



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

MICHELLE LUJAN GRISHAM
GOVERNOR

Aldo Leopold Charter 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: 1422 US-180, Silver City, NM 88061

Head Administrator: Gary Sherwood

Business Manager: Harry Browne

Authorized Grade Levels: 6-12

Authorized Enrollment Cap: 210

Current Enrollment: 172

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

Mission: Aldo Leopold Charter School provides an engaging and challenging educational program emphasizing direct experience, inquiry learning, stimulation of the creative process, and stewardship of our community and natural environment.

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 3, 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: C, B, and C Lowest Performing: F in SY16, SY17 and SY18 Graduation Rate: D in SY16, F in SY17 and SY18 School Improvement: D in SY16	<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"> Students will participate regularly in projects designed to enhance the quality of life in Grant County and/or to protect the area's natural environment. Rating in SY19: Exceeds Student performance on annual multi-disciplinary projects shall measure skills that are identified as necessary for a student to be successful in an inquiry-based learning environment. Rating in SY19: Meets Short Cycle Assessment data (NWEA) growth or proficiency in READING Rating in SY19: Exceeds 	<i>Meets the Standard</i>

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	<ul style="list-style-type: none"> • SHORT CYCLE ASSESSMENT growth or proficiency in MATH Rating in SY19: Meets	
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. During FY16-FY18, the school had five (5) audit findings, including two (2) repeat and two (2) material weaknesses or significant deficiencies.	<i>Failing to Demonstrate Substantial Progress</i>
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 2a Financial Compliance • Indicator 2b GAAP 	<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>Demonstrates Substantial Progress</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>37</u> Percentage: <u>100</u> %

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	<p>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.</p> <p>Number: <u>98</u> Percentage: <u>80</u> %</p>
PART E:	<p>Description of the Charter School Facilities and Assurances</p> <p>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.</p>
	1. A narrative description of its facilities
	2. Attach <u>X</u> facility plans or ___ the school's Facility Master Plan
	<p>3. Attach a copy of the building E Occupancy certificate(s)</p> <p>from <u>Construction Industries Division</u> number <u>016116</u> for <u>1422 E Hwy 120</u></p> <p>from <u>Construction Industries Division</u> number <u>25562</u> for <u>1000 W College Ave</u></p> <p><u>Maximum capacity is not listed on the certificates.</u></p>
	<p>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</p> <p>The school's letter, dated October 3, 2019, indicates an NMCI score of 28.53% , which does NOT meet or exceed the current average of 23.07% (lower is better with zero being perfect).</p>
	<p>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.</p> <p>___ building is owned by charter school, school district, or government entity; OR</p> <p>___ building is subject to a lease-purchase agreement; OR</p> <p><u>X</u> school had provided the appropriate assurances form:</p> <p>X Public (Cert A) for Building 1</p> <p>X Private (Cert B) for Building 2</p> <p><input type="checkbox"/> Foundation (Cert C)</p>
PART F:	<p>Prior Amendment Requests</p> <ul style="list-style-type: none"> Amendment request to add a facility at 2138 Highway 180 East, Silver City, New Mexico, with the condition that the school must meet all facility requirement and provide governance council minutes, signed, approving the move was approved on 3/11/2016 Notification of School Location within District was approved on 10/11/2019
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 3, 2019 at Aldo Leopold Charter School. The participants included eight (8) parents, sixteen (16) students, seven (7) teachers, and two (2) Governing Council members.

Parents cited the small school environment, different approach to teaching, and the expeditionary learning as reasons why they were attracted to Aldo Leopold. One parent even mentioned moving to Silver City specifically so their daughter could attend the school and continue the expeditionary learning she received in Denver, Colorado. Several parents shared how their kids were struggling, acted reserved, or had behavioral issues in traditional public schools. At Aldo Leopold, their kids are getting the support they need, developing as individuals, and are no longer having behavior issues.

Many of the students said they originally came to Aldo because their siblings or friends attended the school. The students enjoy learning outdoors, the inviting culture, and the positive relationships with teachers. While a couple of students wish the backpacking trips were not as heavily graded, since sometimes trips interfere with dual credit classes, there was also acknowledgment that trips are fundamental to the school. Middle school kids mentioned several times how the school feels like a community. High school students appreciate the connection to the broader community of Silver City through the internship program and other community engagement. Overall, students feel that they are challenged in their classes, in a positive way, and feel supported.

The governing council members interviewed believe that one of the biggest strengths of the school is the cooperative atmosphere between staff and students. Teachers are not just focused on educating kids, but developing the kids as a whole. The governing council members stated that the academic performance of the school is part of every agenda. During those times, the council looks at test averages and other data presented by the director. While the council does not have a formal process for self-evaluation, members are constantly reviewing feedback from each other and the greater school community. The council attempts to perpetuate itself through the efforts of a recruiting committee that seeks new members through the school's weekly updates, newsletters, parent meetings, and a yearly newspaper advertisement.

The majority of the teachers interviewed were drawn to the school because of the mission and philosophy of the school. One teacher was a founding staff member of the middle school who also helped write the original school mission. While the teachers love working with the students, they also mentioned how much they enjoyed working with their colleagues. Teachers echoed the idea of "community" that was described by the student group.



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Part A: Preliminary Data Report and Current Charter Contract Terms

Aldo Leopold Charter 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).

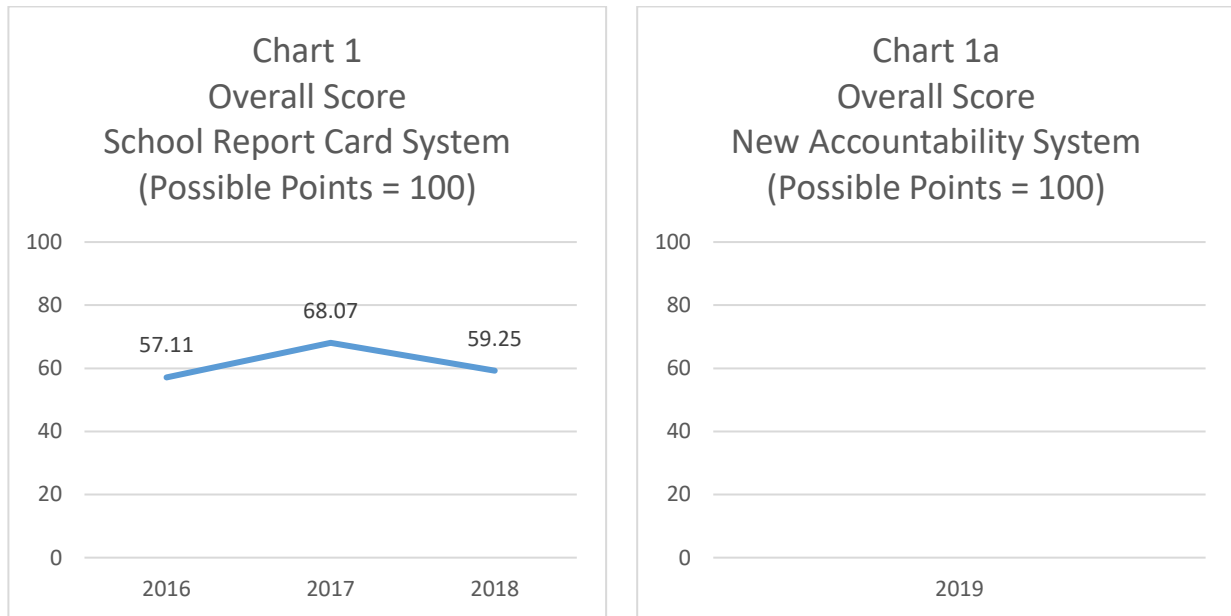
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point 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.

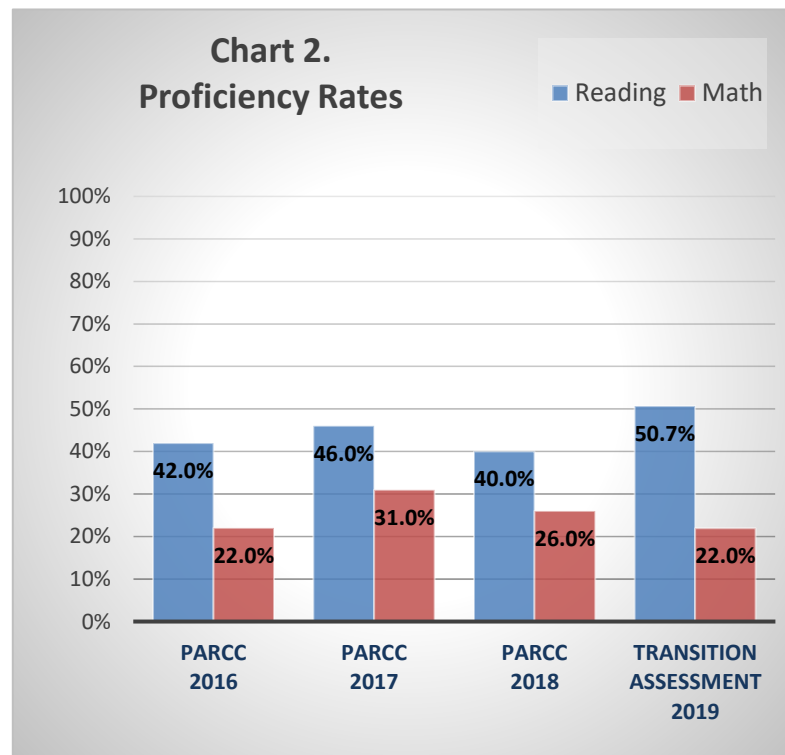
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report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

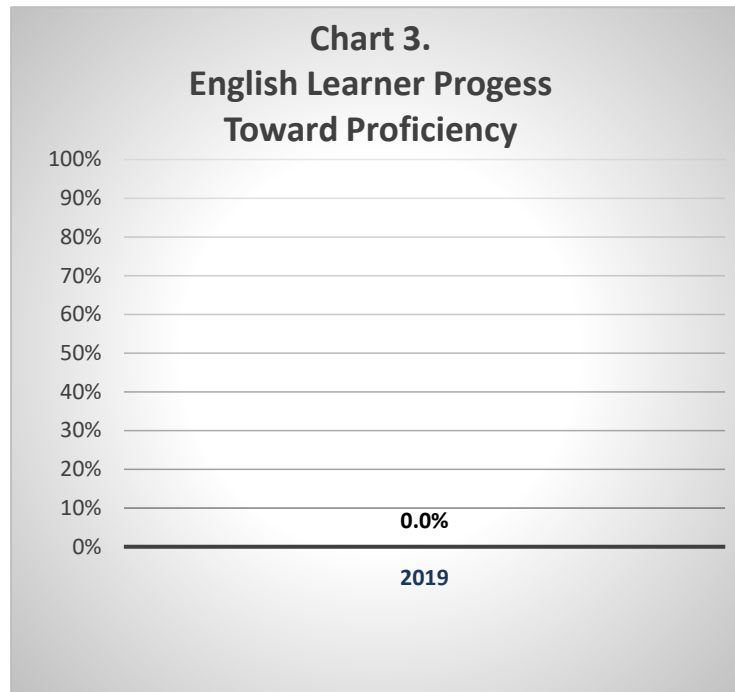
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



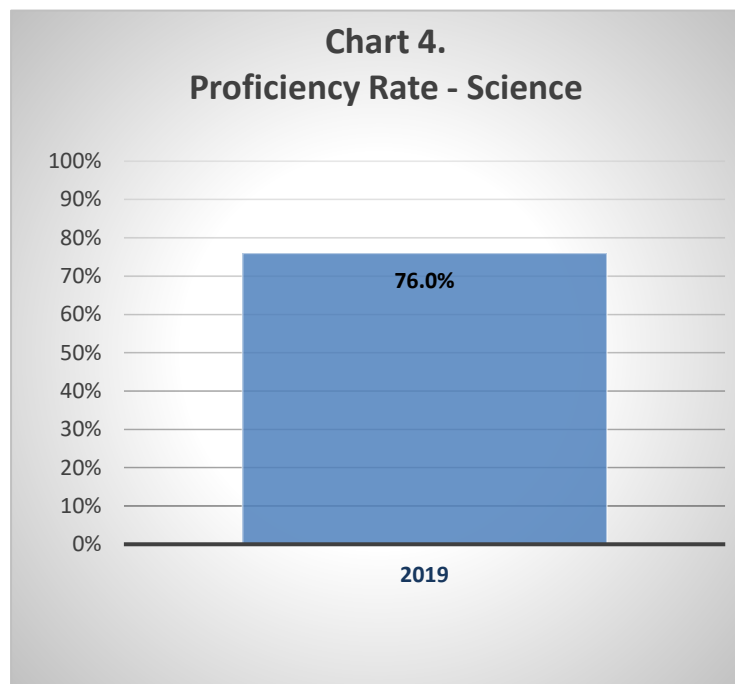
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



