

PART A-PERFORMANCE REPORT

since the beginning, demonstrated the growth we had hoped to see. There were two students who scored a 20 composite on their math section.

Year 4

We asked students to register to take the ACT, in the spring of their Junior year. This test was administered two weeks after the NMSBA. We think that the students taking these two high stakes tests so close together had an adverse effect on both scores. Both our NMSBA and ACT dropped, overall. We had anticipated that in preparation for the NMSBA the students would be primed to do well on the ACT. The individuals who proctored the NMSBA said that just the math test, alone, took on average over 4 hours to complete. The format of the test had changed for this group, with much more reading and writing across the test. When we asked the students how they felt about the test, they said the word problems were difficult to decipher, and, therefore, they were unsure of their answers. When we looked at the specifics, we saw that students were doing well with the higher levels of problems, but were still being hampered by the basic components.

On one level, this journey was to help prepare students to successfully complete the ACT, but another aspect was to have them follow through and take the test.

During this 4th year, 14 out of the 16 seniors took the ACT in the fall. All WHCS Juniors were required to take the ACT in the spring. One important development to improve our students' participation is that WHCS became a test site for ACT in the Jemez Valley corridor. Before this change, our students had to travel at least 30 miles one way to take the test. This placed them in an unfamiliar environment with numerous challenges before ever taking the test. Because of our growth in participation to 100%, we are confident that all our students will take this test in preparation for the next stage of their student journey after graduating from WHCS.

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Changes Applied to Improve Student Achievement of the Objective:

We incorporated additional student, parent, teacher supports and technology integration to achieve higher participation and a more relevant experience.

Year 1

We met with students during their math and science class time, while they were still 8th graders. We wanted them to know what they needed to be ready for college and how to prepare to attain their dreams. We held a parent meeting in the fall to discuss, generally, what the Explore scores meant to their children. We conducted a personal visit with each student and parent to explain and answer questions in regard to academics and career readiness.

Graphing calculators were distributed so each student could start using their own calculator in 8th grade. Math and English teachers from the feeder middle school and high school were invited to share information about their students and begin a professional dialogue about curriculum mapping for student success.

In the technology area, WHCS assured that each student would be able to access a computer for his/her use. A mobile computer lab was installed in the math and science classroom. Since space is at a premium in the school's current configuration, classrooms are multi-purposed for other activities as well. Laptops can be used when needed for online activities, and secured in the mobile cabinet when chemistry, physics, or biology labs need to use the same space. This is also true for the Language arts classroom. Much research is done through the internet and PowerPoints are regularly developed by students to give classroom presentations. We are very proud that for a small school such as Walatowa, we are able to provide computers in each classroom for all students.

Year 2

We added a second math class for students who did not have all the skills to succeed in Algebra I. In years past we had placed all students, despite ability levels, in the same class and used differentiated instruction to meet the needs of each student. When students span a skill range of more than 4 grade levels, it creates an overwhelming challenge for the teacher to sufficiently meet the needs of each student. By creating a separate [remedial] class that reviewed basic math skills, it allowed students requiring more time and attention, the opportunity to catch up, while higher achieving students still in Algebra I could progress faster through the material. A specific story that a student shared with us between his 9th and 10th grade year confirmed we were on the right track. This student was admitted, eventually, to an engineering summer program at New Mexico Tech. Students from all over the country were selected for this program. Although our representative student had done well in our class, when he returned for his sophomore school year, he wanted to know why other students apparently knew more Algebra than he did. From this incident, we learned that while the whole class was showing progress, we had not adjusted the classes giving those students who could progress faster and cover more material the opportunity to do so.

In English Dept., our faculty developed a summer institute. The institute was a paradigm shift from the traditional idea that summer school is exclusively for remediation or credit recovery. We know that student attention on academics over the summer reduces the likelihood of "brain shrinkage" and is an effective bridge to jumpstart the fall term. Students attended 3 hours daily for 3 weeks, focusing directly on those skills they would need for the following school year. When students arrive already a few grade levels behind, it is difficult to make significant progress relying only on the

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regular schedule.

