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

MICHELLE LUJAN GRISHAM  
GOVERNOR

## Analysis of Renewal Application and Site Visit

### Las Montañas Charter High School

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

**Head Administrator:** Caz Martinez

**Business Manager:** Geri Bennett

**Authorized Grade Levels:** 9-12

**Authorized Enrollment Cap:** 325

**Current Enrollment:** 183

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

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

<b>PART A:</b>	<p><b>Data analysis provided by CSD is attached</b></p> <p>Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term</p>
<b>PART B:</b>	<p><b>Progress Report provided by the School is attached</b></p> <p>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 2, 2019.**  
*Ratings are based on the rubric provided in the application.*

Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<p><b>Department’s Standards of Excellence— A-F School Letter Grades</b></p> <p>Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section.</p> <p><b>Overall NM School Grades SY16 - SY18: F, F, and C Graduation Rates</b></p>	<i>Demonstrates Substantial Progress</i>
1.b	<p><b>Specific Charter Goals</b></p> <p>Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative.</p> <ul style="list-style-type: none"> <li>• demonstrate academic growth in reading as measured by three short cycle assessments using NWEA MAPS <b>Rating for SY19: Does Not Meet</b></li> <li>• demonstrate academic growth in math as measured by three short cycle assessments using NWEA MAPS <b>Rating for SY19: Meets</b></li> <li>• Las Montañas Charter High School Full Academic Year seniors, registered and classified at the 40 Day count as seniors, will participate in a rigorous senior advisory program <b>Rating for SY19: Exceeds</b></li> </ul>	<i>Demonstrates Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<p><b>Audit</b></p> <p>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.</p> <p><b>During FY16-FY18, the school had five (5) audit findings, including one material weakness or significant deficiency.</b></p>	<i>Demonstrates Substantial Progress</i>

2.b	<p><b>Board of Finance</b> 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).</p>	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	<p><b>Material Terms</b> All schools must provide a response for this section of the application.</p>	<i>Meets the Standard</i>
3.b	<p><b>Organizational Performance Framework</b> 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.</p> <ul style="list-style-type: none"> <li>• <b>Indicator 1e English Language Learners</b></li> <li>• <b>Indicator 1g Recurrent Enrollment</b></li> <li>• <b>Indicator 5a Facilities Requirements</b></li> <li>• <b>Indicator 5b Health and Safety Requirements</b></li> </ul>	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	<p><b>Governance Responsibilities</b> All schools must provide a response for this section of the application.</p>	<i>Meets the Standard</i>

<b>PART C:</b>	<p><b>Financial Statement is attached</b> 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.</p>
<b>PART D</b>	<p><b>Affidavits for Petitions are attached</b></p> <p>1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit. <b>Number: <u> 23 </u> Percentage: <u> 100 </u> %</b></p> <p>2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit. <b>Number: <u> 123 </u> Percentage: <u> 78.3 </u> %</b></p>
<b>PART E:</b>	<p><b>Description of the Charter School Facilities and Assurances are attached</b> A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.</p> <p>1. A narrative description of its facilities</p> <p>2. Attach <u> </u> facility plans or <u> X </u> the school’s Facility Master Plan</p>

	<p>3. Attach a copy of the building E Occupancy certificate(s) from <u>State of NM</u> number <u>20721</u> <u>Maximum capacity is not listed on the certificate</u></p> <p>4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 <b>The school provided a list from PSFA that indicates the school’s NMCI score is 8.43 %, which is well below the current average of 23.07% (lower is better with zero being perfect).</b></p> <p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.  <u>      </u> building is owned by charter school, school district, or government entity;  OR  <u>      </u> building is subject to a lease-purchase agreement; OR  <u>  X  </u> school had provided the appropriate assurances form:            X Public (Cert A)    <input type="checkbox"/> Private (Cert B)    <input type="checkbox"/> Foundation (Cert C)</p>
<b>PART F:</b>	<p><b>Prior Amendment Requests</b>  Amendment request to reflect that the school has moved from 201 East Lohman Avenue to their current location at 1405 South Solano Drive in Las Cruces. This is contingent on signed minutes by the governing council with their approval was approved on 6/17/2016</p>
<b>Interviews</b>	<p><b>A summary of the Stakeholder Interviews is on the following page.</b></p>
<b>Other Appendices</b>	<p><b>The school did not provide additional appendices.</b></p>
<b>School’s Response</b>	<p>The school may provide a narrative response to this analysis, which is due no later than November 25, 2019. The response should be uploaded to the Web-EPSS 2019-2020 PEC Renewal Application AND sent via email to charter.schools@state.nm.us.</p>

## Stakeholder Interviews

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

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

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

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

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



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## Part A: Preliminary Data Report and Current Charter Contract Terms

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**Las Montañas Charter High School  
November 2019**

## SECTION 1. ACADEMIC PERFORMANCE

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

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

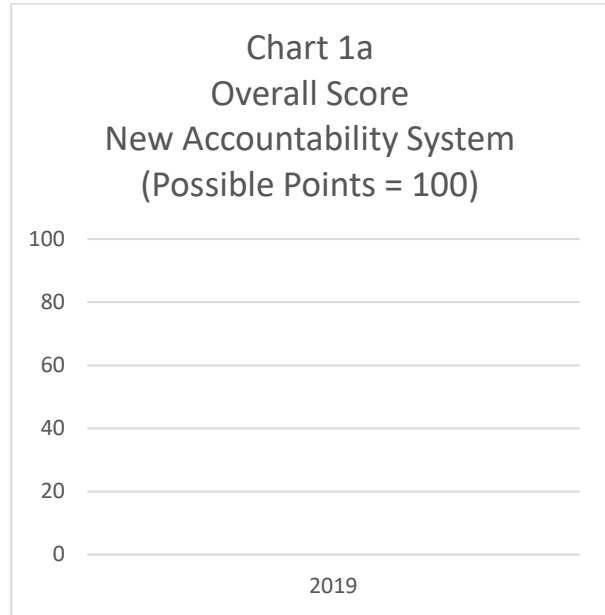
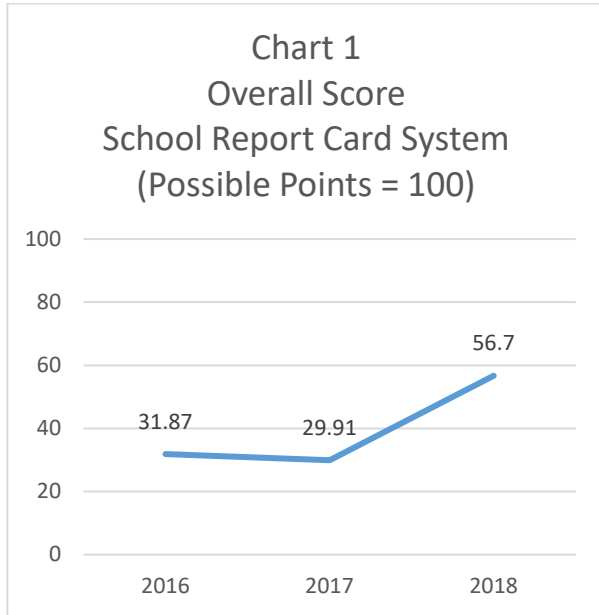
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point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

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

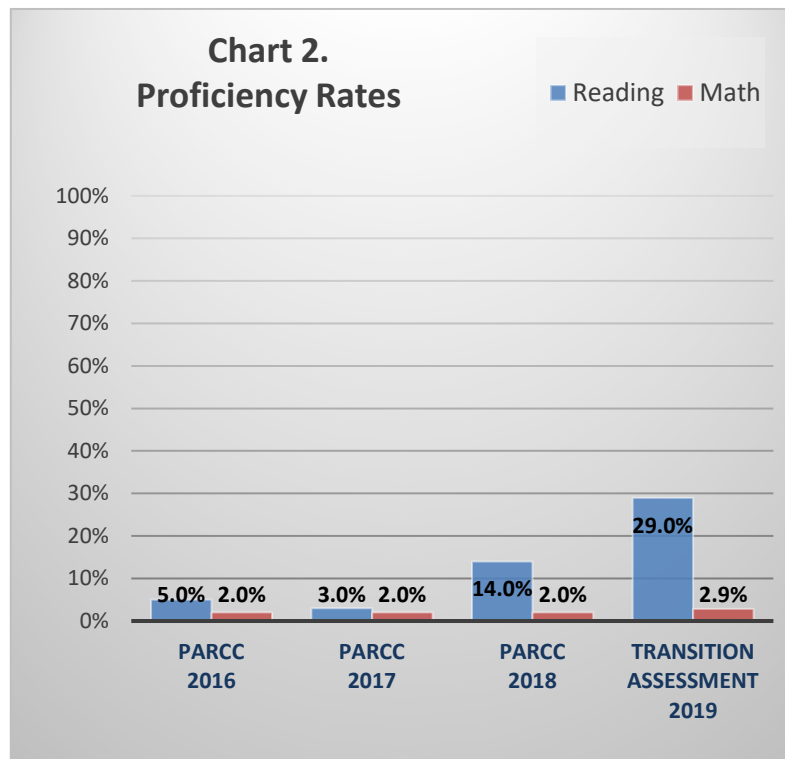
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019, from the new State System of School Support and Accountability, once the reports are released.**

