

School of Dreams 2018-2019 Charter Renewal Application

PART B – PROGRESS REPORT

1. Academic 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 or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has earned a D or F in any indicator of the letter grade in the past two years, provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade over the term of the contract AND have not earned a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

School Response:

1. Academic Performance

Introduction

The School of Dreams Academy (SODA) is pleased to submit this application for renewal of our charter contract. Since our beginning school year (SY 2009-2010), we have learned a significant amount, changed procedures, changed personnel, and gone through many different plans for improvement. But the school mission has stayed the same:

“The mission of the SCHOOL of DREAMS ACADEMY is to graduate students of the Rio Grande Valley who embrace an education that emphasizes science, technology, engineering, arts, and mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.”

Every charter school has a mission statement. Readers often skim these and do not pay attention to what they really are saying and mean. At SODA, we mean to follow through with this mission, and keep striving to do so. Our founders really had this dream—and we add to this, we attempt to make sure that every student entering this school learn: learn to cope with the world they will live in when school is over; optimize their chances to attend college if they wish (our dual enrollment is significant, in the PEC mission goals, and has been increasing its success rate). We also understand that not all students intend, nor wish to go to college, and we strive to educate them so that they are prepared as best as possible, with learning across all subjects they can be taught, whether they are special education students, English language learners, or just someone who wishes to become an auto mechanic after they leave school. We wish to help our students to love to learn, as our staff does and is selected with that criteria in the forefront.

Since we have been granted the charter to expand into the elementary grades, we believe that this offers an opportunity to start our students at an early age to learn how to excel and how to take joy from learning for its own sake. And learning for life, though it may sound trite – it is not – is the first step in learning for college, learning for ranching, for growing alfalfa, and on and on—whatever you wish to be when you grow up hoping that you always learn, thrive, and never really grow up – not quite to the point of losing that love of learning.

Community Recognition

The community of Los Lunas and the surrounding have expressed their appreciation and support for the continuance of the School of Dreams Academy charter. The three letters, below, represent this expression of support:



Chief Executive Officer

240 La Entrada
Los Lunas, NM 87031
Telephone: (505) 925-8540
Fax: (505) 925-8543

September 24, 2018

New Mexico Public Education Commission
300 Don Gaspar
Santa Fe, New Mexico 87501-2786

To Whom It May Concern:

I write on behalf of the School of Dreams Academy in support of their Charter Renewal. In partnership we provide Academic and Career and Technical (CTE) postsecondary opportunities to the students that attend the Charter School.

UNM Valencia has worked with the School of Dreams Academy for numerous years providing their students with access to post-secondary education. We have offered academic and career technical classes over the years allowing students to gain skills that allow them to obtain certificates, degrees, and ultimately knowledge and skills that allow them to become employed.

With this letter, we acknowledge the roles and responsibilities we will fulfill in our partnership with the School of Dreams Academy. When this renewal is approved, we would expect our role to include:

- Strengthen the working partnership to provide quality classes and training for students to attain an industry-recognized credential in preparation for the workforce,
- Provide the necessary postsecondary curriculum for participants to attain certificates and/or two-year Associate degrees,
- Link academics at the secondary level with curriculum at the postsecondary level and facilitate student learning,
- Provide challenging assessments ensuring proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards,
- Support student participants in dual credit programs as they attain postsecondary opportunities and training,
- Help support the increase of completers in degree seeking programs and industry-recognized credentials.

UNM Valencia supports the School of Dreams Academy and believes the Early College High School program will support youth with their pursuit of postsecondary education, training, skills, and credentials needed to enter employment.

Sincerely,

A handwritten signature in black ink, appearing to read "Alice V. Letteney".

Alice V. Letteney, PhD
Chief Executive Officer
alicel@unm.edu



Small Community • Big Possibilities



ADMINISTRATION DEPARTMENT

September 24, 2018

Mr. Michael Ogas
Superintendent
School of Dreams Academy
906 Juan Perea Rd.
Los Lunas, NM 87031

Dear Mr. Ogas:

It is my pleasure to write this letter of support for the Charter Renewal, which is being submitted by the School of Dreams Academy. The goals of the School of Dreams Academy is to provide for a systemic approach to raising academic achievement of students in Valencia County. The recent history of School of Dreams Academy demonstrates the commitment of district personnel to developing high quality programs to our underserved area. The result has been continuous improvement and provided opportunity for students whom may not otherwise graduate. Students have participated in robotics and in the fine arts programs as well as in Guitar and Dance. Over the course of time, students have gone on to participate and win state and national titles.

As the Mayor of the Village of Los Lunas, I highly support the Charter Renewal of School of Dreams Academy and believe the continued existence of this school will provide a solid education that can equip our county with a talented workforce for years to come.

Respectfully,

Charles Griego
Mayor, Village of Los Lunas

CHARLES GRIEGO
MAYOR

GINO ROMERO
COUNCILMAN

PHILLIP JARAMILLO
COUNCILMAN

GERARD SAIZ
COUNCILMAN

CHRISTOPHER S. ORTIZ
COUNCILMAN

GREGORY D. MARTIN
VILLAGE ADMINISTRATOR

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SISNEROS BROS. MFG. LLC

2300 ROLDAN DRIVE; BELEN, NM 87002

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FAX: (505) 864-7273

September 26, 2018

*Michael Ogas, Superintendent
School of Dreams Academy
906 Juan Perea Rd.
Los Lunas, NM 87031*

Mr Ogas:

As the President of Sisneros Bros. Manufacturing, I am writing this letter of support for the Charter Renewal being submitted to the New Mexico Public Education Commission by the School of Dreams Academy. In partnership we provide elements of workforce opportunities for students who attend School of Dreams Academy.

The goals of the School of Dreams Academy provide for a systemic approach to raising academic achievement of students in the Valencia County and preparing a strong employment base for our local and national employers. Our intentions in this partnership include:

- A Memorandum of Understanding Outlining our roles education, safety and knowledge from our professional standing in the community.
- Provide support in work readiness events that increase student engagement and understanding of skills necessary to be successful.
- Establish continuing contact with credentials requirements for basic skills and potential employment in form of hands-on training.

Sisneros Manufacturing, highly supports the School of Dreams Academy and its endeavors for Technical-Vocational programs. The continued existence of this school and their partnerships with the manufacturing companies in Valencia county will provide a solid education that is needed in our county with a talented workforce for years to come.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Martin Sisneros', with a long horizontal flourish extending to the right.

Martin Sisneros

Pertinent Key Data and Graphics

Those there are graphs of performance in the Part A: Summary Data Report and Current Charter Contract,” there are two areas that need to be addressed before getting into details. These are how the school has fared using PED metrics over the last 4 years, and how the demographics have changed over the same period compared to the state averages. Starting with the demographics, Figure 1 shows the relative difference in key demographics between the local school district (Los Lunas) and SODA compared to the state. The percentages shown are simply the normalized percentages of the state compared to the district or SODA. African American, Asian, and American Indian have been removed, because they are so few in number that a very minor change suggests a disproportionate change in percentage difference. With a school of a small enrollment, this leads to significant misinterpretation of the impacts.

These show that SODA is approaching the extant demographic mix of the state and this area of the Rio Grande valley. We are approaching the local demographic makeup, which does serve the Rio Grande valley area.

