

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Las Montañas Charter High School

Authorizer: New Mexico Public Education Commission

Current Charter Term: 2020-2025

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

Las Montañas Charter High School (LMCHS) has served students in grades 9-12 in the Las Cruces area and Doña Ana County since 2007. Many of its students face significant challenges that often contribute to barriers in achieving success both academically and in life. Las Montañas Charter High School believes that overcoming life's challenges is an integral part of the learning process and engages families and the greater community to create a supportive and alternative learning environment for students to develop the skills necessary for academic achievement and post-secondary success. LMCHS is committed to serving as a beacon for its community and a model for providing students with the much-needed holistic support they deserve while also preparing them for college and post-secondary careers.

In SY2021-22, the school received an overall NMVistas score of 23 points and was designated as a CSI Grad school. In SY2022-23, the school maintained its CSI Grad designation but made significant progress, increasing its overall NMVistas score by 28 points to achieve a score of 51 points. Additionally, the school earned a distinction based on the Family Income Index and an additional designation for excellence in English Learner Progress (ELP). Although the school received a "does not meet standard" rating for mission-specific goal #1 in both SY2021-22 and SY2023-24, it narrowly missed achieving a "meets standard" rating by one percentage point. The school has consistently met or exceeded mission-specific goal #2 in each rated year of its contract term. The school received an overall rating for organization and financial performance of 'meets standard' for years 1 and 2 of its contract term, but in year 3, earned a rating of 'does not meet standard' due to its continued work to improve its financial performance. While the school still awaits its year 4 overall rating, it hopes that the rating is reflective of its hard work to correct its mistakes and improve its financial compliance.

Additional Areas of Distinction and Accomplishments During the 2020-2025 Contract Term:

SY2020-21 - SY2022-23:

- Exceeded student retention rates each rated year of its contract term.
- Exceeded student recurrent enrollment targets in SY2020-21.
- 17/17 students passed the OSHA 10 certification.
- 7/7 students successfully completed the construction pathway.
- 4/5 students successfully completed the Educators pathway.
- Weeklong ENLACE Legislative Internship Lunch SY2021-22 - SY2023-24 where a few select students were invited to participate in additional work with legislators.
- Created Construction pathway and Educator's pathway in SY2021-22

SY2023-24:

- CTE program rebuild and expansion year focused on introducing students to various pathways. The

school added programs in Audio Visual and Film, Business Management Administration and Entrepreneurship, Transportation Distribution and Logistics, and Health Occupations. While students made progress toward fulfilling pathway sequence requirements, none fully completed them during this rebuilding year. Students will continue their pathway work in SY2024-25 to complete the remaining course sequence requirements.

-No students participated in OSHA training due to career explorations courses during pathway expansion year.

-5/7 students enrolled in construction and architecture 800 successfully completed the construction pathway 4 semester course sequence.

-National Redesign showcase with John Hopkins University where students designed a presentation on agency, belonging, and connectedness (SY2023-24 showcase in Washington, DC to members of the Department of Education and other congressional members and dignitaries).

-Recipient of the highly competitive CTE Innovation Zone grant in SY2023-24 and SY2024-2025.

-Student Presentation at the Las Cruces Home Builders Home and Garden Show: As part of the school's woodworking program, students created, showcased, and sold various handcrafted items, such as Adirondack chairs and tables in SY2023-24.

-Student Action Research Project presented to Las Cruces City Council to advocate for a crosswalk in order to improve school School Safety in SY2022-23 and SY2023-24.

-Las Montañas Charter High School hosted a Career Summit and CTE Showcase to highlight the work students have accomplished to industry partners. The event included a school tour attended by the Deputy Secretary of Workforce Solutions and Lt. Governor Howie Morales. Lt. Governor Morales was so impressed with the students' work that he offered to return as the commencement speaker for the school's graduation ceremony.

SY2024-25:

-15/15 students passed the OSHA 10 certification

-School anticipates another round of OSHA 10 certifications in the second or third quarter.

-Now offering a total of 6 different CTE pathways for students: 1: Construction and Architecture; 2: Audio Visual and Film; 3: Business Management Administration and Entrepreneurship; 4: Transportation Distribution and Logistics; 5: Educator's Pathway; 6: Health Occupations.

Upcoming in SY2024-25 and Beyond:

-Every senior will be in work based learning by EOY

-Continue Industry Advisory Board meetings for all pathways

-Establish partnerships with Department of Labor's Workforce Innovation and Opportunity Act program (WIOA), Workforce Solutions, and Division of Vocational Rehabilitation (DVR) to support CTE programs for all students

-Finalized capstone presentation procedures with some students completing capstone projects by EOY

-Finalized Graduate profile in collaboration with Future Focused Education (FFE)

-LMCHS will launch project based learning (PBL) in collaboration with Amara Vida llc who has worked to facilitate staff-wide PLCs focused on PBL, one-on-one meetings, and integration strategies for blending content standards into CTE focused projects. Beginning October 7, 2024, students in the construction pathway will begin a cross curricular education home build in partnership with Las Cruces Home Builders Association Education Homes. This will allow these students to participate in all aspects of building a home from start to finish.

-Near Peer Tutoring is established. LMCHS students will be tutoring elementary students in math.

-All six pathways will be affiliated with a CTSO by EOY. The school is currently affiliated with, HOSA, Skills USA, Business Professionals of America (BPA), and Ed Rising

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Las Montañas Charter High School acknowledges that its student achievement data for its current contract term presents challenges. In addition to the statewide-accountability system, the school uses its end-of-course (EOC) exams as a part of its standards-based "flavor model" to monitor student achievement and growth. Student calendars are based on an 8-term calendar of which 6 terms are spent completing standards based curriculum with 2 intervention or acceleration terms built into the schedule for additional student support. The school does not currently administer an interim assessment. Anecdotally, in SY2019-20, or pre-pandemic, 94% of students were able to pass standard based curriculum. During SY2020-21, or the pandemic year, internal student data took a drastic dip, with a 21% student end-of-course (EOC) pass rate. In response, the school prioritized getting students back into the physical classroom by providing its students with basic needs on campus to create an environment conducive to learning. On average, students enroll at Las Montañas Charter High School at least 1.5 years behind in credits and overcome personal struggles and hardships just to attend school each day. To support students, the school has always provided its students with free breakfast and lunch.

In SY2021-22, students continued to face significant personal and academic challenges, as revealed by the Adverse Childhood Experiences survey administered by the school. The survey results were heartbreaking, and prompted the school to shift its focus toward Social-Emotional Learning (SEL) and brought in comprehensive external community support to ensure students received the necessary care to thrive in an academic setting. While alarming, the candid feedback from students served as a springboard for the school's comprehensive redesign for how it supports its staff and students. As part of this redesign, leadership brought in an additional counselor to support teachers through their own emotional struggles exacerbated by the realities students were facing outside of school. The school also transitioned an internal employee into a Student Success Advisor (SSA), whose role focuses on data analysis and disaggregation to better understand and address student needs. The SSA's analysis of remote learning data revealed staggering insights that further informed the school's strategies:

2021- 22 BOY In-Person Classes (Total = 115 students)						2021- 22 BOY Online Classes (Total = 74 students)					
%	Levels	# of stu	%	#	%	%	Levels	# of stu	%	#	%
0	6	12	10.4	30	26	0	6	47	63.5	66	81.1
1 - 16	5	3	2.6			1 - 16	5	5	6.8		
17 - 32	4	6	5.2			17 - 32	4	1	1.4		
33 - 49	3	9	7.8			33 - 49	3	7	9.4		
50 - 69	2	12	10.4	85	73.8	50 - 69	2	7	9.4	14	18.8
70 - 100	1	73	63.4			70 - 100	1	7	9.4		

The SSA noticed that at the beginning of year (BOY), not only were more students opting to attend school in person, but of those who did choose in-person learning, 73.4% were able to complete and pass their formative end-of-course standards based assessments, as opposed to a 18.8% completion/pass rate for students who choose online learning. As a result, the school worked to promote in-person learning

for all students by emphasizing and offering SEL learning strategies to work through the trauma of being at home during the pandemic. By end-of-year (EOY), the school experienced attrition in in-person attendance, but of those who stayed, 64% of students were able to complete and pass EOC based learning curriculum, as opposed to a 50% pass rate for students who opted for online learning.

