



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

RYAN STEWART, ED.L.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

2021 Charter School Renewal Recommendation – Roots and Wings Community School

PED RECOMMENDATION

The PED recommends a **renewal term of five (5) years**. The school earned 61 points, a Spotlight School Designation, in 2018-2019, the most recent school year with state assessment data. In addition, the school received designations of excellence in reading proficiency, reading growth, science proficiency, and English Learner progress. The school met its charter goals during that same year. The math proficiency of students has been declining over the last few years (38 to 24 to 12%). Though it continues to be above the local school district's percentage (7%), it is recommended that the school consider an improvement plan focusing on math instruction.

Due to the pandemic, the school has established remote learning schedules for each grade level. The school has always had a modified four-day week. This year, due to the COVID guidance, the school made adjustments to maximize learning for students by moving the "day off" from Monday to Wednesday. Students meet with their teachers remotely four days per week (Monday, Tuesday, Thursday and Friday) for at least part of each day. The teacher of the youngest grades does a full class lesson and then instruction in small groups. In addition, specials (art and music) and office hours for check-ins or individual support from teachers occur on Wednesdays.

The organizational performance ratings are excellent, with one exception in the area of financial audit findings. The financial audits have been improving. The most recent published financial audit contained five (5) findings, with three (3) repeats. There were no material weaknesses nor significant deficiencies as there had been in prior years.

The LEA met special education maintenance of effort (MOE) in FY17, did not meet MOE in FY18, and met MOE again in FY19. The liability for FY18 is \$3,169.85.

The school spent an average of 52% of its annual operating budget on instructional costs (categories 1100, 2100, and 2200) over the last four (4) years, lower than the 68% recommended per 2020 NM HB002. It should be noted that it is difficult to meet the recommended percentage with a low enrollment cap of 50 students, which has been consistent throughout the contract term. The average percentage of operating budget spent on administrative support was 38.75% with an average funded membership of 50 students.

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continued from page 1

The school had a foundation, Roots and Wings Youth Enrichment Program (RWYEP), which has been inactive for a few years. The new Head Administrator hopes to help revitalize that group in order to secure additional support for the school.

EVALUATION SUMMARY

Section	Indicator	Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence	<i>Meets the Standard</i>
1.b	Specific Charter Goals	<i>Demonstrates Substantial Progress</i>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Failing to Demonstrate Substantial Progress</i>
2.b	Board of Finance	<i>Meets the Standard</i>
2.c	Financial Performance	<i>Minor concerns</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Meets the Standard</i>
3.c	Governance Responsibilities	<i>Meets the Standard</i>

NMPED Accountability Data 2018-2019

	Overall	Reading Proficiency	Math Proficiency	Science Proficiency	English Learner Progress
Roots and Wings Community School	61	64	12	-	-
Local District	42	24	7	23	17
Statewide	-	34	21	40	29

* Green shading indicates Spotlight School (overall) or Spotlight Designations of Excellence (other areas).

Public Education Commission (PEC) Performance Framework

Roots & Wings Community Charter School	2016-2017	2017-2018	2018-2019	2019-2020
Category I. Academic Performance Framework				
I.A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	
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	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	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework				
III.A.00 Educational Plan: material terms of the approved charter application	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III.A.01 Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III.A.02 Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	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)	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	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III.A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard			
III.A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV.A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Not Applicable	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
IV.A.01 Business Management & Oversight: following generally accepted accounting principles	Not Applicable	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
V.A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
V.A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard			
VI.A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard			
VI.A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI.A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII.A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard			
VII.A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII.A.02 School Environment: handling information appropriately	Falls Far Below (or Does Not Meet) Standard	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	Not Applicable



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Preliminary Analysis of Renewal Application and Site Visit

School Name: Roots and Wings Community School

School Address: HC 81, Box 22, Questa, New Mexico 87556

Head Administrator: Jon Orris

Contracted Business Manager: Sarah Pina

Authorized Grade Levels: K-8

Authorized Enrollment: 50

Contract Term: July 1, 2016 – June 30, 2021

Mission: *“The mission of Roots and Wings Charter School is to inspire our students to academic and personal excellence. Our innovative learning community creates classroom, farm and wilderness adventure - engaging the head, hands and heart - enabling students to achieve more than they think possible and to take an active role in our ever-changing world.”*

Summary of Performance

Academic. The school's academic performance has been evaluated under two different accountability systems throughout the term of its contract; A-F School Grading Report in school years 2016-2017 and 2017-2018 & the New Mexico System of School Support and Accountability in school years 2018-2019 and 2019-2020.

Roots and Wings Community School's (RWCS) academic performance evidenced an overall decline between school years 2016-17 to 2017-18 and a significant improvement between school years 2017-18 to 2018-19. In 2018-19, RWCS demonstrated a 64% reading proficiency compared to the State's 34% overall reading proficiency rate, while the school's math proficiency rate was 12% compared to the State proficiency rate of 21%.

The school's Overall Academic Performance during the contract term was an **A letter grade**, **B letter grade**, and **Spotlight School** designation, respectively. The school also received **designations of excellence** in reading growth, reading proficiency, science proficiency, and English learner progress.

The school received a "*Falls Far Below Standard*" rating on its mission specific goals during the first year of its contract, 2016-2017. The school demonstrated consistent improvement earning a "*Meets Standard*" rating on its mission specific goals in 2017-2018 and 2018-19.

Financial. Over the course of the contract, the school received 17 audit findings derived from published audited financial statements from 2016-2017 through 2018-2019. The findings consist of eight (8) repeat findings, two (2) material weakness, four (4) significant deficiency and 11 noncompliance. In the most recent reporting year, 2018-2019, the school received five (5) audit findings classified as noncompliance/other matter, three (3) were repeat findings. The LEA is on a quarterly reporting schedule. The business manager is responsive and reports in a timely manner. Smaller corrections on reports have been required to achieve approvable budget status. This LEA is a small rural school with a membership of 50 students in multi-grade classrooms.

RWCS has maintained their membership goals, which align with the approved membership capacity. The school has struggled to find a balance in keeping annual expenses within annual revenues, which causes decreases in cash. Schools of this size tend to operate on small margins so continued diligence will need to be exercised to maintain spending within current year revenues. The small school size also causes the percentage of instructional cost to come in below the recommended 65%; however, per student membership spending indicates the school's commitment to prioritize instruction.

Currently, this LEA has no serious financial concerns. However, as noted above, there are three (3) repeat non-compliance/other matter findings in the most recent published audit (FY19).

Organizational. During the most recent year evaluated (2019-20), the school received one (1) "*Falls Far Below Standard*" rating in the Business Management and Oversight: meeting financial reporting compliance requirements indicator. In fact, the school has received such rating in this indicator over the past three academic years as a result of repeated/multi-year audit finding(s). However, RWCS received "*Meets Standard*" ratings for all other indicators within its Organizational Performance Framework in the 2019-20 academic year. Aside from the Business Management and Oversight indicator previously mentioned, RWCS has demonstrated consistent improvement in its organizational framework when comparing the first contract year to present. Specifically, in 2016-17 RWCS received eight (8) "*Falls Far Below Standard*" ratings and two (2) "*Working to Meet Standard*" ratings compared to the most recent year (2019-20) received one (1) "*Falls Far Below Standard*" rating and seventeen (17) "*Meets Standard*" ratings, respectively.

PART A:	Data analysis provided by CSD 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 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.

<p>The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 09, 2020. <i>Ratings are based on the rubric provided in the application.</i></p>
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Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— Overall NM School Grade 2016-2017: A letter-grade 2017-2018: B letter-grade NM System of School Support and Accountability 2018-2019: <i>Spotlight School designation with designations of excellence in reading growth, reading proficiency, science proficiency, and English learner progress.</i> 2019-2020: <i>No data available for schools</i>	<i>Meets the Standard</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"> • Reading growth and proficiency • Math growth and proficiency 	<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>[Organizational Performance Framework 2a and 2b]</i> <i>[Organizational Performance Framework 2a-2e]</i>	<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>

2c	Additional Financial Information				
ROOTS AND WINGS COMMUNITY SCHOOL					
MEMBERSHIP					
		Enrollment CAP	50		
		2021 Budgeted MEM	50		
		Actual 40D 10-01-2020	50		
		Funded Membership	50	50	
OPERATIONAL EXPENSES vs. OPERATIONAL REVENUE					
		2016-17	2017-18	2018-19	2019-20
Direct Inst	1000	223,804	261,606	244,970	270,209
Student Sup	2100	8,584	4,894	13,098	19,738
Instrtnl Sup	2200	716	2,644	1,940	1,783
Central Admin	2300	8,492	98,313	117,602	126,590
School Admin	2400	119,784	26,281	29,228	25,477
Central Svcs	2500	55,481	62,703	58,723	57,651
Maint/Ops	2600	51,161	51,180	54,062	33,747
Food Svc	3100	0	0	0	0
Other	other	0	4,680	762	153
Total Operating Exp		468,022	512,301	520,385	535,348
Total Operational Rev		542,304	497,163	481,175	596,318
Surplus		74,282	(15,138)	(39,210)	60,970
Year End CASH balance		89,890	74,752	35,975	96,945
DISTRIBUTION OF EXPENSES					
Instructional Cost		233,104	269,144	260,008	291,730
% of total operating exp		50%	53%	50%	54%
Per student membership				\$5,200	\$5,835
Admin Support		183,757	187,297	205,553	209,718
% of total operating exp		39%	37%	40%	39%
Per student membership				\$4,111	\$4,194

CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE

3.a	<p>Material Terms All schools must provide a response for this section of the application.</p> <ul style="list-style-type: none"> • Roots & Wings Community School makes education relevant, experiential, compelling and engaging. Because of this, the RWCS is inspired by Expeditionary Learning (EL Education), a nationally acclaimed school reform program with an emphasis upon adventurous learning and a proven record of significant student academic improvement. • The school offers three-day to seven-day backpack trips for students through which they experience the wonders of the wilderness and the transformation that comes from pushing themselves beyond their perceived limits. The experiences are provided at least two times a year. • At least 3 times per year, teachers are provided professional development in disaggregation of data. • Student-Led Conferences: All parents are encouraged to attend student-led conferences twice per year. Celebrations of Learning: All parents are encouraged to attend Celebrations of Learning, where students present to an authentic audience (parents and community) their culminating product work from the past semester. 	<p><i>Meets the Standard</i></p>
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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. <i>[Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c]</i> <i>[Organizational Performance Framework 1b-1f, 4a-4e, and 5a-5d]</i>	<i>Meets the Standard</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in an Appendix, referenced in narrative by name.	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application. <i>[Organizational Performance Framework 3a and 3b]</i> <i>[Organizational Performance Framework 3a-3c]</i>	<i>Meets the Standard</i>

Parts C, D, and E were provided by the school as part of the renewal application.

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	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>9 out of 9</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>35</u> Percentage: <u>87.5%</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. 1. A copy of the facility lease agreement as Appendix D 2. A narrative description of its facilities and attach the school’s Facility Master Plan, if available, as Appendix H 3. Attach a copy of the building E Occupancy certificate(s) Dated: <u>25 JUN 2009</u> Maximum Occupancy (if listed): <u>Not noted on certificate</u> 4. Most recent facility NMCI Score <u>11.77%</u> indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 5. If the charter school is relocating or expanding, provide assurances that the facilities comply with the requirements of Section 22-8B-4.2 NMSA 1978 _____ Public (Cert A) _____ Private (Cert B) _____ Foundation (Cert C)
PART F:	Amendment Requests 15 JUN 2018 PEC APPROVED Amendment Request: <i>presented by the Roots & Wings Community School to change its material terms with respect to the operational structure, length of school year, to include K-2, 1,051-and-a-half hours, 147 days, plus 6 expedition days; Grades 3-5, 1,070-and-a-half hours, 149 days, plus 8 expedition days; Grades 6-8, 1,108.5 hours, with 145 days, plus 12 expedition days.</i>

Roots and Wings Community School Stakeholder Interviews

Stakeholder interviews were conducted on October 9, 2019 via the Zoom Meeting platform. The participants included four (4) parents, three (3) students, one (1) governing council member, and three (3) staff members.

Parents cited the expeditionary learning model, along with Roots and Wings established culture and environment as reasons they were originally drawn to the school and why they have stayed. One parent mentioned how their family considered moving, but decided not to because they “realized they wouldn’t find another Roots and Wings school for their student.” Parents appreciate the regular communication coming from the school via teachers and the principal’s weekly newsletters. Parents believe that they are very much involved with the school due to the school’s small size. Parents universally agreed that some expansion of the school with a slight increase in enrollment would be great. Additionally, a couple of parents would like the school to offer additional class options. Specific suggestions included an integrated Spanish curriculum and building upon the music program.

When asked why they choose to attend Roots and Wings, students mentioned feeling overwhelmed due to the large number of kids at other schools and that school at Roots and Wings feels less serious and more fun. Students like their PE class, hands on program, and outdoor learning. One student noted that he liked the “exuberance” of the students. When asked about concerns, the students were worried about the school closing because there are not enough kids due to COVID. While students do believe their teachers help and encourage them, they do think that teachers could be clearer about grades. “I don’t think they tell us how we are doing enough to motivate us. I would like to be told more,” said one student. All three students interviewed agree that the school is accomplishing its mission.

The governing board member interviewed became a board member because she agrees with the outdoor focus of Roots and Wings. She stated that the school is, “one of the more functional organizations I have volunteered for.” The board insures the mission of the school is being implemented by having a “mission moment” on every agenda. These moments could be a story about a student accomplishment or any other brief update from the director related to the mission. On top of mission moments, there is always a chunk of time on the agenda for the discussion of academics. The board uses academic data to determine if it needs to divert financial resources towards specific subject areas or towards the hiring of an educational assistant. The board member named community as Roots and Wings biggest strength. Echoing the parents, the board member believes the school could grow by increasing its enrollment slightly. The school has had to dig into reserves due to budget cuts. “Thankfully,” the board member noted, “we have healthy reserves.” Any parent, teacher, or member of the community can recommend a new member to the board. The recommended person must submit a resume, letter of interest, and attend one board meeting to gauge interest before being considered for the board.

Roots and Wings staff believe that social emotional learning and core academic subjects are strengths of the school. “Because we are so small we are able to intervene early.” Staff recognized that Math was one of the school’s weaknesses and adopted I-Ready as a tool to address this weakness. The school has a woman who provides professional development training to staff regarding strategies for **Expeditionary Learning**. Additionally, the school has contracted an academic coach to provide expeditionary learning training. One teacher stated, “I have had incredible opportunities to grow in my profession.” The school has partnered with Engage New Mexico to help address issues with transient students.



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Part A: Data Report and Current Charter Contract Terms

ROOTS AND WINGS COMMUNITY SCHOOL

School Address: HC 81, Box 22 Questa, NM 87556

Head Administrator: Jon Orris

Business Manager: Sarah Piña

Authorized Grade Levels: Kindergarten – Grade 8

Mission: The mission of Roots and Wings Charter School is to inspire our students to academic and personal excellence. Our innovative learning community creates classroom, farm and wilderness adventure - engaging the head, hands and heart - enabling students to achieve more than they think possible and to take an active role in our ever-changing world.

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 framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

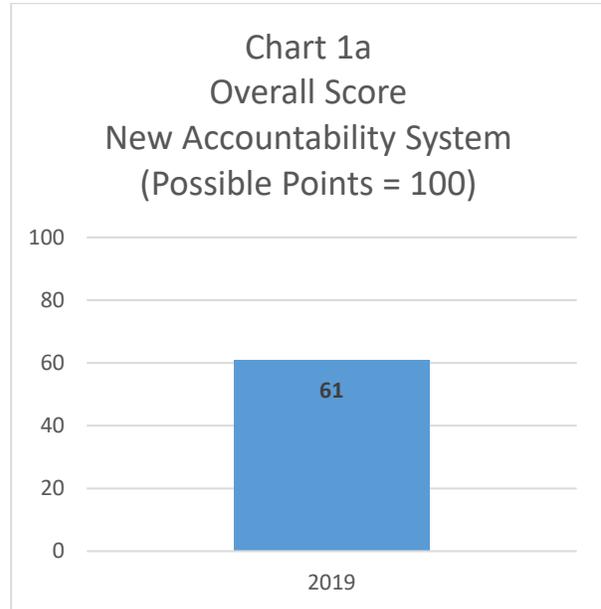
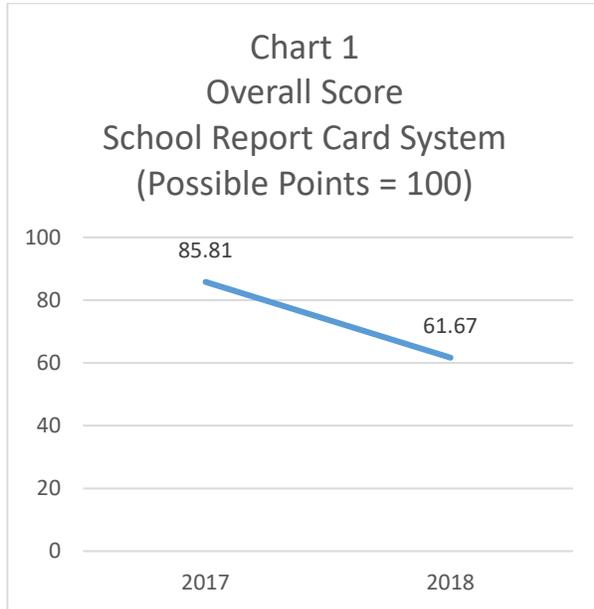
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data pulled directly from School Report Cards. For 2018-2019, data from the NM System of School Support and Accountability Reports is also provided.

For 2020, due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state mandated assessments and were unable to complete other assessments and projects required to meet mission specific goals. Therefore, state assessment data is not available.

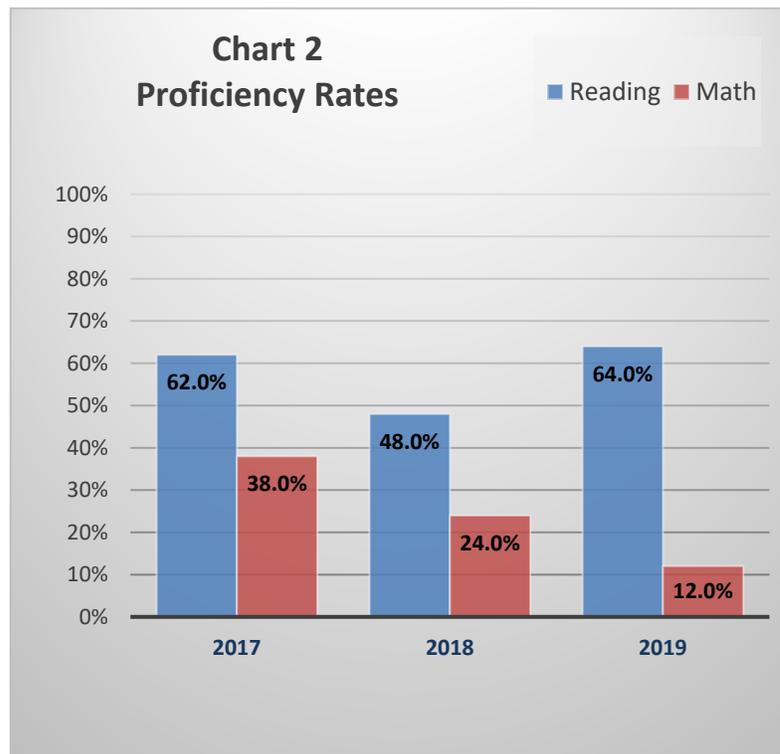
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

1a. Department's Standards of Excellence

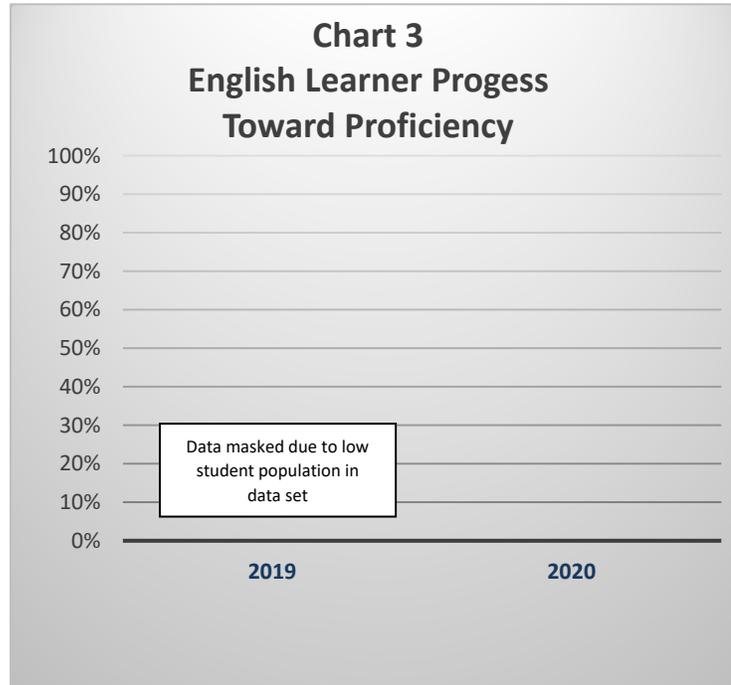
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



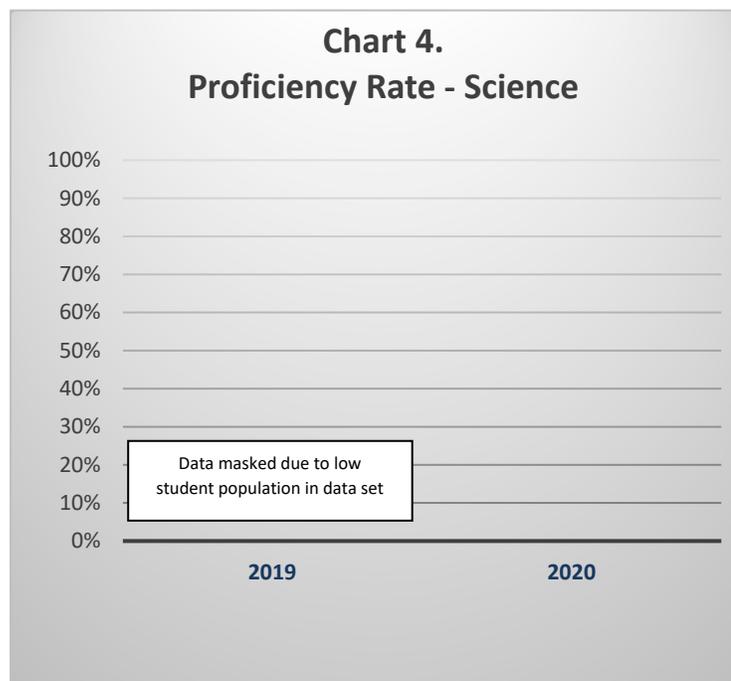
Proficiency Rates: Chart 2 shows the school's proficiency rates in **Reading and Math** in each of the years in which state assessment data is available (FY2017-FY2019).



