

Turquoise Trail Charter School

13A San Marcos Loop
Santa Fe, NM 87508
505-986-4000

www.turquoisetrailcharterschool.org
(or ttschool.org)

2014 STATE CHARTER RENEWAL APPLICATION



Contents

Part A. School's Summary Data Report page 3

Part B. Self-Report/Looking Back page 5

Part C. Self-Study/Looking Forward page 25

Appendixes

A. Financial Statement page 33

B. Petition of Support from Employees Affidavit page 46

C. Petition of Support from Households Affidavit page 48

D. page 50

(1) E-Occupancy Certificate

(2) Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978

E. Transportation Plan page 53

Amendment Request page 55

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2014 STATE CHARTER RENEWAL APPLICATION

Part A: School's Summary Data Report



NM PED Charter School Division - Renewal Snapshot Report

Turquoise Trail Charter School

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

General Information

Mailing Address: 13-A San Marcos Lp, Santa Fe, NM 87508
 Physical Address: 13-A San Marcos Lp, Santa Fe, NM 87508
 Phone: 505-986-4000 Ext: Fax: (505) 474-7862 Website: www.ttschool.org
 Opened: 1990 State Appvd: Renewal: 2015
 School District: Santa Fe County: Santa Fe

Ray Griffin, Principal/Director Email: rgriffin@sfps.info
 Floyd Trujillo, President Email: floydtrujillo@comcast.net

Mission: Turquoise Trail Charter School serves a diverse community of Pre-K through 6th grade students and families in a safe and supportive environment fostering communication, collaboration, critical thinking, and creativity. Students are empowered through a student-centered learning approach. Teaching and learning is researched-based, data-drive, and relevant to diverse student needs and interests.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	PreK-6		465	464	34	13.6

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	C	D	A		
2. 3 Year Avg Grade		C	C		
3. Current Standing	C	C	B		
4. School Growth	C	F	B		
5. Highest Performing Students	B	C	B		
6. Lowest Performing Students	F	F	D		
7. Opportunity to Learn	B	B	B		
8. Graduation			na		
9. Career and College			na		
10. Reading Proficiency	56.4	53.1	56		
11. Math Proficiency	53.1	52.7	57.9		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0	1.7	3.84		

NM PED Charter School Division - Renewal Snapshot Report

Turquoise Trail Charter School

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

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment	465	495	461	463	464
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male	50.3%	50.5%	51.2%	51.6%	48.9%
3. % Female	49.7%	49.5%	48.8%	48.4%	51.1%
4. % Caucasian	26.0%	24.6%	26.9%	25.3%	26.9%
5. % Hispanic	69.5%	71.1%	69.0%	71.7%	68.5%
6. % African American	1.1%	0.6%	0.4%	0.9%	1.3%
7. % Asian	1.3%	1.6%	1.5%	0.6%	1.5%
8. % Native American	2.2%	2.0%	2.2%	1.5%	1.5%
9. % Economically Disadvantaged	71.4%	68.5%	66.2%	66.5%	65.5%
10. % Title 1 TS	100.0%	100.0%	100.0%	100.0%	100.0%
11. % Title 1 T	0.0%	0.0%	0.0%	0.0%	0.0%
12. %Title 1 S	100.0%	100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus	0.0%	0.0%	0.0%	0.0%	0.0%
14. % Disabled	15.3%	13.9%	15.0%	15.6%	14.2%
15. % ELL	25.8%	16.4%	16.3%	17.7%	16.2%

Part A

School's Summary Data Report

available through Sharepoint, Turquoise Trail Renewal Snapshot, prepopulated file

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2014 STATE CHARTER RENEWAL APPLICATION

Part B: Self-Report/Looking Back



Part B

Self-Report/Looking Back

A. Academic Performance/Educational Plan

School Grading Report Over Three Years

Turquoise Trail Charter School (TTCS) students' achievements, as measured by the School Report Card in 2014, surpassed Statewide Benchmarks in all but one indicator area. In addition, we improved from 45 (D) total points in 2013 to 76.78 (A) total points in 2014. Even though we did not surpass Statewide Benchmarks in Growth of Lowest Performing Students, we did show growth in this area. We look forward to deepening this work and to continued improvement as we learn to apply the Ten Common Principles of CES, helping students learn to "use their minds well."

We attribute this improvement in multiple indicators to our focus on data analysis that we used to inform Response to Intervention (Rtl) groupings and strategies throughout the school year. As will be seen throughout this application, under new leadership, with a renewed focus on data-driven instructional decision making and professional development focus areas, TTCS is committed to increasing student growth as measured by multiple assessments and indicators.

Current Standing

The renewed focus on data analysis to better meet the needs of all students is reflected in the increase of the Current Standing of the school from 21.4 points (C) to 28.91 points (B). More TTCS students met their targets than last year.

School Growth

Again, because TTCS focused on using data to drive decisions regarding interventions for those students needing them as well as to target instruction for all students, the grade for this indicator increased – from 2.2 points (F) to 8.76 points (B).

Q3 (Highest Performing 75%) Growth

As stated before, TTCS has a renewed focus on using data to target instruction. This is not only the case for those students needing specific interventions, but also for all students as reflected in the increase in this indicator – from 6.7 points (C) to 12.48 points (B).

Q1 (Lowest Performing 25%) Growth

This is the one indicator in which TTCS did not surpass the Statewide Benchmarks. However, it is noteworthy that the points increased from 4.3 points (F) to 14.07 points (D). Even though the grade for this indicator only moved from an F to a D, it is important to understand that we are within 1.5 points of the Statewide Benchmark and had an increase of nearly 10 points from the 2013 Report Card. Again, we can attribute this to the renewed focus on the use of data to identify areas of struggle for students, which allowed us to group these students more effectively to help them improve.

Opportunity to Learn

The data from this indicator has remained consistently in the high B range, indicating an overall sense from our students that they feel supported in their learning.

Graduation—as applicable

N/A

College and Career Readiness—as applicable

N/A

Bonus Points

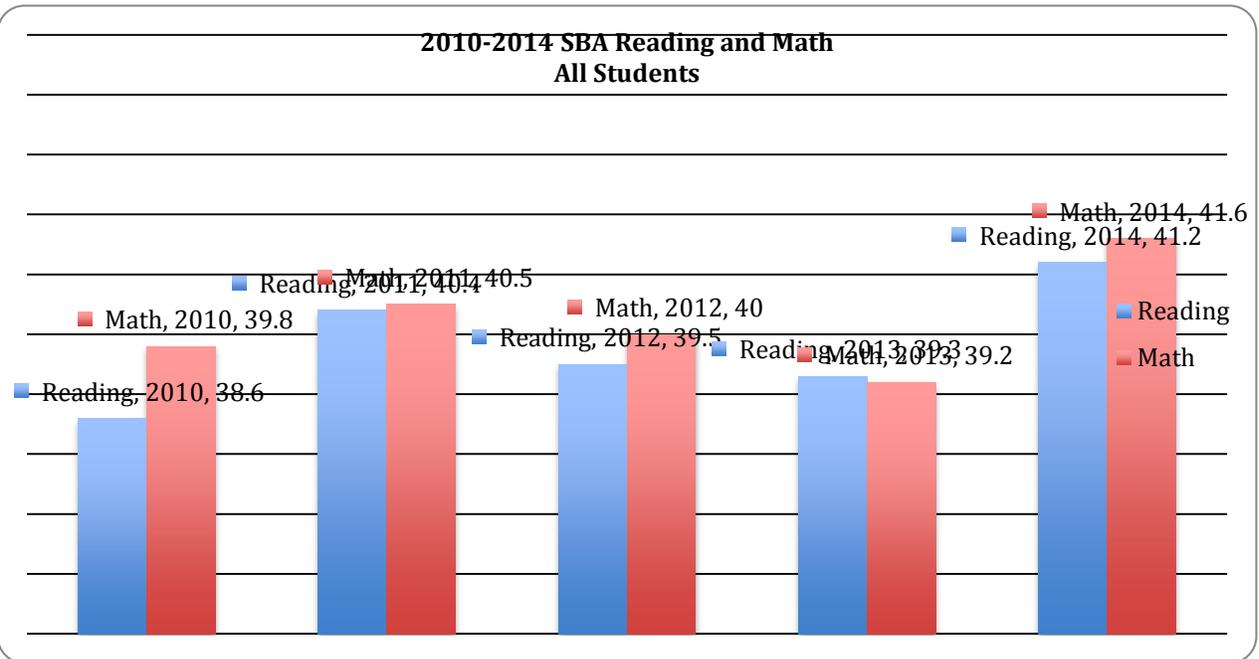
We were given Bonus points in three of the four categories for the 2014 Report Card. This is an increase of one category from last year.

Student Academic Performance Standard/Goal #1:

TTCS students will demonstrate growth of 3% to 5% toward proficiency annually between 2010 and 2015 on the mathematics and reading subtests of the NMSBA.

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

Measure used: NMSBA



Throughout the last chartering period, Turquoise Trail Charter School (TTCS) staff worked diligently at improving student academic achievement. However, SBA data from the period of 2000 – 2013 shows that performance levels remained rather flat across all subgroups. In the 2013 – 2014 school year, with the support of the new administration, a literacy coach, and a reading interventionist, the staff began a deeper analysis of formative and summative student data with the purpose of creating targeted interventions to better meet student needs. We determined that students in the lowest quartile, those showing little growth, and “bubble” students needed more differentiated support to make appropriate growth and/or move to the next proficiency level. These students received Tier 1 interventions in literacy and math during daily one-hour Response to Intervention (RtI) periods, as well as in after-school tutoring groups. Our current NM School Grade of “A” attests to the fact that these efforts paid off. TTCS students’ achievements, as measured by the School Report Card in 2014, surpassed Statewide Benchmarks in all but one indicator area, Growth of Lowest Performing Students. We did, however, show growth in this area. We look forward to deepening this work and to continued improvement as we learn to apply the Ten Common Principles of CES, helping students learn to “use their minds well.”