1a. Department's Standards of Excellence

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

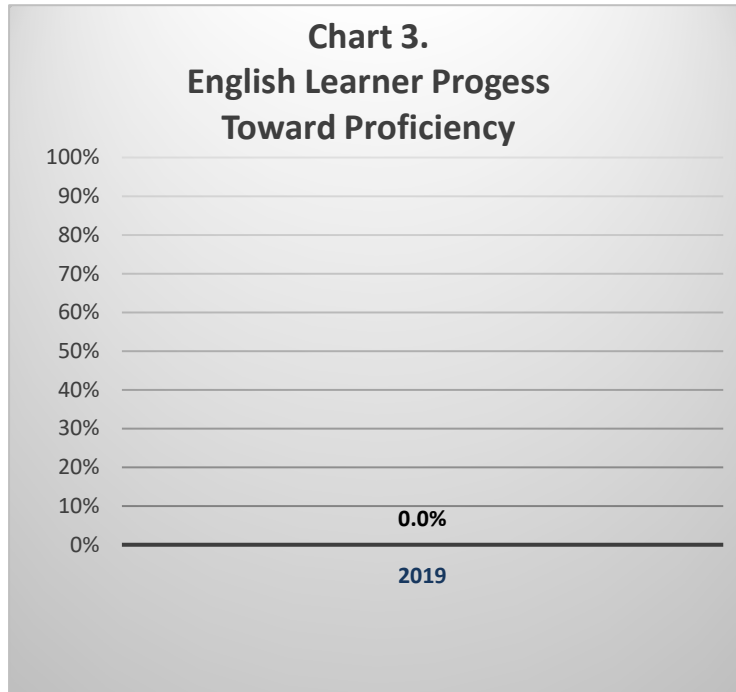


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.

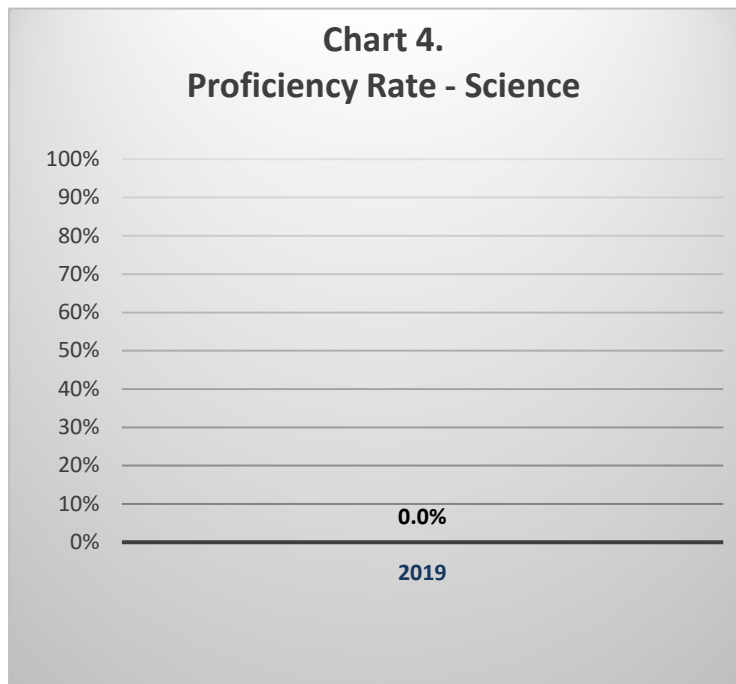




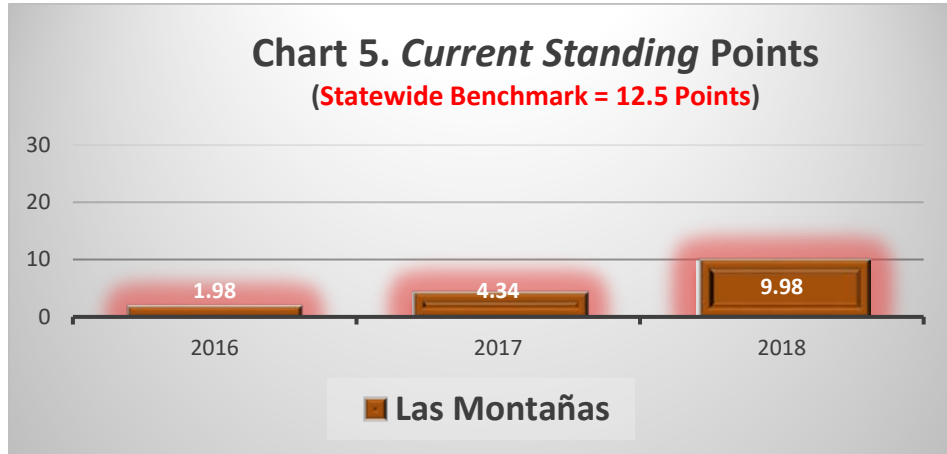
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



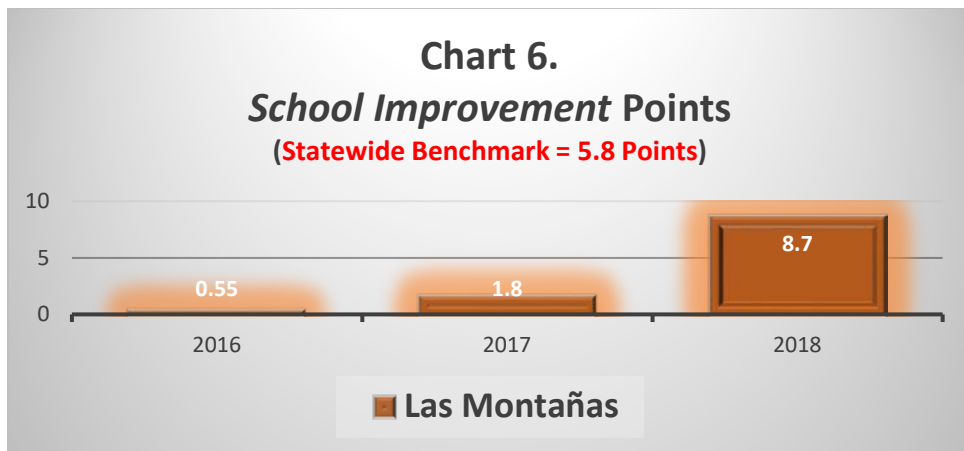
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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

