00</b>	<b>\$ 2,776,860.00</b>	<b>\$ 3,181,947.76</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (13,622.00)</b>	<b>\$ 171,842.00</b>	<b>\$ (206,440.00)</b>	<b>\$ 95,402.99</b>
<b>Summary of Balance Sheet Information</b>				
Cash and cash equivalents	\$ 157,085.00	\$ 458,643.00	\$ 162,600.00	\$ 397,161.31
Other Assets	\$ 29,257.00	\$ 50,441.00	\$ 45,823.00	\$ 75,991.98
Capital Assets	\$ 139,368.00	\$ 42,235.00	\$ 213,001.00	\$ 237,191.58
Prepaid Expense	\$ 8,501.00	\$ -	\$ -	\$ -
<b>Total Assets</b>	<b>\$ 334,211.00</b>	<b>\$ 551,319.00</b>	<b>\$ 421,424.00</b>	<b>\$ 710,344.87</b>
Liabilities	\$ 36,696.00	\$ 197,085.00	\$ 106,047.00	\$ 131,467.00
Fund Balance	\$ 182,392.00	\$ 354,234.00	\$ 147,794.00	\$ 403,662.04
<b>Total Liabilities and fund balance</b>	<b>\$ 219,088.00</b>	<b>\$ 551,319.00</b>	<b>\$ 253,841.00</b>	<b>\$ 535,129.04</b>

#### Note:

For each period the Charter paid a lease payment out of:

Operation and Maintenance of Plant	\$ 51,910.00	\$ 164,089.00	\$ 316,377.00	\$ 309,330.00
Capital Outlay	\$ 64,837.00	\$ 106,467.00	\$ 131,636.00	\$ 237,239.00
<b>Total rent/lease payment</b>	<b>\$ 116,747.00</b>	<b>\$ 270,556.00</b>	<b>\$ 448,013.00</b>	<b>\$ 546,569.00</b>



### Action Plan on Schedule of Finding ending June 2009

Total # of Findings	Condition	Action Plan
0	0	0

### Action Plan on Schedule of Finding ending June 2010

Total # of Findings	Condition	Action Plan
10- Internal Control Over Disbursement	During review of cash disbursements it was noted that the School was over-paying the rent \$50 each month due to the transposition error during initial data entry.	The Schools of Dreams Academy has corrected this disbursement with a response to the landlords and check for an August 2010 payment has the adjustment amount. (Attached letter to response) Note that School of Dreams Academy is continually implementing and updating the Internal Controls as the Charter grows
	Purchase orders was completed after the invoice date	The School of Dreams Academy is implementing the internal controls procedure with ongoing staff meetings and directions. THE ADMINISTRATION THAT TOOK OVER THIS YEAR WAS AWARE OF THIS ISSUE AND BROUGHT IT TO THE ATTENTION OF THE AUDITOR. WE HAD ALREADY INITIATED PROCEDURES TO ENSURE COMPLIANCE WITH THE PURCHASING PROCEDURES.
10-BACKGROUND CHECKS	During our review of personnel files, for 2 out of 2 employees no background checks were performed.	The School of Dreams Academy has implemented the back ground checks on employees as they completed their employee paperwork.
10-NMPED QUARTERLY REPORTS	The balances on the school's 4 <sup>th</sup> quarter cash report submitted to the Public Education Department did not agree to the School's underlying accounting records at year-end.	The School of Dreams Academy 4 <sup>th</sup> quarter reports on OBMS does not show the 24140, 24141, and 27112 funds that has written hard copy approval from the New Mexico Charter Schools Division. These funds were awarded to the Charter for implementation and planning stages. Authorization was not given to the Charter to use on these funds. This was an OBMS/POD/PED issue.

10-INTERNAL CONTROLS OVER JOURNAL ENTRIES	During test work of Journal Entries, no written proof of approval for a journal entry was provided.	<p>The School of Dreams Academy is implementing a clearer more detailed approval in the governing board minutes showing that the entries have been taken and approved by the governing board.</p> <p>Note: The School of Dreams Academy has continuous training and implementation on the Internal Controls. These procedures change due to all the requirement and changes brought by the state statue and procurement procedures along with all the federal and stimulus guidelines the charter is to follow.</p>
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### Action Plan on Schedule of Finding ending June 2011

Total #Findings	Condition	Action Plan
FS 11-07 Internal Control Structure	Cash receipts posted incorrectly on SEG Stimulus	The revenue was received by a wire from NMPED with no back up documentation. It took 2 months to get the corrected information therefore a JE was completed to document the entry to the fund that it went to. Verification was done completely by administration and fiscal manager.
	Purchase orders was completed after the invoice date	Administration has ongoing training with staff to have proper procedures in place. Internal Control reviews are discussed and signed off annually by each staff member at the back to school professional development in-service day.
	Liabilities did not reconcile to payroll reports.	Liability variance was due to teacher summer payroll check that are written on or before June 30, 2011 and distributed to staff on or before June 30, 2011. Variance is payroll posting to general ledger and deduction amounts are sent out until actual invoice is received from the vendor ie. NMPSIA.
FS 11-02 Inadequate Segregation of Duties	Administration Assistant at the school receives the cash, prepares the deposits, and taking deposit to the bank.	The Charter implemented segregation of duties to ensure that there are sponsor, administrative assistant and depositor is separated. Annual internal controls updates and reviews are done and reviewed by the finance committee.