Student Performance Standard/Goal #2:

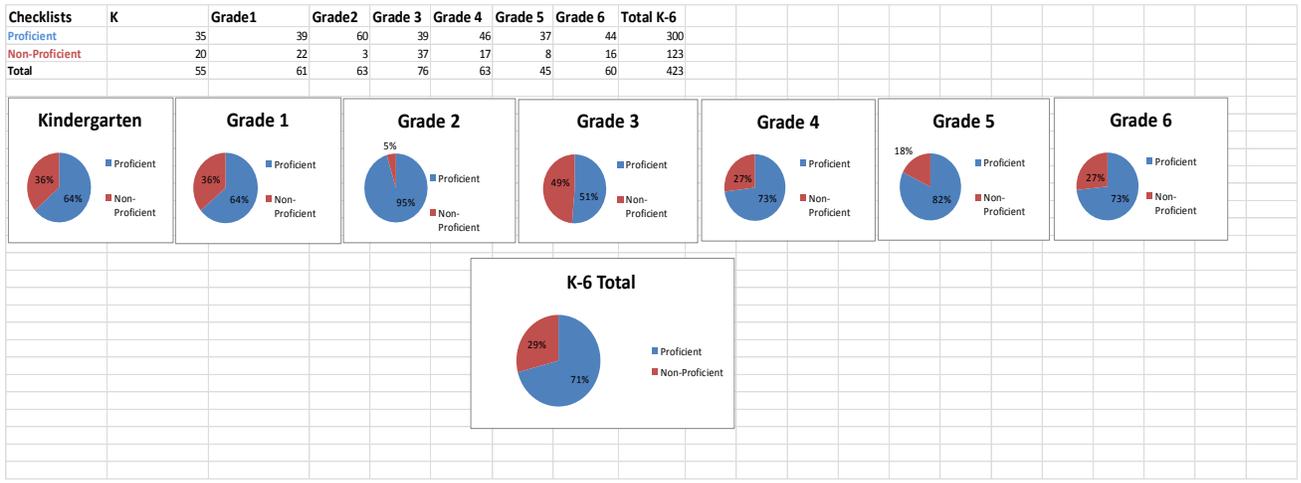
Eighty percent of TTCS students will demonstrate grade-level proficiency in the use of technology by 2014 as evaluated according to the International Society for Technology in Education (ISTE) standards.

Measure(s) Used:

Technology skills checklist (see below) by grade level aligned with the ISTE standards.

Proficiency for the whole school was 71%. A breakdown of grade-level proficiency can be seen in the following chart. Based on these assessments, the school missed the goal of 80% by 9%.

A total of 423 students were assessed. Data from one 5th grade class was omitted because the teacher did not use the grade-appropriate checklist.



Background for Student Goal # 2 Technology

In the 2009 Charter renewal application, TTCS included a Technology Goal that stated: “80% of all students would be proficient based on ISTE Standards.”

There are six ISTE NETS Standards for Students that cover all grades K-12.

1. **Creativity and Innovation:** Using creative thinking and innovative technology, the students demonstrate and develop models and simulations to explore and identify complex systems and forecast possibilities, as well as use existing knowledge to generate new ideas and creative thoughts.

2. Communication and Collaboration: Students use digital media and environments to collaborate, communicate, and interact with other students, teachers, and professionals. They also engage in a cultural and global awareness and contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency: Students apply digital tools to plan, organize, and gather information, in order to be able to inquire, analyze, organize, and evaluate information.
4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship: Students demonstrate personal development to be lifelong learners because they are aware of the human, cultural, and social issues related to technology, and they practice ethical and legal digital behavior.
6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations so they are able to select, transfer, understand, and troubleshoot various systems and applications productively and effectively.

Method of Assessment

During the 2013 – 2014 School Year, TTCS developed specific grade-appropriate goals based on the six standards. Assessment of student proficiency at the end of the school year consisted of technology skills checklists and projects jointly developed by classroom teachers, the technology coordinator, and a consultant. Three separate developmentally appropriate checklists were used; one for grades K-1, one for grades 2-3, and one for grades 4, 5, and 6. For Kindergarten, 75% of the total skills on the assessment was considered proficient and 80% for grade 1. Similarly, 75% was considered proficient for grade 2 and 80% for grade 3. For grade 4, proficiency was graded as 75%, grade 5 was 80% and grade 6 was 85% of the checklist skills. Teachers were asked to complete a checklist for each student based on observation, direct questioning, and assessment of the classroom project.

Process of Assessment

The assessments were administered during the last month of the school year. Classroom teachers had freedom to develop projects that were integrated into their curriculum and that used grade-appropriate computer programs (such as Kidpix for K-2, PowerPoint for grades 4, 5, and 6). Teachers used rubrics to assess technology and other curriculum goals. Some items on the checklist were assessed separately from the project. A number of teachers did not assign technology projects, but they tested each student's ability to answer the questions and tasks included in the checklist. With either scenario, the classroom teacher assessed each student according to the grade-appropriate checklist.

Technology Skills Checklist 2nd-3rd Master Data Form

Grade _____ Teacher _____

Total number of students evaluated _____

Enter number students who are proficient in the 1st column of master checklist

Mouse:

	Students can move the mouse and click on an icon (on the desktop).
	Students can double-click to open a program
	Students can right click. (and refresh the desktop) or access the Apple Finder
	Students can identify the (blinking) cursor

Keyboard

	Students can login/Student can log-out
	Students can use two hands on the keyboard
	Students can find the space bar
	Students can use the Shift key to make a capital letter
	Students can use the Enter key to go down to the next line on a page (Kid pix or Word)
	Students can use the Backspace (delete) key to (delete a character) to erase (Kid pix or Word)
	Students can hold fingers in the correct position (home row on the keyboard)
	Students can type 5- 15 WPM

Computer/Monitor /Parts of the computer

	Student can identify the monitor
	Students can identify the cpu (computer)
	Students can identify the desktop
	Students can identify the Icons on the desktop (or Applications folder in the Finder)
	Students can identify one other hardware device (printer, speakers, headphones)
	Students can identify the keyboard & mouse

Navigation

	Students can scroll (using arrows or bar)
	Students can Open programs independently (double click to open)
	Students can Close programs independently (File and Exit or X to close browser)
	Students can find the Internet Browser (Chrome /IE/ Safari/Firefox)
	Students can find and use tools in the tool bar (KidPix) (shapes, text box,)

Text

	Students can find the text tool (ABC tool) and create a text box
	Students can type their name in the text box
	Students can highlight (select) the text by click and drag across it
	Students can change font size, font style or font color

Internet

	Students can find and launch an Internet Browser
	Students can type a keyword into the search bar
	Students can navigate using back arrows/favorites/bookmarks
	Students can identify the results page (tell you how many results their search returned)
	Students can find facts and do research using the Internet

Project

	Students were able to follow directions
	Students were able to find the appropriate tools in the program used
	Students stayed on task until project completed.
	Students' work was organized and well executed

Rubric for Project Graded with

Assistance needed (AN)

Approaching (A)

Proficient (P)

Exceeds (E)

Student Performance Standard/Goal #3:

One hundred percent of TTCS students will participate in environmental education studies based on grade-level standards.

Measure(s) Used:

Students will be evaluated by rubric (see below) on a class project culminating annually in a TTCS Environmental Fair.

Environmental and Culture Fair Project Rubric

Name: _____ Teacher: _____

Culture: _____ Project: _____

	A 10-9	B 8	C 7	D 6	F 5-1
Content Knowledge	Student demonstrates full knowledge of topic with vivid descriptions and explanations. Many interesting details are included.	Student demonstrates knowledge of topic with descriptions and explanations. Some interesting details are included.	Student demonstrates knowledge of topic, with few or no interesting details.	Student demonstrates little knowledge of the topic.	Student does not demonstrate knowledge of the topic.
Organization	Student presents information in a logical, clear way, which the audience can easily follow and understand.	Student presents information in a logical way, which the audience can follow.	Student presents information in a way that is difficult to follow.	The audience cannot follow the information presented.	There is no organization to the information presented.
Mechanics	The text is easy to read with very few grammatical or spelling errors.	The text is easy to read with few grammatical or spelling errors.	Grammatical or spelling errors interrupt the reading of the text.	There are many grammatical or spelling errors, which make the text difficult to read.	The text is not readable because there are so many grammatical and spelling errors.
Visuals	Images and information are arranged in an attractive design. Student uses detailed images that illustrate information in the text. Most images are made by the student.	Images and information are arranged in a clear design. Student uses pictures that illustrate information in the text. Many images are made by the student.	The project does not have a clear design. Pictures do not all illustrate information in the text. Few images are made by the student.	There is no design or organization to the pictures and text. Pictures are unclear and do not relate to the information in the text.	There is no organization to the pictures and text. The pictures do not illustrate information in the text.
Originality/ Creativity	The student presents information in an interesting and engaging format. Originality of thought is present.	Student presents information in an interesting format. Creative thought is present.	Student presents information in a typical or common format. Some creative thought is present.	Student presents information in a common format, with little or no creative thought.	No creative thought is apparent in the presentation.

Grade = _____

For the past 15 years, TTCS has had an annual Culture Fair in the spring. Since the school's last charter renewal, this event has been adapted to include an environmental focus. Each classroom participates in the study of a culture and its surrounding natural environment. Based on their research, the class presents informational displays, projects, art, music, food, and/or hands-on activities for the school community. Grade-level standards in reading, writing, science, and social studies are addressed through these projects. Teachers create grade-level appropriate rubrics (see example above) to evaluate student work.

In the spring of 2014, classes presented cultural/environmental projects that included the following topics: the Brazilian rainforest; the Inuit of the Arctic; the monarch butterfly migration to Mexico; a Three Sisters garden (Native American culture); the Santa Fe watershed; and ancient China, Egypt, and Greece. A preview event was held during the school day for classes to learn about each other's projects. The culminating fair took place in the evening for students, parents, and the local community. In addition to the above-mentioned environmental displays, art, and projects, the 5th- and 6th-grade bands and school chorus performed.