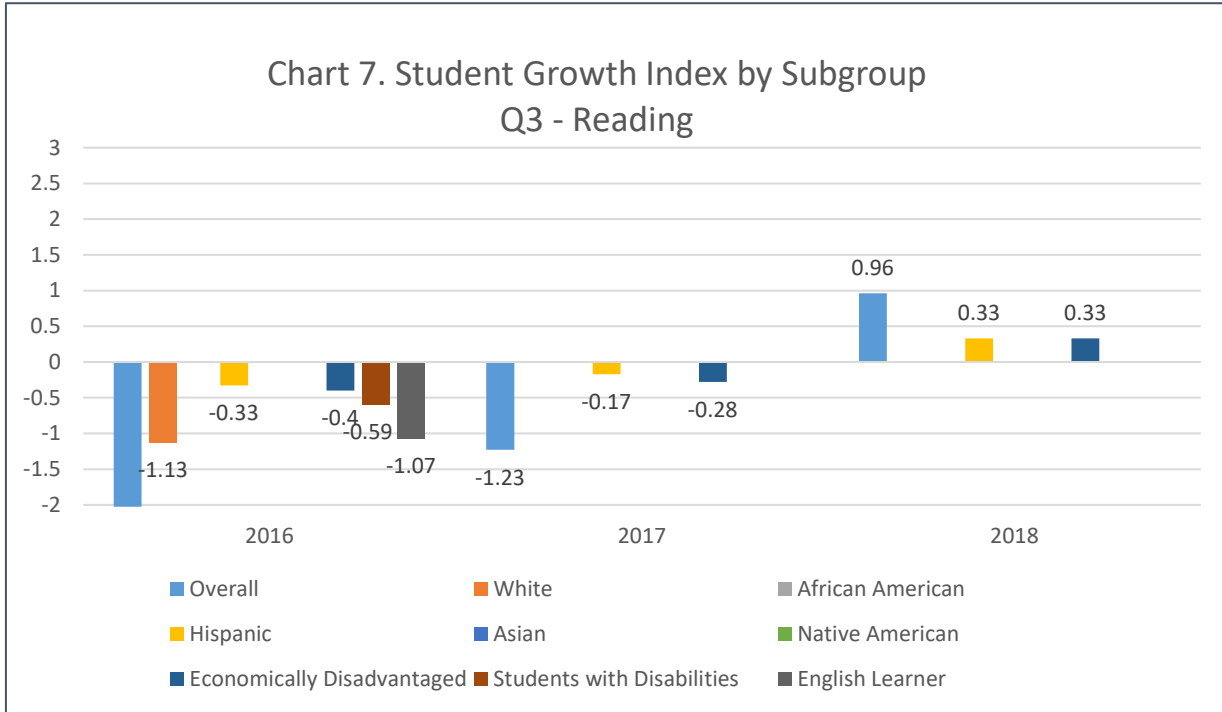


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



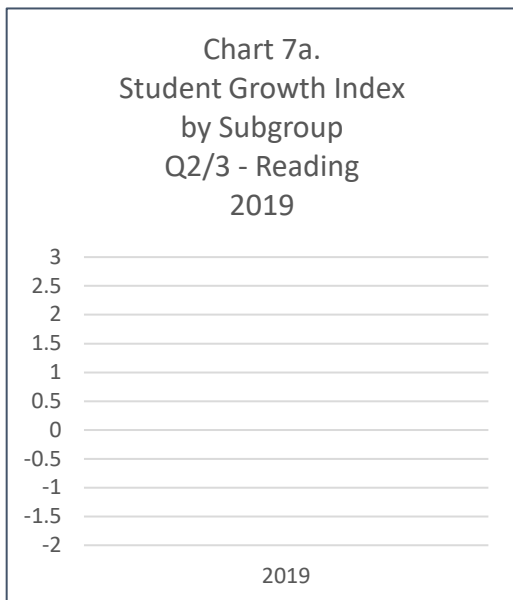
**Subgroup – Higher-Performing Students in Reading**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)** This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. Subgroups with fewer than 10 students are not displayed in order to mask student identity. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



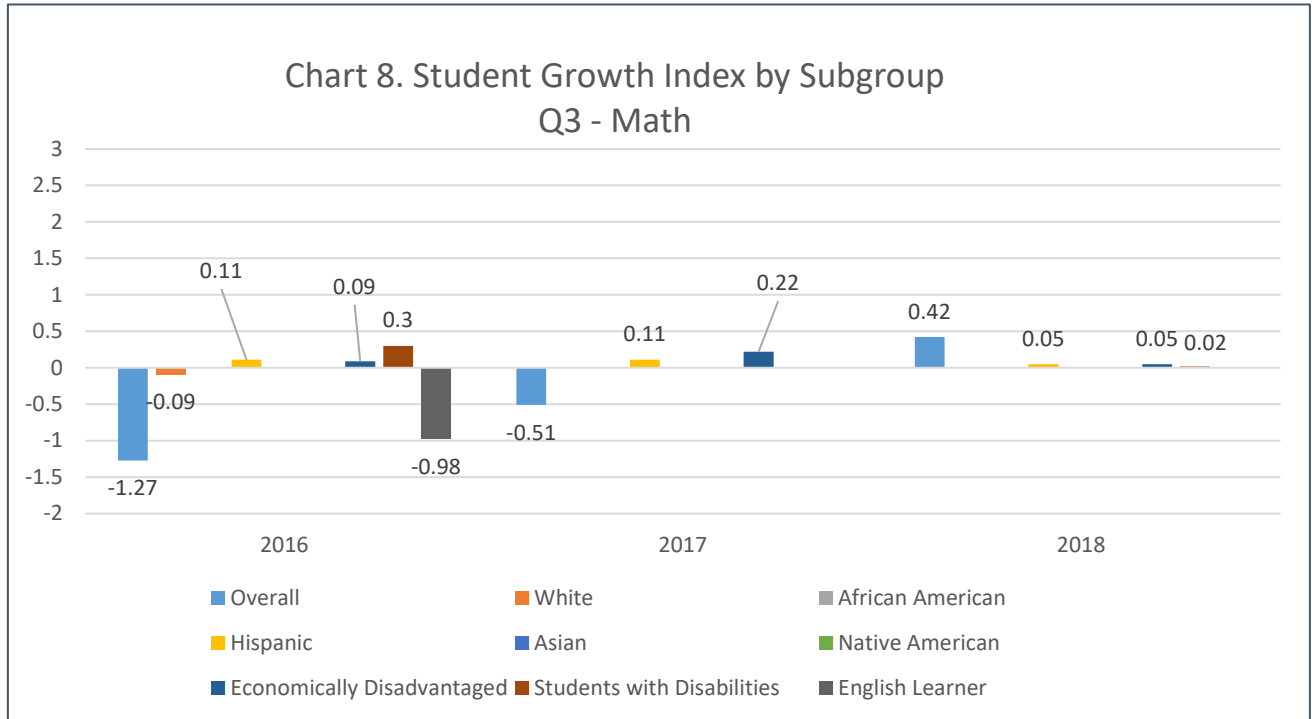
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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



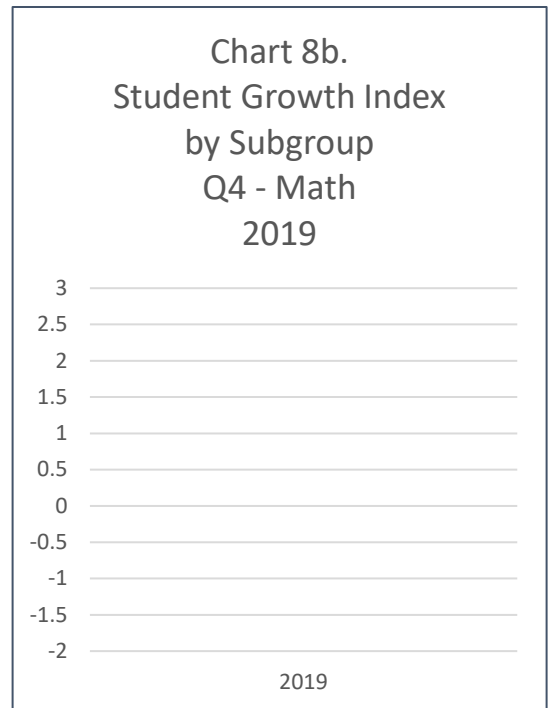
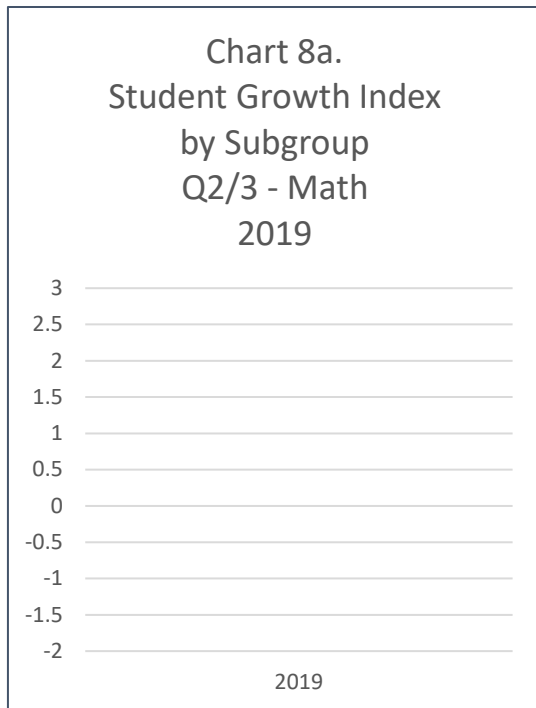
**Subgroup – Higher-Performing Students in Math**