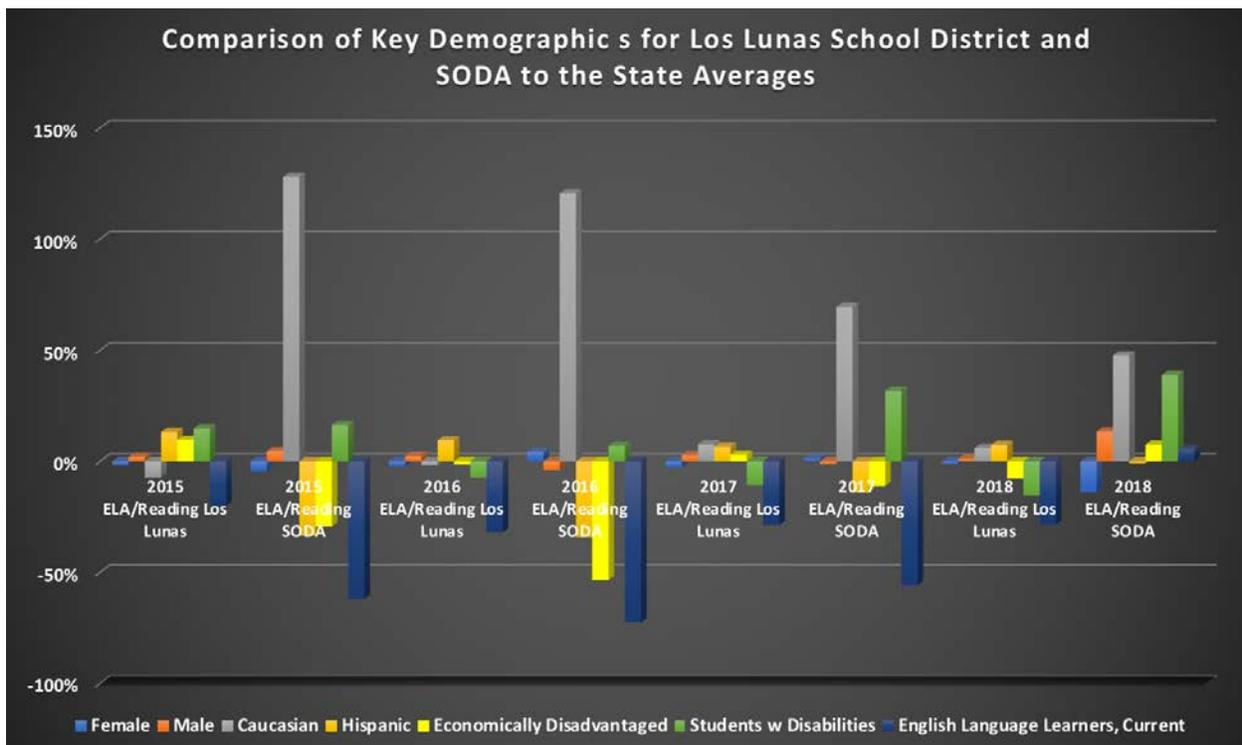


Figure 1. The evolution of the demographics of SODA compared to the local district and the state. Soda, through lottery, is approaching the mid Rio Grande valley norm.

Figures 2 and three are the comparison of the changes in reading and math proficiencies over the last four years. These figures show the state, Los Lunas School District, and SODA proficiency or above percentages. The good news is that SODA has been catching up in all areas, but we are not there, yet. 2017 was an extraordinary leap forward, especially considering that the school moved to a larger location in the 2016-2017 school year with all the attendant problems of

slowed installation of computer access, teaching interruptions, and so on. Yet that was one of the top growth years we have had. The last year, 2017-2018, saw the score stay precisely the same, and our report card grade dropped from a B to a high C, all because of lack of growth (specifics to be cover in the following txt).

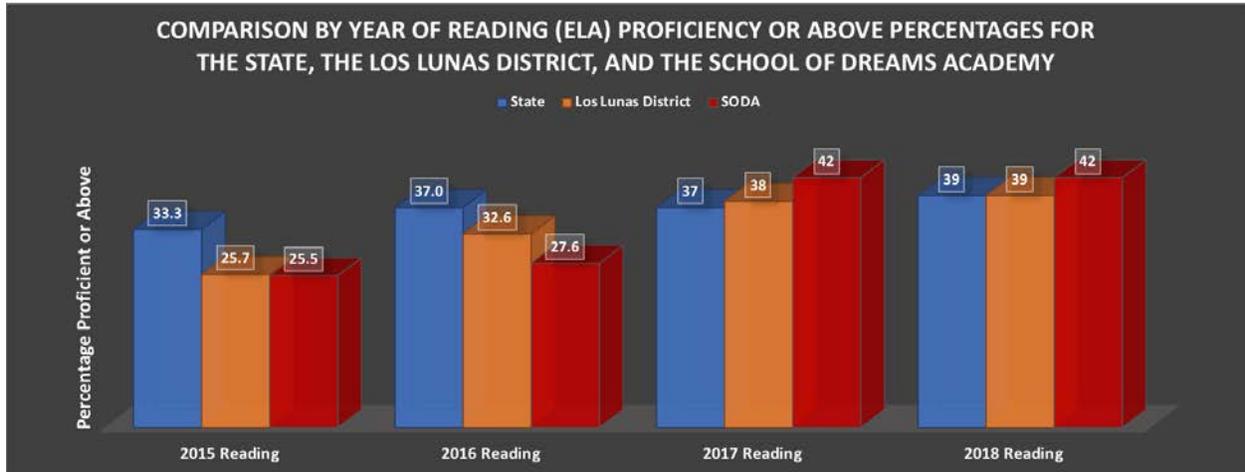


Figure 2. We have shown steady progress toward moving ahead of the local and state norm, we are determined to increase this trend.

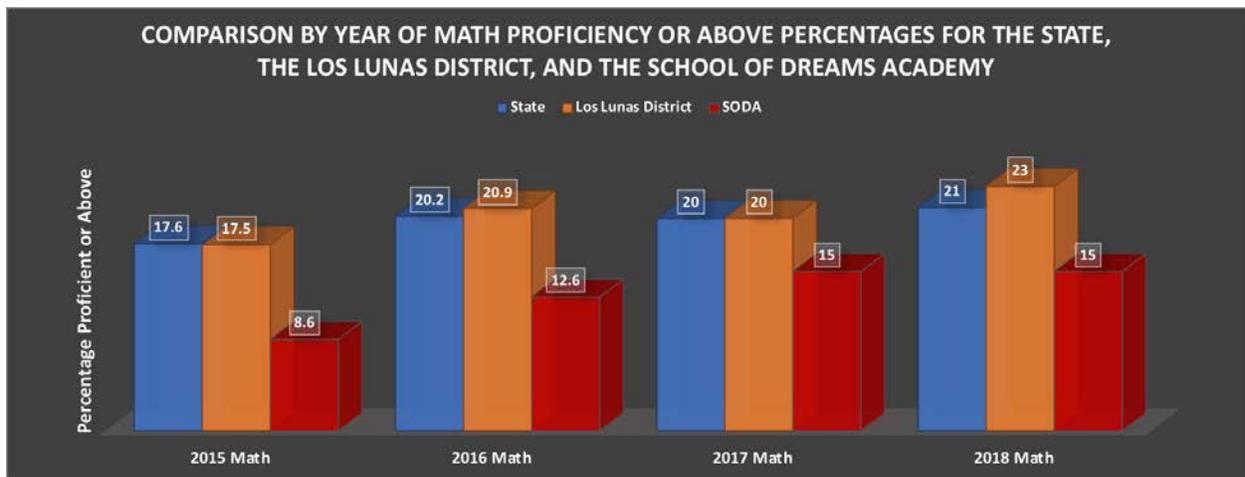


Figure 3. Math score have increased relative to both the state and the local school district. The last school year showed a constant percentage of proficient and above.