Each semester we took students to a different college for a campus visit. The trips and visits helped improve student performance. Their motivation increased as students met other adults and teachers who spoke about the relevance of the work they were doing in high school. The research papers, homework assignments, rigor, electives, and testing the students completed could be seen through a prism of college readiness. When our students talked to an instructor about their career aspirations, the instructor would point out that the Walatowa experience provided the foundation in academics and life skills they would need. The importance of responsibility, attendance, time management, organization, and focus required at our school would put them in a strong position to advance in their education after high school.

Additional technology tools acquired during this year were interactive whiteboards with video projectors suspended from the ceiling. The equipment, which cost less than half of the price of a smart board, to enhance the learning experience of the students. The math/science teacher could now draw diagrams and angles quicker with different colors and shapes using this apparatus. The Language Arts teacher now could show different types of media without taking up any additional space because of the flexibility afforded by ceiling mounted projector. By incorporating visual learning in the classroom, all students benefitted by addition of rich content.

Year 3

During the 10th grade year, we continued hosting parent meetings, summer institutes, and college campus visits.

Two additional elements that helped enhance student scores and college readiness were a) a student/parent college campus visit and b) an additional school period.

The school chartered a bus to take all our students and their parents to visit New Mexico Highlands University in Las Vegas, New Mexico. Until now, the students had traveled with school sponsors to visit colleges all over New Mexico and surrounding states. We wanted the parents to personally experience what college readiness and expectations are all about. The parents heard, along with their students, the financial obligations, the academic expectations, and the maturity needed to get into college. After their shared experience, the parents could better support the charter school's initiatives and encourage their childrens' aspirations. The relevance of high school became more tangible to the parents after seeing and hearing what colleges are looking for in their future students. We initiated a new 7:30 a.m. math class for students wanting to learn beyond the 3 years of math required at the time. In fact, the 4 years of math requirement formally started with the freshmen of 2009. However, WHCS began to offer 4 years of math well before the requirement formally went into effect. We saw a direct correlation between higher test scores for those students who took the extra math class compared to those who did not. It was still optional at this time but in Year 4, it became a requirement of all our students.

The technology that was added during this year was the use of the iTouch and film editing capabilities. The iTouch was used as a clicker device that gives the teacher the ability to quiz students and receive instant results to assess student learning and comprehension. The devices also are used to access the internet and various apps created for educational purposes.

The language arts/history classroom incorporated the use of film for various classroom projects. Students interviewed people from the community to relate the learning in the classroom to the real

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world. When recent wars became a classroom topic, a student was able to interview his grandfather about the events he was learning about and relate these facts to the local community history.

Year 4

During this last year, WHCS hosted parent meetings, college campus visits, and additional classes beyond the state high school requirements.

The parent meetings held for the cohort of 2012 have had an average attendance of over 80%. While our school has an acceptable parent attendance of over 60% in parent/teacher conferences, there is room for improvement. Parent involvement positively affects student achievement when there is active and current communication between the home and the school. As a whole, the Jemez Pueblo community is very supportive of education, but the individual families must prioritize their child's future. One way to accomplish this is by attending and supporting their student through school activities.

Last year, WHCS prioritized reading on a higher level than ever before. While all teachers were addressing reading in their content areas, additional help was needed. The Language Arts teacher identified a reading program called Lexia and Reading Plus. A minimum 30 minutes every school day was the recommendation for the product initiative to have maximum effect. The staff decided to make it a required class for every student, five days per week. This meant that 12.5% of our school day is dedicated to daily reading practice. One period out of eight periods, daily would focus on developing reading skills, strategies, and improving comprehension. We believe that improved reading skills would positively affect all disciplines and assessments. Since last year was introductory, we are still collecting data to assess the impact of this initiative on student achievement.

The technology component for this year was the addition of a Mobi system. This system incorporates clicker technology with smart board technology. Students share small writing tablets that display their work on the whiteboard through the video projector connected to the projector. The clickers can do more than just multiple choice questions, but have an alphanumeric keypad that allows student to type short answers. The teacher can write from a small tablet to the board but can also control their computer while walking around the classroom. The teacher's tablet also has a small screen that shows the student responses to assess their learning throughout the lesson. This technology is very new to our school and our teachers are still learning how to exploit its capabilities. We believe this technology will improve student learning because the teachers can check for comprehension as they are teaching their lessons.