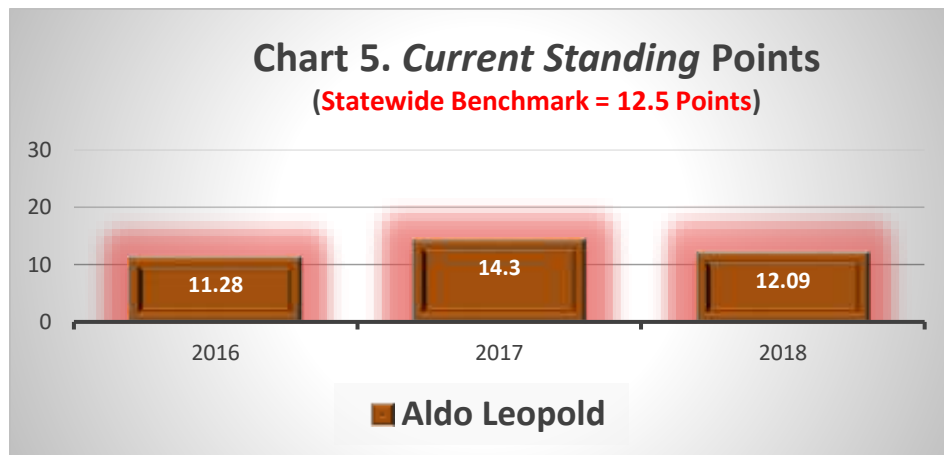
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



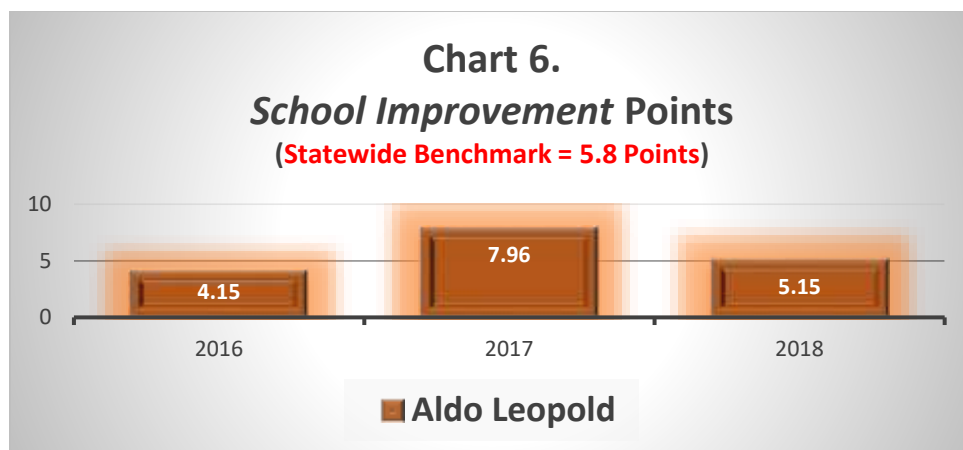
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

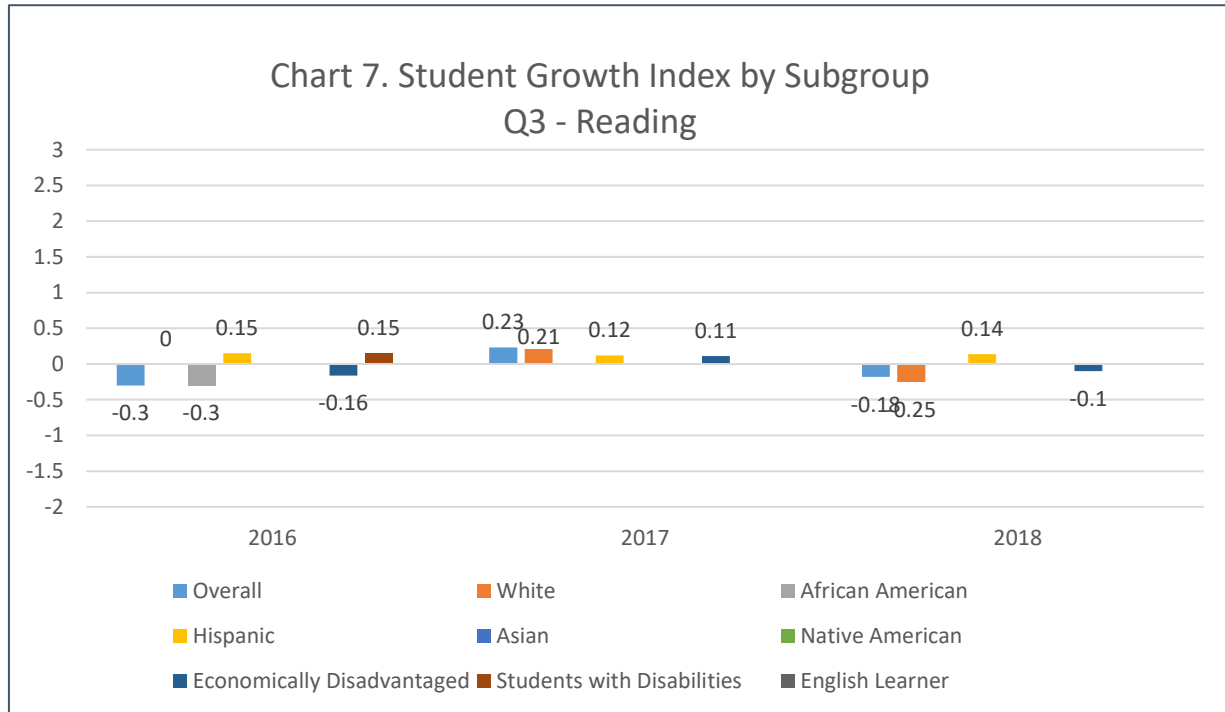


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



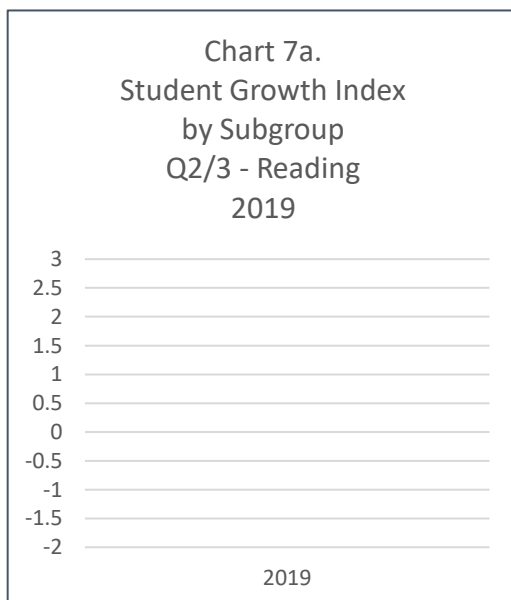
Subgroup – Higher-Performing Students in Reading

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.**



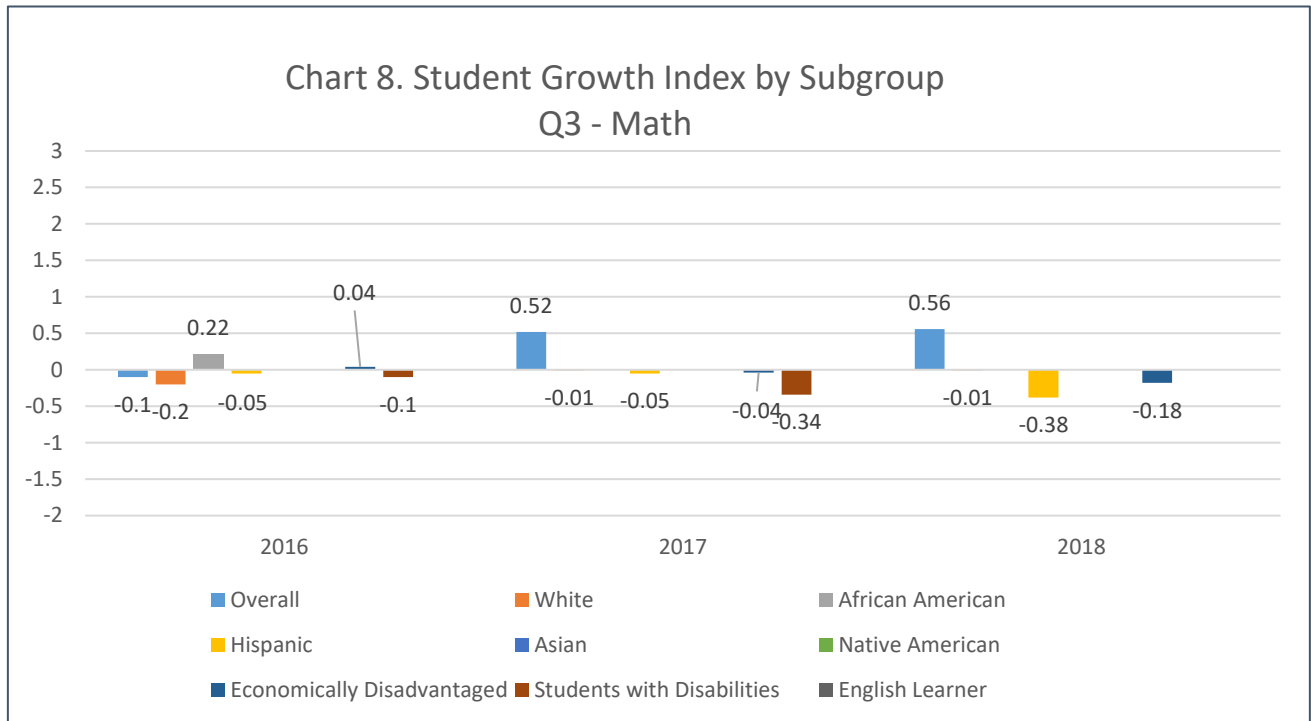
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



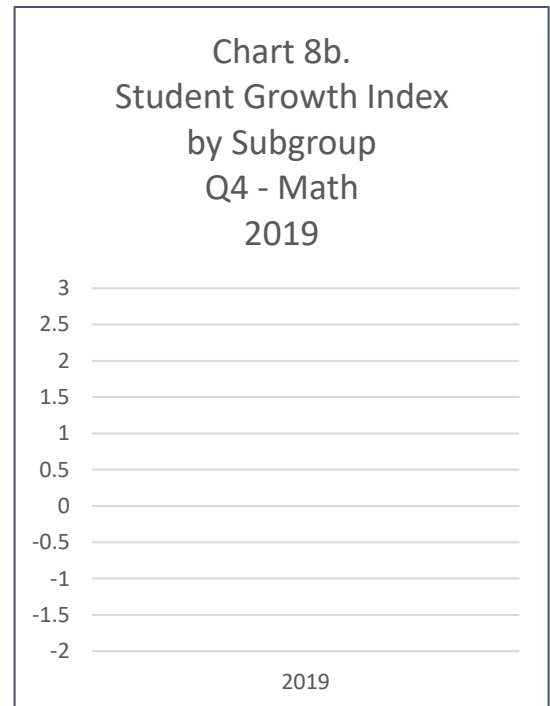
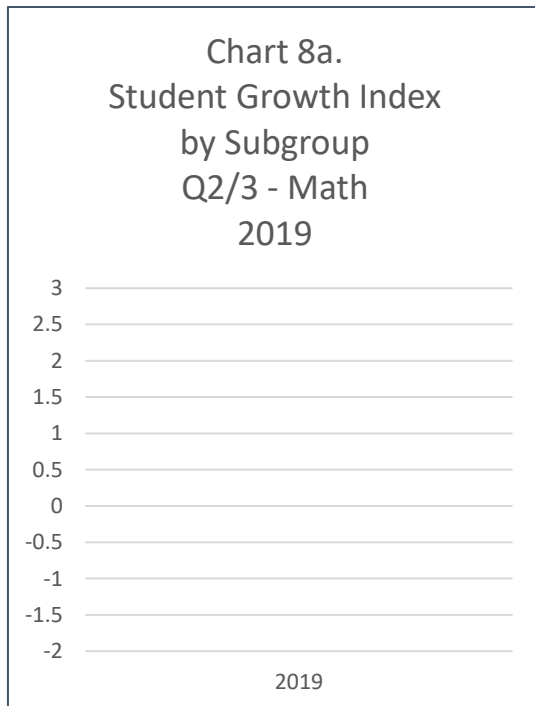
Subgroup – Higher-Performing Students in Math