2021- 22 EOY In-Person Classes (Total = 102 students)						2021- 22 EOY Online Classes (Total = 141 students)					
%	Levels	# of stu	%	#	%	%	Levels	# of stu	%	#	%
0	6	17	16	37	36	0	6	33	23	71	50.03
1 - 16	5	6	6			1 - 16	5	12	9		
17 - 32	4	3	3			17 - 32	4	13	9		
33 - 49	3	11	11			33 - 49	3	13	9		
50 - 69	2	18	18	65	64	50 - 69	2	17	12	70	49.7
70 - 100	1	47	46			70 - 100	1	53	38		

In SY2022-23, Las Montañas' leadership team collaborated with TNTP as part of the NMPED's Charter School Consortium. This year-long professional development series focused on Accelerated Learning and the positive impact of High-Quality Instructional Materials (HQIM) on student achievement and engagement. Leadership learned to use TNTP's Walkthrough Tools to observe classrooms and ensure high-quality instruction, investigated the root causes of challenges, and developed actionable plans. Additionally, they worked closely with a TNTP Leadership Coach to establish sustainable systems and structures to support teacher and leader growth and as of SY2022-23 BOY data, experienced positive results for students with a 70% EOC exam pass and completion rate. The school's SSA further disaggregated data from BOY, which revealed that students who were a part of the school's construction pathway were passing EOCs at a higher rate than students in a traditional classroom setting.

2022- 23 BOY In-Person Classes (Total = 115 students)						2022-2023 BOY In Construction Pathway (Total= 32 students)					
%	Levels	# of stu	%	#	%	%	Levels	# of stu	%	#	%
0	6	9	8%	34	30%	0	6	0	0%	5	16%
1 - 16	5	1	1%			1 - 16	5	0	0%		
17 - 32	4	14	12%			17 - 32	4	3	10%		
33 - 49	3	10	9%			33 - 49	3	2	6%		
50 - 69	2	13	11%	81	70%	50 - 69	2	4	12%	27	84%
70 - 100	1	68	59%			70 - 100	1	23	72%		

However, by SY2022-23 EOY, the school began to notice a jarring increase in student chronic absenteeism rates, which caused EOY EOC pass and completion rates to drop to 56%. Given the structure of the construction pathway, the SSA was unable to calculate EOY data because it does not align with the school's 8-term calendar schedule.

2022- 23 EOY In-Person Classes (Total = 123 students)

%	Levels	# of students	%
0	6	19	15%
1 - 16	5	8	6.5%
17 - 32	4	13	11%
33 - 49	3	15	12%
50 - 69	2	18	15%
70 - 100	1	50	40.5%

Based on data from SY2022-23, the school began the restructure and expansion of its pathway program and further deepened its partnership with TNTP by continuing to provide staff with professional learning opportunities founded in meaningful and sustainable strategies to support the school’s unique student population. As previously indicated in the school’s renewal application, the CTE rebuilding expansion year was designed for student exploration and to create student-buy in, which created helpful qualitative data for the school, but did not result in quantitative comparison data. Additionally, the school continued its work with TNTP during this school year, which identified a need for more support around developing High-Quality Instructional Materials and in response, the school worked in tandem with TNTP to prioritize creating a meaningful culture of learning by offering relevant, high quality texts, continued to learn professional development strategies for robust End of Course formative assessments, and continued to student support by blending remediation into the school’s annual calendar.

In SY2023-24, the school’s SSA analyzed BOY EOC completion and pass rates and was troubled by the flatline in student data:

2023- 24 BOY In-Person Classes (Total = 139 students)					
%	Levels	# of students	%	#	%
0	6	30	22%	66	48%
1 - 16	5	6	4%		
17 - 32	4	16	12%		
33 - 49	3	14	10%		
50 - 69	2	28	20%	73	52%
70 - 100	1	45	32%		

The SSA further disaggregated data by chronic absenteeism and noticed that of the 139 students included in BOY data, 58 were considered chronically absent. BOY data for the remaining 81 students indicated that 90% were positively impacted by the rigorous adult actions taken to improve student outcomes as identified in the chart below:

2023- 24 BOY Non-Chronic Attendance Student (Total= 81 Students)					
%	Levels	# of students	%	#	%
0	6	1	1%	8	10%
1 - 16	5	0	0%		
17 - 32	4	2	2%		
33 - 49	3	5	6%		
50 - 69	2	28	35%	73	90%
70 - 100	1	45	56%		

Similarly, SY2023-24 EOY EOC term completion data indicated a 14% decrease in term completion for all students, while data disaggregated by non-chronically absent students maintained a 90% term completion rate from BOY to EOY:

2023- 24 EOY In-Person Classes (Total = 171 students)					
%	Levels	# of students	%	#	%
0	6	53	31%	106	62%
1 - 16	5	17	10%		
17 - 32	4	20	12%		
33 - 49	3	16	9%		
50 - 69	2	17	10%	65	38%
70 - 100	1	48	28%		

2023- 24 EOY Non-Chronic Attendance Student (Total= 72 Students)					
%	Levels	# of students	%	#	%
0	6	0	0%	7	10%
1 - 16	5	0	0%		
17 - 32	4	3	4%		
33 - 49	3	4	6%		
50 - 69	2	17	23%	65	90%
70 - 100	1	48	67%		

The positive trend in internal student outcomes for those who consistently attend school has driven a significant shift towards hands-on Career and Technical Education (CTE) pathways and the integration of project-based learning (PBL) into core content classes starting in SY2024-25 to further align with the school’s educational program. The school recognizes the unique challenges faced by many students at Las Montañas Charter High School (LMCHS), including the need to work to support themselves and their families, the school’s strategic move towards CTE is both practical and engaging. This approach not only offers immediate, high-value certification opportunities that will enhance opportunities for post-graduation success, but also aims to reduce the school’s chronic absenteeism by making education more relevant and meaningful.

SY2023-24 served as a CTE planning year, allowing students to explore various CTE pathways and select their preferred option for the second semester. Data from this year indicated that students achieved greater success when their learning was aligned with their chosen pathways. For example, the school piloted a semester-long integrated English class that combined English standards with the Audio Visual and Film Pathway, resulting in a 64% pass rate compared to a 40% pass rate in the traditional English class. Based on this success, LMCHS plans to fully transition to a CTE-integrated, project-based, cross-curricular curriculum in SY2024-25. Except for those in severe credit recovery, all students will participate in a CTE pathway that aligns with their post-secondary career goals and coursework. This will lead to enhanced student engagement, attendance, and graduation rates.

The school is also committed to improving graduation outcomes. While LMCHS attracts a diverse group of learners, the majority of students arrive in severe credit recovery. For example, in SY2024-25, the average student age at LMCHS is 18 years old, with only 8 credits earned—equivalent to a sophomore level—compared to the typical 16-18 credits for traditional students of the same age. The school works closely with its student population to tailor individualized pathways to graduation that accommodate

their academic and professional schedules. For those in credit recovery, this often involves a combination of traditional standards-based classes at the school and additional Edgenuity courses that students complete on their own time.

To further improve graduation outcomes, the school has also allocated its SY2024-25 CSI grant funding to develop a partnership with Amara Vida LLC. This partnership focuses on addressing chronic absenteeism and improving graduation rates through rigorous project-based learning (PBL) strategies that will primarily take place during SY2024-25 and the school's next contract cycle. Additionally, SY2024-25 marks the official launch of the school's work-based learning program, which will allow students to be paid while earning elective credit for work completed outside of school. The school hired a Work-Based Learning Coordinator in April 2024 to lead this initiative. The school is confident that these initiatives—CTE integration, project-based learning, and work-based learning credits—will significantly improve graduation rates and overall student outcomes.