FS 11-03 Cash Controls Standards	During the test work noted there was no evidence that the bank reconciliation is being reviewed.	The Administrative Assistant receives the bank statement; fiscal manager balances the statement, signs off and the principal reviews and signs off.
FS 11-04 Journal Entries	Test work on JE's noted that the JE's are not being reviewed or approved.	The administration put into place reviews, approval and signs off by business manager, principal.
FS 11-05 Travel & Per Diem	Audit noted a school employee was reimbursed for mileage at the rate of .32 cents per mile rather than the state mandated .55 cents.	It is approved and passed by the School of Dreams Academy Charter School Governing Council that they follow the HB and voted passed at .32 cents per mileage rate rather than .55 cents.
FS 11-06 Inadequate Segregation of Duties in Cash Disbursement/Payroll Process	Audit noted that purchases orders have electronic signatures, invoices are not reviewed before paid and that checks are printed using electronic signatures.	July 1, 2011 the center has hired an Administrative Assistant to ensure that the segregation of duties required in NMSA 1978 Section 6-5-2 is being implemented. With this it will increase awareness and controls for the charter. ALL documents are taken to the governing board on a monthly basis for approval. ALL requests, contracts, payroll contracts are approved by the principal of the charter before it is presented or entered into the accounting program. All invoices are approved by the principal before payment has taken place. A approval stamp will be used on all invoices to verify approved
FS 11-07 Compliance Finding over State cash report	The cash reconciliation test work we noted 1) the beginning balance did not agree to the prior year audited cash amount for the operating fund and instructional materials fund 2) we could not agree the revenue amounts to the GL for the instructional materials fund, federal flow through fund, and federal direct fund 3). We could not agree the ending cash balance to the GL for the operating fund, federal	The charter cannot balance to the prior year audited amounts when it is not received or received a year later. The cash balance report was completed by the cash balance carryover. The variance is the cash not received from PED on the federal funds and stimulus funds. Intrafund transfers will take place to balance until revenue is received and to balance with PED cash report and reported to the governing board as needed.

## Charter Renewal

	flowthrough and federal direct funds.	
11-08 Compliance finding over expenditures function	The School has expenditure functions where actual expenditures exceeded budgetary authority. Operating Fund Support Services \$25,815 SEG Federal Stimulus Support Services \$17,765	The charter does have budgetary review at year end and they do make necessary adjustments as needed. The charter will continue to improve and implement the budgetary review. Review done by fiancé committee, administrator and fiscal manager.
FS 11-09 State Auditor Capitalization Policy	Fixed Asset test work noted that the schools capitalization policy indicated that all items over school be capitalized	The charter fixed assets are assets over \$5000.00 or required software that the prior auditor requested to be added to the asset list. The charter will review the policy to ensure that it does say \$5,000.
FA 11-10	<b>Funding agency: U.S. Department of Education</b> <b>Title: Special Education – Grants to States (IDEA, Part B)</b> <b>CFDA Number: IDEA - 84.027</b> <b>Award Year &amp; Number: 2011</b>	The charter has filed their response with the Special Education Bureau and a copy has been presented to the current auditor. The finding has been cleared by NMPED Special Education Bureau.

Total #Findings	Condition	Action Plan
CS 09-16-U-Internal Control Structure	ERB, RHC, 941 & payroll liabilities reports did not agree to the general ledger; Credit card school was unable to provide five receipts; school does not have policies and procedure in place for the review of the (RfR's); school did not properly calculate	The administration and Governing Board has and will continue to review the process on a monthly/quarterly basic to ensure conditions are met and balance.