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



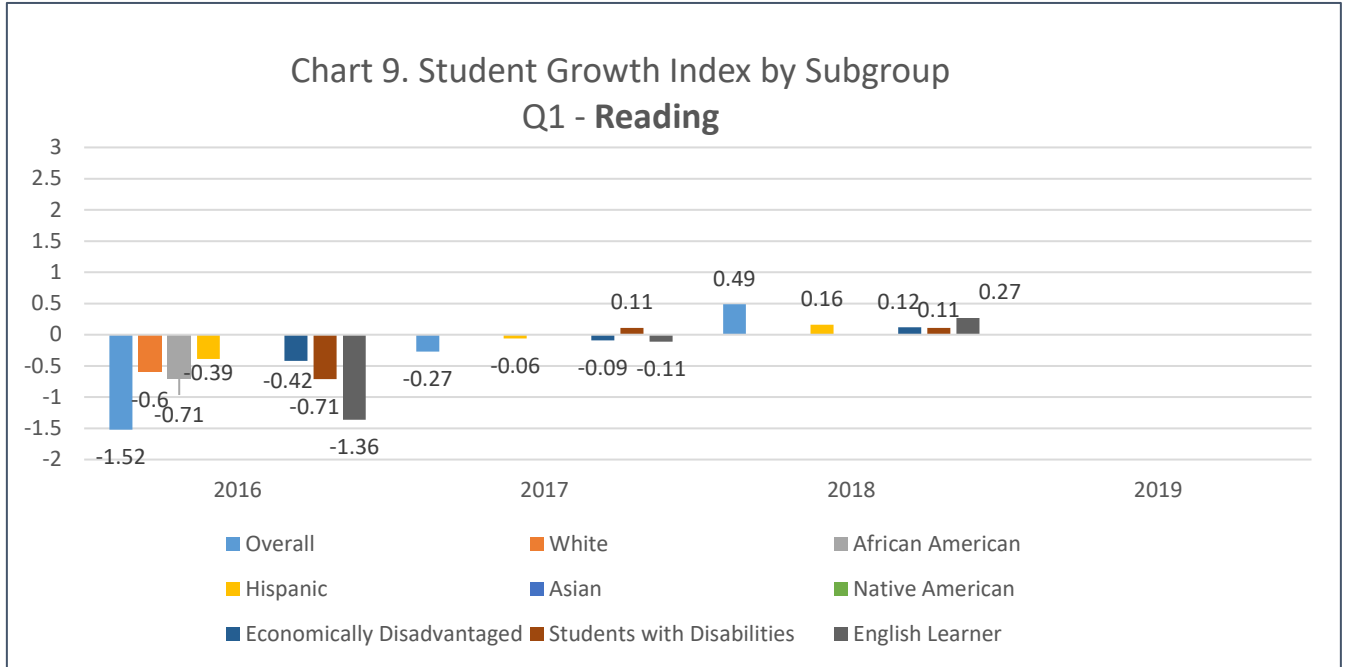
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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

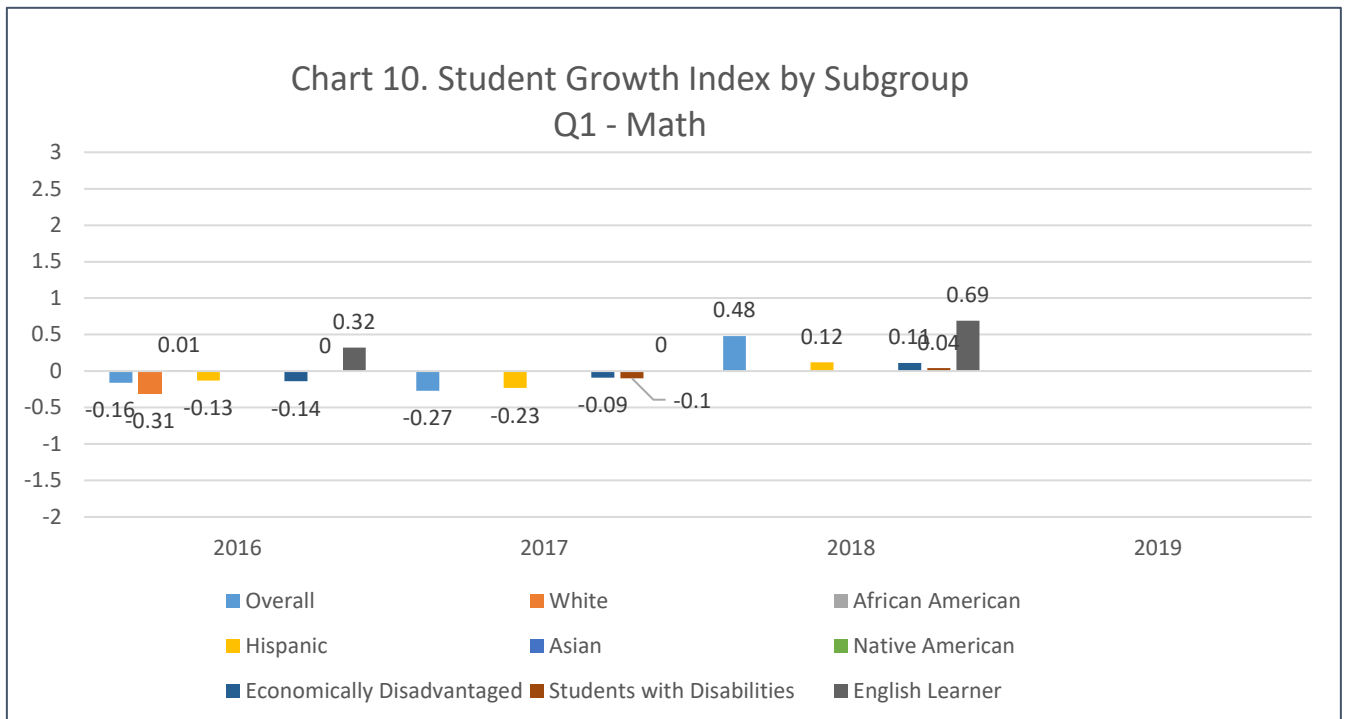


**Subgroup – Lowest-Performing Students in Reading**

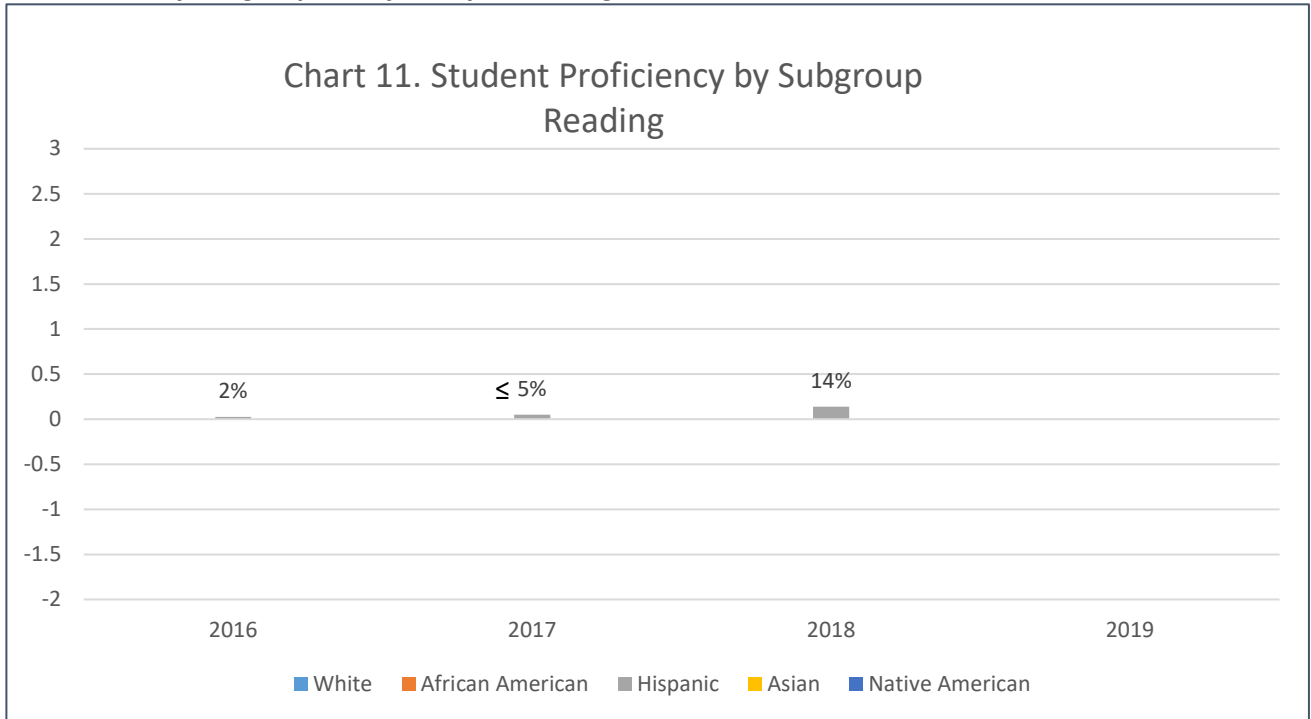
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