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



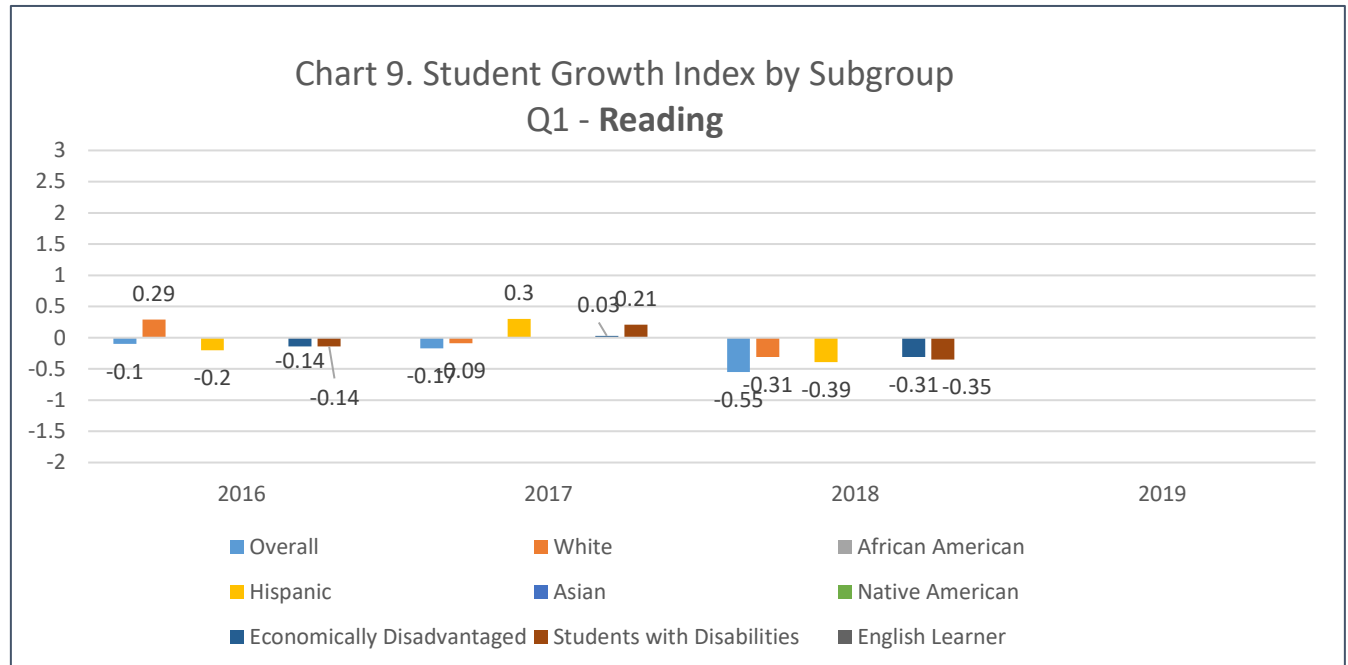
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

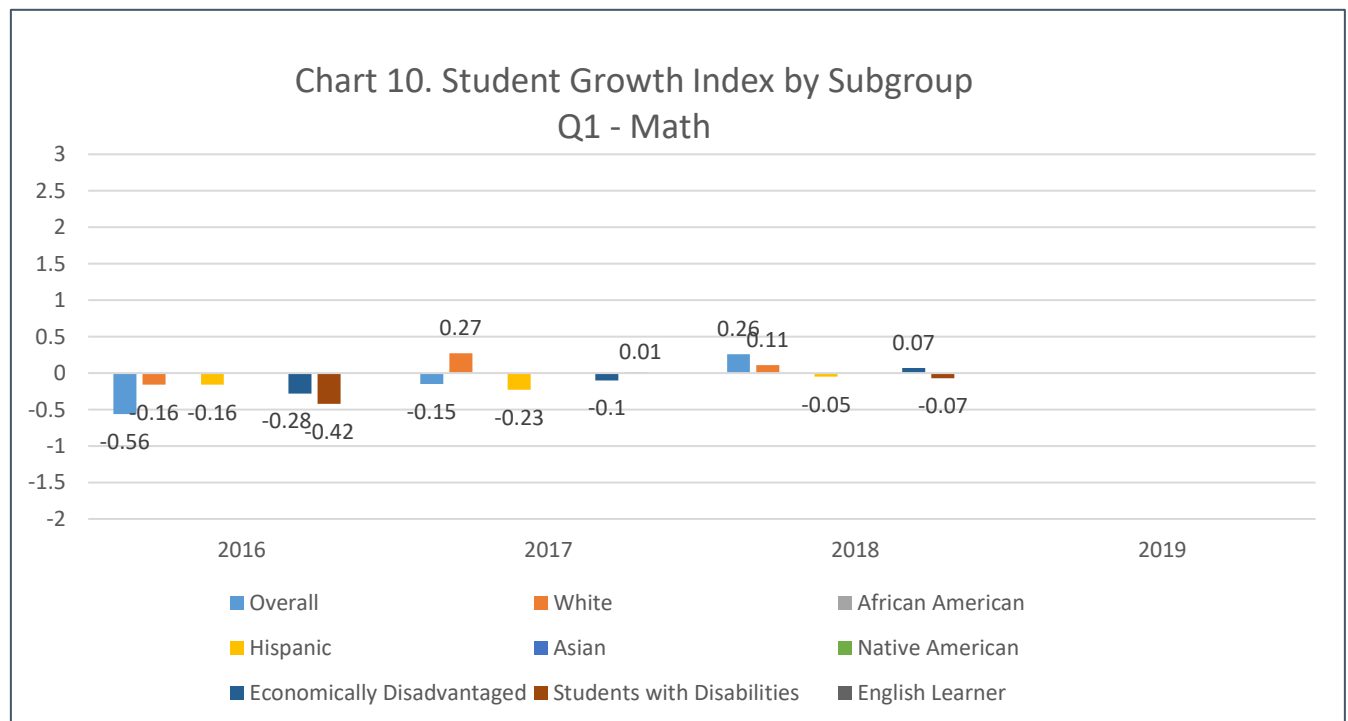


Subgroup – Lowest-Performing Students in Reading

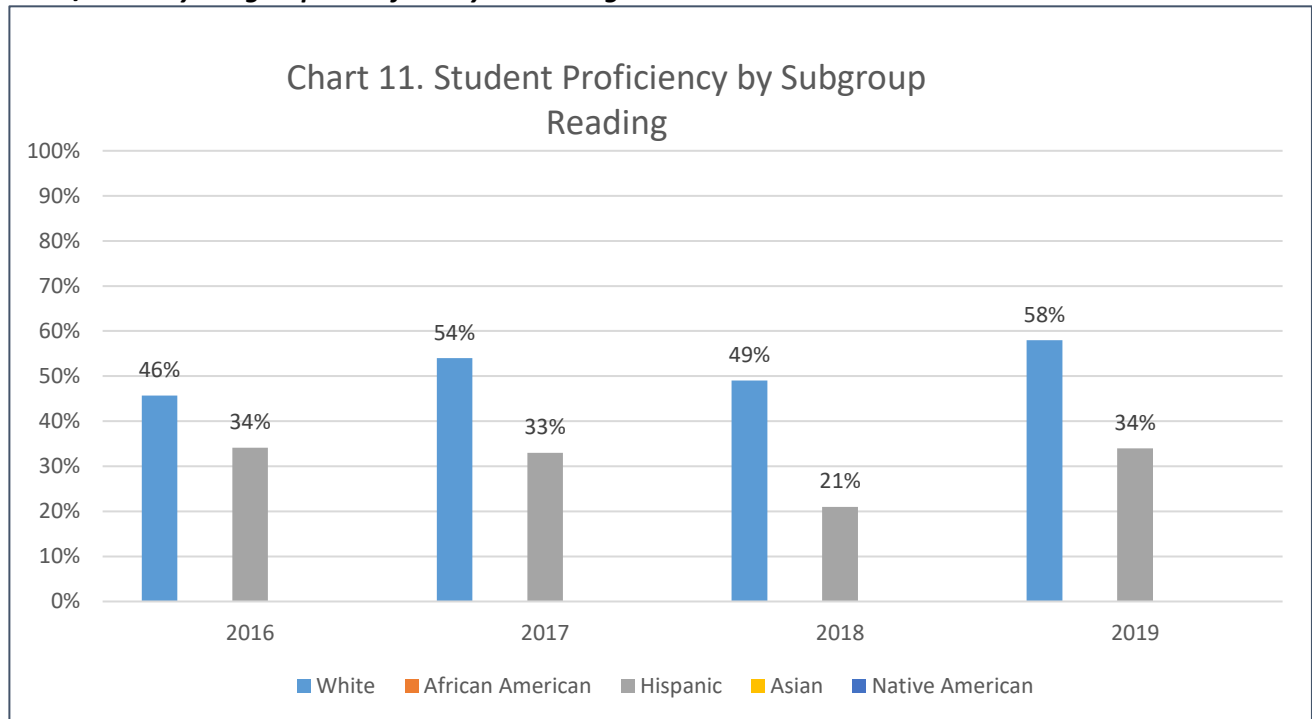
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



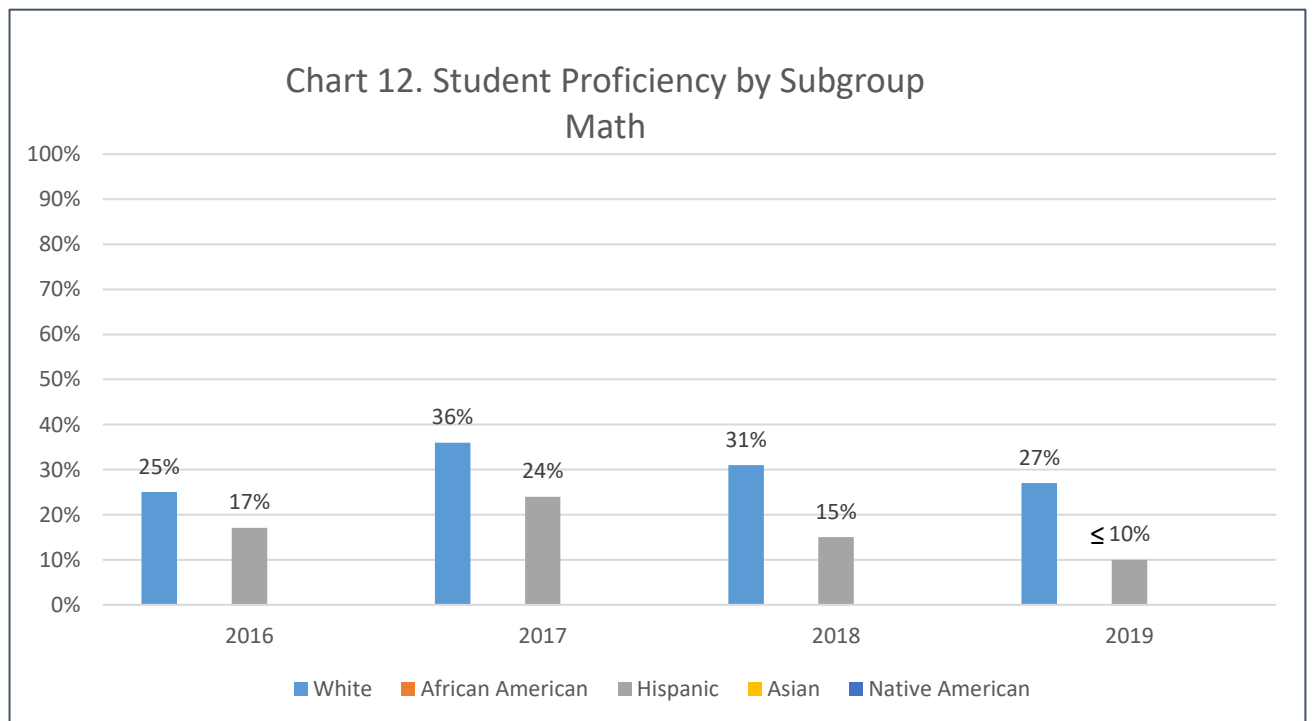
Subgroup – Lowest-Performing Students in Math