4. OTHER GOALS/PERFORMANCE STANDARDS IDENTIFIED IN THE CURRENT CHARTER

- List any other Goals/Performance Standards contained in the current charter, the measure(s) used to assess progress, the data obtained using those measures, the school's statements of progress towards the goal/standard and the changes, if any, applied to enable the school to progress towards achieving the standard.
- Copy and paste additional sections as needed.

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Student Objective/ Performance Standard #1:

Each student will enroll in at least one dual credit class while in high school

Measure(s) Used:

Successfully completing a dual credit class with a B average or higher.

Data:

Student college and high school transcripts
Available for viewing at site visit

Statement of Progress:

Our charter mission statement clearly states that our community-integrated experiential learning program will prepare students to be academically successful while promoting leadership, language preservation, and community wellness. As we looked at how this could best be attained, dual credit legislation was passed for the state of New Mexico and WHCS was awarded a four-year early college grant from the Gates Foundation. The emphasis of both initiatives was to make college accessible and relevant for all students, especially those groups who do not have college backgrounds in their families and have not historically had large numbers attending college.

When our charter was originally drafted one of the best ways to demonstrate academic rigor was the Advanced Placement (AP) program through College board. The charter stated that a majority of students would take AP courses before graduation. We discovered that using AP materials would limit our ability to incorporate the cultural, linguistic, and experiential learning that our charter required. The background knowledge that each student brings into the classroom would not be used as much with curriculum and assessments made by professionals that are not familiar with our goals and community.

The early college grant we received emphasized the Native perspective and also that every student, at any level, would be part of the college readiness environment. This model focused not only on those students already highly motivated for academic success, but also on helping all students to attain the skills necessary for life after high school. Students in this model would take classes in their first two years of high school to prepare them to take college levels classes their last two years of high school.

At the state level, the dual credit legislation focused on enrollment of high school students in college classes. This credit could be used to complete their high school elective requirements and demonstrate to students that college was relevant and attainable.

During the first year of our early college grant WHCS established partnerships with a number of postsecondary institutions. In addition, the charter school received technical assistance from Antioch University Center for Native Education in Seattle, Washington and funding support for this effort. We created a steering committee that consisted of staff and students from WHCS, University of New Mexico (UNM) representatives with native education experience, and personnel and parents from

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Jemez Pueblo. We developed a four-year schedule of classes for the students. We investigated the most effective classes to help meet our charter goals, as well as engage students.

In 2008, our first group of students enrolled in NATV 150 Introduction to Native American Studies, 3 credit college level course. This course surveys the significance of Native American Studies through an inter-disciplinary approach to four major areas of academic concentrations; Arts and Literature, Education and Language, Cultural Studies and Environment, and Leadership and Self-determination. The class fit perfectly with our charter and the early college model. Five seniors were eligible for this class because UNM has a minimum GPA for high school students who want to take college classes. All five students would ride a public shuttle service at 5:30 a.m. from Jemez Pueblo to the Railrunner substation in Bernalillo. From there, they took the train to downtown Albuquerque and arrived for their 9:20 a.m. class on Tuesday and Thursdays. Later, they would return to Bernalillo by noon in order to get back to Jemez in time for their afternoon high school classes.

During second semester we offered Pueblo Pottery ARTS 469, 3 credit college course. The cross-cultural class introduced students to the Puebloan pottery tradition. The course combines a hands-on approach to pottery making with an analytical investigation of material culture and ethnoaesthetics. The instructor visited our campus on Monday, Wednesday, and Fridays. He was Native American and familiar with many of the traditions and important aspects of Pueblo potters. The students collected materials from their own land to produce their work of pottery. We brought college rigor to our campus without having to travel to another campus. Again 5 seniors received dual credit for this class, but all the seniors took the class for high school credit.

