



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](http://www.ped.state.nm.us)

KURT STEINHAUS, ED.D.  
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM  
GOVERNOR

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**2020-2021 Annual School Performance Report: Monte del Sol Charter School**

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**School Name:** Monte del Sol Charter School

**School Address:** 4157 Walking Rain Rd, Santa Fe, NM 87507

**Head Administrator:** Dr. Zoe Nelson

**Business Manager:**

**Authorized Grade Levels:** 7-12

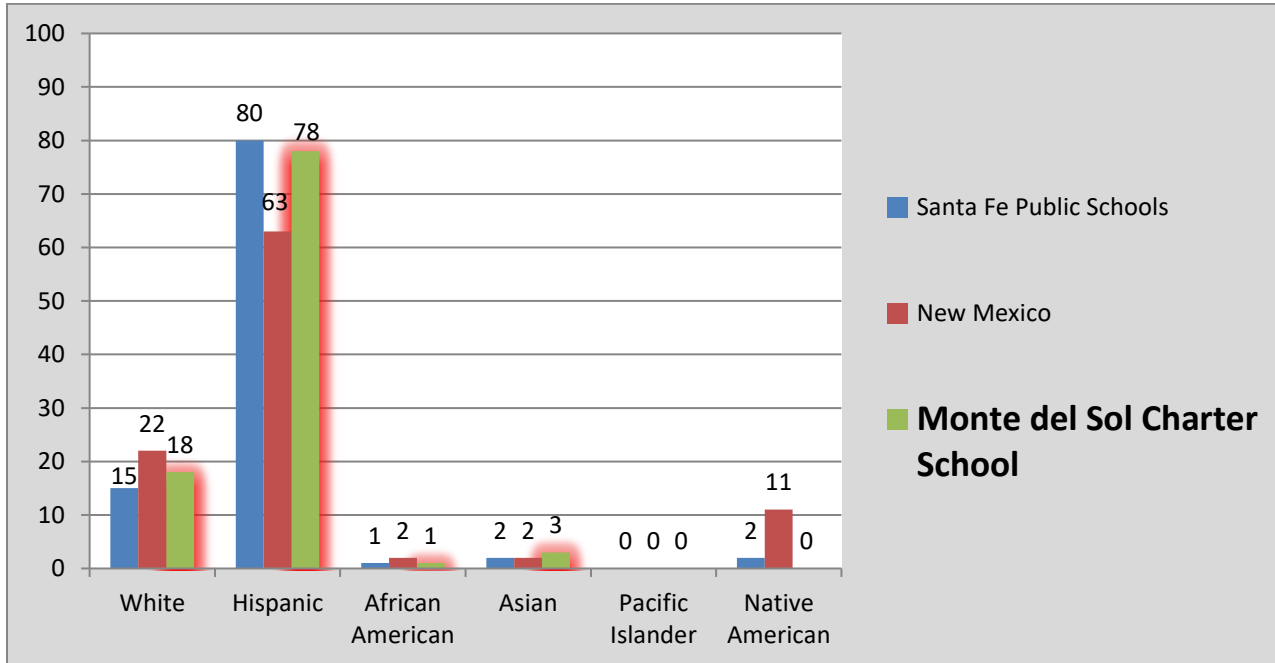
**Authorized Enrollment Cap:** 360

**Current Enrollment:** 358

**Contract Term:** July 1, 2020 – June 30, 2025

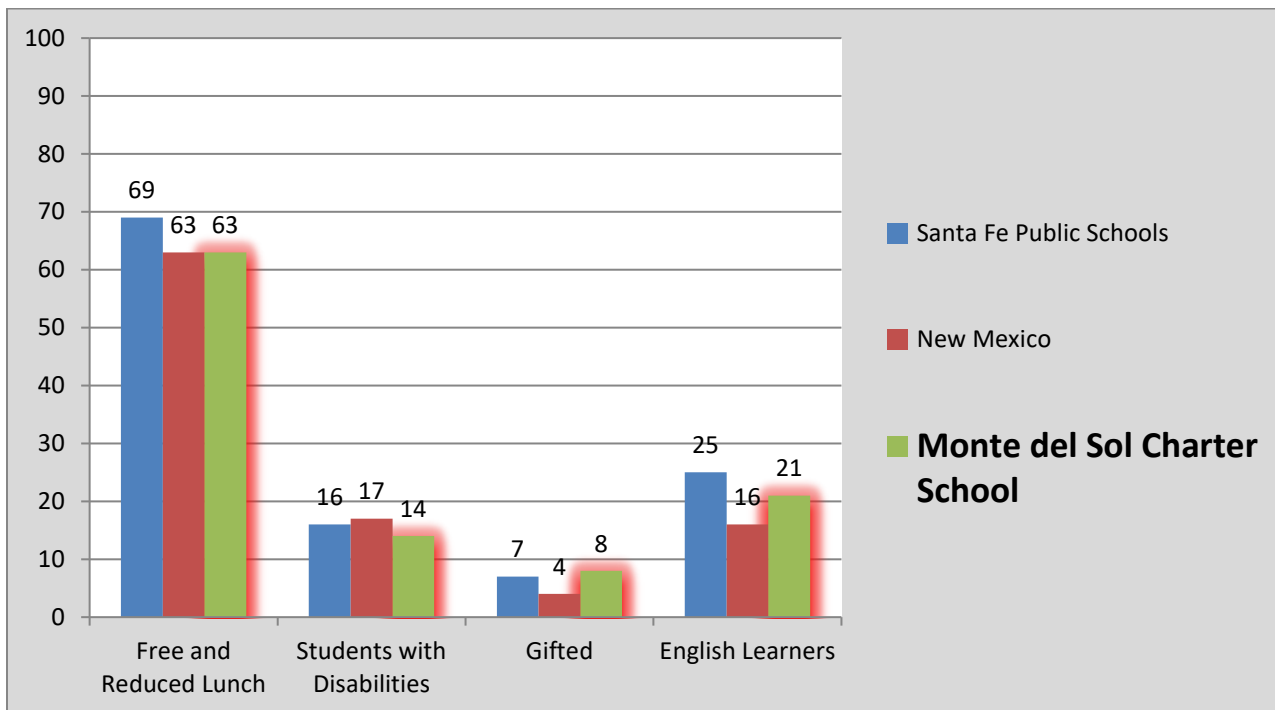
**Mission:** *Monte del Sol Charter School educates and inspires Santa Fe's diverse population in grades 7 through 12, by building strong relationships and creatively engaging the local and global community*

**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

### Site Visit Summary: June 9, 2021

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#### Virtual Site Visit Participants

*School:* Robert Jessen: Head Learner (leaving though); Zoe Nelsen: New Head Learner; Liz Franco: Business Manager; Rob Jenkins: Board President; Will Rushing: Upper School Dean

*OPFD/CSD:* Melissa Sanchez; Missy Brown; Rachel Stofocik

#### Response to COVID Pandemic

[Monte del Sol \(MDS\)](#) is one of the oldest charter schools in the state. It serves 358 students in grades 7-12. MDS is a one-to-one school, so every student has a chrome book; when necessary, the school leaders provided hotspots to families with connectivity issues. During Spring Break of 2020, MDS provided professional development and technology support to instructional staff. In the summer 2020, weekly staff meetings were held to learn about strategies, updates to the model, and to explore strategies for remote learning; the meetings had 2/3 participation rate. The plan developed over the summer focused heavily on social and emotional learning (SEL) and staff were given the opportunity to work with [Global Online Academy](#) to identify and practice learning strategies on how to best engage students online. MDS created “PODs” or small advisory groups to best support SEL and to help students stay caught up. In the fall and winter of 2020, the school did a lot of family outreach, held conferences, offered contracts to recover credits, and provided evening tutoring. By the Spring 2021, MDS completed a re-entry plan prior to the mandate. With a block schedule to limit the number of transitions, teachers worked with students in-person and online.