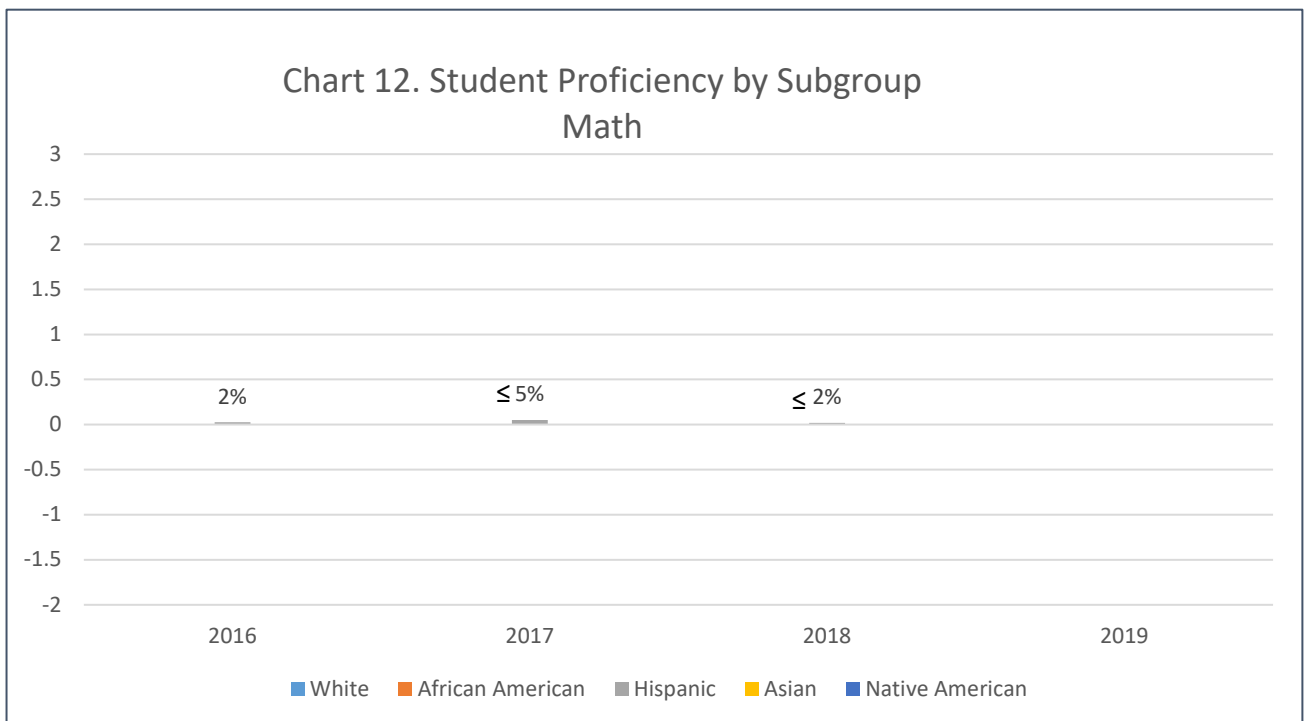
**Subgroup – Lowest-Performing Students in Math**



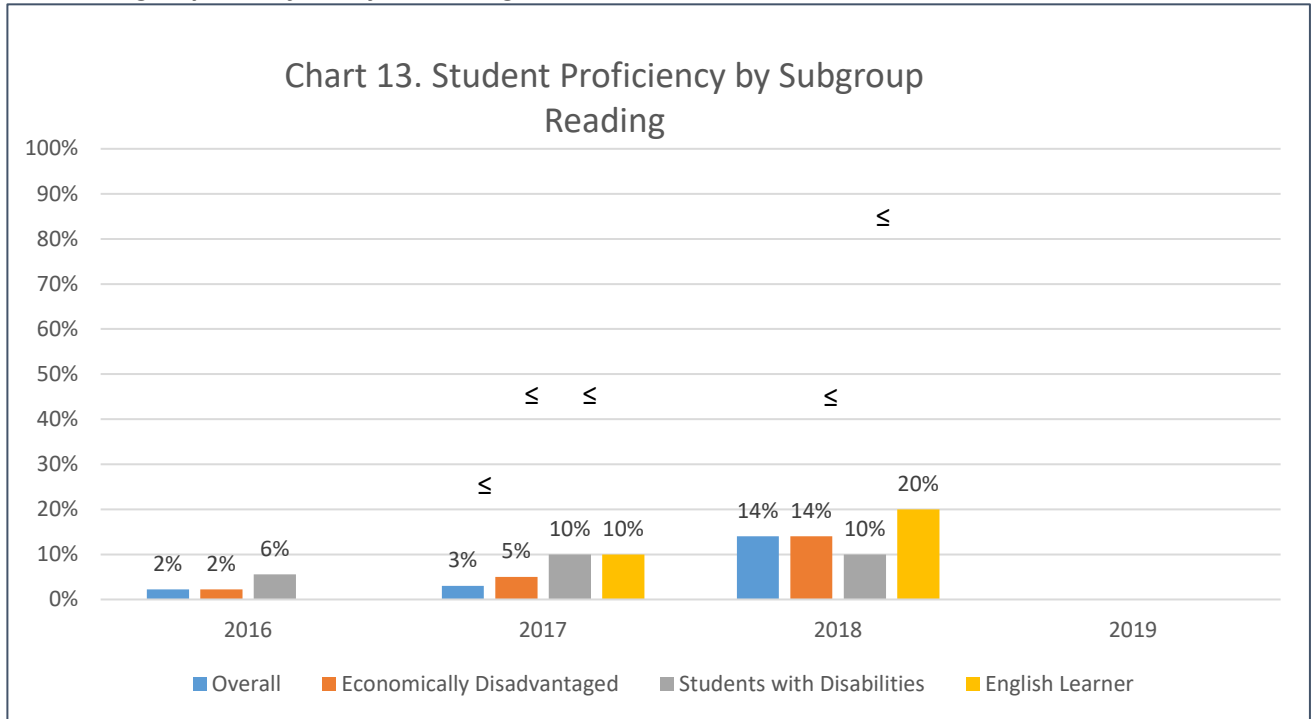
**Race/Ethnicity Subgroups - Proficiency in Reading**



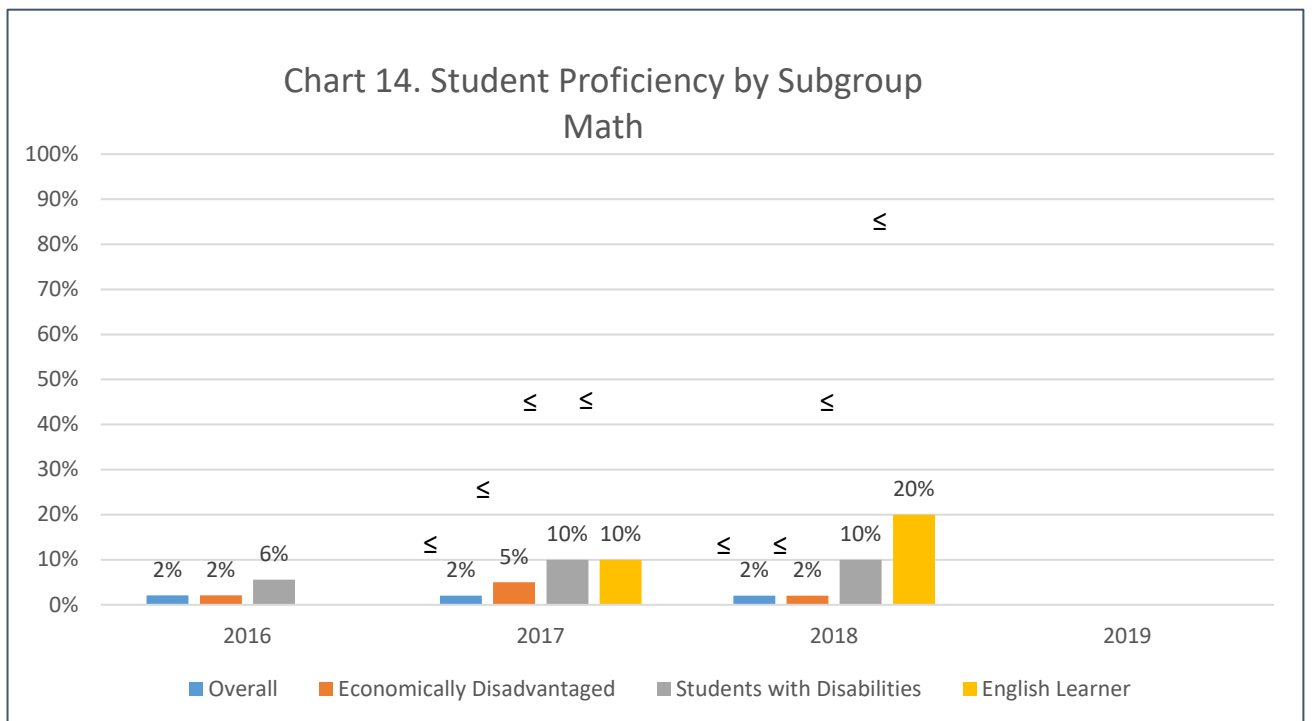
**Race/Ethnicity Subgroups - Proficiency in Math**