During our second year in SY 2009-10 we worked on getting more students eligible for dual credit classes. We had established two delivery methods for instruction. One was sending the students to various college campuses and the other was bringing college teachers to our campus. There were two more methods that we would consider and try in our second year. These included online courses and the other was to adjunct our high school teachers to teach dual credit classes.

There are basically two ways a student can qualify for college level classes: by maintaining a certain cumulative GPA or ACT score, or taking certain prerequisite classes or placing in the class with an Accuplacer/Compass score. More than half our students did not have high enough scores to qualify for college level classes, so we focused on offering classes that would bring their placement scores up and arrange for English and math prerequisite courses to be held at our campus. The Institute of American Indian Arts (IAIA) provided the funds and support that enabled the school to offer Math and English 98 and 99 courses at our campus. These classes provided fundamental instruction for our students that improved their eligibility options for college courses but also strengthened their overall academic growth.

During this year all seniors enrolled in either a dual credit course or a pre-college course. We also offered a dual credit Arts course to our Juniors, taught by our instructor. Our Arts instructor has over 20 years of college teaching experience and IAIA awarded him adjunct status for our students to receive college and high school credit for the work in these classes.

We have used the online/distance learning model, as well, to deliver dual credit options for our

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students. Central Community College of New Mexico (CNM) has been our partner for this approach. CNM does not have a GPA requirement for admission, but does use Accuplacer scores as prerequisites for certain classes. CNM established our campus as a test center during this school year so we could administer the placement test locally. Prior to this, the school had to arrange for transportation and lose a day of school to take our students into Albuquerque for the placement tests. Our students took Financial Literacy FIN1010, Making Money Work as a distance learning course taught online by a CNM instructor. This course helps students identify their personal, career and educational goals. There is more work involved on our side to make this option more successful for our students. While the average grade for our dual credit classes has been a B, we have had to allow our students to withdraw from online class if they were unable to pass the class or would be receiving C. The reading level of materials, absence of a teacher, and the time management skills needed to complete an online course seemed to hinder our students from achieving the same success, as with other delivery models.

In school year 2010-11 dual credit has become institutionalized in our school culture and expectations. The school has met the responsibility of paying for the textbooks, while the state has paid for tuition costs. One additional challenge has been provision of safe and reliable transportation for our students. Through our state GEAR UP partnership we were able to purchase a small bus that will be used to transport students to take classes at various campuses. An additional partner who has been very helpful in this process, and offered a dual credit class in our community last year, is the University of New Mexico at Los Alamos (UNMLA). Their branch campus in Bernalillo has the flexibility to work with our schedule and needs. While they have a minimum GPA requirement, they are able to work with students that have a cumulative GPA of 2.5. Over 70% of our current senior class has this GPA. In fact, 70% of those students who have been with us since they were freshmen have over a 3.0 GPA. Last spring, UNMLA offered a college success class on Wednesday evening for our seniors and juniors. We had 7 seniors and 6 juniors complete the course with a B average, or higher.

One other class offered on our campus last year that should be included in this discussion is EMS 1003 - EMS First Responder. This course provides the minimum level of training and certification for students wishing to assist in patient emergencies. Some EMS and fire services allow First Responder certification as a minimum requirement for employment; most prehospital services require EMT-Basic licensure. Students were introduced to a variety of emergency skills and patient assessment strategies. This class was offered as a concurrent class and not a dual credit class through Eastern New Mexico University at Roswell (ENMU-R). The instructor taught the class on our campus on Tuesday and Thursdays. The instructor is from our community and also was a teacher who worked for our school in the past. Nine seniors took this class and passed with a B or higher, and also received a First Responder certificate issued by the state.

Overall, our dual credit model has grown and is now embedded in the culture of our school. We started with 5 brave Seniors in Fall 2008, and now have every Senior and Junior taking a dual credit class either on our campus, or at neighboring college campuses. The students, parents, school, and community understand the requirements for our students to be well-prepared for life after high school. This understanding is also evident in our middle school feeder school, as well as our 9th and

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10th graders. The students have an early awareness of how their progress and growth at the early stages will expand or limit their choices when they get ready to apply for college. There are 9th and 10th graders asking when they will be able to take dual credit courses and want to see what their placement is by taking the accuplacer exam online.