The school continued some MDS traditions such as prom outdoors, senior dinner, and other outdoor community events. While the school does not have ELTP, instructional staff are addressing anticipated learning loss by offering different types of summer school programs to over 70 students. The school will use ESSR funds for the program and plans on extending the school year in 2022-23. The enrollment at MDS has remained steady and once in-person learning was available, 60% returned.

Dr. Zoe Nelson will replace Dr. Jessen as the Head Learner on July 1<sup>st</sup>. Dr. Nelson was assistant head learner for three years and completed 1 year as an administrative intern and worked in the mentorship program and as a teacher at MDS for four years. She also participated in the RISE program through PED’s Priority Schools and has completed her Doctorate in Educational Leadership.

#### Teaching, Learning, and Assessment

During the pandemic, MDS was able to continue implementing the school’s mission. For instance, the school continued providing students avenues for expressing their individuality, for example, through the creation of POD videos.

MDS’s mission-specific goal is about students creating an online “mission portfolio.” School leaders shared an example of a student’s portfolio and highlighted the student artifacts that tied in with the school’s mission and philosophy. The purpose of the Mission Portfolio is to showcase student learning and growth and to offer students a mean of reflection.

MDS continued using NWEA MAPs testing in reading and math. Students did not show as much growth or proficiency during the pandemic, but the school leaders discussed the many factors affecting these results. For the 2021-22 school year, the Humanities team will be providing PD in PLCs on how to ensure a focus on reading across the curriculum. Before the start of the next school year, the MDS staff will dive deeply into MAP data and determine how to best reach students early and how to differentiate to meet their individual needs.