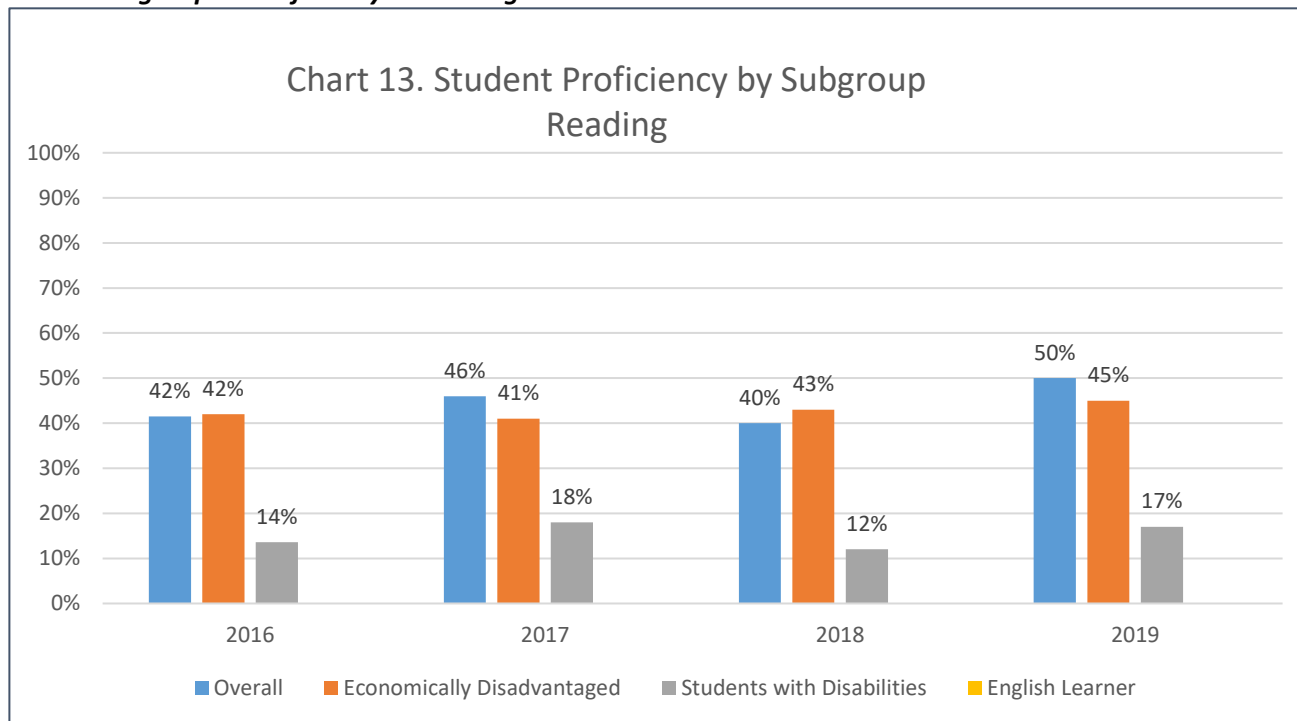
Race/Ethnicity Subgroups - Proficiency in Reading



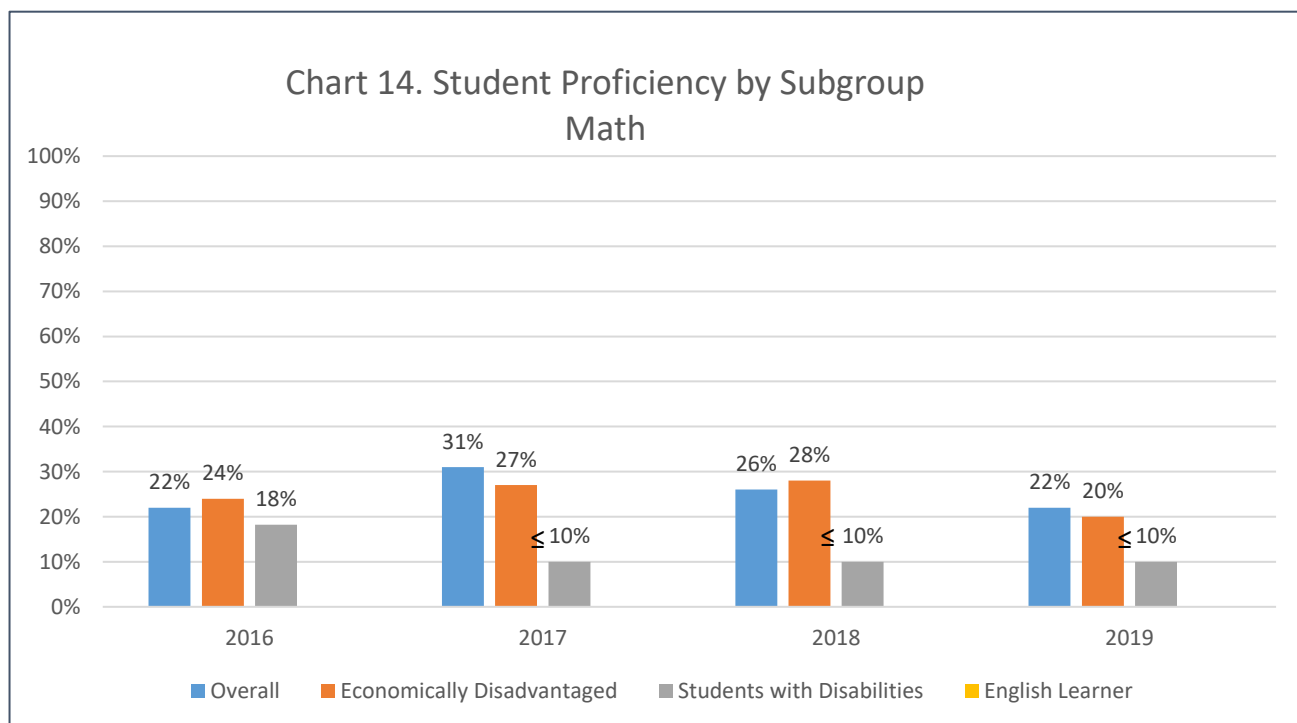
Race/Ethnicity Subgroups - Proficiency in Math



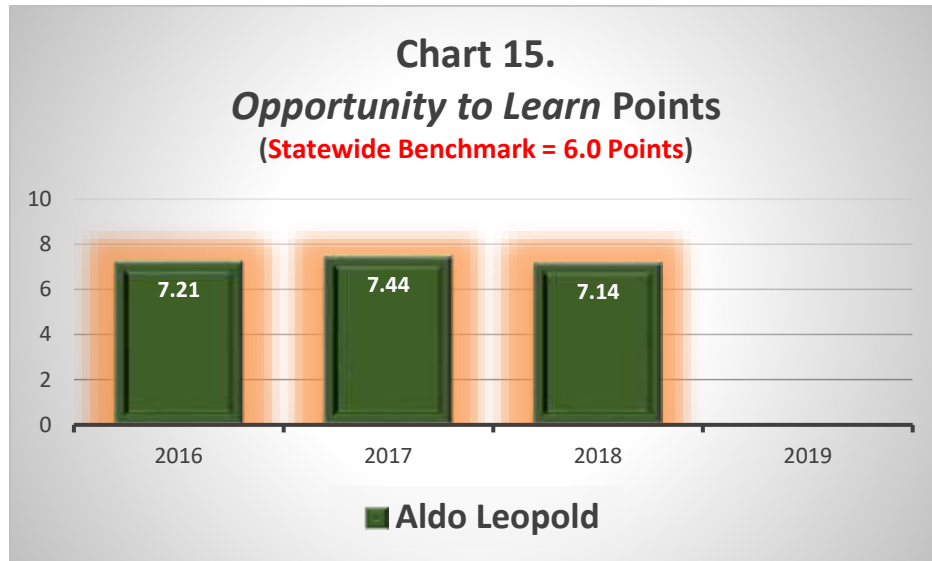
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

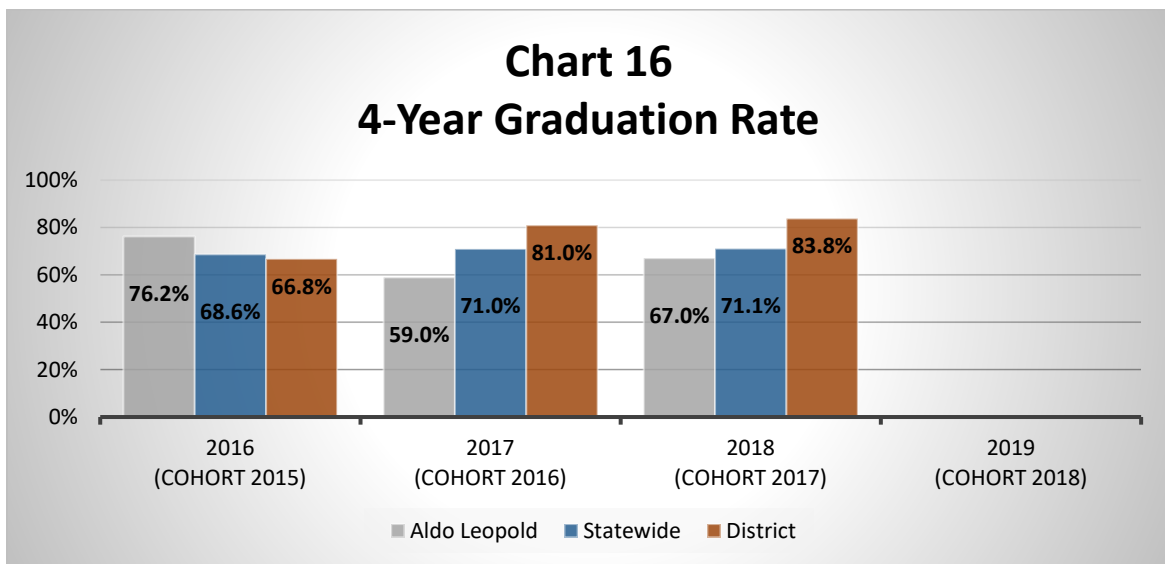


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). 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.



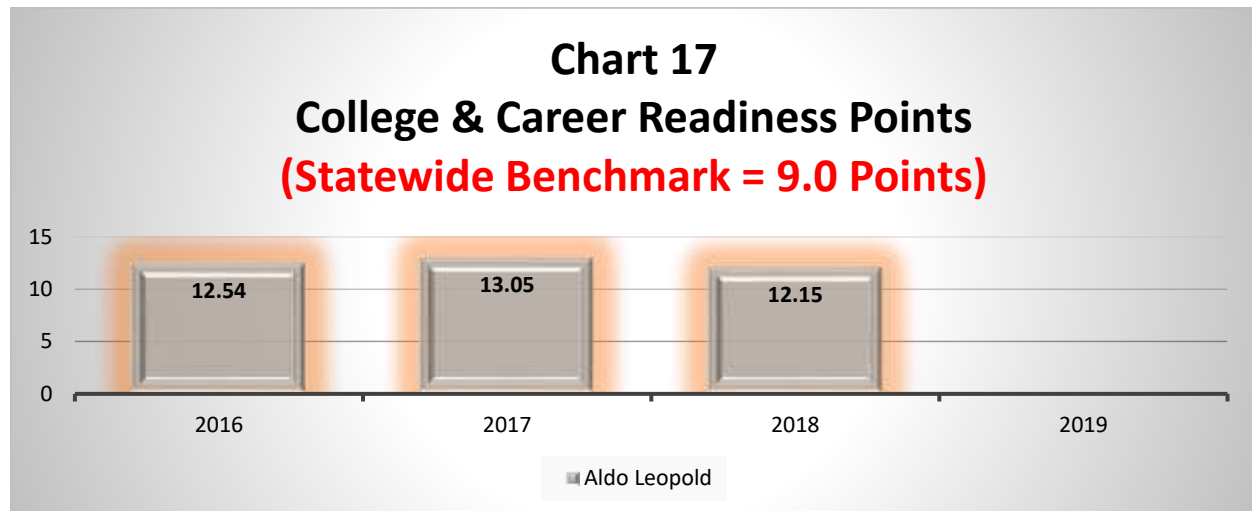
High School Graduation Rates for the 4-year cohort