## Charter Renewal

	depreciation expense for current year depreciation expens+E8e; school incorrectly posted revenue for donation and reimbursements to insurance recoveries	
CS 09-18-U-Budgetary Conditions	The school has expenditure function where actual expenditure exceed budgetary authority	The Charter has completed it's annual review and update on Internal Controls. An in-depth revision was completed. A CPS reviewed controls implementation is being done.
CS 09-25-U-Journal Entries	Journal entries were marked without supporting documentation.	All journal entries have supporting documentation and are approved by the principal and business manager monthly or as needed.
CS 11-02-U-Cash Control Standards	The school was not properly reconciling cash accounts	A monthly reconciliation is completed and approval steps have been put into place. 1. Administrative Assistant prepares 2. Business Manager reviews and signs off, Principal approves and signs off.
CS 11-03-U-Travel & Per Diem	Noted a school employee was reimbursed for mileage at the rate of .44 cents rather than the approved board rate of .40 cents.	The Governing Board has been informed and the approved rate will be on the proper reimbursement rate, signed and approved by the Principal
CS 11-04-U-Inadequate Segregation of Duties	Noted that purchase order have electronic signature and that checks are printed using electronic signatures	The Governing Board has been informed of the process and has put into place steps to ensure accuracy. The finance committee reviews all disbursement on a monthly basis.
CS 12-01-U-Audit Committee	The school does not have the required members on their audit committee.	The Governing Board Presidents has appointed 5 members on the audit committee to ensure that the state compliance is met

### Appendix B

I am the head administrator of School of Dreams Academy Charter School and I hereby certify that: the attached petition in support of the School of Dreams Academy Charter School renewing its charter was circulated to all employees of the School of Dreams Charter. There are 30 persons employed by the School of Dreams Academy. The petition contains the signatures of 30 employees which represents 100% of the employees employed by the School of Dreams Academy Charter School.

STATE OF NEW MEXICO)

SS.

COUNTY OF (Valencia)

I, Mike Ogas, being first duly sworn, upon oath state:

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

Michael S. Ogas

Subscribed and sworn to before me this 23 day of September 2013.



Susan Garcia  
Notary Public

My Commission Expires: August 30, 2017

### Appendix C

I am the head administrator or the School of Dreams Charter School and certify that: the attached petition in support of the School of Dreams Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 311 households which represents 85 percent of the households whose children were enrolled in the School of Dreams Charter School.

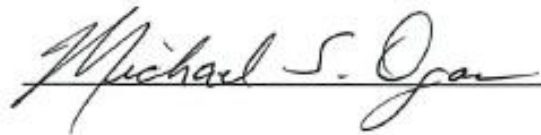
STATE OF NEW MEXICO

SS.

COUNTY OF VALENCIA

I, Mike Ogas, 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 26<sup>th</sup> day of September 2013.



Notary Public

My Commission Expires: Aug. 30, 2017

### Appendix D

# CERTIFICATE OF OCCUPANCY



PERMANENT ☒

TEMPORARY ☐

EXPIRATION DATE

THIS CERTIFIES THAT THE DESCRIBED BUILDING OR PORTION THEREOF ON THE DESCRIBED PROPERTY COMPLIES WITH STATE REGULATIONS AND REQUIREMENTS OF THE OCCUPANCY GROUP LISTED BELOW AS SPECIFIED IN THE NEW MEXICO UNIFORM BUILDING CODE. OCCUPANCY GROUP: E  
PERMIT NUMBER: 6014

ISSUED TO:

LL RIVERFRONT LLC

ADDRESS:

1800 MAIN ST BLDG 2 SUITE 250

PORTION OF BUILDING

ALL

DATE

10/6/2009

BUILDING INSPECTOR



State of New Mexico  
Public School Facilities Authority




Robert A. Gorrell, Director  
Tim Berry, Deputy Director

Santa Fe Office  
2019 Galisteo, Suite B-1  
Santa Fe, NM 87505  
(505) 988-5989  
(505) 988-5933 (Fax)

Albuquerque Field Office  
1312 Basehart Drive, SE  
Suite 200  
Albuquerque, NM 87106  
(505) 843-6272  
(505) 843-9681 (Fax)

Website: [www.nmpsfa.org](http://www.nmpsfa.org)

### MEMORANDUM

**To:** Dr. Don Duran, Assistant Secretary – PED Charter School Division  
**CC:** Michael S. Ogas – SoDA Founder, David P. Yates, SoDA Principal, Colleen Martinez – Wilson & Co., Martica Casias, Planning & Review Manager  
**From:** Richard A. Romero, Facilities Specialist   
**Date:** October 17, 2009  
**RE:** School of Dreams Academy Adequacy Standards Compliance and E  
Occupancy Certificate

Greetings, Dr. Duran,

This memorandum is to advise you that the Public School Facilities Authority has received verification of a permanent Certificate of Occupancy classifying the proposed facilities of the School of Dreams Academy (SoDA) as an 'E' Educational Occupancy. A copy of the certificate is attached for your records. The Certificate of Occupancy was issued October 6, 2009. A copy is attached for your records. Based on a review of the drawings for tenant improvement and on the issuance of the attached Certificate of Occupancy, this charter school facility complies with the Statewide Adequacy Standards as they are applicable to charter school facilities.