### **Student and Family Support and Engagement**

During the pandemic, many clubs emerged, like a fashion club, GSA club, Green Team, gaming club, and chess club. MDS leaders underscored the successful Culinary Arts dual enrollment classes that were still provided during the pandemic. Specifically, MDS held a drive-through dragon diner and families, staff, and students came and picked up dinners. Families were still able to participate in annual gatherings, literacy classes for parents, dragon diner, and service projects on campus or in the community

School staff implemented four parent-teacher conferences or demonstrations of learning, during the year and had a 90-95% parent participation rate. MDS still held project exhibitions, the festival of learning for the mentorship program and the art show and began athletics as soon as it was permissible.



### Performance Framework Indicators (school-specific questions)

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#### **1.c. Is the school protecting the rights of students with special needs?**

*The school has addressed the one overdue IEP.*

#### **1.d. Is the school protecting the rights of English Learner students?**

MDS created an EL Task Force to coordinate the bilingual and EL programs and it was a huge success this year. The staff is doing some focused work on ELD classes and EL students. The school leader said that some classes were restructured to better meet the needs of students. MDS has been successful in exiting out students from program.

#### **2a-2c Audit Findings FY20**

Monte del Sol had 5 findings in the FY20 audit. The foundation had 1 finding. Four of the Five school findings were repeat findings with one of them being a Material Weakness.

The school now has a new business manager, Ms. Franco, and the repeat findings were before her tenure. The school is trying to reduce and eliminate all findings. Ms. Franco—redid all employee files so that they were organized, uniform and complete. The school is closing purchasing earlier to ensure reports are accurate. Insofar as financial reporting, if the P.O. is now above a certain amount, finance meetings are held, and the finance committee reviews it. CSD recommended that Ms. Franco use a purchase order log. In addition, to address these repeat and material weaknesses, all checks now have two signers for a check and balance.

#### **3.a. Is the school complying with governance requirements?**

The school has completed the OMA resolution and the by-laws are posted. The Board adopted a conflict-of-interest policy. With regards to training, the school leaders assured that all members would complete the mandatory training hours annually by June 30th—in process. The CSD went over all the needed Board Training hours.

#### **4.c. Is the school meeting teacher and other staff credentialing requirements?**

The school leaders confirmed that all the licensure requirements were addressed or being taken care of currently.

**Mission-Specific Goals:**

Goal 1: 60-74% of Monte del Sol students in grades 7-8, enrolled on both the 40th and 120th day, will successfully complete a mission portfolio with a passing grade, based on the portfolio rubric, and 75-84% of Monte del Sol students in grades 9-12, enrolled on both the 40th and 120th day, will successfully complete a mission portfolio, formal presentation, and reflection with a passing grade, based on the portfolio rubric, with at least 10% of students achieving a 'Pass with Distinction'.

School Response: We were unable to accurately measure specific percentages of completion by grade-level. An *undetermined* percentage of Monte del Sol students grades 7-12 completed mission portfolios in Advisory Pods. However, all Pod Leaders and students were introduced to and embraced the new mission-specific goal. Our grade 7 English teacher enthusiastically adopted the concept of portfolios and integrated multimodel lessons within the curriculum.

As Monte del Sol continues to integrate mission portfolios annually, we believe that students, staff, and the community will better understand the significance of the four pillars: sustainability, community, global literacy, and arts integration.

We were unable to determine specific percentages of completed criteria by grade but successfully built awareness of what sets Monte del Sol apart from other schools. Teachers planned units with the pillars in mind. Students reflected on their most successful work and took a metacognitive approach to understand their learning. Students presented their Mission Portfolios within grade-level teams and Advisory Pods. Teachers celebrated student progress by sharing successful projects with colleagues.

In the 2021-22 school year, all incoming 7th-grade students will participate in a Foundation of Monte course. Part of the course design is to introduce students to the pillars through inquiry-based learning. Advisory, where Mission Portfolios are designed and presented, will meet daily and is now a P/F for-credit course. The upper and lower school teams will develop strategies to track and deliver student projects.

**Assurances:**

The school provided the signed assurances document (Appendix B).