One hundred percent of the classrooms participated in the school-wide fair, and a majority of the school community attended in the evening. The annual Culture Fair has traditionally been extremely popular throughout the student body, and turnout to the event has been consistently high since its inception.

Student Performance Standard/Goal #4:

One hundred percent of TTCS students will receive developmentally appropriate fine arts instruction that includes visual arts, general music, dance, and theater.

Measure(s) Used:

Evaluation of student learning will include student work that is personally expressive and meaningful, student surveys of interest and aesthetic appreciation, and growth over time as demonstrated in a 6th grade digital portfolio.

At TTCS, concerts and art exhibitions are the most important evaluation tool. Throughout the year there are several chorus and band performances and thematic art exhibitions for the entire school and community. Students also participate in theme-based assemblies on a quarterly basis, such as the Poetry Assembly, where students read their original poems; “Celebrate the Heroes” (Civil Rights history) sing-along event; and the Culture and Environmental Fair. These events allow the fine arts teachers to evaluate student performance and quality of work. Video, photo, and audio documentation are also used as evaluation tools. This documentation informs teachers’ instruction, allows students to critique their own performance, and provides evidence of student work over time. In addition to these evaluation tools, students are surveyed on favorite and most engaging projects, and these surveys are used to inform music and visual arts instruction.

Turquoise Trail Charter School continues to have a strong commitment to its fine arts program. The core of the program consists of weekly standards-based classes in music and visual arts for all students in kindergarten through 6th grade. The program continues to evolve through curriculum development, arts integration opportunities, after-school clubs, special projects, performances, and exhibitions.

In addition to regular visual art and music classes, all TTCS 4th grade students participate in the National Dance Institute (NDI) program. Weekly classes throughout the year culminate in an end-of-year performance. Students learn about dancing, drama, and singing, as well as about striving for excellence, fostering cooperation, and maintaining a healthy lifestyle. Classroom teachers throughout the school also incorporate performance through Reader’s Theater, which builds reading fluency and supports reading comprehension. Many classrooms (from K to 5th grade) also perform plays for large and small audiences. Themes have included historical biographies, classic stories, folk tales, and musicals.

With the implementation of our independent network and servers, we are now ready to begin creating digital portfolios for all students.

Organizational Performance Standard/School Goal #1:

One hundred percent of the core instructional staff at Turquoise Trail Charter School will participate in weekly Professional Learning Team Meetings to be involved in ongoing professional development, share effective instructional strategies, analyze student work, review student progress, and make data-driven decisions to inform lesson planning with the end result being increased student achievement.

Measure(s) Used:

Attendance logs, meeting agendas, coaching logs, peer observations, and professional development journals will document evidence of participation.

Data:

Data file is available for review in the TTCS administrative offices.

Initially, after our charter was renewed, weekly Professional Learning Team Meetings began as morning meetings for grades K-2 and 3-6. Instructional coaches led these morning meetings and conducted actual trainings on the balanced literacy approach of CELL, Shared Readings, Shared Writings, Guided Reading, and Interactive Writing. These morning meetings allowed teachers to collaborate, look at student work, review student data, share effective methods of teaching, review their own scaffolding techniques, and strengthen their ability to differentiate for students with different learning styles. These teams created an automatic vertical alignment from one grade to the next.

For the past two years, the teachers have participated in Professional Learning Committee (PLC) meetings. During these meetings, all teachers shared student data and discussed student achievement, methods of differentiation, and teaching approaches that worked in the classroom with the guidance of the literacy coach and an administrator. These meetings allowed the teachers to refine their data-driven instructional techniques weekly and closely review implementation of the Common Core standards. The attached attendance logs, meeting agendas, and so forth document the evidence of teachers' participation.

Beginning in the 2014 – 2015 school year, we are implementing a Curriculum Development Team. This team will receive instruction from the literacy coach focusing on the implementation of Lucy Calkins' Reading and Writing Workshop. The team members will take information from these team meetings to their grade level to ensure consistency of implementation of the Lucy Calkins program school-wide.

Organizational Performance Standard/School Goal #2:

Eighty-five percent of TTCS parents will participate in parent-teacher conferences to discuss their child's progress in school and how they can provide needed support at home. Participation will be recorded on sign-in sheets or documented phone conferences.

Measure(s) Used:

Participation will be recorded on sign-in sheets or documented phone conferences.

Data:

Based on parent sign-up and teacher contact records, 84.7% of TTCS parents participated in Parent-Teacher conferences during the 2013 – 2014 school year.

To collect data for this goal, all TTCS staff were required to report conference attendance and were responsible for contacting parents who neglected to respond. As a result of our efforts, the parent sign-up percentage for the SY 2013 – 2014 was 84.7%.

The TTCS process for parent-teacher conferences is as follows: Parents are notified of conferences two weeks prior to parent-teacher conferences, and all teachers provide a sign-up sheet. If parents are unable to attend, the option of another date for the conference and/or a phone conference can be arranged.

At the conferences, in addition to receiving a report on their child's academic progress, parents are provided methods outlining how to support their child's development at home in academic areas that assessments (such as DRA, DIBELS, DEA, and/or SBA) have determined as requiring more support or review. TTCS teachers will continue efforts to maintain this high percentage of conference attendance in order to reinforce the bridge between home and school.

Organizational Performance Standard/School Goal #3:

TTCS continues to support staff in independent thinking and teaching methods, and the school encourages creativity in using different teaching and learning strategies to meet educational goals of the students. By 2010, 100% of TTCS teachers will implement the school Response to Intervention (RtI) plan and use data to monitor progress of students to determine teaching and learning strategies that are most effective for individual students according to their learning needs. Documentation will include direct observation of instruction and progress monitoring of student performance.

Measure(s) Used:

Professional development provided to teachers.

Data:

Use of data to identify RtI groups by class/grade level. Strategies will be implemented based on the training and professional development provided.

TTCS has continued to support staff in independent thinking and teaching methods, and the school administration encouraged creativity in using multiple teaching and learning strategies to meet educational goals of the students. We accomplished these objectives by providing staff with the following trainings and professional developments; a book study of Lucy Calkins' Pathways to the Common Core, Training in Math Writing Workshop, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Developmental Reading Assessment (DRA) data analysis training, vertical alignment using the Common Core State Standards, Readers Raise the Roof workshop, implementation of the Common Core State Standards training, Leveled Literacy Intervention (LLI) training, one-on-one coaching for teachers, Everyday Math Online training, and ISTE training.

One hundred percent of TTCS teachers implemented the school RtI plan and used data to monitor progress of students to determine the teaching and learning strategies that were most effective for individual students according to their learning needs. We created a block schedule that provided a 30 – 45 minute, four – five days a week dedicated RtI time. Teachers in grades K-6 created RtI groups based on the DRA data for individual students according to their learning needs. In these RtI groups, K-6 teachers implemented the LLI program in order to effectively meet the needs of individual students. Teachers in grades K-3 used the data from the DRA, DIBELS, and LLI running records to effectively monitor the progress of students in order to determine the teaching and learning strategies that should be most effective for individual students according to their learning needs. Some of the teaching strategies that were used were skill groups, guided reading groups, books clubs, conferencing, word study, writing, reading comprehension, and oral reading fluency. Teachers for grades K-6 provided after-school tutoring for small groups of students in reading and math based on DRA and Discovery Education Assessment (DEA) data.

B. Financial Performance

The Charter School Act provides as follows:

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

Financial Performance Assurances

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

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

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

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

For any "no" answers please provide an explanation.

a. Financial Statement

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

b. Audit Findings

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

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)		N/A	N/A
1 (10-11)	2	1) Late deposit of cash receipts; cross-train employees to ensure that deposits are timely; 2) Staff mileage reimbursed at the wrong rate; school had corrected issue by the time of the audit	1) Reinstalled secure, after-hours drop box in business office door, retrained staff to drop all receipted cash in box daily; 2) Mileage reimbursement rate set January 1 of each year to comply with 80% rule.
2 (11-12)	0	N/A	N/A
3 (12-13)	0	N/A	N/A

C. Organizational Performance

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

Material Terms/Violations

Please provide assurances.

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

Educational Requirements—Assurances

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

For any "no" answers please provide an explanation.

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

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a “no” response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) **Yes** **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) **Yes** **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) **Yes** **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) **Yes** **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- d) **Yes** **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- e) **Yes** **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any “no” answers please provide an explanation.

Employees—Assurances

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

For any “no” answers please provide an explanation.

School Environment—Assurances

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

- b. **Yes** **No** The school keeps records of fire inspections and other safety requirements.
- c. **Yes** **No** The school meets transportation and nutrition requirements, if applicable.
- d. **Yes** **No** The school complies with health and safety requirements.
- e. **Yes** **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

- a. **Yes** **No** The school maintains required information in STARS and submits in a timely manner.
- b. **Yes** **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. **Yes** **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. **Yes** **No** All student records are retained and disposed of pursuant to state requirements.
- e. **Yes** **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

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

For any "no" answers please provide an explanation.

Turquoise Trail Charter School

13A San Marcos Loop
Santa Fe, NM 87508
505-986-4000

www.turquoisetrailcharterschool.org
(or ttschool.org)

2014 STATE CHARTER RENEWAL APPLICATION

Part C: Self-Study/Looking Forward



Part C

Self-Study/Looking Forward

A. Performance Self-Study/Analysis-Key Questions

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

The vision of Turquoise Trail Charter School for the next four years is that we "will be a high achieving student-centered learning school preparing students academically and socially for lifelong success."

Our mission for the years to come will focus on serving a diverse community, Pre-K through 6th grade, and within this community we will foster communication skills, collaboration, critical thinking capabilities, and encourage student creativity. The school aims to empower students through research-based curricula and strong, data-driven instruction to create an innovative, progressive education based on students' needs and interests. In our pursuit of this academic excellence and our drive to improve our overall grade this year, we went from a D to an A.

Our academic priorities are:

1. Improve proficiency of the lowest performing students

TTCS will improve the academic performance in reading and math of our lowest performing students as measured by short-cycle assessments.