1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Goal 1: All students not classified as "senior" by the 40th-day and full academic year will complete rigorous Student Learning Community (SLC) activities that focus on college and career readiness and social/emotional learning.

School response: The school did not meet Mission goal 1 in year 2 and year 4 of its contract. While the school did miss earning a rating of "meets standard," by one point in years 2 and 4, it attributes not having met the goal because of chronic absenteeism. The school has taken the following adult actions to ensure that students in grades 9-11 are better supported to meet the goal in SY2024-25:

- Modify the curriculum to make it more relevant for students, but is still in alignment with the rubric in order to increase mission goal success and learning.
- The school reviews its SLC program on an annual basis and the curriculum is flexible and adaptive to meet the needs of students each year.
- Hired attendance coach that reaches out to students and families several times per week.
- Developed attendance team in SY2022-23 that meets weekly to discuss evidence based strategies, best practices, and attends attendance conferences to try to figure out ways to best support students and to get them to school on a regular basis.
- While the school acknowledges that it did not meet goal #1 in years 2 and 4 of its contract, it will continue to work to increase its actions to improve attendance and build upon its internal support. LMCHS is confident that these numbers will improve in the future.

Goal 2: Las Montañas Charter High School Full Academic Year Seniors, registered and classified at the 40-day count as H4+ seniors, will participate in a rigorous senior SLC program designed to assist them

with completing graduation program requirements, progress monitoring, college and career readiness activities, and general mentorship. The Senior SLC will be measured by a 100-point rubric.

School Response: The school has met or exceeded this mission-specific goal for all measurable years of its contract term. The school finds that FAY seniors tend to have a higher regular attendance rate and therefore are more likely to participate in the benefits of the senior SLC program.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

Las Montañas Charter High School (LMCHS) was awarded the unique opportunity to be a part of New Mexico's first High School Redesign Network (HSRN) and work in close collaboration with NMPED (Priority School's Bureau), John's Hopkins University, Stanford University, and seven (7) other high schools across the state of New Mexico as collaborative thought partners. The NMPED approved HSRN Blueprint describes an innovative and distinctive education program that won't be found anywhere in the Las Cruces or surrounding communities.

Las Montañas has adopted the model of 8 term classes per year with "flavors" that offer students a choice in their education while connecting curriculum to New Mexico Common Core State Standards (NMCCSS) and real-world examples.

The NMPED approved HSRN Blueprint addresses 4 main drivers:

Educational Program Component #1. Teaching and Learning: In addition to ensuring teaching and learning are aligned with standards that promote access to post-secondary education or training, what practices will accelerate the academic growth of students who enter with lower levels of pre-High School preparation and motivation?

a. Building strong relationships between teacher and student

b. Student centered learning

c. Making connections between classroom learning and real-world connections

d. Using the "flavors" to demonstrate mastery of standards

Despite the New Mexico Public Education Department (NMPED) transitioning from the High School Redesign Network (HSRN) to Career and Technical Education (CTE) Innovation Zone, LMCHS continues to implement the core principles and blueprint of the HSRN as a foundation for its educational model, which utilizes an 8-term, standards-based, "flavor" model that places students at the center of their learning because they have a choice for how they meet each standard. Additionally, the school has expanded its pathway model to equip students with the knowledge, skills, and abilities needed to thrive in the workforce. The school continues to partner with Johns Hopkins University with its participation in the National Redesign Showcase and Conversation Cafes with JHU.

These principles are deeply embedded in the school's approach to teaching and learning, which places a strong emphasis on building meaningful relationships between teachers and students, utilizing student-centered learning, and connecting classroom experiences to real-world applications, which will only further expand in SY2024-25 through the school's work-based learning program. Component 1 of the HSRN blueprint identifies teaching and learning as a fundamental pillar of success, and LMCHS remains committed to this driver. Relationship-building is a continuous process throughout the school day, particularly during Student Learning Communities (SLC) time, where students engage with their Social-Emotional Learning (SEL) teacher. In SY2020-21, just before the pandemic hit, the school contracted a professional development specialist from Leaving the Village to support teachers in restorative practices and SEL. This professional development continued virtually during the pandemic, and by SY2021-22, the school had fully integrated these practices. These strategies remain embedded in the school's daily routines and form the foundation of its original commitment to the HSRN blueprint, driving teaching, learning, and relationship-building. Post pandemic, students continue to attend social-emotional based classes that are designed to support soft-skill development, social emotional learning, and college-and career readiness. Furthermore, the school's SEL/SLC work contributes to the school's nurturing environment where students are able to connect with peers and teachers in order to create trust and relationships founded in respect and rapport. Qualitative data from SY2024-25 indicates that the focus on relationship-building and the school's innovative strategies are yielding positive results, particularly in improving attendance.

Ed Program Component #2. Students at the Center: What specific approaches will be put in place to build relationships between students and adults, while cultivating a school culture of agency, optimism, and achievement?

a. Student Learning Community (SLC) addressing essential skills, progress monitoring, and career skills

b. Early Warnings System (EWS)

LMCHS is committed to placing students at the heart of its educational model, focusing on building strong relationships between students and adults while fostering a culture of agency, optimism, and achievement. This commitment is reflected in our specific approaches, including social-emotional based Student Learning Communities (SLCs) and Early Warning Systems (EWS) that are essentially analogous to NMPEDs multi layered systems of support (MLSS) because both are designed to provide tiered support to guide student success. Student Learning Communities (SLCs) are integral to the school's approach because they are structured to support essential skills development, progress monitoring, and career readiness. Through SLCs, students engage daily in a variety of activities that reinforce the school's positive school culture. These sessions might include restorative circles to address trauma, discussions on academic and personal challenges, lessons on coping and relationship skills, and even soft skill development such as hygiene, email etiquette, and appropriate technology use. By embedding these principles into the SLC curriculum, students internalize the values of agency, optimism, and achievement. Student agency is further developed by involving students in decision-making processes and offering numerous choices through our "flavor" model. Additionally, leadership opportunities, such as participation in ENLACE/student government, as well as the school's equity council, allow students to advocate for their peers, collaborate with community partners, and plan school events. Approximately 15% of our student population is actively involved in some form of leadership role. Additionally, many students participate in Career and Technical Student Organizations (CTSOs), where they consistently engage in activities that prepare them for formal competitions, much like a sports team practices before a game. The school is dedicated to breaking the cycle of generational poverty by equipping students with the skills and certifications necessary for higher-paying, in-demand jobs. This commitment is part of our broader mission to prepare students not only academically but also for life, providing them with essential soft skills and practical knowledge to thrive as adults. LMCHS utilizes early warning systems

(EWS)/MLSS to continuously monitor data related to attendance, behavior, and course performance. The school's leadership team meets regularly to identify students at risk, with the majority of cases linked to attendance issues. In response, the school prioritizes Layer 1 interventions, which involve school-wide project-based learning to build intrinsic motivation and student engagement. For students requiring additional support, the Early Warning System/MLSS team designates an "adult champion" for at-risk students who conducts regular check-ins and ensures that agreed-upon strategies are implemented to help students succeed in the classroom. EWS/MLSS meetings also provide a platform for teachers to collaborate and share successful strategies for supporting individual students, fostering a culture of shared responsibility for student success. In addition to these strategies, the school also received a wellness grant in SY2023-24 to transform the building's common area into a wellness room for students and staff. This space, designed with the feel of a Silicon Valley workspace, includes a coffee/café area and an exercise area with a treadmill. There is also a decompression/sensory area equipped with a massage chair, puzzles, coloring activities, games, and bean bag chairs. This environment provides students with soft, qualitative support and is intended to promote student well-being and productivity, ensuring that students and staff feel supported and safe, which is essential for effective learning.