**Overall Financial/Organizational Framework Rating: Meets Standards**

*If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.*

**PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL**

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

**Academic Performance:** The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

**Organizational Performance:** The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

**Financial Performance:** For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.

Monte del Sol	2020-2021
<b>Category I. Academic Performance Framework</b>	
<u>Indicator 1</u> Components of School Accountability System	Unable to Review - COVID
<u>Indicator 2</u> Subgroup Performance	Unable to Review - COVID
<u>Indicator 3</u> Mission Specific Goals	Meets (or Exceeds) Standard
<b>Category II. Organizational Performance Framework</b>	
<u>Indicator 1a</u> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
<u>Indicator 1b</u> Educational Program: state assessment requirements	Unable to Review - COVID
<u>Indicator 1c</u> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
<u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard
<u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
<u>Indicator 1f</u> Educational Program: NM DASH Plan	Not Applicable
<u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
<u>Indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principles	Does Not Meet Standard
<u>Indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings	Does Not Meet Standard
<u>Indicator 2d</u> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
<u>Indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
<u>Indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard
<u>Indicator 3a</u> Governance & Reporting: complying with governance requirements	Working to Meet Standard
<u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
<u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
<u>Indicator 4a</u> Students & Employees: protecting the rights of all students	ASSURANCES
<u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
<u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard
<u>Indicator 4d</u> Students & Employees: respecting employee rights	ASSURANCES
<u>Indicator 4e</u> Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
<u>Indicator 5a</u> School Environment: complying with facilities requirements	ASSURANCES
<u>Indicator 5b</u> School Environment: complying with transportation requirements	ASSURANCES
<u>Indicator 5c</u> School Environment: complying with health and safety requirements	ASSURANCES
<u>Indicator 5d</u> School Environment: handling information appropriately	ASSURANCES
<b>Category III. Financial Performance Framework</b>	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable


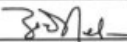

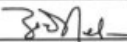

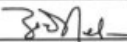

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

2019/2020 Renewal Year

2020-21 was Monte del Sol's first year of operation in the current contract.



[Appendix B: Assurances](#)

 <p><b>Charter Schools Division</b>  <b>Performance Indicator Assurances</b>  <b>2020-21</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Charter School Name</td> <td>Monte del Sol Charter School</td> </tr> </table> <p>In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.</p> <hr/> <p><input checked="" type="checkbox"/> <b>The school protects the rights of students with special needs, by:</b></p> <ul style="list-style-type: none"> <li>✓ Providing services per individual IEP,</li> <li>✓ Maintaining both direct service and ancillary support logs,</li> <li>✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school protects the rights of English Learner (EL) students:</b></p> <ul style="list-style-type: none"> <li>✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school complies with federal and state grant program requirements.</b></p> <p><input checked="" type="checkbox"/> <b>The school meets Governance and reporting requirements:</b></p> <ul style="list-style-type: none"> <li>✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.</li> <li>✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.</li> <li>✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).</li> </ul> <p><input checked="" type="checkbox"/> <b>The school protects the rights of all students:</b></p> <ul style="list-style-type: none"> <li>✓ School meets all Culturally &amp; Linguistically Responsive Framework requirements.</li> <li>✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.</li> <li>✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.</li> <li>✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)</li> <li>✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.</li> <li>✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17</li> <li>✓ School updates Next Step Plans annually for all high school students.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.</b></p> <p><input checked="" type="checkbox"/> <b>The school protects employee rights:</b></p> <ul style="list-style-type: none"> <li>✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.</li> <li>✓ School has an employee handbook that includes discipline and grievance policies.</li> <li>✓ School has a salary schedule that complies with minimum teacher salaries.</li> <li>✓ School has a documented mentorship program for first year Level One teachers.</li> <li>✓ School obtains legally compliant background checks per NMSA § 22-10A-5.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school complies with facility requirements in NMSA § 22-8B-4.2.</b></p> <p><input checked="" type="checkbox"/> <b>The school complies with transportation requirements, including all inspections and insurance, if applicable.</b></p>	Charter School Name	Monte del Sol Charter School	<p><input checked="" type="checkbox"/> <b>The school complies with health and safety requirements:</b></p> <ul style="list-style-type: none"> <li>✓ The school conducts all required emergency drills per <u>PED memorandum of 3/25/21</u>.</li> <li>✓ The school maintains immunization records, including a master immunization log.</li> <li>✓ All staff complete training on reporting child abuse and neglect.</li> <li>✓ The school has a Diabetes Management plan.</li> </ul> <p><input checked="" type="checkbox"/> <b>The school handles information appropriately:</b></p> <ul style="list-style-type: none"> <li>✓ School completes all STARS reporting requirements on time.</li> <li>✓ School follows proper security procedures, including keeping student files locked.</li> <li>✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.</li> <li>✓ School maintains a procedure for the transfer of cumulative files.</li> </ul> <hr/> <p>By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">School Leader Printed Name</td> <td colspan="3">Zoë Nelsen</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date</td> <td>7/16/21</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Board Chair Printed Name</td> <td colspan="3">Robert D. 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