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. Students will participate regularly in projects designed to enhance the quality of life in Grant County and/or to protect the area's natural environment. The school meets the target of this indicator if 80 percent or more of all students met their grade level target. The hours on the chart range from 60 - 90.
2. Student performance on annual multi-disciplinary projects shall measure skills that are identified as necessary for a student to be successful in an inquiry-based learning environment. The school meets the target of this indicator if 80 percent or more of all students receive a total inquiry-learning grade of 12 points or higher, based on the rubric provided.
3. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students who have attended Aldo Leopold for at least two semesters prior to the beginning of the school year. The school meets the target of this indicator if 75 - 84% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests "proficient" on the winter or spring short-cycle assessment.
4. SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students who have attended Aldo Leopold for at least two semesters prior to the beginning of the school year. The school meets the target of this indicator if 75 - 84% of identified students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR the student tests "proficient" on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2	Goal 3	Goal 4
2016	Meets	Meets	Does Not Meet	Meets
2017	Falls Far Below	Falls Far Below	Does Not Meet	Does Not Meet
2018	Exceeds	Meets	Meets	Meets
2019	Exceeds	Meets	Exceeds	Meets

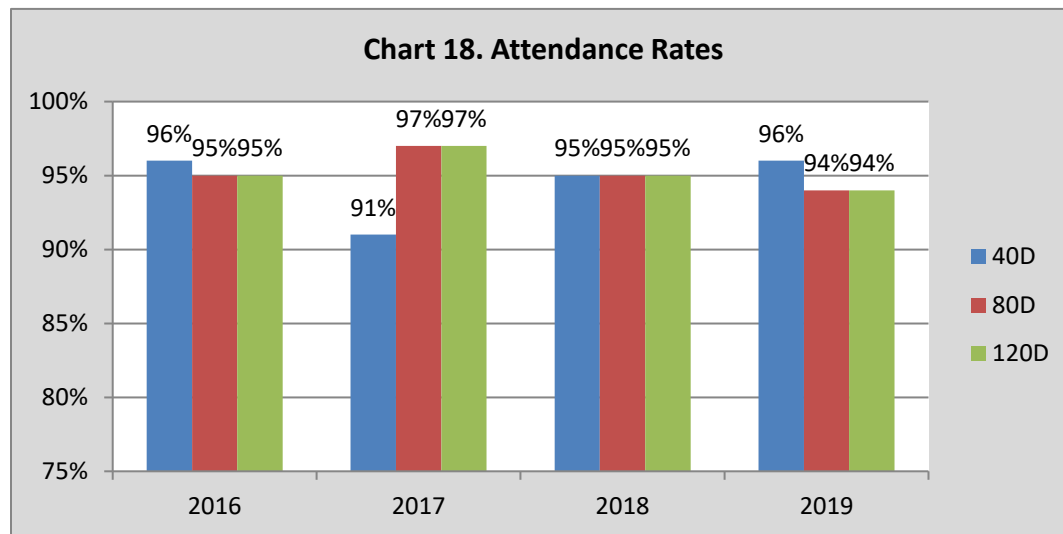
² Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

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.)

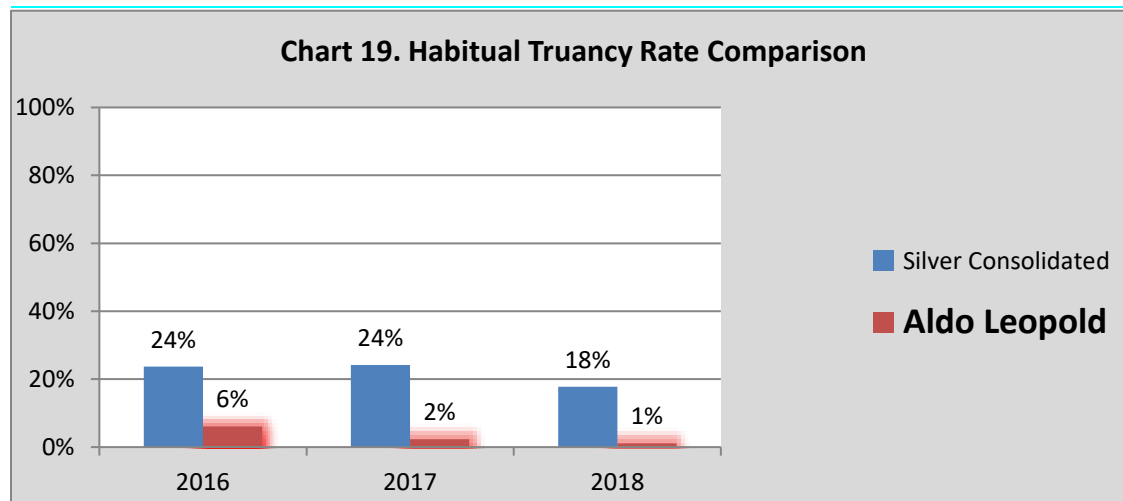
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

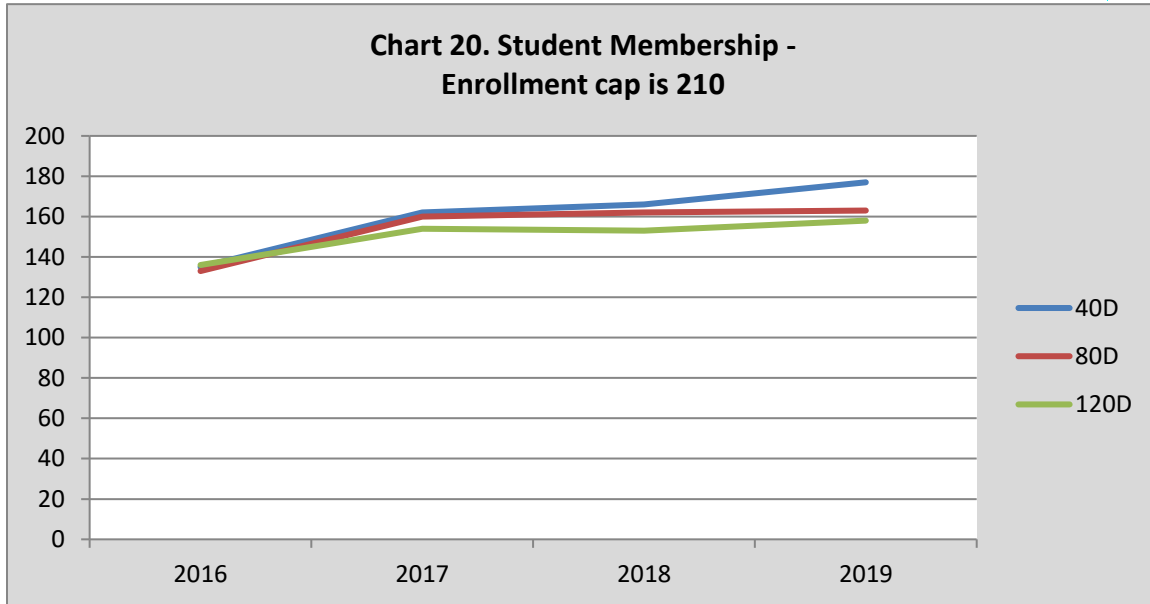
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



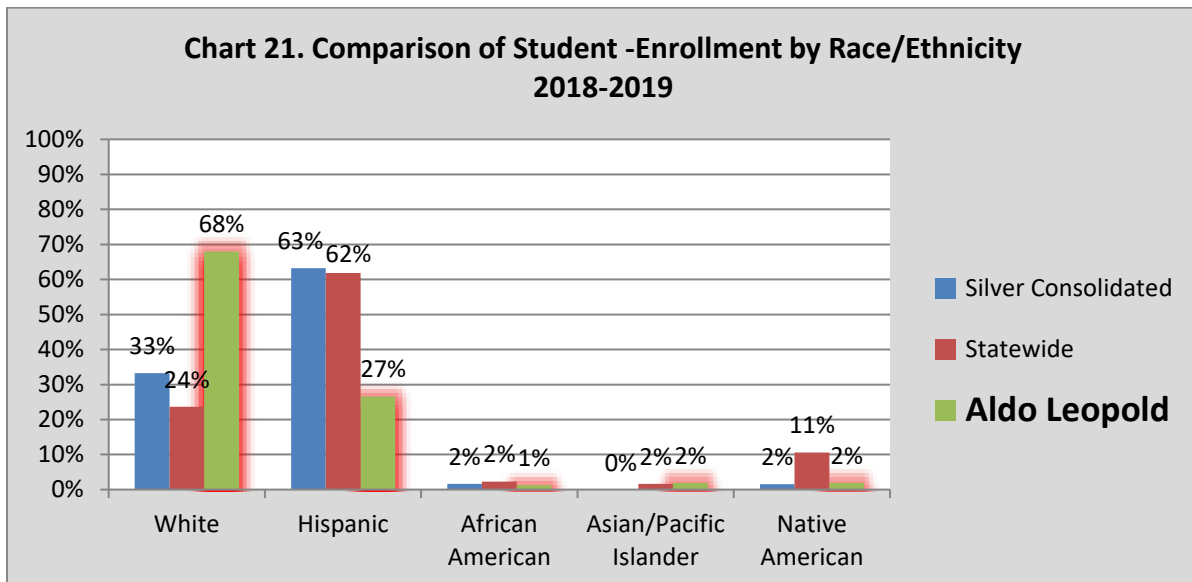
Student Membership (Enrollment)

