



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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RYAN STEWART, Ed.L.D.
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Las Montañas Charter High School

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

School Address: 1405 S Solano Dr, Las Cruces, NM 88001

Head Administrator: Caz Martinez

Business Manager: Geri Bennett

Authorized Grade Levels: 9-12

Authorized Enrollment Cap: 325

Current Enrollment: 183

Contract Term: July 1, 2015- June 30, 2020

Mission: The mission of Las Montañas Charter High School is to develop the academic potential and personal character of each student by engaging and valuing the student, family and community partnership. Students will work to prepare for and meet the challenges of a post-secondary or workforce environment for a globally diverse society.

Analysis of Renewal Application and Site Visit

PART A:	Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School is attached Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 2, 2019. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— A-F School Letter Grades Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. Overall NM School Grades SY16 - SY18: F, F, and C Graduation Rates	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> demonstrate academic growth in reading as measured by three short cycle assessments using NWEA MAPS Rating for SY19: Does Not Meet demonstrate academic growth in math as measured by three short cycle assessments using NWEA MAPS Rating for SY19: Meets Las Montañas Charter High School Full Academic Year seniors, registered and classified at the 40 Day count as seniors, will participate in a rigorous senior advisory program Rating for SY19: Exceeds 	<i>Demonstrates Substantial Progress</i>
FINANCIAL COMPLIANCE		
2.a	Audit 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 <u>NOT</u> complete this Section.	<i>Demonstrates Substantial Progress</i>

	During FY16-FY18, the school had five (5) audit findings, including one material weakness or significant deficiency.	
2.b	Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	Organizational Performance Framework 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 <u>NOT</u> complete this Section. <ul style="list-style-type: none"> • Indicator 1e English Language Learners • Indicator 1g Recurrent Enrollment • Indicator 5a Facilities Requirements • Indicator 5b Health and Safety Requirements 	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Meets the Standard</i>

PART C:	Financial Statement A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
PART D	Affidavits for Petitions 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>23</u> Percentage: <u>100</u> % 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>123</u> Percentage: <u>78.3</u> %
PART E:	Description of the Charter School Facilities and Assurances 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. <ol style="list-style-type: none"> 1. A narrative description of its facilities

	2. Attach __ facility plans or <u>X</u> the school's Facility Master Plan
	3. Attach a copy of the building E Occupancy certificate(s) from <u>State of NM</u> number <u>20721</u> <u>Maximum capacity is not listed on the certificate</u>
	4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 The school provided a list from PSFA that indicates the school's NMCI score is 8.43 %, which is well below the current average of 23.07% (lower is better with zero being perfect).
	5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. ____ building is owned by charter school, school district, or government entity; OR ____ building is subject to a lease-purchase agreement; OR <u>X</u> school had provided the appropriate assurances form: X Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)
PART F:	Prior Amendment Requests Amendment request to reflect that the school has moved from 201 East Lohman Avenue to their current location at 1405 South Solano Drive in Las Cruces. This is contingent on signed minutes by the governing council with their approval was approved on 6/17/2016
Interviews	A summary of the stakeholder interviews is on the following page.
Other Appendices	The school did not provide additional appendices.
School's Response	The school did not provide a narrative response to the CSD preliminary analysis.

Stakeholder Interviews

Stakeholder interviews were conducted on October 2, 2019 at Las Montañas Charter High School. The participants included seven (7) parents, seven (7) students, two (2) Governing Council members, and two (2) staff members.

Both the parent and grandparent in the interview claimed that their kid/grandkid were not doing well in traditional public schools, but were now doing well. One parent even said her son “is now in AP History, his grades are up, and he is staying out of trouble.” Both participants cited the small classes and one-on-one help from teachers as being strengths at Las Montañas. Parents are reportedly regularly asked for their opinions and given the opportunity to express their feelings regarding the school.

Students cited having issues at larger schools as the main reason they enrolled at Las Montañas. The students echoed the parents in their appreciation of the smaller environment and one-on-one help that they get at the charter school. Students did express that the lack of staff combined with the block schedule was a weakness. Certain classes are available during specific periods of the day, which can lead to multiple schedule gaps during the day for students who only need a few credits. Students feel like the teachers really want them to succeed and are willing to help them until they understand a lesson.

One governing council member joined the board after she was a school parent first. She wishes that more people would come to charter schools. Her son, who goes to Las Montañas, does “not want to miss school.” Both governing council members believe that the teachers and administrators are committed to the school. When making decisions, one council member stated that, “decisions made by the board need to be best for students.” The council members agreed that the high school redesign has made a difference.

Like the parents and students, the teachers like the small setting of the classes. They get to know their students and establish relationships with them. One staff member commutes from El Paso (45 minutes each way) every day for this reason. According to a teacher who has been at the school for years, during parent conferences, there are always parents who are in tears because of the difference the school has made for their children. All staff have a voice in the development of the school with an administrator who is open and receptive to staff wanting to try out new ideas. A teacher in her 12th year at Las Montañas claimed she “does not want to teach anywhere else.”



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Part A: Preliminary Data Report and Current Charter Contract Terms

**Las Montañas Charter High School
December 2019**

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

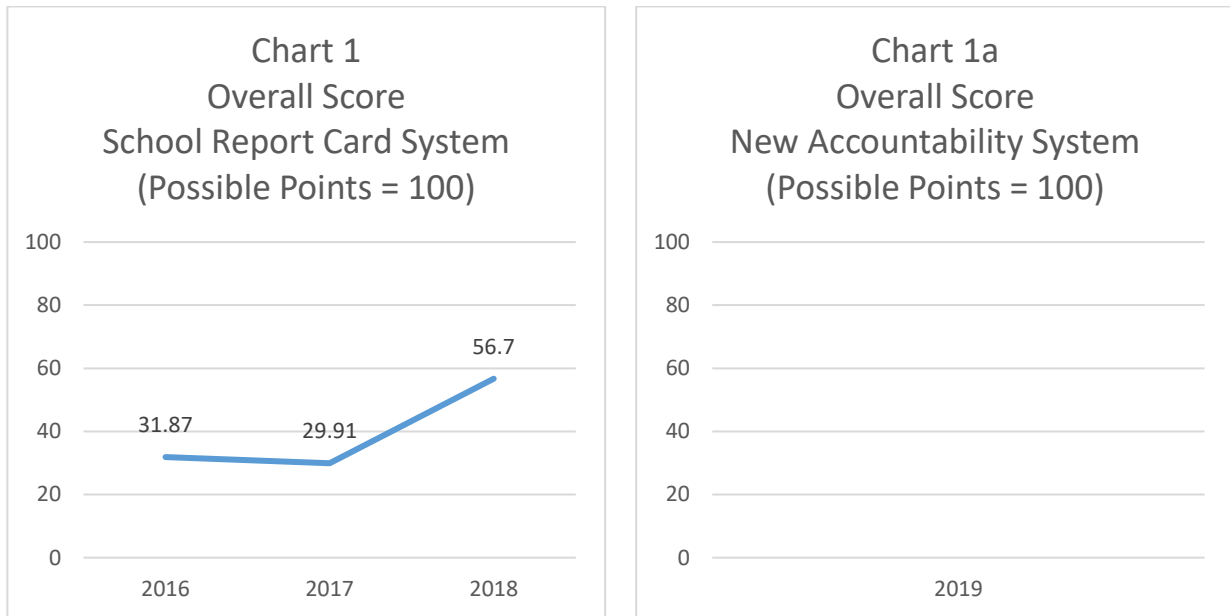
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

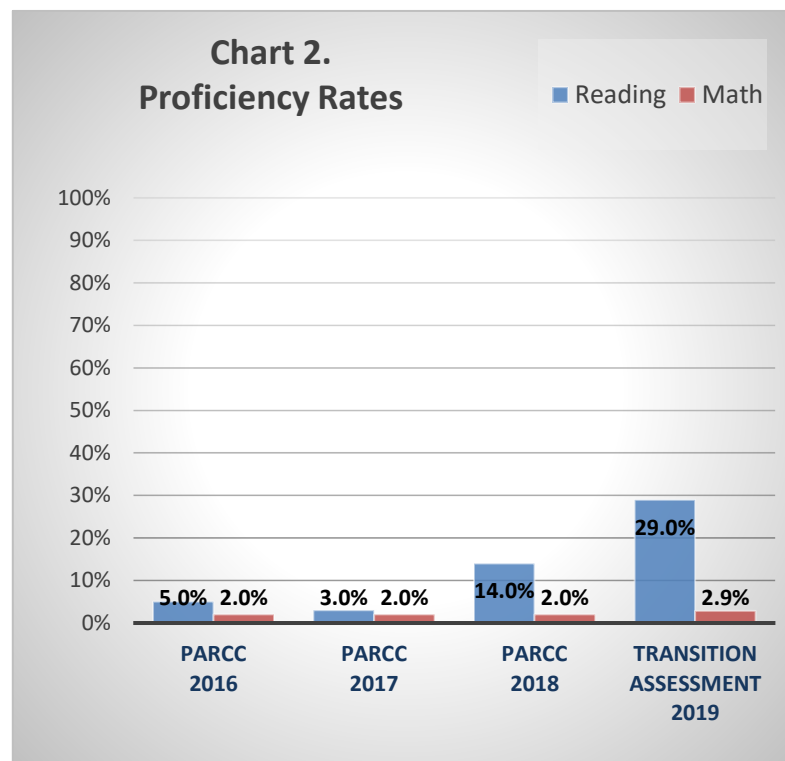
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

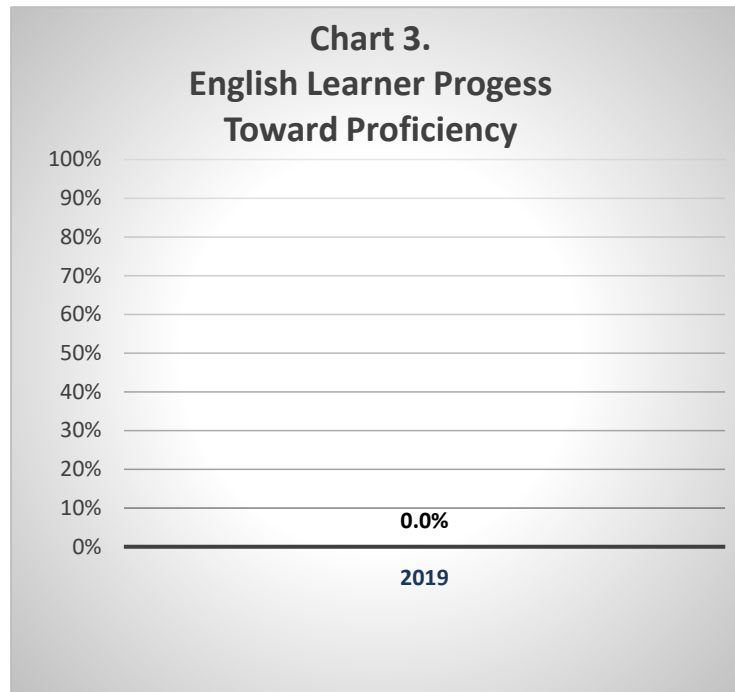
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