3. Organizing Adults: How will we enhance the collective efficacy of the adults in the building?

a. Have common PLC time daily (see above)

b. Teacher/student mentor time

Enhancing Collective Efficacy through Professional Learning Communities, Mentorship, and Partnership with TNTP

At LMCHS, enhancing the collective efficacy of the adults in the building is a priority. This effort is driven by a commitment to continuous improvement through common Professional Learning Communities (PLCs) that meet daily, dedicated teacher/student mentorship time, and an ongoing partnership with The New Teacher Project (TNTP). Teacher/student mentorship at LMCHS is a foundational component to its Student Learning Community (SLC) classes, and as of SY2023024, has evolved into a key component of the school's career pathway initiatives. Students are now assigned two mentors; the first mentor is their SLC teacher, who focuses on developing essential soft skills; the second mentor is specifically dedicated to supporting the student's chosen career pathway. This mentorship time is embedded into the daily schedule, ensuring that students consistently receive guidance from both mentors, reinforcing their academic and career readiness. The school's partnership with TNTP is focused on enhancing collective teacher efficacy by providing robust professional development support for LMCHS teachers that is focused on Accelerated Learning and the impact of High-Quality Instructional Materials (HQIM) on student achievement and engagement. Additionally, the school uses TNTP Walkthrough Tools to observe classrooms, assess instructional quality, identify root causes of challenges, and develop actionable plans. With the guidance of its TNTP Leadership Coach, the school has also established sustainable systems and structures to support ongoing teacher and leader growth.

4. Post-Secondary Pathways: What approaches to post-secondary success are most relevant to local students and community, as well as supportive to regional economic development?

a. Career/college pathway for all students

LMCHS remains committed to creating meaningful post-secondary pathways that prepare students for successful careers. In addition to establishing six pathway opportunities for students over its contract term, the school has also established partnerships with industry experts for each pathway that are designed to support teachers with professional collaboration, valuable materials, expertise, and time, to

ensure that curriculum is aligned with current industry standards and needs. This approach allows teachers access to industry level thought partners to continuously refine their instruction based on real-world insights, making the curriculum more dynamic and applicable to students' future careers. During its CTE restructure year, SY2023-24, the school piloted having incoming freshmen and new transfer students at LMCHS begin their CTE journey with an exploratory course term designed for students to explore all pathway options and to help them make informed decisions about their career pathway choice. This proved to be successful and in SY2024-25, the school has continued this introductory pathway model to incoming students. Additionally, as of SY2024-25, the CTE Director and the school's new Work-Based Learning Coordinator meet individually with students to discuss their interests and guide them in selecting a pathway that aligns with their goals with the hope that by the end of the first quarter, that they'll choose a pathway and commit to completing a minimum three-course sequence required by the state for CTE program completion. However, LMCHS is committed to going beyond this requirement and during this school year, will additionally place students in work-based learning internships once they complete their course sequence. Students in their junior and senior years who participate in these internships will be paid for their work, adding an additional layer of motivation and real-world experience. Furthermore, students will have the opportunity to earn high school elective credit through capstone projects that are based on their work-based learning experiences. LMCHS recognizes that some students face financial pressures that may lead them to prioritize work over school, and is proactively developing strategies to keep students engaged in their education to reduce dropout rates and chronic absenteeism. By providing opportunities to earn while learning, the school is working to ensure that students remain invested in their education while meeting their financial needs.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

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 on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. 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 to be reviewed during the renewal site visit.

School response:

Las Montañas Charter High School (LMCHS) has worked diligently to create transparency and to improve its financial policies and procedures to ensure proper fiscal management. In FY21, the school received a financial statement opinion of "disclaimer" to include one repeat material weakness finding, which resulted in a rating of 'does not meet standard' for indicator 2b Accounting Principals. The FY21 material weakness (2021-001) was in relation to Financial Close and Reporting and resulted from the school's transition from an offsite, contracted business manager to an on-site business manager to provide better support and establish stronger internal controls. To aid the transition, the new business manager was mentored by the previous business manager. However, the remote nature of the previous business

manager's work limited the effectiveness of this support and training, which resulted in the material weakness finding. To resolve the finding, the school hired a financial consultant to better support the new business manager to ensure their understanding of proper closing procedures. In FY22, the school continued to work on improving its financial close-out procedures, although challenges persisted which resulted in two findings for state law compliance (2022-001 and 2022-02), one of which was a material weakness, as well as another material weakness finding for Budgetary Conditions (2022-003) related to untimely Budget Adjustment Request (BAR) submissions and errors in the OBMS system, and a repeat material weakness finding for Financial Close and Reporting (2022-004). The school's business manager, with the help of the financial consultant, learned how to monitor the budget by function and submit necessary requests to avoid overspending or encumbering funds without proper budget authority. The school was informed that such challenges were expected in the second year following a disclaimed audit opinion. Additionally the school received a finding due to difficulties in reconciling payroll liabilities that had previously caused the school's finances to appear as if cash was being held prior to year-end. With guidance from the financial consultant, the school learned how to reconcile payroll liabilities for summer pay in a timely manner, ensuring accurate bank reconciliations, trial balances, and fund balances. In FY22, the school was placed under a financial Corrective Action Plan (CAP) by the Charter Schools Division (CSD). The school submitted the following responses for each finding:

FINDING NUMBER	FINDING DESCRIPTION	STEPS TO RESOLVE FINDING
2022-001	School improperly excluded a copier lease from GASB-87 implementation lease liability and right of use \$37,065. Same with building lease for \$3,547,904.44.	Las Montañas will utilize our audit firm and purchase their service to properly include leases that GASB-87 is applicable to in order to clear this finding
2022-002	July 2022 RHC filing and related payment was made on September 1, 2022	Las Montañas will work to ensure that payroll deductions are filed within 3 days of payroll being processed in order to comply with RHC filing due dates
2022-003	Noted 4 expenditure functions where actual expenditures exceeded the budgetary authority: Fund 11000 1000 Instruction \$185,735 Fund 11000 3000 noninstructional Services \$273 Fund 24330 2000 Support Services \$3,133 Fund 25153 1000 Instruction \$3,188	Las Montañas will provide updated budget reports to provide to our Finance Committee in order to provide a better view/understanding of the budget and provide action suggestions for functions that may be near overexpending.
2022-004	Fund balance roll forward prepared by the school had \$571k initial diff. which was not resolved; \$85,830 adj's. Proposed to correct. June 2022 bank reconciliation listed invalid items resulted in adj's of \$51,876 cash to accrued payroll.	Las Montañas is continuing to work with a consultant in order to reconcile the fund balance roll forward as well as the cash that had been accrued in order to reflect accurate reporting. This consulting is ongoing and will continue into FY23-24

The school's CAP was successfully closed in FY23 and during that audit cycle, the school received an unmodified financial statement opinion. The FY23 audit demonstrates the considerable progress LMCHS has made toward achieving financial compliance. Although the school did receive a total of five findings, one of which being a repeat finding for budgetary compliance (2023-001), the school's auditor, who has been with the school throughout this process, expressed satisfaction with the progress made. To respond to the material weakness finding, the school worked with its financial consultant to create a Governing Council resolution that grants the business manager authority to submit BARs, with subsequent collective approval by the council to ensure compliant budget authority procedures, and lessen the risk of a future repeat finding.

Additionally, in FY23, the school received a 'does not meet' standard' for indicator 2.a., due to late reporting to PED. The new business manager initially struggled with timely reporting but worked closely with the school's assigned budget analyst to clean up variance reports and address payroll liability issues. To further support this effort, the school hired a part-time business specialist to handle purchases, payments, and other business-related tasks, allowing the business manager to focus on timely reporting

to the New Mexico Public Education Department (NMPED). In FY24, regarding the school’s finding for indicator 2.b., the school worked to resolve the issue by collaborating with its auditors to develop a document that accurately calculates the director’s PTO balance, ensuring that all liabilities are properly reflected in the financial statements.