(Please note that all the data in the figures was obtained from the publicly accessible PED website from the accountability:
section:<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

Other Considerations

Other considerations, such as fiscal, board actions, etc., are addressed in the following text. We have and are creating solutions to advance SODA fulfillment of our mission. Several areas, however, need to be changed in the next contract mission goals. One key is adding the new, lower grades that are k-4 in the current year and will increase one grade for each year for the next two years assuming all goes according to plan.

We also need to change either the criteria for success in the NWEA MAP testing to make these more in line with other schools, or we need to change the whole goal set for the school's short cycle testing.

a. Department's Standards of Excellence – A-F Letter Grade (Specific Responses)

(Note: it is not really possible to differentiate which of the efforts described, herein, were primarily responsible for increased student PARCC performance at SODA. But all certainly contributed.)

1.0 Specific Items (Bold) Falling Below a C Rating

1.1 2014-2015 Report Card D Rating

Please note that the 2014-2015 school year was the first year of the PARCC test, during which we, along with a number of other schools, experienced several technical difficulties which interfered with portions of the test not loading and students waiting, sometimes over an hour, for computer issues to be resolved before they could begin the test. A number of students' tests were interrupted in the middle of taking the test and the students were not allowed by the program to re-enter and finish from where they had left off. The school had no way to track these multiple instances at the time, and cannot put a numerical impact on this, but anecdotally, it was clear that the school's overall scores would be negatively impacted. All testing irregularities were reported. That being said, SODA still took several steps toward improvement, since it became clear that students were not as prepared for this testing as they should have been.

The following steps were taken to rectify this.

Creation of Essential Learning Standards

Prior to the PARCC testing during the 2014-2015 school year, we recognized that we needed to prepare our teachers for not just the test, but for more effective application of the Common Core State Standards (CCSS) to the classroom. The staff, after attending several common core trainings, created "Essential Learning Standards" (on file for evidentiary on-site inspection) to vertically align each subject taught at SODA. This helped teachers focus on what they needed to teach in order to prepare students for the next grade level at the school and helped higher grade teachers know what students should be expected to know when entering their grade level. The impact of this step was not immediate as far as the students were concerned but began to show up in the following years (for example, see figures 2 and 3, above).

Hiring Outside Analytical Help

As a result of the low report card grade for the 2014-2015 school year, School of Dreams hired an education data analyst, M. K. Johnson, to look at each element of the report card grade, compare to other, similar student-based schools in the area, and determine areas that required concentration of to improve outcomes. Mr. Johnson reported (on file at Soda, “SUMMARY OF SCHOOL OF DREAMS ACADEMY—DATA REVIEW FOR SCHOOL GRADES AND FIRST CONCLUSIONS (Revised)” dated February 2, 2016) with a complete data analysis of several districts of both different and similar demographical makeups as SODA’s. Several actionable observations were made along with recommendations. It was clear from the report that SODA could do better, particularly in the 11th grade where the extant students took the PARCC test, but SODA was handicapped somewhat by the fact that it was a SAM school and that, via a survey taken (survey results have were lost during the move to our current facility) that students taking dual enrollment classes at UNM Valencia, many of who received associate degrees, were of the opinion that though doing well in college, the SODA CCSS learning mode was so different from that of college classes in which they were doing well, that the sudden switch to PARCC based on the CCSS was confusing and very different from what they were used to.

We recognized the students required motivation to pay more attention to the PARCC testing requirements, and simply instructed our teaching staff to do so. Again, the results of this may be seen in the out-year PARCC proficiency results. (We bring this up, not as an excuse for SODA, but as something for all dual enrollment schools to be aware of.)

Provision of NWEA Training

In addition to hiring the analyst, SODA provided NWEA training for staff. This training helped staff learn how to access and use the short-cycle test data from MAP testing in order to better inform their instruction, though there are other issues with using the NWEA MAP short cycle testing as a summative metric, especially for grades past the 4th or 5th. This will be addressed below, and in Part F of this renewal input.

During this same time SODA’s staff was also provided refresher training on the student assistance (SAT) team process. The goal of providing these two trainings at the same time was to encourage the staff to use data first to monitor and modify instruction, and if needed, through SAT to set the stage for interventions, as needed.

Implementation of Summer School

SODA also implemented a summer school for the next two years so that students who were struggling during the school year did not fall behind. In addition to the summer school, summer tutoring was offered by tutors from New Mexico Tech university. Some of those tutors stayed

on and provided after school tutoring for students of SODA over the next school year. One of the tutors was hired by SODA to teach secondary math.

1.2 2016-2017 graduation and 2017-2018 graduation D

Note: School of dreams academy continues to offer the graduate soda program allowing nontraditional students the opportunity to come back to school and earn their high school diploma. This program was codified into our charter via amendment in 2015. At that time, we testified in front of the commission to let them know that we knew allowing students in this program to come back to school might hurt future graduation rates. Students who want to return seem to move around often and may come in and out of school due to life changes and or opportunities to work to name a couple of reasons. The downside of this program is we need to enroll them as students in order for them to participate. This places them into a graduation cohort, and if they leave SODA they are count against our graduation rate.

We have argued, unsuccessfully, that it does not make sense that a student can drop out of high school twice and still be held against our graduation rate calculation. We are told that the reason they are held against us because we received full funding for them. We have suggested that the state considered modifying the funding formula to either partially pay for students like these when we do not use all their money allocation until they actually finished their program and have diploma in hand. We have stated to the commission that we are committed to keeping this program, however, when we see the impact that this has, on both our graduation rate and school grade. It gives us pause to reconsider removing the program from our charter. This year's D in the graduation grading element certainly had an impact on our overall grade. This is also the reason we are considered a comprehensive improvement school that comes with number of contingencies and requirements we are required to meet. That said, we will continue with our model trying to serve students individually and the best way we possibly can. Below are things we have implemented to try and improve our graduation rate.

In order to improve our graduation rates School of Dreams has taken the following actions within the past school year.

- a. We hired a full-time school counselor for the secondary school and a separate full-time school counselor for the elementary side. This will allow the school counselor on the secondary side to focus on guiding students toward graduation and monitoring their progress toward this goal.
- b. The school counselor is holding senior meetings at the beginning of the school year to make sure that all the information a student needs to graduate is available to them and their parents.
- c. SODA held a senior information session evening meeting for seniors and their parents with important information about graduation and scheduling senior meetings.
- d. We have a monitored computer lab where students assigned to complete Edgenuity credit recovery courses are scheduled to work (a tour will be provided, if requested).
- e. SODA implemented a block schedule. This block schedule increased the amount of course offerings per school year from six to eight. The two additional blocks allow for students to take classes to make up missed credits during the school day. Previously

students had to work on missed credits on their own time. This will help ensure that students get all the credits they need to graduate on time.