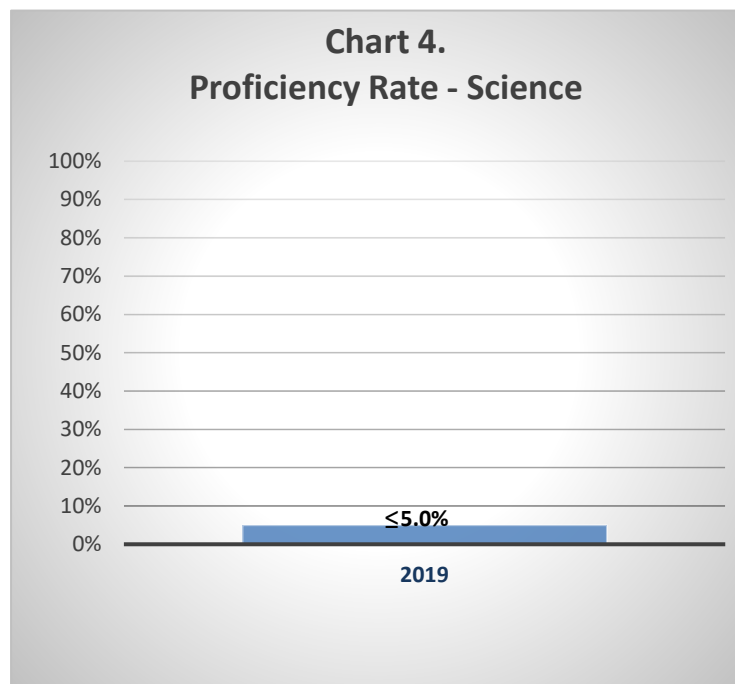
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



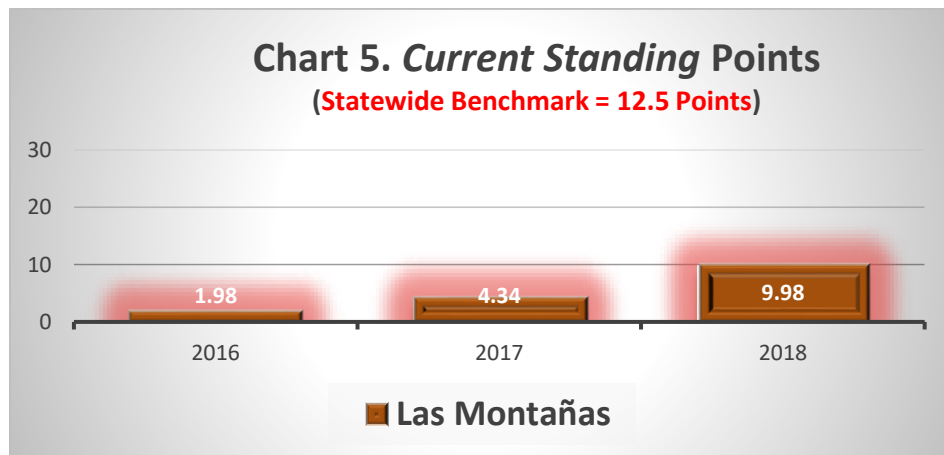
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



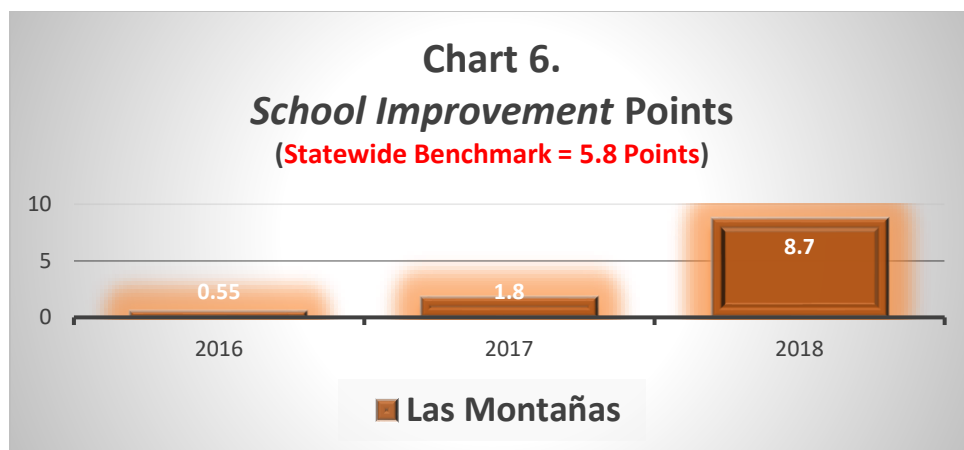
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

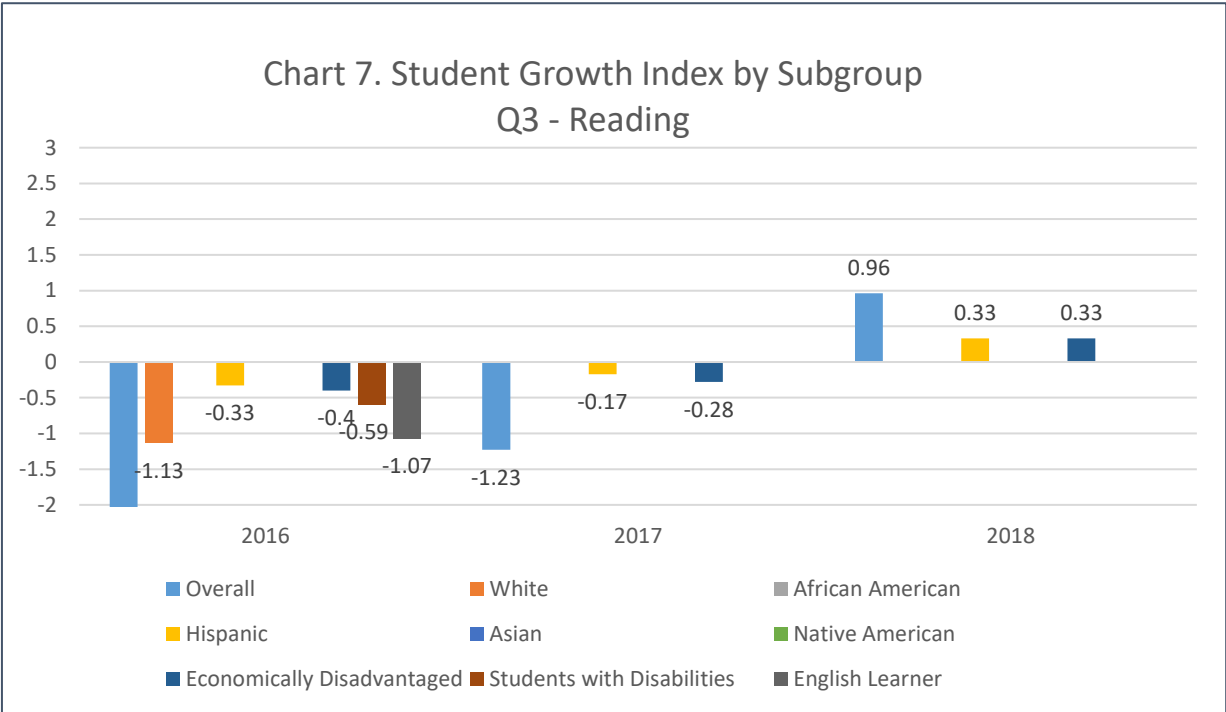


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



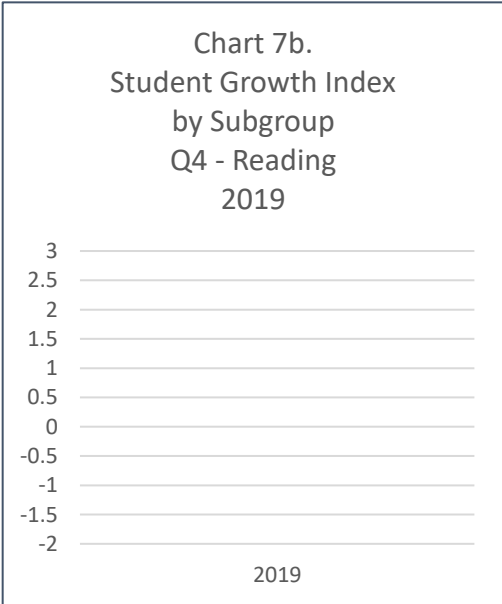
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%) This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



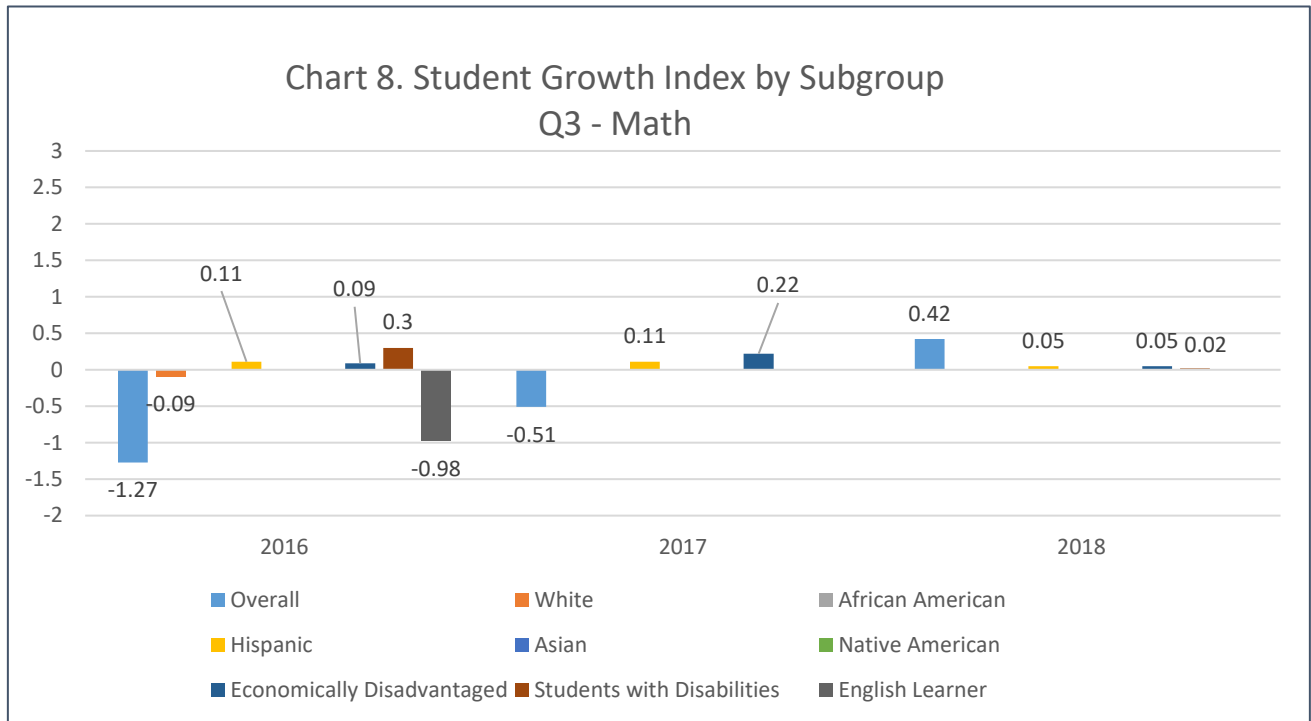
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