The early college grant was completed this year, and the GEAR UP grant will finish in 2012, but the college readiness culture is established and will continue at WHCS.

Changes Applied, if any:

The changes that have been implemented are better screening for students to identify the best match for their career interests. We also are discussing what delivery method is most effective for each student, as well as the classes offered.

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C. Fiscal Management

The Charter School Act provides:

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, 22-8B-12F (3) NMSA 1978.

1. Provide a clear, concise narrative statement demonstrating that the school has competently and effectively managed its finances, including evidence from annual budgets, as well as, findings of independent financial audits.

The Walatowa High Charter School has been served yearly by the auditing firm of Gary E. Gaylord, LLC. The audit findings reflect that the school has followed all procedures and processes as required by the New Mexico Public Education Finance Division. Even though WHCS has been cited for minor findings, reflected in the attached report, there have been no major violations or any infraction during the existence of the school. The existing authorizer, which is the Jemez Valley Public Schools, has expressed satisfaction on the verbal and written reports provided to the district by the above auditor. The business manager and principal work closely with the PED budget analyst and a financial contractor(s) to ensure all expenditures are allowable, adequate funding is available, and proper documentation is maintained. With regard to federally funded programs, WHCS ensures that funds supplement, not supplant in compliance and funds are properly implemented in accordance with the legislative intent of any state or federal program. Audit reports are on file available for review as needed.

2. 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
4	1	1	1
3	5	5	5
2	4	4	4
1	2	2	2
Planning Year	0	0	0

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

The audit report has been prepared by the audit firm of Gary E. Gaylord, LLC, and submitted to Walatowa High Charter School. Included is an addendum explaining the Charter School's findings for the past five years.

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C. Fiscal Management

Year 4 (June 30, 2007)

Total number of findings – 2

Nature of Findings

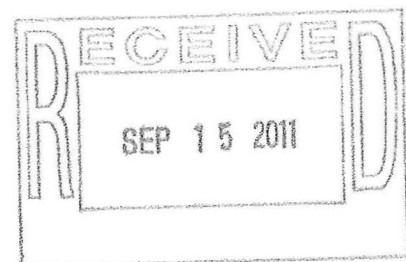
- 1) Late Audit Report – The audit report for the fiscal year ended June 30, 2007 was not submitted to the State Auditor timely.
School's Response – Walatowa High Charter School is a component unit of Jemez Valley Public Schools. The Charter School was not in control of the report being submitted on time to the State Auditor's office.
- 2) Expenditures in Excess of Budget Authority – The Walatowa High Charter School over expended its budget authority in the following funds/functions: Operating Fund 11000
School's Response – Walatowa High Charter School concurs with the finding and has implemented procedures to prevent this from occurring in the future.

Year 3 (June 30, 2008)

Total number of findings – 4

Nature of Findings

- 1) Late Audit Report – The audit report for the fiscal year ended June 30, 2008 was not submitted to the State Auditor timely.
School's Response – Walatowa High Charter School is a component unit of Jemez Valley Public Schools. The Charter School was not in control of the report being submitted on time to the State Auditor's office.
- 2) Expenditures in Excess of Budget Authority – The Walatowa High Charter School over expended its budget authority in the following funds/functions: Operating Fund 11000 and Impact Aid-Indian Ed Fund 25447
School's Response – Walatowa Charter High School concurs with the finding and has implemented procedures to prevent this from occurring in the future.
- 3) Improper Payment of Purchase – Walatowa High Charter School employees were allowed to make school general supply and school related travel purchases on personal credit cards, then submit receipts for reimbursement of said school related costs instead of using request slips and purchase orders.
School's Response – Walatowa High Charter School does not use personal credit cards for purchasing any services. The Charter School has formulated policies to ensure controls are in place to avoid any fraudulent activities.
- 4) Improper Use of Electronic Signature – Signatures on checks were printed at time of issuance and then approved at the following monthly board meeting.
School's Response – Walatowa High Charter School has implemented several procedures to guarantee all documentation is complete, neat and correct before checks are signed. All documentation is on file and available for review.