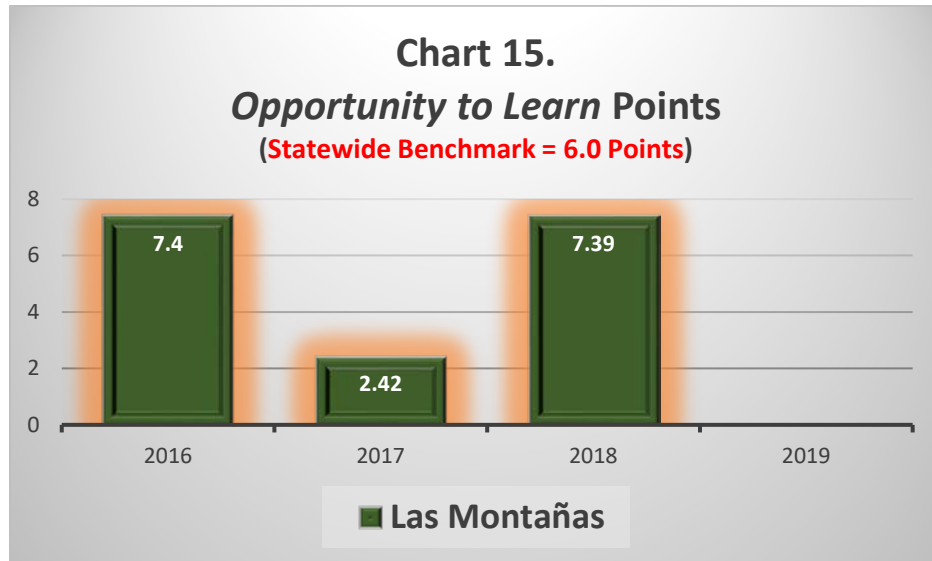
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**

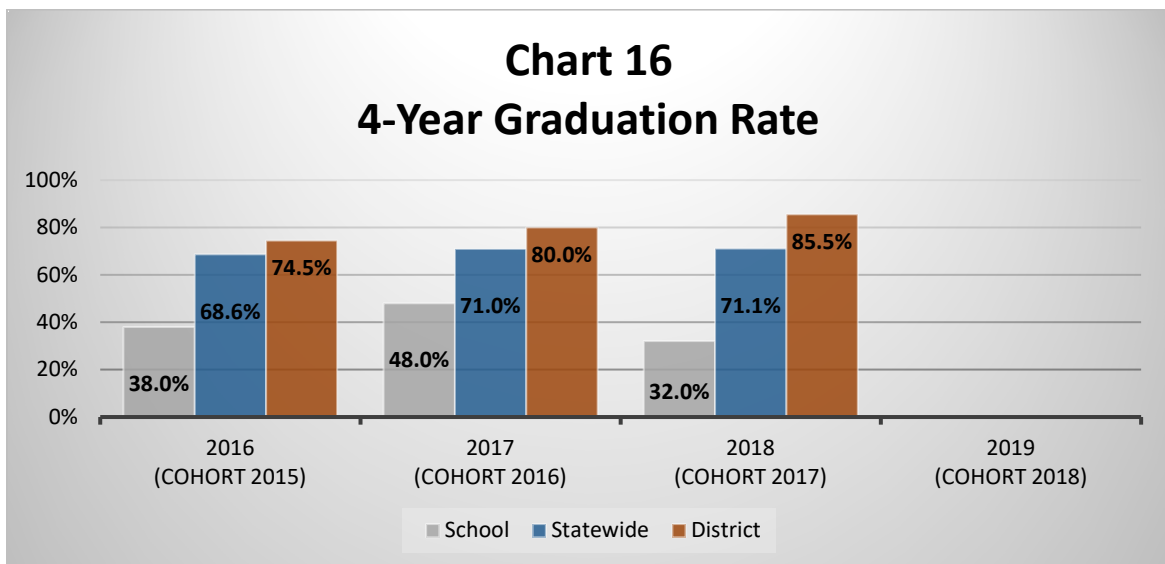


**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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



**High School Graduation Rates for the 4-year cohort**

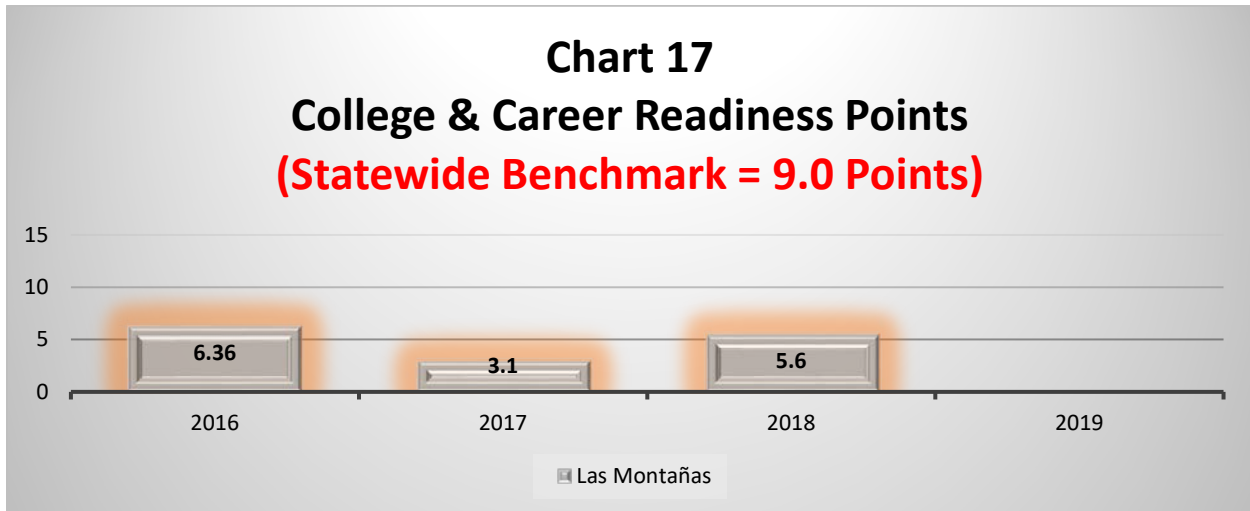
Please note that the data reported each year is for the prior year’s cohort of students.





**College & Career Readiness (CCR):** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>1</sup>. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

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



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

1b. Specific Charter Goals

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

### Charter Specific Goals

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

*Figure 2. Progress towards Charter Specific Goals.<sup>2</sup>*

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

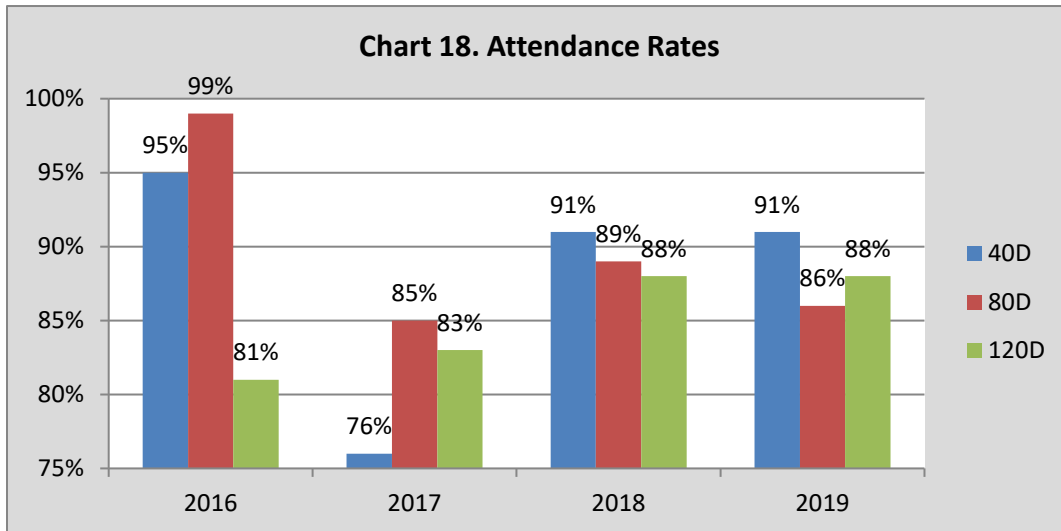
<sup>2</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