LMCHS now practices much greater transparency, including providing meaningful monthly financial reports to its Governing Council. This journey has been a profound learning experience for the school’s leadership, business manager, and Governing Council, and all stakeholders are committed to continuous improvement toward full financial compliance.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. 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 school has earned a rating of “meets standard” for all Governance related indicators identified in its performance framework. The school’s governing council has had full membership of its governing council and has not been penalized for untimely notification to its authorizer. The school’s current board consists of financial professionals, educators, and community leaders and while it did have two members not meet training requirements in FY22 and FY24, respectively, both of these members resigned and the school was penalized for these resignations:

Board Members	FY21	FY22	FY23	FY24
Michael Davis	8	8	8	8
Blanca Martinez-Rolle	8			
Laura Carrion	8	10	8	0R
Kevin Freitas	8	8	8	8
Patricia Gonzales	8	9	8	8
Patrick Doyle		7R		
Diane Montoya			13	8
Jaime Quezada				10

The school’s finance and audit committee have remained compliant with statutory requirements for all years of the school’s contract term.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students’ cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic

Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

LMCHS is deeply committed to creating an equitable educational environment that honors and supports the diverse needs of all its students. The school has earned a rating of 'meets standard' for indicator 1.c. meets standards for rights of students with disabilities and 4.c. rights of all students. The school earned a rating of 'working to meet standard' in SY2020-21 for indicator 1.d. Rights of English Learners due to errors on the STARS ELP Error Report, which were resolved. The school has earned a rating of 'meets standard' for this indicator for all remaining rated years of its contract term. Additionally, the school is committed to prudent spending that is in alignment with its mission and that promotes equitable outcomes for students. Title I, II, and IV monies, as well as family income index funds, are used to support math instruction and intervention, supplies and materials, professional development, and expert professionals including instructional coaching to support teacher development, SEL, and holistic health services that specifically collaborate with local professional organizations for social services and community referral services. LMCHS believes that it shines in its ability to provide an equitable educational environment for its students.

Culturally and Linguistically Responsive (CLR) Practices are integral to LMCHS's approach to teaching and learning. These practices are embedded throughout the school's culture, influencing both the curriculum and the community. In SY2022-23, the school partnered with a professor from New Mexico State University (NMSU) who specializes in multicultural education to facilitate CLR professional development for its staff. To further foster this initiative, the school has invested in numerous resources, including books and research materials, to help teachers incorporate CLR strategies into their classrooms. Additionally, the school's "flavor model" allows teachers flexibility in selecting instructional materials and course content, ensuring that CLR perspectives are woven into the fabric of their teaching while maintaining rigorous content standards. The high level of trust and communication between teachers and students is a testament to the school's commitment to fostering an inclusive and responsive learning environment.

LMCHS serves students who are often furthest from educational opportunities, and the school emphasizes providing equitable access to all students, regardless of their background. Families and students in the community deliberately choose LMCHS because of its strong reputation for equity and inclusion. The school welcomes all students, including those who may have felt marginalized or unsupported in traditional school settings. At LMCHS, students find a welcoming and accepting environment and this culture of belonging begins the moment a student enters the school. The school nurtures its environment through intentional relationship-building, particularly within Student Learning Communities (SLCs). LMCHS places a strong emphasis on modeling respect and prioritizing a positive school culture from the top down. The school provides individualized support for all students, recognizing that many have faced significant challenges—whether academic, personal, or social—before arriving at LMCHS. Students report that they are seen, valued, and heard from the moment they join the school, which fosters a sense of belonging and community. LMCHS goes beyond traditional educational support by addressing the basic needs of its students. The school provides free breakfast, lunch, clothing, hygiene products, backpacks, and school supplies to students in need. In cases of housing instability, the school has established partnerships with local hotels to provide temporary housing for students and their families, acting as a bridge in navigating bureaucratic processes. LMCHS understands that students must have their basic needs met before they can fully engage in learning. The school's approach is rooted in Maslow's hierarchy of needs, and it works tirelessly to remove barriers that prevent students from attending and thriving in school. Many students at LMCHS come from chaotic backgrounds, and the

school's comprehensive support system, which includes collaboration with students' families, and several community organizations, such as La Puente, and A New Hope Therapy, helps them to overcome these challenges and succeed academically.

LMCHS utilizes an inclusion model to support students with disabilities (SwDs), with three case managers and two additional teachers who hold special education licensure. SY2023-24 FAY EOC achievement data for students identified as SwD indicates that students generally were able to pass courses at a similar percentage rate of students overall (see appendix A-1). All teachers at the school are involved in providing support to SwDs, with individualized plans developed through SLCs to ensure that each student receives the accommodations they need to succeed. The school's CTE program also includes a licensed special education teacher on every project development team, and staff receive ongoing training on how to structure accommodations and adapt projects for SwDs.

For English Learners (ELs), the school has a dedicated bilingual director who provides case management and annual staff training on WIDA standards. Each EL student is treated as an individual, with tailored support plans developed on a case-by-case basis. Several content teachers at the school are bilingual, and one is TESOL endorsed, further enhancing the school's ability to meet the needs of English Learners. The school received a distinction of excellence for its EL progress in the SY2022-23.

The school's Equity Council, which includes school administrators, the special education director, the bilingual director, and students, meets monthly to discuss school culture, belonging, and equity-related initiatives. The council's work is guided by themes of agency, belonging, and connectedness, drawing on frameworks from Johns Hopkins University. The school's Equity Council is an integral component to creating a safe and welcoming school environment. The school's equity council lead regularly collaborates with the NMPED equity coach, and students on the Equity Council take on leadership roles in proposing, planning, and executing community events that promote agency, belonging, and connectedness among students and staff.

Finally, while the school acknowledges a delay in submitting its discipline plan in accordance with BEA requirements, it has since successfully uploaded the plan to ensure compliance. However, these practices have been part of the school culture prior to HB 43.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: N/A

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a "Does Not Meet Standard" or a repeated "Working to Meet Standard" rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all

communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. 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.

School response:

Indicator 1b assessment requirements: 'Does Not Meet Standard' SY2021-22 and SY2022-23:

School response: the school is working to improve its attendance and overall student engagement and is working to emphasize to students the importance of taking and completing statewide accountability assessments. The SY2023-24 rating for this indicator is pending.

Indicator 2a Financial Reporting and Compliance 'Does Not Meet Standard' SY2022-23:

School response: Q1 late with correction needed, Q3 late over two months, Q4 late over a month. The school's new business manager was having trouble with timely reporting and worked with the school's assigned NMPED budget analyst to work on the school's quarterly reporting to clean up variance reports that resulted from the school's payroll liability issues. To further correct this issue, the school additionally hired a part time business specialist that focuses on purchases, payments, and other business related tasks so that the business manager can focus on ensuring timely reports to NMPED.

Indicator 2b Reporting Requirements 'Does Not Meet Standard' SY2020-21 through SY2023-24:

School response:

SY2021-22 Disclaimed audit and Material Weakness finding FY21: as indicated above, the FY21 material weakness (2021-001) was in relation to Financial Close and Reporting and resulted from the school's transition from an offsite, contracted business manager to an on-site business manager to provide better support and establish stronger internal controls. To resolve the finding, the school hired a financial consultant to better support the new business manager to ensure their understanding of proper closing procedures.

SY2022-23 FY22 Audit reflects four (4) disclaimer opinion audit findings of which two (2) are material weakness: as indicated above, the school experienced challenges during the second year of its business manager transition which resulted in two findings for state law compliance (2022-001 and 2022-02), one of which was a material weakness, as well as another material weakness finding for Budgetary Conditions (2022-003) related to untimely Budget Adjustment Request (BAR) submissions and errors in the OBMS system, and a repeat material weakness finding for Financial Close and Reporting (2022-004). The school's business manager, with the help of the financial consultant, learned how to monitor the budget by function and submit necessary requests to avoid overspending or encumbering funds without proper budget authority.