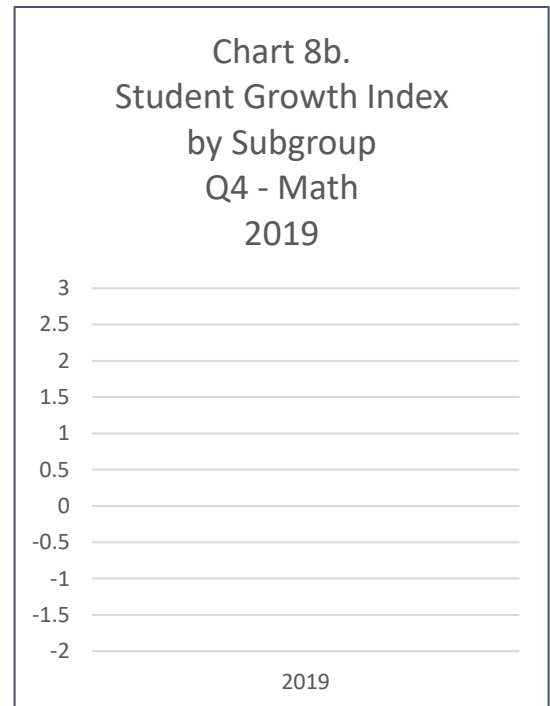
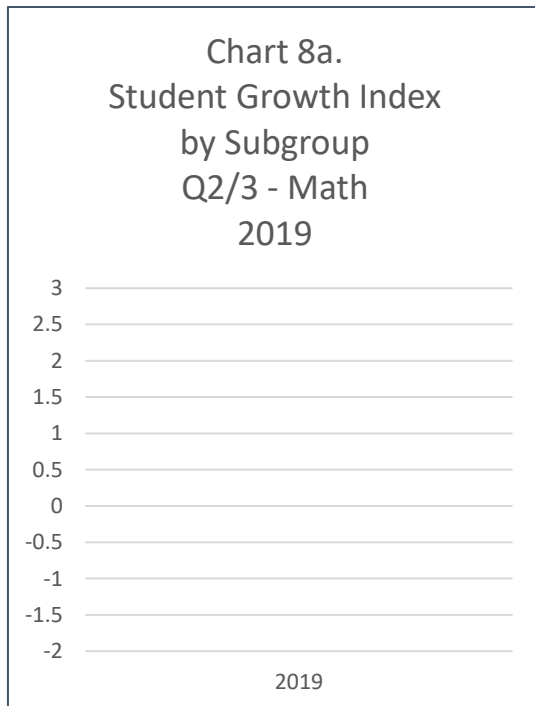
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



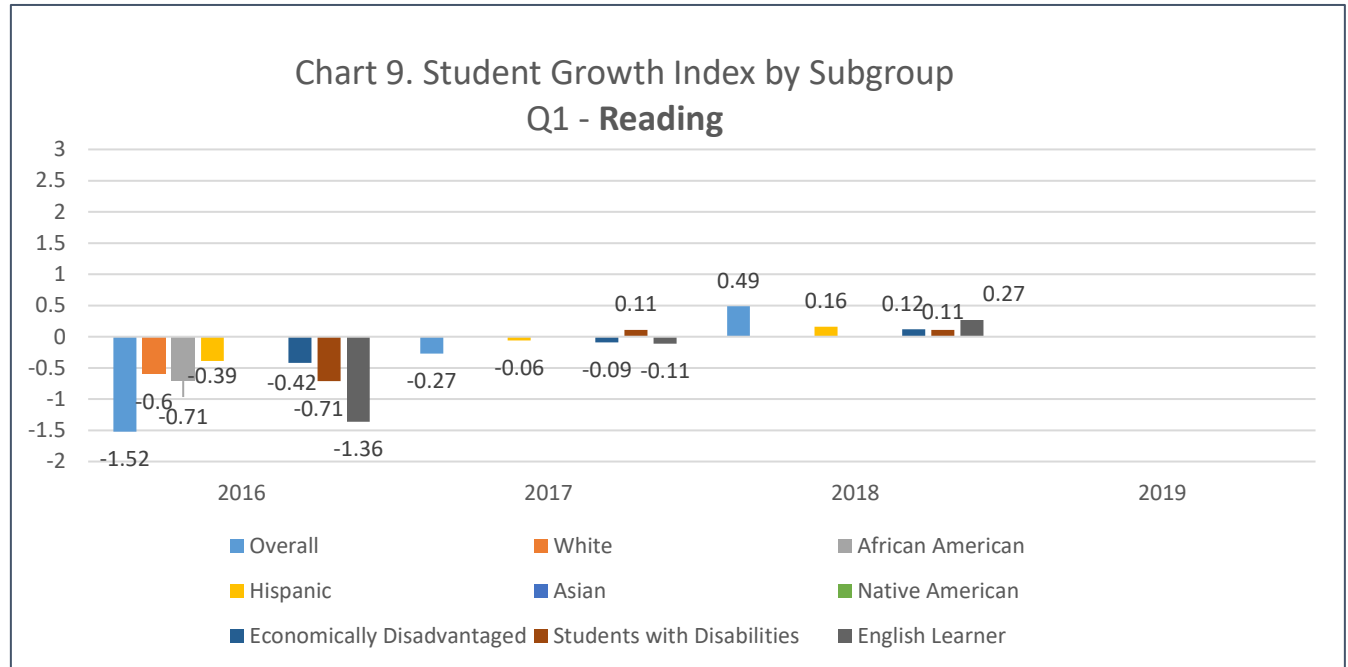
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

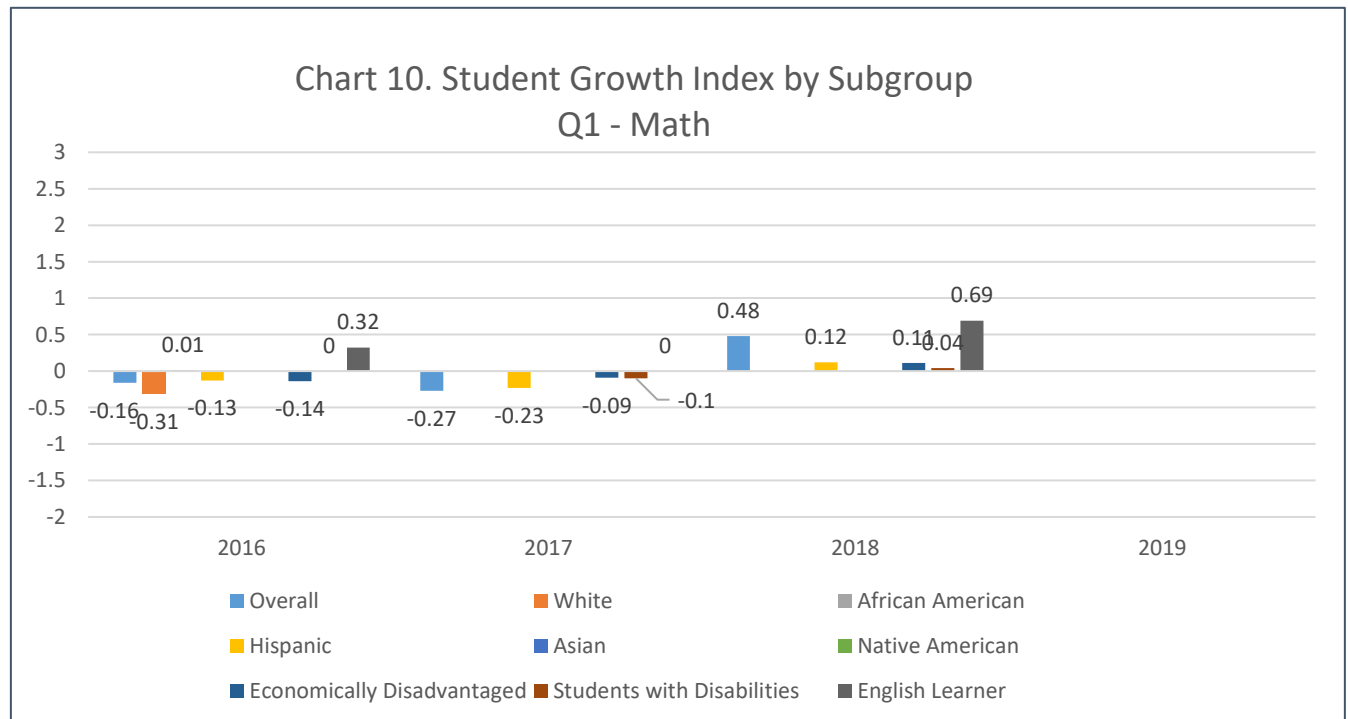


Subgroup – Lowest-Performing Students in Reading

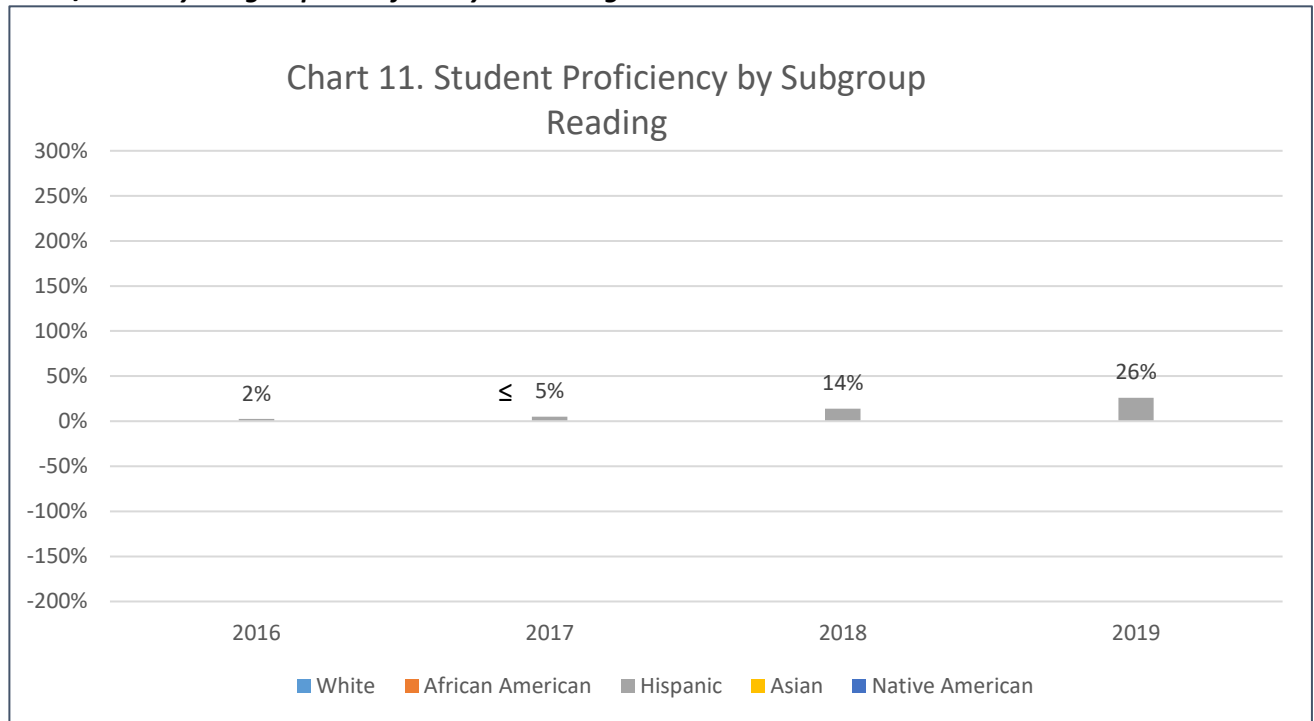
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