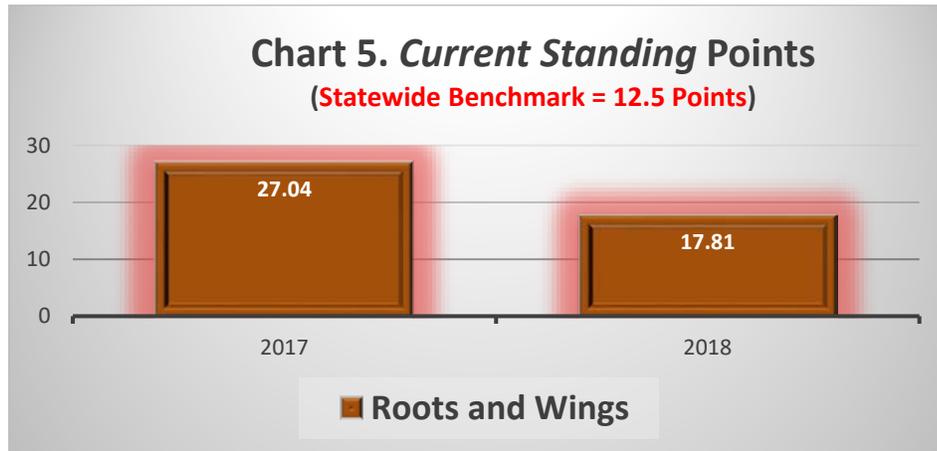
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



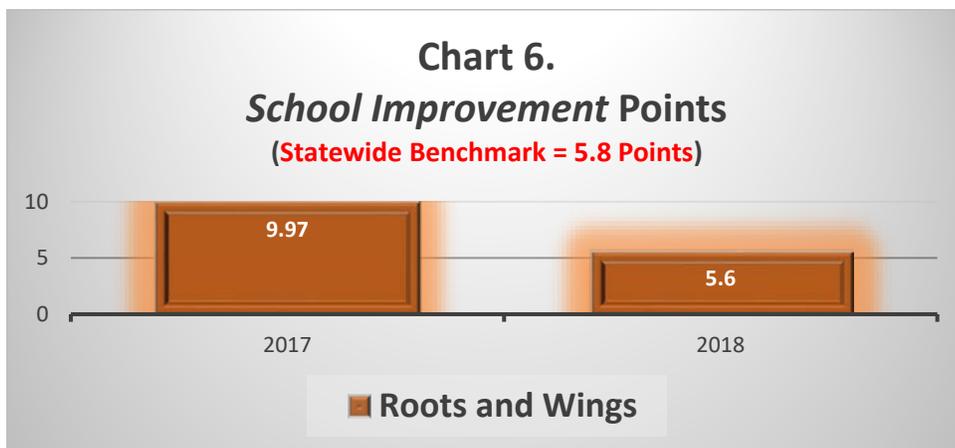
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science. *Please note, the State’s overall science proficiency rate was reported as 40% for the 2018-19 academic year.*



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 two years are provided in Chart 5. *As of FY19, this measure is no longer available.*

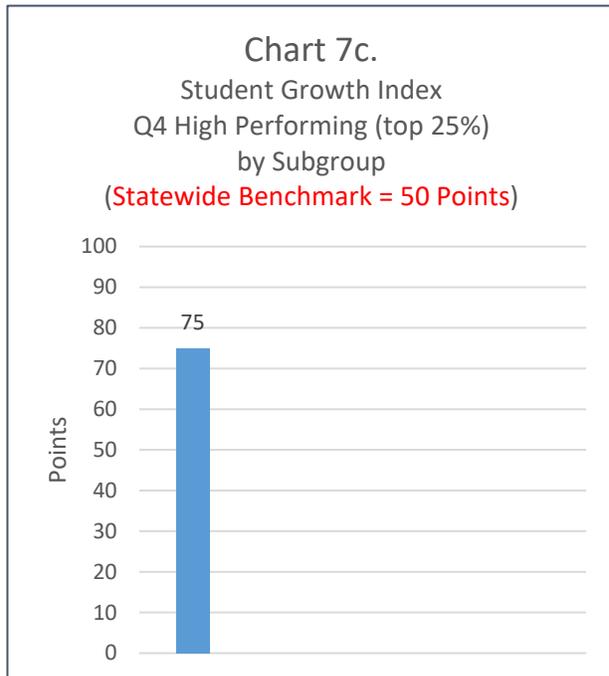
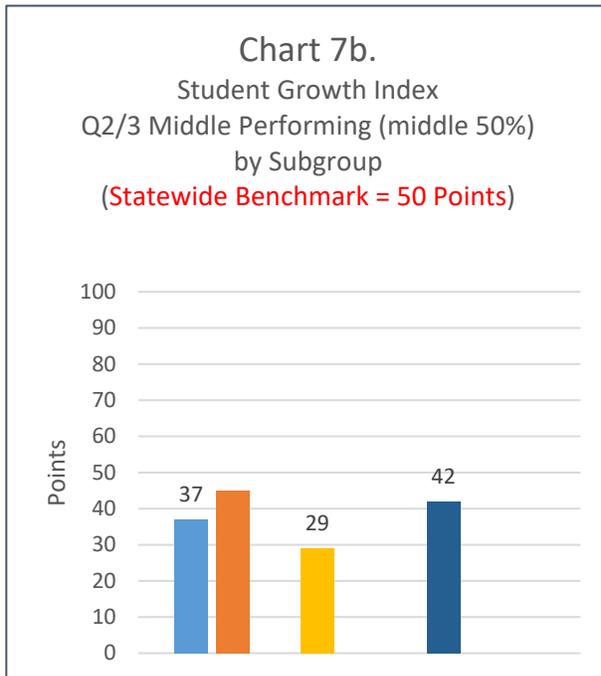
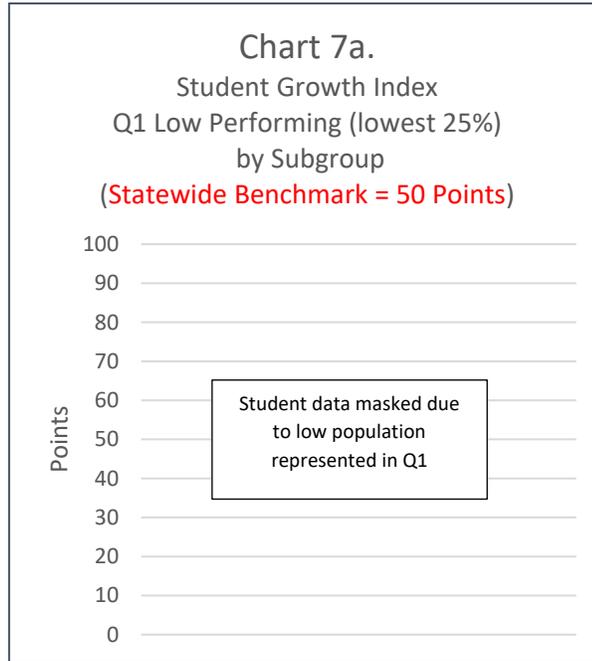


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for two years. *As of FY19, this measure is no longer available.*



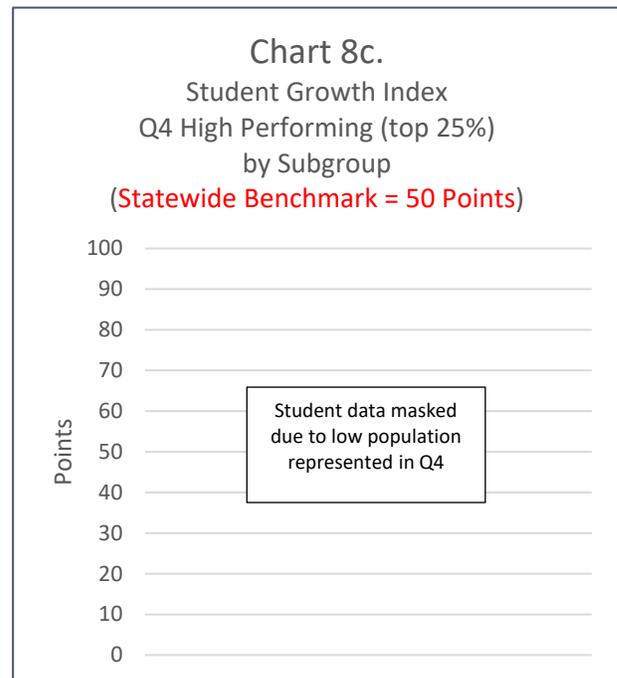
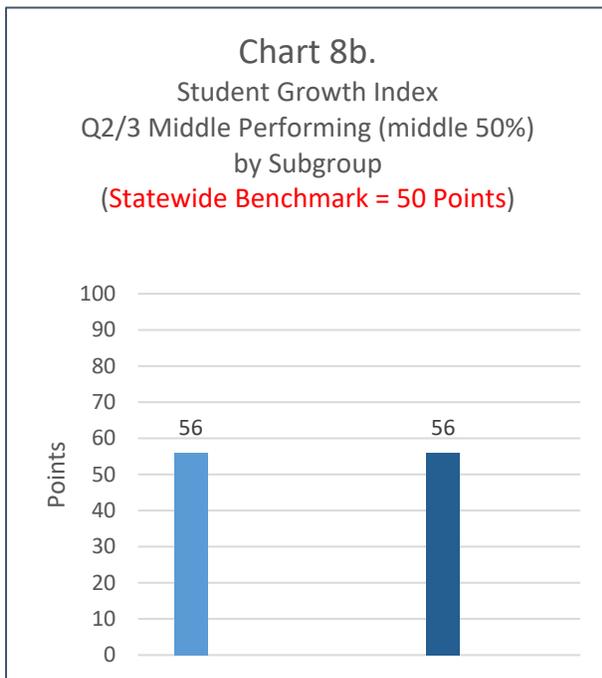
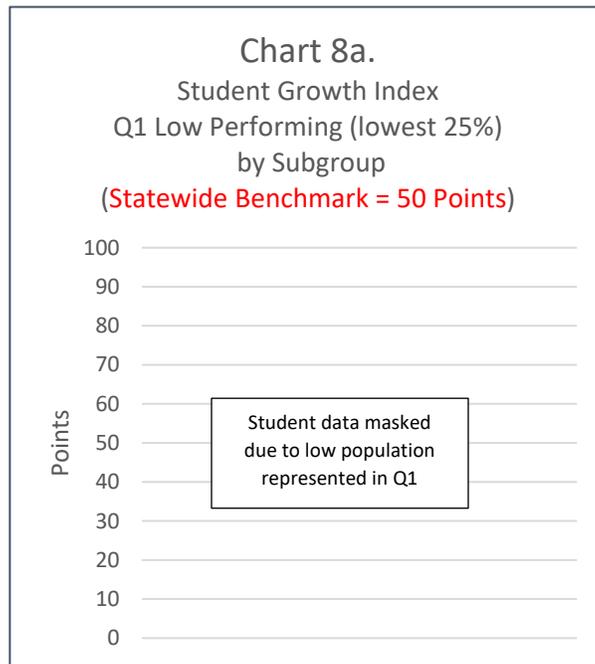
Growth Index for Reading FY2019

- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner

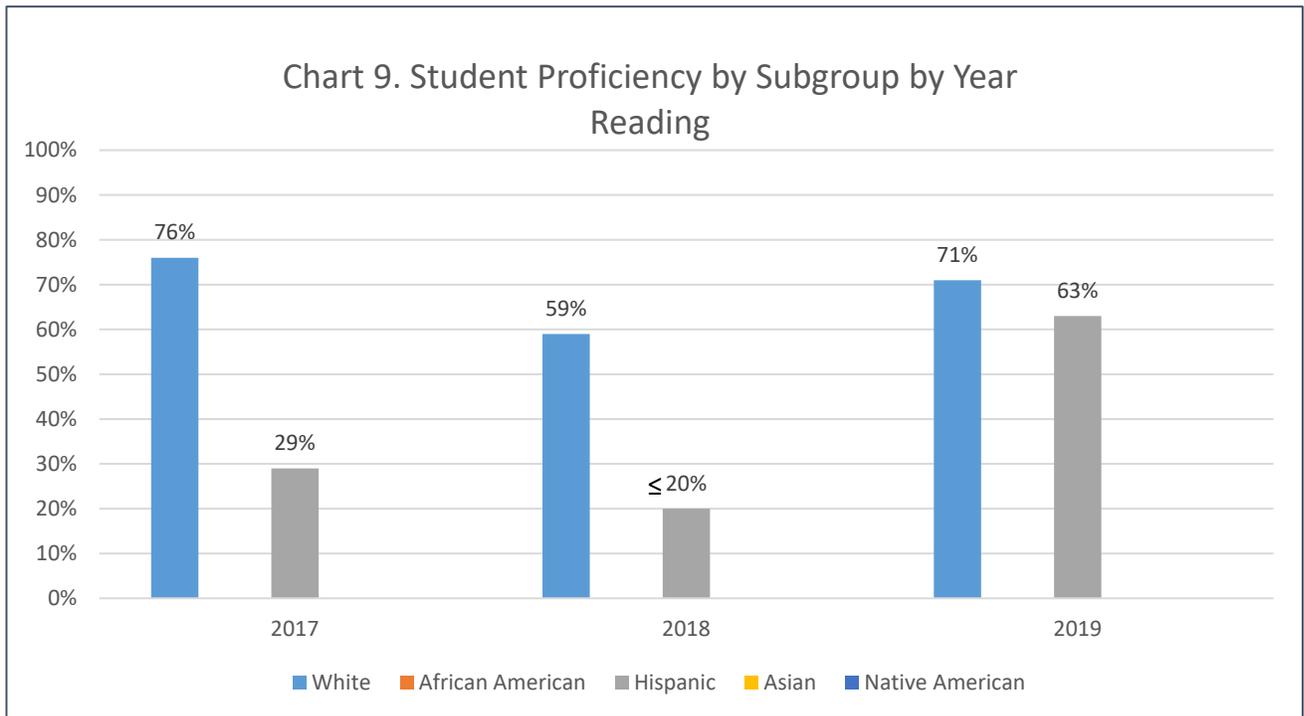


Growth Index for Math FY2019

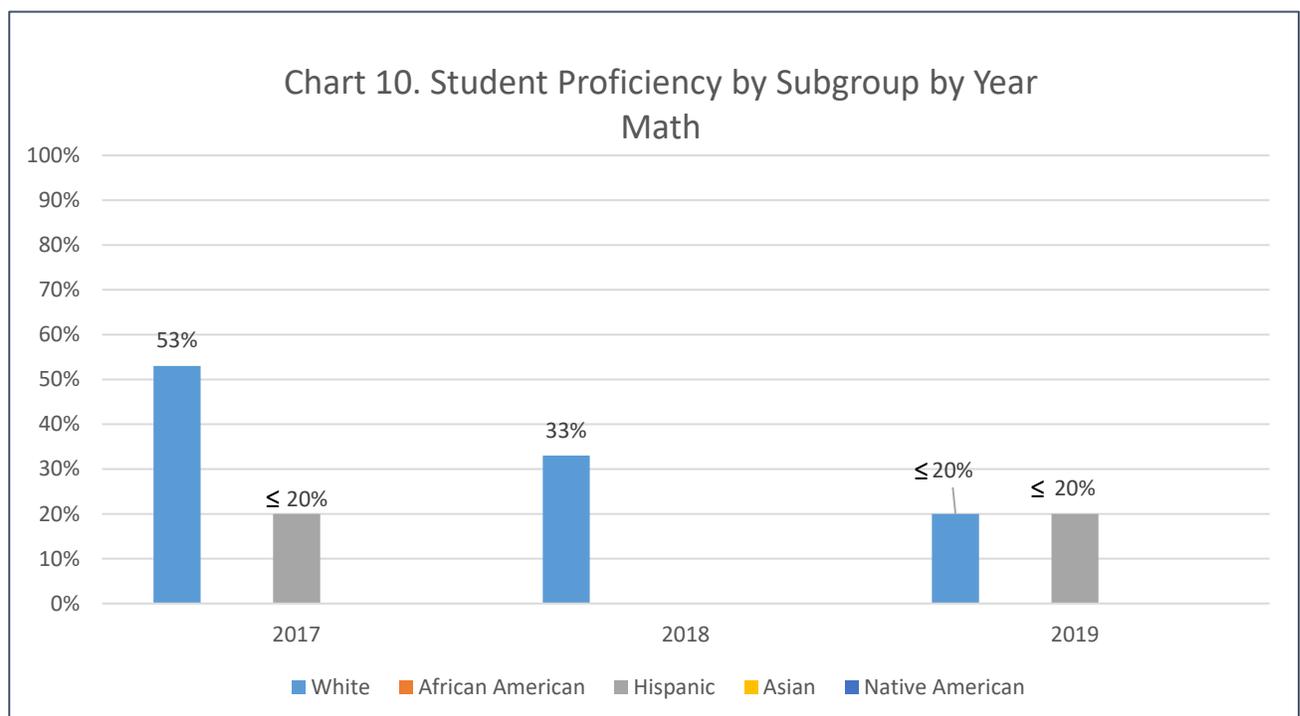
- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner



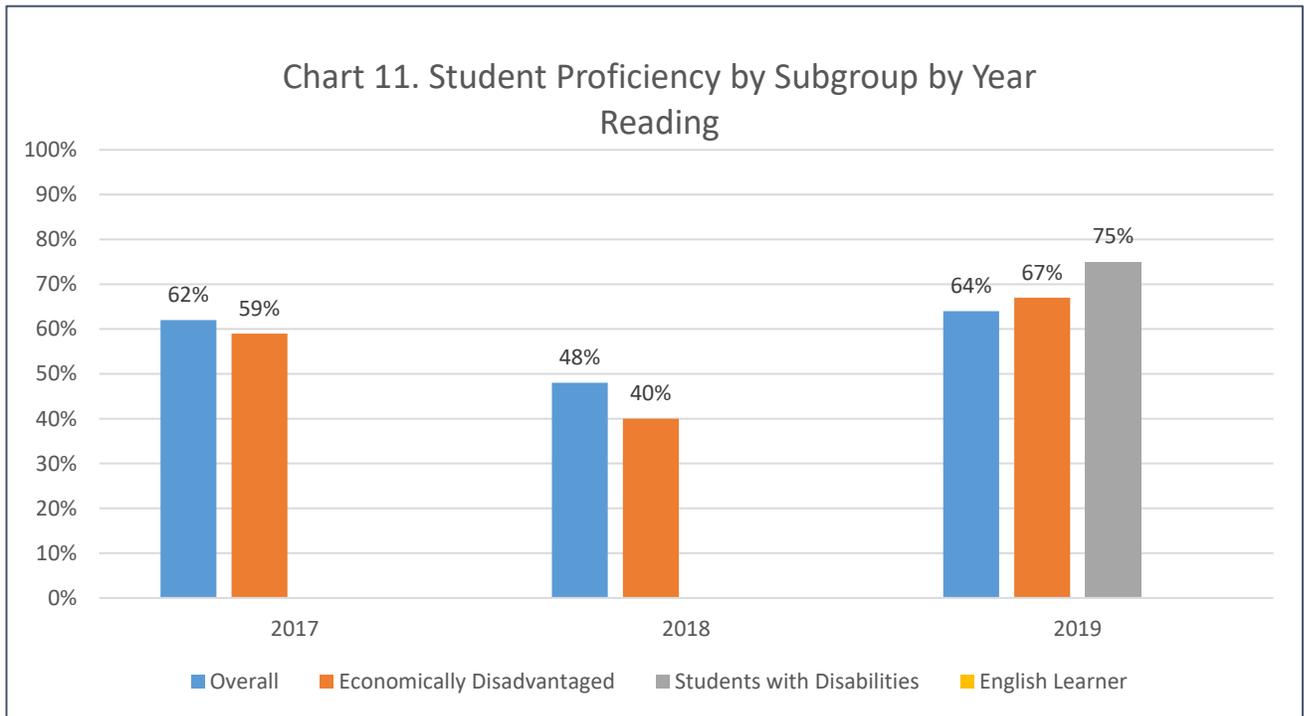
Race/Ethnicity Subgroups - Proficiency in Reading



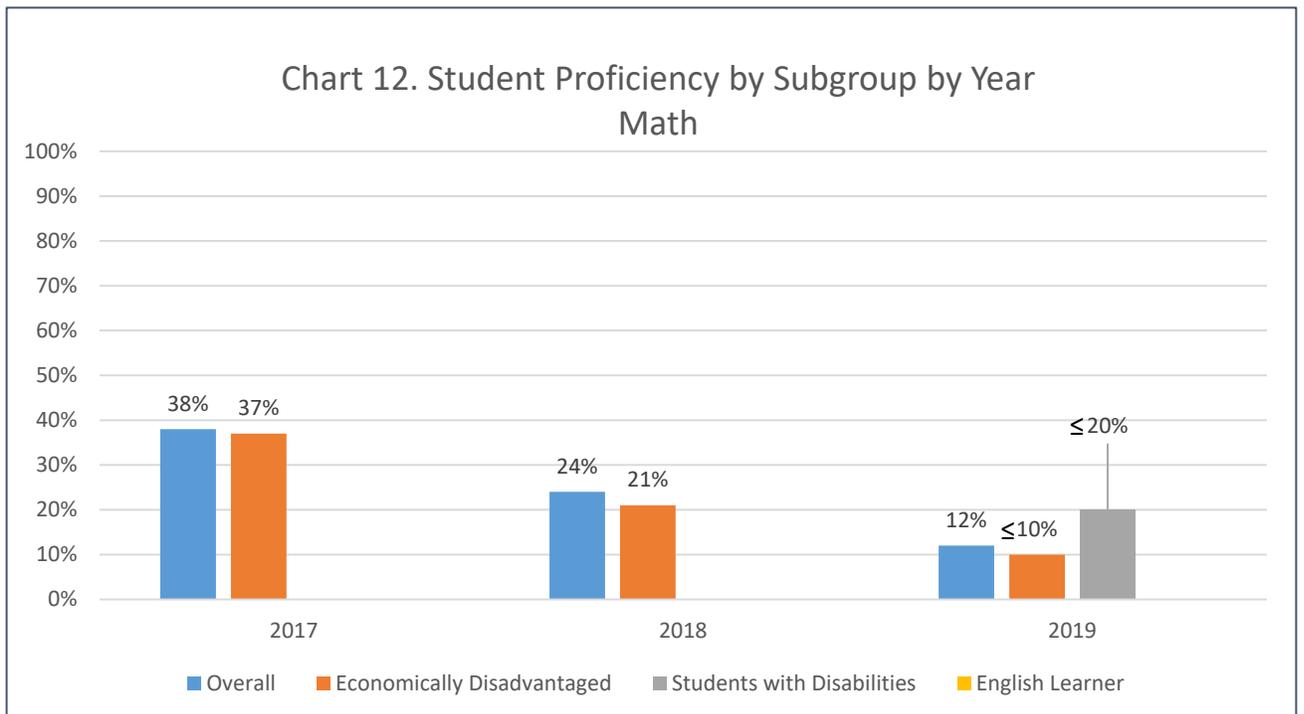
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



1b. Specific Charter Goals

This section includes analysis of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals / Mission Goals

- 1. SHORT CYCLE ASSESSMENT READING:** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students.
- 2. SHORT CYCLE ASSESSMENT MATH:** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2
2017	Does Not Meet	Falls Far Below
2018	Exceeds Standard	Meets Standard
2019	Meets Standard	Meets Standard

Due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020.

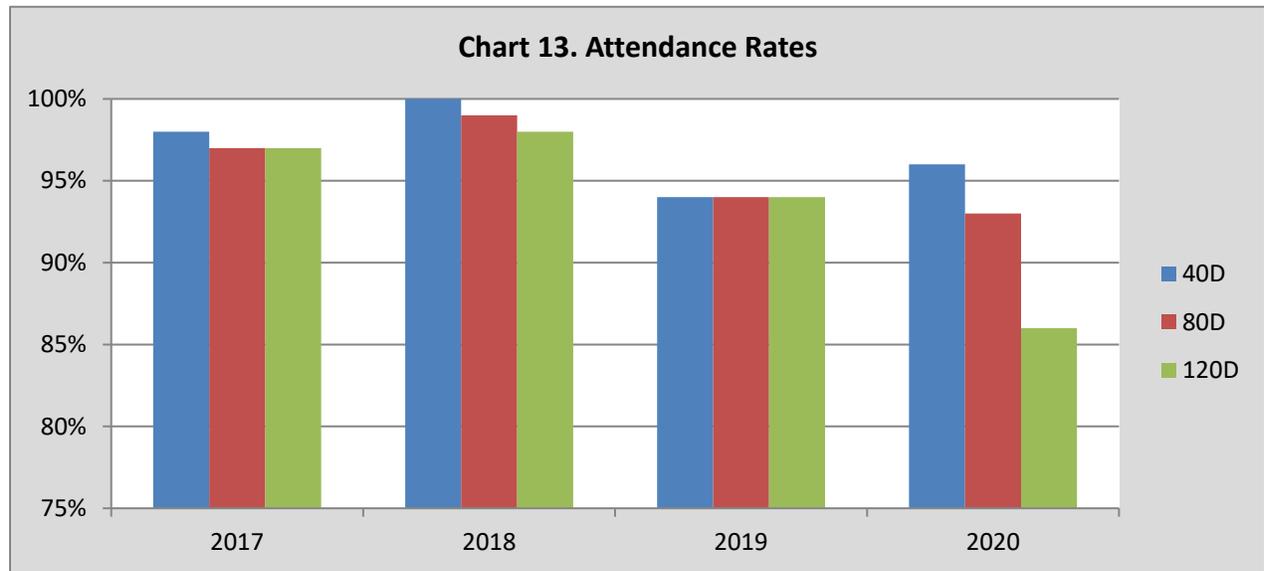
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)

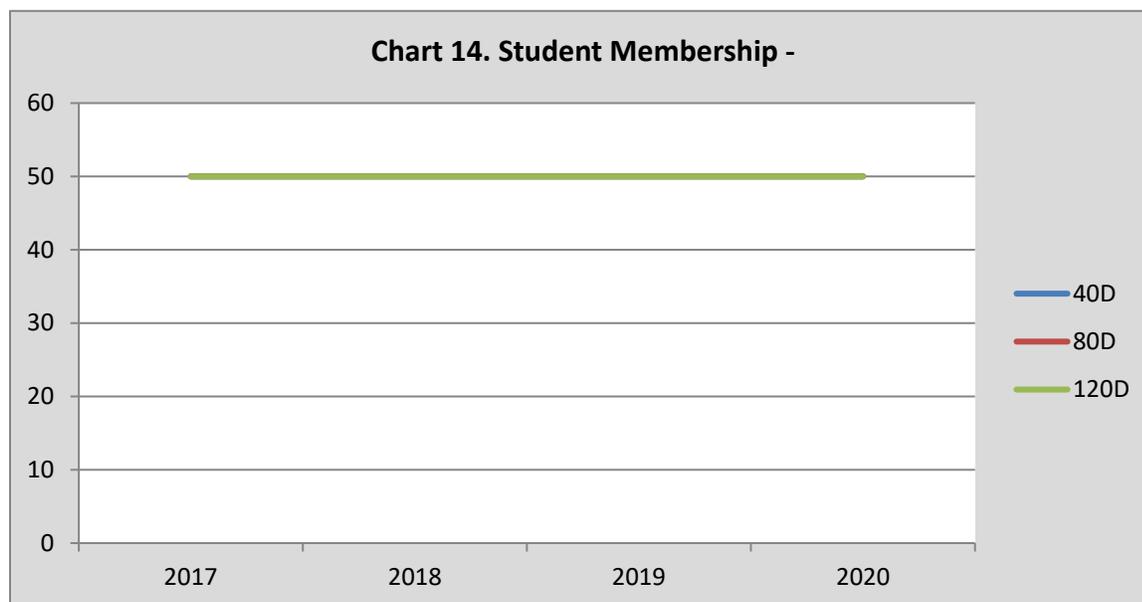
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



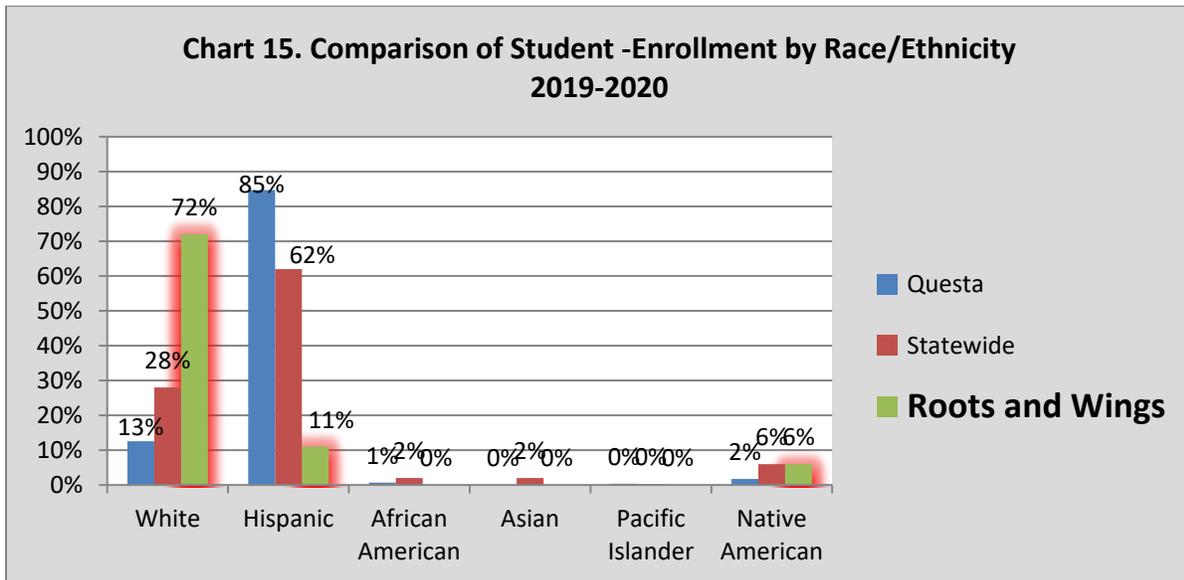
Student Membership (Enrollment)

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 → General Reports → Enrollment by district by location by grade