SY2023-24 FY23 Audit had five findings:

The school has worked with its financial consultant, auditors, and NMPED Budget Bureau and CSD to receive a modified opinion and while it did receive 5 audit findings, one of which was repeat (2023-001), it has worked with its auditors to create a document that properly calculates the directors' PTO balance to ensure that the school's final finance accurately reflects all liabilities in the statement.

2023-002 Compensated Absences:

We had worked to create a document to calculate the compensated absences of our Director's leave which would be reflected as a liability on our financial statements. This document has become part of our year end closing procedures and is calculated after the last pay period of the year to capture all leave transactions.

2023-003 Untimely Cash Receipts:

Our secretary went through a cash receipts refresher to address the late deposit. Periodically, we will conduct soft-audits of cash receipts to ensure compliance of the 24-HR Rule

2023-004 Purchasing:

This finding was related to a fuel receipt for school vehicles that had been lost. Our school has implemented a digital receipt email address to allow submissions of fuel receipts in a timely manner as well as keep an electronic record in the case a receipt is misplaced.

2023-005 Employee Contracts:

LMCHS had a \$15 typo in an employee contract which led to this finding. Staff is presented with the current year salary schedule along with their annual contract to confirm details and the document is free of error before executing the new school year contract.

Indicator 2c Responsive to Audit Findings 'Does Not Meet Standard' SY2022-23:

School response: FY22 Audit reflects two (2) repeat audit findings; 2022-003 & 2022-004 from 2021 audit. Findings 2022-03 and 2022-004 were addressed in the school's financial CAP which was successfully closed.

Indicator 2d Managing Grant Funds 'Does Not Meet Standard' SY2022-23:

School Response: 68.87% of CY% remaining in SY22-23, grant funds Carl D. Perkins, Family Income Index, and Career Technical Education Program left >50% in reverting grant funds.

School Response: The Family Income Index fund initially came with restrictions that 1/3 must be spent on Math programs, 1/3 in Literacy programs, and 1/3 to CTE. Our plan for Family Income Index funds was to support a supplemental Math position, provide professional development, purchase educational technology and supplies. The math instructor had left at the end of December 2021. Purchases of educational technology and supplies were made for our Math and Language Arts classrooms. We received budget authority in October 2021 for use of the funds and worked to spend those down to 67% remaining at the end of the year. Fiscal year 22-23 funds were less restrictive and we focused on providing supplemental software in literacy and math as well as staff professional development. The following year in 2023-2024 LMCHS was able to expend these funds down to 33% which was a definite improvement. While there remains a balance of unexpended grant funds, LMCHS's overall percent remaining balances went from 43% in 21-22 down to 22% at the end of June 2024.

The school has not received an Office of Civil Rights (OCR) complaint, formal special education complaint, or any complaints from the NM Attorney General during its contract term.

1Term Completion Rates

2019-2020 (Year 1)

Data Sources and Evidence to Support	Percentage of scheduled terms completed	Levels	Number of students	Percentage	Number of students in target group	Percentage of students in target group
	0%	Level 6	1	0.7%	9	6%
	1% - 16%	Level 5	0	0%		
	17% - 32%	Level 4	2	1.3%		
	33% - 49%	Level 3	6	4%		
	50% - 69%	Level 2	31	20.2%	144	94%
	70% - 100%	Level 1	113	73.8%		

2020-2021 (Year 2)

Data Sources and Evidence to Support	Percentage of scheduled terms completed	Levels	Number of students	Percentage	Number of students in target group	Percentage of students in target group
	0%	Level 6	43	28%	119	79%
	1% - 16%	Level 5	28	19%		
	17% - 32%	Level 4	27	18%		
	33% - 49%	Level 3	21	14%		
	50% - 69%	Level 2	9	6%	31	21%
	70% - 100%	Level 1	22	15%		

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2021- 22 BOY In-Person Classes (Total = 115 students)						2021- 22 BOY Online Classes (Total = 74 students)					
%	Levels	# of stu	%	#	%	%	Levels	# of stu	%	#	%
0	6	12	10.4	30	26	0	6	47	63.5	66	81.1
1 - 16	5	3	2.6			1 - 16	5	5	6.8		
17 - 32	4	6	5.2			17 - 32	4	1	1.4		
33 - 49	3	9	7.8			33 - 49	3	7	9.4		
50 - 69	2	12	10.4	85	73.8	50 - 69	2	7	9.4	14	18.8
70 - 100	1	73	63.4			70 - 100	1	7	9.4		

2021- 22 MOY In-Person Classes (Total = 131 students)						2021- 22 MOY Online Classes (Total = 124 students)					
%	Levels	# of stu	%	#	%	%	Levels	# of stu	%	#	%
0	6	28	21%	51	39%	0	6	57	46%	90	73%
1 - 16	5	7	5%			1 - 16	5	7	6%		
17 - 32	4	7	5%			17 - 32	4	17	14%		
33 - 49	3	9	7%			33 - 49	3	9	7%		
50 - 69	2	19	15%	80	61%	50 - 69	2	11	9%	34	27%
70 - 100	1	61	47%			70 - 100	1	23	18%		

2021- 22 EOY In-Person Classes (Total = 102 students)						2021- 22 EOY Online Classes (Total = 141 students)					
%	Levels	# of stu	%	#	%	%	Levels	# of stu	%	#	%
0	6	17	16	37	36	0	6	33	23	71	50.03
1 - 16	5	6	6			1 - 16	5	12	9		
17 - 32	4	3	3			17 - 32	4	13	9		
33 - 49	3	11	11			33 - 49	3	13	9		
50 - 69	2	18	18	65	64	50 - 69	2	17	12	70	49.7
70 - 100	1	47	46			70 - 100	1	53	38		

2022- 23 BOY In-Person Classes (Total = 115 students)											
%	Levels	# of stu	%	#	%						
0	6	9	8%	34	30%						
1 - 16	5	1	1%								
17 - 32	4	14	12%								
33 - 49	3	10	9%								
50 - 69	2	13	11%	81	70%						
70 - 100	1	68	59%								

2022- 23 MOY In-Person Classes (Total = 135 students)					
%	Levels	# of students	%	#	%
0	6	17	13%	52	39%
1 - 16	5	9	7%		
17 - 32	4	11	8%		
33 - 49	3	15	11%		
50 - 69	2	31	23%	83	61%
70 - 100	1	52	38%		

2022- 23 EOY In-Person Classes (Total = 123 students)					
%	Levels	# of students	%	#	%
0	6	19	15%	55	44.5
1 - 16	5	8	6.5%		
17 - 32	4	13	11%		
33 - 49	3	15	12%		
50 - 69	2	18	15%	68	55.5
70 - 100	1	50	40.5%		

2023- 24 BOY In-Person Classes (Total = 139 students)					
%	Levels	# of students	%	#	%
0	6	30	22%	66	48%
1 - 16	5	6	4%		
17 - 32	4	16	12%		
33 - 49	3	14	10%		
50 - 69	2	28	20%	73	52%
70 - 100	1	45	32%		

2023- 24 BOY Non-Chronic Attendance Student (Total= 81 Students)					
%	Levels	# of students	%	#	%
0	6	1	1%	8	10%
1 - 16	5	0	0%		
17 - 32	4	2	2%		
33 - 49	3	5	6%		
50 - 69	2	28	35%	73	90%
70 - 100	1	45	56%		

2023- 24 MOY In-Person Classes (Total = 176 students)					
%	Levels	# of students	%	#	%
0	6	41	23%	103	59%
1 - 16	5	21	12%		
17 - 32	4	22	13%		
33 - 49	3	19	11%		
50 - 69	2	23	13%	73	41%
70 - 100	1	50	28%		