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Year 2 (June 30, 2009)

Total number of findings – 5

Nature of Findings

- 1) Late Audit Report – The audit report for the fiscal year ended June 30, 2009 was not submitted to the State Auditor timely.
School's Response – Walatowa High Charter School is a component unit of Jemez Valley Public Schools. The Charter School was not in control of the report being submitted on time to the State Auditor's office.
- 2) Expenditures in Excess of Budget Authority – It appears that Walatowa High Charter School did not monitor their use of Funds.
School's Response – Walatowa Charter High School states that this was in error.
- 3) Improper Payment of Purchase – Walatowa High Charter School employees were allowed to make school general supply and school related travel purchases on personal credit cards, then submit receipts for reimbursement of said school related costs instead of using request slips and purchase orders.
School's Response – Walatowa High Charter School allowed the expenditure of funds for purchasing general supplies and materials under the strict condition that receipts were available on every dollar expended. Documentation in the form of receipts are on file and available for review.
- 4) Improper Use of Electronic Signature – Signatures on checks were printed at time of issuance and then approved at the following monthly board meeting.
School's Response – Walatowa High Charter School has implemented several procedures to guarantee all documentation is complete, neat and correct before checks are signed. All documentation is on file and available for review.
- 5) Improper Procedures for Disposal of School Property – Damaged or obsolete school laptops were lent to students for various school assignments and were not returned. Proper documentation of this occurrence had not occurred.
School's Response – Walatowa High Charter School has obtained the deletion forms for this occurrence. In the future proper documentation will be followed.

Year 1 (June 30, 2010)

Total number of findings – 1

Nature of Findings

- 1) Late Audit Report – The audit report for the fiscal year ended June 30, 2010 was not submitted to the State Auditor timely.
School's Response – Walatowa High Charter School is a component unit of Jemez Valley Public Schools. The Charter School was not in control of the report being submitted on time to the State Auditor's office.

Planning Year (June 30, 2011) – Year in Progress

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D. Compliance Review

The Charter School Act provides:

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. 22-8B-12F (4) NMSA 1978.

Answer the following questions

Civil Rights & Special Populations

1. Was the charter school given a citation by any State or Federal agency for noncompliance with any statute or regulation over the past four years? ☐ Yes ☒ No

If yes, describe the nature of the noncompliance and how the matter was resolved.

2. Were any complaints filed with Public Education Department or the federal Office of Civil Rights over the past four years? ☐ Yes ☒ No

3. Have any special education due process complaints been filed against the school over the past four years? ☐ Yes ☒ No

If yes, how many complaints were filed?

Describe how each "due process" complaint was resolved.

4. Has the school provided a Home Language Survey for incoming students over the past four years? ☒ Yes ☐ No

5. Has the school tested students for English Language Proficiency using the state-required assessment over the past four years? ☒ Yes ☐ No

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Governance

1. Over the past four years, have the governing body meeting minutes been available for public review? ☒ Yes ☐ No

2. Has any governing body member received any compensation from the school over the past four years? ☒ Yes ☐ No

If yes, describe the nature and amount of such compensation.

Due to the rural location of the school and the need for a diverse board, board members had received a small stipend to help offset considerable travel/fuel expenses in order to attend regularly. This travel support was discontinued about five years ago after the school was able to recruit a sufficient number of board members who resided closer to the charter high school.

3. Did the governing body receive regular written reports from the school leadership in regards to key indicators of the school's progress? ☒ Yes ☐ No

4. Did the governing body conduct formal evaluations of the school's management? ☒ Yes ☐ No

5. Did the governing body conduct annual evaluations of the school's head administrator performance? ☒ Yes ☐ No

6. Has the governing body developed and implemented a comprehensive conflict of interest policy and a code of ethics? ☒ Yes ☐ No

Has the governing body consistently abided by them through the term of the school's charter?