- f. The block schedule also allowed teachers to expand their course offerings to include intervention classes for the lowest performing students in math and reading.
- g. SODA renewed our contract with Edgenuity in the 2017-2018 school year and key staff attended an Edgenuity re-training. Edgenuity can be used as a credit recovery system for students who need to make up missed credits. Edgenuity can be scheduled during the school day and/or worked on after school by the student.
- h. SODA purchased iStation licenses. The students with the lowest reading scores have been placed into iStation intervention courses to build their reading skills. They attend these classes in addition to their regular grade-level English classes in order to build skills at grade level while they are building remedial skills. The idea of purchasing iStation came from another school in our area that is using the program to provide intervention lessons and programs with older students who are having difficulty with specific academics.
- i. In the 2017-2018 school year one staff member has been assigned to work on transition IEP plans part-time to help students with IEPs make and keep plans for graduating on time.
- j. SODA hired a full-time test coordinator to ensure that testing was performed appropriately and audited for feedback to teachers and students. The test coordinator has brought a significant amount of organization to assure that all state testing requirements are met and that internal SODA testing is properly performed and tracked. All evidentiary information is available on site.

1.3. 2017-2018 Performance of Lowest Performing Students F

Implementation of a Block Schedule

School of Dreams Academy implemented a block schedule starting with the 2018-2019 school year, which allowed room for 8 classes per year instead of 6 classes per year. The two extra periods allowed room for intervention courses in the schedule for students whose test scores showed the lowest performance in reading and math. This, combined with the tighter test tracking and posting afforded by our full-time test coordinator, is something we believe will help ensure better learning and better testing results for our students.

iStation, MobyMax, Khann Academy, Edgenuity Supplemental

Over the past few years School of Dreams Academy has both purchased and adopted programs designed to assist us in providing targeted, individualized instructional interventions in areas identified by standardized testing and or classroom performance. Those programs include iStation, MobyMax, Khann Academy, and Edgenuity Supplemental. In all cases district licenses were purchased, with the exception of Khann Academy, and we are currently using them for intervention courses and/ or individualized instruction. Students, with parent permission, attend these intervention courses, using these programs as well as teacher instruction to target students' areas of need through pre-testing and adaptive lesson assignment. Students attend the

intervention classes in addition to their regular grade-level courses, which ensures they do not fall behind while receiving intervention.

SODA purchased iStation licenses and uses iStation for the intervention courses. Students, with parent permission, attend these intervention courses, using iStation to target students' areas of need through pre-testing and adaptive lesson assignment. Students attend the intervention classes in addition to their regular grade-level courses, which ensures they do not fall behind while receiving intervention. Though we have mentioned this earlier, we believe it applies across the board as far as raising test scores for all students, as well as Q1 students. Overall results are pending.

Hiring Two Special Education Experts

Over the last two years we have seen our special education enrollment numbers almost double with students enrolling who have current IEPs in place. We also comply with all ancillary and support services necessary to implement each students IEP.

While we understand that lowest performing students are not always students with IEPs, SODA has taken steps for this population, including hiring two new special education teachers (one for elementary and one for secondary) and distributing modification sheets to teachers before the first day of school. Again, we will track the results of special education students as the year goes by.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School Response:

1.0 STEAM NWEA Mission Specific Indicator, 2015 through 2018

Background

With respect to the Mission specific indicators for the 2015, 2016, 2017, and 2018 School years SODA did pass not goal 2A (STEAM NWEA). When we developed the charter contract, we felt that the best short cycle assessment would be NWEA Map. The realities are twofold: first, we have realized that NWEA does not work well at the secondary level as discussed, below. Second, we agreed to short cycle assessment testing three times a year. It was an aggressive

endeavor and in the long run proved to be too much testing when one considers the state mandated testing that needed to occur as well. The interesting thing is that, although, we did not meet the goals specified in the contract, as a whole, our test scores on PARCC and SBA continued to improve. It is our intention to change this goal, in the new contract, to one that is more relevant and appropriate for the grade and age levels we serve.

In the original contract mission goals requirements, the goals were provided for the high school grades. These were attempted to be changed, but that was postponed by the PED (see figure 4) in 2016, and even after requests to reschedule, none has been forthcoming. This has impacted our ability to meet the NWEA MAP goals. As applied to the high school grades, the goals are simply unrealistic. This is our fault, because we did not research this sufficiently before signing onto them. And, to be fair, we have attempted to live up to them to the degree possible.

The goals state: *“As a means of measuring the academic rigor set forth in the STEAM element of our Mission, students in 9-12 grade who have already attended School of Dreams Academy (SODA) for one academic year (July 1 of the previous academic year – June 30) will demonstrate at least one year’s growth in their short cycle assessment scores. (Note: “One year’s growth” will be defined by NWEA’s MAP assessment in their technical manual).”*

Note that the “years growth” is to be defined by the NWEA’s MAP technical manual. No such thing exists, or at least after numerous searches, it has not been found. However, the NWEA web site assigns goals for grades and tests, though it does not cover all grades in high school.

----- Original Message -----

Subject: Canceled: Performance Framework Renegotiation Sessions

Date: Feb 29 2016 7:29 AM

From: "Poulos, Katie, PED" <Katie.Poulos@state.nm.us>

To: "Voigt, Glenna" <gvoigt@nmmediaarts.org>, "Hotchkiss, Christopher" <chotchkiss@cepinm.org>, "Ogas, Mike" <mogas@sodacharter.com>, "Mathis, LaTricia" <lmathis@newamericaschoolnm.org>, "Arness, Tani" <tarness@cesarchavezcharter.net>, "Carter, Cynthia" <ccarter@hawest.net>

Cc: "Woodd, Edward, PED" <Edward.Woodd@state.nm.us>, "Morris, Tina, PED" <Tina.Morris2@state.nm.us>

Charter school leaders,

The Public Education Commission has requested that we cancel the performance framework renegotiation sessions scheduled for March 8th and 9th. These renegotiation sessions will be rescheduled at a later date. We will be in touch when we have more information.

Thank you,

Katie

Katie Poulos
Director of Options for Parents
NM Public Education Department
300 Don Gaspar
Santa Fe, NM 87501
c: (505) 469-0373
o: (505) 827-6532
www.ped.state.nm.us

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide innovative, quality education.

Figure 4. Email postponing the mission performance framework renegotiation.

There is one document that shows what the mean MAP scores are for each grade based on a 2015 baseline. The results of these scores are shown in figure 5, showing the problems with meeting the NWEA web site goals compared to the actual performance of the 2015 test group. Figure 5 shows this graphically (instead of tabularly) and provides the standard deviation of the mean results for each grade. Note that this is for one topic, only, but it clearly demonstrates that as the grade level increases, the ability to differentiate from one grade to the next becomes extremely limited. In fact, in the 10th grade, the RIT score mean even decreases from the previous year. The MAP test would seem to be fine for summative scores in the earlier grades, but it simply does not work for the upper grades. Yet we signed up to pass this and are judged based on individual student predictions rather than mean predictions, which is what the NWEA uses on the web site.