2. Become a leading Student-Centered Learning Approach (SCLA) elementary school in NM

TTCS will become a NM leader and school-based center for SCLA students through the Coalition of Essential Schools. We will establish baselines, benchmarks, and measurable objectives for the following SCLA attributes.

SCLA Attributes

Student-centered practices emphasize personalization; high expectations, hands-on and group learning experiences, teaching of 21st century skills, performance-based assessments; and opportunities for educators to reflect on their practice and develop their craft as well as shared leadership among teachers, staff, administrators, and parents.

Unfortunately, these practices are more often found in schools that serve affluent and middle-class students. Schools that incorporate these key features of student-centered practice are more likely to develop students that have transferrable academic skills; feel a sense of purpose and connection to

school; as well as graduate, attend, and persist in college at rates that exceed their district and state averages.

It is our mission to bring these school attributes to TTCS.

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

Academic Priority: Improve proficiency of the lowest performing students

Below are the strategies we will implement to address this priority:

- Our school will support the lowest performing students by strengthening reading and writing skills through our school-wide RtI program. In this program, students who need additional help with reading and writing are identified through the DRA, DIBELS, SBA, and DEA data. Those students meet daily in a small group setting and participate in structured Fontas and Pinelle lessons that specifically and deliberately integrate all modalities of learning reading/writing in a 30-minute session with the teacher or the literacy interventionist.
- Furthermore, the instructional coach will work with all teachers to help target mathematical weaknesses for the lower performing students. By looking at the data of the SBA, DEA, and performance-based tests, math skill groups will be formed so that teachers can differentiate and reteach any mathematic areas that are not secure.

Academic Priority: Become a leading Student Centered Learning Approach (SCLA) elementary school in NM

Below are the strategies we will implement to address this priority:

- We will work to ensure 21st century technology skills by following the ISTE standards for grades K – 6. By the end of 6th grade at TTCS, students will understand and use technology systems to guide their own inquiry for developing critical thinking skills.
- All students in grades K – 6 grade will be involved in frequent formative and summative assessments so that instruction can be informed by and modified according to this data.
- Our school will implement a SCLA Curriculum Development Team that is led by the instructional coach. This team of teachers, one teacher per grade, will meet biweekly. The instructional coach will conduct trainings in the Lucy Calkins' Reading and Writing Workshop curriculum as well as in the Everyday Mathematics program. Team members will then take these trainings/activities/information to their grade-level team with the goal of ensuring consistency and effectiveness in each curriculum school-wide.
- To ensure that we are a leading Student Centered Learning Approach elementary school, we will set individual goals for all students in reading, writing, and math. Based

on student data, all students will be placed in skill groups to help secure needed skills in reading, writing, and math. This will allow for differentiation based on both students' needs and interests.

- Our school will provide the necessary professional development and resources for teachers and supporting staff in the areas of curriculum, Common Core standards and implementation, and technology.

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

At the end of the 2014 school year, we did not renew five of 30 members (17%) of our teaching staff. Moving forward, beginning in the 2014 – 2015 school year, we have carefully hired and put in place a fresh teaching and administrative team. This team is analyzing the school's tutoring program, student interventions, and how we use the school day. We have tried many software options, and now we have selected supplementary computer-based programs, interventions, apps (applications), and short-cycle assessments for grades K-6. We are committed to training and using the selected programs for at least three years. We have added large-scale and well-planned summer sessions for about 50% of our K-3 school (five weeks) and 33% of our 4-6 school (three weeks).

We are about to begin the process of taking data from five assessments (DIBELS, DRA, SBA, ACCESS, and DEA) and putting those achievement scores with student grades into a single, unified database, so that we can more easily track students over the seven years they are enrolled at TTCS. This will provide us with longitudinal data that will allow us to see if the teaching strategies and the curricula we are using are making a difference for individual students and for the school as a whole. We hope to track behavior and attendance to mirror the longitudinal data.

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

The three subgroups of students (with special needs, ELLs, and economically disadvantaged students) have been consistently the lowest performing students at TTCS. This past year, with a great deal of time, effort, and resources using targeted interventions, we did see the start of improvement within these groups. We intend to keep up the same efforts and programs, such as the RtI program and grouping for skill development as indicated by student data. We also added a significant, five-week summer school component during summer 2014, which will be repeated in future years.

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

The governing body has been very involved in and aware of school performance data. We have had presentations and work study sessions on all of our school achievement data. We even had a representative from PED come to the school to explain our school grade (LB). As a consequence of hiring a new head administrator for the school, the governing board fully committed funds from the school's reserves to fund initiatives to improve the school's overall academic performance.

The board's annual evaluation process includes student performance goals and school-wide goals to ensure that all academic achievement areas of concern have remediation plans and are fully implemented to ensure maximum student improvement.

B. Mission-Specific Indicators/Goals

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

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the school moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Please note: *Renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

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

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

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

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

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

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

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

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

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

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

Provide Two Mission-Specific Indicators/Goals.

1. TTCS will improve the academic performance in reading and math of its lowest performing students as measured by short-cycle assessment data.

Exceeds Standard: 80% of TTCS students will:

- Show average or above average growth in reading as measured by the DEA after two semesters at TTCS.
- Show average or above average growth in mathematics as measured by the DEA after two semesters at TTCS.

Meets Standard: 70% of TTCS students will:

- Show average or above average growth in reading as measured by the DEA after two semesters at TTCS.
- Show average or above average growth in mathematics as measured by the DEA after two semesters at TTCS.

Does Not Meet Standard: 60% of TTCS students will:

- Show average or above average growth in reading as measured by the DEA after two semesters at TTCS.
- Show average or above average growth in mathematics as measured by the DEA after two semesters at TTCS.

Falls Far Below Standard: Less than 60% of TTCS students will:

- Show average or above average growth in reading as measured by the DEA after two semesters at TTCS.
- Show average or above average growth in mathematics as measured by the DEA after two semesters at TTCS.

2. TTCS students will improve their 21st century skills as measured by ISTE benchmarks in 2nd and 5th grades. Note: The progress of students in all grades will be assessed as well.

Exceeds Standard: 80% of TTCS students in 2nd and 5th grades will:

- Show mastery as measured by the ISTE benchmark rubric for the appropriate grade.

Meets Standard: 70% of TTCS students in 2nd and 5th grades will:

- Show mastery as measured by the ISTE benchmark rubric for the appropriate grade.

Does Not Meet Standard: 60% of TTCS students in 2nd and 5th grades will:

- Show mastery as measured by the ISTE benchmark rubric for the appropriate grade.

Falls Far Below Standard: Less than 60% of TTCS students in 2nd and 5th grades will:

- Show mastery as measured by the ISTE benchmark rubric for the appropriate grade

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

Rationale

It is clear to the school based on the data analysis of NMSBA and DEA data that the key area of academic focus for TTCS is student growth for our lowest performing students. Therefore, we chose to draft our first performance indicator to address this area of growth.

Career and College Readiness requires all students have fluency in 21st century skills. Competency in technology skills is critical to students and is a key 21st century skill. As such we chose to draft our second performance indicator to address this area of growth for our students.

Turquoise Trail Charter School

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505-986-4000

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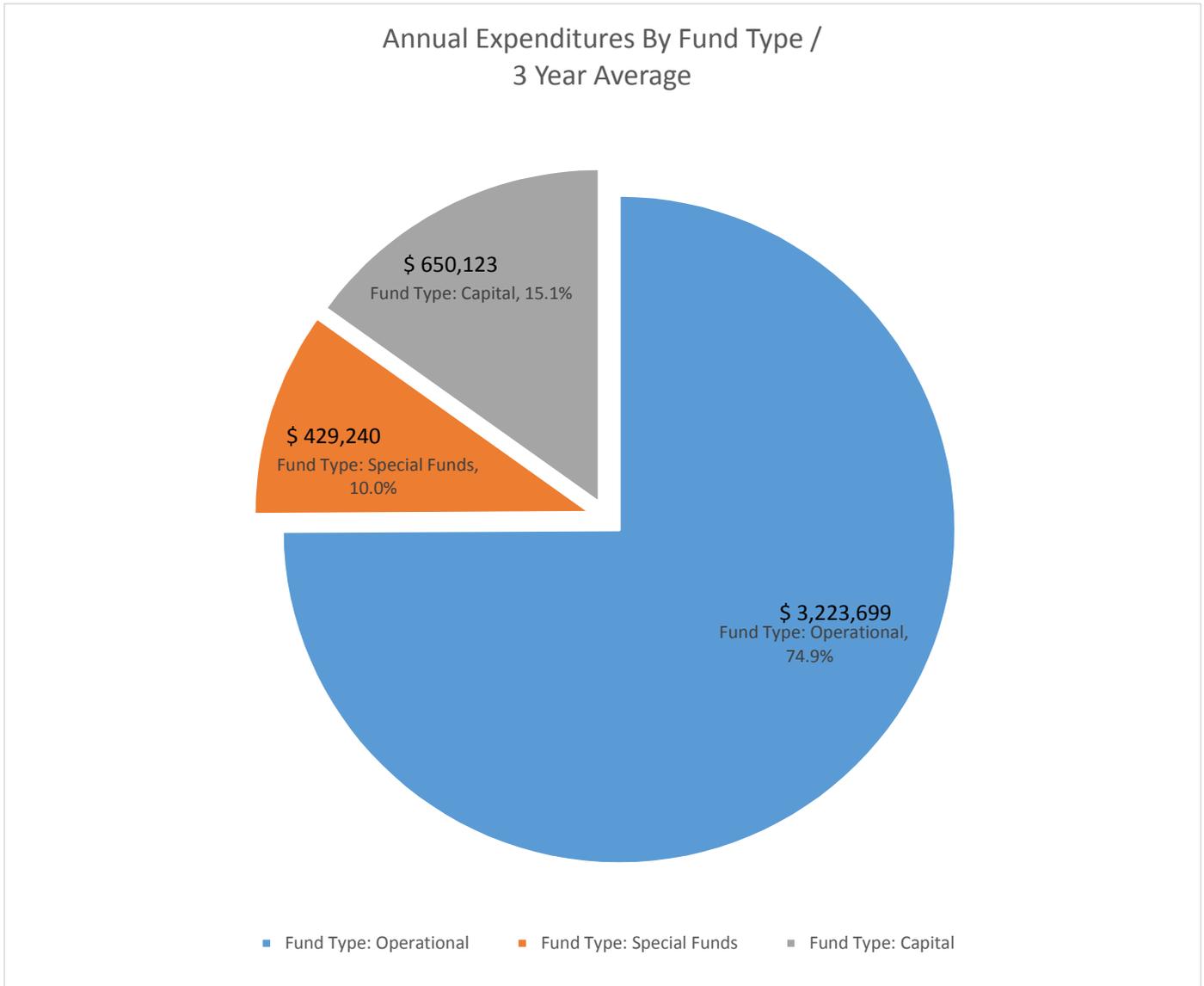
2014 STATE CHARTER RENEWAL APPLICATION