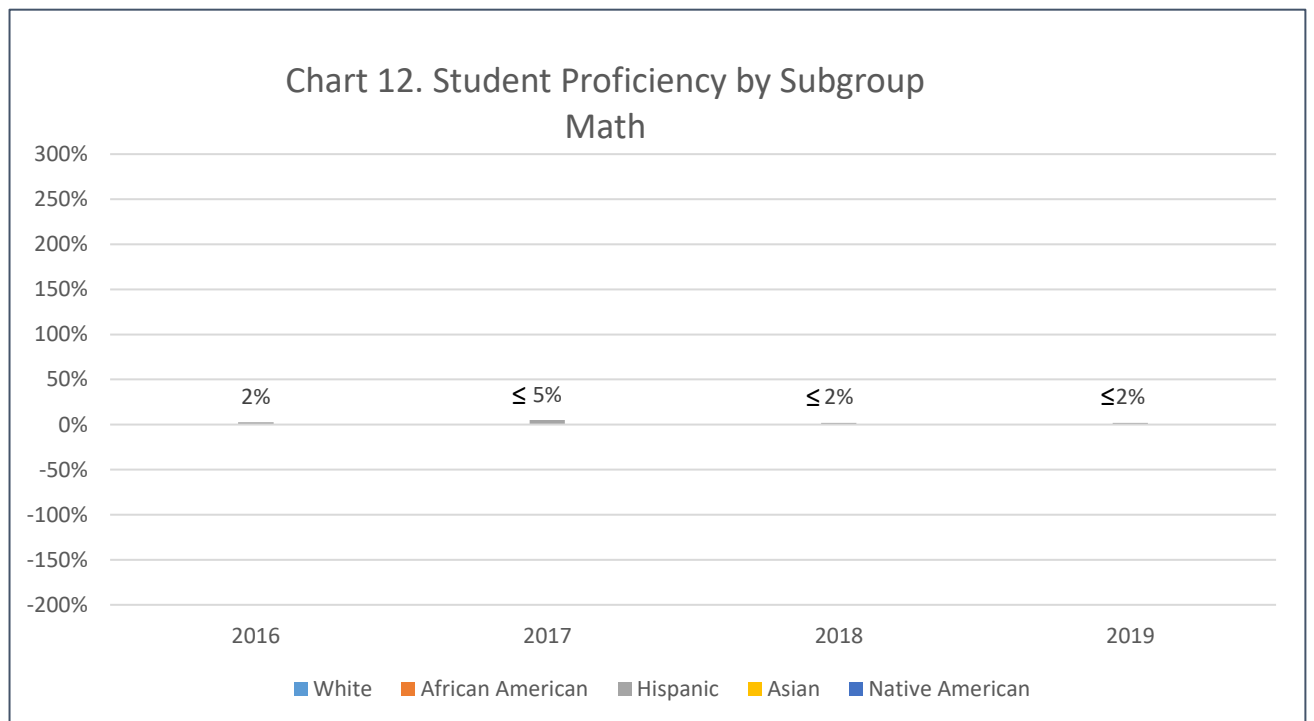
Subgroup – Lowest-Performing Students in Math



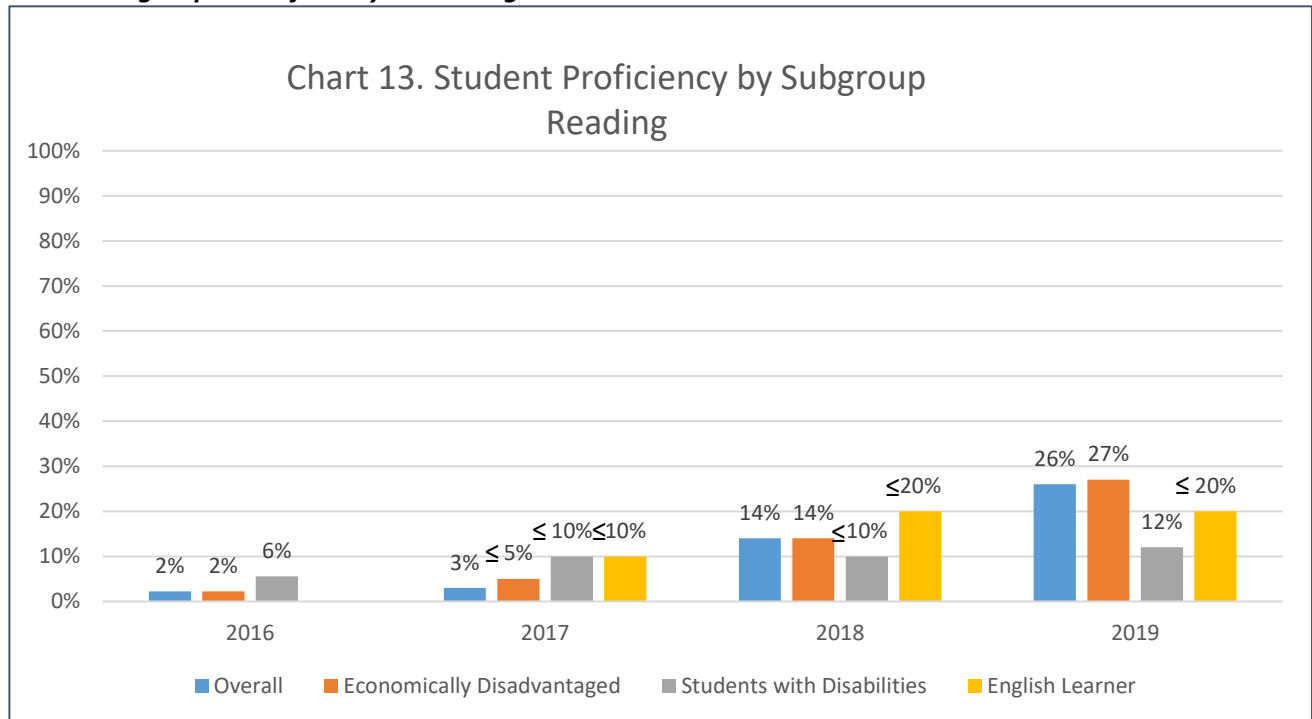
Race/Ethnicity Subgroups - Proficiency in Reading



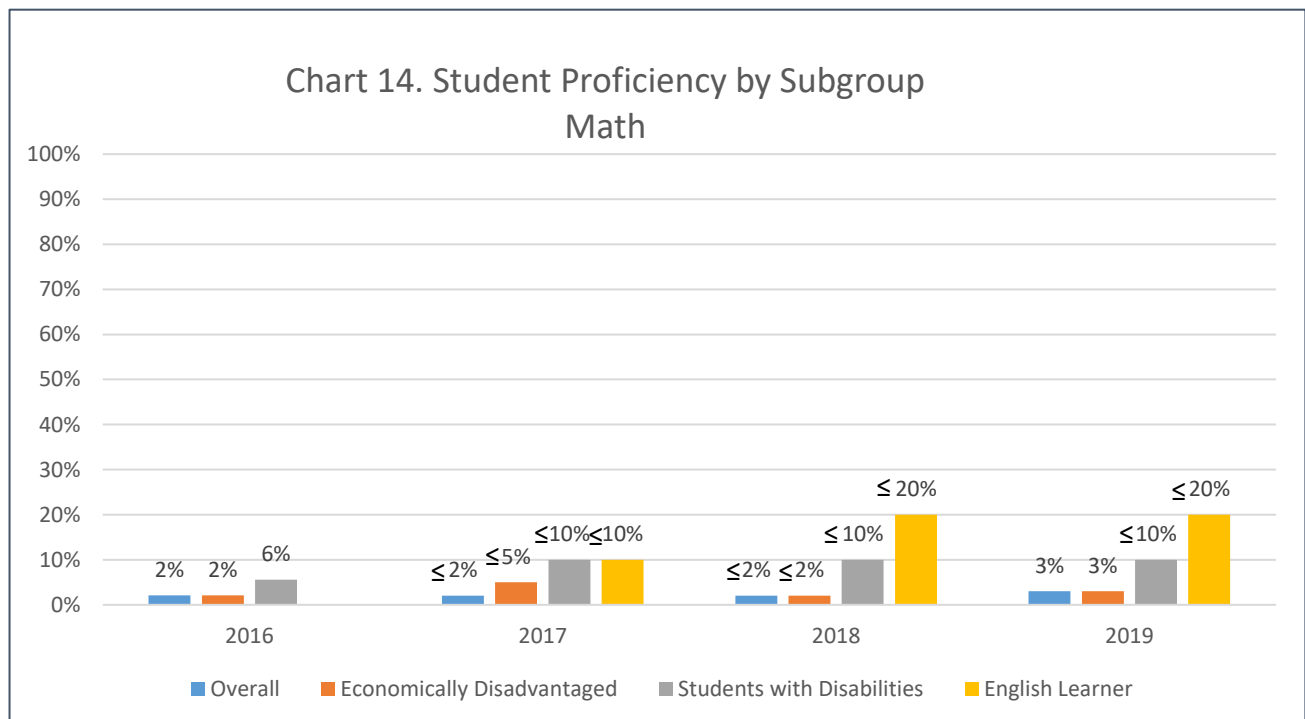
Race/Ethnicity Subgroups - Proficiency in Math



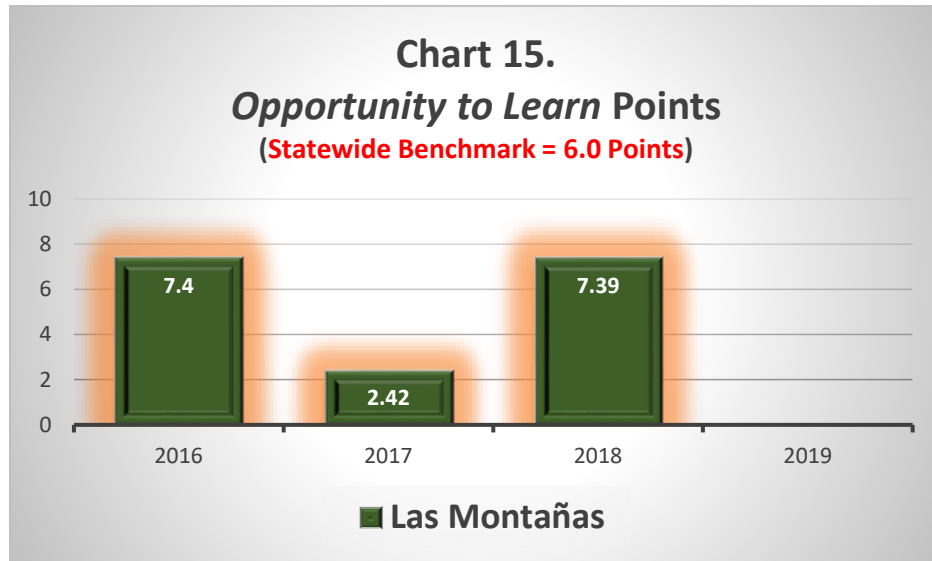
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