This facility has general classroom capacity for 188 students in grades 7 through 12. This year's enrollment stands at 116 students. The school's maximum approved capacity is 199 students. Based on the current plan for incremental increases in enrollment, the charter school will most likely grow beyond its currently available space before the lease of this facility expires in five years. The SoDA has two options available to them to obtain more space if the student body grows too large for their currently available space. First, the lessor has already authorized the use of portable classroom buildings, should the need arise. Second, the school has first right of refusal to lease adjacent spaces within this building, should those spaces become available. These available contingencies will allow the charter to remain at the current facility, even if it grows to its currently approved maximum capacity.

Please feel free to contact me if you have any questions about this information. I can be reached at (505) 843-6272.



## Charter Renewal

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*Academics, Arts, Character Education, Service Learning, Technology*

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September 17, 2013

Mr. Tony Gerlicz, Director, Options for Parents  
Room 301  
NM Public Education Department  
Charter Schools Division  
300 Don Gaspar Avenue  
Room 301 Santa Fe  
NM 87501-2786

Dear Mr. Gerlicz,

Please accept this letter as information to the Charter School Division and the Public Education Commission of our school's intent to move to a new location effective the 2014-2015 school year. Our current charter, which is up for renewal in October, never identified a site. At the time we said that we would be located within the boundaries of the Los Lunas School District. This new location will also comply with this statement. Below are the details.

Current Location: 1800 Main St., NE Suite 250  
Los Lunas, NM 87031

New Location: 470 Huning Ranch Loop SW  
Los Lunas, NM 87031

Feel free to contact me if you require additional information.

Sincerely,

Michael S. Ogas  
Principal/Founder



## Appendix E

RECEIVED

March 04 2011

### STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

Albuquerque Charter  
Schools Division

**\*An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)**  
**\*Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (NMSA 22-8b-9, E)**

Please complete and submit this form to: Sam Obenshain, Program Manager – Charter Schools Division (sam.obenshain@state.nm.us or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: School of Dreams Academy (SODA)

Date submitted: 02/08/2011 Contact Name: Michael S Ogas E-mail: mogas@sodacharter.com

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
p. 15 of the approved charter document.	Established the school's cap at 199 students.	Capacity enrollment at School of Dreams Academy may reach a maximum of 525 students.	School of Dreams Academy is in its second year of existence. The established enrollment cap of the school (grades 7-12) written in the charter is 199. Currently, with grades 7 – 10 we already have 189 students and a waiting list of 13. Over the next two years we will add grades 11 and 12 respectively. Being the only public charter school serving Valencia County, SODA is the only public school alternative option presently available to our community. Since we open the doors in 2009 community support and interest has exceeded our expectations. In 2009 we opened the school in a 9600 s.f. facility. In 2010	February 7, 2011

Revised 9.17.09

## Charter Renewal

<p>p. 94 of the approved charter document</p>	<p>Identifies Teresa Ogas as a member of the first Governing Council</p>	<p>Request that a new page 2 be inserted identifying the Founders of School of Dreams Academy to include Teresa Ogas as a principal founder. Currently the charter recognizes Michael Ogas as Founder and Kathy Chavez Co-Founder.</p>	<p>we have added an additional 5444 s.f and by August of 2011 we have plans to add 4500 more s.f. to accommodate our increase in enrollment and program offerings. Recently we received an award, through Graduate New Mexico, to engage and bring back 50 Individuals who have dropped out of school. They will be attending our night school / credit recovery program four nights a week. Finally, we recently began the process of updating our 5-year plan, which includes the design, planning, and establishment of a permanent home, for SODA, that will be designed to allow us to better meet the goals and intentions of our charter.</p> <p>Mrs. Ogas was an original member of the School of Dreams Governing Council and a driving force behind the charter application, school's planning, and implementation. When Michael Ogas (Teresa's husband) became the school's principal in June of 2010 Teresa stepped down from her position of Governing Council Vice President in order to comply with current nepotism laws. The current Governing</p>
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Document ID: 17100

## Charter Renewal

	Council and school wish to recognize Mrs. Ogas by appropriately giving her the title of "Founder".	
Original Signature of Governing Council President or Designee: <u>Kenneth S. Grigo</u>		Date: <u>2-7-11</u>
Printed Name of Governing Council President or Designee: <u>Kenneth S. Grigo</u>		

Public Education Department use only	
Program Manager approves change - no further action taken: _____	Date: _____
Program Manager forwards request to Asst. Secretary: <u>[Signature]</u>	Date: <u>3-11-11</u>
Public Education Commission Chair: <u>[Signature]</u>	Date: <u>3-25-11</u>
<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DENIED	

### **Addition School Supplied Information**

#### **Future Goals for the Next Five Years**

1. Build a new school facility and move into the structure by September of 2014.
2. Increase grades served to pre-K-6 over a five year plan with an incremental phase in of grades (this will increase our overall school cap of 525).
3. Implement transportation services beginning 2014-2015.
4. Implement food services beginning 2014-2015.