Appendix A. Financial Statement

1

Turquoise Trail Charter School Expenditures by Fund

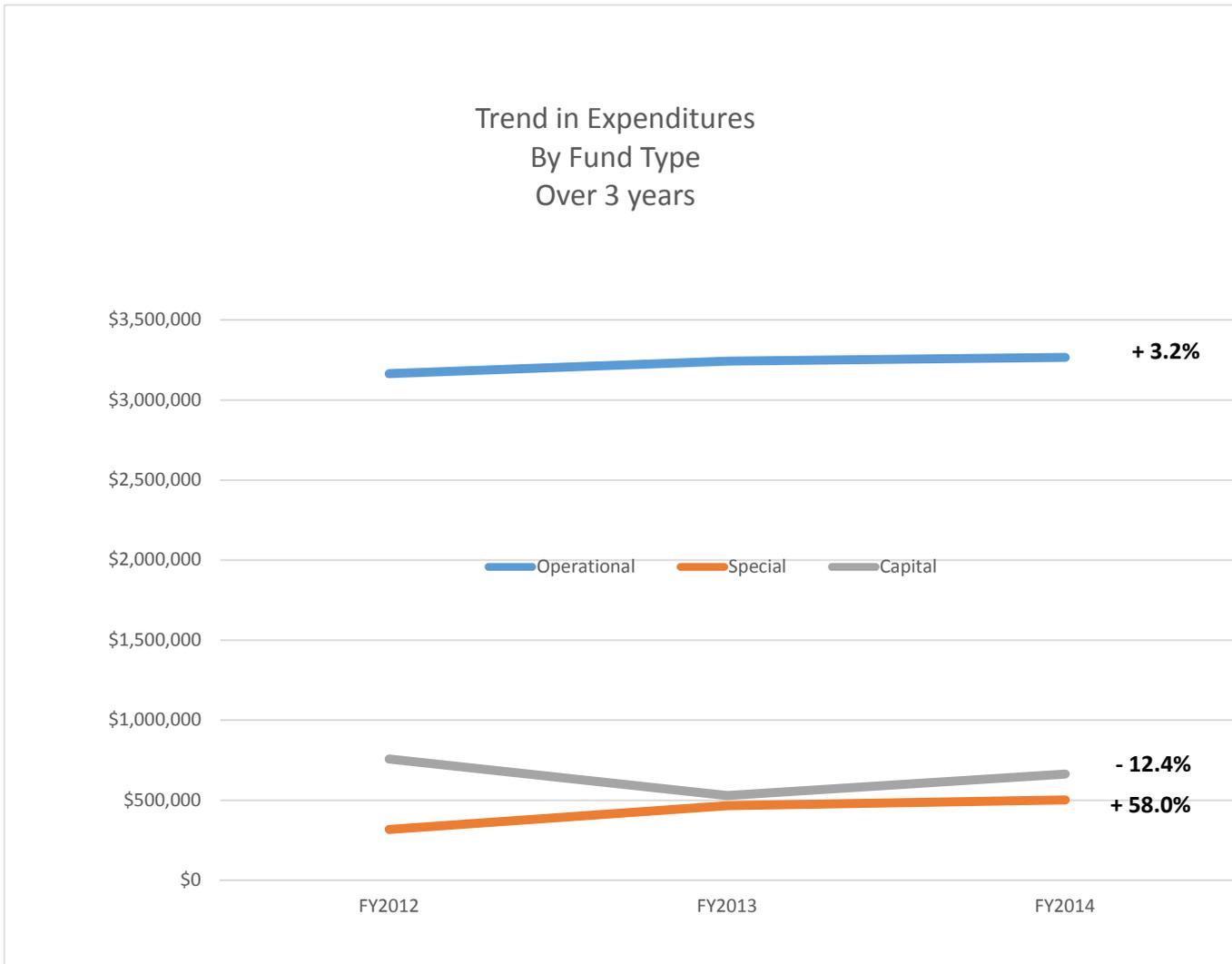
Turquoise Trail has managed 22 separate funds over the last three years. The first chart below illustrates spending by the three major fund groups: Operational, Special Projects and Capital. Operational funding, delivered primarily through the State Equalization Guarantee, remains the primary source of funding for the school. Along with Special Projects Funds, the Operational Fund provides the resources for all student programs. Please refer to Table 1 in Appendix A-2 for detail on how funds are classified and the expenditures year by year.



2

Turquoise Trail Charter School
Expenditures by Fund / 3 yr trend

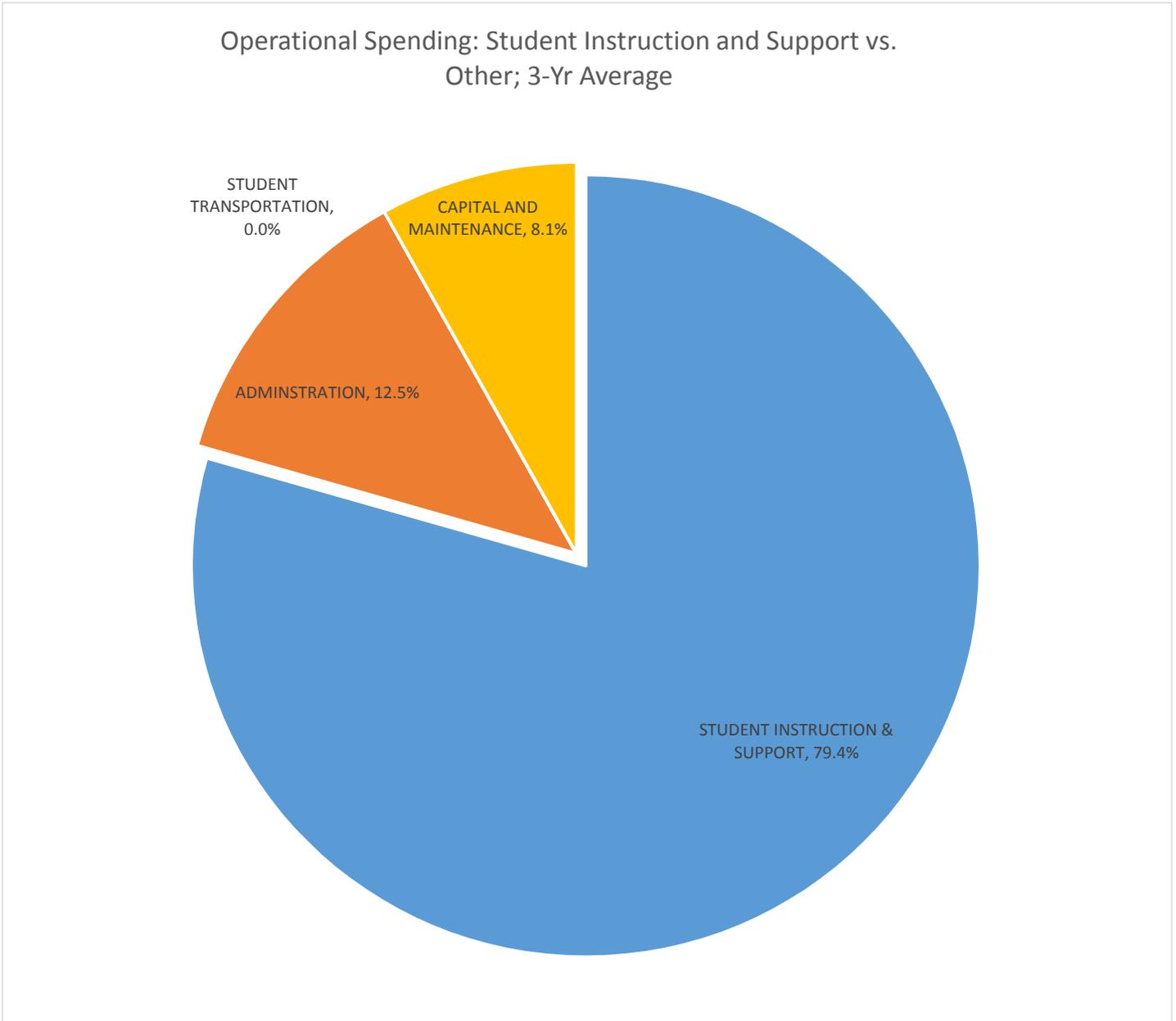
The next chart shows the growth or decrease in funding for each of the Fund categories over the last three years. Operational funding has grown modestly, 3.2% over three years. Largely due to the receipt of a Reads to Lead state grant and the growth of the state-funded PreK program, Special Projects funding has increased 58% over the period. Capital spending shows a decrease due to the completion of one major capital project: the construction of two PreK classrooms. Detail is provided in Appendix A-2 Table 1.