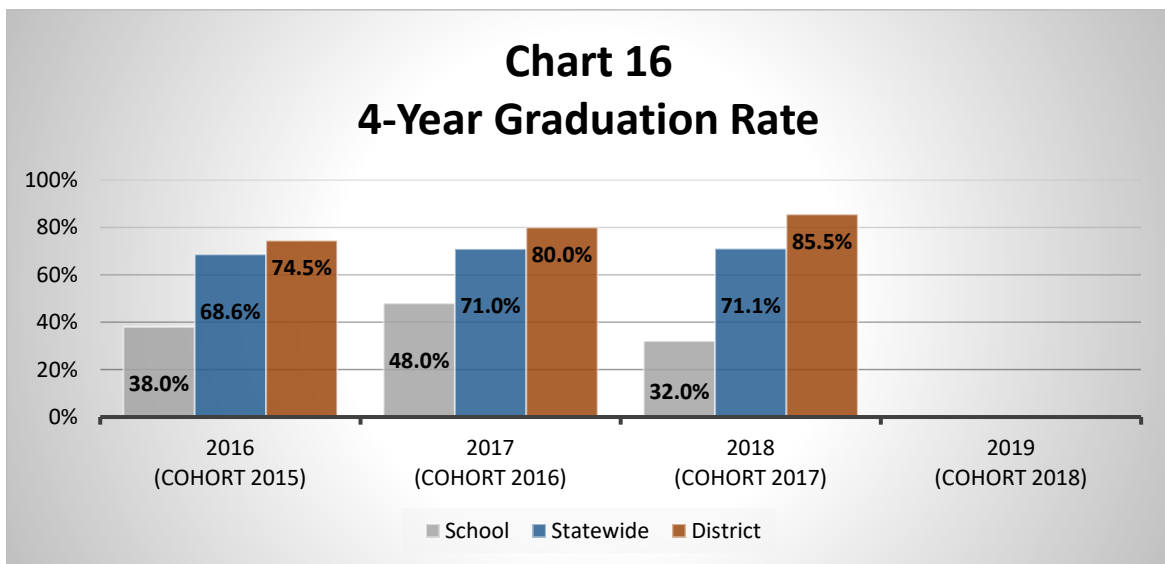


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



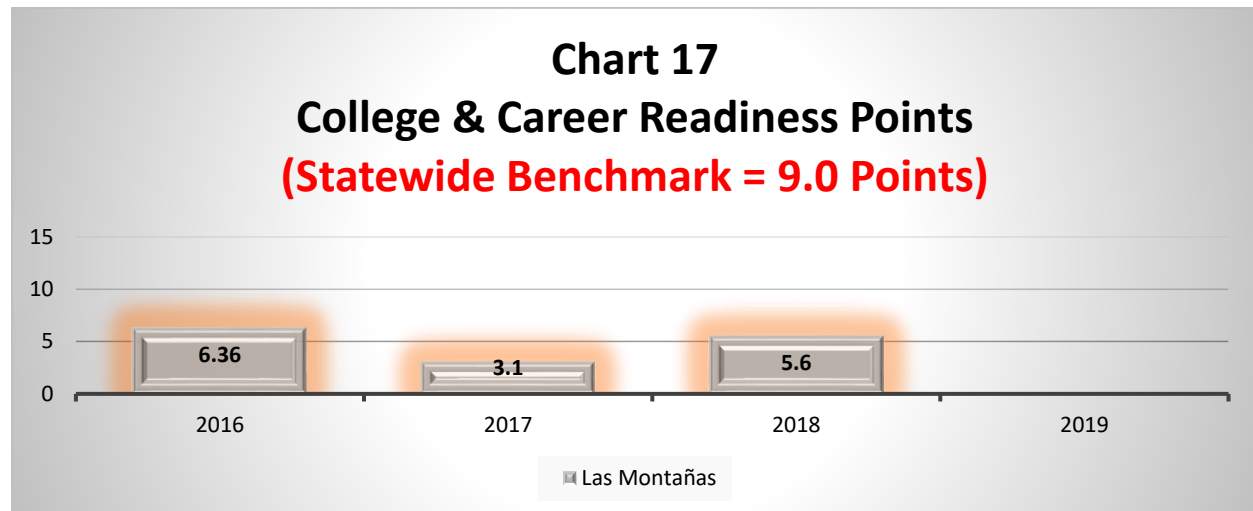
High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year's cohort of students.



College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark¹. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



¹ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. Las Montañas Charter High School Full Academic Year (FAY) students in grade 9, 10 and 11 will demonstrate academic growth in **reading** as measured by three short cycle assessments using NWEA MAPS, grade level assessment. Students may show the growth on either of the winter or spring assessments. The school meets the standard if 75%-84.9% of FAY students in grade 9, 10 and 11 demonstrate academic growth of 1.5 years in reading.
2. Las Montañas Charter High School Full Academic Year (FAY) students in grade 9, 10 and 11 will demonstrate academic growth in **math** as measured by three short cycle assessments using NWEA MAPS, grade level assessment. Students may show the growth on either of the winter or spring assessments. The school meets the standard if 75%-84.9% of FAY students in grade 9, 10 and 11 demonstrate academic growth of 1.1 years in math.
3. Las Montañas Charter High School Full Academic Year seniors, registered and classified at the 40 Day count as seniors, will participate in a rigorous **senior advisory program** designed to assist them with completing graduation requirements, progress monitoring, college and career readiness activities, and general mentorship. The senior advisory program will be measured by a 100 point rubric as approved by the Head Administrator. The school meets the standard if 75 - 84% of seniors who complete both semesters of their senior year achieve a minimum of 85 points on the senior advisory program rubric by the end of the school year.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2	Goal 3
2016	Not rated	Not rated	Not rated
2017	Falls Far Below	Falls Far Below	Falls Far Below
2018	Meets	Meets	Exceeds
2019	Does Not Meet	Meets	Exceeds

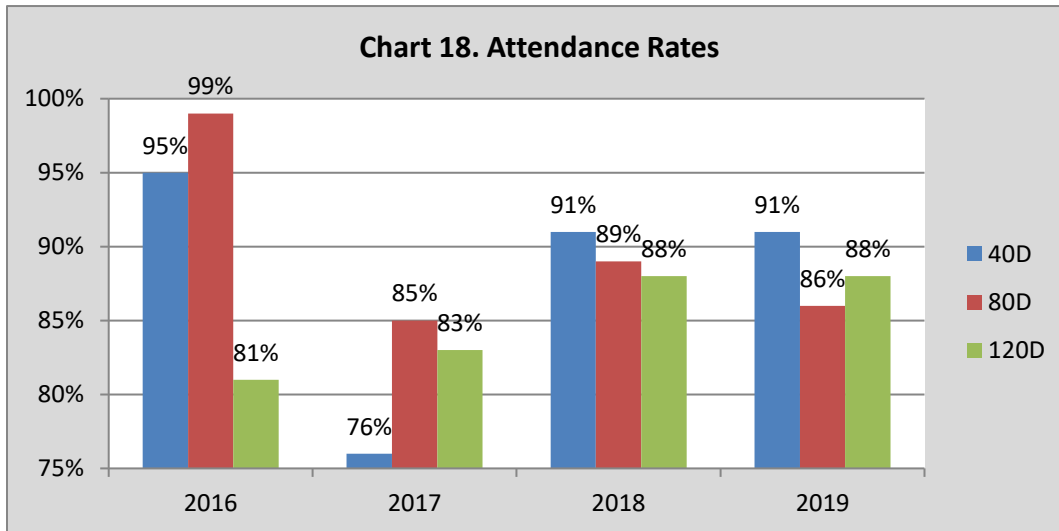
² Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

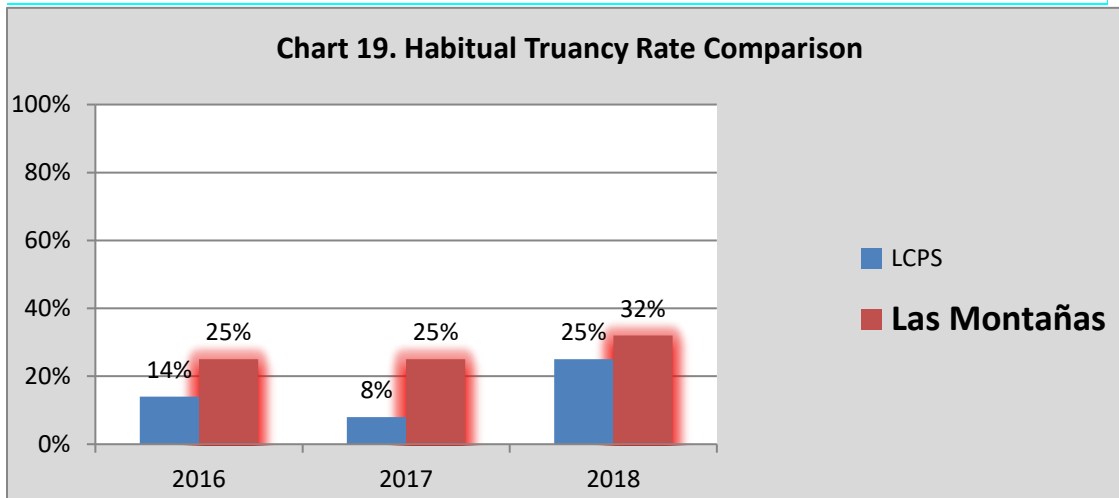
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 19 reflects the school's habitual truancy rate compared to the local district.

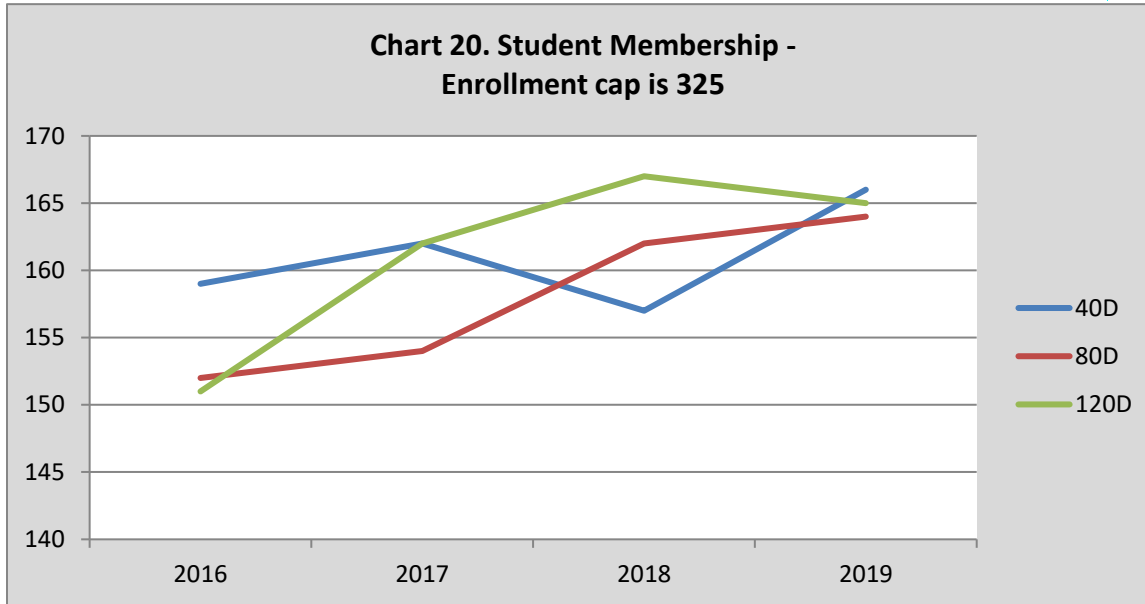
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and



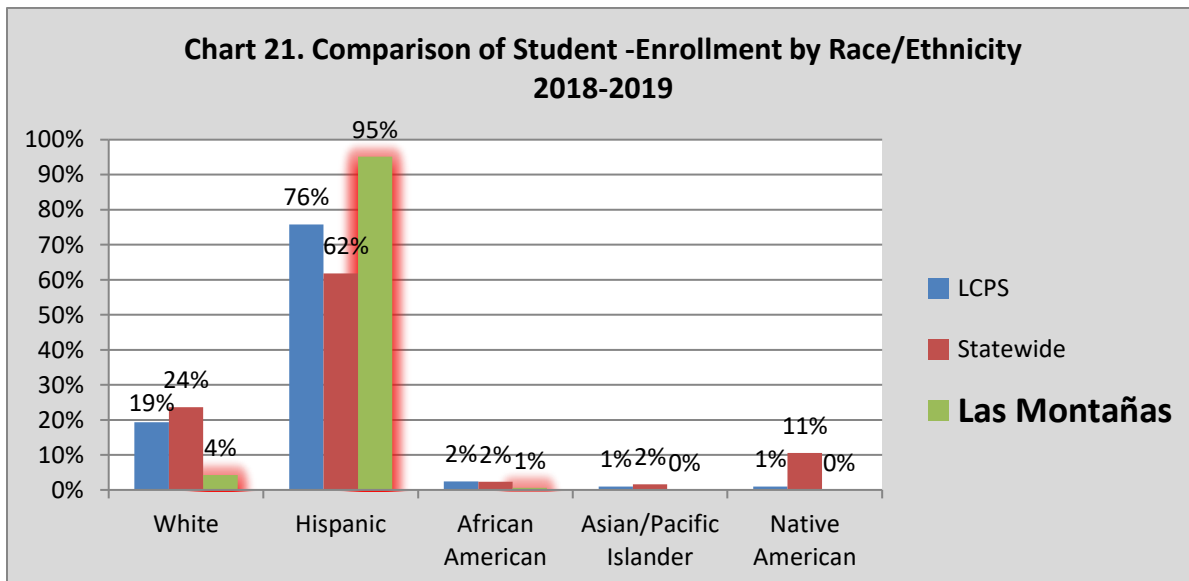
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