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

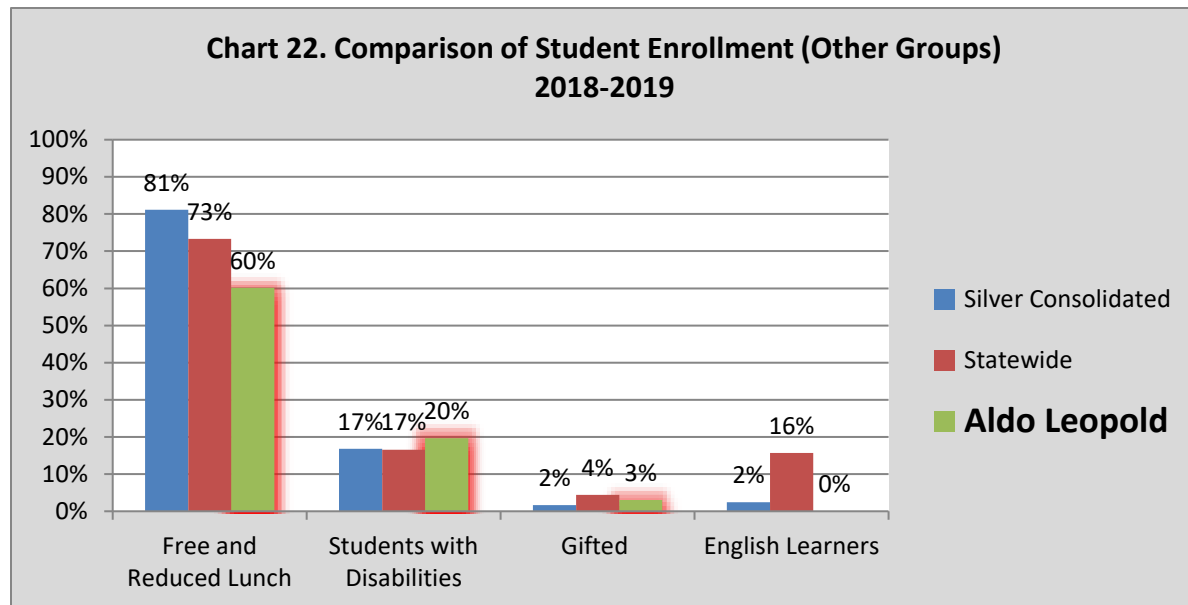


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

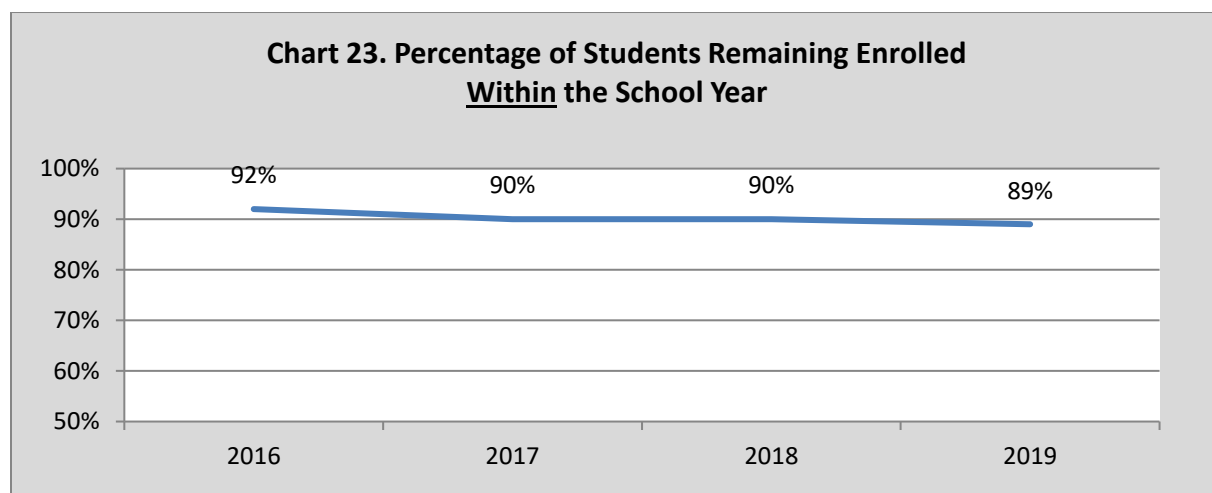


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

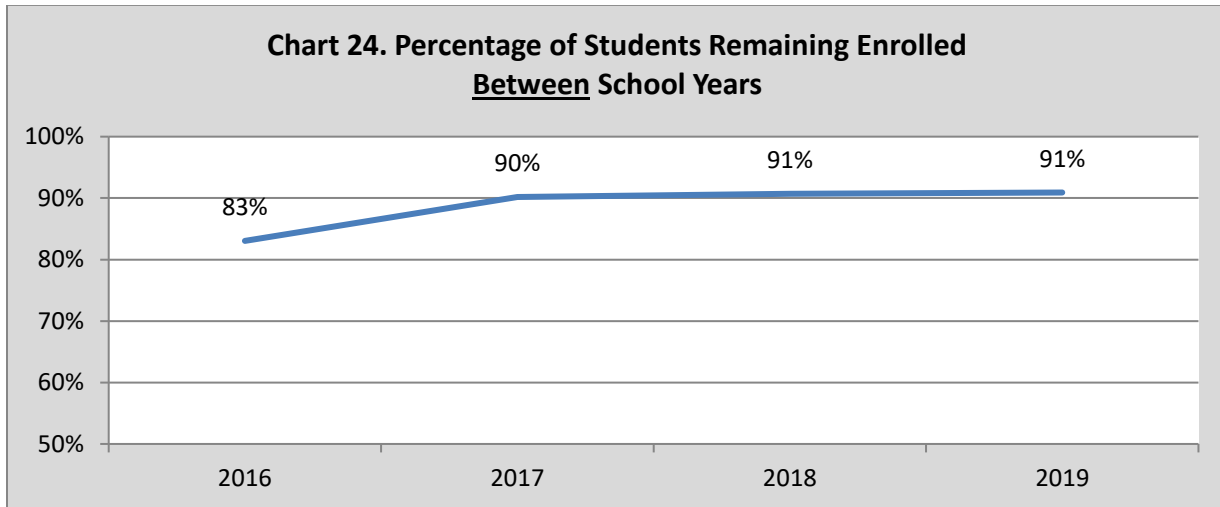
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

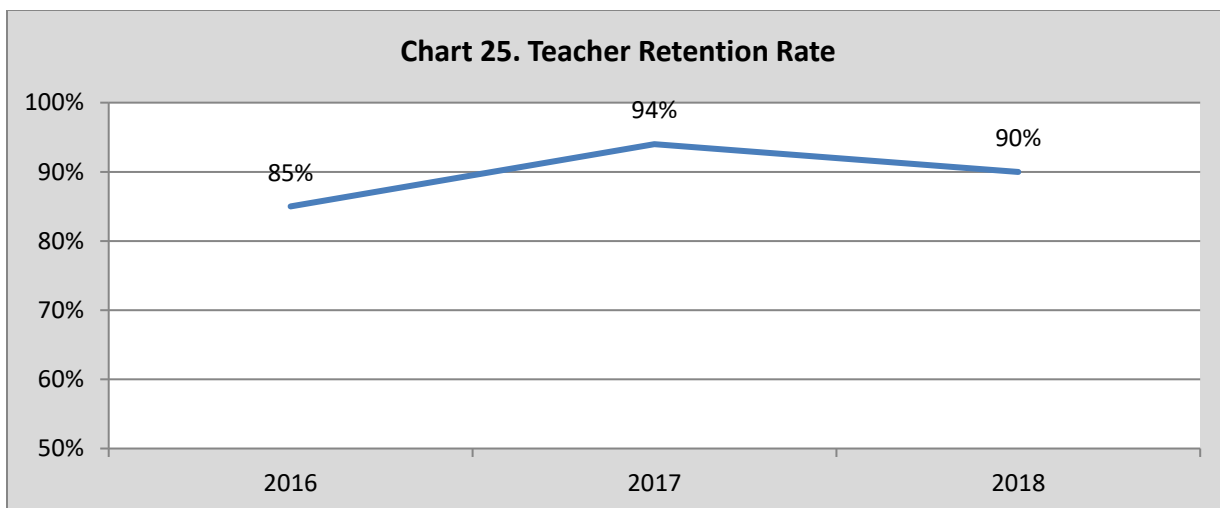


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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	4	2	1
FY17	1	0	1
FY16	0	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Purchasing (Other Noncompliance)

Condition/Context: During our review of 63 disbursements, we noted 13 in which the purchase order was dated after the purchase or exceeded the purchase order amount.

Management's Response: Not Provided

2018-002 Untimely Cash Receipts (Other Noncompliance)

Condition/Context: During our review of 27 cash receipts, we noted 8 cash receipts in the amount of \$1,764 that were not deposited within 24 hours of receipt.

Management's Response: Our school policy requires deposits be made only when they exceed \$200 or when they are five business days old, whichever comes first. This policy was approved verbally by the head of the Charter School Division in March of 2011, and it was incorporated into our charter contract with the PED. All previous auditors have accepted this as evidence of PED's approval. We will request a specific letter from PED approving our policy to satisfy this requirement.

2018-003 Internal Control Structure (Previously #2017-001) (Material Weakness)

Condition/Context: During our audit we identified the following items related to the overall internal control structure during the year:

- During our review of 6 journal entries, we noted 1 that was not reviewed by someone independent of the preparer.
- During our review of the various bank reconciliations during the year, we noted variances between the actual ending general ledger balance and the expected general ledger balance, with an approximate \$8,400 variance as of June 30, 2018.

- During our review of the June 2018 bank reconciliation, we noticed 10 outstanding checks totaling \$638 that were one year or older, that should have been cancelled.
- During our review of the June 2018 bank reconciliation, we noticed 2 items totaling \$3,318 that were one year outstanding deposits from February 2018 and do not represent valid outstanding items.
- During our review of the fund balance roll forward, management was unable to roll fund balance in the operational fund, with a \$32,312 unallocated difference. This also resulted in un-located differences in the PED cash report.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding.

Management's Response:

- JE number 27710 was a correction of an account code we had used that was not included in the UCOA. According to our policy, it should have been approved, to be sure, but there was no net change to cash involved, and no question at all that it was an appropriate adjustment to the accounts. We will endeavor to have every J/E approved during FY19, including those involving no net cash transaction.
- As for bank reconciliations, all debits and all credits to cash were reconciled every month so that our financial management system and our bank statements agreed every month. We believe this meets the standard described in the "Criteria" section above: monthly bank reconciliation does reflect actual activity as reflected on our bank statement and is properly reconciled to monthly activity recorded in our financial management system. There were no differences between our bank statement deposits and withdrawals and our financial management system's recorded debits and credits to cash in any month except those accounted for by outstanding items. Our financial management system will not allow us to record a reconciliation as finished if this agreement does not occur, but every month we are able to record our reconciliation as finished. Having made these points, I acknowledge that the "Difference" reported on the "GL Reconciliation" tab on the Bank Reconciliation reports varies month-to-month, from a high on June 30, 2017 of \$636,175 to a low of \$(5,307) on December 31, 2017 and January 31, 2018. I will work with AptaFund technical support personnel to figure out how that tab can change from month-to-month even as bank statements consistently reconcile perfectly.
- We acknowledge failing to declare ten outstanding checks worth a total of \$638 as stale, even though they were outstanding for over one year. We will immediately correct this situation.
- At the end of the FY17 audit, I pointed out omissions in Patillo, Brown, and Hill's expenditure and revenue statement that totaled \$35,609 in expenditures from the Operational Fund. These omissions all related to one payroll register that was excluded both from expenditures and payroll liabilities. (That amount became only \$32,312 in unallocated difference in the fund roll-forward mostly because Patillo, Brown, and Hill added \$3,103 in accounts payable to our expenditures, even though the payment was not made until July of the next fiscal year.) My observation was not incorporated into the final audited financial statements

2018-004 Budgetary Conditions (Previously #2017-002) (Other Noncompliance)

Condition/Context: During our audit, we noted one expenditure function where actual expenditures exceeded the budgetary authority:

Fund 21000- Food Services \$34,928

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding.

Management's Response: This budgetary condition was caused by confusion about how to establish budget authority for a reimbursement-based program that did not have an award letter or an awarded amount associated with it. Other programs, such as federal Title programs or the YCC program, allow us to establish budget authority based on an award letter, even if the awarded amounts are only provided on a reimbursement basis. In the case of the federal food program, there is no such awarded amount. We were advised to enter a permanent cash transfer from Operational to Food Services, but the amount of that cash transfer was not specified. Feeling it was inappropriate to transfer more than necessary, we waited until the school year was done and the amount of our Food Services deficit was known before requesting Governing Council and PED approval of this transfer. Then, unfortunately, PED lost our transfer request, which had been sent in early June. By the time I realized they had lost the request, it was late June, and it was too late.

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

Aldo Leopold offers Silver City and the wider Grant County area a distinctive educational choice in many ways. The four most important differences are: the emphasis on inquiry and active-learning instructional techniques, the experiential education program, the use of the environment as a learning tool and stewardship of community and the natural environment. For many students, these approaches will stimulate creativity and enhance learning experiences.

But there are other differences more closely related to the context in which education occurs that have been even more important to some students. Aldo Leopold offers a small school environment; it has been and includes a supportive and tight-knit school community, including students, teachers, administrators, and parents; and it is connected to the wider human and natural communities. Aldo Leopold maintains this tight-knit community by allowing no more than 210 students at any given time, organizing backpacking trips on which students bond with each other and with staff members, involving students in the development and implementation of school-wide behavioral values, and keeping the average class size at or below 18 students. Students work as interns in businesses and organizations throughout Silver City and the surrounding area, gaining important career and leadership skills.

Student – Focused Term(s).

Each fall, every high school student participates in a three to four day backpack trip into the Gila Wilderness. In addition, each grade level has at least one fieldtrip that is integrated into one or more of their core classes as part of the school's experiential educational program.

Significant to many families is our involvement in Dual Enrollment through Western New Mexico University. The school supports and encourages students to take classes at WNMU.

The school has multiple clubs such as ski club, outdoor activities, theater and archery.

Many of our students choose to participate in athletics in their local school district (Silver Consolidated or Cobre District).

The school will identify methods of ensuring delivery of content that is aligned to Common Core State standards and to utilize short cycle assessments that better expose achievement gaps.

All students in grades 9 -12 complete a project that is integrated into core curricula focusing on sustainability. The project utilizes inquiry-based learning and culminates in a written paper and a final presentation.

Teacher – Focused Term(s).

The head administrator shall evaluate teachers in part on their use of inquiry-based learning.

Staff training tends to vary, depending on focus points within the program. Of recurring theme, many trainings have taken place to grow staff's ability to handle conflict using Restorative Practices. These skills have largely grown from Restorative Justice programs that began in legal systems and have commonly translated into many school systems.

Each year, training is provided to all staff that are responsible for students in the wilderness. Many individual teachers have sought training as Wilderness First Responders, a rigorous first aid type training that is geared toward providing care in remote locations such as the wilderness.

The school will provide professional development to teachers that expands the instructor's understanding of Common Core State Standards, diagnostic tools and use of short cycle assessment data.

The teacher's professional development plans will include staffs' review of curricula, curricular alignment to appropriate standards and improvement in pedagogy.

Parent – Focused Term(s).

Aldo Leopold is heavily engaged within the Silver City community. Our school performs many community services project for various not-for-profit entities. Further, virtually all 10th through 12th graders have an internship which places them with many community partners.