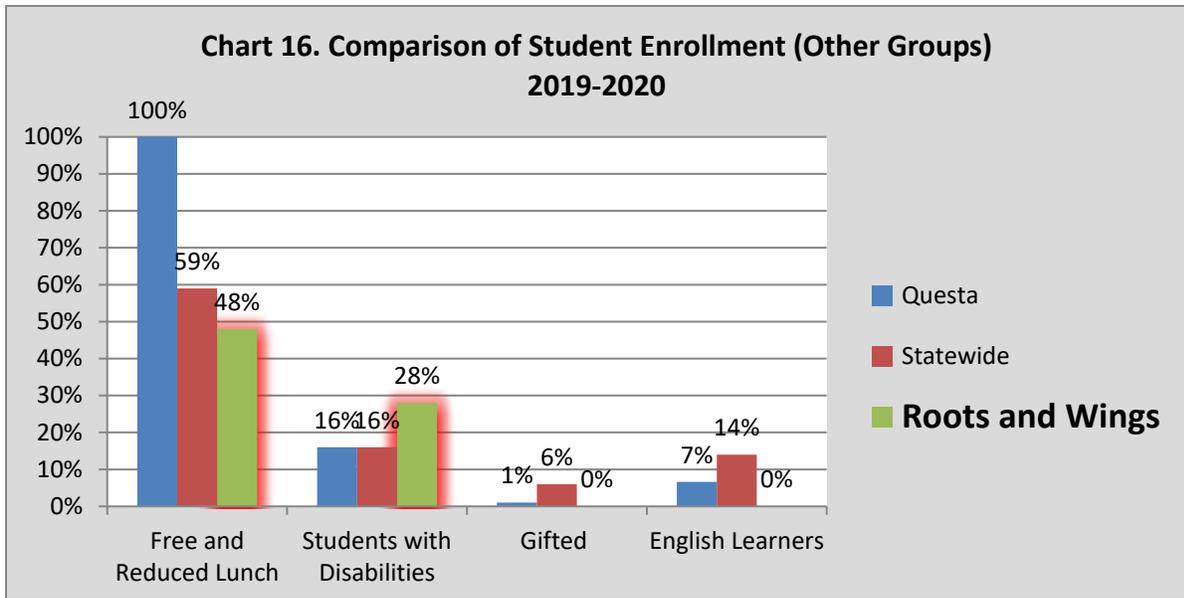


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

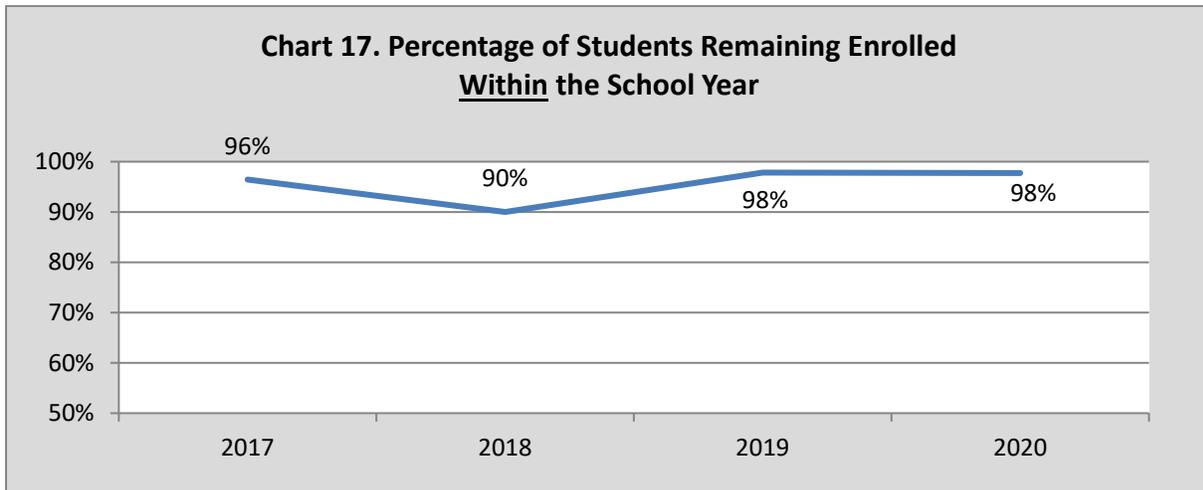


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

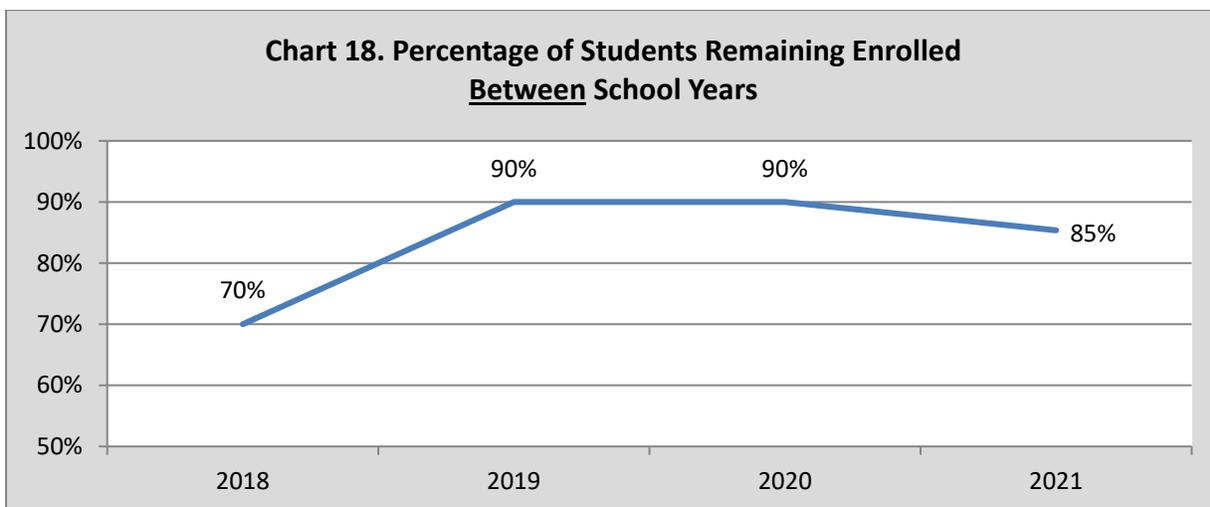
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 17 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 in Chart 18.

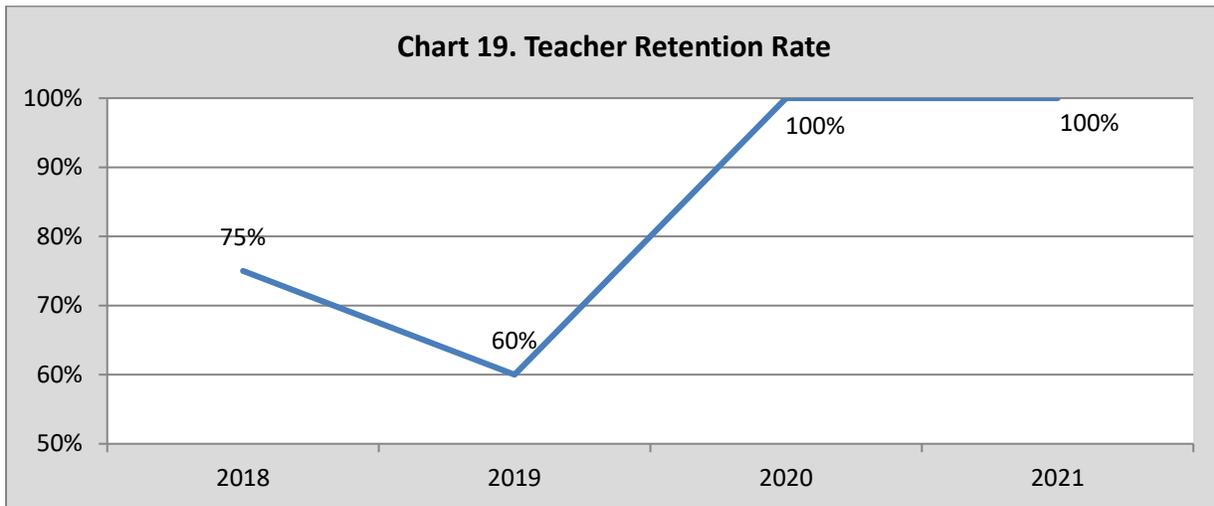


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 19 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 2016-2017 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. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY19	5	3	0
FY18	6	3	3
FY17	6	2	3

Summary of Most Recent Fiscal Report

In FY19, the school received the following audit findings:

2019-001 Bank Reconciliation (Other Noncompliance)

Condition/Context: During our review of the June 2019 bank reconciliation, we noticed 2 outstanding checks totaling \$442 that were older than one year that should have been canceled.

Management's Response: Business Manager will review the outstanding check listing on the monthly bank reconciliation report and will cancel checks that are outstanding after one year from issuance. Vendors will be contacted to determine if reissue is required.

2019-002 Compliance over Open Meeting Act (Other Noncompliance)

Condition/Context: During review of the school's meeting minutes, we identified the following:

- A set of minutes did not include how each member voted, which included two members abstaining their vote.
- Neither the minutes nor the agenda provided detailed information regarding BAR subject to a vote. Detail, to include fund number and increase or decrease for that budget, is not maintained within the minutes.

Management's Response: The Governing Council minutes will reflect individual votes on all motions that are not voted on unanimously, including any abstaining votes. Budget Adjustment Request (BAR) numbers will be documented in the Governing Council minutes. Prior to approving the GC minutes, members will review the minutes and identify and correct any discrepancies in the minutes.

2019-003 (Previously #2015-003) Internal Controls over Cash Disbursements (Other Non-Compliance)

Condition/Context: During our testing over 20 disbursements, we identified two disbursements whose purchase order was issued subsequent to the services provided.

Management's Response: School will ensure all documentation required by the Business Manager to issue a PO is provided timely. Business Manager will provide a copy of the PO to the school's Director

for final review and signature prior to any goods or services being procured by the school.

2019-004 (Previously #2017-003) Internal Controls over Payroll (Other Noncompliance)

Condition/Context: During our testing over 4 employee payroll files, we identified the following:

- 1 out of 4 employee files that did not include the ERB enrollment form in the employee file.

However, withholdings for ERB were present on the employee's paycheck.

Management's Response: An ERB form was not filed in the employee file for an employee that was hired in 2015. The school acknowledges that a copy of the ERB enrollment form should be maintained in the personnel file. However, ERB is a mandatory deduction and ERB contributions must be collected regardless of employee authorization. A checklist system has been implemented and HR files will be reviewed against the checklist to ensure they contain the required documents. The school will contact ERB to request copies of ERB data forms for all employees where a copy cannot be located.

2019-005 (Previously #2018-001) Internal Controls over Capital Asset Disposal (Other Matters)

Condition/Context: As noted during the FY18 audit, the school held capital assets on the listing, of which the new management was unaware if the assets were still physically held on school property. During the school's current year inventory observation, it was confirmed that \$62,488 in assets were unable to be located and thus were recorded as current year disposal as no historical record of the disposal was available. The assets at June 30, 2019 had a net book value of \$1,959.

Management's Response: Prior year disposals/inventory lists were not made available to management on July 1, 2018 when the Director and Business Manager started. The Director and Business Manager did conduct an inventory as required prior to 06/30/2019 and discovered that items on the fixed asset listing were not in the school's possession. Several of the assets had been fully depreciated and/or did not have a disposal date recorded on the fixed asset listing. Business Manager updated the list as of 06/30/2019 and identified all assets that had previously been disposed of or could not be accounted for. As of 06/30/2019, the school is able to confirm that all fixed assets have been accounted for or deleted from the listing.

2b. Board of Finance

The school's Board of Finance has been maintained during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

Roots & Wings Community School make education relevant, experiential, compelling and engaging. Because of this, the RWCS is inspired by Expeditionary Learning (EL Education), a nationally acclaimed school reform program with an emphasis upon adventurous learning and a proven record of significant student academic improvement. At the center of the RWCS curriculum is the concept of the "Learning Expedition," an engaging interdisciplinary, academically rigorous thematic unit that is project-based and lasts for many weeks. Each Learning Expedition at RWCS is aligned with the New Mexico State Content Standards, Common Core State Standards, and the Next Generation Science Standards.

Student- Focused Term(s)

The school offers three-day to seven-day backpack trips for students through which they experience the wonders of the wilderness and the transformation that comes from pushing themselves beyond their perceived limits. The experiences are provided at least two times a year. Students come to the school for these types of outdoor opportunities that are not offered in most public schools. Each student at our school is a member of a crew. Our primary focus in Crew is to ensure that each student: (1) is known well by at least one adult within the school and (2) is an active member of a consistent and on-going small-scale peer community.

Teacher- Focused Term(s)

At least 3 times per year, teachers are provided professional development in disaggregation of data. Data analysis following assessments is key to finding out where students are at academically and making changes in program delivery as necessary to meet the needs of all students for academic achievement.

Parent- Focused Term(s)

Student-Led Conferences: All parents are encouraged to attend student-led conferences twice per year. In a student-led conference, students reflect on their progress in all subjects, which are aligned with the Common Core State Standards. They do this by doing deep reflections over multiple drafts of their work. Students are required to show their areas of strength and weakness in these student-led conferences, which offers hugely valuable information for parents to understand exactly what their students are learning and the ways in which they are growing.

Celebrations of Learning: All parents are encouraged to attend Celebrations of Learning, where students present to an authentic audience (parents and community) their culminating product work from the past semester. These events happen at the end of every semester; these Celebrations of Learning follow agendas and always include student work.

3b. Organizational Performance Framework

Roots & Wings Community Charter School	2016-2017	2017-2018	2018-2019	2019-2020
Category I. Academic Performance Framework				
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	
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	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	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework				
III-A.00 Educational Plan: material terms of the approved charter application	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	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)	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	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard			
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Not Applicable	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Not Applicable	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard			
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard			
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard			
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Falls Far Below (or Does Not Meet) Standard	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	Not Applicable

3c. Governing Body Performance

The school currently has six (6) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who served on the school’s Governing Body in 2019-2020.

Name	Role	Service Start Date	Membership Status	FY20 Training Requirements*	Hours Completed	Hours Missing
Erica Lannon	President	5/1/2016	Active	8	10	0
Jenny Lewis		9/17/2018	Active	8	8	0
Aline Robertson		12/1/2018	Active	8	11	0
Robin Mayo	Secretary	6/25/2018	Active	8	8	0
Amelia Eshlemen	VP	12/17/2019	Active	10	13	0
Jerrod Rowlinson-Elliott		1/28/2020	Active	10	10	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.



School Name: Roots & Wings Community School

Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance, contractual, organizational, and governance responsibilities of the charter school, including achieving the school or mission specific 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:

<p>Meets the Standards</p>	<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. 	
<p>Demonstrates Substantial Progress</p>	<p>Demonstration Through Data</p>	<p>Demonstration Through Systemic Improvement Plan</p>
	<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.
<p>Failing to Demonstrate Progress</p>	<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. AND ONE OR MORE OF THE FOLLOWING: 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 including renewal 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

Some of the purposes of the Charter Schools Act are to encourage different and innovating teaching and educational programs that improve student achievement, and encourage parental and community involvement. 1978 NMSA §22-8B-3.

a. School or Mission Specific Unique, Innovative, and Significant Contributions

The school shall provide a narrative on how the school has fulfilled its mission and how the equity council has influenced any decisions for the 2020-2021 SY. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs
5. Encouraging parental or community involvement
6. School's Equity Plan
7. Monitoring students' social-emotional and behavioral development

School response:

1. History and Teaching Methods

The school opened its doors in the fall of 2001 with the excitement of two founders and a group of parents excited about making learning an adventure and continues to do so, 21 years later.

The founders researched and became part of the network of schools called Expeditionary Learning (EL). EL believes that "when teachers and students are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish." This model of education was exactly what Taos County needed. The founders also believed adding a transformative multi-day wilderness adventure component was paramount in building culture within the school and was not currently offered in Taos County. On these trips, students learn ways of getting along that happen naturally in the wilderness. They also learn basic survival skills such as how to pitch a tent, filter their water, cook their meals, and start a campfire. The length and distance of these camping trips range from two or three days for students in the primary grades to up to eight days for students in the upper grades. Through these trips, students learn what Kurt Hahn, the founder of Outward Bound hoped would happen on outdoor trips that, "There is more in us than we know."

The founders saw traditional education failing in many settings and knew from research that best practices in education were being practiced in more than 150 Expeditionary Learning Schools across the country. Questa Independent School District initially approved the charter unanimously in 2000. The school initially served grades 5-8. The school started with 16 students and grew to 24 and eventually to 48 for 5-8. In 2001, the school decided to add grades K-5. K-2 was added first and then 3-5 the following year. Currently, there are 50 students K-8th grade in three learning cohorts of K-2nd, 3rd-5th, and 6th-8th.

RWCS is an Expeditionary Learning(EL) inspired school; one of the top school reform models in the nation and based on best practices in education. The 2002 CRESPAR (Center for Research on the Education of Students Placed at Risk) analysis of 29 comprehensive school reform models awarded Expeditionary Learning Schools the highest rating given to any model created in the previous ten years. (wikipedia.org/Borman, Geoffrey, et al.)

RWCS provides project-based learning – learning that is connected to real-life problems with real-life solutions. Students have completed projects ranging from conducting an energy audit and putting solar panels on the school’s roof, to advising the domestic mutual water board to make water policy changes, and included putting Kit Carson on trial in the local courthouse with students assuming all roles. As well, the K-2nd grade students wrote and performed a play on the world-wide water project, and older students have written historical fiction novels on topics from Manifest Destiny to understanding the Medieval period and published them through blurb.com. Additionally, RWCS students are consistently engaged in rigorous project-based learning connected to social activism around real-world problems presenting their work to authentic audiences.

RWCS offers a unique learning experience and enjoys broad support from community members and leaders because of its academic success, but also because the school aligns with the values of the community including family, tradition, care for the natural environment, and inclusiveness of all peoples.

2. Measures of Student Achievement

RWCS recognizes that standardized tests are but one measure of student achievement. RWCS also recognizes that assessment plays a critical role in helping to provide differentiated instruction that will support all students as they work toward becoming proficient in their learning targets. At RWCS and most EL schools, students produce different types of products to show their learning. Teachers use observation, checklists, EL protocols, and anecdotal evidence as a means for decision making regarding differentiated instruction.

In addition to the required assessments, creative assessment experiences increase student motivation. Assessments are not just administered to students but are discussed, analyzed, and sometimes created by students. Students see assessments as a source of information that helps them learn. Student-engaged assessments, including self-reflection on assessments that are in diverse formats and have diverse purposes, are integral to student understanding and motivation. From interim and standardized testing situations, students examine their results and track their work patterns and needs in testing situations. They analyze their own and anonymous whole-class data to gain insight into what learning needs to happen to improve on these measures. Teachers analyze data from these same sources in systematic ways to track student progress and implement data-driven instruction. In class, students and teachers assess and reflect upon their work and analyze it for progress and patterns. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Classrooms are characterized by a culture of striving for excellence, accompanied by students recognizing that feedback is necessary for growth. Students regularly assess their growth by organizing and reflecting on the portfolios of their work. They are required and supported to present their work publicly (to staff, peers, and the community) and reflect on their strengths, challenges, and goals.

3. Professional Development for Teachers

The school runs on a modified four-day week. Mondays (Wednesdays during COVID) are for staff only and

professional development classes are placed in the calendar for Mondays for the entire year. At least 4 of those PD days are devoted to differentiation taught by professional peers. Additionally, the school works with an EL coach who helps in curriculum design and an SEL specialist who works with the staff on SEL integration into the curriculum. Equity is also a focus and using aspects of Teaching Tolerance as well as working with our school equity counsel contribute to PD on this topic.

4. Learning Programs

Expeditionary Learning's (EL) approach to learning and the curriculum connects standards to real-world issues and needs. RWCS adheres to this model and provides academically rigorous, project-based learning, case studies, fieldwork, and service-learning. Students' high-quality work is presented to authentic audiences beyond the classroom. At RWCS, teachers talk less and students talk and think more. Lessons have a clear purpose and are led by learning targets for which students take ownership and responsibility. Strategies and activities maintain high expectations but always differentiate instruction, bringing out the best in all students. Expeditionary Learning espouses ten design principles that RWCS adheres to, which are the foundation for each EL school. They are paraphrased as follows (elschools.org):

1. The Primacy of Self-Discovery helps students face challenges and discover they can do more than they thought they could.
2. The Having of Wonderful Ideas focuses on fostering curiosity about the natural world by creating learning situations that provide something important to think about, experiment with, and thereby make sense of what is observed.
3. The Responsibility for Learning encourages children and adults to become responsible for directing their personal and collective learning.
4. Empathy and Caring exemplifies that learning is promoted in communities where students' and teachers' ideas are respected and there is mutual trust.
5. Success and Failure states that children need both success and failure to build confidence and capacity to take risks.
6. Collaboration and Competition advocates that students are encouraged to compete not against each other, but within their own personal best and with rigorous standards of excellence.
7. Diversity and Inclusion advances the need that both diversity and inclusion increase the richness of ideas, problem-solving ability, and respect for others. Learning groups are heterogeneous.
8. The Natural World helps students learn to become stewards of the earth and of future generations.
9. Solitude and reflection espouses the belief that students and teachers need time alone to explore their thoughts and create their ideas.
10. Service and Compassion focuses on acts of consequential service to others.

5. Parental Involvement

Roots & Wings continues to develop, support, and target areas of concern with active, regular, and consistent communication between teachers, students, and parents through classroom and school-wide newsletters, the RWCS website, RWCS Facebook page, teacher meetings, and outreach, and regular communication from the office and administrator.

Parents are strongly encouraged to participate in all student events (e.g. student-led conferences, potlucks, and orientations, Celebrations of Learning). This, and all participation, is documented and RWCS has a very high participation rate in these events.

Students are regularly monitored through a variety of methods so if there are any concerns or celebrations with academic performance students and their parents will be notified. If it is a concern, this will be followed up with a meeting to devise an improvement plan for the student that is accepted by both the student and parent.

6. School's Equity Plan

The founder and special education teacher of RWCS are leading the Equity Team for the Yazzie Martinez Consolidated Lawsuit. RWCS is partnering with Red River Valley Charter School, another small local charter school, to develop this plan. The school has a solid, diverse equity council and has completed the Readiness Survey. The team completed the CLR framework and visual representation before the deadline.

The goal at RWCS in its 21 years of existence has always been to provide, as stated in the CLR document, “an effective and equitable system of supports for all students focused on root-cause analysis, equity-focused leadership and continuous improvement, and culturally and linguistically responsive pedagogy and instruction.” RWCS has always sought high-quality teachers and focused on rigorous coursework that is designed and written by teachers steeped in the Expeditionary Learning model.

RWCS consistently seeks out needed support services, creates supportive school climates, and “out of the box” thinking to support the diversity of students who choose our model. RWCS seeks always to respect students’ voice and agency and self-reflects as a school and staff to make sure any barriers to equity are removed.

Expeditionary Learning Schools and RWCS feel strongly that quality education is a “powerful engine for disrupting structural racism.” RWCS fosters and promotes EL’s statement on educational equity (eleducation.org):

“Educational equity means that all children experience:

1. Instruction that challenges, engages, and empowers learners
2. Access to standards-based, content-rich, culturally affirming curriculum
3. Explicit anti-racist discussion, practice, and action
4. A school culture that fosters positive identity, belonging, agency and purpose”

7. Social-emotional learning

SEL is an important component to RWCS and EL schools and is promoted throughout the curriculum and school wide culture. Each morning begins with a Crew (much like an advisory) period that emphasizes and teaches through explicit lessons, initiatives, and discussions on the importance of social-emotional wellness. Teachers create and write their own curriculum and SEL is reflected in all of the six “Learning Expeditions” that build our three-year curricular map.

Additionally, we have been fortunate to work with TrueKids1 who provided a year-long SEL curriculum for the students, followed the next year with the non-profit Taos Alive who also provided a strong SEL curriculum for all students. This is a piece that will always be part of the RWCS curriculum. Also, when the COVID crisis hit, the school began working with local SEL providers to provide resources for staff and families. During our staff weeks this year, specific SEL trainings were included and focused on how the school can better support

students and families.

8. Recognitions

We were fortunate to have been chosen as one of 4 small rural charter schools that were studied by Bellwether Education Partners to help understand how rural charter schools can be successful. Bellwether did in-depth school and community visits and hours of interviews with school leaders, teachers, parents, authorizers, school board representatives, district leaders, and community members. They emphasized that RWCS is outperforming state and local averages in reading and math while serving economically diverse student bodies. Bellwether stated that RWCS and other schools studied defy the “common assumption that charter schools don’t have much to offer small, rural communities.” Instead, Bellwether stated that RWCS has found ways to work through challenges such as dwindling state monies, transportation for students, enrollment, and human capital and “persevered despite the unique challenges of their geography.”

This study can be accessed at www.ruralcharterschools.org

9. Spotlight

Roots & Wings was designated as a “New Mexico Spotlight School” this past year in Reading and Science. Spotlight schools are schools that score in the top 25% of all NM schools using standardized testing as one aspect of earning this designation.

10. COVID-19

The state specifically asked how RWCS and other schools were going to address learning loss due to Covid-19. Our school is set up into classroom grade clusters consisting of K-2, 3-5, and 6-8, so teachers know what was covered and what wasn’t for their returning students. The staff has also met to discuss those students that moved into the next grade cluster. The staff has been planning all summer to address what was lost last year and ways to make that up.

Being that RWCS is an Expeditionary Learning inspired school, we are translating as much of that philosophy into our remote learning plan as possible. Being a small school with three teaching staff, a SpEd coordinator and interventionist, and a part-time interventionist, collaboration is at the core of our school.

RWCS is working to provide resources and support to families through ensuring all students have access to appropriate engaging math and reading materials, instruction, and support. We have worked on this in several ways:

- a. We have worked to close the digital divide by supplying all students with a Chromebook in which teachers have preloaded and simplified all the academic programs the students need. All students were instructed on how to access these programs. Parents were offered tutorials whenever they called for help.
- b. RWCS is using Google classroom and Google Meets as our video conferencing tool. The K-2 classroom is using SeeSaw as a supplemental learning platform and 3rd-8th grade teachers are using ClassCraft as a supplement as they used it in their classroom before the COVID pandemic and students were familiar with it. Students and families are being provided with schedules that show the daily times for learning and include embedded links to Google Meets and other necessary documents. Lessons, worksheets, and supporting materials are being loaded into Google Classroom as well as recorded

videos of lessons so if a student misses something or wants to review a lesson they can.