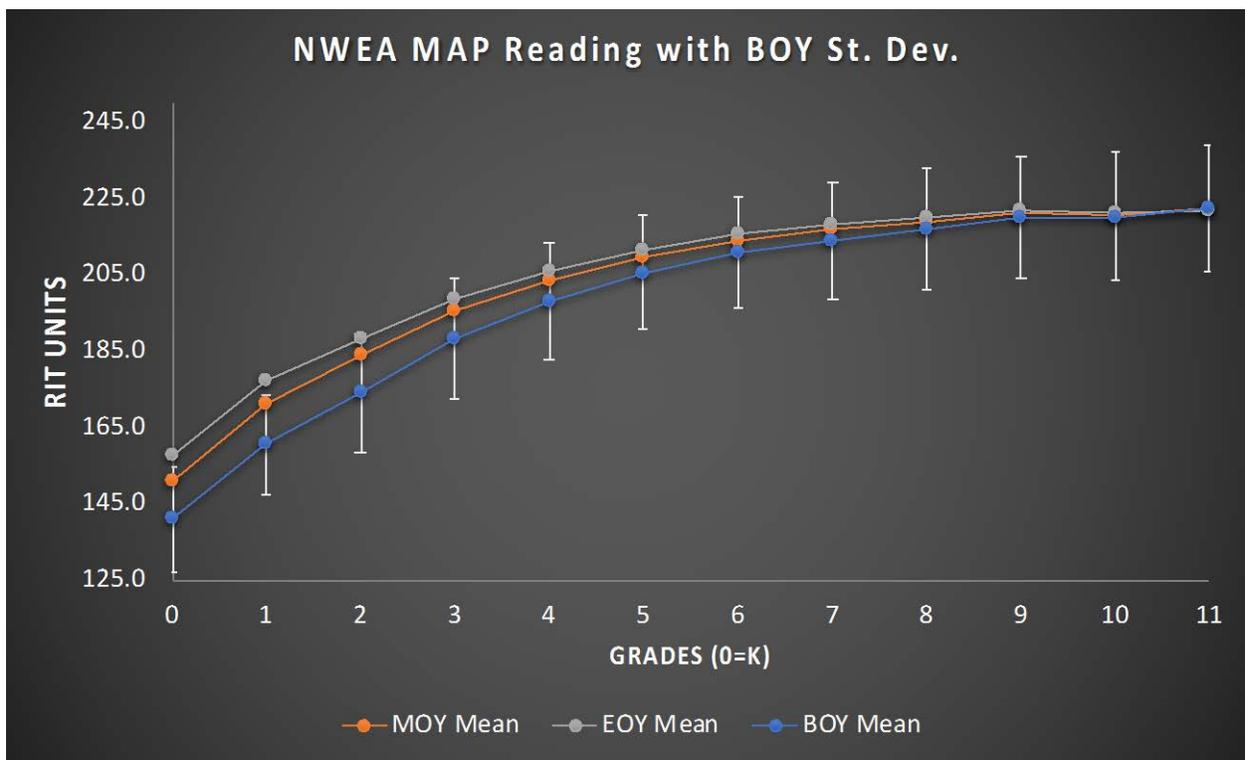


Figure 5. NWEA MAP Reading average scores for Beginning, middle, and end of year tests with the standard deviation shown for the beginning of year test (other tests are of similar magnitude).

This does not mean that we have not striven to meet the mission goal requirements for NWEA. We have, but we have come up short for every year. However, from Part A, note that the 2016-2017 school year was the only one wherein we fell far below. The scores we have made are almost certainly due to the programs instituted as per a., 1.0, above, all reflect on efforts that should improve student NWEA grades. They need not be repeated here.

Additionally, in the LEA Plan submitted on November 29, 2016, the goals for NWEA were stated as:

LEA PLAN

School of Dreams Academy LEA

GOAL Science Competency

SHORT CYCLE SCIENCE ASSESSMENT. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Science for Full Academic Year (FAY) students.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students in grades 7-11 will demonstrate one year of growth in Science OR achievement of 50th percentile RIT for their grade level as measured by three short cycle assessments using NWEA MAPS grade level assessment. The baseline will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (Note: "One year's growth" will be defined as 2 RIT POINTS on the NWEA/MAPS assessment).

Exceeds Standard:

- The school surpasses the target of this indicator if:

66% or more of students make more than one full year's growth in the science short-cycle assessment scores when comparing beginning year results to later results OR test "50th percentile of their grade level RIT band

Meets Standard:

- The school meets the target of this indicator if:

55-65% of students made at least one full year's growth in the science short-cycle assessment scores when comparing beginning year results to later results OR tested 50th percentile of their grade level RIT band

Does Not Meet Standard:

- The school does not meet the target of this Indicator if:

45-54% of students made at least one full year's growth in the science short-cycle assessment scores when comparing beginning year results to later results OR tested 50th percentile of their grade level RIT band

Falls Far Below Standard:

- None of the standards set forth above are met.

These are what teachers have been working toward, and had they been in place, we

One specific note: the NWEA testing works very well on a formative basis in higher grades. That is, once a student has been baselined, the NWEA methods of predicting that student's progress appears to work very well. But it is simply not appropriate for summative reporting using the NWEA predictive score averages.

2.0 Demonstrates College and Career Readiness (C&CR) Mission Specific Indicator

During the 2015 school year SODA was awarded an Early College High School grant from the PED College and Career Readiness Bureau. We were already sending a number of students to UNM Valencia for dual credit classes. This grant and subsequent programming have been

extremely helpful in bolstering our college and career readiness endeavors. In 2015 we were just getting started and did not meet our goal. We exceeded our goals in 2016 and 2018.

In the preliminary summary data report, regarding terms of demonstrating evidence of Measures of College Readiness for 2015 and 2017, in which Part A: Summary Data Report, the tables on page 15 indicate that this area, C&CR) “Did Not Meet” or “Fails to Meet” the mission specific criteria for school years 2014-2015 and 2016-2017. For each school year the following data and narrative are submitted:

SY 2014-2015

Our records show that the mission criteria appear to have been met for Completion of Dual Credit courses for 2014-15. The supportive data consist of hardcopy and is available for perusal at SODA during the site inspection. We state that they “appear to have been met” because the data are all on hardcopy, and we cannot verify the total number of students because we did not discover this discrepancy until just before the report was due. We shall re-look at this between this renewal submittal and the site inspection. The first page of the supportive evidence as compiled by the UNM Valencia Campus in 2015 is Attachment 2-1, Dual Credit records. Also, please again note that we have contracted with Mr. M. K. Johnson to set up a data tracking system to assure that all necessary records are available, which would have made this exercise a simple matter compared to looking through numerous hard copy data.

The data show that of those eligible for and taking dual credit course in the 2014-2015 school year, a total of 166 students, 9th grade and higher, participated with a passing rate of 90.5% passing course with a C or better grade. This is out of approximately 252 eligible students. For the one year it would be a significant step toward all eligible students having taken the dual credit course prior to graduation.

We also believe that the requirements were met for the 2014-2015 school year in completion of Measure of College Readiness. Again, we have the evidence (first pages shown on Attachments 2-2 and 2-3, the first pages of the list of students testing for COMPASS, Accuplacer, ACT, and so on, as per the mission goals. Again, we shall re-count and recalculate prior to the PED site visit and ensure that these data are readily available to school personnel in a format (Excel) that allows these types of questions to be answered quickly.

SY 2016-2017

In school year 2017 the School of Dreams Academy moved to a new location. The new site infrastructure was delayed much longer than anticipated into the school year. During the first semester, there was no connectivity for internet. This meant no computer labs were operable. In terms of testing, it affected the PARCC, MAPS and scheduling online test registration of ACT. The dual credit goal was minimally impacted, but other on-line testing was. It is not at all clear how well the 2016-17 class performed in the C&CR goals area overall. We did not have the appropriate tools to have those students (monitoring required) perform all the needed testing.