Aldo Leopold utilizes parents as volunteers. Prior to entrance into the school, we ask parents to donate, on average, two hours per month over the course of the academic year. This has significantly integrated parent involvement into the fabric of the school's culture.

3b. Organizational Performance Framework

Aldo Leopold Charter	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	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	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.02 Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			Meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	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	Not Applicable

3c. Governing Body Performance

The school has six (6) 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
AJ Sandoval	Chair	5/11/2017	Active	8	14	0
Christa Osborn	Secretary	5/11/2017	Active	8	8	0
David Peck		9/10/2015	Active	8	10	0
Shauna McCosh		7/10/2015	Active	8	0	8
Hanna Wecks	Vice Chair	7/1/2018	Active	10	10	0
Jamie Crockett		9/13/2018	Active	10	11	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)



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)

The following rubric will be used to evaluate the narratives in Part B:

Meets the Standards	<ul style="list-style-type: none"> In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
Demonstrates Substantial Progress	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard. 	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; AND The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; AND The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; AND An evaluation of the data and evidence supports the observable and reported successes.
Failing to Demonstrate Progress	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. <p style="text-align: center;">AND ONE OR MORE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site visit; or The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes. 	

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

School response:

Innovative and Distinctive Education Program of Aldo Leopold Charter School

School Mission

The School's mission statement is as follows:

Mission:

Aldo Leopold Charter School provides an engaging and challenging educational program emphasizing direct experience, inquiry learning, stimulation of the creative process, and stewardship of our community and natural environment.

The school community proposes the following change to our Mission Statement:

At Aldo Leopold Charter School the human and natural environments serve as text and laboratory for learning through direct experience, inquiry, and stewardship.

Vision:

Aldo Leopold Charter School graduates will use the skills, perspectives, and information they gain at school to enhance their own lives and to advance social, economic, and environmental sustainability.

Aldo Leopold Charter School (ALCS) offers Silver City and the wider Grant County area a distinctive educational choice in many ways. The four most important differences are the emphasis on inquiry and active-learning instructional techniques, the experiential education program, the use of the environment as a learning tool and stewardship of community and the natural environment. These approaches stimulate creativity and enhance learning experiences in students.

ALCS is unique in other ways that attract students and work towards their success. ALCS offers a small school environment with a supportive and tight-knit school community of students, teachers, administrators, and parents. ALCS connection to the wider human and natural communities grounds and inspires our students. Aldo Leopold maintains this tight-knit community by allowing no more than 210 students at any given time and keeping the average class size at or below 18 students. Additionally ALCS staff and students organize academic and social-bonding trips backpacking in the wilderness and involve students in the development and implementation of school-wide behavioral values. Students work as interns in businesses and organizations throughout Silver City and the surrounding area, gaining important career and leadership skills.

To ensure implementation of its mission ALCS established charter specific goals as set forth in the Performance Framework, Academic Framework. Progress toward achieving the School's Mission is described annually.

(iii) Student – Focused Term(s).

As part of our direct experience and inquiry-based learning our students learn outside the classroom. Each fall, every high school student participates in a four-day backpack trip into the Gila Wilderness and our middle school students participate in a 4-day project called "Mini Villages" and then go on an overnight with outdoor activities and cabin and tent camping. The middle school continues their experiential learning in both the community and natural environment each Friday. In addition, middle school goes camping at a nearby state park in the spring and each grade level (9th – 12th) has at least one four-day fieldtrip that is integrated into one or more of their core classes as part of the school's experiential educational program.

Significant to many families is our involvement in Dual Enrollment through Western New Mexico University. The school supports and encourages students to take classes at WNMU. The school has multiple clubs driven by student interest and initiative: such as Outdoor Club, Aldo Band, Gay-Straight Alliance, Drama Club, and Archery Club.

All students in grades 9-12 will complete a yearly, inquiry-driven project that engages them in empiricism, creative arts, and/or innate curiosities. Projects must have academic merit and enable students to develop a series of working theses that drives research.

Many of our students choose to participate in athletics in their local school district (Silver Consolidated or Cobre District).

The school will identify methods of ensuring delivery of content that is aligned to Common Core State standards and to utilize short cycle assessments that better expose achievement gaps.

(iv) Teacher – Focused Term(s).

Staff professional development (PD) varies depending on focus points within the program. Many PD trainings have taken place to grow staff's ability to handle conflict using Restorative Practices. These skills have largely grown from Restorative Justice programs that began in legal systems and have commonly translated into many school systems.

Each year, training is provided to all staff that are responsible for students in the wilderness. Many individual teachers have sought training as Wilderness First Responders, a rigorous first aid type training that is geared toward providing care in remote locations such as the wilderness.

The school uses professional development to teachers that expands the instructor's understanding of Common Core State Standards, diagnostic tools and use of short cycle assessment data. Other PD has focused on dyslexia and implementing accommodations for special education and students with 504 plans, curricular integration and alignment, and honing our teaching methods to fit ever-more fully with our mission.

ALCS staff is active in all aspects of decision-making at the school. Staff members serve on one or more committees such as School Advisory Council, Curriculum/Experiential Education, School Health Advisory Council, Risk Management, Policy, etc. Our Strategic Plan guides committee work and decision-making at the school. (**See Appendix A**).

(v) Parent – Focused Term(s).

Aldo Leopold is heavily engaged within the Silver City community. Our school performs many community services project for various not-for-profit entities. Further, all 10th through 12th graders have an internship which places them with many community partners.

Aldo Leopold utilizes parents as volunteers. Upon entrance into the school, we ask parents to donate, on average, two hours per month over the course of the academic year. This has significantly integrated parent involvement into the fabric of the school's culture. Additionally, parents serve on decision-making school committees.

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:

Aldo Leopold Charter School's Response to Standard's of Excellence Data in Appendix E

According to our school grade our bottom quartile did not make adequate growth. We know that test scores are just a snap shot of a student's actual academic progress. Likewise it takes more than just academic ability to do well on a standardized test: physical and emotional well-being also come into play. Even though addressing the needs of the whole student is something for which we strive, it often takes time to see the academic results of that time and attention.

Since we know that standardized tests are the current method of showing growth, we are offering a different look at our bottom quartile using the NWEA MAP exam rather than just the PARCC. We take the MAP (Measuring Academic Progress) Exam three times a year. We chose the MAP because it adjusts the

questioning to the students' level to measure growth (unlike the PARCC which focuses on grade level; therefore, harder to measure growth of lowest quartile). We use the data from the exam to help drive instruction and to target interventions for students with greater need. We now have three years of data on students who have been with us that long. Different students show their greatest strength during different seasons. Some show their greatest growth in the fall when they are fresh and have had the summer's rest for new learning to have percolated. Others show their greatest growth in the spring; however, many do not since they take the MAP after having exhausted themselves with the PARCC. **(See Data in Appendix E)**

Graduation Rate: Though our graduation rate is calculated at a lower percentage than the district and the state for the past two years, we have a number of reasons why this may be.

1. We have a higher standard for graduation—C (70%) average or higher.
2. Students sometimes try our alternative education and find out it is not their style of learning, leave for another school, and we lose track of them
3. Other students find a career path or interests outside of school prior to graduating.
4. We attract students who have failed at other schools for various reasons, being seen as the student's last chance.
5. We have a number of students who do graduate; it just takes 5 years.

Supports we provide: Our staff does an amazing job of supporting students by building relationships with students. Even with all that some students just can't stick with us.

- Students for Academic Success (SfAS) is a daily after school study hall with teacher support for keeping up on homework and studying for exams.
- Edgenuity—credit recovery.
- Staff that works diligently to meet students' individual needs.
- Students each have an academic advisor, assigned their freshman/first year. Students meet with their advisory group weekly and individually at least twice a year, more frequently as needed.

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:

Summary of Aldo Leopold Charter Specific Goals

Data in Appendices F, G, H

	Goal 1 Hours	Goal 2 4 Cs	Goal 3 Reading	Goal 4 Math
2015-2016	80.5% meets	57.5% exceeds 85.1% meets	72.8% doesn't meet	79.3% meets
2016-2017	100% meets	80% exceeds 99% meets	83.1% meets	82.4% meets
2017-2108	100% meets	75% exceeds 97% meets	79.90% meets	84.47% meets
2018-2019	100% meets	82% exceeds 91% meets	85.16% meets	79.62% meets

Over the course of our current charter, ALCS has continued to meet our charter specific goals. With the change in administration in 2016, there was a learning curve in gathering and reporting the data. That said,

the amazing ALCS staff has continued to work diligently with students in all areas of our mission-specific charter goals.

Mission-Specific Goal 1: Each ALCS student, except those whose 504 Plan or IEP accommodations preclude participation, will participate in learning which enhance the quality of life in Grant County and/or to protect the natural environment in and around Grant County.

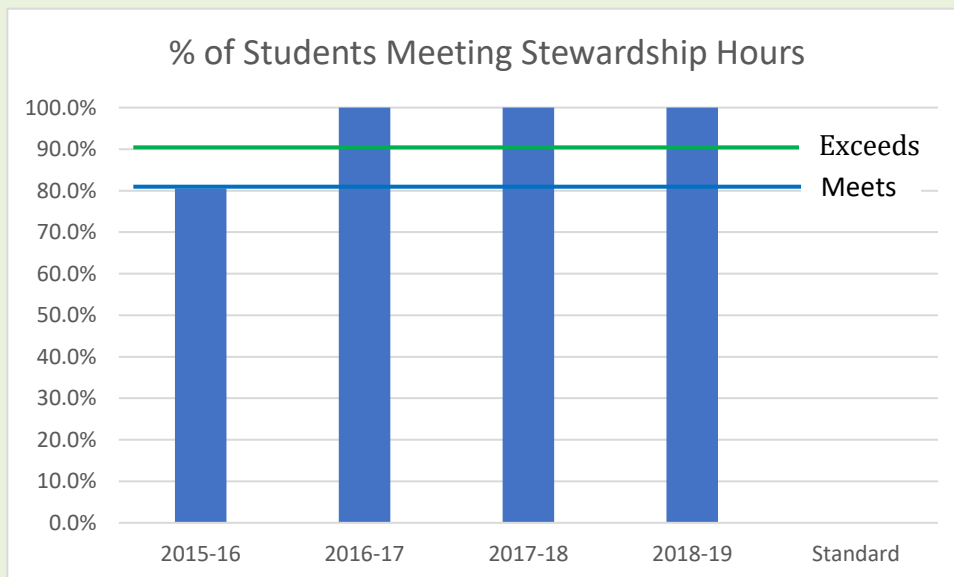
As set forth in the mission-specific indicator, the number of hours that students are expected to be out of the classroom and learning in the community and/or natural environment ranges from 60 hours for new students to 90 hours for veteran students.

As middle school teachers have brought a greater focus to this goal in their planning of Experiential Education Fridays (see MS Experiential Education Chart), the students are in the community and/or natural environment 30 days a year for approximately 6 hours a day or 180 hours a school year. So even the students with the highest number of Friday absences meet the goal of 60 to 70 hours in the field enhancing quality of life in Grant County and/or protecting the area's natural environment.

Our 9th grade students in their Community Orientation class are in the field at least 160 hours a school year. Again the teachers have brought greater focus to making each Friday one in which students are learning more about themselves in the community and with their connection to the natural environment. Therefore, even the student with the most absences met the goal of 80 hours in the field enhancing quality of life in Grant County and/or protecting the area's natural environment.

Our Internship Coordinator has likewise helped students acquire internships in the community or through a Youth Conservation Corps (YCC) crew that is specific to our mission. Students must complete 72 hours a semester to pass their internship requirements so most students complete 144 hours a year. Again all students complete the charter goal of 80 – 90 hours a year.