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

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

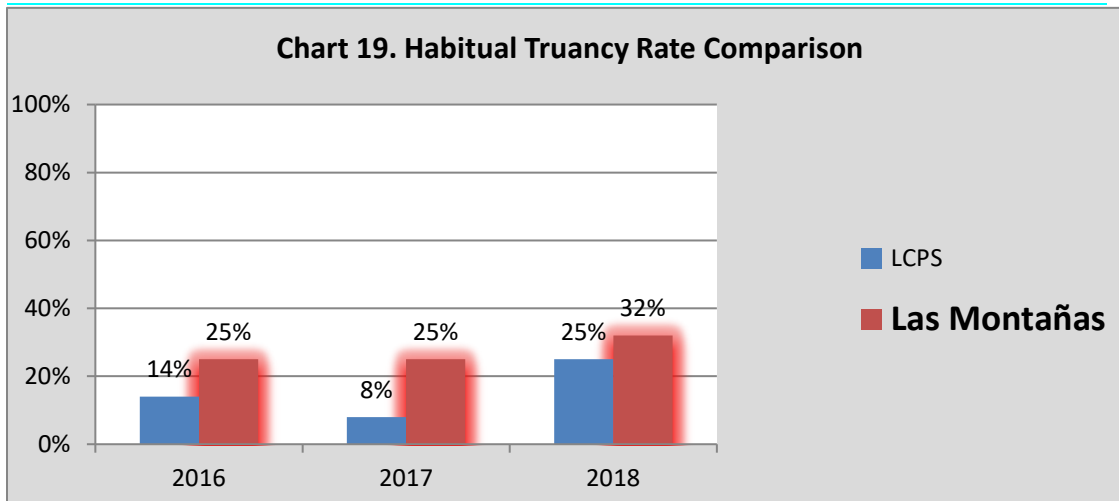
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

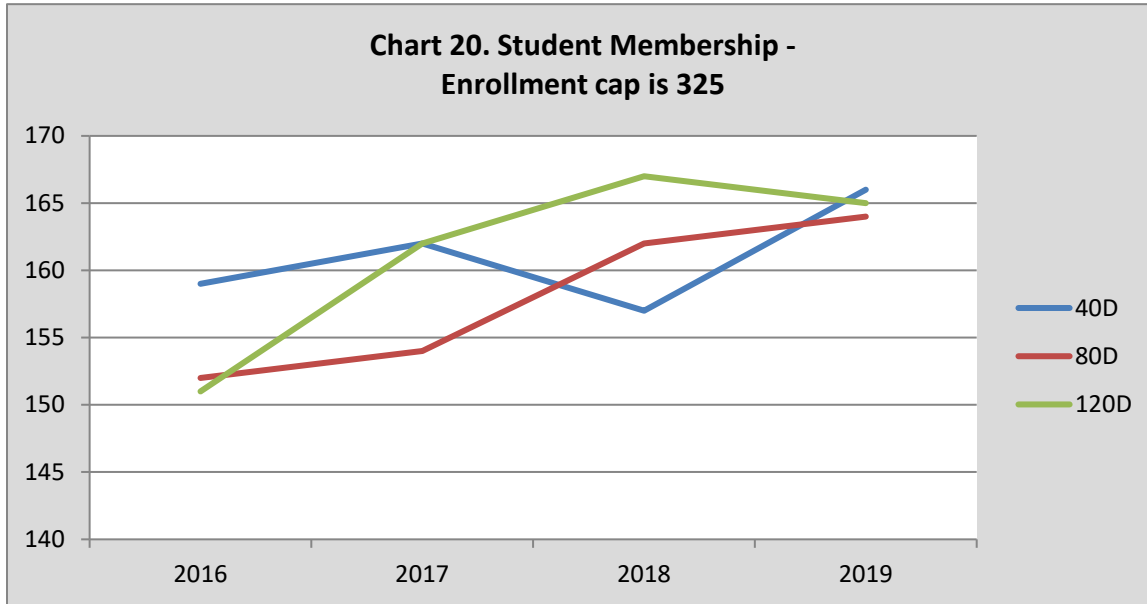
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and