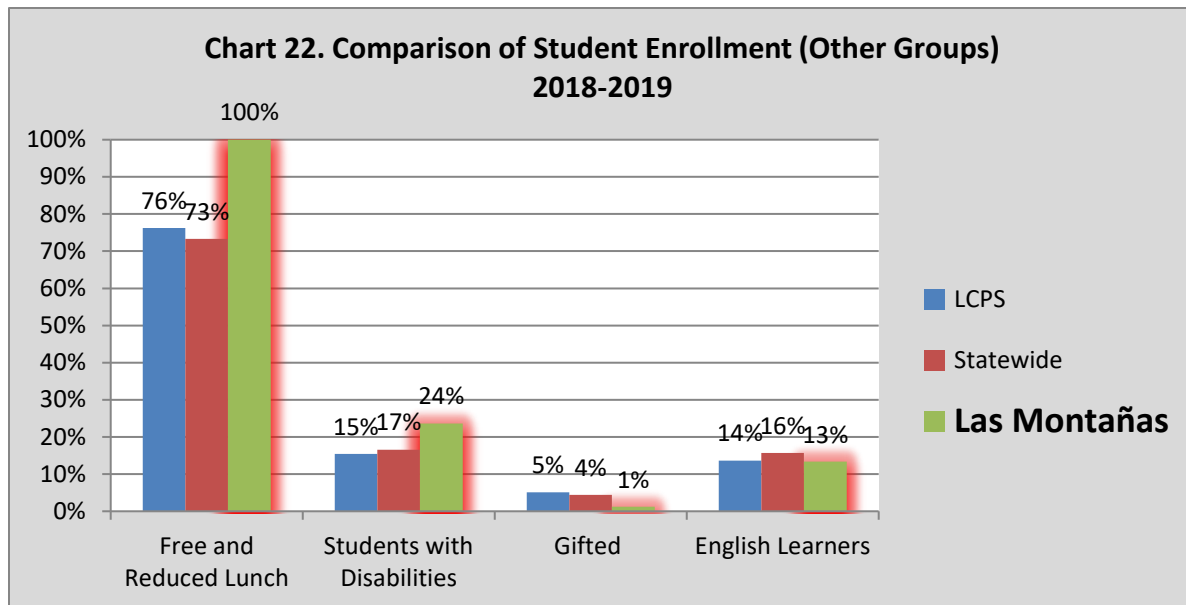


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroup

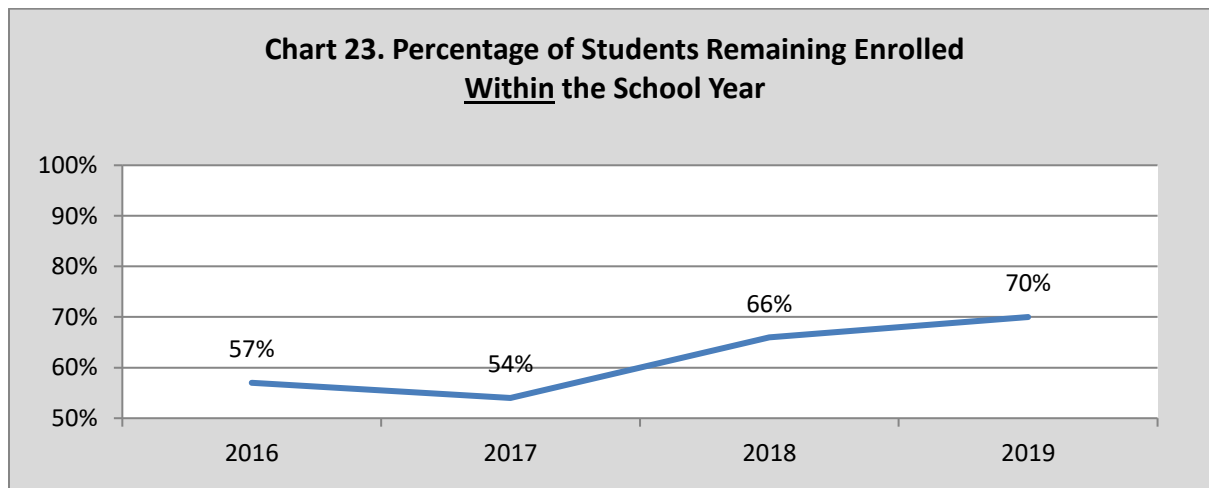


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

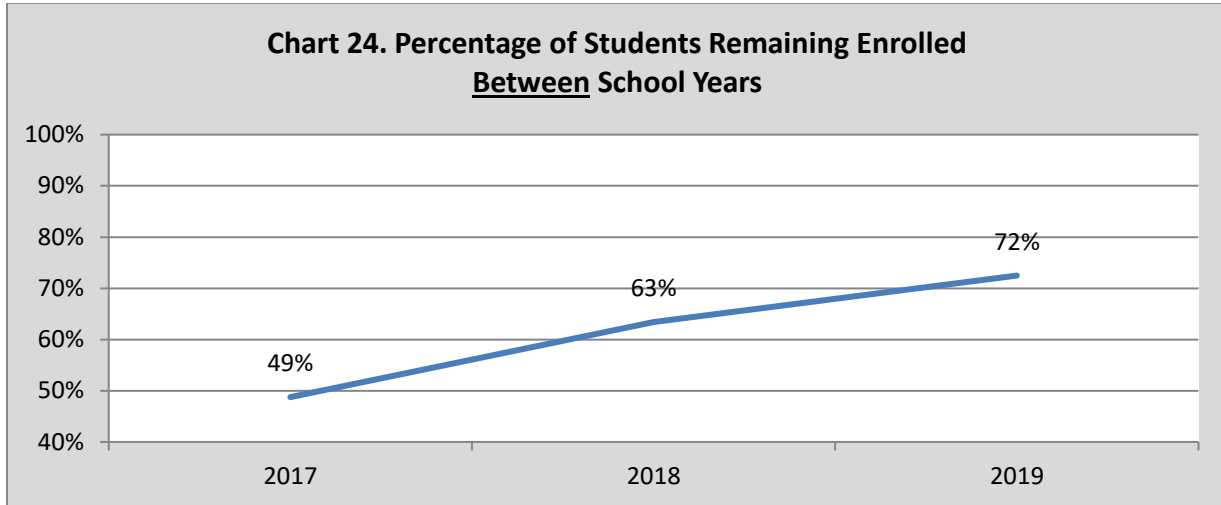
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

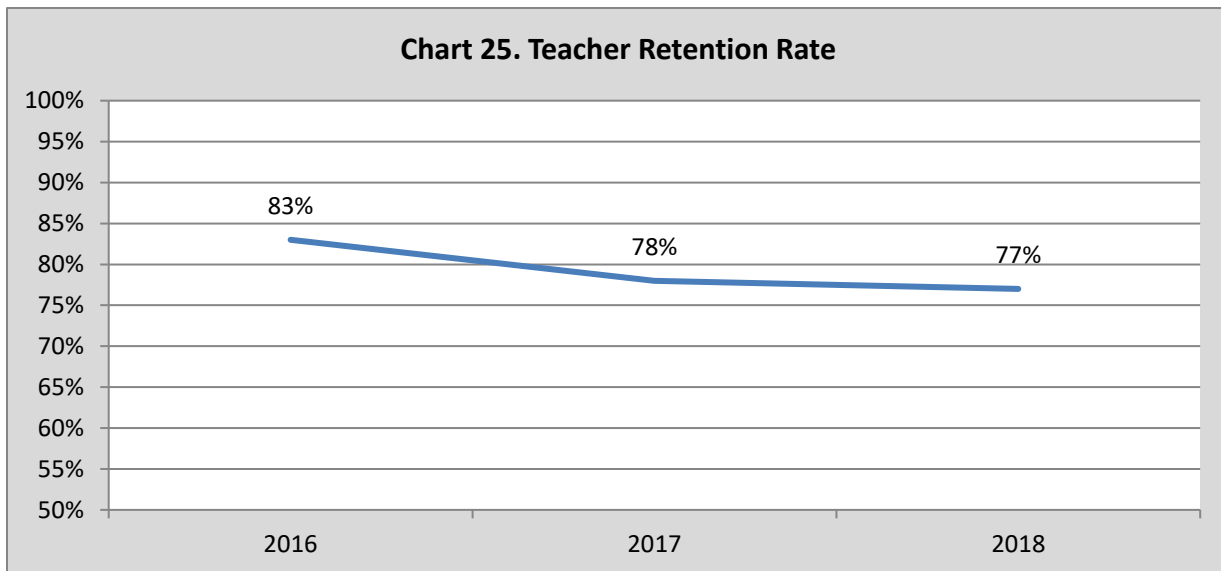


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	5	0	1
FY17	0	0	0
FY16	0	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Untimely Cash Receipts (Other Noncompliance)

Condition/Context: During our review of 19 cash receipts, we noted 1 cash receipt in the amount of \$19,905 that was not deposited within 24 hours of receipt. The receipt packet did not include a cash receipt slip as the check was initially mailed to the Business Manager's office and subsequently returned to the School to be deposited at the local bank branch location.

Management's Response: Management has reviewed and discussed that timely deposits will be monitored daily to ensure that they meet the 24 hour rule.

2018-002 Vehicle Logs (Other Noncompliance)

Condition/Context: During our review of fuel cards, we noted the School does not have a vehicle usage policy or signed acknowledgement by staff who utilize the vehicles. The School maintains fuel receipts, but mileage logs or vehicle usage requests are not maintained in order to reconcile back to the monthly fuel card statements.

Management's Response: Management has discussed and reviewed. They have already put in place a excel vehicle logs sheet that ensures that all staff members that check out a vehicle will follow the procedure put in place. A meeting with staff will take place so that everyone understands the checkout process for vehicles and fuel cards. This will be an on-going review process to ensure it is implemented correctly.

2018-003 Disposal of Public Property (Other Noncompliance)

Condition/Context: During our testing over capital assets and review of meeting minutes, it was identified that the School sold one of their capital asset vehicles to a member of their governing council.

Management's Response: Management has discussed and reviewed. At the time they felt they followed all the requirements; they now understand the state statute 13-6-2 NMSA 1978 and will implement the procedure with the statute.

2018-004 Over-Expended Budget (Other Noncompliance)

Condition/Context: During the audit, we noted the following fund where the actual expenditures exceeded the legal level of budgetary control:

- Fund 24101 Title I IASA, Operation of Noninstructional Services - \$1,633

Management's Response: Management has reviewed and discussed. They will review and implement procedures to ensure that the necessary adjustment will be completed in a timely manner, and will meet the state deadline for these adjustments.

2018-005 Financial Close and Reporting (Material Weakness)

Condition/Context: During testwork of the financial close and reporting process, it was noted that the School has not implemented an effective financial close and reporting process for the year ended June 30, 2018. We identified unnatural account balances, and during testing over fund balance, it was identified that a material amount incorrectly closed to the accounts payable rather than fund balance. In addition, we identified a cash receipt related to FY18 that was incorrectly excluded from the accounts receivable accrual as of June 30, 2018, which required an audit adjustment. It was also identified that the School improperly included two FY19 cash receipts as part of the accounts receivable accrual. During review of the June 2018 bank reconciliation, we identified three ACH payments totaling \$61,163 which were improperly listed as a reconciling item, as the wires were not initiated during the fiscal year.