3 Turquoise Charter School Spending on Student Instruction and Support vs Other Categories

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

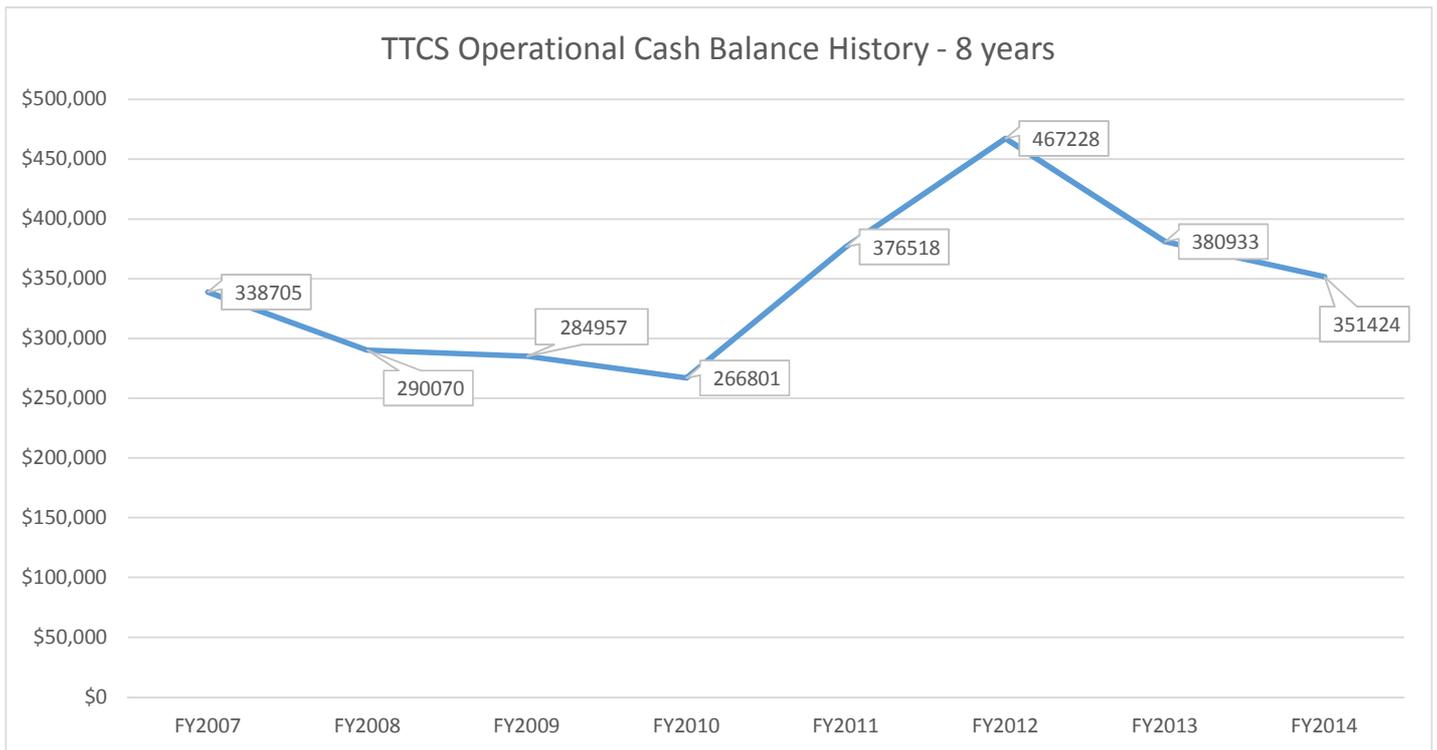
At 79.4% of Operational Funds spend directly on students the school compares favorably with large districts (Santa Fe Public Schools at 80.6%) and median size districts (ranging from 69% to 75.5%). See Appendix A-2 Table 3.



4

Turquoise Trail Charter School
Fund Balances and Cash Management

The chart below shows the Operational fund balance history of the school over a period of eight years. The current Operational fund balance of \$351,242 is slightly above the average for the preceding seven years (\$343,602) and is 10.9% of the operational revenue collected in that year. The school's Finance Committee believes a prudent fund balance should not fall below 5% of revenue in the operational fund. Data for this chart is found in Appendix A-2 Table 4.



5

Turquoise Trail Charter School
BUDGET BALANCES BY FUND AND BY FUNCTION / 3YRS

The Public Education Department measures budget compliance by fund and by function. A school must have budget controls in place that prevent any function in any fund from being overspent. Table 5 in Appendix A-2 shows budget balance data for the school for the last three years. Positive numbers or zeros in every cell show that the school is in compliance.

Table 1

**Turquoise Trail Charter School
Expenditures by Fund / 3 yrs: The Data**

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

	FY2012 Expenditures	FY2013 Expenditures	FY2014 Expenditures	3yr Average Expenditures	Expenditures as % of Total	Increase Yr to Yr
11000 Operational Sub Fund	3,146,127	3,206,352	3,238,926			
14000 Instructional Materials Sub Fund	18,231	34,860	26,602			
Fund Type: Operational	3,164,358	3,241,213	3,265,528	3,223,699	74.9%	3.2%
23000 Non-Instructional (ASP)	0	72,312	68,077			
24101 Title I	75,201	72,330	66,729			
24106 IDEA-B	113,150	97,490	91,362			
24109 IDEA-B PreK	308	0	0			
24153 English Language Acquisition	6,111	3,303	4,039			
24154 Title II	0	2,100	0			
25255 Education Job Fund	1,274	0	0			
27106 Library GO Bond-Laws of 2010	2,407	0	0			
27107 GO Bond Student Library SB-66	0	0	2,995			
27111 Formative Assessments	0	2,829	0			
27114 Reads to Lead	0	37,850	46,473			
27149 PreK Initiative	72,473	136,194	172,608			
27166 K3 Plus	0	0	5,950			
28144 Medicaid HSD	38,704	40,270	40,812			
29102 Private/Direct	8,469	581	3,602			
29107 City/County	0	1,719	0			
Fund Type: Special Funds	318,095	466,977	502,648	429,240	10.0%	58.0%
31200 Capital Outlay (Lease Reimb)	334,251	333,554	324,620			
31400 Capital Outlay (PreK Constr)	322,830	0	0			
31600 Capital Improvements (SB9)	28,637	71,386	0			
31700 Capital Improvements (HB33)	71,255	125,157	338,680			
Fund Type: Capital	756,973	530,097	663,300	650,123	15.1%	-12.4%
Grand Total	4,239,426	4,238,287	4,431,476	4,303,063	100.0%	

Table 2

Turquoise Charter School
Spending on Student Instruction and Support vs Other Categories: the Data

FY2014						
FUNCTION	OPERATIONAL FUND (11000)	SPECIAL FUNDS (23000-29107)	CAPITAL FUNDS (31000-31700)	Total	% OPERATIONAL FUNDS	% ALL FUNDS
Instruction	2,256,971	371,083	0	2,654,655		
Support Services-Students	261,837	128,117	0	389,954		
Support Services-Instruction	40,464	2,995	0	43,459		
STUDENT INSTRUCTION & SUPPORT	2,559,272	502,195	0	3,088,069	79.2%	69.7%
Support Services-General Administration	25,723	0	3,981	29,704		
Support Services-School Administration	237,545	0	0	237,545		
Central Services	130,312	0	0	130,312		
Other Support Services	7,303	0	0	7,303		
ADMINISTRATION	400,883	0	3,981	404,864	12.3%	9.1%
Student Transportation	0	453	0	453		
STUDENT TRANSPORTATION	0	453	0	453	0.0%	0.0%
Operation & Maintenance of Plant	278,771	0	0	278,771		
Capital Outlay	0	0	659,319	659,319		
CAPITAL AND MAINTENANCE	278,771	0	659,319	938,090	8.5%	21.2%
Total Expenditure	3,238,926	502,648	663,300	4,431,476	100.0%	100.0%

FY2013						
FUNCTION	OPERATIONAL FUND (11000)	SPECIAL FUNDS (23000-29107)	CAPITAL FUNDS (31000-31700)	Total	% OPERATIONAL FUNDS	% ALL FUNDS
Instruction	2,194,857	342,529	0	2,572,246		
Support Services-Students	292,136	122,729	0	414,865		
Support Services-Instruction	50,014	1,719	0	51,732		
STUDENT INSTRUCTION & SUPPORT	2,537,006	466,977	0	3,038,844	79.3%	71.7%
Support Services-General Administration	25,595	0	3,892	29,487		
Support Services-School Administration	257,648	0	0	257,648		
Central Services	125,854	0	0	125,854		
Other Support Services	10,433	0	0	10,433		
ADMINISTRATION	419,529	0	3,892	423,421	12.9%	10.0%
Student Transportation	0	0	0	0		
STUDENT TRANSPORTATION	0	0	0	0	0.0%	0.0%
Operation & Maintenance of Plant	249,817	0	0	249,817		
Capital Outlay	0	0	526,205	526,205		
CAPITAL AND MAINTENANCE	249,817	0	526,205	776,022	7.7%	18.3%
Total Expenditure	3,206,352	466,977	530,097	4,238,287	100.0%	100.0%

FY2012

Table 2 cont.

FUNCTION	OPERATIONAL FUND (11000)	SPECIAL FUNDS (23000-29107)	CAPITAL FUNDS (31000-31700)	Total	% OPERATIONAL FUNDS	% ALL
Instruction	2,129,850	178,513	0	2,326,594		
Support Services-Students	244,205	137,176	0	381,381		
Support Services-Instruction	71,719	2,407	0	74,126		
Community Services Operations	61,191	0	0	61,191		
STUDENT INSTRUCTION & SUPPORT	2,506,965	318,095	0	2,843,291	79.8%	67.1%
Support Services-General Administration	22,119	0	0	22,119		
Support Services-School Administration	228,192	0	0	228,192		
Central Services	129,010	0	0	129,010		
Other Support Services	5,635	0	0	5,635		
ADMINISTRATION	384,956	0	0	384,956	12.2%	9.1%
Student Transportation	0	0	0	0		
STUDENT TRANSPORTATION	0	0	0	0	0.0%	0.0%
Operation & Maintenance of Plant	254,206	0	0	254,206		
Capital Outlay	0	0	756,973	756,973		
CAPITAL AND MAINTENANCE	254,206	0	756,973	1,011,178	8.0%	23.9%
Total Expenditure	3,146,127	318,095	756,973	4,239,426	100.0%	100.0%

Table 3

Turquoise Charter School

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

Comparison Data: One large district and the three districts closest to the statewide mean size (3,442 students):

District	Student Count	% Student Instruction and Support
Santa Fe	12,828	80.6%
Lovington	3,540	75.5%
Grants-Cibola	3,506	69.0%
Los Alamos	3,475	74.0%

Table 4

Turquoise Trail Charter School Fund Balances and Cash Management: the Data

The data below shows the school's revenue, expenditures and fund balance for the last three years, grouped by fund type. Note that negative fund balances in the Special Fund category result from the fact the these funds generally are paid on a reimbursement basis. At year's end many of these funds will have a payment pending from the PED, a receivable that is cleared in the first two months of the new fiscal year.