- c. Our local telecom provider is providing reduced Internet hook-up and parents and caregivers have been called and helped individually to access this opportunity. As well, parents have been helped with updated lists to free hotspots available throughout the county.
- d. The school purchased the i-Ready Math and i-Ready Reading curriculum to offer a clear and simplified platform for online learning. Students have all now taken an initial diagnostic which places them in exactly the level they need to be and the program will teach to that level while offering the challenges that are needed as well. Teachers will also use these data and other methods to monitor and diagnose any learning gaps. If gaps are found they will address, and if needed bring in the help of our interventionists. Teachers are then able to offer enrichment to that curriculum through engaging on-line activities.
- e. RWCS will use the testing and data provided by i-Ready to differentiate learning both as the program does automatically and through the daily classes offered by teachers online. Also, our interim assessments will be conducted through i-Ready so we can monitor closely gains and losses and target those areas of needs for students. These data will also guide the curriculum and instruction.
- f. RWCS is supporting families that have chosen to learn in their own pods and we are working to reach those groups when they identify their needs.
- g. RWCS has two part-time reading interventionists doing individual and small group research-based reading instruction.
- h. The school works with an Expeditionary Learning (EL) coach who is working with the teachers and director to help coordinate vertical alignment. Vertical alignment is achieved through individual grade clusters as that teacher plans their lesson for that three grade cohort. Then teachers coordinate between cohorts to prevent any gaps in the curriculum. The EL model lends itself well to vertical collaboration as each semester a school-wide theme is used (for example ours is migration for the 20-21 SY) and then grade-appropriate learning expeditions were developed that focus on this core theme. Alignment to standards is continuing as usual as teachers are taking their lessons and Learning Expeditions and using them online so that they continue to meet required standards. The teachers are providing the director copies of their schedules, links to their Google Meets, and access to their Google Classroom and supporting online platforms to be able to review their curriculum and sit in on online lessons. Additionally, this access allows the director to see student work and the feedback being provided to students. Teachers will continue their grading of students and provide progress reports as usual.

b. Equity and Identity within the Culture of the School including Student Support

This item of the renewal application allows schools the opportunity to include additional information that is not already collected, but that should be considered when making a determination about the renewal of its charter. The school will create a representation that highlights how their school environment is inclusive, reflective of the community, validates students' cultures and identities, and supports all students' sense of belonging.

Note: If your school wishes to display visual art or performance art (such as sculpture, painting, recorded performance or live performance by students), your school will be given no more than 15 minutes at its renewal hearing to present the representation. If a school wishes to submit a narrative, it shall be submitted along with the renewal application.

School response:

RWCS has created a [slideshow/movie](#) to present and also uploaded as an additional document.

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 student performance standards identified in the charter contract.

a. School Support and Accountability

Any school that has not maintained a “C” or better letter grade in SY2017 and SY2018 OR is not identified in the top 75% of all schools in SY2019 and SY2020 on the NM System of School Support and Accountability, must provide a narrative that describes the improvement actions targeted to improve the student outcomes (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 including renewal 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 renewal site visit or during the “desk audit” review of the application. If providing data, please attach in Appendix E and reference the appendix by name in this narrative. (Appendix E – Academic Data)

Schools that have maintained a “C” or better letter grade in SY2017 and SY2018 and were identified in the top 75% of all schools in SY2019 and SY2020 in the NM System of School Support and Accountability AND have not received a “D” or “F” in any indicator of the state report card during SY2017 and SY2018 do NOT complete this Section.

School response:

SCHOOL SUPPORT AND ACCOUNTABILITY

GRADE CARD	<u>2017</u> GRADE A	<u>2018</u> GRADE B	<u>2019</u> 61 points (average is 48) Spotlight School Designation RWCS was in the top 25% of performing schools in the state in reading and science. The average score for Elementary and Middle Schools is 48. The average overall score for Districts is 53. All schools that score within the top 25% across the state will receive a Spotlight Designation. How was this calculated? Schools can earn points by performing well in a variety of areas. Some components reflected in a school's overall performance number include school climate, attendance, and graduation rates, as well as traditional metrics around academic proficiency and growth.
Current Standing	B	D	
School Improvement	A	C	
Improvement of higher-performing students	A	B	

Improvement of lowest-performing students	C	D	
Opportunity to Learn	A	A	
Bonus points	5	N/A	
% Proficient Reading	62%	48%	
% Proficient Math	38%	24%	2019
			64% Reading
			12% Math
Growth Index Reading and points (Positive points indicate the school performed better than was expected)	5.66 and 5 points	.25/3 points	

Growth Index Math and points (Positive points indicate the school performed better than was expected)	2.57 and 4.97 points	.05/2.60 points	
Student growth in Math with higher-performing	1.12 (above zero indicates the group performed <u>higher than expected</u> , close to 0 shows the group performed <u>as expected</u> based on their academic history)	.11	
Student growth in Reading with higher-performing	1.31	.01	
Student growth in Math with lowest-performing	.74	.14	
Student growth in Reading with lowest performing	1.13	.77	

Student satisfaction survey	40.67/50	38.21/50	
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NARRATIVE:

In 2017, we received an A for improvement of higher-performing students and a C for lowest-performing students. Opportunity to learn earned an A which speaks strongly to what we hear from parents and students that they believe RWCS is a great school for their child, and children are excited to attend and participate.

The A grade in 2017 reflected high scores in its current standing, school improvement, improvement of higher-performing students, and the opportunity to learn sections.

In 2017 and 2018, in reading and math growth of both lowest and highest performing students, they rated above zero which indicates the group performed higher than expected. Still, between 17 and 18, math and reading growth in all areas went down overall. It is important to note that the NWEA interim data below reflect better scores and growth in math and reading. Interim assessments do more than just monitor students, they can and do play an active role in helping RWCS improve their teaching and learning. RWCS uses interim assessments to track progress and target needed areas.

RWCS has made clear changes to address these needed weak areas. (See bullets below)

In 2018-19, the A-F letter grading system was removed throughout the state. RWCS was given a numerical score on the new accountability report. RWCS received 61 points. The average overall score in NM for Elementary and Middle Schools was a 48. This overall performance number “includes school climate, attendance and graduation rates, as well as traditional metrics around academic proficiency and growth.” newmexicoschools.com

Areas Required to be Addressed

However, there were two D grades in the 2018 grade card. The first was current standing and the other was with the lowest improving students. RWCS recognizes these need to be brought up and our plan is below. We couldn’t say if our D’s improved as the grading system was replaced but that was our focus. Math continued to be an issue in both 17 and 18 but as noted above, interim assessments show students faring better than the grade cards in math and reading. We fully expected to see growth in our math in the 19-20 testing, although that was canceled because of Covid-19. Our interim assessment data from MAPS showed at mid-year that 80% of the students were meeting projected math growth and 78.3% were meeting projected reading growth.

RWCS has made committed changes to serve struggling students in math and all areas to bring up our scores. They are bulleted out below:

- We have adopted i-Ready as our new math and reading curriculum which is individualized and differentiated by design. We have regular PD for the teachers around i-Ready and will be analyzing data

regularly to target struggling students early. Progress has already been seen in a short time we have used it this fall.

- With i-Ready math and reading, we are instituting data binders for each student with goal setting sheets to help students understand their strengths and deficits and set weekly and monthly goals for themselves. Teachers will also have compilations of student goal sheets. This allows for a personal learning path and an individual learning plan and for deficits to be assessed and the root cause to be determined. This will allow teachers to move in the direction students need.
- With these data, students can be given targeted homework.
- Previously and currently, students are given their work according to their skills assessment, not the grade level where they are. By differentiating instruction, RWCS works to meet each student where they are and develops a learning plan to bring them up to grade level.
- As is already practiced, RWCS will continue to pull struggling students into small groups with targeted instruction. With the data binders, students can help set the agenda for small groups and then record progress as they work through the i-Ready curriculum.
- We are fortunate to have college and graduate-level volunteers who have done one on one math tutoring with several students and these volunteers have chosen to continue.
- RWCS works with the non-profit, TiLT, (Taos Initiative for Life Together) to recruit talented young volunteers who want to volunteer and support the school. Tilt has supplied two consistent, regular volunteers to the school for the last 4 years. These young people have worked one on one and in small groups with all students and have focused on struggling students with teacher direction. This will continue.
- We have been fortunate to receive a yearly grant from TCF (Taos Community Foundation) for \$25,000 to support a full-time aide in the primary cohort. This aide works with the primary teacher in supporting all students but is trained to target issues with younger students and help remedy these before students move onto the intermediate cohort.
- Our K-2 teacher is a dyslexic specialist and has identified many students at young ages who need services. We have instituted early remedial services to these and other low performing students she has identified. She and our reading specialist provide one on one reading, writing, and spelling tutoring with the research-based reading program called Academic Language Therapy. This reading therapy is instituted four days a week for many struggling students.
- RWCS has partnered with Common Ground Counseling to provide weekly counseling services for struggling students. RWCS has several students whose home life has interrupted their ability to learn. The counselor's intervention has made a difference in their capacity to learn and he continues to serve students during this time of COVID.
- RWCS continues to work with EL (Expeditionary Learning) as an EL inspired school. RWCS has budgeted money for an EL school designer who regularly conducts and follows through with PD for the staff to refine the project-based curriculum which is successful in EL schools and has been in ours also.
- Our school designer also works for TrueKids1, and TrueKids1 has partnered with RWCS as well as 100 other classrooms. TrueKids1 is an educational non-profit designed to open the media world for students and to connect the classroom with the community through students studying real-world issues and understanding those through media. The issues could include homelessness, climate change, mental health, or current issues students feel strongly about. Their products could be building a website, building an app or a game, or creating a movie to name a few. All projects involve research, writing, journalism, interviewing and critical thinking which all tie directly to standards.
- Students at RWCS go on regular field trips and overnight wilderness experiences. Academics are incorporated into these trips and allow students a real-life opportunity to apply math and science. Students

bring what they learn into the day to day curriculum and teachers capitalize on these opportunities.

- RWCS has researched and is utilizing assistive technology for struggling students. This includes Snap and Read that reads text out loud and can help students in creating outlines. All special education students have and use Bookshare as needed to be able to participate fully in the regular class in book assignments. Lexia reading has been used for low performing students in reading with success. i-Ready reading will take its place this year and this program also targets areas of weakness and designs needed instruction. This progress is available immediately and teachers can troubleshoot and modify as needed. Newsela is also used in the classroom to bring diverse and accessible content to the classroom.

b. School or Mission Specific Charter Goals

Pursuant to 1978 NMSA, §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 or mission specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal 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 or mission 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 or mission 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 renewal 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 renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix A and reference the appendix by name in the narrative. (Appendix A – Mission Goal Data)

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

School response:

*SHORT CYCLE ASSESSMENT MATH AND READING
DISCOVERY AND MAPS*

*DISCOVERY INTERIM ASSESSMENT
FALL 16-SPRING 17
PERCENTAGE MET GROWTH/PROFICIENCY*

<i>Cohort</i>	<i>MATH</i>	<i>READING</i>	<i>CATEGORY (Based on Discovery short cycle indicators)</i>
<i>K-2</i>	<i>71.6%</i>	<i>91.6%</i>	<i>Meets/Meets</i>
<i>3-5</i>	<i>22%</i>	<i>50%</i>	<i>Does Not Meet/Meets</i>
<i>6-8</i>	<i>61%</i>	<i>52.6%</i>	<i>Meets/Meets</i>
<i>Average</i>	<i>39.5%</i>	<i>64%</i>	<i>Fars fall below/Does not meet</i>

**END OF YEAR NWEA MAP DATA
FALL 17-SPRING 18
PERCENTAGE MET PROJECTED GROWTH/PROFICIENCY WITHIN MARGIN OF ERROR/ABOVE 50%
NWEA NATIONAL NORMS**

<i>Cohort</i>	<i>MATH</i>	<i>READING</i>	<i>CATEGORY (Based on NWEA national norms)</i>
<i>K-2</i>	<i>86%</i>	<i>69%</i>	<i>Meets/Meets</i>
<i>3-5</i>	<i>81%</i>	<i>100%</i>	<i>Meets/Meets</i>
<i>6-8</i>	<i>60%</i>	<i>90%</i>	<i>Meets/Meets</i>
<i>Average</i>	<i>75.6%</i>	<i>86%</i>	<i>Meets/Meets</i>

END OF YEAR NWEA MAP DATA

FALL 18-SPRING 19

**PERCENTAGE MET PROJECTED GROWTH/PROFICIENCY WITHIN MARGIN OF ERROR/ABOVE 50%
NWEA NATIONAL NORMS**

Cohort	MATH	READING	CATEGORY (Based on NWEA national norms)
K-2	92.8%	73.3%	Meets/Meets
3-5	53.3%	75.0%	Meets/Meets
6-8	82.3%	86.6%	Meets/Meets
Average	76.1%	78.3%	Meets/Meets

HALF YEAR (because of COVID) NWEA MAP DATA

FALL 19- BEGINNING WINTER 2020 (Covid-19 hit after this the governor closed schools)

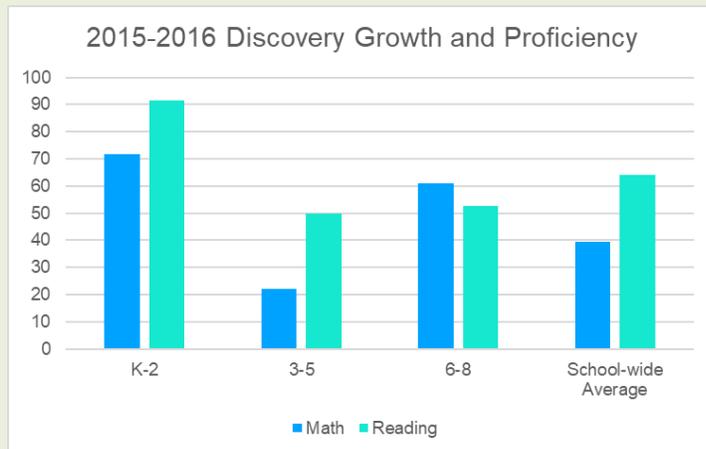
**PERCENTAGE MET PROJECTED GROWTH/PROFICIENCY WITHIN MARGIN OF ERROR/ABOVE 50%
NWEA NATIONAL NORMS**

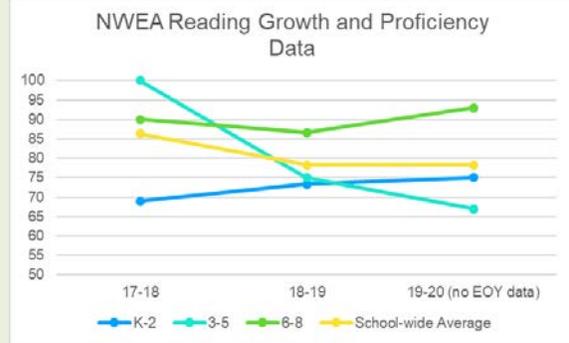
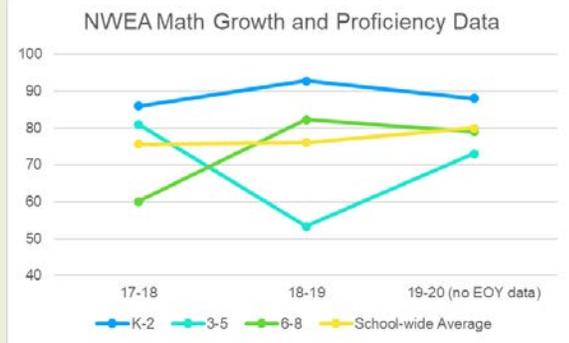
Cohort	MATH	READING	CATEGORY (Based on NWEA national norms)
K-2	88%	75%	Meets/Meets
3-5	73%	67%	Meets/Meets
6-8	79%	93%	Meets/Meets
Average	80%	78.3%	Meets/Meets

These data below are of particular interest because of the shortening of the 2020 year because of Covid-19.

**END OF YEAR NWEA MAP DATA
WINTER 19-WINTER 20
PERCENTAGE MET PROJECTED GROWTH/PROFICIENCY WITHIN MARGIN OF ERROR/ABOVE 50%
NWEA NATIONAL NORMS**

<i>Cohort</i>	<i>MATH</i>	<i>READING</i>	<i>CATEGORY (Based on NWEA national norms)</i>
<i>K-2</i>	<i>87.5%</i>	<i>87.5%</i>	<i>Meets/Meets</i>
<i>3-5</i>	<i>66.6%</i>	<i>60.0%</i>	<i>Meets/Meets</i>
<i>6-8</i>	<i>68.75%</i>	<i>87.5%</i>	<i>Meets/Meets</i>
<i>Average</i>	<i>74.2%</i>	<i>78.3%</i>	<i>Meets/Meets</i>





DISCOVERY AND NWEA NARRATIVE

It is important to clarify that in the state and federal accountability system, the academically-oriented mission-specific indicators are based on “Short Cycle Assessment data (Discovery)” and RWCS used this test only in 16-17. Therefore, the criteria (Meets, Does not Meet, etc.) for meeting the indicators are different than when NWEA was used in the following years.

NWEA data in these tables and graphs are based on NWEA National Norms where the percentage met and proficiency falls within the margin of error above 50%. Therefore, for NWEA testing, above 50% is categorized as “meets.”

Although correlations cannot be made between Discovery and MAPS, it is promising to see the growth from 16-17 where Discovery math was at 39.9 % and Reading at 64%, both not meeting proficiency on the Discovery criteria.

The data shows that RWCS has met a 50% growth rate every year as a school and for classroom sub-categories, except for the 3rd-5th grade room in the 2016-2017 school year in Math based on the Discovery score. The following year students showed significant growth in Math and moved firmly into the Meets category.

NWEA scores that reflect proficiency and projected growth reflect a strong and consistent ELA and math foundation since 17-18 well above the 50% NWEA national norms. Math has grown but is still an area of focus that needs to continue to be strengthened. This is reflected in the grade cards (above) as well as in the newmexicoschools.org data of 2019.

RWCS is committed to improving math scores and to continue to improve growth in ELA with specific methods used listed ABOVE in the grade card narrative. RWCS has purchased the i-Ready math and reading curriculum which was integrated at the start of the 2020-2021 school year. The staff has participated in PD with i-Ready before the school year started and has additional ongoing PD scheduled throughout the year. The i-Ready program includes interim assessments that will be used and are correlated to state standards. As part of the ongoing i-Ready PD program, the teachers and administrator are being trained in how to use the assessment to guide instruction and develop needed interventions for students.

Specific Charter Goals and Narrative below

GOAL	MET/DIDN'T MEET	NARRATIVE
<p>During daily walkthroughs, 85% of students are on task and engaged in the learning experience. 85% of students can explain the learning experience at the time. 85% can reflect on their level of proficiency in a specific learning target from the lesson.</p>	<p>Met (All Years) (Through NM Teach)</p>	<p>To determine that Roots & Wings met the above goal, staff analyzed Frontline data regarding teachers' NM Teach Observations over the course of staff tenure at RWCS. Teachers began by gathering information from previous classroom walk-through observations in Domain 3c, "Engaging Students in Learning," which addresses the following relevant points: "To what level are all students engaging in the lesson's activities?" and "To what level are all students required to be intellectually engaged with the course content?" While the finer points of NM Teach data collection and representation change somewhat over the years, a teacher's score of 3 in Domain 3c has consistently equated to "good student engagement" (with scores of 4 or 5, depending on NM Teach criteria for a given year, evidence of "high intellectual student engagement"). Determining "good engagement" to be the equivalent of "at least 85% of students," RWCS teachers collected data consisting of their number of "3 or above" scores in Domain 3c throughout their teaching career at RWCS; and then divided that number by their total number of observations. Teacher data was then compiled into one cohesive score - the collective number of "3 or above" scores for all teachers, divided by the total number of all teachers' observations. After analyzing the data, it was determined that teachers at RWCS have had 16 collective observations; and on 15 of those walk-throughs, teachers collectively scored a 3 or above (evidence of "good student engagement," which again we interpret as "at least 85% of students"). According to our calculations, these scores represent that 15/16, or approximately 94%, of students, are typically on-task, engaged, and able to reflect upon their learning experiences at RWCS. As such,</p>

		<p>we can confidently conclude that Roots & Wings has met and exceeded our goal.</p>
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<p>RWCS will cultivate a deep and rigorous writing culture that culminates in excellent final products. 95% of students will participate in documenting and reflecting on the metacognition of the writing process through their student-led conferences (SLC's) and portfolio presentations.</p>	<p>Met (All Years)</p> <p>Parent sign-in sheets required for SLC's</p>	<p>At RWCS, we practice a parent-teacher conference model that is student-led, student-centered, and holistically-crafted to highlight student progress, both academically and emotionally. Student-Led Conference SLC's are mandatory and if students miss these, they make them up with their parents as soon as possible.</p> <p>A student-created and -maintained portfolio is the centerpiece of the Student-Led Conference (SLC). This portfolio is a living artifact of student work that is assembled by each student to highlight pieces of which they are most proud and/or that are meaningful to them, personally. These pieces of work might include projects, writings, assessments, camping trip reflections, or personal pieces that mean something to the student. A portfolio is compiled and maintained by a student throughout their time in each cohort (K-2, 3-5, and 6-8). Each student adds to their portfolio as they progress through grade levels, so they can see firsthand how they have grown over time.</p> <p>In preparing for an SLC, each student is expected to organize work in their portfolio and gather evidence from their classwork demonstrating strengths and areas of improvement. At RWCS, students are taught not only the importance of acknowledging successes, but also the value in identifying examples of productive failure - times when they learned from their mistakes, thereby empowering themselves for the future.</p>
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<p>95% of students will participate in sharing their writing to an authentic audience during the Celebrations of Learning. 95% of students will publish or disseminate their writing to an authentic audience once a year.</p>	<p>Met (All Years)</p> <p>Parents sign-in sheets collected for Celebrations of Learning</p>	<p>Every semester culminates in a Celebration of Learning (COL) which is a <u>mandatory</u> presentation of writing and other work to an authentic audience. Past COL's have included putting Kit Carson on trial in the local courthouse, celebrating the student's research and work in putting solar panels on the school's roof, cookbook writing, and publishing, just to name a few.</p> <p>Just in the past year, each student wrote a historical fiction novel based in the Medieval Period and had a book reading (the book signing was canceled because of COVID) to their parents and others in an authentic audience. Students planned to distribute their novels to the local middle school but COVID made that not possible.</p> <p>In conjunction with the SLC, throughout the semester, students work towards completing the year's product. A product is the big, overarching research-based project that usually has a writing component, which is the main focus of the semester's expedition. It drives the content and is rooted in ELA and writing standards. For example, last semester the focus of the expedition was ancient cultures. After the content was taught, students in middle school created a "choose your own adventure" novel writing in the second person of what it would be like to live in medieval times. These novels went through several revisions and were ultimately published by blurb.com and students were able to take a hard copy home. The plan was to distribute copies of the novels to the local middle school and do a reading there with students, but COVID canceled these plans.</p> <p>Likewise, two years ago the semester's focus was on farming and sustainability and the students in the elementary cohort created a cookbook of family favorite recipes. Students studied the elements of how to write a procedural text, and then applied to a real-world application, a cookbook. The cookbook was hand published and</p>
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		<p>this product was shared by students with their families at the Celebration of Learning (COL). All final products are shared at Celebrations of Learning.</p> <p>Students also have participated in on-site farming and donation of food, as well as making and selling plantable seed paper and locally- and sustainably-harvested plant hydrosols at the Taos Winter Market. As part of the latter two projects (the most recent Celebrations of Learning before the Covid-19 shutdown), students researched local non-profit organizations with the intent of donating the proceeds of their Winter Market earnings. After deliberation, students chose to donate the proceeds to a local transition youth shelter called the DreamTree Project. They were particularly interested in donating to DreamTree because one of their classmates had previously spent time at the shelter; and students were thrilled to be able to donate \$486 to the organization following their sales at the Winter Market.</p>
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<p>95% of students attend school each day</p>	<p>2017 Met 2018 Met 2019 Did not meet 2020 Met 40th day only</p>	<p>After meeting the goal for previous years' in 2019 RWCS dropped slightly to 93% for the attendance. With only 50 students, it only took a few students who were chronically absent to bring that percentage down. Those students were called daily, met with, conferenced with, and required letters were sent per PED requirements. Teachers took (and continue to take) the time to meet one on one with students and parents to help determine root causes of absenteeism and develop interventions for these students and families.</p> <p>For 2020, the 80th day was between 90-95%. Many of the same chronically absent students were struggling with attendance and the same procedures were used as above. By the 120th day, the school was closed down because of COVID so a final average couldn't be determined.</p>
<p>95% of students participate in service-learning opportunities (mentorship, expedition service work (i.e. cleaning acequias, raising money for Heifer International, collecting food donations...) each year</p>	<p>Met (All Years)</p> <p>Service-learning is mandatory and happens during school hours. Attendance records bear this out.</p>	<p>In addition to the COL projects mentioned above (which overlap with service), RWCS has a regular, in-school mentoring program. Once a week, middle school students team up with primary students to deliver one-on-one reading and math support. This helps foster strong bonds between students, regardless of age or ability. Additionally, outside of school, students have been involved in a regular radio show with a local radio station, KTAO. Through our partnership with True Kids 1 Media, students have had the opportunity to speak live, on-air, about events and issues within our community, current events of student interest, and community-based goings-on at RWCS.</p>

<p>95% of students participate in school fundraising activities</p>	<p>Met (All Years) (Sign-in sheets used at events)</p>	<p>During a typical school year, students take a front seat in planning our two major fundraisers, which are held every fall and spring. Students are required to participate either before, or during the event. The first is Harvest Fest, in which students work together to build and create most of the “stations” that make up this community-centered celebration. The events include carnival games, a “goat vs. kid” apple-eating contest, hand-made donuts and onion rings, horse rides, a prize raffle, a haunted bus, and hand-made pizza cooked in an on-site horno oven. In the spring, our second fundraiser is held at a large, local, music and food venue, where again, students run the show. Among other responsibilities, students are in charge of selling raffle tickets, working the food and craft tables, offering stage performances, operating a photo booth, and pulling together items for a silent auction. Money from these two major fundraisers goes to support RWCS’ wilderness adventure trips and experiential learning projects in the classroom. Since these two events are created with the direct input of the student body, this is yet another way students can gain real-world experience at an early age.</p>
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<p>95% reflect on the Habits of Work and Learning (HOWL's) at the student-led conferences and portfolio presentations</p> <p>85% of students can reflect on the HOWL's and the task at hand during an observational walkthrough (i.e. I am taking responsibility for my learning by proof-checking the spelling on this word).</p>	<p>Met (All Years)</p> <p>Portfolios are available for perusal as are student-led conference reflection sheets on HOWLS.</p>	<p>HOWLS are a part of every student-led conference, portfolios, and grade cards (called narrative assessments at RWCS). Utilizing the reflective writing skills they are taught throughout the year, students evaluate their own work selections, thoroughly examining not only their performance but also the Habits of Work and Learning (HOWLS) which help them to achieve success - and which HOWLS will help them to accomplish specific goals, moving forward. Just as they would be expected to do for academic writing, students write multiple drafts of their work reflections, receiving feedback from peers and teachers, and revising their writing to ultimately produce their own best work. Again, as would occur in academic writing, students save all previous drafts leading up to their final piece; at RWCS, the process shares equal importance with the product, and students are encouraged to examine the path they chose, not just the destination they reached.</p>
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<p>95% attend wilderness education experiences 95% of students participate in fieldwork</p>	<p>Met (All Years)</p> <p>Students only ever miss fieldwork and wilderness experiences for illness or family emergency. Attendance records bear this out.</p>	<p>Fieldwork and wilderness experiences are a required component of the RWCS mission and curriculum.</p> <p>Fieldwork is integral to the project-based learning employed at RWCS, as these real-world experiences drive the academic content the students are learning about in any given semester. By using a hands-on approach, students can take their schooling outside of the classroom and apply their learning to the broader world. A few examples of fieldwork from the last few years include: growing and managing a local garden and greenhouse; farm work and lectures at Red Willow Farm at Taos Pueblo; water testing at local waterways and rivers; and data collection from our wilderness backpacking experiences. Additionally, overnight wilderness experiences are embedded in the school mission and culture and have taken students on a variety of exciting adventures over the 21 years of the school's existence. Through wilderness trips, students have been able to experience rafting down the San Juan River; snowshoeing to a mountain yurt; backpacking to many locations in the Sangre de Cristo Mountains (a local mountain range); hiking through the Great Sand Dunes of Colorado; and sketching petroglyphs found in the Rio Grande Gorge, just to name a few. Through these experiences, students learn they are capable of doing more than they ever imagined, and the team- and confidence-building that occurs on these trips has been found to be unparalleled.</p>

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. (1978 NMSA §22-8B-4; 1978 NMSA 22-8-1 *et. seq.*) 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.