Management's Response: Management has reviewed and discussed. This issue was an iVee software rollover glitch. The programming vendor was contacted about the rollover glitch of fund balance hitting, accounts payable; reverse process was completed and re-run of rollover was done. New trial balances were processed and verification of cash balance, fund balance were verified. This will continue to be an area that management will have to keep a close watch on with technology now days, glitches occur.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

The school serves a high risk – high mobility population that faces many social, emotional, economic, and learning challenges. As a result, NMSBA and other assessment results show 90% of our students come to us below grade level. The goal of our educational program is to raise the academic growth of at least 75% of our student population 1.3 years for each year that they are at our school to assist them in learning at grade level. We are working towards this goal by implementing a rigorous advisory program (Reflecting and Monitoring Success: *RAMS*) that will begin in grade 9, and include placement exams, test preparation, RTI, progress monitoring, parent communication, and Common Core instruction. The RTI program will focus on intervention strategies in Reading and Math, to include research based programs such as Reading Plus, MathXL, KHAN Academy, and MyPath. The general academic program will incorporate all of these principles, be supported by cross-curricular instruction, as well as a differentiated instruction model that is based on TESOL best practices.

Student – Focused Term(s).

All students will participate in an advisory program that will address many of the weaknesses seen in our areas for improvement and help to better address the instructional and social needs of our unique population. The advisory program will include the following:

- Reflecting and Monitoring Success (RAMS): A progress monitoring system that gives students ownership over their grades, behavior, and attendance.
- Attendance Policy: Students are held accountable for their attendance and each student has a minimum goal of 90% attendance for the academic year.
- Parent/Guardian Contact: The advisory teacher is responsible for making parent contact for any student that is struggling in any area. The advisor will also make parent contact to celebrate successes and highlight areas of improvement.
- Test Preparation: Students are strategically placed in test preparation courses to prepare for the rigorous demands of testing to include PARCC, Short-Cycle Assessments, and End of Course Exams.
- Numeracy and Literacy Intervention: Students are strategically placed in intervention courses to raise their level of achievement in reading and math.
- Senior Advisory Program: All seniors and potential graduates will be subject to rigorous progress monitoring to ensure they meet all the requirements for graduation. Seniors will be exposed to a variety of college and career readiness activities, as well as post-secondary and career options.

Teacher – Focused Term(s).

All teachers will be responsible for the advisory program (Reflecting and Monitoring Success: RAMS) duties and responsibilities. Some of the responsibilities include grade level teams that will focus on targeted individual student SMART goals which are predicated on the personal and academic needs of the students and the tracking of attendance to include a process of intervention to ensure students don't fall behind and/or drop out.

All teachers will be trained on Common Core, differentiated instruction, data analysis and professional development related to TESOL best practices.

Parent – Focused Term(s).

The school will hold an annual Open-House and will invite the community and parents/guardians to visit and tour the school to include its academic and extra-curricular programs.

Through the school's advisory program, the school will maintain communication with parents/guardians through weekly progress monitoring logs that will be made available to parents at the school site or digitally through the school's SIS.

Through the school's advisory program, the school will maintain communication with parents/guardians through monthly personal communication via phone calls, text, or email regarding the academic potential and personal character of each student.

3b. Organizational Performance Framework

Las Montanas	2016-2017	2017-2018
Category I. Academic Performance Framework		
I-A.00 NM A-F School Grading System	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Falls Far Below (or Does Not Meet) Standard	Not Applicable
Category II. Financial Performance Framework		
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework		
III-A.00 Educational Plan: material terms of the approved charter application	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable		
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Working to Meet Standard	Working to Meet Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework		
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Blanca Martinez-Rolle	Vice Pres.	12/15/2015	Active	8	8	0
Kevin Freitas		12/16/2014	Active	8	8	0
Laura Carrion	President	9/15/2014	Active	8	8	0
Michael Davis	Secretary	8/18/2015	Active	8	13	0
Patricia Gonzales		11/13/2018	Active	10	10	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.



Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement



Rams Conquer Mountains!

College and Career Ready

Leveraging higher engagement of students to build the essential skills for career pathways and college readiness.

High Classroom Engagement

Building student engagement for effective communication techniques and student centered learning.

Lesson Planning

Relate lesson plans to real world application.

Relationship Building

Start with building a strong relationship between teachers and students, then use that as a foundation to make other connections.

School response:

Las Montañas Charter High School (LMCHS) was awarded the unique opportunity to be a part of New Mexico's first High School Redesign Network (HSRN) and work in close collaboration with NMPED (Priority School's Bureau), John's Hopkins University, Stanford University, and 7 other high schools across the state of New Mexico as collaborative thought partners. LMCHS was awarded \$100,000 for planning and preparation and \$100,000 for Year 1 implementation (SY 2019-2020) with an additional \$100,000 possible for Year 2 implementation. The NMPED approved HSRN Blueprint describes an innovative and distinctive education program that won't be found anywhere in the Las Cruces or surrounding communities.

Las Montañas has partnered with The Explore Academy and has adopted the model of 8 term classes per year with "flavors" that offer students a choice in their education while connecting curriculum to New Mexico Common Core State Standards (NMCCSS) and real world examples. LMCHS has revised aspects of The Explore Academy model to fit the unique population and needs of students at LMCHS.

The NMPED approved HSRN Blueprint addresses 4 main drivers:

1. **Teaching and Learning:** In addition to ensuring teaching and learning are aligned with standards that promote access to post-secondary education or training, what practices will accelerate the academic growth of students who enter with lower levels of pre-High School preparation and motivation?
 - a. Build strong relationships between teacher and student
 - b. Student centered learning
 - c. Making connections between classroom learning and real-world connections
 2. **Students at the Center:** What specific approaches will be put in place to build relationships between students and adults, while cultivating a school culture of agency, optimism, and achievement?
 - a. Student Learning Community (SLC) addressing essential skills, progress monitoring, and career skills
 - b. Early Warnings System (EWS)
 3. **Organizing Adults:** How will we enhance the collective efficacy of the adults in the building?
 - a. Have common PLC time daily
 - b. Teacher/student mentor time
 4. **Post-Secondary Pathways:** What approaches to post-secondary success are most relevant to local students and community, as well as supportive to regional economic development?
 - a. Career/college pathway for all students
- **Graphics and the final NMPED approved HSRN Blueprint are available as Appendix A for specific details and further review.**

2. 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

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 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).

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 in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.

NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

School response:

In the first two years of the contract, Las Montañas's letter grade was a F, at the end of the second year of the contract and entering the third year of the contract the school identified a core team and worked to develop 90 day plans through the New Mexico DASH Plan. The core team carefully went through the NM DASH process which included data analysis and goals, focus areas, and conducting a root cause analysis. Some of the specific actions taken to improve academic performance are described below:

All teachers plan and deliver instruction aligned to CCSS as evidenced by unit plans, formative assessments, PLC's and classroom walkthroughs:

- Professional Development (PD) addressing intra-departmental standards alignment and beginning of year assessments.
- PD for unit plan alignment based on Domain 1 of the NMTEACH Rubric.
- Math department review of unit plans to ensure alignment with New Mexico Common Core State Standards (NMCCSS).
- Teacher developed common formative assessments which included a vocabulary and performance task component.
- Math department identified students who are on target with grade level NMCCSS standards to create a remediation and acceleration plan.
- Math department evaluated the pacing guide to ensure completion of quarter 1 and 2 standards.
- English department established and implemented common evidence based strategies to target NMCCSS.
- English department identified current students using multiple data points to place in student intervention courses. Teachers implemented Tier 1 strategies as intervention.
- English department reviewed unit plans to ensure alignment with Domain 1 indicators from the NMTEACH rubric.
- English Department used quarterly CFA's and analyze data to inform future instruction.

Teachers will participate in structured PLC's with a focus on improving student learning/achievement:

- PD focused on collaboration, teamwork, and mutual accountability.
- Team building activities to achieve community networking and collaboration.
- Math PLC created a yearly calendar with PLC dates and times. PLC time will be used to align all unit plans and assessments.
- Math department collaborated in developing an intervention and acceleration plan along with the Reading intervention.
- Math department set a pacing guide for collaboration with instructional coaches to evaluate at-risk and accelerated student progress.
- English department reviewed unit plans to ensure alignment with NMTEACH Domain 1 indicators.

- English department created a yearly PLC calendar and participated in PARCC/ELA strategy related PD.
- English department collaborated with instructional coaches to evaluate student progress, especially at-risk students.

Teachers will analyze student performance data and student classroom performance to determine areas for re-teaching and interventions.

- PD focused on previous years PARCC and NWEA MAP data.
- Attendance data presented in regards to the Attendance Success Initiative (ASI) Program.
- Initiated contact with NWEA regarding data-driven instruction PD.
- PD with analysis of previous years school grade data.
- Math department reviewed and analyzed PARCC, MAP, and Common Formative Assessment data.
- Math department gathered and analyzed data for at-risk student and accelerated students.
- Math department monitored progress data of at-risk students for possible Tier 2 intervention or SAT referral.
- English department identified current students using multiple data points to place student in intervention courses and implemented Tier 1 strategies as intervention.
- English department developed common formative assessments and analyzed data to inform decisions about future instructional plans.
- English department monitored the progress data of at-risk students for Tier 2 intervention or SAT referral.

These specific actions, among other factors lead to the school improving to a letter grade of C in the third year (2018) of the contract.

Points received in the Final Grade:

- 2016: 31.87 F
- 2017: 29.91 F
- 2018: 56.70 C

More data related to the academic achievement and student growth per the NMPED 2018 School Grade Report Card:

- Is the school as a whole making academic progress?
 - Reading Growth +1.13: *Higher Than Expected*
 - Mathematics Growth +1.12: *Higher Than Expected*
- How much progress are high-performing students making?
 - Reading +0.96: *Higher Than Expected*
 - Mathematics +0.42: *Higher Than Expected*
- How much improvement are low-performing students making?
 - Reading +0.49: *Higher Than Expected*

- Mathematics +0.48: *Higher Than Expected*
- The school received in “A” in the Opportunity to Learn category measuring if students and families believe the school is a good place to attend and learn (7.39 out of a possible 8 points).
- How many students are graduating?
 - Four-Year Graduation Rate: 32%
 - Five-Year Graduation Rate: 33%
 - Six-Year Graduation Rate: 49%
 - The school is aware of the lower than expected graduation rates and is working on specific strategies to address the following leading indicators through the High School Redesign Network Blueprint.
 - Student Attendance and school average daily attendance
 - Attendance by instructional staff and staff average daily attendance
 - Interim assessment data
 - Student course completion data
 - Instructional staff turnover rate
 - NMTEACH information
 - Out-of-school suspension rates and average out-of-school suspension rates by total school and broken down by sub-group
 - Chronic absenteeism rates
 - Dropout rates
 - Number of students completing college pathways or dual enrollment classes

Note: The specific strategies addressing these and other indicators can be found in the graphics and the final NMPED approved HSRN Blueprint available as Appendix A.

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.