2023- 24 MOY Non-Chronic Attendance Student (Total= 83 Students)					
%	Levels	# of students	%	#	%
0	6	1	1%	10	12%
1 - 16	5	1	1%		
17 - 32	4	4	5%		
33 - 49	3	4	5%		
50 - 69	2	23	28%	73	88%
70 - 100	1	50	60%		

2022- 23 BOY In-Person Classes (Total = 115 students)						2022-2023 BOY In Construction Pathway (Total= 32 students)					
%	Levels	# of stu	%	#	%	%	Levels	# of stu	%	#	%
0	6	9	8%	34	30%	0	6	0	0%	5	16%
1 - 16	5	1	1%			1 - 16	5	0	0%		
17 - 32	4	14	12%			17 - 32	4	3	10%		
33 - 49	3	10	9%			33 - 49	3	2	6%		
50 - 69	2	13	11%	81	70%	50 - 69	2	4	12%	27	84%
70 - 100	1	68	59%			70 - 100	1	23	72%		

23-24 FAY SPED STUDENTS (Total=23)						23-24 FAY Students that took Access test (Total=10)					
%	Levels	# of stu	%	#	%	%	Levels	# of stu	%	#	%
0	6	1	4%	11	48%	0	6	0		6	60%
1 - 16	5	4	17%			1 - 16	5	0			
17 - 32	4	5	22%			17 - 32	4	3	30%		
33 - 49	3	1	4%			33 - 49	3	3	30%		
50 - 69	2	3	13%	12	52%	50 - 69	2	1	10%	4	40%
70 - 100	1	9	39%			70 - 100	1	3	30%		

2023- 24 EOY In-Person Classes (Total = 171 students)					
%	Levels	# of students	%	#	%
0	6	53	31%	106	62%
1 - 16	5	17	10%		
17 - 32	4	20	12%		
33 - 49	3	16	9%		
50 - 69	2	17	10%	65	38%
70 - 100	1	48	28%		

2023- 24 EOY Non-Chronic Attendance Student (Total= 72 Students)					
%	Levels	# of students	%	#	%
0	6	0	0%	7	10%
1 - 16	5	0	0%		
17 - 32	4	3	4%		
33 - 49	3	4	6%		
50 - 69	2	17	23%	65	90%
70 - 100	1	48	67%		

DOB	Age	CREDITS	Average AGE	Average Age	Average credits
02/17/2007	17.53333333	0	18.13999726	18 years, 1 months	8.698
10/17/2006	17.86666667	4			
03/08/2007	17.475	8			
01/19/2007	17.61111111	13.75			
05/02/2007	17.325	14.5			
05/18/2006	18.28055556	12			
04/25/2008	16.34444444	8.75			
03/12/2007	17.46388889	10.25			
07/24/2004	20.09722222	10			
03/17/2008	16.45	12.5			
11/18/2005	18.78055556	12			
02/25/2007	17.51111111	9.5			
07/28/2008	16.08611111	12			
01/03/2009	15.65555556	2.5			
07/21/2008	16.10555556	8			
05/25/2007	17.26111111	9			
08/22/2005	19.01944444	3.5			
11/30/2008	15.74722222	4.5			
01/12/2006	18.63055556	14.5			
07/30/2005	19.08055556	14			
11/09/2009	14.80555556	0			
03/18/2007	17.44722222	13			
10/15/2008	15.87222222	0.5			
08/17/2007	17.03333333	4.5			
05/20/2004	20.275	9.5			
04/24/2006	18.34722222	1			
10/11/2004	19.88333333	6.5			
07/28/2005	19.08611111	15			
01/30/2008	16.58055556	5			
04/01/2009	15.41111111	0			

11/09/2006	17.80555556	9				
01/01/2006	18.66111111	13.5				
06/26/2004	20.175	8.5				
10/05/2006	17.9	8.5				
03/03/2009	15.48888889	8.5				
11/14/2007	16.79166667	9				
10/08/2007	16.89166667	6.5				
03/31/2007	17.41388889	15				
08/22/2005	19.01944444	10.5				
02/15/2009	15.53888889	1				
09/15/2007	16.95555556	11.5				
10/26/2008	15.84166667	0				
12/15/2006	17.70555556	21				
03/09/2007	17.47222222	10.75				
05/07/2010	14.31111111	0				
11/09/2007	16.80555556	9.5				
12/22/2006	17.68611111	6.25				
09/07/2006	17.97777778	11.5				
08/09/2009	15.05555556	6.5				
08/09/2006	18.05555556	15				
10/24/2007	16.84722222	6				
07/19/2009	15.11111111	0.5				
06/23/2009	15.18333333	3.5				
11/09/2007	16.80555556	7				
02/05/2009	15.56666667	7.5				
09/18/2003	20.94722222	14				
01/24/2006	18.59722222	16.5				
05/18/2005	19.28055556	3				
07/11/2007	17.13333333	6.5				
08/21/2004	20.02222222	7.63				
08/20/2005	19.025	16				

07/19/2005	19.11111111	23.5				
10/22/2010	13.85277778	0				
07/28/2007	17.08611111	6.5				
06/24/2007	17.18055556	12.75				
04/14/2006	18.375	17.75				
06/05/2009	15.23333333	3.25				
04/29/2009	15.33333333	0				
10/14/2005	18.875	8.5				
02/16/2005	19.53611111	0				
06/22/2006	18.18611111	10.5				
02/27/2006	18.50555556	14.5				
12/21/2006	17.68888889	6				
07/27/2004	20.08888889	22.5				
05/03/2007	17.32222222	3.5				
08/11/2010	14.05	0				
01/19/2009	15.61111111	7.75				
05/14/2006	18.29166667	15.5				
10/10/2007	16.88611111	3.5				
01/13/2005	19.62777778	15.5				
12/08/2007	16.725	5				
11/02/2006	17.825	2.5				
10/22/2003	20.85277778	12.5				
12/09/2004	19.72222222	3.75				
06/02/2006	18.24166667	3				
10/30/2007	16.83055556	0.5				
12/20/2007	16.69166667	4				
07/02/2007	17.15833333	18				
08/07/2004	20.06111111	17				
04/23/2006	18.35	8.25				
	124.6638889	0				
01/10/2008	16.63611111	11				

08/24/2005	19.01388889	17.5				
04/12/2008	16.38055556	6.5				
01/15/2009	15.62222222	1.5				
06/02/2007	17.24166667	19				
09/04/2005	18.98611111	14				
12/16/2010	13.70277778	0				
11/02/2005	18.825	4.5				
02/14/2006	18.54166667	12				
03/16/2004	20.45277778	8				
08/09/2004	20.05555556	21				
02/03/2008	16.57222222	10.5				
12/10/2006	17.71944444	9				
06/08/2008	16.225	7.5				
12/08/2005	18.725	8.5				
11/02/2007	16.825	2				
02/16/2004	20.53611111	11				
11/14/2006	17.79166667	4				
08/08/2008	16.05833333	0				
07/21/2008	16.10555556	3.5				
09/02/2008	15.99166667	0.5				
02/23/2004	20.51666667	10				
02/26/2009	15.50833333	5				
05/26/2008	16.25833333	1				
03/13/2006	18.46111111	2				
10/25/2007	16.84444444	15				
11/15/2009	14.78888889	0				
04/25/2003	21.34444444	21				
02/13/2007	17.54444444	15				
01/04/2006	18.65277778	17				
12/08/2008	15.725	0				
02/10/2009	15.55277778	0.5				