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
2016-17	6	<p>2014-001 – Timely Deposits – Compliance - Repeated and Modified <i>Condition:</i> During our testwork over seventeen cash receipts we noted the following:</p> <ul style="list-style-type: none"> • One instance where a deposit in the amount of \$497 was not deposited in twenty-four (24) hours. • One instance where a deposit in the amount of \$5,000 was not properly documented and we were unable to determine how much time elapsed between the funds being received and being deposited at the bank. <p>This finding was reported in 2015, 2015, and 2016, but the school did not make adequate progress in ensuring cash receipts are deposited timely and are adequately documented with such documentation is properly maintained.</p> <p>2015-003 – Internal Control Structure Over Cash Disbursements - Significant Deficiency – Repeated and Modified <i>Condition:</i> During our testwork of twenty-eight disbursements, we noted the following:</p> <ul style="list-style-type: none"> • Two instances where the School procured goods or services prior to obtaining an approved Purchase Order. • One instance where an invoice or other adequate support 	<p>The school trained alternate employees to document cash receipts and prepare deposits. Deposits will be taken to the bank within twenty-four hours of receipt as required by NMAC 6.20.2.14.C and the Principal will enforce the process at the school level. The Business Manager and Finance Committee will review cash receipts monthly to ensure compliance.</p> <p>The Business Manager will seek support from the Principal and Finance Committee to ensure that all purchases are approved in accordance with the school's policies and procedures and that adequate supporting documentation is received and maintained. All staff will be required to sign a document acknowledging that the school will not reimburse purchases without required paperwork and authorization.</p>

		<p>could not be provided for our review.</p> <p>The finding was reported in 2015 and 2016 but the School did not fully implement corrective action in 2017.</p> <p>2017-001 – Budgetary Conditions – Other Non-Compliance <i>Condition:</i> During our review of the School’s budgetary comparison schedules we noted the following:</p> <ul style="list-style-type: none"> • Fund 14000 (Instructional Materials) did not balance its budget for fiscal year 2017. Budgeted expenditures exceeded budgeted revenues and the previous year’s cash carry-over balance by \$1,804. • Fund 31100 (Bond Building) did not balance its budget in fiscal year 2017. Budgeted expenditures exceeded budgeted revenues and the previous year’s cash carry-over balance by \$318. <p>2017-002 – Account Reconciliations – Material Weakness <i>Condition:</i> We identified the following errors in the school’s financial statements:</p> <ul style="list-style-type: none"> • Several year-end accrual adjustments were not recorded for the year-end June 30, 2016. The fiscal year 2017 revenues and expenditures were therefore misstated, resulting in audit adjustments to correct these balances in certain funds. The audit adjustments made to previously reported fund balances amounted to \$95,640. • Fund 23000 was previously reported as a special revenue fund of the School but should have been reported as an agency fund. <p>2017-003 – Internal Control Structure over Payroll – Significant Deficiency and Non-Compliance <i>Condition:</i> During internal control test-work over a sample of 28 payroll transactions, we noted the following:</p> <ul style="list-style-type: none"> • One instance of an incomplete 	<p>The Business Manager will work with the Finance Committee monthly to ensure that the budget does not have any deficits and ensure that designated cash is available to cover such deficits. Governing Council will approve a policy in April 2018 to review the budget at the end of each quarter with consideration to deficits.</p> <p>The Business Manager will review the financial statements/funds and ensure that year-end accrual adjustments are posted correctly before the fiscal year-end is closed in the financial system and to ensure no material adjustments have to be made by the auditors. The Business Manager will ensure that payroll is properly accrued for at year-end and that funds are properly reported by fund type. The Business Manager will record the audit adjustments and ensure the School’s records reconcile to the audit by November 30, 2017. Training will be provided to the Finance Committee and Governing Council to understand the presented financial reports.</p> <p>The Business Manager will work with the school’s Office Manager to ensure that all personnel file documents have been obtained, are complete and accurate at the time of hire. A checklist will be included in the personnel file and the Business Manager will review all files for</p>
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		<p>Federal Form I-9</p> <ul style="list-style-type: none"> • One instance of an incomplete W-4 and another instance of a missing W-4 • Four instances where a Personnel Action Form (PAF) was not available for our review • One instance where the amount of health insurance withheld from the employee was incorrect as the amount was not updated for the premium rates. <p>2017-004 – Staff Qualifications – Non-Compliance <i>Condition:</i> During Internal Control Testwork over a sample of 28 payroll transactions, we noted the following:</p> <ul style="list-style-type: none"> • One substitute that did not have a license from the Public Education Department • Two substitute teachers that did not have a background check in the file 	<p>completeness by December 31, 2017. School Business Manager will receive training regarding the proper maintenance of personnel files.</p> <p>The Business Manager will work with the Principal to develop internal control procedures to ensure all documentation is being obtained prior to an employee starting employment with the school. The procedure should include a process where a substitute’s credentials should be verified ahead of time and substitutes should not be allowed to work if credentials are not verifiable. Implementation will occur by March 30, 2018.</p>
2017-18	6	<p>2018-001 – Internal Control over Capital Assets - Significant Deficiency <i>Condition:</i> During our review of capital assets, it was identified that the School does not have a current asset listing nor could identify the physical assets that made up the 2017 fiscal year-end balance of approximately \$193,700 in capital assets with a net book value of approximately \$107,600. Without an asset listing, the school was unable to determine if the assets are still owned by the school or if they have been disposed of. Without the proper identification of assets, the School is failed to perform an annual physical inventory over all its assets.</p> <p>2018-002 - Internal Controls over Cash Disbursements - Significant Deficiency <i>Condition:</i> During our audit, we identified the following issues related to purchasing:</p> <ul style="list-style-type: none"> • 10 out of 21 disbursements totaling \$16,211, lacked a purchase order, or lacked an approval signature on the purchase order provided. • 4 out of 21 disbursements totaling \$5,431 lacked 	<p>The school obtained the fixed asset listing from the former auditor and has reviewed it to ensure that the listing is accurate as of November 2018. The fixed asset listing will be maintained by the school’s new Business Manager going forward to ensure that all assets are accurately tracked and verified at year-end by conducting an annual inventory.</p> <p>The school hired a new Business Manager and procedures have been established that include appropriate retention of all documentation related to purchasing, including compiling the check stub, signed invoice, and signed Purchase Order for all accounts payable transactions. Files will be maintained at the school site to ensure compliance with purchasing requirements and will be available for future review by external auditors and other agencies as required. The school will also utilize change orders to address changes to the original</p>

		<p>supporting documentation to include a purchase order, invoice, and check stub.</p> <ul style="list-style-type: none"> • 1 out of 21 disbursements where the School failed to make timely payments of invoices resulting in a total of \$36.00 of incurred late fees. • 1 out of 21 disbursements where the PO amount was exceeded by \$1,521 <p>2018-003 – Internal Controls Over Cash Receipts - Compliance and Other Matters (Original Finding 2014-001) <i>Condition:</i> During our review of cash receipts, we noted the following issues:</p> <ul style="list-style-type: none"> • 1 out of 20 deposits totaling \$150 was not deposited within 24 hours of receipt. • 1 out of 20 deposits, which included one receipt slip made up of different check and cash transactions. • During our review of 20 deposits, we noted 19 deposits totaling \$41,151, which lacked a returned deposit slip from the bank. Receipts need to be traced to the bank statement to ensure were properly deposited to the School bank account. <p>2018-004 - Internal Controls over Payroll - Compliance and Other Matters (Original Finding 2017-003) <i>Condition:</i> During testing of 5 employee payroll files, we noted the following issues:</p> <ul style="list-style-type: none"> • 2 out of 6 payroll samples included additional compensation for extra work, camping/outdoor trip hours which did not include an agreement of the hourly rate to be paid. Further review of the school employee handbook and written policies did not indicate a specified agreed wage rate but was explained to be a verbal agreement. • 1 of 6 payroll samples tested identified a negative variance of \$2,093 against the employee’s salary contract 	<p>Purchase Order and will retain approved change orders in the procurement files. The school will pay invoices as they are received and prior to the due date to avoid paying late fees. Corrective action to be implemented by December 31, 2018.</p> <p>The school hired a new Business Manager and procedures have been established that include appropriate retention of all documentation related to cash receipts. Cash receipts will be deposited within 24 hours of receiving funds as required by NMAC 6.20.2.14. Appropriate personnel will be trained on documentation of funds received using pre-numbered receipts and support will be maintained with each deposit, including copies of receipts, deposit slips, and the cash receipt transaction report from the accounting system.</p> <p>The school hired a new Business Manager and procedures have been established to ensure required documentation is maintained within employee personnel files. Annual contracts for all salary and additional compensation received will be maintained within the personnel files to ensure appropriate payment to school personnel. Employee checklists of required documents will be maintained for each personnel file and reviewed annually to ensure compliance. The school’s Director will provide appropriate documentation related to all salaries and additional compensation to the Business Manager prior to wages being paid to employees.</p>
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		<p>within their file. Discussion with current management noted the employee had a mid-year salary change, which was not documented with the employee file nor included a signed wage rate change by the employee.</p> <p>2018-005 - Budgetary Conditions - Compliance and Other Matters (Original Finding 2017-001)</p> <p><i>Condition:</i> During our audit, we noted the school had an expenditure function where actual expenditures exceeded budgetary authority:</p> <ul style="list-style-type: none"> • Operational Fund (11000) - Operation of Non-instructional Services - \$116 • Title XIX MEDICAID 3/21 Years (25153) – Direct Instruction - \$436 <p>2018-006 - Internal Control Environment (Material Weakness) <i>Condition:</i> Management was unable to locate the original bank reconciliations and manual journal entries completed during the fiscal year to determine if a formal review and approval process was completed.</p>	<p>Budget adjustments will be submitted to the Governing Council to ensure budgetary control at the function level. End of year processes will be implemented to ensure that the school's budget at each function meets statutory requirements on June 30th of each fiscal year.</p> <p>Monthly bank reconciliations with the corresponding bank statements will be provided to the Director and Governing Council President for review and signature. All bank reconciliations and statements will be filed at the school after the appropriate approvals have been obtained.</p>
2018-19	5	<p>2019-001 - Bank Reconciliation - Other Non-Compliance <i>Condition:</i> During our review of the June 2019 bank reconciliation, we noticed 2 outstanding checks totaling \$442, that should have been canceled.</p> <p>2019-002 - Compliance over Open Meeting Act - Other Non-Compliance <i>Condition:</i> During the review of the schools meeting minutes we identified the following:</p> <ul style="list-style-type: none"> • A set of minutes did not include how each member voted, which include two members abstaining their vote. • Neither the minutes nor the agenda provided detailed information regarding BAR 	<p>The Business Manager will review the outstanding check listing on the monthly bank reconciliation report and will cancel checks that are outstanding after one year from issuance. Vendors will be contacted to determine if a reissue is required. Finance Committee will review the list of outstanding checks each month to ensure that the Business Manager is following the established procedure.</p> <p>The Governing Council minutes will reflect individual votes on all motions that are not voted on unanimously, including any abstaining votes. Budget Adjustment Request (BAR) numbers will be documented in the Governing Council minutes. Prior to approving the GC minutes, members will review the minutes and identify and correct any discrepancies in the minutes.</p>

		<p>subject to a vote. Detail to include fund number, increase or decrease for that budget are not maintained within the minutes.</p> <p>2019-003 - Internal Controls over Cash Disbursements – Other Non-Compliance (Previously #2015-003) <i>Condition:</i> During our testing over 20 disbursements, we identified two disbursements whose purchase order was issued subsequent to the services provided.</p> <p>2019-004 - Internal Controls over Payroll - Other Non-Compliance <i>Condition:</i> During our testing over 4 employee payroll files we identified the following:</p> <ul style="list-style-type: none"> • 1 out of 4 employee files, which did not include the ERB enrollment form included in the employee file. However, withholdings for ERB were present on the employee's paycheck. <p>2019-005 - Internal Controls over Capital Asset Disposal – Other Matters (Previously #2018-001) <i>Condition:</i> As noted during the FY18 audit, the School held fixed assets on the listing, which the new management was unaware if the assets were still physically held on school property. During the School's current year inventory observation, it was confirmed that \$62,488 in assets were unable to be located and thus were recorded as current year disposal as no historical record of the disposal was available. The assets on June 30, 2019, had a net book value of \$1,959.</p>	<p>The school will ensure all documentation required by the Business Manager to issue a PO is provided timely. The Business Manager will provide a copy of the PO to the school's Director for final review and signature prior to any goods or services being procured by the school. All school staff was trained on the procurement process and provided with written documentation detailing the steps required to make a school purchase.</p> <p>A checklist system has been implemented and HR files will be reviewed against the checklist to ensure they contain the required documents. The ERB form in question was related to an employee hired in 2015, so the school contacted ERB to request a copy of the missing ERB data form and filed it in the HR file.</p> <p>Prior Year disposals/inventory lists were not made available to management on July 1, 2018, when the Director and Business Manager started. The Director and Business Manager did conduct an inventory as required prior to 06/30/2019 and discovered that items on the fixed asset listing were not in the school's possession. Several of the assets had been fully depreciated and/or did not have a disposal date recorded on the fixed asset listing. The Business Manager updated the list as of 06/30/2019 and identified all assets that had previously been disposed of or could not be accounted for. As of 06/30/2019, the school can confirm that all fixed assets have been accounted for or deleted from the listing.</p>
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b. Board of Finance

Pursuant to 1978 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 1978 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 (Appendix B – Board of Finance) and verifiable through evidence at the renewal 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:

N/A - The school has maintained all Board of Finance authority during the entire term of the contract.

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... or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms of Comprehensive Educational Program

Pursuant to 1978 NMSA §22-8B-9, each charter contract must contain material terms of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms, or in some contract versions, the components of the comprehensive educational program.

If a school received a rating of “working to meet standard” or “falls far below standard” for Indicator 1.a in its Web-EPSS annual report for any year within the contract term, the school must describe the improvement actions the school made to address the deficiencies.

School response:

Roots & Wings Community School received:

1. A Pending Rating in 2019-2020 for I-A.00 NM A-F School Grading System
2. A Falls Far Below Rating in 2016-2017 for I-A.01 Required Academic Performance Indicators

The school received only Meets (or Exceeds) for all other reportable years.

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions				
I-A.00 NM A-F School Grading System 2019-2020 PENDING	Due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from state assessments	Due to the COVID -19 Pandemic, all state assessments were waived for SY 2020. As can be seen for our 19-20 NWEA MAPs scores from BOY to MOY our students: <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">ELA</td> <td style="padding: 2px 10px; text-align: center;">75%</td> </tr> <tr> <td style="padding: 2px 10px;">Math</td> <td style="padding: 2px 10px; text-align: center;">88%</td> </tr> </table> (Percentage of students who met projected growth OR met the 50 th percentile or higher) We believe we were on target to again be rated as Meets.	ELA	75%	Math	88%
ELA	75%					
Math	88%					
I-A.01 Required Academic Performance Indicators 2016-2017 FALLS FAR BELOW STANDARD	The school did not submit mid-year data to support the school’s mission specific goals	The school failed to submit MOY assessment data to PED as required. The school made internal changes to make sure interim assessments were being completed and uploaded as required. The school also submitted EOY data as required for Mission Specific Indicators. As can be seen from the continued Meets (or Exceeds) Standard ratings, this issue was addressed and corrected.				

b. Organizational Performance Framework

Pursuant to NMSA §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 standard” rating or any “falls far below standard” 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 Office of Civil Rights complaints, formal special education complaints or NM Attorney General complaints or enforcement action, or, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix (Appendix C – Complaint Communications), 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 renewal site visit.

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

School response:

The school did NOT receive any OCR or other complaints.

Roots & Wings Community School received the following ratings addressed below:

1. II-A.00.06 Operating budget/audits/etc.: 2016-2017 - Falls Far Below or Does Not Meet
2. IV-A.00 Business Management and Oversight: 2017-2018 - Falls Far Below or Does Not Meet Standard, 2018-2019 - Falls Far Below or Does Not Meet Standard, 2019-2020 - Pending
3. V-A.00 Governance and Reporting: 2019-2020 – Pending
4. V-A.01 Governance and Reporting: 2019-2020 – Pending
5. VI-A.03 4d. General info: Staff Turnover, if applicable: 2019-2020 – Working to Meet Standard

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
II-A.00.06 Operating budget/audits/etc. 2016-2017 Falls Far Below or Does Not Meet	Missing signed Financial Questionnaire	(16-17) The signed financial questionnaire was not submitted in August 2017 as required. The school has complied with this requirement each of the following years. The questionnaire for 2019-20 will be submitted by 10/31/2020 as requested by CSD.
IV-A.00 Business Management and Oversight: 2017-2018 Falls Far Below or Does Not Meet Standard	- Repeat findings - Weakness in procedures and internal controls -Corrective action plan required	2017-2018 –The school had three repeat findings in FY2018, but has provided evidence in its Corrective Action Plan that it continues to monitor and improve areas of weakness in its procedures and internal controls. A detailed corrective action plan was drafted in coordination with the Charter School Division to require the school and its Business Manager

<p>2018-2019 Falls Far Below or Does Not Meet Standard</p> <p>2019-2020 PENDING</p>		<p>to address areas of concern with deadlines to implement new procedures and train staff.</p> <p>2018-2019 - The school hired a new Level 2 Business Manager as of July 1, 2018. The new Business Manager worked to establish internal control procedures and to train staff on procurement and deposits. Also, the prior year audit findings were reviewed, and a Corrective Action Plan was established and submitted to PED for review. A filing system for all on-site documents was established to support the school in its ability to retain and provide documentation to the auditors and to address deficiencies identified in the FY2018 audit. Also, the school was on monthly reporting as of July 1, 2018, and within the first quarter was able to meet all PED requirements to return to quarterly cash reporting as of the second quarter. The school also made improvements in its annual audit by eliminating all Significant Deficiency & Material Weakness audit findings in the FY19 audit.</p>	
<p>V-A.00 Governance and Reporting:</p> <p>2019-2020 PENDING</p>	<p>Governing Council Bylaws were not posted on the school website.</p> <p>Meeting Minutes were not current on the website.</p>	<p>The Governing Council Bylaws have been posted on the website and correctly identified.</p> <p>The school has improved the organization of its website. Previously, there were three different pages where one could find policies, GC meeting agendas, and GC meeting minutes. There is now one page for all of these, with the most recent Governing Council agendas/minutes at the top of the list.</p>	
<p>V-A.01 Governance and Reporting:</p> <p>2019-2020 PENDING</p>	<p>At the time of the site visit, the PED team did not observe evidence of a formal written head administrator evaluation for the prior academic year (18-19)</p>	<p>The Governing Council performed a formal written head administrator evaluation for the school year 2018-2019, a copy of which has been provided to PED.</p>	
<p>VI-A.03 4d. General info: Staff Turnover, if applicable</p> <p>2019-2020 WORKING TO MEET STANDARD</p>	<p>The school had a staff turnover of above 20% for school year 18/19, two years ago.</p>	<p>The school's turnover rate for teachers was 0% in 2019-2020 and 0% in 2020-2021. The school has met the 80% staff retention goal for all years since this concern was identified.</p> <p>Please consider that in such a small school (5 FTE's) losing just one teacher puts us at the threshold of the PEC's staff retention goal.</p>	

c. Governance Responsibilities*

Pursuant to 1978 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 requirements.

Further, pursuant to NMAC 6.80.5.8, and 6.80.5.9, each charter school governing body member must annually complete certain 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 renewal site visit.

School response:

The following table identifies RWCS Governing Council membership in all years of the contract term:

School Year	Members - Designation	Committee membership	Training completed
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2016-2017	Michael Rael – President Stephen Abt - Member Jules Epstein - VP Stephanie Owens - Secretary Heidi Martinez - Member	Finance/Audit Finance/Audit	Yes Yes Yes Yes Yes
2017-2018	Michael Rael – President Stephen Abt - VP Stephanie Owens - Secretary Erica Lannon - Member Robin Mayo - Member	Finance/Audit Finance/Audit	Yes Yes Yes Yes Yes
2018-2019	Michael Rael – President Stephanie Owens - Secretary Erica Lannon – VP Robin Mayo - Member Jenny Lewis - Member	Finance/Audit Finance/Audit	No No Yes Yes Yes
2019-2020	Erica Lannon – President Robin Mayo – Member Jenny Lewis - Secretary Aline Robertson – VP Amelia Eshleman - Member	Finance/Audit Finance/Audit	Yes Yes Yes Yes Yes

2020-2021	Erica Lannon – President Robin Mayo – Secretary Jenny Lewis – Member Aline Robertson – Member Amelia Eshleman – VP Jerrod Rowlison-Elliot - Member	Finance/Audit Finance/Audit	6 of 8 hours complete 5 of 8 hours complete In process In process 6 of 8 hours complete Yes
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- At no time during the contract term did the membership on the RWCS Governing Council fall below the requirements of its by-laws or the state statutory minimum of 5 members
- The RWCS Governing Council maintained the required committee membership at all times during the contract term.
- There were no vacancies on the RWCS Governing Council during the contract term.
- **Board members that did not complete required training in School Year 2018-2019:**

Two board members did not complete the required training in SY 2018/19. These members did attend the Spring Budget Workshop that year and were mistakenly under the impression that these hours counted towards GC training requirements. Due to one member's health problems, he was unable to schedule more training around his frequent travel for medical appointments and spinal surgery. The second member had no excuse as to why she did not complete her training, but since the board president was the one having all the health problems he was unable to hold her accountable. These issues prompted the board to designate a new president and compose a remediation and compliance plan to ensure all members complete the required training. This plan has been adhered to and in all subsequent years, all board members have met their training requirements.

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



School Name: Roots & Wings Community School

Part C—Financial Statement*

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is 1) understandable to the general public; 2) that allows comparison of costs to other schools or comparable organizations; and 3) that is in a format required by the department

Instructions:

- a. Complete the table specific to your operational budget for each fiscal year within the school's current charter contract (Year 1 through 4). **Please edit the actual year you are referring to in each table (such as FY16 and so forth).*
- b. Input totals for functions 1100 and 2300/2400/2500 (combined) for each year into chart at the end of this section.

2016-17

Function	Function Name	Example of Expenditures by Function	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	48%	\$223,804
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	1.8%	\$8,584
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	0.2%	\$716
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	2%	\$8,492
2400	School Administration	School Administrator, etc.	25%	\$119,784
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	12%	\$55,481
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	11%	\$51,161
	All Other Function Codes		0%	\$0
Grand Total			100%	\$468,022
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			75%	\$352,888

2017-18

Function	Function Name	Example of Expenditures by Function	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	51%	\$261,606
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	1%	\$4,894
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	1%	\$2,644
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	19%	\$98,313
2400	School Administration	School Administrator, etc.	5%	\$26,281
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	12%	\$62,703
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	10%	\$51,180
	All Other Function Codes		1%	\$4,680
Grand Total			100%	\$512,301
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			58%	\$295,425

2018-19

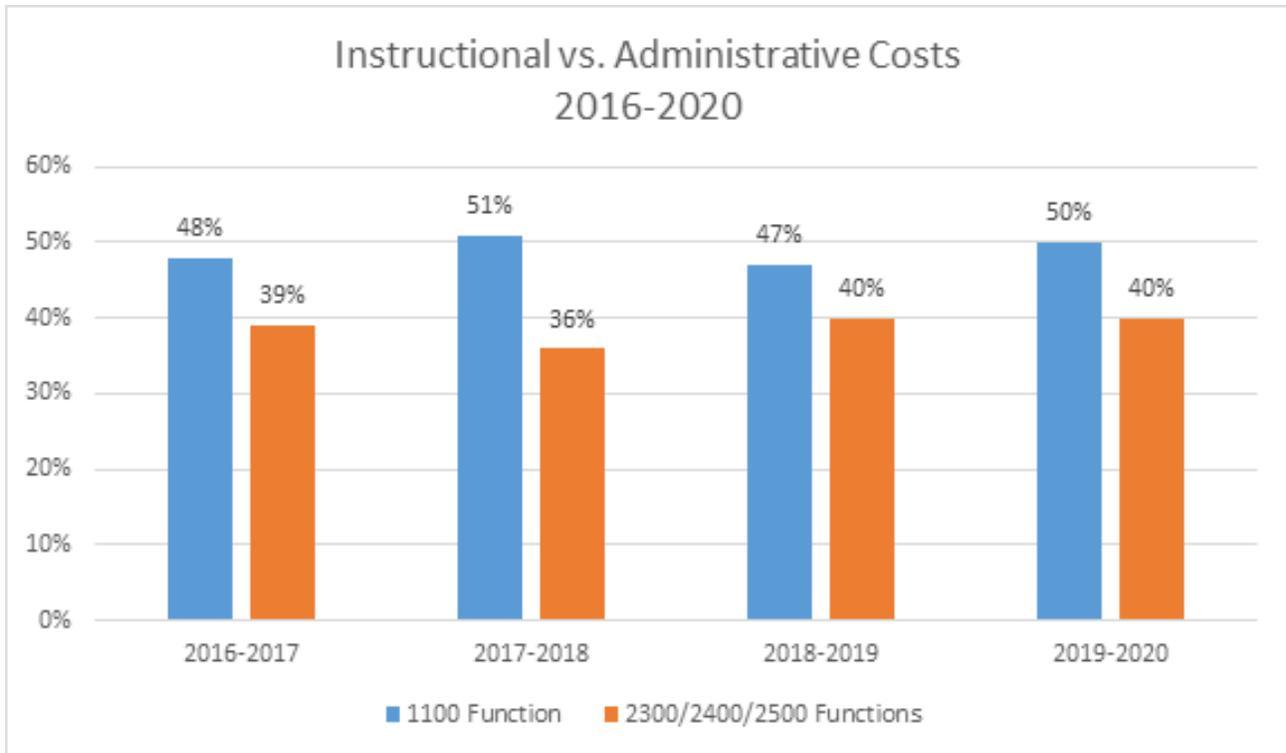
Function	Function Name	Example of Expenditures by Function	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	47%	\$244,970
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	3%	\$13,098
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	< 1%	\$1,940
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	23%	\$117,602
2400	School Administration	School Administrator, etc.	6%	\$29,228
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	11%	\$58,723
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	10%	\$54,062
	All Other Function Codes		< 1%	\$762
Grand Total			100%	\$520,385
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration))			56%	\$289,236

2019-20

Function	Function Name	Example of Expenditures by Function	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	50%	\$270,209
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	4%	19,738
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	< 1%	\$1,783
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	24%	\$126,590
2400	School Administration	School Administrator, etc.	5%	\$25,477
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	11%	\$57,651
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	6%	\$33,747
	All Other Function Codes		< 1%	\$153
Grand Total			100%	\$535,348
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration))			60%	\$317,207

Operational Budget in Bar Graph (right click on chart and input dollar amounts for each field where indicated a formula will convert to percentages):

**Please edit the actual year you are referring to in the graph below*



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

Please note that in 2017-18, the school coded the Principal to Function 2300 per directive from PED School Budget and Finance, which impacts the percentages reported above for the years 2017-18, 2018-19 and 2019-20.