However, during the 2017-2018 school year, the all C&CR goals were met. This is important, because it indicates that students did perform up to expectations when the appropriate tools were available. The solution to this has already been taken care of: the school has appropriate

computer connectivity. We still need additional work stations to speed the testing process, but clearly addressed the issue the following year (2017-2018). The 2018 report into the PED is on file and was used to generate the data in Part A, “Summary Data Report and Current Charter Contract.” The school is now prepared to meet or exceed these goals.

3.0 Graduation for Cohorts

During the 2015 school year SODA was awarded an Early College High School grant from the PED College and Career Readiness Bureau. We were already sending a number of students to UNM Valencia for dual credit classes. This grant and subsequent programming have been extremely helpful in bolstering our college and career readiness endeavors. In 2015 we were just getting started and did not meet our goal. We exceeded our goals in 2016 and 2018, with 2017 being a difficult year because of our moving to a new campus during the school year. Additional narrative is provided, herein.

4.0 Student Attendance and Enrollment

Attendance

School of Dreams Academy follows the states mandatory attendance guidelines. Parents and students are informed annually when they receive the SODA Parent and Student Handbook. At one point during the past 4 years we were under the impression that we were to report all absences and not distinguish between excused and unexcused. We now are logging the differences in our school data base and should be reporting more accurate data. We have always addressed chronic truancy with both administrative and SAT meetings. (Additional narrative and evidence follows.)

There is nothing to be addressed under student attendance, except to present the following data as per the PART A of this renewal application.

Enrollment

Enrollment data are tracked at several levels, with “Part A: Summary Data Report and Current Charter Contract” of this application containing all enrollment data. SODA is a lottery-based enrollment school, and like a regular public school, does not discriminate in any way based on applicant demographics. It is, has been, and will continue to be first come, first serve. As we see from the data in figure 1, the demographics of the school’s population has been approaching that of the local school district, Los Lunas Public Schools. It will never exactly match this, because the school student population is too small to form a perfect sample. But, we have essentially reached the goal of proportionally representing this area of the Rio Grande valley, and we are following our enrollment procedures including having an enrollment cap of 60 students in secondary grades and 40 students in elementary grades, except for our DD 3Y, 4Y program where there is no enrollment cap.

Habitual Truancy

Though a response was not specifically required, please note that the school is sending out truancy letters for 3, 5, 7, and 10-day truancy letters. Additionally, parent meetings are scheduled for any student with a 7-day truancy letter. These procedures are outlined, for parents and students, in the Student/Parent Handbook, which is available for inspection at SODA during the PED site visit. A binder with records of letters sent out and parent meetings scheduled will be available for inspection during the PED site visit.

2. Financial Compliance

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.

a. Audit

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

For any school that has received material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

School Response

Appendices 1 through 4 address the results of past audits, and include resolutions, annotation, responsible parties, etc., as required.

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (school/adult/leader/board actions) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (improved practices and outcomes).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School Response:

There have been no suspensions of the Board of Finance at any time during the period of this contract. The Finance Committee has maintained its presence continuously and without interruption.

3. Contractual, Organizational, and Governance Responsibilities

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.

a. Charter Material Terms*

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

Each school must provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

School Response:

The School's mission statement is as follows:

The Mission of the School of Dreams Academy is to graduate students of the Rio Grande Valley who embrace an education that emphasizes Science, Technology, Engineering, Arts and Mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

SODA's foundation in curriculum is based on Science, Technology, Engineering, the Arts and Mathematics (STEAM). All students will participate in a STEAM program or course, including dual or concurrent enrollment, as credited during the academic year.

Note: SODA has held true to his mission since the school's inception. We continue to offer programs focused on STEAM education in a very successful manner. We offer high-end programs in robotics, pre-engineering, dance, art, digital filmmaking and digital arts, FFA, and guitar. In 2014 we were allowed to implement an Early College High School program with high school students taking college courses in line with our STEAM mission. Consequently, we have had hundreds of students taking college courses from their ninth grade through graduation. In the past four years 13 of our graduating seniors have also graduated with associate degrees. Most recently one of our graduating seniors was also named valedictorian for the UNM Valencia graduating class. This is a first for UNM Valencia and possibly the State of New Mexico.

Student – Focused Term(s).

All students will have a daily advisory class in their grade level and receive 1/2 elective credit annually, a portion of this curriculum will be comprised of a service learning projects, either as a class, individual, or whole school format.

All SODA students will be provided and maintain an Individualized Learning Plan (ILP) that will act as his/her roadmap for success. Copies of student ILP's are kept with their advisory teacher and may be viewed by the monitoring team as requested.

At a minimum the ILP will include:

- Short cycle assessment scores;
- Career inventory survey;
- High School Four Year graduation (Next Step) plan for 9th – 12th graders;
- Any PSAT[®], ASVAB, KUDER, PLAN[®], SAT[®] and/or ACT[®] results;
- Summaries and reflections of service learning projects;
- STEAM Portfolio: Competitions, Contests and Performances attained while at SODA

For our special populations, we will use an interventionist model as a full inclusion model of instruction with options for individual student support to comply with program requirements and/or IEP's.

Teacher – Focused Term(s).

SODA will provide ongoing professional development to accommodate the integration of Technology and Art programs across the curriculum. Continue professional development via school PLC that corresponds to the AdvancEd standards. Continue having staff trained and participate in AdvancEd Lead and Team Evaluators.

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law,** the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School Response:

Specific Deficiencies Addressed

Falls Far Below Findings 2016-2017 (pp 24-25, Part A)	Findings Summary	Narrative Explanation of Improvement Actions/Identification of Evidence (Specify responsible party school/adult/leader/board actions)
Material Terms.	The school did not provide academic evidence it is implementing the material terms of its contract (NMSA Paragraph 22-8B-9.1)	The School of Dreams Academy is in the process of setting up a structured data tracking and storage system so that all material term requirements can be tracked, especially those having to do with academic performance goals and report card performances. This applies, however, to essentially all data and record keeping. A consultant, Mr. M. K. Johnson has been hired by the principal to set the system up. It shall provide for the

		<p>tracking of all academic data, all contractual related data, all financial data, and all other data related to the performance of the charter contract. Personnel shall be assigned to, as appropriate, to be responsible for gathering specific data types. There will be one single person and one backup, at a minimum, who will be responsible for each specific type of data, both in terms of gathering and of storage. SODA recognizes that demonstration of the material terms of these data is necessary both for optimized performance and for accountability purposes. In the past, as SODA learned how to be a viable school, this is one item that was thought to take care of itself, based on natural responsibilities associated with the staffs' positions. However, it has become clear (witness the following items) that tracking, especially of academic data, has not been effective.</p> <p>The plan, along with assignments, storage locations, and so on, is just now being started. The consultant is first learning all the necessary types of data that will be called upon from time-to-time for internal use and formal reporting us, as well as all statutorily required data. A draft plan shall be complete by the end of the first semester of the 2018-2019 school year, responsibilities assigned, data storage areas identified, and initial setup performed.</p> <p>Prior to the end of the school year (2018-2019), the system shall be in place. A copy of Mr. Johnson's purchase order and proposal for this effort are on file at the SODA facilities and are available for inspection. The purchase order is attached (Attachment 2.b-1, MKJ Purchase Order).</p>
Instructional Hours	The school did not provide evidence it	An Instructional Hours spread sheet indicates the specific hours that students