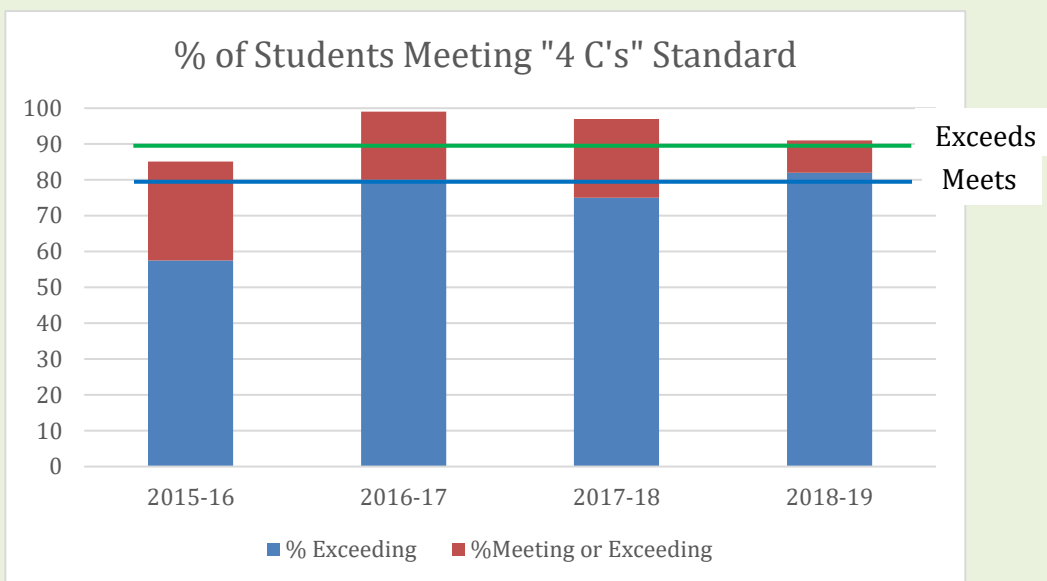
See PowerSchool data of total number of absences from Experiential Education Class. **(See Appendix F)**



Mission-Specific Goal 2: Student performance on annual multi-disciplinary projects measure skills that are identified as necessary for success in an inquiry-based learning environment. Grade-level rubrics measure collaboration, communication, creativity, and critical thinking skills (ALCS's 4 Cs).

Spring of 2016 through spring of 2018 high school students worked on different projects based on their grade level. Teachers created multidisciplinary projects with a specific area of focus for each grade level (9th – 12th) with a rubric to guide and evaluate the students.

In 2018 teachers and students agreed that the current system for interdisciplinary projects was limiting to many students. So to truly help them grow and integrate their own passions into their learning and bring about a much more inquiry-based and interdisciplinary project, teachers reworked the guidelines and rubrics for the interdisciplinary projects on which students receive their final grade of the year on their 4 Cs . Students studied everything from the Mexican gray wolf and its reintroduction to homelessness in Silver City. Students' presentations included PowerPoint, photo essays, movies, songs, and short stories. See the attached documents of how the annual projects were significantly changed. **(Appendix G)**



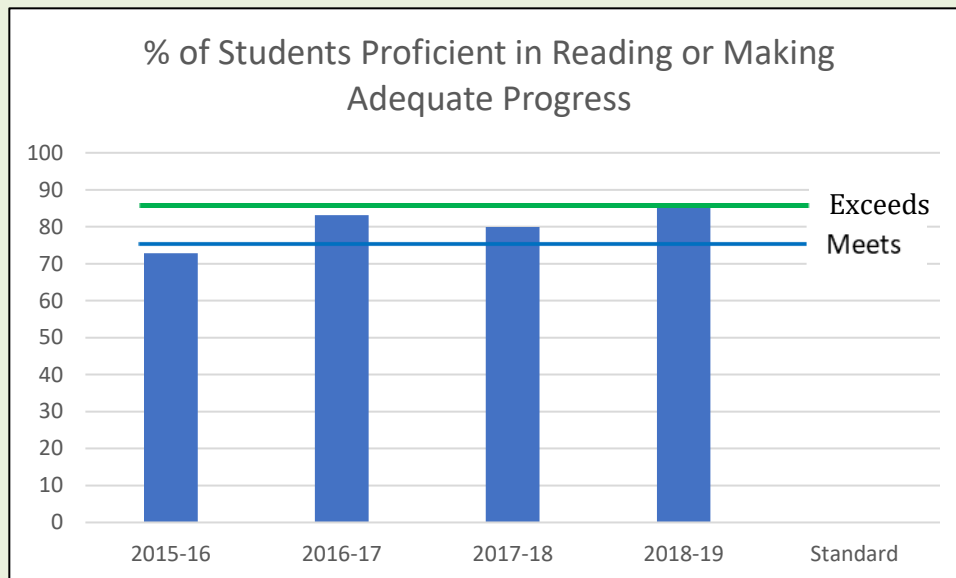
Mission-Specific Goal 3: Short Cycle Assessment data (NWEA Measure of Academic Progress (MAP)) is used to measure academic growth and proficiency in Reading of all Full Academic Year (FAY) students.

ALCS has students take the MAP (Measuring Academic Progress) Exam up to three times a year. We chose the MAP because it adjusts the questioning to the students' level to measure growth. The NWEA MAP is a nationally normed tests which tracks students' readiness to be successful on the ACT exam.

Growth: Growth will be determined using NWEA MAPs results for each student as set by the fall test. Students need to show one year's growth defined by the NWEA as an average of 2 RIT points. Students will show this growth between fall and winter assessments or between fall and spring assessments.

Proficiency: In order to show proficiency a student must meet or exceed the standard as shown by where they fall in the national percentile ranking. NWEA set proficiency for being at or above the 60th percentile nationwide. ALCS has set our proficiency to be at or above the 75th percentile nationwide.

Since the school did not meet their 2016 mission-specific indicator in Reading, the school decided to dedicate its Title 1 money to the higher of a reading specialist with expertise in dyslexia and the special instructional needs of students with dyslexia. **(Appendix H)**



Mission-Specific Goal 4: Short Cycle Assessment data (NWEA Measure of Academic Progress (MAP)) is used to measure academic growth and proficiency in Math of all Full Academic Year (FAY) students.

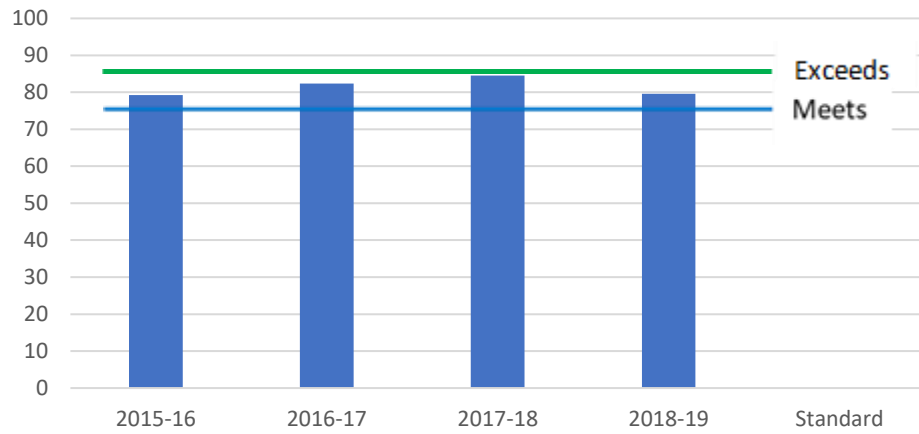
ALCS has students take the MAP (Measuring Academic Progress) Exam up to three times a year. We chose the MAP because it adjusts the questioning to the students' level to measure growth. The NWEA MAP is a nationally normed tests which tracks students' readiness to be successful on the ACT exam.

Growth: Growth will be determined using NWEA MAPs results for each student as set by the fall test. Students need to show one year's growth defined by the NWEA as an average of 2 RIT points. Students will show this growth between fall and winter assessments or between fall and spring assessments.

Proficiency: In order to show proficiency a student must meet or exceed the standard as shown by where they fall in the national percentile ranking. NWEA set proficiency for being at or above the 60th percentile nationwide. ALCS has set our proficiency to be at or above the 75th percentile nationwide.

Though ALCS has met the goal each year in math we are striving to meet even more students' needs. The middle school teachers collaborate during an RtI block two days a week to focus more specifically on individual students needs. Those students, according to MAP data, nearing proficiency stay with their grade level math teacher while those significantly below meet in groups of 5 students per teacher for interventions on missing or weak math skills. **(Appendix H)**

% of Students Proficient in Math or Making Adequate Progress



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	N/A
FY17	2	Compliance (1) Material Weakness (1)	Please see response to Section 3B, below
FY18	4	Compliance (3) (1 repeat) Material Weakness (1) (repeat)	Please see response to Section 3B, below

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:

Not Required

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:

Not Required

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:

Two students who were identified as EL and have not scored a 5 on the ACCESS test will be taking the ACCESS in the Spring 2020. Two students who have scored a 5 on the ACCESS test the status in STARS will be changed to show that they have completed the testing and the number of years from the time they passed the test.

Audit Findings: Following is a table describing the findings in our FY2018 audit, the steps we have taken to resolve those findings, and the staff person responsible for implementing those steps.

FINDING NUMBER	FINDING DESCRIPTION	STEPS TO RESOLVE FINDING	RESPONSIBLE PERSON
2018-001	Purchasing (Other Noncompliance): During review of 63 disbursements, auditors noted 13 in which the purchase order was dated after the purchase or exceeded the purchase order amount.	On-the-job training for all staff members; support from school Director for Business Manager efforts to enforce rules.	Business Manager, School Director
2018-002	Untimely Cash Receipts (Other Noncompliance) During review of 27 cash receipts, auditors noted 8 cash receipts in the amount of \$1,764 that were not deposited within 24 hours of receipt.	Request and receive letter from PED School Budget Bureau approving our Cash Receipts policy.	Business Manager, Bureau Director, Budget Analyst
2018-003 / 2017-001	(a) During review of 6 journal entries, one was found not to have been reviewed by someone independent of the preparer.	Every journal entry, no matter how small and insignificant, will be approved by the school director before being posted	Business Manager, School Director

2018-003 / 2017-001	(b) During review of the various bank reconciliations during the year, we noted variances between the actual ending general ledger balance and the expected general ledger balance, with an approximate \$8,400 variance as of June 30, 2018.	We will work with Aptafund technical support personnel to figure out how the bank reconciliation "GL Reconciliation" tab can change from month-to-month even as bank statements consistently reconcile perfectly.	Business Manager
2018-003 / 2017-001	(c) During review of the June 2018 bank reconciliation auditors noticed 10 outstanding checks totaling \$638 that were one year or older, that should have been cancelled.	We acknowledge failing to declare 10 outstanding checks worth a total of \$638 as stale, even though they were outstanding for over one year. We have already corrected this situation.	Business Manager
2018-003 / 2017-001	(d) During review of the June 2018 bank reconciliation auditors noticed 2 items totaling \$3,318 that were one-year outstanding deposits from February 2018 and don't represent valid outstanding items.	The two items in question are part of a pair of related journal entries that were recorded on August 22 with transaction dates of February 12 and February 21. Apparently when the reconciliation report for June was run on October 31, the system saw the February dates and included those as outstanding, even if they were never actually outstanding. We will not back-date any J/Es recorded after June 30 that affect our cash balance to a date prior to June 30.	Business Manager

2018-003 / 2017-001	(e) During review of the fund balance roll forward, management was unable to roll fund balance in the operational fund, with a \$32,312 unallocated difference. This also resulted in un-located differences in the PED cash report.	<p>(e) At the end of the FY17 audit, I pointed out omissions in Patillo, Brown, and Hill's expenditure and revenue statement that totaled \$35,609 in expenditures from the Operational Fund. These omissions all related to one payroll register that was excluded both from expenditures and payroll liabilities. (That amount became only \$32,312 in unallocated difference in the fund roll-forward mostly because Patillo, Brown, and Hill added \$3,103 in accounts payable to our expenditures, even though the payment was not made until July of the next fiscal year.) My observation was not incorporated into the final audited financial statements.</p> <p>Much of the unallocated difference has subsequently been acknowledged by our FY18 auditors, who have adjusted our starting cash balance accordingly. We will confer with our auditors to determine why the entire amount wasn't adjusted, and what we should do to ensure a proper fund balance rollforward for the next audit.</p>	Business Manager, CLA Connect audit staff
2018-004 / 2017-002	Auditors noted one expenditure function where actual expenditures exceeded the budgetary authority: Fund 21000- Food Services \$34,928	This condition was caused by our failure to obtain approval for a BAR incorporating our school lunch program into our budget as a separate fund. This has already been rectified for FY19.	Business Manager

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:

Shauna McCosh was the GC member that did not receive her training hours. Shauna has been a GC member for years, helping start school and was a parent. She is a nurse practitioner in the community, and midwife. Shauna was skiing this winter and broke her leg. While in the hospital she fell again and broke her wrist. I sent an email to Melissa Brown explaining the situation, May 22, 2019

Shauna was never able to complete her hours for the year, because of her condition. Going back through the meetings minutes that she did attend, she did not vote on anything that did not already have a quorum. Aldo also maintained 5 other voting members on the Governing Council that met or exceeded their training hours.

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