☒ Yes ☐ No

7. Has the school instituted a process for dealing with complaints, made that policy clear to all stakeholders, and followed that policy, including acting in a timely fashion, on such complaints? ☒ Yes ☐ No

8. Has the governing body abided by its by-laws, including, but not limited to, provisions regarding member elections, removals, and filling of vacancies? ☒ Yes ☐ No

9. Has the governing body put in place a set of governing body policies which are reviewed regularly and updated as needed? ☒ Yes ☐ No

10. Since it became a requirement, has the governing body participated in the mandatory governing body training? ☒ Yes ☐ No

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Administration

1. Did the administration develop annual plans derived from the school needs assessment, based on identified instructional weaknesses, teacher interests, and analysis of student performance outcomes? ☒ Yes ☐ No
2. Has the administration developed priorities that are responsive to and consistent with achieving the school's academic goals and that address deficiencies which are communicated to the school's instructional staff? ☒ Yes ☐ No
3. Did the school provide support and training to mentor novice teachers? ☒ Yes ☐ No (first-year mentorship program?)
4. Have the administration and the governing body put into place the required Public Education Department policies? ☒ Yes ☐ No

Curriculum

1. Is the school's curriculum aligned with New Mexico Standards and core academic subjects contain the essential knowledge and skills that are aligned with and as rigorous as the relevant state performance standards? ☒ Yes ☐ No
2. If applicable, have all courses required for Graduation been taught over the past four years?
☒ Yes ☐ No
3. If applicable, does the school have an active Dual-Credit agreement(s) with higher education institution(s)? ☒ Yes ☐ No

Licensure

1. Has the Director/Principal/Administrator held an administrative license over the past four years? ☒ Yes ☐ No
2. Have all teachers held the appropriate license(s) for the classes that they have taught over the past four years? ☒ Yes ☐ No
3. Have background check authorizations and results been on file for all staff members who have had contact with children over the past four years? ☒ Yes ☐ No

E-Occupancy

1. Has the school maintained an E-Occupancy certificate for its facilities over the past four years?
☒ Yes ☐ No

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II. PETITION OF SUPPORT FROM EMPLOYEES

A certified petition in support of the charter school renewing its charter status signed by not less than sixty-five (65) percent of the employees in the charter school.

Include, as an appendix, a certified petition from not less than sixty-five percent (65%) of the **employees** of the charter school that indicates their support of the renewal.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

I am the head administrator of the Walatowa High Charter School. The attached petition in support of the Walatowa High Charter School renewing its charter was circulated to all employees of the Walatowa High Charter School. There are 16 persons employed by the Walatowa High Charter School. The petition contains the signatures of 16 employees which represents 100 percent of the employees employed by the Walatowa High Charter School.

STATE OF NEW MEXICO)

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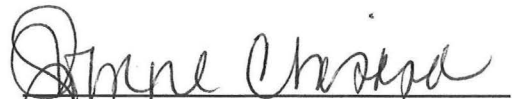
COUNTY OF Sandoval)

I, Arrow Wilkinson, being first duly sworn, upon oath state:

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



SUBSCRIBED AND SWORN TO before me this 30 day of Sept. 2011.


Notary Public

My Commission Expires:

10-4-2012

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III. PETITION OF SUPPORT FROM HOUSEHOLDS

A certified petition in support of the charter school renewing its charter status signed by not less than seventy-five (75) percent of the households whose children were enrolled in the charter school as identified in the school's 3rd reporting period of the fiscal year prior to the expiration of the charter.

Include, as an appendix, a certified petition in support of the charter school renewing its charter status from not less than seventy-five percent (75%) of the **households** whose children were enrolled in the charter school as identified in the school's 3rd reporting period report of the fiscal year prior to the expiration 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 Walatowa High Charter School. The attached petition in support of the Walatowa High Charter School renewing its charter was circulated to household whose children were enrolled in our charter school as identified in the school's 3rd reporting period report of the fiscal year prior to the expiration of the charter. It contains the signatures of 40 households which represents 100 percent of the households whose children were enrolled in the Walatowa High Charter School.

STATE OF NEW MEXICO)

ss.

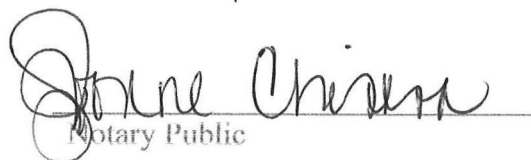
COUNTY OF Sandoval)

I, Arrow Wilkinson, being first duly sworn, upon oath state:

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



SUBSCRIBED AND SWORN TO before me this 30 day of Sept. 2011.