03/23/2007	17.43333333	9.5				
05/09/2008	16.30555556	6.5				
01/09/2006	18.63888889	4				
02/24/2004	20.51388889	5.76				
10/23/2009	14.85	0				
04/13/2006	18.37777778	9				
12/20/2005	18.69166667	13				
09/26/2005	18.925	17				
08/20/2005	19.025	24				
03/21/2008	16.43888889	1.5				
03/21/2008	16.43888889	7.5				
01/30/2007	17.58055556	4.5				
08/08/2007	17.05833333	13.5				
02/25/2008	16.51111111	3.5				
03/01/2005	19.49444444	12.25				
12/11/2005	18.71666667	20.5				
07/19/2006	18.11111111	5				
02/12/2008	16.54722222	4.5				
05/05/2007	17.31666667	14.5				
02/09/2008	16.55555556	4.5				
01/23/2006	18.6	12				
05/12/2007	17.29722222	3.5				
01/24/2009	15.59722222	2				
04/10/2007	17.38611111	16.5				
04/01/2008	16.41111111	3				
08/23/2006	18.01666667	11				
02/28/2008	16.50277778	13.5				
11/22/2003	20.76944444	10.13				
03/21/2007	17.43888889	16.5				
05/23/2005	19.26666667	6				
10/09/2006	17.88888889	19				

04/21/2005	19.35555556	8				
06/20/2010	14.19166667	0				
05/24/2006	18.26388889	8.5				
05/21/2007	17.27222222	8.5				
08/29/2005	19	17.5				
04/17/2005	19.36666667	10				
01/19/2006	18.61111111	1.5				
11/16/2006	17.78611111	1.5				
11/10/2006	17.80277778	13.5				
06/30/2006	18.16388889	8.5				
01/01/2007	17.66111111	10				
03/02/2007	17.49166667	13.5				
09/25/2009	14.92777778	0				
09/02/2004	19.99166667	6.5				
10/17/2006	17.86666667	2				
06/01/2007	17.24444444	6.5				
12/21/2006	17.68888889	15				
03/09/2008	16.47222222	5				
10/03/2006	17.90555556	13.5				
02/25/2004	20.51111111	21.75				
09/16/2007	16.95277778	6.75				
02/06/2004	20.56388889	19				
01/16/2008	16.61944444	11.5				
08/10/2004	20.05277778	12				
03/06/2007	17.48055556	3.5				
03/02/2006	18.49166667	18.5				
06/16/2008	16.20277778	11.5				
05/18/2006	18.28055556	5.5				
11/11/2008	15.8	1.25				
03/09/2004	20.47222222	3.25				
09/22/2006	17.93611111	14				

02/02/2007	17.575	15.25				
07/28/2008	16.08611111	5				
08/03/2004	20.07222222	13				
01/09/2007	17.63888889	0				
02/12/2006	18.54722222	15				
05/05/2007	17.31666667	18.5				
10/31/2005	18.83055556	17				
12/17/2005	18.7	12.5				
09/11/2007	16.96666667	14.5				
06/18/2007	17.19722222	8				
07/08/2007	17.14166667	7				
11/08/2006	17.80833333	17.75				
04/11/2008	16.38333333	12				
12/23/2009	14.68333333	0				
11/08/2006	17.80833333	12				
11/28/2008	15.75277778	0				
06/19/2006	18.19444444	8				
05/20/2004	20.275	6.25				

From: [Martinez, Caz](#)
To: [Samoiel, Samantha, PED](#)
Subject: [EXTERNAL] Re: Mission Goal Data - SY2122
Date: Monday, January 9, 2023 1:04:21 PM
Attachments: [image001.png](#)
[Las Montanas 2b. Goal Worksheets.docx](#)

SY2021-22 Mission Goal 1 and 2

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello Samantha,

I did some more digging and found this document.

On Mon, Jan 9, 2023 at 11:48 AM Martinez, Caz <caz.martinez@lasmontanashigh.com> wrote:

Hello Samantha,

The only thing I found regarding our performance framework contract is what you have. I looked back at all of the correspondence from the CSD after we received our renewal and prior to and after the contract negotiations and attached is all I found. I know we have been working with our students on the negotiated rubric and the 9th-11th grade levels are separate from the 12th grade level but essentially the two goals are the same with the distinction of the different grade levels.

Last year was a huge challenge being the first year back after the school closure period caused by the pandemic and with the option students had to continue with remote learning. During the school closure year of '20-'21 and the students that opted for remote learning in '21-'22, we could not commit to the rubrics from the mission goal data with any fidelity. I do have data from the students that opted in to in-person learning for the entirety of SY '21-'22.

- 74% of in-person 9th-11th grade students earned 80 points or higher on a 100 point rubric that was delivered through the Student Learning Community curriculum.
- 83% of in-person Seniors earned 80 points or higher on a 100 point rubric that was delivered through the Student Learning Community curriculum.

I hope I explained things clearly, as you are aware it has been a very strange last two years with Covid and school closures. We are just now beginning to feel a little sense of normalcy with student attendance and engagement since the pandemic hit. If we need to get on a call and discuss in more detail I am certainly willing to do that.

On Tue, Jan 3, 2023 at 1:42 PM Samoiel, Samantha, PED <Samantha.Samoiel@ped.nm.gov> wrote:

Hi Mr. Martinez,

My name is Samantha, and I am wondering if I can set up a time to briefly meet with you

on zoom regarding your mission specific goals and upcoming site visits?

I am available on Wednesday and Friday of this week. Do either of those days work for you?

I look forward to hearing from you,

Sam

Please note that all state emails have changed. My new email address is samantha.samoiel@ped.nm.gov. Emails sent to former state accounts are being forwarded, but please update my email address in your contacts.

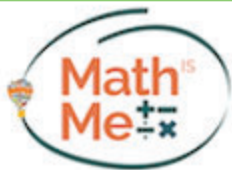
Samantha Samoiel | Authorizing Practices Administrator

New Mexico Public Education Department

300 Don Gaspar Ave. | Santa Fe, NM 87501

C: (505) 372-9545 | Help Desk: (505) 827-5800

Check us out here: [Options for Parents and Families](#)



EQUITY • EXCELLENCE • RELEVANCE

--

Caz Martinez

Director

Las Montañas Charter High School

1405 S. Solano Ave.
Las Cruces, NM 88001
(575) 527-5916

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Caz Martinez

Director

Las Montañas Charter High School

1405 S. Solano Ave.

Las Cruces, NM 88001

(575) 527-5916

Student	Total Points on 9th-11th grade SLC Mission-Specific Goal Analysis	44 of 58 students received a score of 75 points or higher on the 9th-11th grade Student Learning Community Rubric = 75.86% MEETS STANDARD
	19	
	100	
	97	
	100	
	79	
	100	
	44	
	49	
	85	
	85	
	82	
	88	
	97	
	89	
	70	
	88	
	85	
	100	
	85	
	100	
	100	
	100	
	91	
	91	
	88	
	100	
	100	
	100	
	47	
	30	
	41	
	87	
	53	
	20	
	76	
	82	
	56	
	87	
	100	
	89	
	58	

Student	Total points of Senior SLC Rubric	Mission Specific Goals Analysis						
	95	15 of 19 students received a score of 75 points or higher on the Senior Student Learning Community Rubric = 78.94% MEETS STANDARD						
	90							
	95							
	95							
	80							
	50							
	95							
	55							
	95							
	100							
	95							
	90							
	65							
	100							
	100							
	95							
	40							
	95							
	80							

Student	Total Points on 9th-11th grade SLC Mission-Specific Goal Analysis	46 of 62 students received a score of 75 points or higher on the 9th-11th grade Student Learning Community Rubric = 74.19% DOES NOT MEET STANDARD (-.81% or 1 student)
	100	
	100	
	100	
	100	
	88	
	100	
	27	
	8	
	82	
	100	
	100	
	100	
	100	
	54	
	42	
	79	
	100	
	100	
	38	
	100	
	100	
	100	
	100	
	100	
	100	
	100	
	100	
	44	
	60	
	21	
	100	
	82	
	82	
	44	
	0	
	16	
	100	
	100	
	100	
	86	
	100	
	23	
	0	
	37	
	100	
	78	
	100	

96

0

45

100

100

79

100

100

100

100

98

100

100

96