FY2014					
	OPERATIONAL FUND (11000)	INSTRUCTIONAL MATERIALS FUND (14000)	SPECIAL FUNDS (23000-29107)	CAPITAL FUNDS (31000-31700)	Total
Total Revenue	\$ 3,209,234.67	\$ 32,687.23	\$ 472,486.59	\$ 680,794.28	\$ 4,395,202.77
Total Expenditure	\$ 3,238,925.83	\$ 26,602.13	\$ 502,648.19	\$ 663,299.82	\$ 4,431,475.97
Fund Balance, End of year	<u>\$ 351,241.45</u>	<u>\$ 6,324.63</u>	\$ (33,712.84)	\$ 254,021.56	<u>\$ 577,874.80</u>

FY2013					
	OPERATIONAL FUND (11000)	INSTRUCTIONAL MATERIALS FUND (14000)	SPECIAL FUNDS (23000-29107)	CAPITAL FUNDS (31000-31700)	Total
Total Revenue	\$ 3,120,056.75	\$ 29,979.32	\$ 542,786.03	\$ 849,864.75	\$ 4,542,686.85
Total Expenditure	\$ 3,206,352.28	\$ 34,860.32	\$ 466,977.44	\$ 530,097.09	\$ 4,238,287.13
Fund Balance, End of year	<u>\$ 380,932.61</u>	<u>\$ 239.53</u>	\$ (3,551.24)	\$ 236,527.10	<u>\$ 614,148.00</u>

FY2012					
	OPERATIONAL FUND (11000)	INSTRUCTIONAL MATERIALS FUND (14000)	SPECIAL FUNDS (23000-29107)	CAPITAL FUNDS (31000-31700)	Total
Total Revenue	\$ 3,236,521.42	\$ 19,733.46	\$ 278,101.34	\$ 691,687.12	\$ 4,226,043.34
Total Expenditure	\$ 3,146,126.91	\$ 18,230.92	\$ 318,095.36	\$ 756,972.64	\$ 4,239,425.83
Fund Balance, End of year	<u>\$ 467,228.14</u>	<u>\$ 5,120.53</u>	\$ (81,185.80)	\$ (83,240.56)	<u>\$ 307,922.31</u>

Table 5

**Turquoise Trail Charter School
BUDGET BALANCES BY FUND AND BY FUNCTION / 3YRS**

The Public Education Department measures budget compliance by fund and by function. A school must have budget controls in place that prevent any function in any fund from being overspent. Table 5 in Appendix A-3 below shows budget balance data for the school for the last three years. Positive numbers or zeros in every cell show that the school is in compliance.

FUND	FUNCTION	BUDGET BALANCE		
		FY2012	FY2013	FY2014
11000 Operational	FUND TOTAL	433,583	318,948	350,209
11000 Operational	1000 Direct Instruction	235,570	123,866	140,875
11000 Operational	2100 Student Support (Attendance, Guidance, Health, Ancillary)	46,975	30,443	60,433
11000 Operational	2200 Instructional Support (Library, Assessment)	7,667	34,984	5,906
11000 Operational	2300 General Administration (Governance, Audit, Legal)	13,266	10,079	9,870
11000 Operational	2400 School Administration	27,139	16,266	39,300
11000 Operational	2500 Central Services (Business)	12,557	19,975	12,966
11000 Operational	2600 Operation & Maintenance of Plant	48,428	51,337	35,397
11000 Operational	2900 Other Support (Litigation, Emergency Reserve)	33,065	26,996	40,462
11000 Operational	3300 Community Services (Aftercare)	8,916	5,000	5,000
14000 Instructional Materials	FUND TOTAL	4,429	5,465	3,623
14000 Instructional Materials	1000 Direct Instruction	4,429	5,465	3,623
23000 Non-Instructional (ASP)	FUND TOTAL	0	1,074	24
23000 Non-Instructional (ASP)	1000 Direct Instruction	0	1,074	24
24101 Title I	FUND TOTAL	0	559	0
24101 Title I	1000 Direct Instruction	0	559	0

24106 IDEA-B	FUND TOTAL	0	0	0
24106 IDEA-B	2100 Student Support (Attendance, Guidance, Health, Ancillary)	0	0	0
24109 IDEA-B PreK	FUND TOTAL	44	0	0
24109 IDEA-B PreK	2100 Student Support (Attendance, Guidance, Health, Ancillary)	44	0	0
24153 English Language Acquisition	FUND TOTAL	94	1,544	0
24153 English Language Acquisition	1000 Direct Instruction	94	1,544	0
FUND	FUNCTION	FY2012	FY2013	FY2014
24154 Title II	FUND TOTAL	0	0	0
24154 Title II	1000 Direct Instruction	0	0	0
24201 Title I Federal Stimulus	FUND TOTAL	0	0	0
24201 Title I Federal Stimulus	1000 Direct Instruction	0	0	0
24206 IDEA-B Federal Stimulu	FUND TOTAL	0	0	0
24206 IDEA-B Federal Stimulu	1000 Direct Instruction	0	0	0
25255 Education Job Fund	FUND TOTAL	0	0	0
25255 Education Job Fund	1000 Direct Instruction	0	0	0
27106 Library GO Bond-Laws of 2010	FUND TOTAL	0	0	0
27106 Library GO Bond-Laws of 2010	2200 Instructional Support (Library, Assessment)	0	0	0
27107 GO Bond Student Library SB-66	FUND TOTAL	0	0	571
27107 GO Bond Student Library SB-66	2200 Instructional Support (Library, Assessment)	0	0	571
			0	

27111 Formative Assessments	FUND TOTAL	0	0	0
27111 Formative Assessments	1000 Direct Instruction	0	0	0
27114 Reads to Lead	FUND TOTAL	0	1,350	0
27114 Reads to Lead	1000 Direct Instruction	0	1,350	0
27149 PreK Initiative	FUND TOTAL	67	8,706	7,392
27149 PreK Initiative	1000 Direct Instruction	67	8,706	7,392
27166 K3 Plus	FUND TOTAL	0	0	9,087
27166 K3 Plus	1000 Direct Instruction	0	0	7,574
27166 K3 Plus	2400 School Administration	0	0	966
27166 K3 Plus	2700 Transportation	0	0	547
28144 Medicaid HSD	FUND TOTAL	3,456	7,879	993
28144 Medicaid HSD	1000 Direct Instruction	99	5,074	0
28144 Medicaid HSD	2100 Student Support (Attendance, Guidance, Health, Ancillary)	3,357	2,805	993
29102 Private/Direct	FUND TOTAL	2,817	12,901	11,099
29102 Private/Direct	1000 Direct Instruction	2,817	12,901	11,099
29107 City/County	FUND TOTAL	1,826	107	107
29107 City/County	1000 Direct Instruction	0	0	0
29107 City/County	2200 Instructional Support (Library, Assessment)	1,826	107	107
31200 Capital Outlay (Lease Reimb)	FUND TOTAL	0	0	0
31200 Capital Outlay (Lease Reimb)	4000 Capital Outlay	0	0	0

31400 Capital Outlay (PreK)	FUND TOTAL	0	0	0
31400 Capital Outlay (PreK)	4000 Capital Outlay	0	0	0
31600 Capital Improvements (SB9)	FUND TOTAL	45,372	0	0
31600 Capital Improvements (SB9)	4000 Capital Outlay	45,372	0	0
31700 Capital Improvements (HB33)	FUND TOTAL	31,905	216,209	380,105
31700 Capital Improvements (HB33)	2300 General Administration (Governance, Audit, Legal)	0	1,408	3,019
31700 Capital Improvements (HB33)	4000 Capital Outlay	31,905	214,801	377,086
	Grand Total	523,595	574,742	763,209

Turquoise Trail Charter School

13A San Marcos Loop
Santa Fe, NM 87508
505-986-4000

www.turquoisetrailcharterschool.org
(or ttschool.org)

2014 STATE CHARTER RENEWAL APPLICATION

Appendix B. Petition for
Support from Employees Affidavit

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

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

I am the head administrator of the Turquoise Trail Charter School and hereby certify that: the attached petition in support of the Turquoise Trail Charter School renewing its charter was circulated to all employees of the Turquoise Trail Charter School. There are 58 persons employed by the Turquoise Trail Charter School. The petition contains the signatures of 56 employees, which represents 96.5 percent of the employees employed by the Turquoise Trail Charter School.

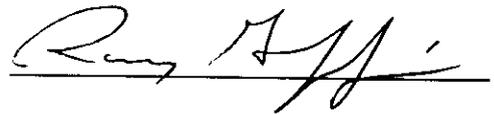
STATE OF NEW MEXICO)

ss.

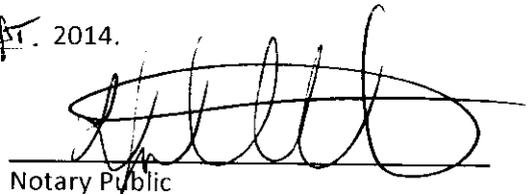
COUNTY OF Santa Fe)

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 23 day of Sept. 2014.


Notary Public

OFFICIAL SEAL
LLOYD QUINTANA
NOTARY PUBLIC - State of New Mexico

My Commission Expires:

2/17/2016

My Commission Expires

2/17/2016



Turquoise Trail Charter School

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2014 STATE CHARTER RENEWAL APPLICATION

Appendix C. Petition for
Support from Households Affidavit

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

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

I am the head administrator of the Turquoise Trail Charter School and certify that: the attached petition in support of the Turquoise Trail Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 303 households, which represents 85 percent of the households whose children were enrolled in the Turquoise Trail Charter School.