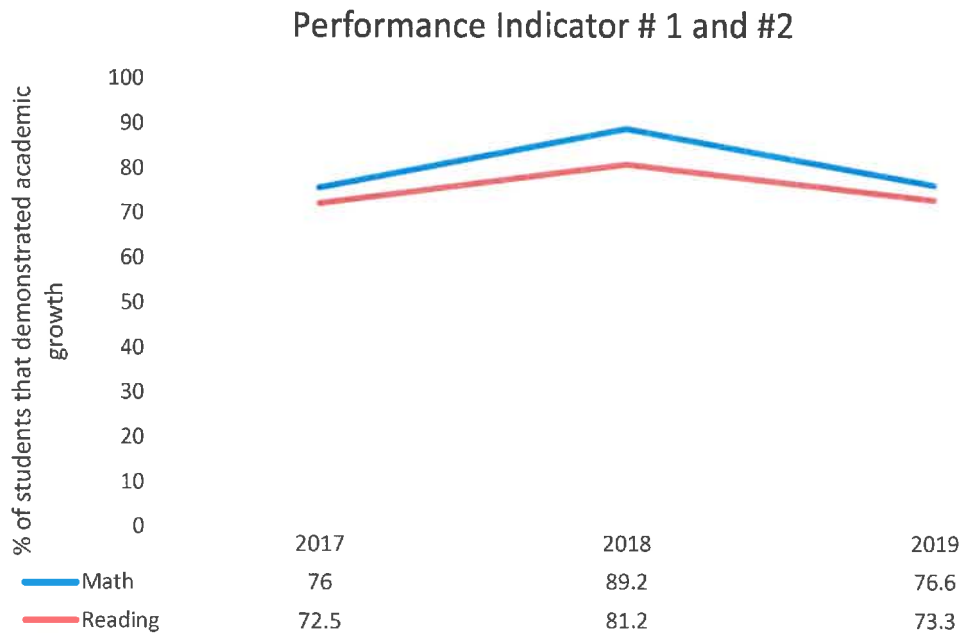
For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student 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.**

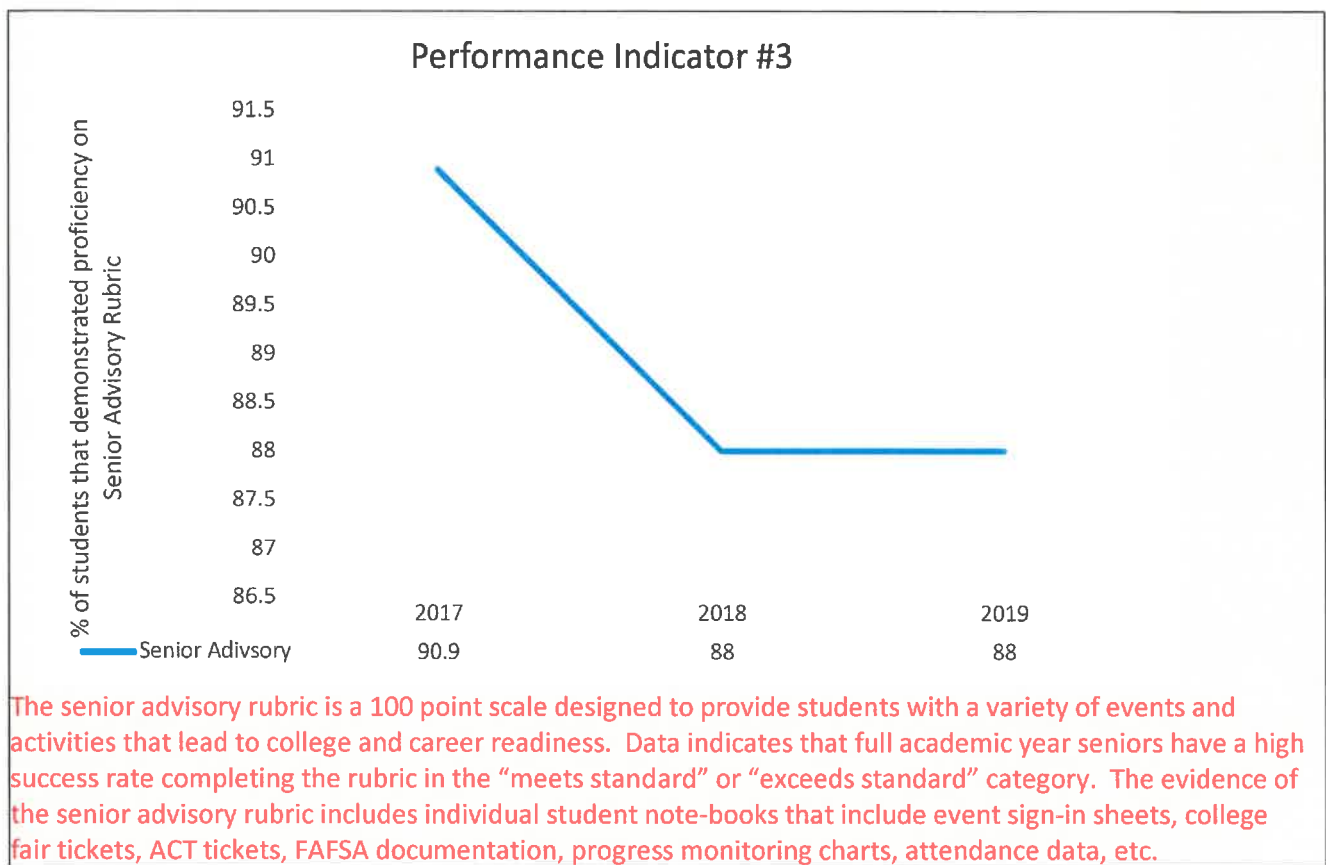
The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

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

School response:



NWEA MAP Assessment was given to Full Academic Year Students. Students in Math “met standard” for the past three years. Students in Reading “met standard” in 2018 and were only two students away for meeting standard the other two years. Interventions and supports are still in place for all students in Math and Reading.



3. 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 Report Summary

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 (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY16	0	N/A	Administration continues to train and monitor policies and procedures.
FY17	0	N/A	Administration continues to train and monitor policies and procedures.
FY18	5	001-Timely Cash Receipts-Non-compliance	<p>2018-001 Untimely Cash Receipts (Other Noncompliance) Condition/Context: During our review of 19 cash receipts, we noted 1 cash receipt in the amount of \$19,905 that was not deposited within 24 hours of receipt. The receipt packet did not include a cash receipt slip as the check was initially mailed to the Business Manager's office and subsequently returned to the School to be deposited at the local bank branch location.</p> <p>Management's Response: Management has reviewed and discussed that timely deposits</p>

			will be monitored daily to ensure that they meet the 24 hour rule.
		002-Vehicle Logs-Non-compliance	<p>2018-002 Vehicle Logs (Other Noncompliance) Condition/Context: During our review of fuel cards, we noted the School does not have a vehicle usage policy or signed acknowledgement by staff who utilize the vehicles. The School maintains fuel receipts, but mileage logs or vehicle usage requests are not maintained in order to reconcile back to the monthly fuel card statements.</p> <p>Management's Response: Management has discussed and reviewed. They have already put in place a excel vehicle logs sheet that ensures that all staff members that check out a vehicle will follow the procedure put in place. A meeting with staff will take place so that everyone understands the checkout process for vehicles and fuel cards. This will be an on-going review process to ensure it is implemented correctly.</p>
		003-Disposal of Public Property-Non-compliance	<p>2018-003 Disposal of Public Property (Other Noncompliance) Condition/Context: During our testing over capital assets and review of meeting minutes, it was identified that the School sold one of their capital asset vehicles to a member of their governing council.</p> <p>Management's Response: Management has discussed and reviewed. At the time they felt they followed all the requirements; they now understand the state statute 13-6-2 NMSA 1978 and will implement the procedure with the statute.</p>
		004-Over-Expended Budget-Non-compliance	<p>2018-004 Over-Expended Budget (Other Noncompliance) Condition/Context: During the audit, we noted the following fund where the actual</p>

		<p>expenditures exceeded the legal level of budgetary control:</p> <ul style="list-style-type: none"> • Fund 24101 Title I IASA, Operation of Non-instructional Services - \$1,633 <p>Management's Response: Management has reviewed and discussed. They will review and implement procedures to ensure that the necessary adjustment will be completed in a timely manner, and will meet the state deadline for these adjustments.</p> <p>2018-005 Financial Close and Reporting (Material Weakness) Condition/Context: During test-work of the financial close and reporting process, it was noted that the School has not implemented an effective financial close and reporting process for the year ended June 30, 2018. We identified unnatural account balances, and during testing over fund balance, it was identified that a material amount incorrectly closed to the accounts payable rather than fund balance. In addition, we identified a cash receipt related to FY18 that was incorrectly excluded from the accounts receivable accrual as of June 30, 2018, which required an audit adjustment. It was also identified that the School improperly included two FY19 cash receipts as part of the accounts receivable accrual. During review of the June 2018 bank reconciliation, we identified three ACH payments totaling \$61,163 which were improperly listed as a reconciling item, as the wires were not initiated during the fiscal year.</p> <p>Management's Response: Management has reviewed and discussed. This issue was an ivee software rollover glitch. The programing vendor was contacted about the rollover glitch of fund balance hitting, accounts payable; reverse process was completed and re-run of rollover was done.</p>
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			New trial balances were processed and verification of cash balance, fund balance were verified. This will continue to be an area that management will have to keep a close watch on with technology now days, glitches occur.
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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.

N/A: The school's Board of Finance was never suspended during the entire term of the contract.

N/A

4. 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.

If a school received "working to meet" or "fall far below" in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated "working to meet" ratings or any "falls far below" ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School response: N/A

The school did not have any repeated "working to meet" ratings or any "falls far below ratings regarding charter material terms.

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:

The school received a “falls far below” rating for item I-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals.

- This rating is due to the audit findings detailed in the 2018 audit report. The improvement actions are detailed in the corrective action plan submitted by the school and expressed in section 3-A. of this application.

The school had a repeated “working to meet” rating for item III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III).

- The school worked closely with the Language and Culture Bureau to address the ELP error report which triggered the “working to meet” rating. The communication with the bureau included guidance, and steps taken to identify and correct the concerns brought forth by the CSD site visit team. The school’s administration and ELL Coordinator also worked closely with Las Cruces Public Schools to research errors of students coming from that district. The school did upload to WEB EPSS the ELP error report that shows properly coded ELL students that were previously mis-coded.

The school did receive a repeat “working to meet” rating for item III-A.06 Educational Plan: meet their recurrent enrollment goals.

- The recurrent enrollment goal is currently 76% while the state goal to “meet standard” is 85%. The 76% is up from 63% in the prior year and 49% the year before that. The school is trending in the right direction and will continue to work to retain students. Furthermore, the school has increased its enrollment from 167 students (2018-2019) to 182 students (current enrollment).

The school did receive a repeat “working to meet” rating for item VII-A.00 and item VII-A.01 School Environment: complying with facilities requirements and complying with health and safety requirements.

- The school was rated as “working to meet standard” because we were out of compliance during the 2017-2018 academic year due to one of the drills being a lockdown drill rather than a fire drill. The school did correct the mistake for the 2018-2019 academic year which is evident by the emergency drills log. The school is also in compliance thus far in the 2019-2020 academic year which can be verified by emergency drill logs.
- The school’s safe schools plan was approved by NMPED June 20, 2017. All child abuse/neglect certificates recognizing and reporting child abuse are in the personnel files of all employees.

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.

School response: Las Montanas Charter High School governance body complies with NMSA 22-8B-4, NMSA 22-8-12, NMAC 6.80.4.20 and NMSA 22-8B-5.2.

Board Members annually throughout the contract term

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Nicole Fuchs	Michael Davis	Michael Davis	Michael Davis	Michael Davis
Kevin Freitas	Kevin Freitas	Kevin Freitas	Kevin Freitas	Kevin Freitas
Laura Carrion	Laura Carrion	Laura Carrion	Laura Carrion	Laura Carrion
Michael Davis	Blanca E. Martinez-Rolle	Blanca E. Martinez-Rolle	Blanca E. Martinez-Rolle	Blanca E. Martinez-Rolle
Blanca E. Martinez-Rolle	Patrick J. Switzer	Patrick J. Switzer	Patricia S. Gonzales	Patricia S. Gonzales

- The governing body membership has remained in compliance at all times during the term of the contract.
- There was no time the membership on the governing body fell below the requirements of the school's bylaws or the statutory minimum of 5 members.
- There was no time the membership on the governing body did not maintain the required committee membership.
- During the time Patrick Switzer resigned from the governing body and Patricia Gonzales was accepted in the governing body, a time period of (GET INFO. FROM CLARA) passed.
- All governing body member completed at least the minimum required training hours during the duration of the contract term.

*** All schools must provide a response for this section of the application.**