	ensures all students receive statutory and contractually required instructional hours (6.29.1.9(J)(6)(NMAC)	shall be required to take at SODA. This is Attachment 2.b-2. This spread sheet is the guide that each student will follow and that will be filled-out by the and be required to review as a part of each year's ILP.
McKinney-Vento Dispute Resolution policy	The school did not provide evidence of a dispute resolution policy, approved by the governing board [6.10.3.9(D)(@) NMAC]...	This policy has yet to be approved by the governing council. It is scheduled to go before the council on the October 9th meeting. Because of postponed appointments and scheduling difficulties this policy has not been done yet.
RtI/SAT Process	The school did not provide evidence of implementation of an RtI/SAT process for its students [6.29.1.9 NMAC]	<p>A new SAT chair for secondary began with the 2018-2019 school year.</p> <p>A training was held for secondary staff regarding the SAT process and a PowerPoint with information about the RTI/SAT process was sent to those who attended the meeting, as well as those who didn't, so that all secondary staff have access to the information.</p> <p>Monthly staff meetings were initiated. The first one was held and the second one has been scheduled for mid-October.</p> <p>SAT files are available for review with Soni Buda-Thornburgh (secondary) and Cynthia Swanson (elementary) at the SODA facilities.</p> <p>Historically, SODA has had a very active RTI/ sat process. We have held meetings to discuss student issues and modify programs where and when necessary. Our school has continually operated with an "interventionist" mindset in that all staff members work with students on an individual basis, call parents, and provide additional instruction when necessary.</p>
Students with Disabilities	The school did not provide evidence of compliance with the Corrective Action Plan	The School of Dreams Academy was informed via conference call on March 16, 2017 of items that needed to be corrected by the school's Special Education

	<p>instituted by the Special Education Bureau</p>	<p>Department. The following is a list of the Corrective Action Plan resulting from findings from an audit conducted on January 30, 2017.</p> <p>Item #1: District must reconvene an eligibility determination team from each student listed in the Corrective Action Plan and re-evaluated.</p> <p>Item #1 Evidence: Copies of all documents on which the determination is based for each child.</p> <p>Item #1 Timelines:</p> <p style="padding-left: 40px;">A. Documentation of the team’s review of all existing evaluations and assessments for each child. All evaluations must be completed by September 8, 2017.</p> <p style="padding-left: 40px;">B. Documents are due to the SEB by September 15, 2017.</p> <p>Item #1 Corrections: The District reconvened an eligibility determination team for each student listed in the Corrective Action Plan that was identified and needing to be re-evaluated.</p> <p>Item #1 Date of Completion: All evaluations were completed on or before September 8, 2017. Evidence was submitted to the New Mexico Public Education Department, Special Education B.</p> <p>Item #2: District must re-evaluate the students listed in the Corrective Action Plan. Ensure that each child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.</p>
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		<p>Item #2 Evidence: Documentation of the team’s review of all existing evaluations and assessments.</p> <p>Item #2 Timelines: A. All evaluations must be completed by September 8, 2017. B. Documents are due to the SEB by September 15, 2017.</p> <p>Item #2 Corrections: Students listed in the Corrective Action Plan were re-evaluated in all areas of suspected disability. This included health, vision, hearing, social emotional status, general intelligence, academic performance, communicative status and motor abilities where deemed appropriate.</p> <p>Item #2 Date of Completion: All evaluations were completed on or before September 8, 2017.</p> <p>Item #3: Establish IEP Team, including parent, for each child identified in No. 2, above. Convene the IEP Team to develop an IEP for each eligible child. Prepare Prior Written Notice (PWN) for parents summarizing the proposals, rejections and approvals that occurred during the IEP team meeting and the reasons for those decisions.</p> <p>Item #3 Evidence: Copies of all documents reviewed by IEP team; copy of IEP developed for each child; copy of each Prior Written Notice sent to parents.</p> <p>Item #3 Timelines: A. All IEP meetings must be completed by September 8, 2017 B. Documents are due to the SEB by September 15, 2017.</p> <p>Item #3 Corrections: IEP Teams were established that included the parent, for</p>
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		<p>each child identified in No. 2, above. IEP Team convened a meeting to develop an IEP for each eligible child. Prior Written Notice (PWN) were prepared for parents summarizing the proposals, rejections and approvals that occurred during the IEP team meeting and the reasons for those decisions.</p> <p>Item #3 Date of Completion: All IEP meetings were completed on or before September 8, 2017.</p> <p>Item #4: All related service providers must create logs, notes and/or billing statements evidencing that the related services required in each student’s IEP have been provided to the students. Providers must state whether each session is an individual or group session, what services were provided, when, where, the length of the session and how the child responded.</p> <p>Item #4 Evidence: Copies of service logs as described in No. 4 are available for inspection on site and were provided to the PED.</p> <p>Item #4 Timelines:</p> <ul style="list-style-type: none"> A. All service logs must be submitted by September 15, 2017 B. Documents are due to the SEB by September 15, 2017. <p>Item #4 Corrections: All related service providers provided logs, notes and/or billing statements evidencing that the related services required in each student’s IEP have been provided to the students. These service provider logs, notes and/or billing statements indicate whether each session is an individual or group session, what services were provided, when, where, the length of the session and how the child responded.</p>
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		<p>Item #4 Date of Completion: All service logs were submitted to the New Mexico Public Education Department on September 11, 2017.</p> <p>Item #5: District must complete a Memorandum of Understanding (MOU) or interagency agreement between both the LEA and Part C lead agency to ensure a smooth and effective transition from Part C to part B programs for preschool children with disabilities within the agency’s educational jurisdiction.</p> <p>Item #5 Evidence: Copy of signed and completed MOU.</p> <p>Item #5 Timelines:</p> <ul style="list-style-type: none"> A. MOU must be completed by August 11, 2017. B. Documents are due to the SEB by September 15, 2017. <p>Item #5 Corrections: The District completed a Memorandum of Understanding (MOU) or interagency agreement between both the LEA and Part C lead agency to ensure a smooth and effective transition from Part C to part B programs for preschool children with disabilities within the agency’s educational jurisdiction. A copy of the MOU signed by the School of Dreams Academy Superintendent, Michael Ogas and dated April 1, 2017 was provided to the New Mexico Public Education Department, Special Education Bureau, on September 11, 2017.</p> <p>Item #5 Date of Completion: A copy of the MOU signed by the School of Dreams Academy Superintendent, Michael Ogas and dated April 1, 2017 was provided to the New Mexico Public Education Department, Special Education Bureau,</p>
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		<p>on September 11, 2017. (See Attachment 2.b-3 referenced at the end of this topic.)</p> <p>Item #6: The district’s Superintendent and Special Education Director must ensure that all eligibility determination teams are trained in the procedures for determining eligibility for special education services. The district must conduct trainings consistent with the NMPED’s Technical Evaluation and Assessment Manual (T.E.A.M).</p> <p>Item #6 Evidence: Copies of sign-in sheets for all trainings, agendas and training materials. Identification and qualifications of trainers. (See Attachment 2.b-3 referenced at the end of this topic.)</p> <p>Item #6 Timelines:</p> <ul style="list-style-type: none">A. Trainings must be completed by October 13, 2017B. Documents are due to the SEB by October 20, 2017. <p>Item #6 Corrections: The district’s eligibility determination teams were trained in the procedures for determination of eligibility for special education services. The district conducted trainings consistent with the NMPED’s Technical Evaluation and Assessment Manual (T.E.A.M) on August 8, 2017.</p> <p>Item #6 Date of Completion: The district conducted trainings consistent with the NMPED’s Technical Evaluation and Assessment Manual (T.E.A.M) on August 8, 2017. (See Attachment 2.b-3 referenced at the end of this topic.)</p> <p>Item #7: Prior to the start of the school year 2017-2018, the district must provide training for school staff and contracted staff on all newly developed and/or</p>
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		<p>updated internal processes and procedures on how to conduct an evaluation using the PED T.E.A.M. when identifying eligible students.</p> <p>Item #7 Evidence: Copy of sign-in Sheets, copies of agenda and training materials. Identification and qualification of trainers.</p> <p>Item #7 Timelines:</p> <p style="padding-left: 40px;">A. Trainings must be complete prior to the start of the school year 2017-2018</p> <p style="padding-left: 40px;">B. Documents are due to the SEB by August 25, 2017.</p> <p>Item #7 Corrections: The District provided training for school staff and contracted staff on all newly developed and/or updated internal processes and procedures on how to conduct an evaluation using the PED T.E.A.M. when identifying eligible students.</p> <p>Item #7 Date of Completion: The District provided training for school staff and contracted staff on all newly developed and/or updated internal processes and procedures on how to conduct an evaluation using the PED T.E.A.M. when identifying eligible students on August 8, 2017.</p> <p>CAP Submittal to the New Mexico Public Education Department, Special Education Bureau: The Items listed for correction were addressed by the School District and the evidence submitted to the New Mexico Public Education, Special Education Bureau on September 11, 2017.</p> <p>Evidence of CAP Completion and closure of file by the New Mexico Public Education Department, Special Education Bureau: The items were</p>
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		<p>reviewed by the New Mexico Public Education Department, Special Education Bureau and provided the School of Dreams Academy with a formal letter dated October 16, 2017, of closure on the file in matter (Please see Attachment 2.b-3, SODA CAP Official PED Special Ed. Department File Close Out Letter).</p>
<p>English Language Learners</p>	<p>The school did not provide evidence of implementation of the Bilingual Multicultural Education Bureau annual progress report for the school’s state-funded program. The school also did not provide evidence of implementation for the proper use of the Language Usage Survey [6.29.5.11 NMAC]</p>	<p>Although SODA may not have provided specific evidence, we have been using the Language Usage Survey ((LUS) for bilingual students. Additionally, the ELL student population has been well served using standard methods, an assigned person to accommodate ELL students when testing, and following all state approved practices. We have written an LUS manual that has never been formally approved. Though we follow the appropriate procedures, the lack of formal approval and documentation is pout fault.</p> <p>We shall ensure that this lack of follow-through is taken care of this year. By the end of this school year, all formal evidentiary submittals shall be accomplished. Teachers are performing ELL follow-on tasking, as per the recommendations of the ELL/Bilingual coordinator.</p> <p>The bilingual multicultural funding application shall be reviewed and submitted as necessary for SODA. No SODA student in ELL or the bilingual program shall go und=served. Yes – this is easy to say, but we have already been doing this and shall continue.</p>
<p>Notice to Parent</p>	<p>The school did not provide evidence of implementation of a 5-day unexcused attendance letter requesting the parent participation with</p>	<p>SODA is sending out truancy letters for 3, 5, 7, and 10-day truancy letters. Parent meetings are scheduled for any student with a 7-day truancy letter.</p> <p>Evidence consists of a binder with records of letters sent out and parent meetings scheduled. This is on file in the high</p>