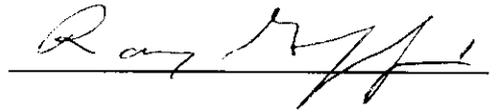
STATE OF NEW MEXICO)

ss.

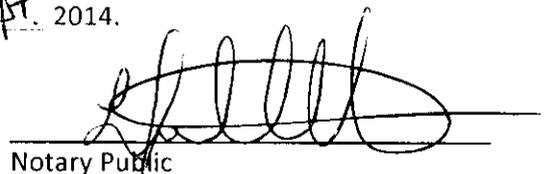
COUNTY OF Santa Fe)

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 23 day of Sept. 2014.



Notary Public



OFFICIAL SEAL
LLOYD QUINTANA
NOTARY PUBLIC-State of New Mexico

My Commission Expires:

2/17/2016

My Commission Expires 2/17/2016

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2014 STATE CHARTER RENEWAL APPLICATION

Appendix D. E-Occupancy Certificate
and Letter from PSFA

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

No 16730

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

~ CERTIFICATE OF OCCUPANCY ~

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

13 A San Marcos Loop
BUILDING ADDRESS

Santa Fe Public Schools 610 Alta Vista
NAME AND ADDRESS OF OWNER

Bradbury & Stamm
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

2313
IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

2010030713
BUILDING PERMIT NUMBER

All
PORTION OF BUILDING

Chris Rodriguez
INSPECTOR'S NAME

02/23/2012
DATE

COMMENTS

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
410 Don Gaspar
Santa Fe, NM 87501
(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)

September 18, 2014

Mr. Randy Freeman, Business Manager
Turquoise Trail Charter School
13A San Marcos Loop
Santa Fe, NM 87508

Dear Mr. Freeman:

This letter is being provided to you because Turquoise Trail Charter School's reauthorization is fast approaching and the application for that renewal is due October 1, 2014 and, pursuant to 22-8B-4.2 NMSA 1978, which states that,

the facilities of a charter school whose charter has been renewed at least once shall be evaluated, prioritized and eligible for grants pursuant to the Public School Capital Outlay Act in the same manner as all other public schools in the state; provided that for charter school facilities in leased facilities, grants may be used to provide additional lease payments for leasehold improvements made by the lessor.

The facilities that house Turquoise Trail Charter School were assessed on September 9, 2014 and a weighted New Mexico Condition Index (wNMCI) score of 5.73% was generated based on that assessment. The current average wNMCI score for all public school facilities, statewide, is 18.95%.

Turquoise Trail's facilities are currently ranked among all public schools in New Mexico and the school is eligible to apply for capital improvement grants from the Public School Capital Outlay Council.

If you have any questions about this information, please do not hesitate to contact PSFA. We wish you success as you navigate the charter school renewal process.

With Highest Regards,

A handwritten signature in black ink, appearing to read "Brad Jackson".

Brad Jackson, Facilities Specialist
Public School Facilities Authority

CC: Martica Casias, Planning & Design Manager
Public Education Department

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2014 STATE CHARTER RENEWAL APPLICATION

Appendix E. Transportation Plan

To: Antonio Ortiz, Transportation Director, New Mexico Public Education Department

From: Dr. Ray Griffin, Head Administrator, Turquoise Trail Charter School

RE: Transportation funding request for 2015-2016 school years

Cc: Mr. Floyd Trujillo, Board President, Turquoise Trail Governance Board
Mr. Randy Freeman, Business Manager, Turquoise Trail Charter School

Date: September 15, 2014

The Turquoise Trail Charter School (TTCS) respectfully request transportation funds for the 2015-2016 school years. Turquoise Trail Charter School has been a local charter school under the direction of the Santa Fe Public School district. On October 2, 2014, the TTCS Governance Board President, Mr. Floyd Trujillo, Dr. Ray Griffin, TTCS Head Administrator, and Mr. Randy Freeman, TTCS business manager, will petition the Public Education Commission for charter renewal and state charter school status.

Upon approval for TTCS to become a state charter, the school will contract with either SFPS or an independent transportation company to provide bus services for our students.

The following information was requested by Mr. Antonio Ortiz, Transportation Director, New Mexico Public Education Department for budgeting purposes.

Total Bus Numbers	# of Routes	# of Buses	# of Miles	# of Students
1.	Route 22	1	42	59
2.	Route 9	1	65	120
3.	Route 21	1	62	58
4.	Route 25	1	63	57
	Total *Round trip	4	232	294

Please note. The mileage compilation was based on the current four bus routes that the Santa Fe Public Schools (SFPS) district supplies. A Google map was used for mileage gathering, as the Santa Fe Public Schools would not provide the information. Students were counted entering and exiting the bus on September 2, 2014. Our bus riding population is fairly stable from year to year so we recommend that you check our figures against the 2013-14 40th day report for SFPS transportation that was provided to your department last year. We do not have access to that report.

Please accept this information for a budgetary request to the New Mexico State Legislators for Turquoise Trail Charter School. We look forward to ensuring that children at our school have the transportation needed to achieve success in elementary school.

Please contact me at (505) 986-4000 or rgriffin@ttschool.org with any questions or if you need additional information. We look forward to working with you.

A. Amendment Requests

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

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

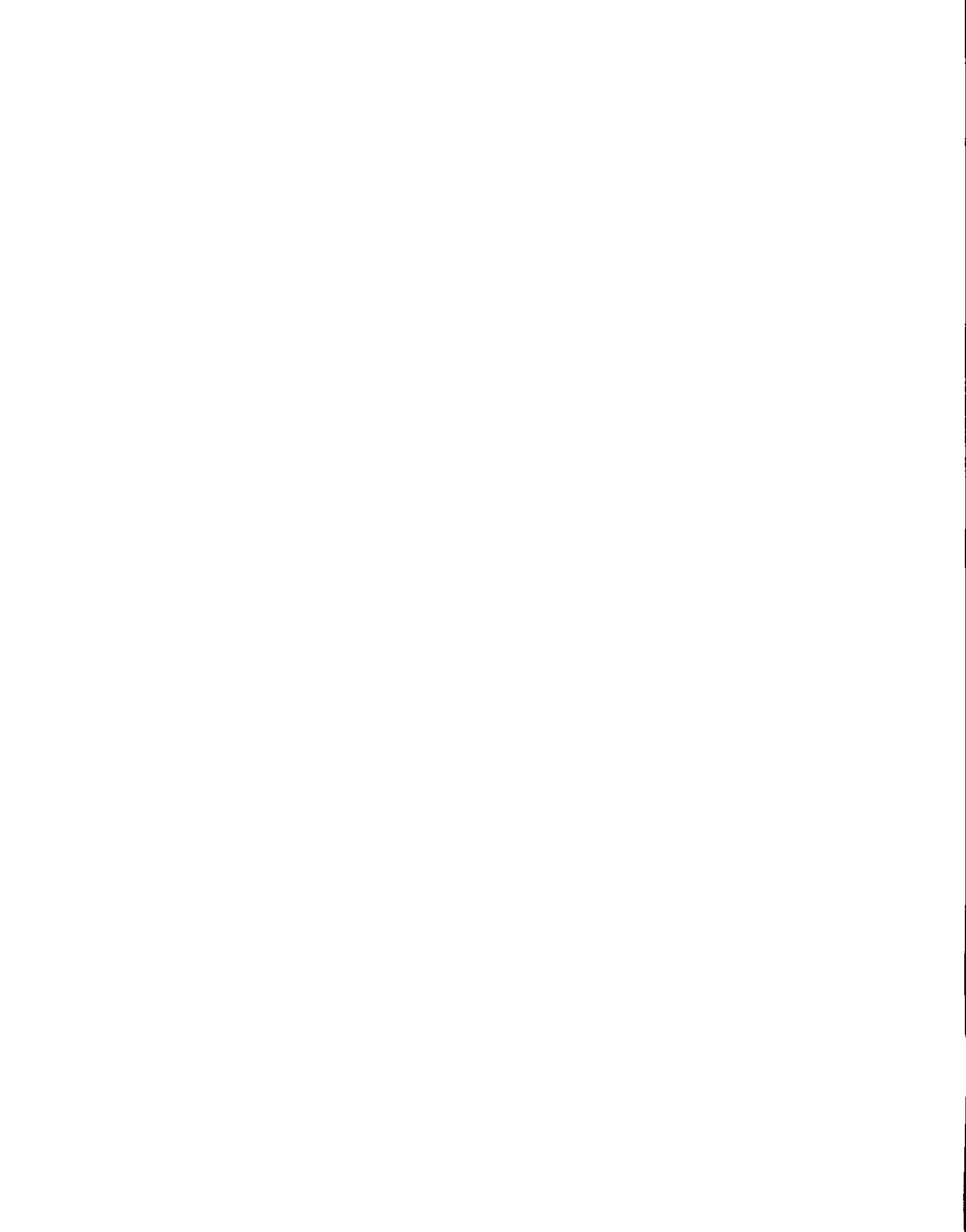
**An approved charter application is a contract between the charter school and the chartering authority. (22-8B-9 [A] MMSA 1978)*

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

Name of State-Chartered School: Turquoise Trail Charter School

Date submitted: September 25, 2014 Contact Name: Dr. Ray Griffin E-mail: rgriffin@ttschool.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Part C, page 4	K-6 enrollment will be capped at 465 students.	K-6 enrollment will be capped at 475 students.	Enrollment change offers an option to increase enrollment in the future, to serve the needs of families (siblings) and the community.	January 23, 2014



Printed Name of Governing Council President or Designee: Floyd Trujillo

Original Signature of Governing Council President or Designee:  Date: 7/25/14

Public Education Department use only

Director/General Manager approves change: _____ Date: _____
(No further action taken.)
Public Education Commission Chair: _____ Date: _____

APPROVED DENIED