The percentages are of the TOTAL budget from the tables on the previous pages.

1100 (Direct Instruction) is compared to 2300/2400/2500 (Central Administration/School Administration/Central Services)
The chart does NOT include Student Support, Instructional Support, Maintenance and Operations, Food Services and Other funding and therefore does not add up to 100%.

2. Petition of Support from Households

Instructions:

- Signatures must be collected during the year prior to the last year of the contract, using the school's enrollment information on the 120th day.
- Students over the age of 18 and students acting as a head of household may provide the signature for the household. For students under the age of 18 living with a parent or guardian, the signature shall be the parent or guardian's signature.

A certified petition in support of the charter school renewing its charter status signed by no less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA § 1978.

Include, as **Appendix G – Household Petition**, a certified affidavit of the household support petition of the charter school renewing its charter status from no less than 75 percent of the households whose children were enrolled in the charter school.

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

I am the head administrator of the Roots & Wings Community Charter School and certify that: the attached petition in support of the Roots & Wings Community Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 35 households which represents 87.5 percent of the households whose children were enrolled in the Roots & Wings Community Charter School.

STATE OF NEW MEXICO)

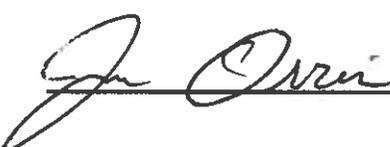
ss.

COUNTY OF Taos)

I, Jon Orris, being first duly sworn, upon oath state:

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

Subscribed and sworn to before me this 29 day of September 2020.



Notary Public

My Commission Expires: Feb, 02 2021



School Name: Roots & Wings Community School

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)

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

E. Facility 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.

The school must provide a copy of the facility lease agreement in APPENDIX D – Lease Agreement.

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix H –Facility Master Plan**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix I – E-Occupancy certificate and Appendix J – New Mexico Condition Index letter from PSFA**, indicating that the school facility meets the requirements of 1978 NMSA §22-8B-4.2(C)

If the charter school is relocating or expanding to accommodate more students, the school must also provide assurances that the facilities are in compliance with the requirements of 1978 NMSA §22-8B-4.2, – Additional Facility Assurance.

School response:

The following documents have been uploaded:

1. Appendix D – RWCS Lease Agreement
2. Appendix H – RWCS Facility Master Plan
3. Appendix I – E-Occupancy certificate for RWCS
4. Appendix J – New Mexico Condition Index Letter from PSFA with RWCS ranking highlighted

Facility Narrative

Roots and Wings Community School site is located at 8000' elevation on the flanks of the Sangre de Cristo Mountains in Lama Canyon, approximately 15 miles north of Taos and 5 miles south of Questa, NM in Taos County, NM. The school has nearby access to vast expanses of mountain wilderness, the wild and scenic Rio Grande gorge, and over 700 acres of privately owned camp land.

The physical campus contains two buildings which contain the classrooms, art room, library, and administrative offices. There is a small playground area, a greenhouse, garden areas, challenge course, parking area, and three storage sheds.

The nature of the Expeditionary Learning model is such that the students take advantage of the outdoors as much as possible, and the classroom spaces are secondary to the opportunities available for learning in the great outdoors and surrounding communities.

Specific details on the facility are contained in the Facility Master Plan.

LEASE AGREEMENT

This Lease Agreement ("Lease") is made effective as of July 1, 2019 ("Effective Date"), by and between NIDOS, LLC, ("Landlord"), and Roots and Wings Community School, a New Mexico public charter school ("Tenant"). The parties agree as follows:

1. **PREMISES.** Landlord leases to Tenant the real property commonly referred to as 35 La Lama Road, Questa, County of Taos, New Mexico 87556 that is comprised of two school buildings, as described in Exhibit A attached hereto (collectively referred to hereafter as the "Premises").
2. **TERM.** The Lease Term shall commence on July 1, 2019 ("Commencement Date") and will terminate on June 30, 2022. This Lease may terminate early upon final execution of a Lease Purchase Arrangement by the Parties pursuant to NMSA 1978, §22-26A-1, *et seq.* In said event, this Lease will be cancelled and have no further effect as of the date rent commences under the Lease Purchase Arrangement.
3. **LEASE PAYMENTS.** Beginning on the Commencement Date, Tenant shall pay to Landlord rent of \$3561.56 per month through June 30, 2022. Rent shall be postmarked by the first (1st) day of each month unless otherwise requested in writing by landlord. Invoices must be received from the landlord no later than the 25th of each month. Tenant shall maintain accurate records of all invoices received. Lease payments shall be made to Landlord at P.O. Box 820, El Prado, New Mexico 87556, which location may be changed, in writing by Landlord, with a minimum of seven (7) days advanced notice to Tenant. For each payment that is not paid within ten (10) days after its due date, Tenant shall pay a late fee of \$10.00 per day, beginning with the day after the due date.
4. **DELIVERY OF PREMISES.** Tenant currently is in possession of the Premises and shall remain in possession thereof pursuant to this Lease beginning on the Commencement Date. Tenant shall yield possession to Landlord on the last day of the Lease Term, unless otherwise agreed by both parties in writing. At the expiration of the Lease Term, Tenant shall remove all of its property and effects within thirty (30) days, weather permitting, and peaceably yield up the Premises to Landlord in as good condition as when delivered to Tenant, ordinary wear and tear excepted.
5. **SECURITY DEPOSIT AMOUNT.** Landlord currently holds a security deposit paid by Tenant pursuant to obligations of previous leases in the amount of \$6,700.00. The Security deposit is for the performance of this Lease and not as a prepayment of rent. If Tenant defaults under this Lease, Landlord may apply all or any part of the Security Deposit for the payment of rent or other sums in default, the repair of any damage to the Premises caused by Tenant, the payment of any other amount which Landlord may spend or become obligated to spend by reason of Tenant's default, or to compensate Landlord for any other loss or damage which Landlord may suffer by reason of Tenant's default. If Tenant performs all of its obligations under this Lease and returns the Premises to Landlord at the end of the Lease Term, Landlord shall return all of the remaining Security Deposit to Tenant within thirty (30) days after the end of the Lease Term and account for any unreturned amounts.
6. **TERMINATION.** Either party may terminate this lease upon sixty (60) days written notice. Upon termination, this Lease shall be of no further force or effect.
7. **SURRENDER.** At the end of the Lease term or in the event the Tenant terminates this Lease pursuant to the provisions herein, the Landlord acknowledges that the Tenant may remove any and all improvements made to the property at the Tenant's expense including, but not limited to, the roof solar

panels and associated system, playground equipment, and perimeter fencing. Tenant will have thirty (30) days, with allowances made for inclement weather, to remove such improvements; after this time period, such improvements become the property of the Landlord. If such improvements are not desired by the Landlord, the Landlord has the right to remove such improvements.

8. USE OF PREMISES. Tenant shall occupy and use the Premises as a school for grades K-8 and related purposes.

9. PROPERTY INSURANCE.

TENANT shall maintain the following coverage:

a. **Liability Insurance:** Tenant shall procure and maintain or cause to be carried and maintained in full force and effect during the term of this Lease and any extension thereof at Tenant's sole cost and expense, such public liability insurance covering bodily injury, disease, illness or death and property damage liability, as is available from and provided by the New Mexico Public Schools Insurance Authority ("NMPSIA") or its successor, with limits of coverage not less than \$300,000 for each person for all past and future medical and medically-related expenses arising out of a single occurrence, \$400,000 for bodily injury (excluding Medical Expenses) and \$750,000 in the aggregate for all claims other than medical or medically-related expenses arising out of a single occurrence, and \$100,000 for each accident for property damage liability for the benefit of both Tenant and Landlord as protection against all liability claims arising from activities on the Premises, causing Landlord to be named as an additional-named insured on such policy of insurance, and delivering a copy thereof to Landlord upon the commencement of the term of this Lease. Tenant shall adjust such minimum coverage limits annually or as necessary to conform to the minimum coverage limits required for local public bodies pursuant to Sections 41-4-19 and 41-4-20 NMSA 1978, and Sections 22-29-1 through 22-29-11 NMSA 1978, as amended.

b. **Property Insurance.** Tenant shall also carry and maintain or cause to be carried and maintained in full force and effect during the term of this Lease and any renewal thereof, at Tenant's sole cost and expense, fire and extended coverage insurance upon the Premises, including all buildings, alterations, additions and improvements, in an amount equal to their replacement values. Landlord and lending institution(s) of record, if such information is provided to Tenant, shall be named as additional insureds and loss payees on the property insurance policy. Landlord shall be provided with a copy of this policy annually on the anniversary date of the policy. In the event that the Premises should be destroyed or substantially damaged in whole or in part, and such loss is covered by fire and extended coverage insurance, Tenant shall have the option to either continue this Lease and use the insurance proceeds to replace or repair the Premises on Landlord's behalf, or terminate this Lease and tender to the Landlord all such insurance proceeds attributable to the loss or damage to the Premises.

LANDLORD shall maintain the following coverage:

Landlord shall carry and maintain or cause to be carried and maintained in full force and effect at Landlord's sole cost and expense, public liability insurance covering bodily injury, disease, illness or death and property damage liability, with limits of coverage not less than \$1,000,000 for each person for all past and future medical and medically-related expenses arising out of a single occurrence and \$2,000,000 in the aggregate for all claims other than medical or medically-related expenses arising out of a single occurrence, and \$100,000 for each accident for property damage liability, for the benefit of both Landlord and Tenant as protection against all liability claims arising from activities on the Premises, causing Tenant to be named as an additional named insured on such policy of insurance, and delivering a copy thereof to Tenant.

10. DAMAGE CAUSED BY TENANT. If any damage to the property shall be caused by Tenant's acts or neglect, the Tenant shall forthwith repair such damage at its own expense.

11. MAINTENANCE AND REPAIRS.

Repairs and Maintenance by Landlord.

(a) During the Lease Term, Landlord shall be responsible for maintaining in good condition (to Educational Occupancy Standards and Statewide Adequacy Standards, as applicable), including repairs and replacements, the roof, HVAC system, foundations and exterior walls of the Buildings housing the Premises, and electrical, plumbing and drainage systems servicing the Premises, and all of the Common Areas, including parking areas, landscaping and exterior lighting, and damage due to fire or casualty, to the extent this Lease requires Landlord to insure against such fire or casualty. All repairs and maintenance to be made by Landlord shall be at Landlord's risk and expense.

(b) If, within seven (7) days after written notice by Tenant to Landlord (or such shorter time as may be required in an emergency or pursuant to the Requirements of Law), Landlord fails to provide any of the maintenance, repairs or replacements required of Landlord in order to remain compliant with Educational Occupancy Standards and Statewide Adequacy Standards, and/or fails to complete the same with reasonable diligence, then Tenant may, at its option, provide such maintenance, repairs or replacements and the costs thereof shall be deducted from succeeding Base Rent and Additional Rent, if any, payable hereunder. Tenant shall send a detailed invoice to Landlord prior to deducting any amount from rents. In case of emergencies that affect the health and safety of students or staff and where notice to Landlord is not practical or possible, Tenant may make repairs immediately and offset from future rents all costs and expenses related to such repairs.

Repairs and Maintenance by Tenant. Subject to the obligations of Landlord set forth in the previous paragraph, Tenant shall be responsible for ensuring the interior of the Premises are kept in good condition, including ordinary repairs and replacements, and providing for janitorial services, with reasonable wear and tear and loss due to casualty and eminent domain excepted. Tenant shall also be liable for maintenance, repair and replacement obligations arising as a result of the tortious conduct of Tenant, its employees, students, agents or representatives, subject to the waiver of subrogation provided for herein. Tenant shall be responsible for keeping sidewalks and the courtyard free of snow and ice, plowing snow from parking lot and entry, maintaining and repairing Tenant's solar panels and solar system, replacing and making repairs to windows.

12. UTILITIES AND SERVICES. Tenant shall be responsible for all utilities and services in connection with the Premises for the term of this Lease including propane gas, electricity, heat, power, internet and servers, telephone systems, fire alarm services, audio and video systems, public address systems, security alarms, pest control and other utility charges incurred in connection with the Premises. The Landlord shall be responsible to provide continuous potable water to the Premises and to maintain the septic system and leach field currently servicing the Premises to the standards required by the New Mexico Environment Department or such other applicable governmental authority.

13. TAXES. Landlord shall pay all real property taxes and assessments, any tax or excise on rents, and any tax or charge for governmental services on the Premises, if any.

14. CONDITION OF PREMISES. To the best of Landlord's knowledge the Landlord warrants that:

- a. They have not received any notice that the Premises and/or the present use of the Premises violates any applicable deed restrictions or other covenants, restrictions or agreements, mortgages or conditions of title or ownership, site plan approval, zoning or subdivision regulations, urban

development plans, the laws statutes, codes, acts, ordinances, orders, judgments, decrees, injunctions, rules, regulations, permits, licenses, authorizations, directions or requirements of any authorities governing or regulating the use and operation, or otherwise applicable to the Premises.

b. To the best of Landlord's knowledge, there are no underground storage tanks at the Premises other than the propane tank installed by the Tenant and, to the best of Landlord's knowledge, Landlord has not used the Premises to generate, manufacture, refine, transport, treat, store, handle, dispose, transfer, produce or process pollutants, dangerous substances, toxic substances, hazardous wastes, hazardous materials or hazardous substances as defined in or pursuant to the Resource Conservation and Recovery Act (42 U.S.C.A. §§6901 et seq.) as amended, the comprehensive Environmental Response Compensation and Liability Act (42 U.S.C.A. §§9601 et seq.) as amended, or any other related Legal Requirement, and to the best of Landlord's knowledge, Landlord has not caused, and has no knowledge of the leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leaching, disposing or dumping of any hazardous substances on or off the Premises on adjacent properties.

15. DEFAULTS. Tenant shall be in default of this Lease if Tenant fails to fulfill any lease obligation or term by which Tenant is bound. Subject to any governing provision of law to the contrary, if Tenant fails to cure or to commence to cure any obligation under this lease within ten (10) days after written notice of such default provided by Landlord to Tenant, Landlord may elect to cure such default and the cost of such action shall be invoiced to the Tenant. Tenant shall pay for all reasonable charges within thirty (30) days of receipt of the invoice.

16. HOLDOVER. If Tenant maintains possession of the Premises for any period after the termination of this Lease ("Holdover Period"), Tenant shall pay to Landlord lease payment(s) during the Holdover Period at a rate equal to 100% of the most recent rate preceding the Holdover Period. Such holdover shall constitute a month-to-month extension of this Lease.

17. NON-SUFFICIENT FUNDS. Tenant shall be charged for the actual fee charged to Landlord not to exceed \$50.00, plus \$10.00 for handling fees by Landlord for each check that is returned to Landlord for lack of sufficient funds.

18. CONDITION OF PREMISES; TENANT IMPROVEMENTS. Landlord agrees that it shall make such improvements, at no cost to Tenant, that are required to maintain the facility in compliance with New Mexico Statewide Adequacy Standards (NMSA 1978, §22-8B-4.2(F) and 6.27.30 NMAC) as applicable to Tenant, a New Mexico public charter school as determined by the Public School Facilities Authority. Tenant and Landlord have been informed by the New Mexico Public School Facilities Authority that as of April 20, 2016 the Premises meets the average New Mexico weighted condition index. Tenant, consistent with law, may construct such fixtures on the Premises, at Tenant's expense, that appropriately facilitate its use as a public school. Such construction shall be undertaken and such fixtures may be erected only with the prior written consent of Landlord, which shall not be unreasonably withheld. At the end of the lease term, Tenant shall be entitled to remove, or at the request of Landlord, shall remove such fixtures, and shall restore the Premises to substantially the same condition of the Premises at the commencement of this Lease. Landlord shall not be required to repair or maintain Tenant improvements.

19. ACCESS BY LANDLORD TO PREMISES. Subject to Tenant's consent, which shall not be unreasonably withheld, Landlord shall have the right to enter the Premises to make inspections, provide necessary services, or show the unit to prospective buyers, mortgagees, tenants or workers. Landlord shall comply with Tenant's security policies at all times while on the Premises. Landlord may enter the

Premises without Tenant's consent in case of an emergency. Tenant will provide keys to the property to Landlord within 24 hours of any change of the building's external door-locks, or any other locked door to which the Landlord may need emergency access.

20. DANGEROUS MATERIALS. Tenant shall not keep or have on the Premises any article or thing of a dangerous, flammable, or explosive character that might substantially increase the danger of fire on the Premises, or that might be considered hazardous by a responsible insurance company, unless the prior written consent of Landlord is obtained and proof of adequate insurance protection is provided by Tenant to Landlord.

21. MECHANIC'S LIENS. Tenant shall not directly or indirectly, create, incur, assume or suffer any lien, charge, encumbrance or claim with respect to the Premises or any improvements made. Tenant, at its own expense, will take such action as may be necessary duly to discharge or remove any such lien, charge, encumbrance or claim, if the same shall arise at any time during the Lease Term.

22. SUBORDINATION OF LEASE. This Lease is subordinate to any mortgage that now exists, or may be given later by Landlord, with respect to the Premises. However, the Lease shall be enforceable against any subsequent purchaser of the Premises.

23. INDEMNIFICATION.

a. Indemnification by Tenant. Landlord releases and discharges Tenant and its "public employees" as defined in the Tort Claims Act from any and all claims, damages and causes of action arising out of any damage to or destruction of the Premises where such damage or destruction was not caused by the willful act of Tenant or any of its volunteers and public employees. Within the limits and subject to the provisions of the Tort Claims Act, Tenant shall protect, defend, indemnify, and save harmless Landlord from all claims, actions, demands, liability and expense of loss of life, damage, or injury to persons or property, proximately caused by Tenant, its employees and volunteers acting within the scope of their duties pursuant to this Lease, except to the extent caused by the negligent or intentional acts or omissions of Landlord, its agents, representatives and employees. Nothing hereby shall be construed to waive or in any way abrogate immunities of the Tenant preserved by the Tort Claims Act.

b. Indemnification by Landlord. Except to the extent caused by the negligent maintenance of the Premises by the Tenant, its employees and volunteers acting within the scope of their duties, Landlord shall protect, defend, indemnify, and save harmless Tenant, its employees and volunteers acting within the scope of their duties from all claims, actions, demands, liability, and expense of loss of life, damage, or injury to persons or property, arising out of the negligent or intentional acts or omissions of Landlord, its agents, representatives, and employees.

24. ASSIGNABILITY/SUBLETTING. Tenant may not assign or sublease any interest in the Premises, nor assign, mortgage or pledge this Lease, without the prior written consent of Landlord, which shall not be unreasonably withheld. Landlord shall have the right to transfer and assign, in whole or in part, its rights and obligations under this Lease and in the Premises without the consent of Tenant; provided that such transfer or assignment shall not adversely affect any rights of Tenant under the Lease.

25. NOTICE. Notices under this Lease shall not be deemed valid unless given or served in writing and forwarded by mail, postage prepaid, addressed to the party at the appropriate address set forth below. Such addresses may be changed from time to time by either party by providing notice as set forth below. Notices mailed in accordance with these provisions shall be deemed received on the third day after posting.

LANDLORD:

NIDOS, LLC
P.O Box 820
El Prado, New Mexico 87529

TENANT:

Roots and Wings Community School
35 La Lama Rd
Questa, NM 87556

26. **GOVERNING LAW.** This Lease shall be construed in accordance with the laws of the State of New Mexico.

27. **ENTIRE AGREEMENT/AMENDMENT.** This Lease contains the entire agreement of the parties and there are no other promises, conditions, understandings or other agreements, whether oral or written, relating to the subject matter of this Lease. This Lease may be modified or amended in writing, if the writing is signed by both parties.

28. **SEVERABILITY.** If any portion of this Lease shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Lease is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

29. **WAIVER.** The failure of either party to enforce any provisions of this Lease shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Lease.

30. **BINDING EFFECT.** The provisions of this Lease shall be binding upon and inure to the benefit of both parties and their respective legal representatives, successors and assigns.

31. **DISPUTE RESOLUTION.** Except as otherwise expressly stated in a Lease Amendment, disputes on any matter relating to this Agreement shall be discussed and resolved by authorized representatives of each party who have the authority to bind the party that they represent. The parties shall use their best efforts to amicably and promptly resolve the dispute. If the parties are unable to resolve the dispute within a reasonable time period as determined by the representatives, the parties may pursue any other legal means, such as mediation, for resolving disputes that may arise from or under this Agreement.

32. **SUFFICIENT APPROPRIATIONS.** The terms of this Lease are contingent upon sufficient appropriations and authorizations being made by the Tenant and, if state funds are involved, the Legislature of the State of New Mexico. If sufficient appropriations and authorization are not made in this or future fiscal years, this Lease shall terminate upon written notice being given by Tenant to Landlord and Tenant shall have no duty to reimburse Landlord for expenditures made in the performance of this Agreement incurred after written notice to Landlord is provided by the Tenant pursuant to this paragraph. Tenant is expressly not committed to expend any funds until such time as they are

programmed, budgeted, encumbered and approved for expenditure by the Tenant.

33. EARLY TERMINATION. This Lease will be terminated upon nonrenewal or revocation of the Tenant's charter. In said event, the Lease termination date under this provision shall be the final effective date of the nonrenewal or revocation and this Lease and all of its terms shall be cancelled without further obligations of the Tenant, its authorizer or the State of New Mexico.

IN WITNESS WHEREOF the consideration stated herein, the Landlord and Tenant have duly approved and executed this Lease as of the dates written below.

TENANT:



Date: 5-8-2019

Michael Rael, President RWCS Governing Council
Roots and Wings Community School

LANDLORD:



Date: 5.8.2019

NIDOS, LLC. Registered Agent



ROOTS AND WINGS COMMUNITY CHARTER SCHOOL

EDUCATIONAL SPECIFICATIONS & 5 YEAR FACILITIES MASTER PLAN

Lama, New Mexico | 2018 - 2023



Mailing Address:
Roots and Wings
Community School
HC 81 Box 22
Questa, NM 87556

Physical Address:
35 La Lama Road
Lama, NM

Phone:
Main Office: 575-586-2076
Fax: 575-586-2087



HENRY ARCHITECTS

9.7.2018

ACKNOWLEDGEMENTS

Roots and Wings Community School

HC 81 Box 22
Questa, NM 87556

Physical Address:
35 La Lama Road
Lama, NM

Phone:
Main Office: 575-586-2076
Fax: 575-586-2087

Original charter date - 2000
Current enrollment cap - 50

Governance Council

Michael Rael, President
Erica Lannon, Vice President
Stephanie Owens, Ph. D., Member
Jenny Lewis, Secretary
Robin Mayo

Steering Committee Members

Erica Lannon Governance Council
Mark Richerts, Director
Margaret Bartlett, Teacher
Ted Elsasser, Parent

PSFA

Bill Sprick, Facilities Master Planning Manager

Planning Consultant

Henry Architects LLC

Introduction **Charter School Overview**

1.1 Goals/Mission

- 1.1.1 Mission
- 1.1.2 Educational philosophy

1.2 Process

- 1.2.1 Process for Data Gathering and Analysis

1.3 Issues and Findings

- 1.3.1 Issues RWCS is facing

2.0 Projected Conditions

- 2.1.1 Programs overview

2.2 Proposed Enrollment

- 2.2.2 Proposed Enrollment
- 2.2.2 Classroom loading policy
- 2.2.4 Classroom needs

2.3 Site and Facilities

- 2.3.1 Location/site
- 2.3.4 Facility evaluation

2.4 Utilization Analysis

- 2.4.1 Special Factors

2.5 Facility Maintenance

- 2.5.1 Facility Goals/ Maintenance Projects

3.0 Proposed Facility Requirements (Ed Spec)

- 3.1.1 Facility Goals and Concepts
- 3.1.2 Concepts

4.0 Capital Plan

- 4.1 Total Capital Needs

5 Master Plan Support Material

- 5.1.1 Sites and Facilities Data Table
- 5.2.1 Site Plan
- 5.3 Floor Plan
- 5.4 FMAR report and how Major and Minor findings are addressed by the Capital Plan
- 5.5 Detailed Space and Room Requirements

6 Appendix

- A. Meeting Minutes - Board Approval of RWCS FMP



Abbreviations, Acronyms/ Definitions

Abbreviations, Acronyms/ Definitions

ADA.	Americans with Disabilities Act
AMOG	Annual measurable objectives
AYP	Annual yearly progress
CIP	Capital improvement projects or plan
EdSpec	Educational specifications
FAD	Facility adequacy database
FMP	Facility Master Plan
FCI	Facility condition index
GC	Governing Council
GSF	Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable (the area remaining is called "tare," which includes areas such as hallways, mechanical areas, rest rooms, and the area of interior and exterior walls)
HVAC	Heating, ventilating, air conditioning
IEP	Individualized education program
NASF	Net assignable square feet, or the total of all assignable areas in square feet
NMAC	New Mexico Administrative Code
NMCI	New Mexico Condition Index
NMPED	New Mexico Public Education Department or PED
PE	Physical education
PSCOC	Public School Capital Outlay Council
PSFA	Public School Facilities Authority
PTR	Pupil/teacher ratio
RWCS	Roots and Wings Community School
TMSD	Taos Municipal School District
WAP	Wireless access point





Charter School Overview:

Roots & Wings Community School (RWCS) opened its doors in Fall 2001 and now enrolls 50 students in grades k-8. The enrollment cap is 50. RWCS is an innovative public charter school authorized in August 2000 by the NM Public Education Department and the local Questa Independent School District Governing Board. Our school site is located at 8000' elevation on the flanks of the Sangre de Cristo Mountains in Lama Canyon, approximately 15 miles north of Taos and 5 miles south of Questa, NM.