Notary Public

My Commission Expires:

10-4-2012

PART A-PERFORMANCE REPORT

IV. FACILITIES

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 letter from The Public Schools Facilities Authority (PSFA) indicating that the school facility meets the requirements of Section 22-8B-4.2 NMSA 1978.

NOTE: A comparison of this version of the application with the version distributed in the spring noted a discrepancy since the instruction requesting a letter from PSFA was not included. After conferring with Ms. Kelly Callahan, WHCS' response is the Certificate of E-Occupancy issued to the charter school should satisfy the requirement.

Walatowa High Charter School (WHCS) has been a recipient of the state's Public School Capital Outlay Council lease reimbursement funding. Walatowa High Charter School has been housed in portable buildings that were leased from Comark until recently, when the company filed bankruptcy. The Pueblo of Jemez intervened and purchased the three buildings. Under the new arrangement, WHCS is leasing the buildings from the tribal administration through a memorandum of understanding/lease agreement. The school buildings are divided into five instructional classrooms serving 67 students, creating a 16:1 ratio per classroom. The projected space and maintenance needs for the buildings have been included in the Jemez Valley Public Schools Five-Year Facility Master Plan approved in 2008. Relevant reports of inspections and PSCOC applications are on file and available for review at WHCS administrative offices.

WHCS has operated its facilities under a Certificate of E-Occupancy granted when the school opened originally. The charter school has been maintained in a condition commensurate with the requirements for continuing E-Occupancy status as verified through subsequent state inspections. Most recently, in anticipation of the charter renewal process, the governing board initiated a review of the premises to provide the most current reports. The State Fire Marshal was unable to schedule a visit until mid-September and had not yet transmitted the final documentation, including the certificate, by the time of this application. However, the administration has been advised the updated documentation will be forthcoming within the month.

Relevant reports of inspections and PSCOC applications are on file and available for review at WHCS administrative offices. Please see Appendix F for selected reports

PART A-PERFORMANCE REPORT

V. TERM OF RENEWAL

A statement of the term of the renewal requested, if less than five (5) years. If a charter school 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 (5) years.

State the term of renewal requested if less than five (5) years.

N/A

VI. APPENDICES

Provide each of the following documents as an appendix:

- Petition of Support from Employees; Please see Appendix D for selected reports
- Petition of Support from Households. Please see Appendix E for selected reports



PART B

PROPOSED CHANGE FORM

(This document specifies the changes requested for the renewal term of the charter.)

PART B-PROPOSED CHANGE FORM

Instructions

As part of the renewal application process, changes from the current charter may be requested for approval by the Public Education Commission. Any requested change stated in the Proposed Change Form (page B-3) should be incorporated into the appropriate section or subsection of the Renewal Charter (Part C). A rationale for the change must be provided. A separate Proposed Change Form should be completed for each proposed change to be made.

Complete the Proposed Change Form as follows:

- **SECTION AND/OR SUBSECTION TO BE CHANGED:** Use the Section and/or Subsection Headings from PART C–The Renewal Charter Application to identify where the requested change is located in your renewal charter.

For example, if the grade levels the charter will serve is a proposed change for the renewal term, the first box should read as follows: “V. Educational Plan, B. Educational Program, 2. Grade Levels.” The corresponding page number(s) from the Renewal Charter would then be indicated in the column to the right.

EXAMPLE

CHANGE #1-Section and/or Subsection to be Changed	Page Number(s) From the Renewal Charter (PART C)
V. Educational Plan, B. Educational Program, 2. Grade Levels	Pages 47-48 (PART C)

- **A SUMMARY OF THE CHANGE AS STATED IN THE RENEWAL CHARTER:** Clearly summarize the change to your current charter that will become effective July 1, 2012, if approved by the PEC.
- **RATIONALE FOR THE CHANGE(S):** The Rationale for the Change should contain a statement of need for the change that will be incorporated into the Renewal Charter.