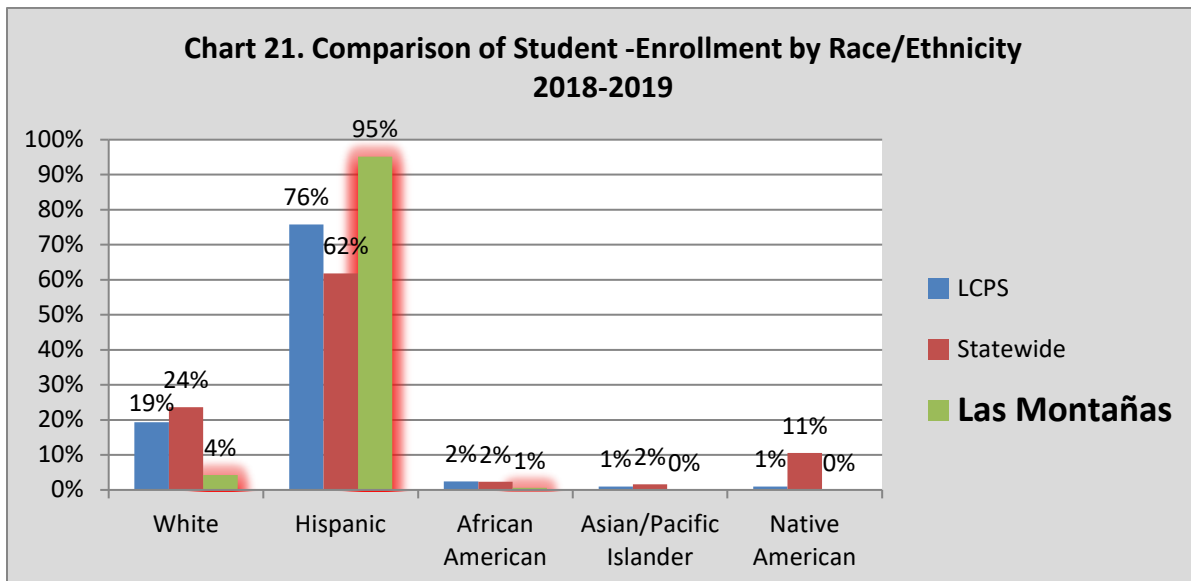
**Student Membership (Enrollment)**

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

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

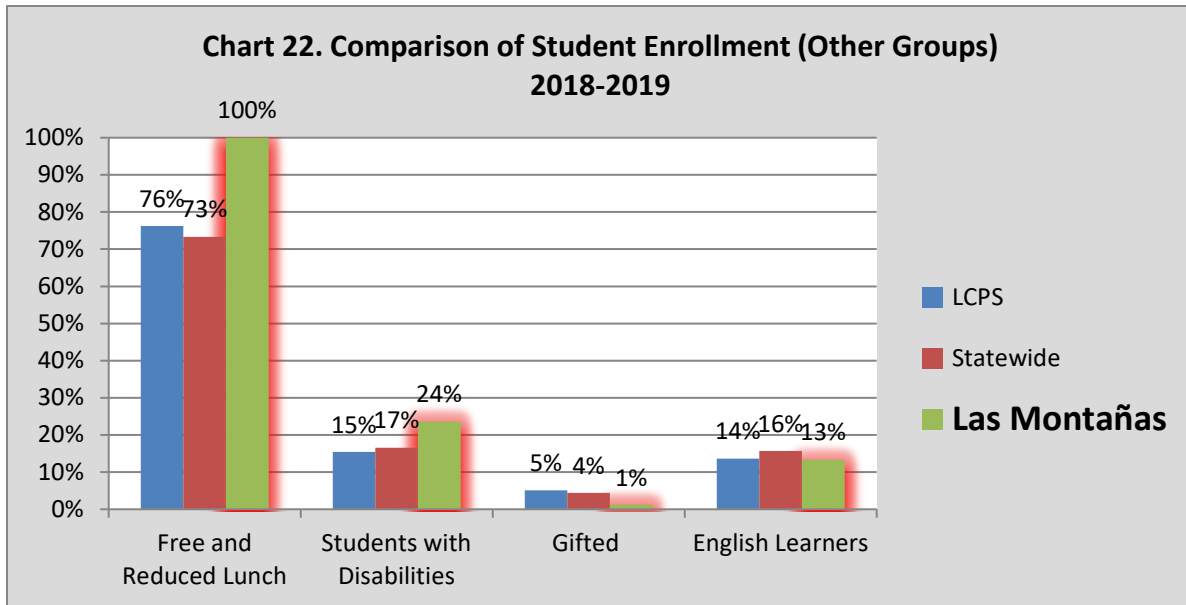


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroup**

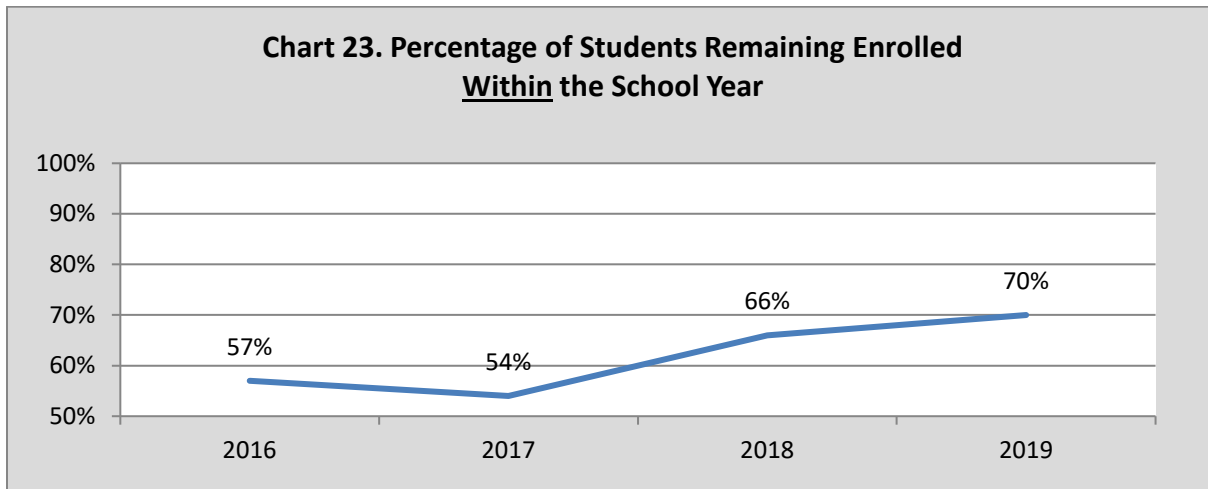


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Retention and Recurring Enrollment**

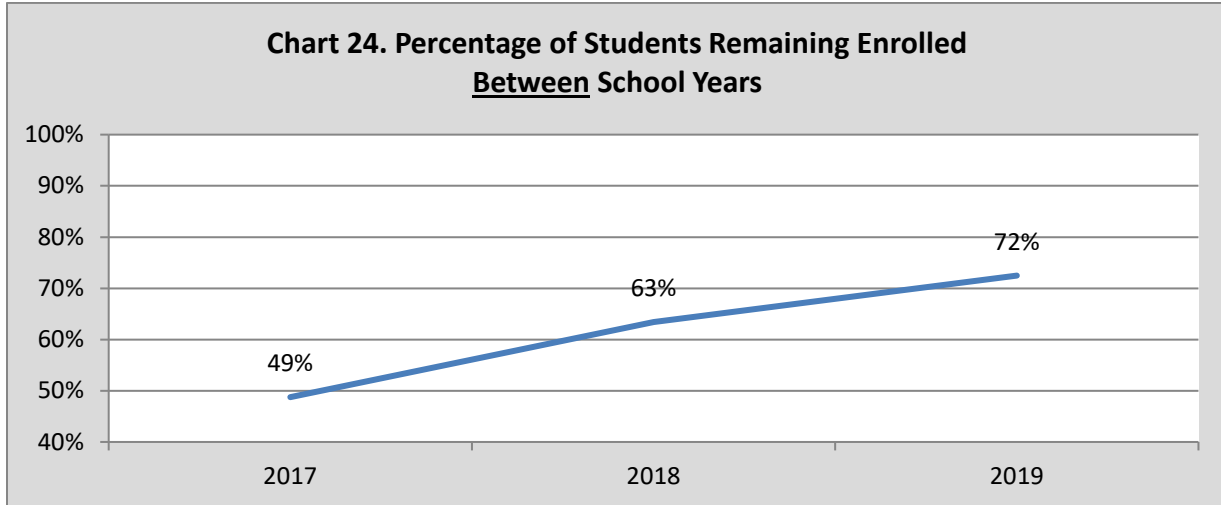
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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



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

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

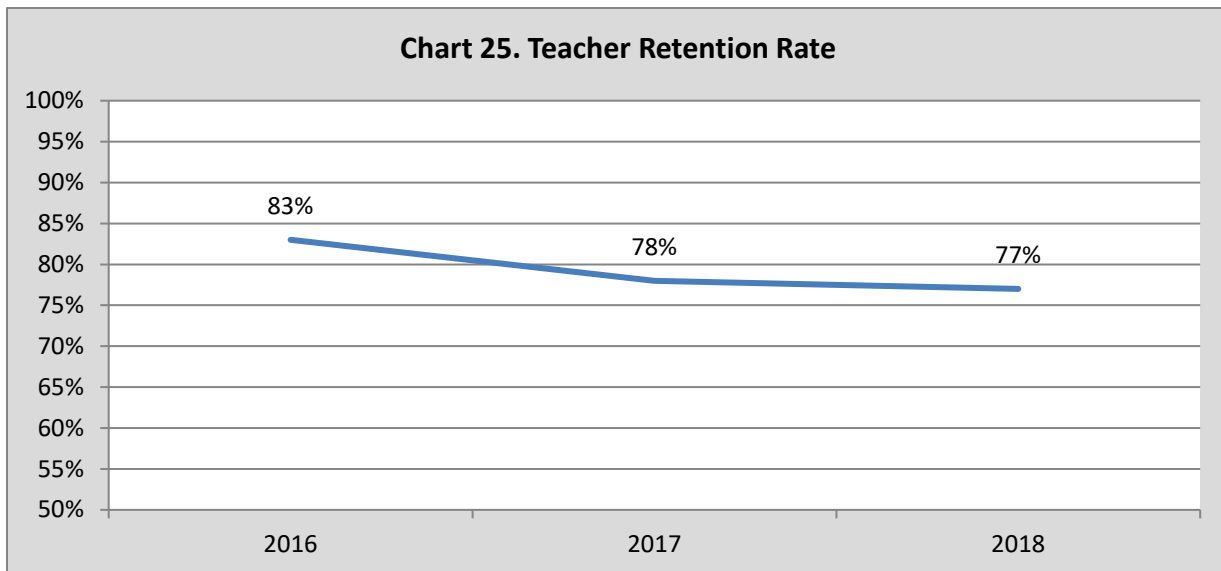


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

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

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



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

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

Figure 3. Fiscal compliance over term of contract.

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

### Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

#### **2018-001 Untimely Cash Receipts (Other Noncompliance)**

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

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

#### **2018-002 Vehicle Logs (Other Noncompliance)**

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

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

**2018-003 Disposal of Public Property (Other Noncompliance)**

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

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

**2018-004 Over-Expended Budget (Other Noncompliance)**

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

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

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

**2018-005 Financial Close and Reporting (Material Weakness)**

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

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

2b. Board of Finance

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



## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### 3a. Educational Program of the School

#### *Educational Program of the School*

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

#### *Student – Focused Term(s).*

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

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

*Teacher – Focused Term(s).*

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

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

*Parent – Focused Term(s).*

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

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

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

3b. Organizational Performance Framework

Please note that the 2018-2019 ratings are not yet finalized. Schools may be in the process of submitting additional documentation and the Academic Indicator cannot be rated until the NM System of School Support and Accountability data is released. This chart will be updated in the packet provided to the Public Education Commission (PEC) and the school in November.

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

3c. Governing Body Performance

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

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

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

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.

## OTHER SECTIONS

Part B: Progress Report (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement (to be provided by school)

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized 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. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two 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 during the year prior to the least year of the contract; and (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 on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests

The historical information on amendments and amendment requests is provided by the Charter Schools Division in Figure 8.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to amend contract to reflect that the school has moved from 201 East Lohman Avenue to their current location at 1405 South Solano Drive in Las Cruces. This is contingent on signed minutes by the governing council with their approval.	Approve	6/17/2016	NA

Figure 8. Amendment Requests and actions.