RWCS is based upon the concept of a small community schoolhouse or "learning family." It is designed to be an intimate, inter-age learning community ranging in age and ability. The school emphasizes "hands on" project-based learning, the workshop model and culture of revision and adventurous farm and wilderness exploration as methods to motivate and engage students in the educational process.

RWCS has an ideal location for our educational purposes. Thanks to the Wilson Family Foundation, the school has nearby access to vast expanses of mountain wilderness, the wild and scenic Rio Grande gorge, and over 700 acres of privately owned camp land.

Roots & Wings Community School aims to make education relevant, experiential, compelling and engaging. Because of this, RWCS has chosen to partner with Expeditionary Learning Schools (ELS), a nationally acclaimed school reform program with an emphasis upon adventurous learning and a proven record of significant student academic improvement. At the heart of an Expeditionary Learning is the concept of the "Learning Expedition", an engaging interdisciplinary, academically rigorous thematic unit which lasts for many weeks. Each Learning Expedition at RWCS is aligned with the New Mexico State Content Standards, and therefore meets all state requirements. The EL model has been shown to be particularly effective with students who find themselves bored or dissatisfied in traditional school settings.

This document is a combination of the Facilities Master Plan (FMP) and Educational Specifications (EdSpec) for the Roots and Wings Community School K-8th Grade School which is a state-chartered public school in Taos County, NM. The intent of the plan is to guide capital planning decisions that support the charter school's educational mission and that meet minimum state adequacy standards for school facilities. The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public charter schools develop a five-year FMP and EdSpec as a prerequisite for eligibility to receive state capital outlay assistance. This facilities master plan and educational specifications is in accordance with guidance issued by the PSCOC and PSFA.

This document identifies specific current and projected facility needs for accommodating the charter school's anticipated five-year enrollment, and forecasts strategies and required resources for implementing those needs. The document is a flex-

ible facility planning tool that the school can revise on a periodic basis as conditions change. The plan identifies capital needs and allocates resources to address the following facility issues:

Life/health/safety, Educational and programmatic needs and curriculum needs, Provision for growth (additions and new construction), Facility Renewal Needs (renovations/ refurbishment), Educational technology, Energy management.

RWCS is searching for written documentation in the school's records for any written requests as well as any response received regarding the request to locate in existing district facilities.



Statement acknowledging review:

We have reviewed the:

- o Statewide Adequacy Standards NMAC 6.27.30
- Charter-Alternative School Statewide Adequacy Standard Variance

Organization

Five main sections and this introduction comprise the master plan and educational specification

Section 1

Goals / Process presents the charter school's goals and the planning process

Section 2

Existing and Projected Conditions presents programs and delivery methods, enrollment, details about the school's existing facilities, and technology and energy management. It outlines facility goals and concepts, details space needs and other facility requirements, and describes strategies for implementing space needs.

Section 3

Facility Requirements presents facility goals and concepts, lists and diagrams specific facility needs to accommodate projected enrollment, and describes how the school will implement facility needs over time

Section 4

Capital Plan presents information about capital resources, capital needs, project priorities, and capital project implementation

Section 5

Master Plan Supporting Material contains details about school facilities, evaluations, plans, and other information



1.1.1 Roots and Wings Community School Mission Statement:

Roots and Wings Community school is an Expeditionary Learning School that serves the diverse students of the Upper Rio Grande Valle. Set in a farm and mountain environment, Roots and Wings uses the natural surroundings, active pedagogy and personalized atmosphere to make learning an adventure. The results are students that are engaged, self reflective, and active citizens. The school promotes academic excellence, the fostering of character and service, and students connected to the unique agricultural, cultural and linguistic heritage of Northern New Mexico.

The desired state of the school's educational programs is to expand on the existing success of the expeditionary learning model by furthering the community engagement through project- based learning and experiential learning in the wilderness.

1.1.2 Educational Philosophy The design principles express the philosophy of education and core values of Expeditionary Learning. Drawn from the work of Outward Bound's founder, Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the purpose of Roots and wings. At RWCS, we seek to educate not only the mind, but the hand and heart as well. More than anything else, we intend our graduates to be engaged and capable citizens of their communities; as Kurt Hahn has said, "We are crew, not passengers." Roots & Wings Community School is based upon the eleven foundational principles listed below.

1. *Adventure and self-discovery.*

People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. When learning is an adventure, the entire student is engaged—mind, body, heart and spirit. RWCS integrates learning and doing, bringing together traditional academic subjects with field expeditions, independent study and "hands-on" experiential projects. Learning experiences include the local community, a working farm and ranch, and the bounty of the wilderness... In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. *The having of wonderful ideas.*

Wonderful ideas happen when creativity is nourished, facts are synthesized, dialogue is encouraged, and interesting questions are passionately pursued. At an EL school subject matter is focused around "essential questions," that encourage inquiry, critical thinking, and curiosity .

3. *The responsibility for learning.*

RWCS encourages students to become increasingly responsible for directing their own personal and collective learning. Evidence of learning is shared in student led conferences.

4. *Empathy and caring*

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe. RWCS is committed to sustaining an interconnected, intimate and positive community atmosphere of teachers and learners.

5. *Success and failure*

Most of us know that scraped knees, missed shots, and botched deadlines are not just events to be avoided in the future, but also experiences to be learned from in the here and now. This is why RWCS stresses a culture of revision. By encouraging perseverance, we prepare students to be confident in meeting increasingly difficult challenges and have the capacity to see "failure" as an opportunity for growth.





6. Collaboration and competition

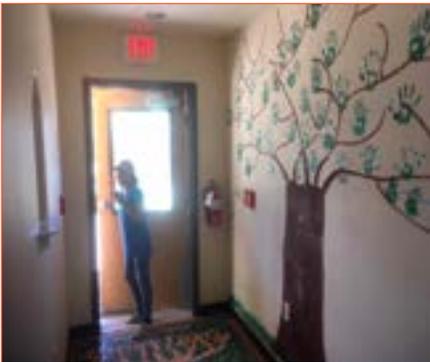
Optimal Learning occurs when students collaborate with others to share strengths and insights. Students are encouraged to compete not against each other, but with their own personal best. Educational activities alternate between collaborative projects and individual work, both requiring multiple drafts to reach a clear standard of proficiency.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. In pursuing understanding, we seek multiple perspectives, diversity of opinion, and the value of various viewpoints. By learning to value and listen to different voices, students emerge better prepared to engage in the global and pluralistic world.

8. The natural world.

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations. We at RWCS believe that the best learning takes place when education is integrated with the rhythms of life in the local community. RWCS follows a variable calendar non-traditional daily schedule to take advantage of the learning opportunities inherent in the cycles of agriculture, nature and rural community living.



9. Solitude and reflection.

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. At RWCS, solo time is integrated into our school life. We emphasize reflection upon work through journal writing, self-assessment, and peer critique.

10. Service and the practice of compassion.

Academic work divorced from the real world falls far short of what school can be. Knowledge without action can become simply trivia. This is why we focus upon educational themes that impact the world around us, and give students opportunities to go beyond the classroom with their knowledge and skills in order to make the world a better place. We are crew, not passengers. We are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.



11. A shared code of conduct.

Shared ideals, individual responsibility, and commonly respected codes of behavior are hallmarks of a truly great society. This is what we expect Roots & Wings Community School to be--a truly great society. We expect all members of the RWCS community to craft and adhere to a community code based on the design principles and the questions: Is it safe? Is it appropriate? Is it respectful?

We believe children learn best through personal, direct experience. Expeditionary Learning begins with children's curiosity about the world. It harnesses children's natural passion to learn and helps them develop the curiosity, knowledge, skills, and personal qualities they need for successful adulthood. Learning expeditions - journeys into the unknown for a definite purpose - are the heart of this methodology. Students acquire knowledge and skills primarily through learning expeditions that cut across and make connections among disciplines. Instruction is individualized, with our focus on meeting the needs of every student.



The goals for The RWCS School, as set forth in our charter school contract with the State of New Mexico, are:

1. To support the academic growth of each student.
2. To enhance students' character development and social responsibility.
3. To provide a rich, inclusive, learning environment for students from diverse backgrounds and with a range of abilities, affinities and strengths.
4. To increase student ownership of their learning process and outcome.
5. To involve parents and other community members as partners in the learning process.
6. To use developmentally appropriate practices to enhance social development, leadership and academic growth.
7. To create a school community based on the core practices and principles of Expeditionary Learning.



Gone are the ringing bells, rows of desks, and fill-in-the blank worksheets. For most of the day, students and teachers are engaged in challenging learning expeditions that explore a topic or theme in depth. Their studies call for intellectual inquiry, physical exploration, and community service. On a given day, their explorations may take them outside the school building to do environmental research, feed farm animals, conduct interviews in local businesses, or carry out other fieldwork assignments. Each day provides opportunities for quiet reflection -- time for students to write in their journals, gather their thoughts, and reflect on what they have learned. Students work individually, in small groups, as a member of their "crew", or class. Together they learn to draw on the strengths of a whole community.

Within project-based learning expeditions, RWCS's focuses on:

- A focus on developing reading and writing skills in alignment with State Standards, implemented in a reader's and writer's workshop model.
- Development of critical thinking skills through consideration of challenging guiding questions and real-world content that demands multiple perspectives and analysis rather than offering easy answers.
- A math program emphasizing hands-on STEM explorations (Science, math, engineering and technology), pre-algebra and algebra, and the development of mathematically powerful reasoning and communities.
- The use of computers to develop research, presentation, and processing skills.
- Fieldwork and service learning that encourages students to learn about and provide service to their community.
- Adventure and environmental education to challenge students, foster teamwork, and nurture students' understanding of nature and self.
- Fine arts to develop critical thinking and creativity in every learning expedition.
- Offering extra-curricular and curricular opportunities to enrich students' experiences throughout the year.



RWCS is committed to providing a rich learning environment for students from diverse racial, ethnic, and socioeconomic backgrounds. Our curriculum supports looking at the world from multiple perspectives, including diversity of voices, and preparing our students to be part of a pluralistic and diverse global society.

Core Practices

The Core Practice Benchmarks describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. Expeditionary Learning has five Core Practices:



LEARNING EXPEDITIONS Project-based thematic studies or learning expeditions are the primary units of curriculum in Expeditionary Learning schools.



ACTIVE PEDAGOGY Active Pedagogy describes school-wide use of effective and engaging instructional practices.

SCHOOL CULTURE AND CHARACTER Expeditionary Learning builds and sustains a strong school culture that fosters character growth, high expectations, and equity.

LEADERSHIP AND SCHOOL IMPROVEMENT Expeditionary Learning helps school leaders and staff to support high achievement and continuous improvement.

SCHOOL STRUCTURES At Expeditionary Learning schools, school leaders organize time, the faculty, and students in a way that supports learning expeditions, active pedagogy, and an Expeditionary Learning school culture.

Find out more about each of these at: <http://www.elschools.org/aboutus/practices.html>



1.2.1 Process for Data Gathering and Analysis

The individual representing the school authorized as contact on issues and questions related to this submission is Alix Henry, MArch, NCARB; Henry Architects, LLC. 575.776.2761 henry.architects@gmail.com.

Authority and Facilities Decision Making

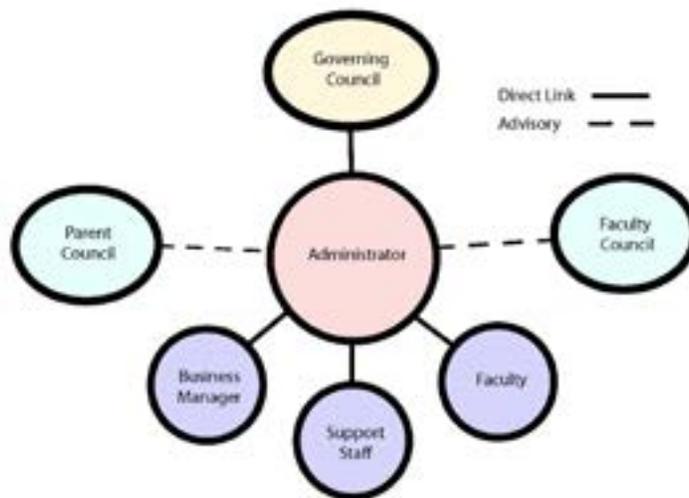
The Director is the lead administrator for all operations and functions within the school. The Director has final authority in assuring that the school meets all required rules and regulations related to site management. The school does intensive, long-range planning early and late in the school year, when it conducts more in-depth programmatic assessments. All staff participate. Fiscal decisions involve the business manager, who consults with outside resources as needed and presents financial reports at the Governing Council meetings. The administration and support staff maintain the infrastructure, manage the fiscal operations, establish and maintain the systems for student records, grades, credits, state reporting, etc. All parent councils, advisory committees and community groups report directly to the Director.



Planning process The process for capital planning and decision making is collaborative between the teachers, parents, administration, business manager, governing council, parent advisory board and consultants. The governing council votes on the actions and makes the decisions regarding the capital planning. The Governing Council consists of five community volunteers. Their responsibility is that of a regular school board. They are responsible for the school's financial health, for monitoring student achievement, and for insuring that the school is fulfilling the mission of the charter.

RWCS is overseen by a Governing Council which delegates responsibilities to the Administrator and Business Manager. The Business Manager is supervised by the Administrator. The Administrator is the Governing Council's chief operating officer and oversees the staff and educational program.

The FMP has been assembled utilizing data from the previous FMP when RWCS was part of the Questa Independent Schools, interviews with the school founders and previous directors, teacher, admin, Governance Council input and a Facilities Steering committee comprised of parents, teachers, the director and GC members.



2.1 Projected Conditions- Programs and Delivery Methods

2.1.1 Programs overview

In the next 5 years there are no major anticipated changes within the RWCS. The school is seeking information from the school's attorney and PEC regarding the possibility of amending the current enrollment cap to increase the capacity of the school. The school is at its current capacity, and projected changes in the school size, class sizes or grade level configurations would be dependant on detemining whether there is an option to expand the enrollment.

Potential Shared/ Joint Use Facilities

RWCS has an ideal location for our educational purposes. Thanks to the Wilson Family Foundation, the school has nearby access to vast expanses of mountain wilderness, the wild and scenic Rio Grande gorge, and over 700 acres of privately owned camp land. This acreage includes 5-6 outdoor cabins, an outdoor covered cook tent and kitchen with propane hook ups for cooking. RWCS uses the ranch for both multi day overnights, and many day trips to the ranch to use as an outdoor classroom. Seasonally, day trips to the ranch happen weekly. RWCS utilizes wild and natural lands including the Columbine Wilderness, the Wild Rivers BLM National Monument, the Sangre de Cristo Youth Ranch and other available resources to engage our students in Expeditionary Learning projects.

We annually do three to four day trips to Albuquerque for writer's retreats, museum visits, and other outings. We have access to a free place to stay with a kitchen so these trips are affordable, educational and kids love them.

RWCS has access to the Cebolla Mesa area by walking and have conducted class there and on the way there. We have taken students rafting multiple times for multiple days on the San Juan River in Utah. We have snow shoed multiple times for multiple days to the Bull of the Woods Yurt above the Taos Ski Valley.

We use the 6 or more acres the school owns to conduct academically rigorous outdoor classes on our own property. We have taken multiple overnight trips to several wilderness areas including the Pecos, the Great Sand Dunes, and other wilderness areas in New Mexico. We researched the Red River for 5 consecutive years.



Instructional Organization

Gone are the ringing bells, rows of desks, and fill-in-the-blank worksheets. For most of the day, students and teachers are engaged in challenging learning expeditions that explore a topic or theme in depth. Their studies call for intellectual inquiry, physical exploration, and community service. On a given day, their explorations may take them outside the school building to do environmental research, feed farm animals, conduct interviews in local businesses, or carry out other fieldwork assignments. Each day provides opportunities for quiet reflection -- time for students to write in their journals, gather their thoughts, and reflect on what they have learned. Students work individually, in small groups, as a member of their "crew", or class. Together they learn to draw on the strengths of a whole community.

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- Fine arts to develop critical thinking and creativity in every learning expedition.
- Offering extra-curricular and curricular opportunities to enrich students' experiences throughout the year.



Scheduling approach

The School Calendar

The school calendar is based on a four day structure, with blocks of both traditional and non-traditional instruction time.. Although our total days are less than many schools in New Mexico, our annual instructional hours will exceed the prescribed state requirement for high school of 1088 hours per year. Our daily schedule will not always follow the routine of a typical school day. Rather, the school experience may also include learning opportunities and instructional hours during the early morning, later evening, on overnight expeditions, on "project days" and on weekends in addition to time slots during the traditional school day. The school often provides opportunities for community involvement, field exploration, project-based learning and outdoor adventure which may result in schedule changes, overnights, or extended days. RWCS makes use of the nearby mountains, meadows and local community as an "extended classroom" in order to take advantage of the learning opportunities inherent in the cycles of agriculture and nature. Advance notification is given for these experiences in the weekly newsletter and in the on-line newsletter.

Several snow days are built into our calendar. School days that are cancelled beyond those days (due to weather, unforeseen circumstances, etc) will be made up by adding days on to the end of the school year, as is required by the NMPED.

Daily Schedules at RWCS

Unless otherwise noted, the school day will be from 8:55 a.m.-4:05 p.m. The daily schedules at RWCS are developed by the teaching team and will vary according to what stage we have reached in each Learning Expedition. For students who are behind in work, have had significant absences, or need to serve restitution (detention), they will attend school during monthly staff development days or during electives.

2018						
July						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
July Instructional Days _____						
Non-Instructional Days _____						
August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Aug. Instructional Days <u>10</u>						
Non-Instructional Days <u>10</u>						
September						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Sep. Instructional Days <u>16</u>						
Non-Instructional Days <u>1</u>						
October						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Oct. Instructional Days <u>18</u>						
Non-Instructional Days <u>3</u>						
November						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Nov. Instructional Days <u>15</u>						
Non-Instructional Days <u>2</u>						
December						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Dec. Instructional Days <u>14</u>						
Non-Instructional Days <u>1</u>						
2019						
January						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Jan. Instructional Days <u>15</u>						
Non-Instructional Days <u>4</u>						
February						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
Feb. Instructional Days <u>17</u>						
Non-Instructional Days <u>1</u>						
March						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
March Instructional Days <u>13</u>						
Non-Instructional Days <u>3</u>						
April						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
April Instructional Days <u>18</u>						
Non-Instructional Days <u>2</u>						
May						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
May Instructional Days <u>19</u>						
Non-Instructional Days <u>1</u>						
June						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
June Instructional Days _____						
Non-Instructional Days <u>5</u>						
Total Instructional Days: 155						
Total Non-Instructional Days: 33						



2.2 Proposed Enrollment

2.2.1 Enrollment

The current enrollment is 50. Maximum Enrollment is 50 students. The school is reviewing whether it is possible to expand the capacity (enrollment) and is currently coordinating with the attorney and PED regarding this option. If the 50 student cap is to remain, we are not anticipating exceeding this capacity.

2.2.2 Classroom loading policy

Maximum classroom loading is designed so that the cohorts are equal (as possible). Student to teacher ratio is 1:10. Their class room loads will typically remain the same with the need for more classrooms for specific specialty uses the future.

2.2.3 Classroom needs

The classroom needs for the current capacity include (3) cohort classrooms: K-2; 3-5th; 6th-8th plus a science/ art classroom with a sink and supply storage. If the school's capacity is increased, more classrooms would be required, and the school will analyze the instructional requirements and structure of the classrooms should the capacity increas.

Itemize the quantity and sizes of other spaces required to accommodate the instructional program:

- K-2 Classroom: 586 square feet
- 3rd-5th Classroom: 586 square feet
- 6th-8th Classroom: 500 square feet
- Science/ Art Classroom: 415 square feet
- Library: 215 square feet



Year Built	Construction Type	Improvement History
2001	Continuous concrete footings and slab foundation, wood studs and drywall, stucco exterior finish, standing seam metal roof	Classroom Building A (2001) Classroom Building B (2008)

2.2.4 Facilities Condition Index

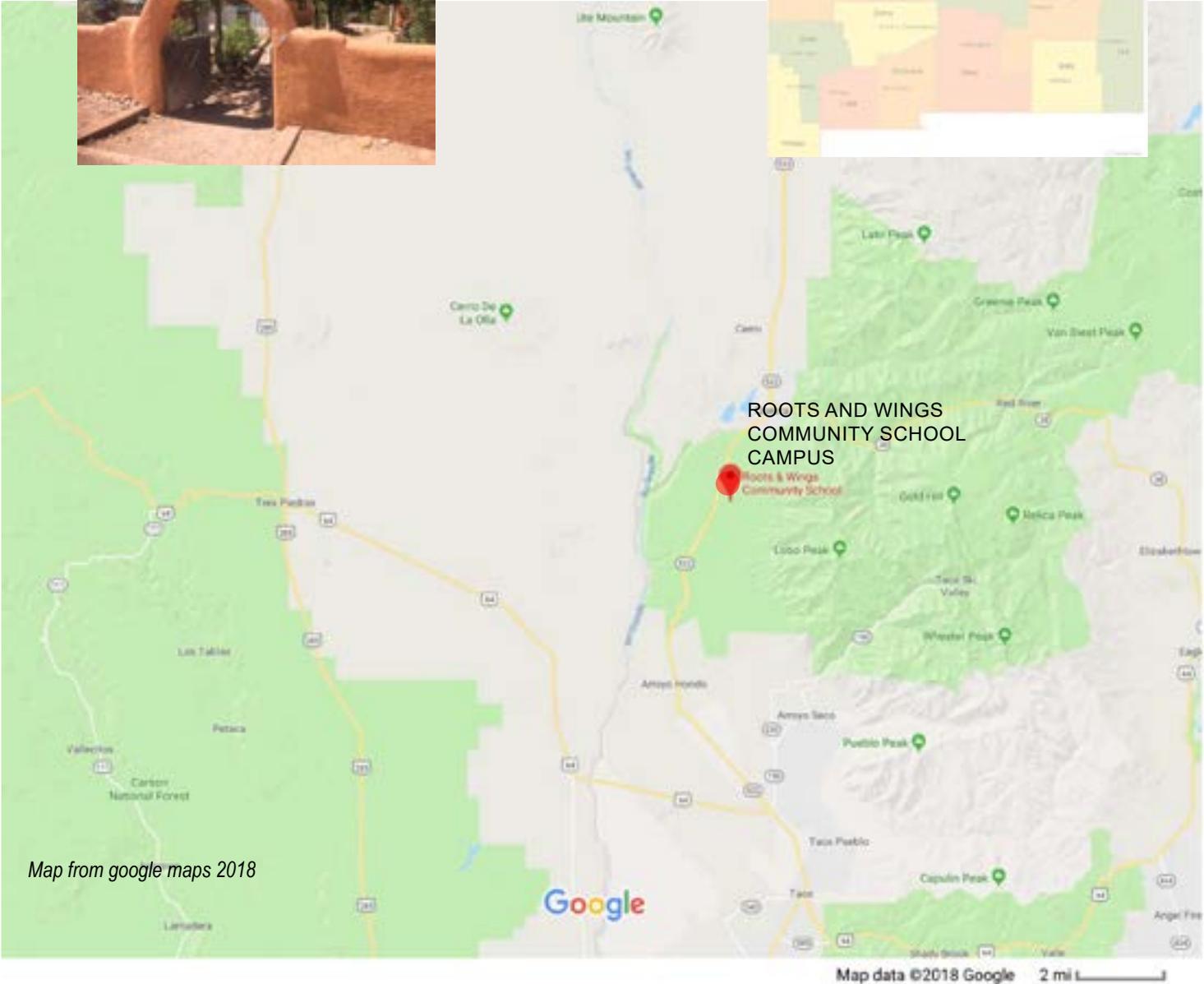
The school's facilities are in satisfactory physical condition; the NMCI score is 3.91 %.



2.3 Site and Facilities

2.3.1 Location/site

Roots and Wings Community School site is located at 8000' elevation on the flanks of the Sangre de Cristo Mountains in Lama Canyon, approximately 15 miles north of Taos and 5 miles south of Questa, NM in Taos County, NM. The school has nearby access to vast expanses of mountain wilderness, the wild and scenic Rio Grande gorge, and over 700 acres of privately owned camp land



2.3.2 Facility Evaluation

Roots and Wings Community School facility was assessed in 2016 and had a NMCI score of 3.91%.

Robert A. Gorrell,
Director

Santa Fe Office
401 Don Gaspar Ave
Santa Fe, NM 87505
(505) 988-5989
(505) 988-5933 (Fax)



www.nmpsfa.org

Albuquerque Office
1312 Basehart Dr SE, St 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

April 20, 2016

Roots & Wings Community Charter School; 35 Old Lama Road, Questa NM

Superintendent Valerie Trujillo,

On March 7, 2016 we received a request from Nancy Gonzales Director of Roots and Wings Community School to assess their current facility in consideration for a lease purchase. Your current facility located at 135 La Lama Rd, Questa, has a 2016-2017 wNMCI score of 3.91%. The current average wNMCI is 18.98%. Your wNMCI score is better than the average (lower is better)

Your facility is in compliance with New Mexico, pursuant to 22-20-1 NMSA 1978. "(2) the subject facility garners a weighted New Mexico Condition Index (wNMCI) score that is at least equal to the average score for all New Mexico public school facilities for the year in which the request is made".

If you have any questions regarding this letter, please feel free to contact me. I can be reached at (505)468-0274.

A handwritten signature in black ink, appearing to read "Martica Casias".

Martica Casias
Planning and Design Manager
Public School Facilities Authority

Cc; Nancy Gonzales, Director Roots and Wings Community Charter School
Norma Ahlskog, PSFA Financial Specialist



2.4 Utilization Analysis

This section identifies the recommended spaces to meet there education program and identified spaces.

Identification of Special Factors

RWCS is situated in the foothills of the mountains of the Sangre de Cristo Mountains of Northern New Mexico. The nature of the Expeditionary Learning model is such that the students take advantage of the outdoors as much as possible, and the classroom spaces are secondary to the opportunities available for learning in the great outdoors and surrounding communities. There are overnight camping trips that are scheduled for each of the cohorts: Primary (k-2); Elementary (3rd-5th); Middle School (6th-8th). These trips use the Columbine Wilderness, Wild Rivers/BLM National Monument, and the Sangre De Cristo Youth Ranch to teach on these expedition days. Beyond the overnights, the school coordinates learning expeditions throughout the year via field trips to local lands, farms, and communities. The final projects result in permanent contributions to the local community and/ or society. The basis for this type of learning is to be engaged in the natural world and larger community. The buildings that house the classrooms augment the "classroom" of the larger community.

All of the buildings and rooms at the current RWCS are being used for multiple instructional and administrative purposes. The cohort structure of the classes allows for multiple grade levels to be combined in a single classroom. (k-2; 3-5; 6-8) The classrooms are used for the majority of the day. The library is uses as a classroom, as necessary, as a computer lab, testing room, and break-out tutoring space. The Art/ Science room is used for instruction of these subjects as well as for certain specific project-based assignments. An additional multi-purpose space for lunch, PE, assemblies would be beneficial to the school facility. More secure storage space for files, and equipment relating to the outdoor camping, science field trips, agricultural projects.