	attendance interventions [6.10.8.8 NMAC	school administrative office and is available for inspection at the SODA site.
Financial reporting	The school did not provide evidence of implementation of remedies instituted that resulted in compliance or sufficient movement toward compliance for the school's internal control audit findings	The compliance issues have been resolved but apparently not recorded at the PED. The resolutions, appropriate annotations, responsibilities, etc. are provided in two Excel files, attached as Appendices 1 through 4.
Evaluation of head administrator	The school did not provide evidence that the governing council evaluated the head administrator during the 2016-2017 or in previous year [6.29.1.9.B.2 NMAC]	The SODA Governing council evaluates the headed administrator annually. Copies of those evaluations are available for review in the head administrator's personnel file. An example is included as Attachment 2.b-4.
Teacher and Staff Credentials	The school did not provide evidence that: a.) All instructors had proper licensure and endorsement(s) for course(s) taught [NMSA § 22-10A-3], and b.) Implementation of a compliant mentorship program for novice teachers [6.60.10.8 NMAC].	All instructors have appropriate licensure and endorsements. The credentials are available in the Human Resources office at SODA for viewing, as required during the PED site visit. A mentorship program procedure has been completed and is being followed. It has not been fully approved by all relevant personnel, however, due to the absence of one key administrator who was called away on emergency leave. This should be approved by the time the PED visits the site and will be on file for inspection. A pdf is attached, Attachment 2.b-5.
Background check	The school did not provide evidence of completed background checks for all licensed staff [NMSA § 22-10A-5]	All required background checks have been completed except for one new hire, and that is in process and should be complete by the time this is reviewed. The evidence is on file at SODA and will be available during the site visit.
Health and safety	The school did not provide evidence of child abuse and neglect detection training for all	The school nurse in conjunction with our HR department requires that all staff go through child abuse and neglect detection training. Certificates verified in this

	licensed staff [NMSA § 22-10A-32; 6.29.1.9(D)(3)(f) NMAC]	<p>training are available in a folder the HR department for easy review. At the end of the monitoring these certificates will be placed in employees' employment file which are also available for review by the PED monitoring team.</p> <p>All of the staff are current and certified. Attachment 2.b-5 is a partial copy of the certificates.</p>
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c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

Current Board Members

Name	Role	Service Start Date	Membership Status	FY18 Training Completions/Scheduled Dates
Kathy Chavez	President	11/2/10	Continuing	Complete
Denise Romero	Vice President	02/02/16	Continuing	Incomplete
David Schneider	Secretary	07/07/15	Continuing	Incomplete
Kenneth Griego	Member	10/31/09	Continuing	Complete
Catherine Smith	Member	06/07/16	Continuing	Complete

Two of our SODA's governing council members are showing incomplete for their training hours. One of them, Dr. David Schneider, attended the New Mexico Coalition for Charter Schools training but may not have signed in to the sessions that he attended. He attended that conference the same time Catherine Smith did. She received her hours, but he did not. Our second governing council member, Mrs. Denise Romero, is an officer and the sheriff's department. That, coupled with the fact that she is currently running for sheriff, has made it difficult for her to schedule anything outside of her job. She is willing to meet the requirements via online training opportunities, but this is difficult since we do not always get the information in a timely manner. Both are dedicated governing council members and have committed to resolving this issue within this next school year.

Membership on the governing council has changed during the terms of this contract. Kathy Chavez has been on the council the entire time of this contract. Mr. Griego, who is one of our original members, began 2014 and then came off the council, in 2015 as an assistant principal with SODA for a year and a half. He then went back on the council in 2017. Rhonda Sanchez replaced Kenny Griego as an interim member. In 2014 Juanita Sena replaced Benny Hodges and Richard Aragon replaced Dorothy Griego. In 2015 Dr. David Schneider replaced Richard Aragon. In 2016 Denise Romero replaced Gene Carabajal. In 2016 Catherine Smith replaced Juanita Sena who resigned as a member to become SODA's school nurse.