RWCS is pursuing multiple options for the facilities; including Lease/ Purchase; Purchase; relocation to existing facilities within the Taos Municipal School District and/ or Questa Independent School District, and new construction on the 6 acre plat of land currently owned by the school.

We do not have any under-utilized spaces and/or possible options to reduce square footage.



2.4 Timeline

The existing facility is meeting the needs of the school, yet RWCS has the goal of pursuing a permanent campus and has outlined the following schedule:

Fall 2018- Spring 2019

Collect information regarding the following options:

- Occupy existing school district properties (send out letters to key entities requesting information regarding existing facilities.)
- Lease/ Purchase current facilities
- Purchase current facilities
- Develop (Design and Build) on existing 6 acre site owned by the school (different site than where facilities are currently located)
- Sell off 2-3 acres of the existing land to help finance new construction/ or purchase

Cost analysis of options

Review potential funding sources

After Spring 2019...

Identify option(s) to pursue; apply for funding (grants); Fundraise

Secure permanent facilities owned by the school

ELEMENTARY UTILIZATION WORKSHEET

GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Kindergarten	5	1		
1st Grade	2	1	1	1
2nd Grade	9	1		
3rd Grade	3	2		
4th Grade	6	0	1	1
5th Grade	7	1		
6th Grade	10	2		
7th Grade	4	0	1	1
8th Grade	4	2		
TOTALS	50	10	3	3

SCHOOL HOURS	
School Start Time	9:00
School End Time	3:50
Total Hours in School Day	7

District	
School	
Date	

Number of Lunch Turns Per Day	
-------------------------------	--

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)										DAYS AND HOURS SPACE IS USED					UTILIZATION		
TEACHERS NAME	EXISTING CLASSROOM USE/ GRADE LEVEL	ORIGINALLY INTENDED CLASSROOM USE	ROOM NUMBER	CLASSROOM SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Max. Number of Students per Adequacy Standards Sq. Ft.	PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	TOTAL HOURS CLASSROOM IS AVAILABLE DURING SCHOOL WEEK	UTILIZATION RATE PERCENT (%)
Almaise Zosel, Rosie Williams	K,1,2	Classroom	112A	586	16			0%		6	6	6	6	6	29	35	83%
Evan Sanchez, Rosie Williams	3,4,5	Classroom	112B	586	16			0%		6	6	6	6	6	29	35	83%
Rose Drago, Rosie Williams	6,7,8	Classroom	211	500	18			0%		6	6	6	6	6	29	35	83%
Sarah Newberry, Sara St.Hogan, Aresana Dru, Marit Lockewood	Art/ Science	Classroom	212	415				0%		0	7	0	6	6	18	35	51%
Totals					50			0.00%							168	140	75.00%



3 Proposed Facility Requirements (Ed Spec)

3.1.1 Facility Goals and Concepts

The plan is for RWCS to own the buildings and site that will meet the educational mission of the school. The plan is to review the options for how to achieve this goal with special attention to the cost analysis.

The immediate goals of the existing campus are to upgrade lighting to LED lights; change the water heater and improve on the overall efficiency of the electrical loads so as to capitalize on the solar energy from the existing solar panels. The fire alarm system for facility is currently being analyzed for efficiency and function. Improvements to the school's communication system, outdoor lighting, parking lot lights and an operable gate will contribute to the safety and security of the school.

The Roots and Wings Community School has a curriculum that requires inspiring spaces that are both inside and outside of traditional school facilities. Through Learning Expeditions students learn Rigor and Relevance; Learning Expeditions are long-term, in-depth studies of a single topic that explore guiding questions; incorporate standards; involve fieldwork, service and adventure; and culminate in a project, product or performance. Expeditions incorporate the core knowledge and skills essential to each academic discipline. The nature of this curriculum encourages the use of the great outdoors, community spaces and other learning outside the traditional four-wall classroom. Therefore an outdoor classroom/ shaded area is a concept the school would like to pursue.

Due to our emphasis upon outdoor education, physical activity, wilderness trips and skill building, the State Board of Education has granted RWCS a waiver from the traditional physical education curriculum.

3.1.2 Concepts

We seek the concepts of sustainability including thermal mass/ insulated construction, natural light, roof water catchment and energy and water-efficient fixtures. We have an energy audit that identifies recommendations for the school, and we plan to implement these concepts.

Utilities should be as sustainable as possible. We currently utilize a community well for water supply, and seek to reinstate roof water catchment for our gardens and greenhouse. Our facility is outfitted with photovoltaic panels; we seek creative solutions to sustainable technologies. We plan to join the green schools network to seek further solutions toward this goal.

Safety and Security are priorities; to that end, we are concerned about access control and defensible space because we are in the treed foothills of the mountains. To improve on security we are looking into an operable vehicular gate, improved signage, security system and line-of-site control.

Community Use is a concept we have embraced since our inception; including service projects by colleges/ universities (SMU, University of Missouri), and use by our neighbors and other organizations in our local community.



4.1 Total Capital Needs

RWCS is currently leasing a non-public building. The reason for this is that Roots and Wings is located in Lama, NM and as an Expeditionary Learning inspired School, this location is ideal as we are located near hiking trails, a community garden and have a partnership with the Wilson family foundation which provides access to 700 acres, cabins, and an outdoor classroom. As the majority of our students commute over 20 miles from Taos, using the Taos County Blue Bus as transport, being located along this bus line has been key to providing equal access to students. Several of our students would not be able to attend without this option. The RWCS Governing Council considered moving the school to the La Cienega site in 2008. After much deliberation, this was put aside for several reasons:

A) After polling parents, many families would not be interested in the school if it were in a less unique environment and/or any more of a commute. Many students commute over 80 minutes round trip a day, so the addition of even 15 extra minutes was off-putting to families. It was determined that we would lose a large percentage of our students.

B.) The La Cienega building was not available due to environmental hazards. As far as we know it was and still is closed.

C) The current site has a wealth of options that support the chartered mission of expeditionary learning (which has agricultural mission), including solid relationships with three non-profits that provide resources to the school (RWYEP Roots and Wings Youth Enrichment Program), Localogy, and the Wilson Family Foundation). The Governance Council crafted a resolution that they wanted to remain in Lama after considering other options in 2008, and after looking at other options within the District. At present, there are only two locations that are suitable for the school; entering into a lease-purchase with the current owner, or constructing a new building on land across the street which has been pledged to be donated to the school.

The maintenance we are able to do is limited because of this. If the school were to decide to purchase its current facility, we would have Operational funds (limited), SB-9 (approx. \$1,700 per year), and Taos GRT in the amount of \$67,878.80 to be used over 5 years.

The school is currently leasing a non-public building. We are only able to complete capital projects in their current facility that are considered non-permanent. The school would have Operational funds (limited), SB-9 (approx. \$1,700 per year), and Taos GRT in the amount of \$67,878.80 to be used over 5 years.

List sources of funding for systems: Operational funds (limited), SB-9 (approx. \$1,700 per year), and Taos GRT in the amount of \$67,878.80 to be used over 5 years.

List sources of funding for broadband: The school does have E-Rate and Taos GRT in the amount of \$67,878.80 to be used over 5 years.

The school has received lease assistance (approx. \$25,000) in previous years to help with the cost of lease. The school would also have Operational funds (limited), SB-9 (approx. \$1,700 per year), and Taos GRT in the amount of \$67,878.80 to be used over 5 years.

Summarize charter school's total anticipated preventative maintenance needs and supporting resources if NOT included as part of the lease agreement – The landlord currently is obligated for maintenance and repairs required to maintain the facility to statewide adequacy standards for NM public schools.



5.1 Building Inventory

- o State identification number: 7955006
- o Physical Address: 35 La Lama Road Lama, NM
- o Date of opening: 2001
- o Dates of major additions and renovations: 2001; 2008
- o Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI); 3.91%.
- o Site owned or leased: Leased
- o Total building area gross sq/ ft.: 4119 square feet
- o Site acreage: 2 (leased property) (6 acres owned by the school)
- o Total number of permanent general classrooms: 3
- o Total number of permanent specialty classrooms: 1
- o Total number of portable classrooms: 0
- o Total number of classrooms: 4
- o Percentage of portable classrooms compared to total number of permanent classrooms 0%
- o Total enrollment current year (40th day count), if available (may not be available for a newly chartered school): 50
- o Number of gross sq. ft per student per school facility: 82 sq. ft.



5.2 Site Plan



5.3 Floor Plans



BUILDING 1
TOTAL SQ. FOOT: 2700



BUILDING 2
TOTAL SQ. FOOT: 1419 sq. ft.



5.4 Facility Evaluation

Roots and Wings Community School facility was assessed in 2016 by the NMPSFA (see Facility Maintenance Report; FMAR)

Facility Maintenance Assessment Report

2016 QUESTA

079006 Roots & Wings Community Charter School

○ Combined Id 1:
Schools Id 2:

FMAR_Date: 3/29/2016 Weather: 50 degrees, winds 0-20 MPH, Partly Sunny

PSFA Reps: Kneeland, Jay Tillotson, Larry

District Reps : Abt, Stephen

Overall School Maintenance Rating	
Outstanding	90.1% to 100%
Good	80.1% to 90%
Satisfactory	70.1% to 80
Marginal	60.1 to 70%
Poor	<= 60%

Deficiency Factors		
Life Safety, Health or Property Loss Exposure Multipliers		
Minor Deficiency	1.5	Potential Threat and No Work Order
Major Deficiency	3.5	Immediate Threat and No Work Order

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	○	○	●	○	○	○	○	●	3	-1.89	0	-5.67
	Site Utilities	○	○	●	○	○	○	○	●	5	-1.89	0	-9.45
	Playgrounds/Athletic Fields	○	○	●	○	○	○	○	●	5	-1.89	0	-9.45
	Site Drainage	○	○	●	○	○	○	○	●	8	-1.89	0	-15.12
	Sidewalks	○	○	●	○	○	○	○	●	2	-1.89	0	-3.78
	Grounds	○	○	●	○	○	●	○	○	2	-1.89	1.5	-5.67
Building Exterior	Windows/Calking	○	●	○	○	○	○	○	●	3	-0.95	0	-2.85
	Walls/Finishes	○	○	●	○	○	○	○	●	5	-1.89	0	-9.45
	Entry/Exterior Doors	○	○	●	○	○	○	○	●	7	-1.89	0	-13.23
	Roof/Flashing/Gutters	○	○	●	○	○	○	○	●	10	-1.89	0	-18.90
Building Interior	Walls/Floors/Ceilings/Stairs	○	○	●	○	○	○	○	●	3	-1.89	0	-5.67
	Interior Doors	○	○	●	○	○	○	○	●	3	-1.89	0	-5.67
	Restrooms	○	●	○	○	○	○	○	●	3	-0.95	0	-2.85
	Housekeeping	○	○	●	○	○	●	○	○	4	-1.89	1.5	-11.34
Building Equipment and Systems	Electrical Distribution	○	●	○	○	○	○	○	●	3	-0.95	0	-2.85
	Lighting	○	○	●	○	○	○	○	●	5	-1.89	0	-9.45
	Fire Protection Systems	○	○	○	●	○	○	●	○	10	-2.83	3.5	-99.05
	Equipment Rooms	○	○	●	○	○	○	○	●	2	-1.89	0	-3.78
	Heating/Cooling/Ventilation	○	○	●	○	○	○	○	●	10	-1.89	0	-18.90
	Air Filters	○	●	○	○	○	○	○	●	5	-0.95	0	-4.75
	Kitchen Equipment/Refrig	○	●	○	○	○	○	○	●	2	-0.95	0	-1.90
	Plumbing/Water Heaters	○	○	●	○	○	●	○	○	6	-1.89	1.5	-17.01
5/24/2016 Maintenance Management	PM Plan	○	○	○	○	●				10	-3.77		-37.7
	FIMS and Equipment Data	○	●	○	○	○				7	-0.95		-6.65
	Staff Development	○	○	○	○	●				5	-3.77		-18.85
	Maintenance Safety	○	○	○	○	●				5	-3.77		-18.85
	Maint. Contractor Oversight	○	○	○	○	●				5	-3.77		-18.85
	Facilities Mater Plan (Renewal)	○	○	○	○	●				3	-3.77		-11.31
Total Performance Deficiencies:		-389.00		Total Score:		611.00		Overall Rating:		61.10%			



5.5 Detailed Space and Room Requirements (Ed Spec)

1. indoor coat/shoe/ storage space
2. record keeping storage space
3. classrooms with traditional space, movement space, station space, and research space
4. classrooms with walk-in storage closets and adequate shelving
5. classrooms with sinks and toilets
6. staff work room
7. community conference room
8. food cleaning and processing space
9. design for easy campus visual and physical access control
10. built with agricultural space handy
11. sunrooms and greenhouse
12. cistern and water catchments for agricultural use
13. outdoor cooking facilities for festival and fundraiser (horno, firepit, outdoor fireplace grill)
14. outdoor classroom with rain / shade roof capabilities / seating / electronics
15. enclosed game / pe / gym / no chemical swimming pool
16. low-water / composting toilets
17. casitas – guest in-residence and/or staff housing

5.5.1 Technology and communications criteria

1. reliable intercom system for each room;
2. electric gate for access security
3. updated, high-speed reliable communications/internet systems
4. efficient, safe, usable greywater system for farming
5. intercom at the gate so admin. can check who is entering the site,

5.5.2 Power criteria

1. we want our site to be 100% powered by the sun/ and or grid -tie (power for lights, computers, refrigerator, appliances)
2. solar power storage system
3. solar windows

5.5.3 Lighting and day lighting criteria

1. design for 100% daylight; ceiling windows; passive solar
2. lighting to be LED to keep energy use down
3. updated night / day lightening/timer system
4. outdoor motion lighting

5.5.5 Classroom acoustics criteria

1. Low reverberation materials
2. Low impact, gentle HVAC system
3. Sound barrier doors, windows, walls
4. "Soft" floor and furniture interaction

5.5.6 Furnishing and equipment criteria

1. equipped cafeteria
2. traditional root cellar or full walk-in refrigerator for crop storage
3. eco-friendly materials
4. low-energy equipment and appliances



roots & wings

COMMUNITY SCHOOL

Minutes

The Roots & Wings Community School Governing Council will hold a Special Meeting on Wednesday, September 5th, 2016 at 6 pm at the Roots & Wings Community School.

Agenda (*Action Item*)

Meeting called to order at 7:11 pm

Roll call: Erica Lannon - present, Mr. Michael Rael - present, Ms. Jenny Lewis - present, Ms. Robin Mayo - present, Dr. Stephanie Owens - absent

Guests – Ms. Alix Henry, Mr. Ted Elsassser, Ms. Peg Barton

- I. Review of Facilities Master Plan (FMP) Steering Committee recommendations for FMP
 - State of NM has a template of Facilities Master Plan. Ms. Alix Henry has put together a draft Facilities Master Plan. RWCS has put together its most accurate draft
- II. *Approve the FMP to date for submission to the New Mexico Public School Facilities Authority
 - Mr. Michael Rael entertain a motion to approve the FMP draft for submission. Ms. Erica Lannon motion. Ms. Jenny Lewis second. Roll call vote - Ms. Erica Lannon – yes, Ms. Jenny Lewis – yes, Ms. Robin Mayo – yes. Roll call vote all approve.

III. Adjournment – meeting adjourned at 7:14 pm



Mark Weber, Director
Murm Wilson, Office Manager

11001 Box 22, Questa, NM 87556
575-586-2076 / fax 575-596-2087



roots & wings COMMUNITY SCHOOL

New Mexico Public School Facilities Authority
Attn: Mr. William Sprick
1312 Daschert Road, SE Suite 200
Albuquerque, NM 87106

Mark Richert, Director
Roots & Wings Community School
11C 01 Box 22
Questa, NM 87556

5 September 2018

Dear Mr. Sprick,

On August 23rd, 2018 you phoned my office and informed me that Roots & Wings Community School (RWCS) has no Facilities Master Plan (FMP) on record with the Public School Facilities Authority (PSFA).

My immediate research confirmed that this is most likely the case. RWCS had – up through the 2015 – 2016 school year – been an authorized charter through the Questa School District and had been included in their FMP. In 2016 RWCS re-chartered through the state. The Questa School District submitted a new FMP in 2017 without RWCS.

I asked the former director of RWCS why the school does not have a FMP. He told me that the Charter School Division told him we have three years from the authorization of the charter, or till the end of the 2018 – 2019 school year, to complete a FMP. To complete the current Lease Assistance Application, he said that he relied heavily on the previous two applications which were approved without a FMP and stated that the school would complete a FMP in 2019.

Currently, RWCS is working closely with a local architectural firm, Henry Architects, to complete a FMP by the end of the 2018 – 2019 school year. Henry Architects has begun its initial work as of August 27, 2018, and we are submitting a thorough draft as of September 7th, 2018.

We appreciate you bringing this situation to our attention so we can get a prompt start.

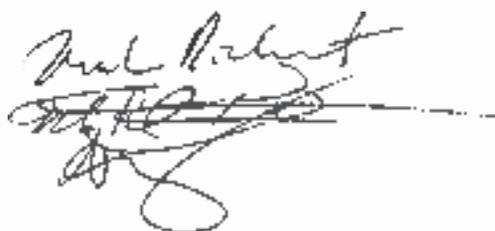
If you have any questions, please contact either Mark Richert (Director), Michael Rael (Governing Council President), or Alix Henry (Architect).

Sincerely,

Mark Richert

Michael Rael

Alix Henry



Mark Richert, Director
Mara Medina, Office Manager

11C 01 Box 22, Questa, NM 87556
575-586-2076 / fax 575-586-2087



7. If the school has more space than is currently necessary, please explain (i.e., anticipated increase in enrollment and/or adding additional grades)? RWCS is a Public Education Department Charter School since July 1, 2016. RWCS does not have more space than is currently necessary. In the future should funds become RWCS plans to request expansion. RWCS recently purchased six acres adjacent to the school.

8. If a locally chartered charter school, indicate whether or not the charter school is included in the District's current Facility Master Plan (pursuant to §22-24-9.3a NMSA 1978):

Yes No

If no, please provide the anticipated date of inclusion: RWCS became a PEC Charter School July 1, 2016 and the Facility Master Plan is due the third year of the charter which will be 2019. RWCS was included in the Quota Independent School District Facility Master Plan.

If no date indicated above, please provide the status of your Facility Master Plan:

n/a

Date Facility Master Plan Completed: n/a _____

9. If a state chartered charter school, please provide the status of your Facility Master Plan (pursuant to §22-24-9.3a NMSA 1978):

RWCS became a PEC Charter School July 1, 2016 and the Facility Master Plan is due the third year of the charter which will be 2019.

Date Facility Master Plan Completed: n/a _____



TAOS COUNTY PLANNING DEPARTMENT

Permanent

Temporary

Expiration Date

TAOS COUNTY Certificate of Occupancy

This certifies that the described building or portion thereof on the described property complies with state regulations and requirements of occupancy group E, V-N as specified in the New Mexico Uniform Building Code.

Issued To Todd Wynward (Los Alamos II Inc. Lic# 350429/Wayne Rutherford Lic# 50889)

Todd Wynward P.O. Box 820 El Prado, NM 87529

(Name and Address of Owner)

35 Lama Mountain Road

100%

(Address)

(Portion of Building)

CO-163-08

Building Permit Number

Jessica C. Steg

Inspector Name

6/25/2009

Date



Superintendents and Charter Administrators,

The Public School Capital Outlay Council (PSCOC) approved the release of the 2020-2021 Preliminary wNMCI Ranking (Preliminary Ranking) on November 14, 2019. The purpose of the Preliminary Ranking is to provide continued opportunity to review the ranked position of your schools and determine if they are appropriately ranked. Briefly, schools are ranked based on their deficiencies (building systems and/or educational space). Schools with the most deficiencies (worst conditions) are ranked higher than other schools.

We highly encourage you to review the Preliminary Ranking with your assigned Public School Facilities Authority (PSFA) Regional Facilities Manager (RFM), so that they can guide you through the review process. For example, as you review your school facility data, you will want to report capital improvements to your facilities, such as a new roof, or deficiencies, such as a roof failure.

The Preliminary Ranking will be available for review and comment until December 27, 2019. Once updates to your facility information are received and considered for incorporation, a Final wNMCI Ranking is produced, which is used to determine eligibility for the PSCOC 2020-2021 Awards Cycle.

Below is the current timeline of activities related to the ranking:

- ❖ November 18, 2019: Release of the Preliminary Ranking
- ❖ November 18 to December 27, 2019: District Review and Comments of Preliminary Ranking
- ❖ January 24, 2020: Final Ranking Approved for Release
- ❖ January – July 2020: Application Cycle Activities (Applications Due, Site Visits, Presentations, etc.)
- ❖ July 2020 – PSCOC Awards

Please remember that you own your facility data and we rely on your input to maintain the ranked list.

Martica Casias, Deputy Director

Public School Facilities Authority

1312 Basehart Drive SE

Albuquerque, New Mexico 87106

505-468-0274 office

505-362-1356 cell



2020 - 2021 wNMCI Preliminary Ranking, Sorted By Rank

Rank	District	School Name	Gross Area (Sq.Ft.)	wNMCI
508	Farmington	Country Club ES	58,802	15.51%
509	Albuquerque	North Star ES	75,568	15.49%
510	Roswell	Berrendo MS	100,277	15.35%
511	Lordsburg	R.V. Traylor ES	41,794	15.31%
512	State Chartered Schools	La Tierra Montessori School of the Arts & Sciences	14,482	15.31%
513	State Chartered Schools	Albuquerque Institute for Math and Science Charter School	21,017	15.06%
514	State Chartered Schools	Albuquerque School of Excellence Charter School	44,074	15.00%
515	Albuquerque (District Charter)	Twenty-First Century Public Academy	25,356	15.00%
516	Santa Fe	El Dorado Community School	100,338	14.98%
517	Albuquerque (District Charter)	Alice King Community Charter School	55,578	14.93%
518	Roswell	Pecos ES	56,466	14.86%
519	State Chartered Schools	North Valley Academy Charter School	46,615	14.84%
520	Artesia	Grand Heights Early Childhood	59,680	14.82%
521	Dulce	Dulce ES	68,400	14.79%
522	State Chartered Schools	Turquoise Trail Charter School	83,031	14.71%
523	Zuni	Zuni HS	112,521	14.67%
524	Pojoaque Valley	Pojoaque Intermediate	32,240	14.61%
525	NM School for the Deaf	NMSD Albuquerque Preschool Campus	8,444	14.51%
526	Albuquerque	Tierra Antigua ES	97,288	14.45%
527	Santa Rosa	Santa Rosa MS	46,151	14.43%
528	T or C	Hot Springs HS	145,459	14.37%
529	Deming	Red Mountain MS	130,470	14.30%
530	Albuquerque	Del Norte HS	263,451	14.29%
531	State Chartered Schools	Explore Academy Charter School	35,701	14.18%
532	Dulce	Dulce HS	144,209	14.14%
533	Albuquerque	Edward Gonzales ES	78,098	14.09%
534	Mesa Vista	El Rito ES	25,126	13.98%
535	Cobre	Snell MS	80,029	13.95%
536	Aztec	Vista Nueva Alternative HS	15,868	13.86%
537	Loving	Loving MS	60,330	13.85%
538	Gadsden	Santa Teresa ES	67,920	13.73%
539	Loving	Loving HS	81,424	13.67%
540	State Chartered Schools	McCurdy Charter School	73,618	13.56%
541	Espanola	Los Ninos Kindergarten	24,557	13.55%
542	Albuquerque (District Charter)	Corrales International Charter	23,418	13.52%
543	Clovis	La Casita ES	61,547	13.45%
544	Santa Fe	Mandela International Magnet School	28,720	13.44%
545	Central Consolidated	Kirtland MS	134,163	13.40%
546	Hatch Valley	Hatch Valley HS	163,759	13.35%
547	Deming	Bataan ES	68,332	13.30%
548	State Chartered Schools	Red River Valley Charter School	14,466	13.27%
549	Rio Rancho	V. Sue Cleveland HS	423,948	13.18%
550	Gallup McKinley	Hiroshi Miyamura HS	227,531	13.09%
551	Gallup McKinley	Chief Manuelito MS	112,070	13.07%
552	Las Cruces	Sierra MS	127,480	12.95%
553	State Chartered Schools	Coral Community Charter School	18,800	12.94%
554	Espanola	Tony E Quintana ES	41,087	12.93%
555	Fort Sumner	Fort Sumner Combo	125,771	12.89%
556	T or C	Arrey ES	38,101	12.82%
557	Lovington	Lovington Freshman Academy	26,025	12.77%
558	Gadsden	Vado ES	61,200	12.73%
559	Rio Rancho	Cielo Azul ES	89,368	12.49%
560	Gadsden	Chaparral HS	243,705	12.49%
561	Albuquerque	Tony Hillerman MS	161,920	12.44%
562	Clovis	Bella Vista ES	68,476	12.41%
563	Grants Cibola	Laguna-Acoma Combo MS / HS	125,138	12.37%
564	Gadsden	Sunrise ES	106,020	12.34%
565	Socorro	San Antonio ES	20,420	12.33%
566	Aztec	C.V. Koogler MS	129,645	12.25%
567	Los Alamos	Aspen ES	74,177	12.25%
568	Santa Fe	Aspen Community Magnet School	97,026	12.23%
569	Gadsden	Anthony ES	83,805	12.21%
570	State Chartered Schools	Tierra Adentro Charter School	20,804	12.12%
571	State Chartered Schools	Southwest Aeronautics, Mathematics, & Science Academy Charter School	41,394	12.12%
572	Central Consolidated	Central Career Prep	31,144	12.03%
573	Santa Fe	R.M. Sweeney ES	83,851	12.03%
574	Gallup McKinley	John F. Kennedy MS	142,130	12.01%
575	Albuquerque	Volcano Vista HS	488,795	12.01%
576	State Chartered Schools	Tierra Encantada Charter School	28,406	12.01%
577	Cobre	Hurley ES	34,905	11.91%
578	Roswell	Military Heights ES	49,511	11.86%
579	State Chartered Schools	Roots & Wings Community Charter School	4,464	11.77%
580	Gallup McKinley	Navajo MS	52,762	11.68%
581	Los Lunas	Valencia HS	248,739	11.67%
582	Deming	Columbus ES	74,258	11.57%
583	Cloudcroft	Cloudcroft HS	80,733	11.55%
584	Santa Fe (District Charter)	Academy for Technology and the Classics Charter School	25,486	11.45%
585	State Chartered Schools	Mission Achievement & Success 2.0 Charter School	11,942	11.45%
586	Los Lunas	Bosque Farms ES	101,312	11.45%
587	Deming	Ruben S. Torres ES	70,638	11.44%
588	Grants Cibola	Milan ES	60,902	11.36%
589	Grants Cibola	Cubero ES	36,340	11.15%